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122 75 Volume III - Final Report A Systematic Approach to the Use of Programmed Instruction REHABILITATION RESEARCH FOUNDATION John M. McKee, Ph.D., Director Donna M. Seay, Assistant Director under grants from The National Institute of Mental Health U. S. Department of Labor

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Developed by

Elmore, Alabama 36025

and under The Manpower Development and Training Act through the U. S. Department of Health, Education, and Welfare and the

This manual was prepared under contracts with the National Institute of Mental Health and the Manpower Administration of the U. S. Departments of Health, Education and Welfare and Labor.\* Organizations undertaking such projects under Government sponsorship are encouraged to express their own judgment freely. Therefore, points of view or opinions stated in this document do not necessarily represent the official position or policy of the contractual agencies.

\*NIMH Contract Nos. 2 Rl1 MH00976, 5 Rl1 MH02529 and 7 RO1 MH14990 HEW Contract Nos. AlA(YM) 5001-000, AlA(M) 6068-000, and AlA(M) 7005-000 Labor Contract Nos. 82-01-07 and 82-01-67-36 Foreword Organization and Terminology Overview The Records Selecting a Standardized Achievemen Diagnosis and Prescription Managing the Learning Activities Evaluation and Selection of Program Counseling Motivation The Teacher as Manager

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During the past seven years, the Rehabilitation Research Foundation has used programmed instructional materials with some 1800 students. These students were the subjects in two experimental-demonstration projects in education which the Foundation has conducted at Draper Correctional Center, Elmore, Alabama.

The first project, funded by the National Institute of Mental Health, concerned itself initially with demonstrating that the academic achievement level of youthful prison inmates could be significantly raised by the use of programmed instruction. Later phases of the project were directed toward improving methods of using programmed instruction, with major emphasis being focused on methods of motivation.

The second was a manpower training project funded by the U. S. Departments of Health, Education, and Welfare and of Labor under provisions of the Manpower Development and Training Act of 1962. It had as its objective the development of a total training program for youthful prison inmates. As an experimental and demonstration project, its commitment was to develop and try out a combination of services and training which would prepare its subjects for employment and equip them with personal-social and educational skills which would help them to remain free and employed upon parole or completion of their sentences. Programmed instruction was part of the learning system used in all of this project's training phases--basic and/or remedial education, vocational training, and personal-social development. Because they were experimental and demonstrational in nature, the

projects have had countless visitors and correspondents through the years. The questions which these people have asked about programmed instruction and our method of using it have provided the framework for this manual.

#### FOREWORD

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#### ORGANIZATION AND TERMINOLOGY

There has been an effort to keep the "how to" sections of the manual as explicit and as free of verbiage as possible. This approach tends to make these sections sound dogmatic, and that is certainly not the intent. The intent was to make the manual as useful as possible. Since this approach may also leave the reader with the feeling that something is lacking, the entire "how to" section is prefaced with an overview in which there is some discussion of the questions which we have been asked most often, and each chapter is introduced with some general comment.

Programmed instruction does not free the teacher from the task of painstaking planning and thoroughgoing preparation before classes begin. In planning the manual, we have, therefore, tried to place ourselves in the position of a teacher who is going to use programmed instruction for the first time. Thus, the first two "how to" chapters deal with some of the decisions which must be made in advance. The next two chapters deal with the on-going instructional program. Chapter VI deals with evaluating programmed instruction. The remaining chapters are devoted to aspects which should be considered by the administrative as well as the instructional staff. The latter chapters are not "how to," but are reflective and suggestive in nature and in intent.

#### Terminology

We have tried to avoid technical jargon in the manual, but some of the terms we use require or deserve explanation here and now. If others are used, they are defined as they are introduced.

Throughout the manual there is reference to grade <u>levels</u>, a term used in the interest of brevity. As used herein, it means <u>grade placement score</u> <u>obtained on a standardized achievement test</u>.

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The terms <u>diagnosis</u> and <u>prescription</u> are also used throughout the manual. These terms are borrowed from the medical profession because they aptly describe processes which we consider basic to the effective use of programmed instruction.

In the "how to" sections we refer to the instructor or teacher as the <u>learning manager</u> or <u>manager</u>. This title is used to distinguish his role from the traditional one, inasmuch as instruction is the function of the programmed materials.



CHAPTER I

OVERVIEW What is programmed instruction? We have never been able to phrase or to find a completely satisfactory definition of programmed instruction (P.I.). It is probable that no two programmers (writers) or users of P.I. would agree on a definition. Most would, however, agree that it has the following characteristics: 1. Its training objectives are behavioral; that is, the learner will be able to <u>do</u> something specific. 2. Material is presented to the learner in a logical sequence in which concepts and/or behaviors are broken down into steps which are small enough to be easily learned. 3. The student is required to respond actively to each step. That is, he is asked to apply information or perform skills immediately after they are introduced. If his responses do not require him to perform precisely the kind of behavior we are trying to teach him, they require that he approximate the behavior. When the response cannot be elicited in a real-life situation, such a situation is simulated. 4. The learner receives immediate feedback to each response--he knows at once that he is right or wrong. If he is wrong he is told why. In good P.I. he is almost always right. This characteristic explains the behaviorshaping power of P.I. The knowledge that a response is right is reinforcing to the student: When he encounters similar situations in the future he will be apt to make the same response.

5. Most definitions of P.I. will state that it is self-pacing; that is, students will learn at their own rate. Programs designed for use on an individual basis do have this characteristic, and it is a very important one. Indeed, it is this characteristic which makes a system such as we describe work. There are, however, programs for use by small groups of students whose skills and knowledge in a particular area are at about the same level. We use one such program at Draper to improve reading skills.

#### Why use P.I.?

We do not advocate the use of P I. to the exclusion of all other methods of teaching. Because it enables us to individualize instruction for each student in a group which is characterized by the marked differences among its members, we do advocate that it be used as the core of a learning system which utilizes a variety of instructional methods.

We have not yet found another method which gives us the same results: Our students, after 200 hours of P.I, have consistently shown an average grade level gain of 1 4. When we coupled this instruction with a programmed reading improvement course, the gain was about 2. . The highest individual gain has been 4.5. Out of 159 men who took the GED tests for a certificate of high school equivalency after completing our courses, 151 have passed. (Some of these students had more than 200 hours of instruction.)

#### What do programs look like?

An oral lesson can be programmed. Good teachers have always used the method, whether conscious y or unconsciously. The kinds of programs we are talking about here, however, come either as paper texts or in a form for use in a teaching machine.

Upon cursory inspection, the pencil and paper variety look very much like workbooks. The student makes his responses either directly in the text or on separate sheets of paper. There, the similarity to workbooks ends. The program is very different from a workbook in design and intent. Teaching machines come in different forms. Some are no more than page turners while others are sophisticated machines. The most sophisticated is the computer which is coming into increasing use in training programs

in business and industry as well as in schools.

It is the programs used in the machines that determine whether a machine has value. There are some machines, however, which, available programs aside, have desirable capabilities. These machines are expensive, but, in some cases, the expense may be offset by the capabilities. For instance a student can automatically be skipped over material which his responses indicate that he already knows. He can be "branched" to extra practice sequences for review, for further explanation of difficult material, or for strengthening of partially acquired learning. Some machines can tally correct and incorrect responses, a particularly desirable feature for research projects. They can test the learner, and they can control cheating.

#### Where can I get P.I. materials?

One of the problems we faced at the beginning of our projects was the scarcity of commercially available programs for basic and remedial education. Those which were obtainable frequently lacked data for evaluative purposes. Many programs were not accompanied by appropriate tests, and we had to devise our own. It was often difficult to assign material to meet the specific needs of our students.

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As our projects developed, P.I., fortunately, "came of age." More and better programs, complete with necessary data and tests, became available. P.I. in many subject areas can now be purchased off the shelf. There are, however, few programs to teach the total illicerate, and little is available in vocational skill training and in personal-social areas.

The problem has now become one of evaluation and selection. This process, which is treated in Chapter VI, begins with one or more of the bibliographies which have also become commercially available.

#### How does one select effective materials for an individual?

The marked individual differences among our trainees not only underscored their need for the individualized instruction which P.I. could provide, but also provided the clues which guide us in selecting materials for each student. Chapter IV describes our method of determining individual deficiencies.

