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Evaluation of Balga Special School: first report: Pupil progress in selected programs

Mount Lawley College

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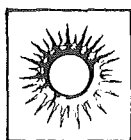
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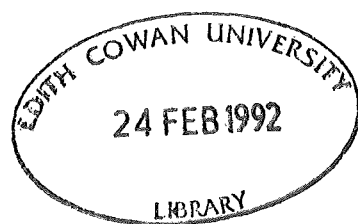
MOUNT LAWLEY COLLEGE
A COLLEGE OF ADVANCED EDUCATION

**EVALUATION OF BALGA SPECIAL SCHOOL:
FIRST REPORT:
PUPIL PROGRESS IN SELECTED PROGRAMS.**

February 1979



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In February, 1978, Mount Lawley College agreed to undertake an evaluation of the Balga Special School for the Education Department of Western Australia. Preliminary discussions were held with the Superintendent of the Research Branch and the Principal of Balga Special School. The purpose was to determine the parameters of the evaluation.

It was agreed that the College was to be responsible for the conceptual framework of the program. It was also agreed that this framework was to be approved by the Superintendent of the Research Branch and the Principal of the Balga Special School.

A second consideration was the length of time to complete the evaluation. It was agreed that if possible the evaluation activities should be finalised in the 1978 school year with a report to appear soon after that.

A further consideration was that the evaluation should be consultative and that the school staff should be informed and where possible closely involved in the evaluation activities. As a result of this a number of committees were established to facilitate the evaluation.

STRUCTURE OF THE EVALUATION

Mount Lawley College Committees

A *Steering Committee* comprising lecturers in the Department of Education and Psychology was established. The members of this committee were Dr M Lee (Chairman), Mr D Denic, Mrs P Formentin, Mr S Jongeling, Mr P Short, Mrs V Stephens, Mr L Summers. Mr J Rainford joined the committee in June.

The Steering Committee was responsible for development of the evaluation design and executive functions concerned with procedures in the program. All proposed evaluation activities were to be discussed by the steering committee.

An *Inter-Departmental Committee* was formed comprising staff from departments other than Education and Psychology who were interested in the evaluation. This committee co-ordinated the evaluation activities across the college. In particular it was to act as a forum for input of specialists in curriculum areas whose major discipline was not Special Education. The committee was chaired by the Head of Department of Education and Psychology and comprised representatives from the Departments of Art Education; English, Speech and Drama; Mathematics and Science; Music; Physical Education and Social Science.

College-School Committees

In order to facilitate the consultative nature of the project a joint *College-School Liaison Committee* was formed. The committee was chaired by the Head, Department of Education and Psychology and consisted of three representatives of the college steering committee and three representatives of the teaching staff of the school. All proposed evaluation activities were discussed with the liaison committee and ratified by them.

In addition the school proposals for evaluation activities were to be submitted by the liaison committee. The school representatives were Mr B Blakeman, Mr P Dunn, Mrs L Turner, and College representatives of the steering committee.

GENERAL FEATURES OF THE EVALUATION

The college model for the evaluation program was developed from Stufflebeam's (1971) model. This model delineates four areas of concern in educational evaluation, viz; Context, Input, Process and Product. Thus, the evaluation has been concerned with:

1. Goals of the school
2. Referral and assessment procedures
3. Teachers qualifications, experiences and demographic data
4. Ex-students, study of present levels of socialisation
5. Pupil progress in selected programs of Junior, Intermediate and Senior levels of the school
6. Curriculum in the school
7. Curriculum in the specialist areas of Art, Music, Physical Education, Speech and Language
8. Parent perception of the school programs
9. Problems of organisation, staffing and resources allocation

PUPIL PROGRESS IN SELECTED PROGRAMS

The present report is concerned with the investigation of teaching programs from the three levels of students at the school. These levels are Junior (ages 6 years to 8 years), Intermediate (9 years to 13 years), Senior (13 years to 18 years).

In an early meeting of the total school staff and the college steering committee, teachers were asked to volunteer programs which they considered representative of their overall teaching programs. Table I contains the curriculum areas in which pupil progress was investigated.

TABLE I
CURRICULUM AREAS IN WHICH
PUPIL PROGRESS WAS INVESTIGATED

| SCHOOL LEVEL | CURRICULUM AREA |
|--------------|---------------------------------------|
| Pre-School | <u>Self-care:</u> |
| Junior | <u>Self-care:</u> <u>Language:</u> |
| Intermediate | <u>Independence:</u> |
| Seniors | <u>Reading:</u> |

In addition, the same Language assessment procedures were used to determine Language skills in a random sample of children at all levels.

M LEE

(Chairman, College Steering Committee)

February 1979

REPORT ON EVALUATION OF PUPIL
PROGRESS IN SELECTED PROGRAMS¹

RATIONALE FOR EVALUATION OF THE TEACHING PROGRAMS

In evaluating these programs there was a choice between TWO strategies - to evaluate either the Product, or the Process. The more accountable of these two approaches is to evaluate the product, and we chose to do so.

McNeil (1971:13) argues that appraisal of teaching requires

"A good definition of teaching, because priorities among criteria are changing. Achievement of pupils in desired and desirable ways is a much more valuable indicator that good teaching has taken place than the actions of teachers independent of consequences on learners."

In this view effective teaching defines

"what learners should be able to do after instruction, specifying in advance what responses the learners cannot now make but will be able to make in the presence of some situation or class of situations."
(p.30)

Mager (1975:ii) states

"Before you prepare instruction, before you select instructional procedures or subject matter or material it is important to be able to state clearly just what you intend the results of that instruction to be. A clear statement of objectives will provide a sound basis for choosing methods and materials and for selecting the means for assessing whether the instruction has been successful."

¹The evaluation team at Mount Lawley College responsible for the planning, data collection procedures, data analysis and the submission of this report was:

Mrs P J Formentin - Lecturer in Special Education
Mr P Short - Lecturer in Special Education
Mr L Summers - Lecturer in Education and Psychology

Detailed curriculum vitae for the staff are contained in Appendix

A further consideration is that the objectives must be justifiable in terms of the overall educational program. In this context, points of view of teachers, parents and personnel involved in the evaluation all have an input. If the outcome measures indicate that the children learned what was required to be learned (i.e. objectives were met), then the recommendations will be concerned with improving upon an already acceptable situation. If the objectives were not met, then the recommendations will be much more far reaching in terms of curriculum development and assessment procedures.

Language, Reading, Self-Care

The approach taken to derive outcome data in Language, Reading and Self-Care was firstly to obtain objectives for each area from the teachers concerned, write items to measure those objectives, and submit these to the teachers involved for approval. It was our intention that the teacher should not feel threatened by the evaluation process. Where modifications were suggested, these were discussed. Outcome measures in Language, Reading and Self-Care were therefore the differences in performance for each child on each objective from the beginning to the end of the evaluation period. Special care was taken to ensure that (1) the items which were written to measure an objective related to the conditions under which the performance would be demonstrated, (2) the standards for success or failure were identified in the objective.

Independence

With the Independence program the situation was different, in that we were working with teacher-produced data. For this program the teachers provided data based on their on-going program for which objectives had been stated, and items already devised.

Firstly, the teachers were asked to detail for us the curriculum that they were following, and to indicate its source, if any. Secondly, we looked at the information supplied by the teacher and related it to the attainment or otherwise of the stated objectives for each area.

DATA COLLECTION PROCEDURES

LANGUAGE, READING, SELF-CARE

Language

The language task analysis described by Bricker, Ruder and Vincent (1976) was used to develop the Language Assessment Schedule for this evaluation. The assessment was carried out using especially constructed dolls' houses with the materials listed. (See Appendix I).

Language assessment for random sample of children throughout the school:

The same language assessment schedule was administered to a stratified random sample of 84 pupils throughout the school. This data was collected in order that some implications could be drawn about the performance of children in the teaching program and could be compared to the language skills of the rest of the school. Another reason for collecting this language data was to compare the needs for language programming as identified by this assessment with the language objectives specified in the teacher programs.

Language programs across the school:

As part of the evaluation procedure all teachers were asked to submit their written programs. The Evaluation team listed language objectives for every teacher.

Reading

Several reading tests were used. Flash cards were used to assess the Social List of Adaptional Words (SLAW) which is a school developed list. (Appendix II). Flash cards were also used to assess the Dolch List of 220 most common words, separated into two lists. Dolch I comprised the easier half, and Dolch II the harder half. (Garrard Publishing Co., Champaign, Illinois, 1960). (See Appendix III). Items in literacy and numeracy were based on those used in the survey by Bourke and Keeves (1977). (Appendix IV). Teachers were using SRA Reading Laboratory Level IIa, so items were developed based on objectives described in the teachers manual. (See Appendix V). Some children who passed all or nearly all of the SRA objectives were also pre and post tested on the GAP test. One child was given the GAPADOL test.

Self-Care

A Toilet Training and Self-Care Assessment schedule was devised from teacher provided objectives. (Appendix VI).

Data Collection

Data was collected by second and third year Mount Lawley College students who were undertaking a major study in special education. Special training sessions were given prior to the data collection and the significance of the evaluation for special education in Western Australia was emphasised.

On the days on which data was collected, special care was taken to ensure that there was no opportunity for students or others to manufacture data. Students were required to collect and sign for their materials from the school on the day in which they had to do their testing and/or observation. The data was collected from the school each day and scored by the evaluation team.

Results for each child on each objective assessed were presented to the teachers following the pre-assessment. The teachers then knew the extent to which we considered the child had met the objectives. After nine school weeks of instruction each child was assessed again on the same set of objectives. This post-assessment data was then compared to the pre-assessment data.

Independence Program

After consultation between the teachers involved and the college evaluation team the following ten areas were selected for evaluation:

1. Community awareness
2. Banking
3. Word Recognition
4. Money
5. Number
6. Time
7. Writing
8. Human Development
9. Manual Arts
10. Soft-ball

The teachers had previously constructed items in these areas and were collecting data relating to the children's performance on those items.

An examination of the data was made which focused on the following:

1. Assessment procedures were considered with regard to whether standardised items, teacher devised items or observational items were used. Whether the items were timed, written, verbal or in some other form, was also noted.
2. Objectives were analysed with regard to whether these were expressed in observable terms and whether a criterion for successful performance had been set.

3. Curriculum was noted for each area. Curriculum in this case meant objectives, materials, methods and assessment. Questions such as "Is there any curriculum provided by the Education Department?" and "Is curriculum provided by the school?" and "Is curriculum teacher-devised?" were asked about each area.
4. Progress data was also considered. Pre-assessment data was available from teacher records before this evaluation commenced. Examination of the assessment procedures for the independence program indicated that the data collected by the teachers was not sufficiently objective nor reliable. Consequently this data was not considered at any further stage of the evaluation, but recommendations have been made on the monitoring of the program. This monitoring was carried out by a college lecturer who was present on excursions and at lessons where these objectives were covered.

Table II provides a summary of data collection procedures for the teaching programs investigated.