We learned quickly that scores on standardized achievement tests are not definitive. Sub-test results have to be analyzed and categorized within specific subject matter areas. For example, suppose a trainee obtains a grade placement score of 6.5 on the arithmetic sub-test of an achievement test. An analysis of his wrong answers might show us that his errors are concentrated among problems involving decimal fractions. After administration of a diagnostic test, a study of his work papers on the test might reveal that he does not know the difference in a divisor and a dividend, and that he does not know where to put the decimal point in answers to multiplication and division problems. We could then prescribe a portion of a program which would rememdy the specific deficiencies thus uncovered.

#### If P.I. does the teaching, what does the teacher do?

When we began our projects we believed that P.I. would permit us to employ fewer teachers. We now know that an educational program which leans heavily on P.I. to provide an individualized learning system may require more, not fewer instructional personnel.

The teacher whose students are using P.I. does not have the same role as the teacher who is using conventional instructional methods. He has more than one role; and his work is not lessened as some people seem to believe. He may even work harder than ever before, but his work may be more effective and rewarding than ever before. The role of the teacher who uses P.I. is described in Appendix A.

It has been our experience that the conventionally trained teacher sometimes finds it difficult to vacate his position as an imparter of knowledge to become, himself, a perennial learner who manages the learning process for others. Pre-service and inservice preparation of instructors who are to use P.I. is as important as their previous educational background and experience. In selecting instructors, we came to be more concerned with evidence of their flexibility, creativity, and supervisory capability than with their formal teacher training. We have found that not all members of the instructional staff using P.I. need have degrees. In our projects, college students have been trained successfully to assist with the diagnostic and perscriptive process and the management of learning behavior. We have also trained inmates (former students) to function as aides in the program. In spite of the foregoing, we do recommend that the testing program be administered and/or supervised by a teacher or counselor who has had training and experience in testing. This person should be responsible for making final selection of whatever standardized tests are to be used.

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#### Will students using P.I maintain an acceptable level of performance?

Motivation of students is a major problem in the use of P.I., just as it is with other instructional methods. Although P.I. has an intrinsic motivating capacity, that capacity probably loses some of its power and will not, of itself sustain the performance rate which is necessary for substantial educational achievement.

As might be expected, our students got bored with a steady diet of P.I. after a few weeks. The novelty of the method and the excitement of success wore off or lost their edge, and motivational problems developed. Some of the ways in which we were able to create a positive, reinforcing atmosphere for learning and some specific methods of motivation to which P.I. lends itself are discussed in Chapter VIII.

#### How can the effectiveness of P.I. be measured?

We can only answer this question by asking others: How well can the effectiveness of any instructional technique be measured? How can the effectiveness of a method be separated from the effect of the whole learning system--the equipment, procedures, facilities, program schedules, maintenance, texts, materials and personnel which are involved in the learning process?

Trainee progress within a given course and the extent to which P.I. materials contributed to this progress can be measured with tests. Our method of testing enables us to state student gain in terms of grade placement scores on standardized achievement tests. To this extent, we can and do measure the effectiveness of P.I. (See Chapter V.)

This answer seems to beg the question. The real test of effectiveness is: Does the student apply what he has learned to a real life situation? For example, does he apply the knowledge and skills he has learned in punctuation to writing letters, or in math to filling out his income tax form? In

this context, P.I. offers nothing better than other instructional methods. The fact is, transfer, or carry over, or generalization follow specific principles of learning which state simply that generalization must be <u>taught</u>. And if generalization is an objective of the program, then it can be evaluated. The first step would be to examine material to see if such generalization has been included; the second step is to observe the transfer of learning to practical and real life situations.

#### Conclusion

The manual describes and recommends to you an efficient and effective instructional program which has programmed instruction às its core. Although our students are prison inmates, and our experience has thus been gained in a special setting, we believe a similar program will work well in any educational setting.

You should be cautioned that, in terms of money, such a program is expensive. Management and supervision--analysis of individual deficiencies, precise prescription to remedy the deficiencies, provision of feedback through counseling, the continuous search for reinforcers--require competent personnel who will themselves probably need pre-service and continuous inservice training. Furthermore, it is necessary to purchase or develop a wide variety of programmed materials on varying levels of difficulty.

<u>We</u> have found the system to be well worth its cost. For us, it has been a marked improvement over traditional instructional methods because it has succeeded with a population for whom older methods have failed. Programmed instruction can, of course, be used very effectively as an auxiliary method of instruction. With it, an educational program can provide basic, remedial, correlated, incidental, enrichment or substitute instruction while still placing major reliance on other methods. Much of what is recommended in this manual is applicable to the use of P.I. in such situations.

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CHAPTER II

Record keeping is, of course, an integral part of the on-going educational program. It is discussed at this point because your advance planning and preparation will have to include decisions concerning the records you will keep and the forms you will use, as well as the arrangements to have the forms printed.

The kinds of records you keep will naturally be governed by the use you plan to make of them and the requirements of the system in which you teach. You will certainly want a permanent, cumulative record of student progress which can be used in planning future programs for each student.

#### Kinds of Records

The records which are discussed below are those which we have found useful. Copies of each are included at the end of this chapter. Whether you decide to adapt these forms or design your own, the forms should be ready before your classes begin. Experience will dictate whether you need to revise, eliminate, or add records.

- - overall scores
  - (reason for dropping should be noted)
  - C. Final grade on each course completed.
- were taken, and form of the test used.

#### THE RECORDS

1. Cumulative Record Sheet - This form should include space for: A. Pre and Post Achievement Test Scores, by subtest as well as

B. A record by date, of programs assigned, completed or dropped

2. Student Test Record - A record of unit and final tests on each course taken. It includes grades (unit and final), dates tests

- 3. Student's Weekly Activity Sheet A record, kept on a daily basis, of the number of frames completed, number of tests passed and failed, time spent in actual study, etc. (This form may have to be adapted to fit a particular program.)
- 4. Charts and Graphs On the face of it, one good measure of a student's progress is the number of frames completed. If the number of frames completed is charted or graphed so that a student can watch and compete with his own output, such records may be helpful. If, however, they are to be publicly displayed, there are some points which should be considered: The charts may cause students to compete with each other in quantity of frames completed at the expense of quality (number of correct responses). Programs cannot be validly compared this way. To begin with, they are on different levels of difficulty. Most vary in the number of responses required. Some will have three or four problems in a single frame; some will not even require an overt response. Others will enable a student to skip many frames if he responds correctly to one.

In the records, there should be space provided for recording staff comment. Information gained from interviews, counseling sessions, and casual conversations is of great value in managing the student's learning.

#### Summary

Each school or project will need to decide in advance what records will be kept. The decision will be based on the use to be made of the records. Forms should be printed before classes begin. Revisions may be necessary after classes begin.

Name				_ Date	e Enro	olled		
	Achievemen	t Test R	lesul t	s				
	Date							Grade Level
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#### WEEKLY ACTIVITY SHEET

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Seminar Attending						Day	ýs At	tend	ing		 							
Reading Lab (Total Time Sp	pent)					Dar	ys At	tend	ing		 ·····						1	

Reading Lab (Total Time Spent)	Days Attending			
		· · · · · · · · · · · · · · · · · · ·	 	
Miscellaneous Activities (List)	College Corpsmen Comments:		 	
Time				
Time				



CHAPTER III

#### SELECTING A STANDARDIZED ACHIEVEMENT TEST

The assignment (prescription) of P.I. on an individual basis requires that you determine exactly what each student needs to learn (diagnosis). The first step in diagnosing individual training needs (deficiencies) is the administration of a standardized achievement test. Your school or project may already be using a test which will be adequate for your purposes. You may, however, want to consider using a different instrument to eliminate the possibility that student familiarity with the test will color the results. If a test is not already available, you will need to select one before your classes begin.

#### Sources

Standardized achievement tests are available from several publishers, some of whom are listed below with the names of their tests. When you write to the publishers to request sample copies of the tests, explain how you plan to use them and ask that they also send any information which may help you to make a selection.

The State Department of Education may be able to furnish you with the names of other publishers and with information about the various tests.

#### Publishers

The Stanford Achievement Test (SAT) The Metropolitan Achievement Test (MAT) Adult Basic Learning Examination (ABLE)

California Test Bureau

Follett Publishing Company

The Adult Basic Education Student Survey (ABE)

Harcourt, Brace and World, Inc.

The California Achievement Test (CAT) Tests of Adult Basic Education

#### Reviewing the Tests

The manager reviews the tests in the light of the characteristics of his prospective students and the qualifications of staff members who will administer the test. The student characteristics which are particularly important here are age and grade completed in public school. An adult who did not finish elementary school should not be required to take a test designed primarily for a child of elementary school age. In other words, the test should be designed for the population to which it is administered.

It is mandatory that the test you select have certain features; others are highly desirable, but their absence will not prevent your use of a test which otherwise seems to be appropriate.

#### The Mandatory Features

- 1. Instructor's Manual The directions for administering the test should be explicit.
- 2. Normative Data These data should include grade placement scores based on national and local norms. It should describe the population on whom the norms were established. (If the data do not'include grade placement norms, you may be able to obtain them from the publisher.)
- 3. Different Levels There should be separate tests for elementary and secondary school students, for children and adults.
- 4. Alternate Forms You will use one form as a pretest and another as a posttest.

#### Desirable Features

- 1. Ease of Administration Instructions, timing, tools, and conditions for testing should not be so complicated that they break the frustration level of the students being tested.
- 2. Ease of Scoring Most tests can be machine or hand scored. If the test is to be hand scored, you should be able to do so rapidly, objectively, and inexpensively.
- 3. Item Analysis If an item analysis is not furnished with the test you select, staff members will have to prepare one. The use of the item analysis is explained later.

# purchased.

If the test you select does not p ovide a measure of the student's reading level, you should plan to administer a separate test to obtain this measurement.

4. Reasonable Cost - When considering cost, remember that most test booklets can be used many times if separate answer sheets are



CHAPTER IV

Diagnosis is the process of determining the specific subject matter areas in which a student's knowledge and behavior is deficient. It further involves the determination of his educational goals so that both manager and student will know what level of education the latter must attain in order to reach thes goals

Prescription is the process of selecting or the student those educational materials and experiences which will eliminate his deficiencies and advance him toward his goals.

A large part of the diagnostic process is accomplished through the administrat on and interpretation of achievement and diagnost c test and vocational and personal preference inventories. But in eraction with the manager is of equal importance. Through counseling interviews as well as day-to-day contact, the manager must establish a good relationship with each student During the process he will gain information about a student's goals, attitudes, and general background which will guide him in prescribing and managing a student s learning activity.

This chapter is concerned with the use of tests in diagnosing learning deficiencies and prescribing materials to overcome them. We ask, however, that you keep in mind that the purpose is the development of a program, not for an sortment of knowledge gaps, but fir a human being whose success in learning will in large measure be determined by the acceptance and support of the learning manager. (Counselin , motivation, and the teacher's role are di cus ed more ful y in later chapters ) The identification of knowledge gaps begins with the administration of the standardized achievement test which is selected before classes begin

#### DIAGNOSIS AND PRESCRIPTION

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#### Preparing to Administer the Test

1. Study the manual - All staff members who are to assist in administering the test should have a copy of the manual and a copy of the test. Before the test is given, each should familiarize himself with the procedures stated in the former.

2. Instruct each staff member in duties he will be expected to fulfill during the test. If the test is to be timed, it is recommended that one staff member be given no other responsibility than keeping time.

3. If an item analysis is not furnished with the test, prepare one, and have a supply printed. You will need at least one copy for each student.

4. Schedule the students to be tested. Be sure that each knows the time; and place the test is to be given.

5. Arrange for facilities and supplies.

A. The test should be given in a well-lighted, well-ventilated atea in which students will not be crowded. There should be a desk or Farrel for each. If tables are to be used, students should not be seated shoulder to shoulder. They should not be able to see each other's answer sheets. and each should be in full view of the proctors.

B. Take the following to the test area:

Test booklets and answer sheets for each student

Soft lead pencils or the special pencils required for some machine-graded tests - you will probably need at least two for each student unless a pencil sharpener is in the test area

"Scratch paper" - for students to use while doing arithmetic sections of most tests

Stop watch or time clock if test is to be timed

#### Administering the Test

The attitudes and manner of the examiners have a bearing on how well

students perform on a test. Examiners should attempt to put the student at ease. Instructions should be given carefully and patiently and questions should be answered matter-of-factly with no hint of scorn or impatience. After all students are seated, explain the purpose of the test. Tell them the test will not be "passed" or "failed," but will help you to select the courses each will study. Encourage them to follow instructions and to work carefully. If the test is to be timed, ask them not to race the clock but to work carefully and steadily. If some questions consume too much time, advise that they leave them and go on to others. After completing other questions, come back to the difficult ones. The number of correct responses is what counts, not how many questions they attempt to answer.

As you pass out test booklets, answer sheets, and other supplies, ask that they not begin working until you give the signal. This is important whether the test is timed or not. You need to review the instructions with them before they start work.

Reviewing the Instructions. Instructions for completing the test are printed in each test booklet. Ask the students to read silently along with you as you read the instructions aloud. Answer any questions they may have. Demonstrate the method of marking answers. State any rules which may be in effect, such as under what conditions, if any, they may leave the test area while the test is in progress. If the test is timed, tell them what the signal to stop work will be. Remind them that no marks are to be made after time is called. Announce that while the test is in progress you will answer questions about instructions, but not about content. Ask the students to complete required identification data on the answer sheets, then give the signal to begin.

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#### Monitoring the Test

Observe each student periodically to see that he is following instructions. Answer any questions about directions. Time each segment of the test as specified in the manual. At the end of the testing period, ask students to erase stray marks on the answer sheet. Collect answer sheets and test booklets.

#### Scoring and Interpretation of the Test

The manual will give instructions for scoring the test. They should be followed implicitly. We do, however, have two recommendations:

- 1. Have two persons, working independently, score each test to lessen the possibility of scoring error.
- 2. Mark each wrong answer with a colored pencil. (These marks will help when you begin to analyze the test results.)

Following directions given in the manual, convert raw scores to grade placement scores and record (sub-test scores as well as overall score) on the cumulative record. If the test does not provide information about reading level, a separate test which does give this information must be administered and scored. You are then ready to begin individual diagnosis. Individual Diagnosis

Individual diagnosis begins with analysis of the achievement test scores. For each student, prepare a copy of the item analysis by posting his name and sub-test scores at the top and circling the numbers of all test items he missed. A sample is shown below.

Test Ttems	Capitalization
1,5,0,15,10,20,25 MAA	Proper Vs common nouns
13.14	Title of persons Titles of places or things
23	Words in reference to Diety

As the sample shows, this procedure will identify the specific areas of a subject matter in which the student has a deficiency. The analysis prepared for this student indicates that his knowledge about capitalization is not totally deficient but rather that the deficiency is in the area of capitalization of titles. Rather than prescribe an entire program (or section of a program) on capitalization, the manager might prescribe only that portion which deals specifically with capitalization of

More often than not, there will be situations in which prescribing is not as "cut and dried" as the example used. Suppose that a student misses one or two of six items in a category? A determination must be made as to whether the errors represent deficiency or simply carelessness on the part of the student. What this means is that anylysis of the test scores only provides a gross diagnosis which must be further refined.

#### Refining the Diagnosis

titles.

The refinement procedure involves diagnostic testing which is done with a particular programmed course in mind. That is, the manager is considering a specific program for a specific student. This, of course, means that the manager must be familiar with available P/I courses. He should know 1. Course content - the scope of the material covered in a

- particular program
- 2. Grade level and reading level of the program
- 3. Method of presentation format, length, etc.

contained in Chapter VI.)

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(Recommendations on evaluation and selection of programmed instruction are

#### Specific Diagnostic Tests

The diagnostic test for a particular course may be either the pre- or posttest for that particular program or it may be constructed by the manager. In deciding which to use, the manager will consider whether each concept, theory, or operation treated in the course has actually been evaluated by the test. The inclusion of only one test item dealing with a particular operation will not adequately determine whether a student has mastered that operation. He could have made a careless mistake. Mastery of each operation, concept, etc., should be evaluated by several items in the test.

#### Administering the Diagnostic Test

Before the student takes the diagnostic test (pretest), he should be given an explanation of why he is taking it. He needs to understand that the whole diagnostic process is necessary if his course of study is going to include only those things which he does not already know and only those things which relate to his goals.

Be prepared to score and analyze the test as soon as the student completes it. A delay may result in the student's loss of interest. Since this test is for diagnostic purposes only, it is unnecessary even inadvisable to assign a numerical or letter grade to the test. A low grade might discourage the student; yet a fairly good grade may make him less attentive to studying the material which will be presribed.