TABLE II

SUMMARY OF DATA COLLECTION PROCEDURES
FOR TEACHING PROGRAMS

| SCHOOL LEVEL | CURRICULUM AREA | DATA COLLECTOR |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| Pre-School | <u>Self-care:</u> Toileting, washing, feeding, dressing | MLCAE students |
| Junior | <u>Self-care:</u> Toileting, washing, feeding <u>Language:</u> Language Assessment schedule (Bricker, Ruder and Vincent) | MLCAE students MLCAE students |
| Intermediate | <u>Independence:</u> Community Awareness, Banking, Word Recognition, Money, Number, Time, Writing, Human Development, Manual Arts, Softball | Balga teachers & MLCAE staff member |
| Seniors | <u>Reading:</u> Social List of Adaptational Words, SRA II Assessment Schedule, Literacy and Numeracy Assessment Schedule. Dolch List. | MLCAE students |

RESULTS

RATIONALE FOR DATA ANALYSIS: SIGN TEST

Reading (SRA II Assessment Schedule) Literacy and Numeracy Assessment Schedule Self-Care and Language

Because we are looking at the significance of changes in children's performance over time, the *Sign Test* as outlined by Siegel (1956) is appropriate. Siegel notes that the sign test is particularly useful for research in which quantitative measurement is impossible or not feasible, but in which it is possible to rank with respect to each other, the two members of each pair. If a child achieves ten objectives on the post-test having only been able to pass four objectives on the pre-test, then we can justifiably point to an improvement. However, we cannot assume that some child who improves six objectives when compared to a child who improved three objectives, has made twice the progress. Therefore, we are able to assume ordinal level of measurement but not able to assume interval level of measurement and thus the sign test is the appropriate measure for Literacy and Numeracy Assessment Schedule, SRA IIa, Self-Care and Language. The null hypothesis with which we are concerned is that the median difference in pre- and post-test performance is zero. That is, if instruction is not really having any effect, we would expect about half of the differences between pre- and post-test to be negative and about half between pre- and post-test to be positive. The null hypothesis is rejected if too few differences of one sign occur. The sign test can be one-tailed or two-tailed. In a one-tail test the advance prediction states whether changes will be in either a positive or negative direction. In the present data analysis we are stating that differences observed should be in the improvement or positive direction. For a description of the procedure to be followed in applying the sign test to data, see Siegel (1956, pp 68-75).

RATIONALE FOR DATA ANALYSIS: WILCOXON MATCHED PAIRS SIGNED RANK TEST

Reading (Slaw; Dolch I and II)

The sign test utilises information about the direction of differences within pairs. If information is available as to the relative magnitude of those differences a more powerful test can be used. Such is the case with the Slaw and Dolch I and II lists. By using the *Wilcoxon Matched Pairs Signed Rank Test* Siegel, 1956, p 75) we give more weight to a pair which shows a large difference than to a pair which shows a small difference. For a description of the procedure to be followed in applying this test, see Siegel (1956, pp 75-83).

A summary of all results is presented in Table III.

TABLE III

GROUP MEAN IMPROVEMENT SCORES FOR READING,
LITERACY AND NUMERACY, LANGUAGE AND SELF-CARE

SIGN TEST

| TEST | MEAN IMPROVEMENT | x | N | LEVEL OF SIGNIFICANCE |
|---------------|------------------|---|----|-----------------------|
| SRA IIa | 0.9 objectives | 6 | 18 | >.119 n/s |
| Literacy | 0.13 items | 5 | 10 | >.623 n/s |
| Numeracy | 0.13 objectives | 3 | 11 | >.50 n/s |
| Self-Care (a) | 0.33 objectives | 3 | 10 | >.172 n/s |
| Self-Care (b) | 3.3 objectives | 1 | 5 | >.18 n/s |
| Language | 2.2 objectives | 2 | 8 | >.145 n/s |

WILCOXON MATCHED PAIRS SIGNED RANK TEST

| TEST | MEAN IMPROVEMENT | T | \bar{T} | σ | LEVEL OF SIGNIFICANCE |
|----------|------------------|-------|-----------|----------|-----------------------|
| Slaw | 12.6 words | 314.5 | 162.5 | 37 | <.01 |
| Dolch I | 10 words | 46 | 162.5 | 37 | <.01 |
| Dolch II | 10 words | 38.5 | 162.5 | 37 | <.01 |

It can be seen from Table III that only three of the seven results are statistically significant. On the Slaw list of words, the mean improvement was 12.6 words per child over nine weeks. On the Dolch I list, the mean improvement per child was 10 words over nine weeks. On the Dolch II list, the mean improvement per child was 10 words over nine weeks. The total average gain was, therefore, 32.6 words per child over nine weeks. The outcomes on these three measures point to programs which while they demonstrate statistical significance, indicate educational value as well.

For those programs where the improvement was not statistically significant, educational implications can still be drawn. In the language program the mean number of objectives attained over nine weeks was 2.2 with a median of 3.5. Six of the eight children in the sample demonstrated an improvement in the number of objectives which they could meet at post-testing compared with those which they did meet at pre-testing. Only two of the children regressed.

In the self-care program there were two separate classes. Four of the six children in one group improved while of the two who did not, one maintained his original score, and one regressed. For the other teacher's group, only three of the children improved in the number of objectives which they could meet, whereas seven regressed, and two made no progress.

Independence Program

As stated earlier it was determined that the assessment was not sufficiently objective or reliable to be analysed. Comments in the Discussion and Recommendations are based on monitoring by one member of the college evaluation team.

DISCUSSION AND RECOMMENDATIONS

It is important to realise that the following recommendations were derived from programs which were volunteered by teachers.

It is recognised that there are limitations in programs which are volunteered by teachers. One of these limitations is that the program may or may not be representative of what this teacher does on other occasions, or of what other teachers do in the same area. Nevertheless, we have decided to use volunteered programs because we wanted programs where change in performances was likely to be demonstrated, as we believed that this is the essence of teaching.

By utilising volunteered programs, the teachers offered us programs for evaluation, which were more likely than most to be geared towards producing learning in the children. If the volunteered programs did not demonstrate any change then it was unlikely that others (non-volunteered) if evaluated, would show any change.

GENERAL RECOMMENDATIONS

These are necessary because even though there is diversity of subject matter in the teaching programs, some problems are common to all areas. The solutions which are suggested to overcome those problems are sufficiently important, that they be considered first before presenting detailed recommendations for each of the specific areas. It is likely that these recommendations apply to non-volunteered programs, and to other special schools.

1. This evaluation revealed that there is no specified curriculum of any sort in the special school. Each teacher devised their own syllabus, with the child going from one teacher using one curriculum, to another teacher using another and probably quite different curriculum.
2. A lack of procedures for monitoring the performance of children in the school is evident. Some children made large gains, but others regressed. There should be procedures to identify the point at which the child starts to go backwards. Months of regression in a teaching program should not occur.
3. Attention to Curriculum Development in Special Schools is considered urgent. Since these children are in special education, the implication is that they will not cope with regular school programs. It is obvious that there is a need for individual programming for each child

These three recommendations will recur in each of the areas as we discuss them separately.

SPECIFIC RECOMMENDATIONS

Sight Vocabulary

The results show that over the eight week teaching period some children learned no new words, while others learned a large number of new words. The recommendations are made with this observation in mind.

1. There is need for individual programs, particularly for children who are not making progress.
2. There is need for continuous monitoring of children's gains, to identify children who need further assistance.
3. Sight vocabulary results demonstrate that these children can learn sight words - the problem is to identify which sight words are really needed, and build these into a curriculum.
4. Some of the words in the Slaw Sight Vocabulary list (e.g. gentlemen, poison), are sufficiently complex to demonstrate that if the child can learn these words from flash cards in isolation, then teachers in Special Schools should begin systematic teaching of reading in context with comprehension as a major objective.

RECOMMENDATIONS BASED ON THE DATA COLLECTED FROM S.R.A. READING KIT IIA

1. The large gains made in sight vocabulary are in marked contrast to lack of progress made by the pupils on S.R.A. Reading Lab IIA. The recommendation from these findings is that it is not sufficient to use just reading kits to teach reading. Separate reading skills must be taught. Direct teaching does not occur in S.R.A. Reading Lab IIA.
2. Of major importance is the data from one child whose reading age at the time of the pre-test was 12 years, 8 months. At the post-test, he scored a reading age of 10 years, 8 months. He was subsequently retested on the same test after he had been told that we thought he could score much better, and that we knew he would read well. His second post-test results yielded a reading age of 12 years and 4 months. The recommendation that arises from this child's data, is concern with the placement policies for children in special education. The child's case records indicated that he had been at the special school for 1½ years and had attended 8 prior schools. He was described as "a non-attender,

with poor self-image". The point is, if children with reading ages as high as twelve years or more, are to be placed in Special Schools, there must be suitable programs developed to cope with their needs.

SPECIFIC RECOMMENDATIONS BASED ON THE READING DATA

1. A detailed task analysis of a comprehensive reading curriculum is required with specifically sequenced tasks for Special Schools.
2. Reading should be taught in Special Schools, in context, and using language based materials which should be structured and selected accordingly.
3. Ten out of twenty-five pupils had reading ages on a GAP test of eight years and more, indicating that they should have at least Year-three level programs in other academic skills.

RECOMMENDATIONS - TOILET TRAINING

1. The detailed examination of the data indicates that physical and verbal prompts from the teacher were frequent. It is recommended that prompts be faded as soon as possible so that children do not become excessively dependent on teachers for cues.
2. Children in one class made considerably more progress in toilet training than in the other class. It is not possible to identify variables which account for this difference. Nonetheless the following recommendations are offered. The recommendations that derive from this data are:
 - 2.1 Progress must be monitored regularly so that any child who is slipping back can be identified as soon as possible.
 - 2.2 Where children do not already demonstrate independence in this area, toilet training should be regarded as an essential component of the school curriculum.
 - 2.3 Isolated instances of corporal punishment were observed in the toilet training program. It is recommended that punishment during toilet training should be avoided at all costs and that only positive reinforcing procedures be used.

RECOMMENDATIONS FOR INDEPENDENCE PROGRAM

1. The task listings in the skill areas subsumed under "independence" need extending for children who are at present reaching ceilings in certain areas (e.g. number, time).
2. There needs to be clear delineation between objectives for in-school and out-of-school independence, and procedures developed whereby transfer of learning is assessed.
3. While the community-based nature of the program is commendable, activities outside of the classroom should not be undertaken at the expense of skill sessions, which are after all aimed at preparing children to apply these skills in a variety of situations.
4. Effective monitoring of children's progress requires a more systematic set of procedures.
5. Since team teaching is taking place, an opportunity exists for inter-observer reliability measures to be used.
6. Assessment sessions need to be held on a more regular basis. Standardised assessment items would facilitate the time and programming involved.

LANGUAGE RECOMMENDATIONS

1. The special school as a whole should have a language curriculum using functional examples which progress from simple, imitative tasks to single words and on through basic sentence structure extended to include modification of a sentence structure. The Bricker, Ruder and Vincent (1976) Language Program has these features. An alternative program is the Distar Language Programs.
2. General areas of language to be covered in the school should include:
 - (a) Pre-requisite skills, including sitting quietly in a chair, looking at the adult's face when instructed, and performing simple imitative behaviour on command.
 - (b) Verbal imitation, i.e. the imitation of vocal sounds produced by a model.
 - (c) Comprehension, i.e. the control of behaviour or materials by either verbal or non-verbal actions.
 - (d) Production, i.e. the ability to emit appropriate verbal behaviour.

3. Individual children's progress should be assessed and monitored using task-related assessment procedures at regular intervals. These assessments should be used to plan future teaching.
4. Although the teachers at the school, and college students understood much of the pupil's language, the community may not, due to frequent articulation problems. Therefore, it is recommended that regular services from speech therapists be provided to the special school.
5. The production of language should be emphasised. This recommendation is based on the finding that out of the sample of 84 children throughout the school, only four passed all of the phases on the language assessment and in nearly every instance, production was a major weakness.
6. It was observed that some children were difficult to manage. These children require specific teaching in following instructions, otherwise the child misses out on valuable instruction time because he is not physically with the teacher and the rest of the children when teaching occurs (e.g. when a child goes to the toilet and does not return for some time).
7. It is recommended that specific and practical training in language teaching (i.e. instructional methods, evaluation procedures, materials, procedures for monitoring progress) be included as a core requirement for all trainee teachers.
8. It is recommended that parents be given the opportunity to observe their child's language program in operation at the school. Parents should be informed on how to support and reinforce school-based language programs.

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APPENDIX I

APPENDIX I

BRICKER, RUDER & VINCENT: LANGUAGE ASSESSMENT SCHEDULES

LANGUAGE BEHAVIOURS TESTED.

General Areas:

- (1) Pre requisite Skills include sitting quietly in a chair, looking at the adult's face, performing simple imitative behaviour on command.
- (2) Verbal Imitation is the imitation of vocal sounds produced by a model.
- (3) Comprehension refers to the control of behaviour by either verbal or non verbal stimuli.
- (4) Production is the ability to emit appropriate verbal behaviour (Bricker et al (1976) p310).

Specific Language Skills:

A detailed list of the language skills tested is shown below:-

Prerequisite Skills

- (i) Sits quietly
- (ii) Looks at face
- (iii) Imitates behaviours

VERBAL IMITATION

| | | |
|--------------------------------|----|----------------------|
| BASIC SENTENCE STRUCTURE | 2 | Sounds (eg b) |
| | 4 | Nouns (eg cup) |
| | 6 | Verbs (eg fill) |
| | 9 | Two word phrases |
| | 12 | Three word sentences |

COMPREHENSION

| | |
|-------|----------------------------------|
| 1 | Functional use of objects |
| 3 | Points to objects |
| 7 | Demonstrates action |
| 10 | Demonstrates action phrase |
| 13 | Demonstrates agent-action-object |
| 15 | Adjectives |
| 17 | Prepositions |
| 19 | Adverbs |
| XXI | Pronouns |
| XXIII | "Wh" questions |
| XXV | Negatives |

PRODUCTION

| | |
|------|------------------|
| 5 | Nouns |
| 8 | Verbs (eg fill) |
| 11 | 2 word phrases |
| 14 | 3 word sentences |
| 16 | Adjectives |
| 18 | Prepositions |
| 20 | Adverbs |
| XXII | Pronouns |
| XXIV | "Wh" questions |
| XXVI | Negatives |

LANGUAGE PROBES

Materials required for Probes (Phases 1-XXVI)

OBJECTS: (suitable size for Dolls House)

LIST A

cup
pan
baby
2 spoons (1 big & 1 small)

LIST B

hat
shoe
comb
soap (1 square & 1 round)
2 boy dolls
wagon
man doll
2 cookies (1 square & 1 round)
dog
boat
can
sack
2 trucks (1 big & 1 small)
car
lady doll
4 chairs (blue, red, green, yellow)
bed

LIST C

bell
rubber hammer

EXTRAS

rice
cardboard sheet

DOLLS HOUSE

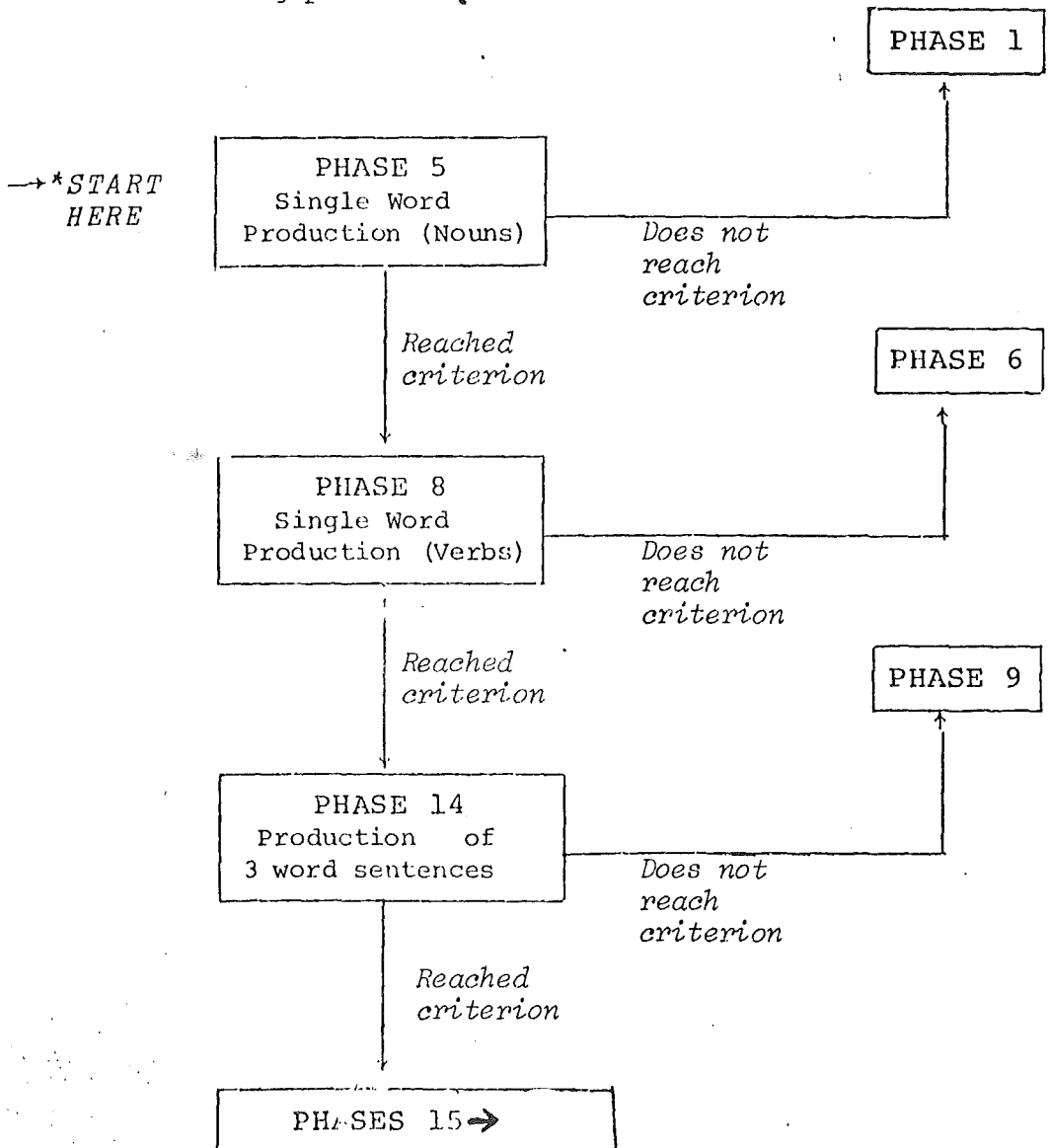
- (i) with opening & shutting doors & windows (2 of each)
- (ii) garage & driveway on definite slope
- (iii) dolls house with removable roof & large enough to fit bed, chair, lady, man, 2 chairs & car in garage

Reinforcers:

Sultanas
Twisties
Smarties
Happy face stamps

DECIDING WHERE TO START

1. Start each language assessment with Phase 5.
2. (a) If the child does not reach criterion or phase 5, start from Phase 1 and give as many phases as the child will co-operate for.
 (b) If the child reaches criterion on Phase 5, give Phase 8 next.
3. (a) If the child does not reach criterion on Phase 8 start from Phase 6 and give as many phases as the child will co-operate for.
 (b) If the child reaches criterion on Phase 8, give Phase 14.
4. (a) If child does not reach criterion for Phase 14, start at Phase 9 and give as many phases as child will co-operate for.
 (b) If child reaches criterion for Phase 14 give all remaining phases



5. If a child does not reach mastery on any of Phases 1, 2 and 3, then also assess PRE-NEQUISITE SKILLS (Behaviour Control)

LANGUAGE PROBES

Just before you start your testing, ask the child the following questions:

OBJECTIVE:

Refers to
self by
first
name.

1. "My name is (TRISH). What is your name?"

☐ + Correct

☐ - Incorrect

☐ NR No Response

Gives age
in years.

2. "How old are you?"

☐ +

☐ -

☐ NR

Gives
address.

3. "Where do you live?"

☐ +

☐ -

☐ NR

PRE-REQUISITE SKILLS (Behaviour Control)

This stage requires 3 basic responses from the child:

- (i) Sitting quietly in a chair
- (ii) Looking at the adult's face
- (iii) Performing simple imitative behaviour on command.

PROBES

(i) Sits Quietly

Instructions: Gently but firmly ask the child to "Sit quietly".
If the child does not respond by sitting down,
then place the child in a chair.

Probe on Sits Quietly

| Sits Quietly | + | - |
|--------------|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

Scoring: + Child sits (with or without physical prompt) and does not vocalise for 15 seconds.

- Child either gets up or else vocalises within 15 seconds.

Criterion: 5/5 + responses

(ii) Looks at adult's face

- Instructions:
1. Have child sit on a chair (prompt if necessary).
 2. Say "Look at me"

Probe on Looks at Adult's Face

| Looks at face | + | - |
|---------------|---|---|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

- Scoring:
- + Child's eyes must be directed at your face for 15 seconds
 - Child either does not look at your face (e.g. closes eyes, turns head away) or the child does not look at your face for a full 15 seconds.

Criterion: 5/5 + responses

iii)

Simple Imitative Responses

- Instructions:
1. Sit the child in a chair
 2. Tell child to "look at me"
 3. Model the behaviour and say
"Do this"

Probe on Simple Imitative Responses

| Response | + | - | NR |
|----------------|---|---|----|
| 1 Rings a bell | | | |
| 2 Stands up | | | |
| 3 Sits down | | | |
| 4 Puts arms up | | | |
| 5 Pushes car | | | |
| 6 Stamps foot | | | |
| 7 Hammers desk | | | |
| 8 Shakes head | | | |
| 9 Folds arms | | | |

- Scoring:
- + Child imitates the behaviour modelled
 - Child does something else.

Criterion: 9/9 responses

(Materials: Bell, car, plastic hammer)

PHASE 1

Functional use of objects (e.g. stirs with spoon).

Instructions:

1. Place a cup, spoon, pan, baby on the table in front of child.
2. If child does not use each item spontaneously, hand the object to the child and say:-

"What can you do with this?"

Three (3) attempts may be made to elicit a response for each i

Probe on Functional use of Objects (Phase 1)

| Object | Response | | |
|--------|----------|---|----|
| | + | - | NR |
| Cup | | | |
| Spoon | | | |
| Pan | | | |
| Baby | | | |

Scoring:

+ drinking from cup
stirring with spoon
pouring with pan
rocking the baby

- Incorrect use of object e.g. banging objects on tal
putting baby in pan, throwing objects on the floor

Criterion:

appropriate use of each item.

PHASE 2

Verbal imitation of sounds "
(e.g. "b")

Instructions:

1. Get the child's attention
2. "Say "(sound)" "
3. The sounds are presented as they appear below.

Probe on Verbal Imitation of Sounds (Phase 2)

| | | RESPONSE | | |
|----|-------------|----------|---|----|
| | SOUND | + | - | NR |
| 1 | /u/ in cool | | | |
| 2 | /ʌ/ in cut | | | |
| 3 | /k/ in cat | | | |
| 4 | /n/ in no | | | |
| 5 | /b/ in ball | | | |
| 6 | /æ/ in fat | | | |
| 7 | /i/ in beet | | | |
| 8 | /p/ in pig | | | |
| 9 | /ei/ in may | | | |
| 10 | /b/ in ball | | | |
| 11 | /ei/ in may | | | |
| 12 | /n/ in no | | | |
| 13 | /ʌ/ in cut | | | |
| 14 | /æ/ in fat | | | |
| 15 | /i/ in beet | | | |
| 16 | /p/ in pig | | | |
| 17 | /k/ in cat | | | |
| 18 | /u/ in cool | | | |
| 19 | /æ/ in fat | | | |
| 20 | /b/ in ball | | | |
| 21 | /ei/ in may | | | |
| 22 | /k/ in cat | | | |
| 23 | /p/ in pig | | | |
| 24 | /n/ in no | | | |
| 25 | /i/ in beet | | | |
| 26 | /ʌ/ in cut | | | |
| 27 | /u/ in cool | | | |

Scoring: If the child produces the sound or some reasonably close approximation, score as +.

If he gives an unacceptable response, the sound is recorded as -.

If he makes no response within 15 seconds, a ✓ is placed in the NR column.

CRITERION: Two acceptable imitations (+) of each sound.