#### Analyzing Pretest Results

The pretest was given because a student is known to be deficient in a particular subject matter area. Analysis of the results of the pretest further isolates these deficiencies.

To analyze the pretest results, the manager must have a descriptive breakdown (item analysis) of the test items so that he may determine which test items correspond to specific sections within the course. For example, suppose a student's standard achievement test results point to a weakness in fractions. On the fractions pretest, he misses all five items under Question 12 but all other answers are correct. The manager will need to know that Question 12 deals with division of fractions. The indication is that the student needs only that part of the program which teaches division of fractions.

The manager should also be aware that a single question may test more than one operation or concept. This is particularly true in arithmetic. For example, if a student misses test questions on long division, the manager might talk with the student and examine his working papers to determine if the deficiency is in subtraction, multiplication, or estimation, or if it is actually the process of long division. What you have learned about the student from his achievement test scores and diagnostic test scores must now be considered in terms of his academic or vocational goals to establish priorities for treatment and to prescribe the programmed materials with which he will begin his studies.

#### Prescription

The manager now prepares a prescription schedule for each of his students. The schedule is a record of the courses to be assigned, and the order in which the student will take them. To prepare it, the manager must consider the information he has gained during the diagnostic process. This information will include

> Achievement test results - overall and subtest scores, including a measure of the level at which the student reads

The item analysis

Diagnostic Test results

Information gained during interviews - the student's goals and attitudes

Th manager will, after having selected and ordered P I materials for

his students, be familiar wi h the materials in terms of

Behavioral objectives

Grade level

Reading level

Appropriateness for age level

Format (method of presentation)

Keeping in mind the age and approximate grade level of the student plus the information and insight he has gained as to the student's abilities and interests, he weighs course objectives against deficiencies and selects a course (or courses) with which the student will begin. Particular care should be taken to assure that the material selected is presented in a manner which is appropria e for the student's age. A program which does a good teaching job with children may offend adults.

The manager should remember at this point hat the prescription is tentative and may have to be revised at intervals. It is a guide, not a formula.

With the permission of the California Youth Authority<sup>1</sup> and the Research and Development Department of the California Test Bureau,<sup>2</sup> the following case summaries are included to illustrate some of the difficulties in preparing preliminary prescriptions. It should be pointed out that prescriptions were prepared without benefit of personal interviews with the two students. Although the social, educational, religious and group living evaluations gave our staff some insight into the personality makeup of the students, by and large the prescriptions had to be made solely for the purpose of correcting academic deficiencies. Our staff worked from the overview of students' deficiencies (illustrated on the Diagnostic Profile Sheets) and the breakdown of these deficiencies (shown on the Diagnostic Analysis of Learning Deficiencies Sheets) to prepare the Preliminary Prescription Sheets.

#1, Sacremento, California 95814

California 93940

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#### Case Summaries

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<sup>&</sup>lt;sup>1</sup>Trumbull W. Kelly, Education Program Supervisor, Department of the Youth Authority, 401 State Office Building

<sup>&</sup>lt;sup>2</sup>Mrs. Demarest, Research and Development Department, California Test Bureau, Del Monte Research Park, Monterey,



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Case 1

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#### PRELIMINARY FRESCRIPTION

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5.4 Grade Level:

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Reading	Reading	Arithmetic	[	Arithm	etic	M	echanic	s of	Sp	pelling	E 0
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Contradictory	scores on variou	s tests and subt	ests lea	ve one a	ltogether un	ncerta	in as	to the act	ualac	hievement	
level of this stud	lent. For exampl	e, in one catego	ry on th	e CAT he	scored as h	nigh a	s 8.0	while in o	thers	he didn't	
place. Conflictir	ng, too, are his	arithmetic grade	placeme	nt score	s of 2.3 on	the W	ide Ra	nge Achiev	ement	Test and	
6.7 on the CAT. O	n the Gates Read	ing Survey he ac	hieved a	reading	vocabulary	place	ment o	f 9.6 and	a leve	1 of comp	re-
hension placement	of 10.0, while h	is CAT grade-pla	cement s	cores in	the same ca	ategor	ies we	re 4.5 and	5.5 r	espective	ly.
Actually, sh	ould probably ha	ve been administ	ered the	CAT ele	mentary form	n for	grades	4,5,6.			
We also have e	vidence, if we c	onsider his non-	verbal s	core, th	at his I.Q.	is wi	thin t	he normal	range.	Since n	0
verbal score was r	ecorded, here ag	ain one cannot b	e sure o	f his to	tal intelled	ctual	functi	oning.			
The first reco	mmendation is th	at be rete	sted wit	h the lo	wer level CA	AT and	recei	ve whateve	r indi	vidualize	d
testing is deemed	necessary to arr	ive at an accura	te asses	sment of	his academi	ic ach	ieveme	nt. Test	result	s should	
be validated agair	ist a careful int	erview appraisal	. For e	xample,	vocabulary u	usage,	langu	age struct	ure, o	rganizati	on of
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The over-ridin	g problem may be	his lack of fac	ility wi	th the E	nglish langu	uage.	Since	we have a	ttempt	ed a blin	d
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major problem is h	is language barr	ier. If this is	the cas	e, we wo	uld recommen	nd his	learn	ing Englis	has	a foreign	
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High School Teacher	ool setting should be placed in remedial math classes o reconsider dropping out of the regular school program.	apathetic in tone, seemingly spent most of our inter any meaningful information regarding himself. According to student while attending a school, received "average" grace averal occasions for "messing up." Apparently has no his high school education but instead hopes to enter contine the public school system. claims to have had previous loyment and suspects he will involve himself in this line of	DATE GIVEN: /-/-	st Spell Gr Arith Gr: 2.3 DATE GIVEN 7-7	7: Total Read: 7: Total Arith: Grade 1: Total Lang: Placement:	LEVEL: FORM: DATE GIVEN: NA	rformance) Beta IQ. DATE CIVEN: NA	DATE GIVEN <sup>,</sup> 7-7 Verbal Total: Non-Verbal: 104	s: Total Mental Factors: Intel Grade Placement:	LEVEL: DATE GIVEN: NA	Ioth DATE OF DEPARTURE . TRANSCRIPT RECEIVED : ☑ Yes □ No Sacramer	CL. JEDUCATIONAL REPOI
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YOUTH AUTHORITY CASE SUMMARY

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Anno-500			p	AROLE REVOCATION:
лиялсоо : Saci	ramento, Callforni	a COMMITM Viol. c MOST REC	ENT OFFENSE: 602 W61 ( of Prob. Beyond Conti ENT OFFENSE:	Code, Burglary,
SEX : Male	MAR. ST	ATUS: Single	Stent)	
AGE : 16-5 BIRTH DATE : 1-25	-51 COMPLE	XION: Dark IGHT: 5- <del>1</del> Df	ITE ARRESTED: 5-18-67	
BIRTHPLACE : DESCENT : Mexic RELIGION : Catho	, California WE can/Caucasian olic	IGHT: 97 EYES: Brown HAIR: Black	COURT: Juvenile COUNTY: Sacrama JUDGE:	2 [ 12]
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WAS ALCOHOL BIVOLVE	d in present offense		ei no	
RELATIORSHIP	AGE	NAME	ADDRESS	TELEPHONE
FATHER	40		Unknown	
AGTHER				
GUUD	3/		Same as Ward	
Stepfather	36		a	EL
	JU		Same as Ward	
Siblings	20	-	Same as Ward Power Inn Road	
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VA 1.521 REV 2 (5-54)

#### PRIOR RECORD

07 . Ø

2-26-65	Burglary
7 <b>-</b> 3-65	Burglary
)-23-65	Probation Modification
10-19-65	Runaway
-15-67	Intoxication

#### MOST RECENT OFFENSE

May 10, 1967, at approximately 9:00 p.m. admitted that he sniffed glue on his front yard. His mother found him under the influence of the intoxicating fumes of glue. The morning of May 11, 1967, she called the probation officer and reported the activity to the officer.