PHASE 3

Word-object associations
(e.g. "Point to cup")

Instructions

1. Place a cup, spoon, pan, baby on table in front of child.
2. Request each of the objects 3 times as listed
3. Say "Give me _____"
or "Show me _____"
or "Point to _____"
or "Touch _____"

Probe on Comprehension (Phase 3)

| Stimuli | Response | | |
|-----------|----------|---|----|
| | + | - | NR |
| 1. Baby | | | |
| 2. Cup | | | |
| 3. Spoon | | | |
| 4. Pan | | | |
| 5. Cup | | | |
| 6. Spoon | | | |
| 7. Baby | | | |
| 8. Pan | | | |
| 9. Baby | | | |
| 10. Spoon | | | |
| 11. Cup | | | |
| 12. Pan | | | |

Scoring:

If the child selects the labelled object the teacher checks the + column.

If the child selects an incorrect object, the teacher checks the - column.

Failure to respond within 15 seconds is indicated by a check in the NR column.

Criterion

Correct selection of each object 2 times.

PHASE 4

Verbal imitations of nouns
(e.g. "cup")

Instructions

1. Get the child's attention
2. "Say "(word) " "
3. The words are presented as they appear.

Probe on Verbal Imitation of Words (Phase 4)

| | | RESPONSE | | |
|--------|--------|----------|---|----|
| | Words | + | - | NR |
| List A | cup | | | |
| | pan | | | |
| | baby | | | |
| | spoon | | | |
| List B | hat | | | |
| | shoe | | | |
| | comb | | | |
| | soap | | | |
| | boy | | | |
| | wagon | | | |
| | man | | | |
| | cookie | | | |
| | dog | | | |
| | boat | | | |
| | can | | | |
| | sack | | | |
| | truck | | | |
| | car | | | |
| List C | man | | | |
| | lady | | | |
| | chair | | | |
| | door | | | |
| | window | | | |
| | bed | | | |

Scoring: If the child produces the word or a reasonably close approximation, score as +.

If the child gives an unacceptable response, the word is scored as -.

If he makes no response within 15 seconds, a ✓ is placed in the NR column.

Criterion:

1 acceptable imitation of each word

PHASE 5

Single word productions of nouns
("cup".)

Instructions

1. Place object (e.g. cup, pan, spoon, baby) on the table in front of child.
2. Hold up one object and say:

"What's this?"
3. The objects are presented in the order they appear.

Probes on Production (Phase 5)

| Words | | Response | | |
|--------|--------|----------|---|----|
| | | + | - | NR |
| List A | cup | | | |
| | pan | | | |
| | baby | | | |
| | spoon | | | |
| List B | hat | | | |
| | shoe | | | |
| | comb | | | |
| | soap | | | |
| | boy | | | |
| | wagon | | | |
| | man | | | |
| | cookie | | | |
| | dog | | | |
| | boat | | | |
| | can | | | |
| | sack | | | |
| | truck | | | |
| | car | | | |
| List C | man | | | |
| | lady | | | |
| | chair | | | |
| | door | | | |
| | window | | | |
| | bed | | | |

Scoring A correct label or acceptable approximation is scored as +
Incorrect responses are scored as -.
Failure to respond in 15 seconds is scored as N.R.

Criterion

One acceptable response for each object

PHASE 6

Verbal imitation of verb
(e.g. "eat")

Instructions

1. Get the child's attention.
2. Say "(verb)"
3. The verbs are presented as they appear below

Probe on Verbal Imitation of Verbs
(Phase 6)

| Verb | | RESPONSE | | |
|--------|-------|----------|---|----|
| | | + | - | NR |
| List A | eat | | | |
| | ride | | | |
| List B | push | | | |
| | pull | | | |
| | fill | | | |
| | hide | | | |
| | sleep | | | |
| | sit | | | |
| | open | | | |
| | shut | | | |

Scoring: + child gives word or acceptable approximation

- child gives unacceptable response

NR No response within 15 seconds

Criterion: 3+ for each verb

PHASE 7

Word-action associations

(e.g. "Make him eat")

Instructions

1. Place objects (e.g. wagon, boat, cookies) on table.
2. Give child the dog and say "Make it ride"
3. Give child the man and say "Make him eat"
4. Each verb is tested once in the order shown below.

Comprehension (Phase 7)

| Verb | | Response | | |
|--------|-------|----------|---|----|
| | | + | - | NR |
| List A | eat | | | |
| | ride | | | |
| List B | push | | | |
| | pull | | | |
| | fill | | | |
| | hide | | | |
| | sleep | | | |
| | sit | | | |
| | open | | | |
| | shut | | | |

Scoring: + Child correctly demonstrates action

- Child's response is wrong

NR No response within 15 seconds

Criterion: 3+ for each verb

PHASE 8

Single word production of verbs
(e.g. "riding")

Instructions:

1. Demonstrate an activity (e.g. The dog eating the cookie)
2. Ask the child "What's he doing?"
3. Each verb is tested in the order shown below

Probe on Production (Phase 8)

| | Verbs | Response | | |
|--------|-------|----------|---|----|
| | | + | - | NR |
| List A | eat | | | |
| | ride | | | |
| List B | push | | | |
| | pull | | | |
| | fill | | | |
| | hide | | | |
| | sleep | | | |
| | sit | | | |
| | open | | | |
| | shut | | | |

Scoring: + Child responds with some form of the correct verb such as "eating", "eat", or "eats".

- Child's response is wrong

NR No response within 15 seconds

Criterion:

1 correct response for each verb

PHASE 9

Verbal imitation of 2 words
(e.g. "fill can")

Instructions

1. Get child's attention
2. Say "Fill can"
3. The two-word phrases are presented as they appear below.

Probe on Verbal Imitation of two-word phrases (Phase 9)

| Phrase | Response | | |
|----------------|----------|---|----|
| | + | - | NR |
| 1. Fill can | | | |
| 2. push truck | | | |
| 3. pull car | | | |
| 4. hide sack | | | |
| 5. hide car | | | |
| 6. pull truck | | | |
| 7. push car | | | |
| 8. fill can | | | |
| 9. pull car | | | |
| 10. fill can | | | |
| 11. push truck | | | |
| 12. hide sack | | | |

Scoring: + Child gives 2 word phrase
 - Child gives wrong response
 NR No response within 15 seconds

Criterion: 2/3 + for each verb

PHASE 10

Comprehension of Two-word phrases
(e.g. "Show me , 'fill can'").

Instructions

1. Place the car, truck, can, sack and rice on the table
2. Say "fill can"
3. Give each instruction as shown below:

Probe on Comprehension (Phase 10)

| Instruction | Response | | |
|----------------|----------|---|----|
| | + | - | NR |
| 1. Fill can | | | |
| 2. push truck | | | |
| 3. pull car | | | |
| 4. hide sack | | | |
| 5. hide car | | | |
| 6. pull truck | | | |
| 7. push car | | | |
| 8. fill can | | | |
| 9. pull car | | | |
| 10. fill can | | | |
| 11. push truck | | | |
| 12. hide sack | | | |

Scoring: + Child demonstrates correct action

- Child's response wrong

NR No response within 15 seconds

Criterion: 2/3 + for each verb

PHASE 11

Production of two-word phrases (e.g. "fill can")

Instructions

1. Demonstrate an activity (e.g. filling truck)
2. Ask the child "What am I doing?" or "What's happening?".
3. Each action is tested as shown below.

Probe on Production (Phase 11)

| Production of 2 word phrases | Response | | |
|---------------------------------|----------|---|----|
| | + | - | NR |
| 1. fill can | | | |
| 2. push car | | | |
| 3. hide sock | | | |
| 4. pull truck | | | |
| 5. fill truck | | | |
| 6. hide sock | | | |
| 7. pull can | | | |
| 8. push car | | | |

Scoring: + Child's response is some form of the correct verb combined with the correct object.
(e.g. "fills can", "filling can", or "fill can")

- Incorrect response

NR No response within 15 seconds

Criterion: 2 correct responses for each verb

PHASE 12

Verbal imitation of 3 word sentence
(e.g. "Man sit chair")

Instructions

1. Get child's attention
2. "Say "man sit chair" "
(3 word sentence)
3. Present 3 word sentences in order below.

Probes on Verbal Imitation of 3 Word Sentence (Phase 12)

| Sentence | RESPONSE | | |
|----------------------|----------|---|----|
| | + | - | NR |
| 1. man sit chair | | | |
| 2. lady sleep bed | | | |
| 3. lady open door | | | |
| 4. man shut door | | | |
| 5. lady sit chair | | | |
| 6. man sleep bed | | | |
| 7. lady open window | | | |
| 8. man shut window | | | |
| 9. man sleep bed | | | |
| 10. lady sit chair | | | |
| 11. man open window | | | |
| 12. lady shut window | | | |

Scoring: + Child gives 3 word sentences
 - Child's response wrong
 NR No response within 15 seconds

Criterion: 2/3 + per verb

PHASE 13

Comprehension of 3 word sentences
(e.g. "lady open window")

* (Doll's House)

Instructions:

1. Place man, lady, chair, bed, beside "doll's house"
2. Say "Make man sit chair"
3. Give each instruction as shown below

Probe on Comprehension (Phase 13)

| Sentence | RESPONSE | | |
|----------------------|----------|---|----|
| | + | - | NR |
| 1. man sit chair | | | |
| 2. lady sleep bed | | | |
| 3. lady open window | | | |
| 4. man shut door | | | |
| 5. lady sit chair | | | |
| 6. man sleep bed | | | |
| 7. lady open window | | | |
| 8. man shut window | | | |
| 9. man sleep bed | | | |
| 10. lady sit chair | | | |
| 11. man open window | | | |
| 12. lady shut window | | | |

Scoring: + child correctly follows instruction

- child's response incorrect

NR No response within 15 seconds

Criterion: 2/3 + for each verb

PHASE 14

Production of 3 word sentences
(e.g. "man open window")

(*Dolls House)

Instructions:

1. Demonstrate an activity
· (e.g. lady sit chair)
2. Ask the child:
"What am I doing?"
or "What's going on?"
3. Each item is tested as shown below

Probe on Production (Phase 14)

| Sentence | Response | | |
|----------------------|----------|---|----|
| | + | - | NR |
| 1. man sit chair | | | |
| 2. lady sleep bed | | | |
| 3. lady open window | | | |
| 4. man shut door | | | |
| 5. lady sit chair | | | |
| 6. man sleep bed | | | |
| 7. lady open window | | | |
| 8. man shut window | | | |
| 9. man sleep bed | | | |
| 10. lady sit chair | | | |
| 11. man open window | | | |
| 12. lady shut window | | | |

Scoring: + Child responds with the correct person
(e.g. lady), a form of the correct verb
(e.g. sit, sits, sitting) the correct
object (chair)

- Incorrect response

NR No response within 15 seconds

Criterion: 2/3 correct responses for each verb

PHASE 15

Comprehension of adjectives of size,
colour & shape. (e.g. "Show me 'red car'").

Materials: Dolls house

Colour:- 4 chairs (blue, yellow, red, green)

Size { 2 trucks (one big, one little)
 { 2 spoons (one big, one little)

Shape { 2 soaps (one round, one square)
 { 2 cookies (one round, one square)

Instructions:

1. Get child's attention
2. Colour:- Place the 4 chairs in front of child and say
 "Show me the blue chair". REPEAT FOR EACH COLOUR.
3. Size:- Place the 2 trucks and 2 spoons in front of child
 and say "Show me the big truck". REPEAT FOR EACH ITEM
4. Shape:- Place the 2 soaps and 2 cookies in front of child and
 say "Show me the round cookie". REPEAT FOR EACH ITEM

Probe on Comprehension (Phase 15)

| Adjective | Response | | |
|--------------------|----------|---|-----|
| | + | - | NR. |
| Colour:- blue | | | |
| yellow | | | |
| red | | | |
| green | | | |
| Size:- big truck | | | |
| little truck | | | |
| big spoon | | | |
| little spoon | | | |
| Shape:- round soap | | | |
| square cookie | | | |
| square soap | | | |
| round cookie | | | |

Scoring + child points to, touches, or picks up correct object

- wrong response

NR no response within 5 seconds

Criterion 12 / 12 correct responses

PHASE 16

Production of adjectives + noun phrases
(e.g. "Red car")

Materials: Dolls House.