When became aware that his mother was going to report him to the probation officer, he ran away from home. He remained away from home from May 11, 1967 until he returned on May 17, 1967. When questioned in regard to his activities, reported that he spent his time "here and there." He refused to divulge where he slept, however he indicated that he ate several meals at the home of an aurt.

spent some time with his friends It is further related that on May 10, 1967, at Max Baer Park. His sister informed his mother that they were sniffing glue in the park and that . had become involved in an argument with one of his friends and came home. Later that night he sniffed glue in his ront yard. The mother reported that he was incoherent and almost unconscious when she discovered him,

#### CO-OFFENDERS

#### None

Case 1

#### SOCIAL EVALUATION

#### The Ward and his Family

The youngster's parents were separated when he was approximately six years of age. His mother has two older children which resulted from a common-law relationship , the relationship lasting from 1944 to 1949. She was also with a living in a common-law relationship with her current spouse for several years prior to their legal marriage in 1960.

The stepfather also has children from a previous marriage and is paying \$40 per natural father is supposed to contributed \$80 month for child support.

Y4#

Wardship, Probat or Continued Probation with Relatives Return to Mother Sacramento County Boys Ranch, Graduated 6-20-66 Referred to Boys Supervision

NRCC

7-7-67

SOC, AL EVALUATION

#### SIGHL EVALLATION (Cont d)

a month for support although these payments are not regular.

father to purchase his clothing and other basic necessities. He does not know his natural father and seldom hears his mother speak of him. He resents his stepfather and feels that if he were not in the home things would be much more pleasant.

Seemingly, according to records, the youngster's stepfather is the disciplinarian in the family. At times he deals rather harshly with the boy and feels that a great deal of difference is made in the handling of the children. The stepfather drinks quite heavily and almost invariably when he is intoxicated he starts arguments with all of the older members in the family. He forces the boy's mother to do everything that he wants done, and feels that this is the reason that he was sent to

According to this youngster, the entire family atmosphere is extreme y negative. The parents argue quite often and the little ones whine and cry at the slightest provocation. The stepfather forces to wait on the small ones, but will not allow him to correct them. The boy is not anxious to return home, yet he realizes that he must have someone upon whom he can depend. He feels that there is a possibility of living with his older married sister or one of his aunts who live in Sacramento.

The Ward and the Community

On May 23, 1967, was examined by a Dr. A PPD test was administered and the results were positive. It should be noted that i has a history of positive PPD tests while at the Sacramento County Boys Ranch. However, a chest X-ray was given with negative results. The Public Health Clinic recommended that

be given another chest X-ray on November 30, 1967. Other than the positive PPD, the youngster seems to be in relatively good health.

During the time that was on probation his adjustment in the community, home and in school were extremely poor. His mother was constantly concerned about his use of glue and each time he was allowed to go to a park with his friends he would come back under the influence of the fumes of glue. It appeared to the probation officer that this youngster tried extremely hard to be very much like his brother who has been in the Youth Authority and now is possibly in a County Road

Camp.

i admits that his friends do have a great influence over his behavior as all of them have been in difficulty from time to time, and they all enjoy the same things. He did not enjoy school because he did not always understand his subject material, and eventually got to the place where he hated school.

#### RELIGIOUS STATUS

is a baptized Catholic who has received his First Holy Communion.

He claims having attended Catechism instructions for two summer school sessions at St. Peter's Church in His understanding of the Catholic faith is so limited that should he at some future date desire Confirmation, something which now seems most unlikely, a completed course should be insisted upon.

His parents, both lapsed Catholics, have terminated their marriage in divorce. His mother is now living in a ligamenous union with another lapsed Catholic. From many essential points of view the home setting leaves much to be desired.

I regret very much having to say that my interview with accomplished very little. Despite every effort on my part he failed to be cooperative. He was somewhat sulky, hostile and disrespectful. He was distant, unaccepting, suspicious and difficult to reach.

He admitted having no feelings of remorse, nor any pangs of conscience. He also stated that he was neither ashamed nor embarrassed. His answers to simple questions were neither pertinent nor relevant, and, upon being pressed for greater details, he immediately showed resentment.

From the religious point of view he is most disappointing. With little or no appreciation for the Catholic Church he states without any apparent feelings of guilt that he habitually absents himself from Sunday Mass, that he never receives the sacraments and that he habitually neglects his daily prayers. Briefly, in his relationship with God he is foreign, remote and divorced. His soul, by reason of abuse, is suppressed, his conscience has become calloused and his philosophy of life leaves little or no room for the supernatural.

His attitude is very disappointing, his frame of mind is somewhat discouraging and reasons to be optimistic are rather difficult to come by.

Since there must be some goodness in this boy and since I strongly suspect that the opposition displayed may be on purpose momentarily acquired, I plan upon further meetings with him in the hopes that I will eventually succeed in breaking down his barriers.

Case 1

4.

YA# 8

NRCC

42

7-7-67

SOCIAL EVALUATION

Case 1

YA#

NRCC

6-26-67

RELIGION

### BROUP LIVING EVALUATION

General Attitude and Social Behavior

has managed to stay out of serious trouble while in the living unit setting. He has typically tested the limits and retreated when he felt he has overstepped the bounds. He has shown some sensitivity for other wards and by contrast has done and is very capable of subtle agitation. He relates with staff on a moody basis.

Personal Characteristics

size and actions are quite deceptive. He talks quite a bit more maturely than his size and actions would indicate. However, he has not taken on effective leadership role primarily because of his size. He walks in a very lethargic, almost like an old man, manner.

## Family Relationships

He has not written one letter to his mother and received several visits but to letters. This is probably because of the parents living so close to the fliric.

#### Fork Habits

He nes worked on kitchen detail without any difficulty. His room upkeep has

## Recreational Interests and Abilities

has played some softball on occasions, showing exceptional ability and coordination for his size, but most of his recreational interest rests in cards and conversation with friends.

## Techniques for Handling Ward

A vary direct approach is needed for is quite ready to submit to rehabilitation to help him modify his delinquenty behavior. He seems quite unsure of his ability to terminate his glue snifting habit once released.

# STALL MADE MAY

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The stepfather is the stronger of the two parents and resents the man. Apparently the parents are not in agreement as to how to handle the las,

He is seen as a likable, personable youngster. He is not seen as a boy who has the "small man" complex but handles himself in a mature fashion. He is well liked by boys and staff and can relate to any ethnic group. The boy typically tests limits and knows when to discontinue the testing.

at this point he has no intentions of changing his delinquent patterns. For this reason staff thinks that a period of institutionalization will at least give h'm some insight into his behavior and perhaps he will learn to adjust more satisfactorily.

#### NEDICAL REPORT

Being followed by Sacramento County Health Department as a non-infectious tuberculosis contact. Next appointment at Clinic is for November, 1967. Should continue his daily anti-tubercular prophylactic medication. Allergic to poison oak. Physically fit for full activity.

#### VIOLENCE PROMENERS

V0-6

RECOMMENDED PLACEMENT

School

Staffing Group:

Case 1

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YAF

1.E 5.E

b :