Colour:- 4 chairs (blue, yellow, red, green)

Size:- 2 trucks & 2 spoons (one big and
little of each)

Shape:- 2 soaps & 2 cookies (round & square)

Instructions:

1. Get child's attention

2. Colour:- Place 4 chairs in front of child, pick up red chair and
say:- "This is a red chair. Say 'red chair'".

Do not score. Point to next chair and say:-
"What is this?". (Score)

Repeat "WHAT IS THIS?" for each item.

3. Size:- Place 2 trucks and 2 spoons in front of child. Pick up
big truck and say:- "This is a big truck. Say 'big truck'".

Do not score. Point to next object and say:-
"What is this?". (Score)

Repeat "WHAT IS THIS?" for each item.

4. Shape:- Place 2 soaps and 2 cookies in front of child. Pick up
round cookie and say:- "This is a round cookie. Say 'round cookie'".

Do not score. Point to next object and say:- "What is
this?" (Score)

Repeat "WHAT IS THIS?" for each item.

Probe on Production (Phase 16)

| Adjective - noun phrase | Response | | NR |
|----------------------------|----------|---|----|
| | + | - | |
| blue chair | | | |
| yellow chair | | | |
| red chair | | | |
| green chair | | | |
| little spoon | | | |
| big truck | | | |
| big spoon | | | |
| little truck | | | |
| square soap | | | |
| round soap | | | |
| round cookie | | | |
| square cookie | | | |
| | | | |
| TOTALS: | | | |

Scoring + child responds with correct phrase.

- child gives response which does not contain the phrase.

NR No response within 5 seconds.

Criterion $\frac{3}{4}$ correct response for each color, size, shape.

PHASE 17.

Comprehension of prepositions.
(e.g. "Show me 'under table'").

Materials: Dolls House. Baby, bed, chair, truck.

Instructions:

1. Get child's attention
2. Give the child the baby doll and say:-
 "Show me baby in bed". Repeat for other items.

Probe on Comprehension (Phase 17)

| Instruction | Response | | |
|--------------|----------|---|----|
| | + | - | NR |
| In bed | | | |
| under bed | | | |
| on chair | | | |
| beside truck | | | |
| on chair | | | |
| under bed | | | |
| beside truck | | | |
| in bed | | | |

Scoring + child places baby doll in correct position
 - wrong response
 NR no response within 5 seconds

Criterion 2 / 2 correct responses for each preposition.

PHASE 18

Production of prepositional phrases
(e.g. "under table")

Materials: Dolls House: Spoon, cup, chair, hat.

Instructions:

1. * Get child's attention.
2. Place the spoon in the appropriate place for the item and ask:-
"Where is the spoon?"

Probe on Production (Phase 18)

| Phrase required | Response | | |
|-----------------|----------|---|----|
| | + | - | NR |
| in cup | | | |
| beside cup | | | |
| on hat | | | |
| under chair | | | |
| on chair | | | |
| beside cup | | | |
| in cup | | | |
| under hat | | | |

Scoring : + child's response includes correct preposition (e.g. in)
and correct noun (e.g. cup)

- Incorrect response

NR no response within 5 seconds

Criterion 2/
2 correct responses for each preposition.

PHASE 19

Comprehension of Adverbs (e.g. "Show me 'push fast'").

Materials: Dolls House. Car

Instructions:

1. Get child's attention
2. Hand car to child and say:-
"Show me 'push fast'"
"Show me 'push slow'"
3. Place car at bottom of ramp to garage in dolls house and say:-
"Show me 'push up'"
"Show me 'push down'"
4. Place car in garage and say"-
"Show me 'pull out car'"
"Show me 'push in car'"

Probe on Comprehension (Phase 19)

| Action | Response | | |
|--------------|----------|---|----|
| | + | - | NR |
| push fast | | | |
| push slow | | | |
| push up | | | |
| push down | | | |
| pull out car | | | |
| push in car | | | |

Scoring + child demonstrates action required
 - incorrect response
 NR no response within 5 seconds

Criterion 6/
 6 correct responses .

PHASE 20

Production of verb + adverb phrases
(e.g. "push fast")

Materials: Dolls House. Car

Instructions:

1. Get child's attention
2. Demonstrate the activity appropriate to the item (e.g. push c.
3. Ask the child: "WHAT AM I DOING?"

Probe on Production Phase 20

| Verb-Adverb phrase | Response | | |
|--------------------|----------|---|----|
| | + | - | NR |
| | | | |
| PUSH FAST | | | |
| PUSH SLOW | | | |
| PUSH IN CAR | | | |
| PULL OUT CAR | | | |
| PUSH UP | | | |
| PUSH DOWN | | | |

Scoring : + child responds with a form of the correct verb (e.g. pushes, pushing, pushed) and the correct adverb (e.g. synonym, (e.g. quick)

- incorrect response

NR no response within 5 seconds.

Criterion: 6/
6 correct.

PHASE XXI (Phases 23 & 25 Bricker et al (1976))

Comprehension of pronouns (he, she, it, me, you, him, her).

Materials: Dolls House, man, lady, boy, girl, shoe.

Instructions:

1. Get child's attention
2. Say: "Make girl hide it"
 "Make boy push her"
 "Make lady push him"
 "Make boy sit on you"
 "Make girl sit on me"
 "Show me she sleeps in bed"
 "Show me you hide shoe"
 "Show me he pushes lady"

Probe on Comprehension (Phase XXI)

| Action | Response | | |
|-------------------|----------|---|----|
| | + | - | NR |
| girl hide it | | | |
| boy push her | | | |
| lady push him | | | |
| boy sit on you | | | |
| girl sit on me | | | |
| she sleeps in bed | | | |
| you hide shoe | | | |
| he pushes lady | | | |

Scoring

+ child demonstrates correct action, using doll of correct gender

- incorrect response

NR no response within 5 seconds

Criterion

8/
8 correct responses

PHASE XXII (Phases 24 & 26 Bricker. et al (1976))

Production of pronouns (it, him, her, me).

Instructions:

1. Get child's attention
2. Say: "I'm going to say 'boy hit girl' a different way.
Listen, 'boy hit her'.

Now I'm going to say 'boy hit ball' a different way.
Listen, 'boy hit it'.

HELP ME SAY 'BOY HIT GIRL' A DIFFERENT WAY. 'BOY HIT

Wait 15 seconds. Repeat for each item.

Probe on Production (Phase XXII)

| | Response | | |
|------------------------------------------|----------|---|----|
| | + | - | NR |
| boy hit girl/boy hit <u>her</u> | | | |
| boy hit man/boy hit <u>him</u> | | | |
| boy hit ball/boy hit <u>it</u> | | | |
| boy hit (child's name)/boy hit <u>me</u> | | | |

Scoring: + child gives correct pronoun
- incorrect response
NR no response within 15 seconds

Criterion: 4/
4 correct

PHASE XXIII (Phases 28, 30 Bricker et al (1976))

Comprehension of "wh" questions
(e.g. which is....?, where is?)

Materials:

Dolls House { Lady on chair
where;- { Man in bed
{ Dog under table
{ Car in garage

which;- { 4 chairs (blue, yellow, red, green)
{ car, truck, wagon

Instructions:

1. Get child's attention
2. Say "Show me where the lady is" REPEAT FOR MAN, DOG, CAR
3. Say "Which is the blue chair?" REPEAT FOR RED CHAIR, CAR, TRUCK
4. Give items in order listed.

Probe on Comprehension (Phase XXII)

| Child points to object | Responses | | |
|---------------------------|-----------|---|----|
| | + | - | NR |
| Show me where the lady is | | | |
| Show me where the car is | | | |
| Which is the blue chair? | | | |
| Which is the car? | | | |
| Show me where the man is | | | |
| Which is the truck? | | | |
| Show me where the dog is | | | |
| Which is the red chair? | | | |

Scoring:

+ the child points correctly

- incorrect response

NR no response within 5 seconds

Criterion

8 / 8 correct

PHASE XXIV (Phases 29, 31, 32, Bricker et al (1976))

Production of "wh" questions (e.g. "Where?", "What?",
"Which?", "Who?")

Materials: Dolls House, man, lady, boy, wagon, car, truck, coloured chairs (green, blue red), cardboard sheet.

Instructions:

1. Say, "I'm putting the lady somewhere; ask me where and I'll show (Hide lady using cardboard as screen).
2. "I'm touching something (wagon); ask me what and I'll tell you".
3. "I'm holding a coloured chair; ask me which and I'll show you".
4. "I'm pointing to someone (boy) ask me who and I'll tell you".

Probe on Production (Phase XXIV)

| Question | Responses | | |
|--------------|-----------|---|----|
| | + | - | NR |
| <u>where</u> | | | |
| <u>what</u> | | | |
| <u>which</u> | | | |
| <u>who</u> | | | |

Scoring: + child says correct word or recognizable approximation
- incorrect response
NR no response within 5 seconds

Criterion: 4/
4 correct.

PHASE XXV (Phases 35,37,39,41, Bricker et al (1976))

Comprehension of negatives
(e.g. "Truck no go")

Materials: Dolls house. 2 chairs (red and yellow)
cup, spoon
2 boys (one on chair, one in bed)
windows (one open, one shut)
doors (one open, one shut)

Instructions:

1. Get child's attention
2. Say "Show me not red chair", repeat "Show me"
for each item.

Probe^{On}Comprehension (Phase XXV)

| Child points to: | Responses | | |
|------------------|-----------|---|----|
| | + | - | NR |
| not red chair | | | |
| not spoon | | | |
| window not open | | | |
| boy not sitting | | | |
| door not shut | | | |

Scoring: + child points to appropriate object
- incorrect response
NR no response within 5 seconds

Criterion 5
/5 correct

Production of Negatives (e.g. "No, not full").

Materials: Spoon, cup, truck, car, blue chair, yellow chair, green chair, boat, comb, hat

Instructions:

1. Get child's attention
2. Present some positive as well as negative instances for questions
Score only responses to negative instances.

e.g. Question

"Is this a spoon?" (show cup)

Child's response

"No, not spoon" (Score)

"Is this a hat?" (show hat)

"Yes....." (Ignore)

3. Ask "Is this a spoon?" (show cup). Help child with this response.

Probe on Production (Phase XXVI)

| Question | Correct Response | Response | | |
|----------------------------|------------------|--------------|--------------|--------------|
| | | + | - | NR |
| 1. Is this a car? | No, not car | | | |
| Is this green? | Yes | / | / | / |
| 2. Is this yellow? | No, not yellow | | | |
| 3. Is this full? | No, not full | | | |
| Is this a hat? | Yes | / | / | / |
| 4. Is this fast? | No, not fast | | | |
| 5. Is this blue? | No, not blue | | | |
| 6. Am I pulling? | No, not pulling | | | |
| Is this square? | Yes | / | / | / |
| 7. Am I pushing? | No, not pushing | | | |
| 8. Is this round? | No, not round | | | |

Scoring: + child's response includes "no" & "not"
(e.g. "no, it's not a car")

- incorrect response

NR no response within 5 seconds

Criterion: 6/8 correct.