Case 1

7-12-67

NRCC

GROUP LIV

1A

NRCC

7-17-07

CL 4 CTAFE SUBGARY



# Diagnostic Analysis of Learning Difficulties\*

California Achievement Tests-Junior High Level Battery

|                                                                   |          | ······································         |                    |                           |                              |
|-------------------------------------------------------------------|----------|------------------------------------------------|--------------------|---------------------------|------------------------------|
| 1. Reading Vocabulary                                             | 1        | 18, 19, 20 Vocabulary<br>26, 27, 28, 7         | 1]                 | 107, 108,                 | Mixed numbers                |
| A. MATHEMATICS                                                    | [1]      | 29, 30 formulas                                | ,                  | 105,110 ]                 | Fractions and                |
| B COIENCE                                                         | 1111     | 31, 32, 33, Negative numbers                   | 1                  | 711                       | decimals<br>Pointing off     |
| 1 16 30 Basic vocabulary                                          | 1        | 36, 37, 38. ] Salving Augustians               | 1                  | 112, 113                  | decimals                     |
| C. SOCIAL SCIENCE                                                 | '        | 39,40Solving equations                         | 1                  | 114                       | Per cent of number           |
| // 31-45 Basic vocabulary                                         | C.       | PRUBLEMS                                       | · 1                | 115                       | Denominate                   |
| D. GENERAL                                                        |          | 41, 42, 43 1wo-step                            |                    |                           | numbers                      |
| 1] 46-60 Basic vocabulary                                         |          | 42, 43 averaging                               | <b>G</b> .         |                           |                              |
| . Reading Comprehension                                           | 1        | 44, 45, 48, 53                                 | 1                  | 118, 119,                 | Tablee                       |
| E. FOLLOWING DIRECTIONS                                           | 1        | 46                                             |                    | 120, 121, 1               | 100163                       |
| 61. 62, 64, 68 . Simple choice                                    | 11       | A7 54 55 Commission and                        |                    | 117, 119, 7               | Zeros in quotient            |
| YU 63, 65, 66, Definitions and                                    | 11       | discount                                       |                    | 120, 121                  | Remainders                   |
| 71.73 directions                                                  | 4. Ai    | rithmetic Fundamentals                         | JHL .              | 123 124 7                 |                              |
| 72, 75 Math. directions                                           | D.       | ADDITION                                       | $\mathbf{v}_{ill}$ | 127, 28,                  | Inverting divisors           |
| F. REFERENCE SKILLS                                               |          | 56, 57 Combinations                            | 111                | 129, 130<br>128, 129, 130 | Mixed numbers                |
| 1 76 77 78 79 Parts of book or                                    |          | 58, 59, 60, 61 Carrying                        |                    | 131                       | diactions to                 |
| 80 Ilse of dictionary                                             | 1        | 59, 60, 61 Column addition                     | •                  | 197 199 194               | Pointing off                 |
| 1 81, 82, 83 Use of index                                         |          | 61, 62 Adding money                            | 11                 | 135                       | decimals<br>Fractional parts |
| J 84, 85, 86 Table of contents                                    |          | 63 numerators                                  | I                  | 100 .                     | - i ractionat parts          |
| II 91 92 Library                                                  |          | 64, 66, 67, Common                             | 5. M               | echanic of                | English                      |
| Classifications                                                   | 1/1      | 65, 66, 67, Mived numbers                      | • A.               | CAPITALIZATIO             | N                            |
| 93, 94, 95, 96 - references                                       |          | 68, 69 Jacobio and                             |                    | 2                         | Title of book                |
| // 97, 98, 99, Reading a map                                      | 11       | 70, 71 decimals                                | 1                  | 3, 5, 8, 23               | Names of persons             |
| G. INTERPRETATION OF MATERIAL                                     | ·        | 72, 73 Writing decimals                        | i                  | 9,18,38,7                 | Nomes of niaces              |
| 102, 104, 7                                                       | 1        | 74 percentages                                 |                    | 21, 22, 24 ]              | Pronoun "I"                  |
| 111, 112,                                                         |          | 75 Denominate                                  | 11                 | 1. 11, 27, 28             | First words of               |
| Directly stated   113, 115, 1 Directly stated   117, 119, 1 facts | E,       | SUBTRACTION                                    | 1                  | 12, 25                    | _ Days                       |
| 120, 126, 1                                                       |          | 76, 77 Simple                                  |                    | 13, 18, 30                | First words of               |
| 129, 130                                                          | NUI      | 78, 79, 80, <sup>-</sup> ]                     |                    | 15                        | Special day                  |
| 103, 106, 7                                                       |          | 81,82 ] Durtowing<br>77 79 80 7proc            | -                  | 4, 14, 20, 29             | . Over-capitalization        |
| 110, 116,                                                         |          | 81 82 Subtracting                              | 8.                 | PUNCTUATION               |                              |
| HUN 122, 123,                                                     | 4        | Subtracting                                    | $\sim 10$          | 38, 40, 42,               | Commas .                     |
| H H H 120, 125,                                                   | ~1       | o3, 84 numerators                              |                    | 47 48, 51, 53, 54, 56     | " AAHINIGS                   |
| 133, 134,                                                         | VI       | 85,86denominators                              | - 1111             | 33, 34, 39, 46            | Apostrophes                  |
| 135, 136,<br>137, 138 _                                           |          | 87 Whole from                                  |                    | 52,57                     | Question marks               |
| 114 Topic or central                                              | /1       | 88 89 Borrowing, mixed                         | . 11               | 41, 50, 59 🗍              | Quotation marks              |
| 139, 140, Organization of                                         |          | Fractions and                                  | 1                  | 49                        | within quot.                 |
| 141, 142 topics                                                   | 1        | 90,91 decimals                                 | 1/1                | 35, 44, 55, 58            | Over-punctuation             |
| 145, 146 events                                                   | H        | 92, 93 Writing decimals<br>94 Fractional parts | C. 1               | WORD USAGE                |                              |
| Arithmetic Resoning                                               | )        | 95 Denominate                                  |                    | 60, 64, 65, 7             |                              |
| A MEANING                                                         | · ·      |                                                |                    | 81,85 J                   | . Good usage                 |
| A. MCARINGS                                                       | r.<br>11 | 96. 97. 98. "                                  | 1                  | 61, 66, 70, 7<br>76, 87   | . Tense                      |
| 6 Writing money                                                   | · 11 ·   | 99, 100, Tables                                | ١                  | 62, 68 71                 | <i>.</i> .                   |
| 7 Writing per cent<br>8 9.10 Roman numerals                       |          | 97 98 101 Zeros in                             | •                  | 74, 78, 80,<br>84         | . Parts of speech            |
| 11                                                                | 3        | Jr, 50, 101 multiplicand                       |                    | 63, 73, 79, 82            | Number                       |
| 12, 13, 14 Fractions and decimals                                 | . 1      | 100, 101, 102 multiplier                       | (51.5              | 72, 75, 83, 86            | Case<br>Recognizing          |
| 15 Exponents                                                      | 1        | 100, 101 multipliers                           | (4)                | 88-99                     | sentences                    |
| <b>B. SYMBOLS, RULES, &amp; EQUATIONS</b>                         | 11       | 103, 105, 106 Cancellation,                    | 6 Sne              | llina (100-129            | )See profile                 |
| 16, 17, 21, 7<br>22, 23, 24, Symbols                              | 1        | 104 Mult. num. and                             | 5. spc             |                           |                              |
| 25                                                                |          | denominator                                    |                    | 2                         |                              |
| Consult Part 2 of the Manual for uses.                            |          |                                                |                    |                           |                              |

Case 2

(Sample form)

PRELIMINARY PRESCRIPTION

Name:

Grade Level: 8.1

| AGE   | Spelling     | 10.1 |               | ACC-Spelling     | by principles                             | Chandler-<br>Spelling and       | Vocabulary<br>(not P.I.)                  |             |           |                         |                 |          |             |           |              |      |
|-------|--------------|------|---------------|------------------|-------------------------------------------|---------------------------------|-------------------------------------------|-------------|-----------|-------------------------|-----------------|----------|-------------|-----------|--------------|------|
| LANGU | Mechanics of | 8.4  | English       | HBW-2200 English | (units 8 and 9)                           | Welch-Tutorfilm<br>Mechanics of | English<br>series E-F:                    | Punctuation |           |                         |                 |          |             |           |              | <br> |
| METIC | Arithmetic   | 7.1  | Fundamentals  |                  | <b>A</b>                                  |                                 | enth Grade Math<br>e sections)            |             |           |                         |                 |          |             |           |              |      |
| ARITH | Arithmetic   | 6.4  | Reasoning     | Pretest for      | RRF-Fractions Lab 4<br>(assign appropriat | sections)                       | Pretest for EBP-Sev<br>(assign appropriat | <b>1</b>    | 50 DOI 14 |                         | - <b> </b>      |          | <br><b></b> | · <b></b> | <br><b>.</b> | <br> |
| DING  | Reading      | 7.3  | Comprehension | Coronet-         | Your Study<br>Skills                      | UEL -                           | Study Skills<br>4024                      |             | CTB -     | Basic Skills<br>Reading | Interpretations | I and II |             |           |              |      |
| REA   | Reading      | 10.4 | Vocabulary    | Coronet-         | Vocabulary<br>Growth                      | EDL - Word Clues                | Book I                                    | Chandler-   | Learning  | Words in<br>Context     | (not P.I.)      |          | <b>a</b> m  |           |              |      |

LUUCATIONAL REPORT しれき 5-9-51 CURDOL ATTENDED (warde hutters) GRIDE LEVEL ENROLLED DATE OF DEPARTURE : llth TRANSCRIPT RECEIVED : 🖸 Yes 🖾 No San Joaquin DATE TRANSCRIPT REQUESTED CURRENT TEST DATA DATE GIVEN: NA LEVEL: CTMM SHORT FORM (IQ) **Total Mental Factors:** Non-Lang Factors: Intel Grade Placement: Language Factors: DATE GIVEN: 2-27-68 SRA 10 TEST Non-Verbal. 81 Verbal Total: 89 Q-Score: 62 L-Score: 107 DATE GIVEN: 2-27-68 REVISED BETA EXAMINATION (Performance) Beta IQ: 96 DATE GIVEN: 2 -25-68 LEVEL: JA Hi FORM W CALIF, ACHIEVE VEN TEST Total Read: 2.9 RC: 7.3 RY. 10.4 Total Arith: 7.5 AF: 7.0 Grade AR: SY Spell: 10.1 Total Lang: 8.8 Placement: Lang & al DATE GIVEN: 2-27-68 CIDE DAGAE ADHIEVEMENT TEST Arith Gr. (6.5)Spell Gr: 7.6 Read Grade: DATE GIVEN: 2-27-68 GATES Level of Comprehension: 8.9 Reading Vocabulary: 10.5 COMMENTS (include other test date) is a pleasent girl and was cooperative while involved in group testing. When she came in for educational interview, I noticed her rather inappropriate laughter, and the extreme rapidity of speech. Her conversation was endless and words "rushed" out of her mouth, often seeming not to have been thought of at all before being spoken. State Hospital over a number of years, She says her mother has been in the and consequently has not been able to be with the family. desire and reason for wanting to finish school seems to be an effort to please per ded more than nerself. "My dad wants me to finish school so that's what i'm going to do." 一 韵 Har goal is rather odd. She wants to go to foreign countries to search for and dig up die Egyptian tombs. She states a desire to work in a hospital this summer as a 11 Th volunteer, and edded: "I don't want to get pard money is not important anyway." 1

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EDUCATION

|                                     |                                 | Youth Authorn                         | Y CASE SUMMARY                                                   |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------|---------------------------------|---------------------------------------|------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                   | Case 2                          | Y                                     | Ά <i>τ</i>                                                       | PRESENT STATUS:                               | ן אַ ד                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| other makes.                        | None                            |                                       |                                                                  | NEW COMMENTENT: A                             | Ĩ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| ADURESS :                           | •                               |                                       | 602                                                              | 2 W61, In Danger of                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                     | ca, California                  |                                       | COMMIMENT OFFENSE: Lea<br>Life, Beyond Control,                  | iding Lewd and Immoral Viol. of Prob., Foster | 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                     |                                 |                                       | MOST RECENT OFFENSE: Hor                                         | ne Runaway                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| SER :                               | F MAR. ST                       | ATUS: Single                          | 898 Date a sossion 2 a l                                         | Γ                                             | Ĩ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| BIRTH DATE :                        | 6-9-51 HE                       | 1911: 5-7 <sup>1</sup> / <sub>2</sub> | DATE ARRESTED:                                                   | (. <u> </u>                                   | L                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| EIRTHPLACE :                        | Arizona WE                      | IGHT: 173                             | COURT: Jun                                                       | venile                                        | Ĩ                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| descent :<br>Religion :             | Caucasian<br>Catholic           | EYES: Blue<br>NAIR: Brown             | COUNTY:<br>JUDGE:                                                | 1                                             | - <u>-</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| TIENT MARKS.                        | 24 x 11 seas right la           |                                       | ADIC PARAMETAPERT, 2-                                            | DATE                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| ******************                  | 4" scar right arm               | У <u>і</u> .                          | RECOM. OR REVOKED:                                               |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                     |                                 |                                       | JURIS. EXPIRES: 6-0                                              | 21-68<br>9-72                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| MARCOTIOS                           | SUSPECTED OR KNO                | INN USE OF NARCO                      | DTICS OR DRUGS 🛛 Y                                               | ES IND                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| '39: <del>9</del> ¶'i, <del>9</del> |                                 | TES (NATURAL OR S                     | synthetic)                                                       | (                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                     |                                 | gerous drugs (An                      | PHETAMINES OR BARBITUATES)                                       | Γ.                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| \$770m #3 @@@### #0                 |                                 | er specify                            |                                                                  | 20<br>20                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| WAS ALCOHOL IN                      | wolved in present offense       |                                       |                                                                  |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| RELATIONSHIP                        | AGE                             | NAME                                  | ADDRESS                                                          | TELEPHONE                                     | T                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| FATHER                              | 40                              |                                       | Same as ward                                                     | 823-4925                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| stepmother<br>Mother                | · 37                            |                                       | Same as ward                                                     |                                               | T                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| OTHER                               |                                 | •                                     | Oregon State Hospi                                               | tal                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| AUNT                                |                                 |                                       |                                                                  |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| S SLINGS                            | 17                              |                                       | ) Foster home                                                    | n1a                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                     | 14                              | -                                     | ) placements                                                     |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| HALF-SIBLING                        | s 8                             |                                       |                                                                  |                                               | ACCOUNT OF A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| •                                   |                                 |                                       | •                                                                | (                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                     | 6                               |                                       |                                                                  |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| . 1                                 | 6<br>4<br>11                    |                                       | )<br>Same as ward                                                |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 1                                   | 6<br>4<br>11<br>10<br>6         |                                       | )<br>Same as ward<br>Same as ward                                |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| ٩                                   | 6<br>4<br>11<br>10<br>6         |                                       | )<br>Same as ward<br>Same as ward<br>Same as ward                |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| INST.TUTION:                        | 6<br>4<br>11<br>10<br>6<br>NRCC |                                       | )<br>Same as ward<br>Same as ward<br>Same as ward<br><u>DATE</u> | 3-7-69                                        | in and the second s |

## PRIOR RECORD 11-14-66 Lewd life, out of control 9-1-67 Lewd life 12-4-67 Out of control

#### MOST RECENT OFFENSE

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On December 4, 1967, the ward appeared before the Juvenile Court of San Joaquin County and was ordered placed in a foster home. On December 22, 1967, by order of the Court the wad was ordered placed in the foster ome of and was placed on the same date. On the following day, December 23, 1967. reported to the Stockton Police Department that the ward had run away. On December 27, 1967, the ward appeared at the home of and asked to use became suspicious of the ward because the telephone because she was lost. Mrs. she was wearing no shoes and called the officers to pick her up which they did. The ward told the arresting authorities that she ran away from the foster home because the foster mother had a very wild party that involved from 30 to 50 guests. The ward indicated some of the guests were drinking vodka and beer while others were upstairs having intercourse She als indicated that she saw syringes, needles, etc., used in shooting heroin She claims she smelled marijuana smoke throughout the house. The ward claims that the foste mother then abandoned the home and the relatives took over. She indicates also that she was propositioned by one of the male guests in the home.

The ward indicates that after leaving the home, she was picked up by a couple of strangers who were both Negro males. The ward claims she spent the time between December 2, and December 26, associating with two men who were stealing tires, She indicated she was She knew these men only by the name and involved in the stealing in that she acted as a look out and also was used to attract the attention of the victim of the tires, while the two men carried them out to the car. On the evening of December 26 she left a bar in the company of a Mexican adult. He requested the ward disrobe but she demanded money which he refused to pay her. She is very vague and confused as to the above details and it would be difficult to decide whether her story is fiction or fact. When asked by the police, she denie her identity and when the foster mother,

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Carl 2 YA#

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Wardship placed in a 24-hour Boarding School, placed in custody of aunt 5-26-67. Wardship, disposition transferred County, wardship. to probation, mental health clinic 10-9-67. Foster home placement 12-22-67

3-7-68

# MOST RECENT OFFENSE (Cont'd)

went down to the police station she identified the ward as a ward of the local Juvenile Court. At that time the ward is alleged to have told that she was going to make up the stories about the party to get even with her for identifying her properly.

#### **CO-OFFENDERS**

None

#### SOCIAL EVALUATION SUMMARY

The ward's parents were married in California in 1949 and were divorced in 1955. At that time the mother was awarded custody of the children and since that time the father has contributed little or nothing toward supporting his wife and children. The ward is the second oldest of four children born to her natural parents. In 1958 the mother entered into a common-law relationship with in San Diego. Three children were conceived through this arrangement. At the present time the ward's mother is in the\_\_\_\_\_State Hospital. The ward's three siblings are in foster homes in \_\_\_\_\_ and likewise her mother's three illegitimate children which she conceived by M are also in foster homes in \_\_\_\_\_ The ward's natural father also has three children who are living with him. The mother is alleged to have has a "nervous breakdown in 1965" and she wa hospitalized in She was later released to her common-law husband but was again returned to the hospital very recently. The hospital diagnosis has been "Schizophrenic Reaction." The ward claims that her mother taught her that it was all right to be promiscuous as she was.