APPENDIX II

APPENDIX II

SOCIAL LIST OF ADAPTATIONAL WORDS

| | |
|----------------|----------------------|
| MEN | POISON |
| GENTLEMEN | CAUTION |
| LADIES | PUSH |
| GENTS | UP |
| WOMEN | BEWARE |
| WALK | BEWARE OF DOG |
| DON'T WALK | WARNING |
| PUSH | DEEP WATER |
| PULL | DOWN |
| DANGER | WAY IN |
| OUT | WAY OUT |
| ENTRANCE | KEEP AWAY |
| EXIT | FLAMMABLE |
| OFF | HIGH VOLTAGE |
| ON | TURN OFF |
| IN | OFFICE |
| FIRE ESCAPE | ELEVATOR |
| KEEP OUT | DOCTOR |
| NO ADMITTANCE | LIVE WIRES |
| NO SMOKING | NO SMOKING |
| NO SWIMMING | PRIVATE |
| NO TRESPASSING | PRIVATE PROPERTY |
| OPEN | STAIRS |
| CLOSED | TAXI |
| OUT OF ORDER | TELEPHONE |
| SLIDE | NOT FOR INTERNAL USE |
| | WET PAINT |

APPENDIX III

APPENDIX III

INSTRUCTIONS FOR ADMINISTRATION OF SIGHT VOCABULARY.

MATERIALS: Flashcards.

INSTRUCTIONS:

1. Establish rapport.
2. Each flash card should be presented to the child for a maximum of two (2) seconds.
3. If child says word, or a recognizable approximation, within two (2) seconds place card in "correct" (right hand) pile.
4. If incorrect, place card in "wrong" (left hand) pile.
5. Do not comment on the correctness of any individual flash card. You may give praise at the end of the testing.
6. Each list to be tested in a separate session. Test the lists in the following order:

First: Dolch List I.
If child scores 85 or more give Dolch List II.

Second: Social Sight List.
If child scores less than 42 give Pre-requisite List.

DOLCH I - 110 EASIER HALF DOLCH WORDS

| | | | |
|--------|--------|--------|--------|
| am | for | my | this |
| us | four | myself | cold |
| a | from | no | in |
| after | funny | not | red |
| all | get | the | two |
| an | go | but | under |
| and | going | him | up |
| are | good | or | walk |
| around | green | three | was |
| as | had | come | we |
| ask | he | into | when |
| at | of | ride | white |
| away | here | round | who |
| be | by | run | will |
| before | his | said | yellow |
| big | out | see | yes |
| black | to | she | you |
| help | did | six | your |
| old | is | sleep | blue |
| then | it | so | her |
| call | its | some | them |
| I | jump | soon | they |
| play | just | stop | can |
| today | like | ten | if |
| do | little | that | pretty |
| down | long | brown | too |
| eat | look | on | |
| fly | make | one | |

DOLCH II - 110 HARDER HALF DOLCH WORDS

| | | | |
|----------|-------|--------|---------|
| small | which | any | fast |
| every | has | find | drink |
| went | been | write | because |
| hot | read | show | carry |
| don't | tell | hold | clean |
| upon | about | many | buy |
| together | why | better | always |
| over | five | own | first |
| were | both | put | say |
| would | saw | made | pick |
| work | now | done | wish |
| best | could | eight | wash |
| very | think | must | use |
| gave | ate | start | these |
| much | right | once | sing |
| cut | keep | live | try |
| there | bring | may | those |
| again | their | know | seven |
| new | pull | hurt | well |
| what | came | full | shall |
| me | want | off | never |
| how | take | light | with |
| laugh | draw | have | got |
| kind | far | please | ran |
| does | where | found | goes |
| only | fall | give | open |
| warm | thank | let | |
| grow | sit | our | |

APPENDIX IV

APPENDIX IV

LITERACY & NUMERACY ASSESSMENT SCHEDULE

BALGA EVALUATION

LITERACY AND NUMERACY ITEMS.

These items are to be administered on an individual basis. They involve **VERBAL INSTRUCTIONS** which must be given exactly as indicated. For each item there are also **MATERIALS** supplied.

REFUSALS

If the student refuses to do an item, or gives no response (within approximately 15 seconds), then move straight on to the next item and say:

"Try this one, it is different"

| ITEMS | | MATERIALS |
|---------------------------------|-----|-----------------------------------------|
| 1. Naming missing letters | (L) | Flash card |
| 2. Using an index | (L) | Newspaper |
| 3. Pointing to Road Sign | (L) | Flash card |
| 4. Completing a form | (L) | Form |
| 5. Writing a message | (L) | Cartoon Strip and Note Paper |
| 6. Reading a Radio/TV Programme | (N) | Flash card |
| 7. Counting | (N) | Flash card |
| 8. Measuring a pencil | (N) | Flash card |
| 9. Adding coins | (N) | Coins: 1 each:- 20¢, 10¢, 5¢, 2¢, 1C |
| 10. Calculating change | (N) | Flash card |

SAMPLE

LITERACY ITEM (R. 10 yr. B.L. 1)

Sub-Task Stating the symbols for the letters of the alphabet in lower case printed letters.

Materials Card showing:- a b c d e f - h i j k l - - o p - r s t - -
w x y z

Instructions Show student card with letters missing
"Tell me the missing letters as I point to each one."

Point to dashes (-) one at a time.

SCORING

| | correct | wrong | no response |
|--------|---------|-------|-------------|
| g | | | |
| m | | | |
| n | | | |
| q | | | |
| u | | | |
| v | | | |
| TOTALS | | | |

a b c d e f _ h i j k l _ _ o p _ r s t _ _ w x y z

SAMPLE

Literacy Item (R 10 yr. B.L. 19)

Sub-Task Using indexing skills for locating a particular section of
a newspaper by using an index.

Materials Newspaper.

Instructions: Give Newspaper to student, open at front page.

"Look at the front page. At the bottom left corner
find the index" (Point to index.)

"On which page would you find the Entertainments in
town?"

Scoring

(Answer is Page 2)

Correct

☐

Wrong

☐

No Response

☐

SAMPLE

Literacy Item (R.10 yr. B.L. 29)

Sub-Task: Reading Road signs: Scanning to locate specific information.

Materials: Card showing 4 road signs

Instructions: Show student card with signs.

"Which one of the following signs tells the driver
of a motor car to be careful of people crossing the
road?"

Scoring:

Student points to correct sign.

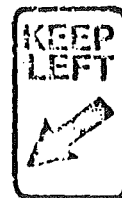
Correct

☐

Wrong

☐

No Response

☐

SAMPLE

Literacy Item (Wr. 10 yr. B.L. 1.)

Sub-Task: Completing a form:-

- (i) Writing surname in the appropriate position.
- (ii) Writing first name in the appropriate position.
- (iii) Writing sex in the appropriate position.
- (iv) Writing date of birth in the appropriate position.
- (v) Writing home address in the appropriate position.
- (vi) Writing signature in the appropriate position.

Materials: Form

Instructions: Give student form:-

"Read the information on this page and fill in the details about yourself."

Scoring

| | Correct | Wrong | No Response |
|-----------------|---------|-------|-------------|
| (i) Surname | | | |
| (ii) First Name | | | |
| (iii) Sex | | | |
| (iv) D.O.B. | | | |
| (v) Address | | | |
| (vi) Signature | | | |
| <u>TOTALS</u> | | | |

SAMPLE

Literacy Item (Wr. 10 yr. B.L. 2.)

Sub-Task: Writing messages.

Materials: Cartoon Strip and Message Paper.

Instructions: Point to the cartoon strip as you read it.

- "Hey Jim! How about coming for a ride?"
- "O.K. But I'll have to leave a note to tell Mum where I am"
- "Tell her we'll be home at 5 o'clock"

Point to the notepaper and say:-

"Pretend you are Jim. Write the note you leave for your mother. Tell her where you have gone and when you will be home."

Scoring: Score correct if message includes:-

1. A statement of what he is doing.
2. That he would be back at 5 o'clock.

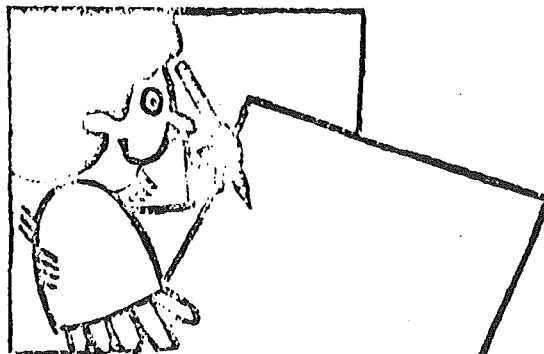
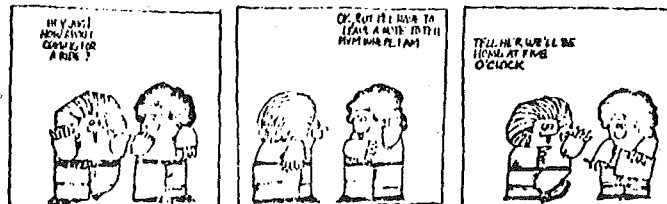
Correct

☐

Wrong

☐

No Response

☐

SAMPLE

Numeracy Item (10 yr B.L.5)

Sub-Task: Reading a radio/T.V. programme

Materials: Card showing ABV2 programme

Instructions:

Give student programme and say:

"Point to the programme which starts at half past five"

Scoring:

☐

Correct

☐

Wrong

☐

No response

5



3.30 PLAY SCHOOL ①
Program for pre-schoolers.
(30 mins.)

4.00 SESAME STREET
An interesting program for pre-school children introducing them to letters, numbers and simple words. (1 hr.)

5.00 ADVENTURE ISLAND ①
R. With Sue Donovan. A visit to the land of magic. Diddley Dum Diddley (30 mins.)

5.30 CARTOONS ①
(5 mins.)

5.35 FOREST RANGERS
Survival. (25 mins.)

6.00 TARGET
Magazine program for today's young people compared by David Champetou. (30 mins.)

6.30 GTK (10 mins.)

6.40 BELLDIRD (15 mins.)

6.55 TAKE KERR (5 mins.)

SAMPLE

Numeracy Item (10 yrs B.L.8)

Sub-Task

Counting: Stating the number of objects
in a finite set of objects

Materials:

Card showing footballers

Instructions:

Give student card and say:

"How many people are in this picture?"

Scoring:

14

=

☐

Correct

☐

Wrong

☐

No Response



SAMPLE

Numeracy Item (10 yrs B.L. 9)

Sub-Task: Measuring the length of an object with a ruler of tape marked in cm.

Materials: Card showing pencil and ruler

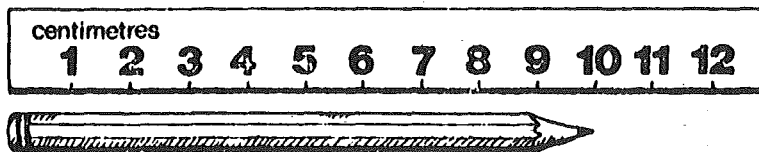
Instructions: Give card to student and say:

"What is the length of this pencil?"

Scoring: 10 cm = ☐ Correct

☐ Wrong

☐ No response



SAMPLE

Numeracy Item (10 yrs B.L. 20)

Sub-Task: Adding to obtain the total value of Australian coins.

Materials: 1 each of 20¢, 10¢, 5¢, 2¢, 1¢ coins

Instructions: Hand the coins to the student and ask:

"How much money is here altogether?"

Scoring:

38¢ =

☐

Correct

☐

Wrong

☐

No response



SAMPLE

Numeracy Item (10 yr B.L. 21)

Sub-Task: Calculating change from 50 cents

Materials: Card shwoing picture of Frozen peas @ 42¢.

Instructions:

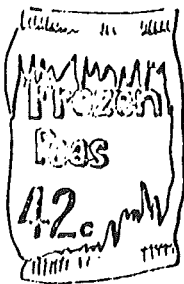
Hand card to student and say:

"Jean gave 50¢ to pay for these peas.
How much change should she get?"

Scoring: 8¢ = ☐ correct

☐ Incorrect

☐ No response



SAMPLE

NAME:

| |
|-------------------------------|
| |
| Family Name or Surname |
| |
| First Names or Christian Name |

SEX:

| |
|--|
| |
|--|

DATE OF BIRTH:

| |
|--|
| |
|--|

HOME ADDRESS:

| |
|----------|
| |
| |
| |
| State |
| Postcode |

SIGNATURE:

| |
|--|
| |
|--|

SAMPLE

Babies strapped to floor of giant plane

CHANDRIS
CHANDRIS LINES CHANDRIS CRUISES
Chandris Lines (Aust.) Pty. Ltd., Chandris House,
155-157 Collins St., Melbourne. Vics. 3099, 631, 6444

LATE

120 killed in waifs' jet

ASSPACER

Thursday, May 8, 1975

Daily News

Volume No. 1,000

SAIGON, — At least 120 people were killed today when a jet packed with Vietnamese war orphans crashed in flames on the outskirts of Saigon.

The plane — a C-5A Galaxy — was attempting an emergency landing when it went down.

It was carrying 243 orphans, 43 escorts — American and Australian — and a crew of eight.

Officials said about 100 orphans survived and between 120 and 150 were killed.

The crew members and many of the escorts lived. Officials had no information on the fate of the Australian escorts.

Many of the orphans, aged between eight months and 12 years, were the children of U.S. servicemen who had fought in Vietnam.

A short time before the crash, the plane had taken off from Saigon airport for Clark U.S. Air Force base in the Philippines.

A few minutes out of Saigon, the pilot reported that a rear cargo door had blown out, causing decompression problems. He said he was returning to Saigon.

About three kilometres short of the airfield the plane plunged into muddy rice paddies and skipped across the Saigon river like a flat rock on a pond. It came to rest in a marsh, breaking into three or four pieces.

Helicopters from Air America, the American charter airline, and the South Vietnamese Air Force picked up the survivors and took them to the Seventh Day Adventist hospital in Saigon.

Rescue workers surrounded each helicopter as it landed, rushing the injured on stretchers to waiting ambulances.

One American rescue worker said he had pulled out dozens of surviving children from the upper portion of the plane.



Anguished women carry surviving babies to hospital after the crash.

Dolphin all at sea

LONDON, Mon., AAP — A male dolphin has made its home in a Welsh bay because it is believed to have fallen in love with a seven-foot fish.

National Park spokesman at Martin's Haven, Waterford West, said the dolphin had refused to leave the bay for two weeks.

It then followed the boat on trips to a nearby island. "I do not think it expects to make much of its partnership — a dolphin would be too intelligent for that," the spokesman said.

Pay grab sparks off security clamp

By STEPHEN FOLEY

ANSETT Transport Industries will improve security precautions after yesterday's lightning \$89,128 payroll grab.

Three armed bandits burst in on three women checking the payroll, minutes after it had been delivered.

They fled through a seldom-used door that can be opened only from the inside into busy Victoria St.

"I'm not saying it was an inside job, but you would have to case the area very well to know that door was there," general staff manager, Mr Bob Reay, said.

A meeting of senior personnel yesterday afternoon reviewed security measures and decided on immediate improvements.

Three bandits, wearing stocking masks and balaclavas, struck at 8.20 a.m.

IN BRIEF

180,000 see art exhibition

MORE than 180,000 people had seen the \$17 million Modern Masters art exhibition at Melbourne's National Gallery before it closed yesterday.

There was a queue 2km (12 miles) long outside the gallery yesterday, and many people were still waiting to enter the exhibition when the doors were closed.

Payroll snatch

Two armed men held up the CBC sub-branch at the Four Twenty factory in Tennyson Street, Kensington, yesterday.

Police say the men, both about six feet, and wearing balaclavas, robbed the sub-branch of pay-roll money totalling about \$5000.

One of the men carried a shot gun while the other had a pistol, police said.

Darwin foodlift

DARWIN — Thirty-three tonnes of perishables will be flown to Darwin this weekend because of floods across the Stuart Highway, the main road link to the south.

OTHER PAGES

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Classified Advertisements

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Registered for transmission by post as a newspaper—Category C.

ACER Research Study

The Australian Council for Educational Research is carrying out a study of the reading, writing and number work of 10- and 14-year-old students at primary and secondary schools. The study includes students in all Australian states and in the Northern Territory and ACT. In all about 14 000 students

at about 250 schools are involved. The results of the project should be helpful to teachers and others responsible for programmes concerned with the development of basic educational skills in Australia over the next few years. A report on the project's findings is expected by April next year.

Quality...
Fit a top quality
KEY muffler to your
car and feel the
difference. Designed
made by experts
special alu-
minum coated steel.
your garage or

KEY
MUFFLERS
MUFFLERS Tel. 95 4711
UNITE NO. MOORABBIN 3189
LV 24

ATHER: Few showers Cst. Dry elsewhere. Cold night. Mainly mild day.

APPENDIX V

APPENDIX V

S.R.A. II A ASSESSMENT SCHEDULES

L I T E R A C Y I T E M S

B A S E D O N S R A K I T I I A

I N S T R U C T O R ' S M A N U A L

BEGINNING SOUNDS

Directions: Circle the word that makes the best sentence.

Samples: Will you (sing, king, ring) the bell?
We went to (town, gown, clown).

1. The boy (cat, bat, sat) on the chair.
2. We will (lake, bake, sake) cookies today.
3. Tom will (big, dig, rig) in the garden.
4. That was a (sunny, bunny, funny) joke.
5. Betty will (play, day, gray) with the baby.
6. Do not let the door (tam, slam, ham).
7. The night was very (dark, lark, park).
8. Mike lives in a (louse, house, mouse).
9. We are going for a (slide, tide, ride) on the bus.
10. Put the dishes in the (pink, think, sink).
11. We used a (string, bring, swing) to tie the package.
12. Ten pennies make a (time, dime, crime).
13. He put a (feather, weather, leather) in his hat.
14. The seeds were (scattered, pattered, chattered).
15. The new boy is a (manger, stranger, changer).

ENDING SOUNDS

Directions: Circle the word your teacher reads.

Samples: (Read the circled words)

| | |
|------------|------------|
| can | sum |
| car | <u>sun</u> |
| <u>cat</u> | sup |
| cap | sub |

Examiner reads: (Pronounce the words clearly twice. Do not use in sentences.)

- | | | | | |
|--------|--------|---------|---------|---------|
| 1. his | 3. ark | 5. boom | 7. life | 9. rag |
| 2. hot | 4. man | 6. feel | 8. reap | 10. her |

Directions: Circle the word your teacher reads.

Samples:

| | |
|-----|-----|
| can | sum |
| car | sun |
| cat | sup |
| cap | sub |

| | | | | |
|-----------------------------|-----------------------------|---------------------------------|---------------------------------|------------------------------|
| 1. him hip hit his | 3. art are ark arm | 5. boom boot book boon | 7. life like line lime | 9. ram ray rag raw |
| 2. hop hot how hog | 4. mad man map mar | 6. feed feel feet fees | 8. read real ream reap | 10. hem hen her hex |

CONSONANT BLENDS BEGINNING AND END

DIRECTIONS: Teacher says - I would like you to read these words for me. Try to read as many as you can. Read across the page.

| | | | | |
|------|-------|------|------|------|
| plod | than | dust | shop | frog |
| shut | dress | shed | hung | pram |
| trip | sled | fond | rush | thus |

| | | | | | |
|------|-------|------|-------|-------|-------|
| song | fish | crab | bran | trap | bend |
| grub | fret | stop | glum | chin | thin |
| hand | dash | clap | drum | grit | pick |
| flip | lost | chop | prim | bless | dreg |
| ring | glib | deck | crib | flop | such |
| lock | brag | bled | frill | catch | cross |
| chat | press | trot | best | club | glen |
| stun | fled | grab | much | plan | slim |
| blot | clip | plug | slot | stud | brat |

SHORT VOWELS

Samples: (Read the circled words only).

duck
dick
dock
deck

pup
pop
pip
pep

Examiner reads: (Pronounce the words clearly twice. Do not use in sentences.)

- | | | | | |
|--------|--------|---------|----------|---------|
| 1. beg | 3. rot | 5. last | 7. clock | 9. pull |
| 2. ham | 4. tin | 6. sing | 8. but | 10. bed |

Directions: Listen carefully and circle the word in each box that your teacher reads.

Samples:

duck
dick
dock
deck

pup
pop
pip
pep

| | | | | |
|-----------------------------|-----------------------------|---------------------------------|-------------------------------------|---------------------------------|
| 1. bag bug bog beg | 3. rit rat rot rut | 5. list last lost lest | 7. click clock clack cluck | 9. pull poll pall pill |
| 2. ham hem him hum | 4. tan ton ten tin | 6. sing sang sung song | 8. bat bit but bet | 10. bad bud bid bed |

LONG VOWELS (DIFFERENTIATION BETWEEN LONG & SHORT VOWELS)

Sample: so L table L run s

Examiner reads: (Pronounce the words clearly twice. Do not use in sentences).

- | | | | | |
|---------|-----------|---------|----------|----------|
| 1. ate | 3. splash | 5. know | 7. thing | 9. home |
| 2. jump | 4. feet | 6. five | 8. hop | 10. them |

DIRECTIONS: Listen as your teacher reads the words. If the vowel you hear is long, put L on the line. If it is short, put S on the line.

Samples:

| | | | | |
|----------|----------|----------|----------|-----------|
| 1. _____ | 3. _____ | 5. _____ | 7. _____ | 9. _____ |
| 2. _____ | 4. _____ | 6. _____ | 8. _____ | 10. _____ |

VOWEL BLENDS

Directions: Teacher Reads - Here is another list of words
I would like you to read for me. Try to read
as many as you can. Read across the row.

| | | | | | |
|------|------|------|------|------|------|
| cow | ford | wall | dart | new | goal |
| raw | dine | tow | ball | hood | Jar |
| term | foil | rode | soon | low | cube |
| foot | mule | gown | leaf | tall | Jeep |
| dew | mark | burn | coat | peel | meat |
| gain | paw | need | wake | bird | tune |
| road | hear | fur | sir | now | sort |
| gale | wait | perm | note | coil | pew |
| boil | rate | sail | wide | Jerk | dirt |
| mow | lime | joke | horn | hurt | law |

BASE WORDS PLUS ENDINGS - s, ed, er, est, ing

Directions: Circle the word that makes the best sentence.

Samples: I am (come, coming) home.

We can (play, played) with the ball.

1. The boy (walked, walking) fast.
2. Sally was (runs, running) home.
3. We are (help, helping) you mow the grass.
4. I will (talk, talked) to her when she comes.
5. John (putting, put) the leaves in a basket.
6. The ball (dropped, dropping) into the pond.
7. A horse is (bigger, biggest) than a dog.
8. The water in the kettle is (boils, boiling).
9. You are not as (tall, taller) as a giraffe.
10. That is not (you, your) book.

COMPOUND WORDS

7.

Directions: Each big word is made of two little words. Draw a line between the two little words in each big word.

Samples: something into

- | | |
|---------------|-----------------|
| 1. maybe | 6. herself |
| 2. outdoors | 7. today |
| 3. everywhere | 8. inside |
| 4. birthday | 9. afternoon |
| 5. forget | 10. storekeeper |

CONTRACTIONS

Directions: Say each contraction out loud, asking the child to use the word in a sentence. Then ask the child to tell you the word from which the contraction is derived.

| | | | |
|-------|-------|------|--------|
| I'm | I'll | he's | you've |
| can't | don't | it's | we've |
| won't | isn't | I've | let's |

SYLLABIFICATION

Directions: Look at the first word in each line. Find the first syllable of that word, and make a cross in the circle beside that syllable.

Samples: A window 0 wi ☒ win 0 wind
 B over 0 o 0 ov 0 over

- | | | | |
|--------------|------|--------|----------|
| 1. perhaps | 0 pe | 0 per | 0 perh |
| 2. something | 0 so | 0 some | 0 someth |
| 3. bottle | 0 bo | 0 bot | 0 bott |
| 4. circle | 0 c | 0 ci | 0 cir |
| 5. together | 0 to | 0 tog | 0 toge |
| 6. open | 0 o | 0 op | 0 ope |
| 7. riddle | 0 ri | 0 rid | 0 ridd |

| | | | |
|--------------|------|--------|---------|
| 8. happy | 0 ha | 0 hap | 0 happ |
| 9. after | 0 a | 0 af | 0 aft |
| 10. table | 0 ta | 0 tab | 0 table |
| 11. little | 0 li | 0 lit | 0 litt |
| 12. birthday | 0 bi | 0 bir | 0 birth |
| 13. early | 0 e | 0 ea | 0 ear |
| 14. baby | 0 ba | 0 bab | 0 baby |
| 15. company | 0 co | 0 com | 0 comp |
| 16. eager | 0 e | 0 ea | 0 eag |
| 17. story | 0 s | 0 st | 0 sto |
| 18. have | 0 h | 0 ha | 0 have |
| 19. shoulder | 0 sh | 0 shou | 0 shoul |
| 20. here | 0 h | 0 he | 0 here |

ACCENTED SYLLABLES

DIRECTIONS - Have the child identify the key word 'never'
Ask him to pronounce the remaining words.

Never

| | | | | |
|-------|---------|--------|-------|-------|
| river | seven | visit | ever | even |
| tiger | present | wagon | music | began |
| robin | become | finish | paper | over |

CHANGING 'Y' TO 'I'

Directions: The first word in each box means one thing (is singular). Choose the word in each box that means more than one of the same thing (the plural). Circle the one you choose.

Samples:

| |
|--------|
| house |
| houses |
| hice |

| |
|--------|
| mouse |
| mouses |
| mice |

| | | |
|--------------|---------------|--------------|
| <u>baby</u> | <u>family</u> | <u>boy</u> |
| babys | familys | boys |
| babies | families | boyes |
| <u>goose</u> | <u>sheep</u> | <u>foot</u> |
| gooses | sheeps | foots |
| geese | sheep | feet |
| <u>fox</u> | <u>man</u> | <u>puppy</u> |
| foxes | men | puppys |
| foxs | mans | puppies |

CHANGING 'Y' TO 'I' (contd)

| | | |
|------------------------------------|----------------------------------------|-----------------------------------------|
| <u>child</u> childs children | <u>rooster</u> roosters roostern | <u>grocery</u> groceries grocerys |
| <u>woman</u> womans women | <u>wife</u> wives wives | <u>leaf</u> leaves leafs |

HOMONYMS

Directions: Read the two words in front of each sentence.
Both words sound the same. Decide where each
word goes and print it in the sentence.

Sample: red I _____ a story about a little _____ hen.
 read

1. to _____ girls are going _____ the show.
 two

2. here Come _____, and you can _____ me.
 hear

3. ate We _____ the _____ cookies.
 eight

4. hour _____ bus left over an _____ ago.
 our

5. there I can see _____ house over _____.
 their

WORD MEANING FROM CONTEXT OF STORY

Directions: Find the one word that belongs in each space, and make a cross in the circle in front of that word. Do NOT write in the spaces.

SAMPLES: The mouse ran away from the cat.

The ~~cat~~ ran after the A.

A ☐ dog ☐ boy ☐ mouse ☐ horse

The hen is white. Every day she lays one B.
She has C legs.

B ☐ chick ☐ feather ☐ nest ☐ egg

C ☐ two ☐ three ☐ four ☐ six

The red wagon can go:

It can go _____.

1. ☐ many ☐ fast ☐ will ☐ car

It was Tom's birthday.

He laughed.

He was _____.

2. ☐ crying ☐ sleeping ☐ little ☐ happy

Ann can sing well.

She sang a _____ for her father.

3. ☐ song ☐ book ☐ stop ☐ ring

Betty has a little pet.

It is a _____.

It has _____ legs.

4. ☐ pig ☐ horse ☐ cow ☐ kitten

5. ☐ five ☐ nine ☐ four ☐ no

WORD MEANING FROM CONTEXT OF STORY (Contd)

The Indian pony runs very fast.
Children can not ride him.
They might _____ off.

6. 0 fall 0 run 0 walk 0 race

The pencil has a long point.
It makes a thin line.
The pencil is _____.

7. 0 thick 0 dull 0 rough 0 sharp

Baseball is played with a ball and a bat.
You must try to _____ the ball with the _____.

8. 0 hit 0 miss 0 hide 0 string

9. 0 hand 0 belt 0 hall 0 bat

Judy was taking a bath.
She got some soap in her _____
The soap made her eye _____

10. 0 eye 0 dress 0 shoes 0 glass

11. 0 blue 0 cold 0 hurt 0 wet

There was a fire down the street.
A house was _____. The firemen put _____ on
the fire.

12. 0 noisy 0 fighting 0 afraid 0 burning

13. 0 water 0 wood 0 ashes 0 snow

Barbara has a new pink dress.
She also has a new hat. The hat is _____ to match
her dress.

14. 0 red 0 green 0 brown 0 pink

WORD MEANING FROM CONTEXT OF STORY (Contd)

The dog ran after the cat.

The cat ran ahead of the ____.

The cat climbed up a ____.

15. 0 dog 0 duck 0 kitten 0 boy

16. 0 truck 0 lake 0 tree 0 hole

Susan got some glue on her fingers.

It made her fingers ____.

She washed her hands with ____ and water.

17. 0 wet 0 slippery 0 sticky 0 hurt

18. 0 glue 0 soap 0 sand 0 clay

Bill and Jane played with the ball.

Jane threw it to ____.

Bill threw it ____ to Jane.

19. 0 Bob 0 Bill 0 a basket 0 mother

20. 0 away 0 already 0 back 0 never

LITERACY ITEMS BASED ON S R A KIT 11a

SCORE SHEET

NAME: _____

DATE: _____

| ITEM | RAW SCORE | CRITERION | PASS/FAIL |
|--------------------------------------------|-----------|-----------|-----------|
| BEGINNING SOUNDS | | 12/15 | |
| ENDING SOUNDS | | 8/10 | |
| CONSONANT BLENDS | | 55/69 | |
| SHORT VOWELS | | 8/10 | |
| DISCRIMINATING SHORT AND LONG VOWELS | | 8/10 | |
| VOWEL BLENDS | | 48/60 | |
| BASE WORDS AND ENDINGS | | 8/10 | |
| COMPOUND WORDS | | 8/10 | |
| CONTRACTIONS | | 9/12 | |
| SYLLABIFICATION | | 16/20 | |
| ACCENTED SYLLABLES | | 12/15 | |
| CHANGING 'y' to 'i' | | 12/15 | |
| HOMONYMS | | 8/10 | |
| WORD MEANING FROM CONTEXT | | 16/20 | |

APPENDIX VI

APPENDIX V
TOILET TRAINING ASSESSMENT SCHEDULE

SAMPLE DATA
SHEET.

| 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|--------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | | | 1. The student indicates in some manner when wet or dirty. 100% 5/5 (With prompt/without prompt) |
| | | | | | 2. The student indicates in some manner that he needs to go to the bathroom for voiding or eliminating. 100% 5/5 (With prompt/without prompt) |
| | | | | | 3. The student sits on the toilet seat (and voids or eliminates). 100% 5/5 (With prompt/without prompt) |
| | | | | | 4. The student wipes himself after voiding or eliminating. 100% 5/5 (With prompt/without prompt) |
| | | | | | 5. The student flushes the toilet after wiping himself. 100% 5/5 (With prompt/without prompt) |
| | | | | | 6. The student washes and dries his hands after toilet use. 100% 5/5 (With prompt/without prompt) |
| | | | | | 7. The student undresses before toileting and dresses in the bathroom after toileting. 100% 5/5 (With prompt/without prompt) |
| | | | | | 8. The male student uses a urinal for voiding (if child is tall enough). 100% 5/5 (With prompt/without prompt) |
| | | | | | 9. The student controls drooling when physically able to do so. 100% 5/5 (With prompt/without prompt) |
| | | | | | 10. The student washes face. 100% 5/5 (With prompt/without prompt) |
| | | | | | 11. The student dries face after washing. 75% 3/4 (With prompt/without prompt) |
| | | | | | 12. The student brushes his teeth and rinses his mouth. 100% 5/5 (With prompt/without prompt) |
| | | | | | 13. The student wipes and blows his nose. 100% 5/5 (With prompt/without prompt) |
| | | | | | 14. The student disposes of tissue properly. 100% 5/5 (With prompt/without prompt) |
| | | | | | 15. The student brushes or combs hair. 75% 3/4 (With prompt/without prompt) |
| | | | | | 16. The student uses and cares for his/her own eye glasses or hearing aids. 100% 5/5 (With prompt/without prompt) |
| | | | | | 17. The student puts on and removes clothing with no fasteners. 100% 5/5 (With prompt/without prompt) |

| 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|-----------------------------------------------------------------------------------------------------------|
| | | | | | 18. The student puts on and removes clothing with zippers. 100% 5/5 (With prompt/without prompt) |
| | | | | | 19. The student puts on and removes clothing with snaps. 100% 5/5 (With prompt/without prompt) |
| | | | | | 20. The student puts on and removes clothing with buttons. 100% 5/5 (With prompt/without prompt) |
| | | | | | 21. The student puts on and removes clothing with hooks and eyes. 75% 3/4 (With prompt/without prompt) |
| | | | | | 22. The student covers mouth when coughing. 100% 5/5 (With prompt/without prompt) |

SAMPLE DATA
SHEET

ADD FOR PRE-SCHOOL GROUP

| 1 | 2 | 3 | 4 | 5 | |
|---|---|---|---|---|-----------------------------------------------------------------------------------------------------|
| | | | | | 1. The student drinks from a cup. 100% 5/5 (With prompt/without prompt) |
| | | | | | 2. The student drinks through a straw. 100% 5/5 (With prompt/without prompt) |
| | | | | | 3. The student drinks from a glass. 100% 5/5 (With prompt/without prompt) |
| | | | | | 4. The student eats with a spoon in an appropriate manner. 100% 5/5 (With prompt/without prompt) |
| | | | | | 5. The student eats with a fork in an appropriate manner. 100% 5/5 (With prompt/without prompt) |
| | | | | | 6. The student uses a knife to cut food. 100% 5/5 (With prompt/without prompt) |

SAMPLE DATA
SHEET

APPENDIX VII

LECTURER

Patricia J FORMENTIN

BPsych Hons DipEd UWA MAPsS

Positions Held

- 1975- Lecturer, Special Education, Mount Lawley College.
1973-74 Guidance Officer and Psychologist, primary and secondary
 schools, W.A.
1970-72 Psychologist, Mental Deficiency Division, Mental Health
 Services, W.A.
1969 Probation and Parole Officer, Parole Board.

Publications

- P.J. Formentin, J. Mack and A. Hockey, 'Carrier Detection and Assessment
of Dietary Treatment in Phenylketonuria', Australian Journal of
Mental Retardation, 1972, 2, pp.33-39.
_____ and A. Hockey, 'Correlation of Maternal Urinary Oestrogens
with Birth Defects', Australian Journal of Mental Retardation, 1973,
2, pp.204-209.

Dissertations/Theses/Reports

- 'An Investigation of Partial Reinforcement in Classical Appetitive
Conditioning with Controls for Drive', a dissertation submitted for
BPsych Hons, University of W.A., 1968.

Professional Associations

- Committee Member, W.A. Branch, Australian Psychological Society.
Member, Division of Educational Psychologist, Australian Psychological
Society.
Member, Australian Society for the Scientific Study of Mental Deficiency.

LECTURER

Peter SHORT

G.D.S.E.

Positions Held

| | |
|---------|---------------------------------------------------|
| 1971-75 | Classroom teacher, primary and secondary schools. |
| 1976 | Study leave. |
| 1977 | Koorana (Community Welfare Department) |
| 1978 | Lecturer, Mount Lawley College. |

LECTURER

R Laurence SUMMERS

BA MED UWA

Positions Held

1971- Lecturer, Educational Psychology, Mount Lawley College.

1963-70 Teacher, secondary schools, W.A.

Five years lecturing part-time at Teachers Further Education Centre.

Professional Associations

Member, Western Australian Institute of Educational Research.

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EDITH COWAN UNIVERSITY



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