The ward's history of delinquency extends over a period of about a year and a half. In November, 1966, the ward was taken into custody as she was living in a hotel room with a known prostitute. At that time she was released to an aunt pender further Court action. On November 1, 1966, another petition was filed in the interest of the ward in that she had again run away from the home and was apprehended in San Diego. She was then ordered placed in a boarding home where 24 hour supervision was available. On May 26, 1967, she was released and returned In August, 1967, the ward to the home of her aunt who lives in ran away from the home of her aunt and was apprehended several weeks later by the police. At that time it was found that she had been very immoral and that she had gone to \_\_\_\_\_ where she allegedly got married to a man whom she had intercourse with quite regularly during her runaway. In October, 1967 the ward was transferred to County which is alleged to be the residence of her natural father. Later

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#### SOCIAL EVALUATION

#### SOCIAL EVALUATION SUMMARY (Cont'd)

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she was placed in the home of indicated in the presentation of the problem above. She remained there up until the time she got into difficulty.

The ward is a rather tall, husky, Caucasian girl. She does not appear to have any sense of direction as to where she is going or what she is doing. Her goal is to be a skindiver. She described herself as an experimental girl. When questioned about what this means, she indicates that she likes to try all drugs available as well as to have intercourse with men of various races just to see how it is. She claims she has used marijuana and dangerous drugs quite extensively but she is not committal as to whether or not she has used LSD. She continues to blame her mentally ill mother for her difficulties and indicates that the mother is at fault because she did not teach her what is right and wrong and also because the mother had indicated to her that sexual activities are not harmful nor wrong. The ward claims that she hates to be locked up but has deliberately rejected all plans to help her. She now appears to be rather hedonistic and also appears to be self-centered. The ward was seen by a psychiatrist at the County Juvenile Jail. It is his opinion that the ward needed 24-hour supervision but that she was not mentally ill. She has also recently been seen by

a psychologist. The psychologist found the ward to be extremely immature with little in the way of ego resources. It was felt that she had a behavior disorder but that she was functioning within normal limits of the intelligence range. The psychologist found the prognosis for improvement rather poor and the ward used denial as a mechanism against her anxiety.

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Case 2

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Social Worker, VA

NRCC

#### 3-7-68

#### SOCIAL EVALUATION

#### RELIGIOUS EVALUATION

is a baptized Catholic who has never received any formal catechism instructions and who is consequently very limited in her knowledge of Catholicism. It is perhaps worthy of note that some months ago she attempted a marriage which is invalid by reason of defect of form.

is a child of a mixed marriage, her father being Protestant, while her mother is a lapsed Catholic. Their marriage, having ended in divorce, both are now ligamenously remarried.

Impressions of the Chaplain

I thought, handled herself beautifully during the interview. Displaying an excellent attitude, she proceeded on her own initiative, to discuss her life in detail and with accurate self-evaluation, voiced realistic plans for the future. Expressing faith and confidence in the personnel of this intitution, she said "I am fully reconciled to whatever you people think is best for me. Naturally, I would like to go home, but if you decide otherwise, I am sure that it is going to be in my best interest."

is definitely in need of a home setting conducive to love, security, and the assurance of being accepted. Her yearing and desire for love has never been fulfilled by her parents, consequently explaining her repeated attempts to gain attention. Had she been the product of a normal home setting, I feel certain that she could have been saved from a Youth Authority commitment. She is amply possessed of a natural goodness capable of being cultivated. On the basis of instinct, she respects the natural and divine law and with the opportunity presenting itself, it is most likely that religion will be meaningfully embraced.

#### GROUP LIVING EVALUATION

General Attitude and Social Behavior

has made a good adjustment to our program. associated with girls like herself. She gets along with her peers as well as staff.

Personal Characteristics

has shown no leadership ability. She is well mannered and good emotional tone.

Family Relationships

has written to her mother and father but has received no mail from them. She writes to mother in hospital asking when she will be home so they can be together. She asks father to please write her.

#### Work Habits

volunteers for work detail and works quietly without supervision. She keeps a good room, above dorm standards

Recreational Interests and Abilities

participates in all dorm activities with no particular interests or abilities.

Techniques for Handling Ward

No special technique of handling is required for \_\_\_\_\_ The direct approach is fine for

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RELIGION

Group Supervisor

NRCC

3-11-68

GROUP LIVING

#### STAFF SUMMARY

The ward is tall, overweight, 16-year old Caucasian girl. The ward has been known to the authorities for a period of more than a year for various types of offenses but including mainly beyond control and lewd life. She accuses her most recent foster mother of having a big party involving 30 to 50 adults who were involved sexually, drinking and using needles in their arms. She later indicated this was a fabrication because she was angry at the foster mother for reporting her to her parole officer. She did run away from the foster home and become involved with two men who were stealing tires. She later became involved with an adult Mexican.

She is fully ready to take the responsibility for her actions. She indicates that she has been involved in various types of drug usage but not to the extent that she was addicted or that she was having difficulty not using it. The staffing team could see her quite uniformly as a hedonistic, sociopathic inclined girl who needs considerable help at the present time. Since the completion of the attached report, we have had a visit from the ward's mother, stepfather and an older agent who indicates she was not very well received in the home of the ward's father and step-mother. As to the situation in it is indicated that the mother has recently been released from the hospital to the care of her present husband. The mother is seen as rather listless and unmotivated but there was no indication of any psychotic thinking or acting. Her husband seems to be a rather plain, easy going, middle-aged man who is willing to receive the wife home in spite of her erratic behavior in the past. It is indicated that the ward's two siblings and her three half-siblings are currently in foster homes in Oregon as dependent children. The ward's 17year-old sister, seeemed to be the spokesman for the group. She appears to be an adequate and well adjusted young lady with a great deal of potential for success. She indicates that we should contact Mr. Public Welfare Officer in , telephone number who is the probation officer for the six siblings and half siblings who are presently in . It might be well to consider this as a possible resource. A visit to the ward's natural father did not prove as hopeful for the ward as did the visit to the mother and stepfather. The father greeted our parole agent with a great deel of hostility and indicated that he wanted no part of the ward. He indicated that his present wife completely rejects the ward and he is going to stick with his wife. The father indicates that he has had little contact with the ward during the past 16 years and that her mother apparently was quite promiscuous during these years.

Case 2.

YA∦

3-15-68

STAFF SUMMARY

## STAFF SUMMARY (Cont'd)

The word's parole agent indicates that the ward could possibly be released to the community without lengthy institutionalization. The parole agent indicates that the word is a bright, alert youngster with a great deal of insight. On the other kend the NACC staffing group sees the ward as a highly sophisticated, delinquent girl who is developing some sociopathic thinking.

Chaplain saw the ward quite positively. He indicated that she is

The ward's behavior on the dormitory is quite acceptable and she works well without close supervision. Our school indicates that the ward's intellectual functioning is very near the lower limits of normal range of intelligence. Academically she functions between the 7th and 10th grade levels with the lowest mark being in anthretic. She was pleasant and cooperative while in our school at NRCC. Our carinately in need of a home setting conducive to love, security and the assurance that she is wanted. The staffing group saw the ward as being in need of institutional help at the present time and indicates that she would fit into the prog am et Los Guilucos. However, it is also indicated by the group that it might be well to start considering a placement for the ward as it will be difficult. As induced by the ward's sister, it might be well to contact the social worker who is active with the home in the State of

#### MEDICAL REPORT

fhysically fit for full activity.

## RECOMMENDED PLACEMENT

Los Guillucos School for Girls.

Staffing Group:

Senior Group Supervisor Supervisor . Group Supervisor Home Economics Teacher

102:00

Contraction of

Case 2

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NRCC

#### Social Worker, VA

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CHAPTER V

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Before the student actually begins his studies, he should have a counseling interview with the manager. During the interview, the manager will review and interpret the student's test scores and show him how they were used to prescribe the programmed materials he will use. The explanation should be couched in terms of the student's goals.

The student may not have goals, or those that he has may not be realistic in the light of his ability, attitudes, and opportunities for further study. In such a case, considerable patient endeavor should be exerted to help him set or re-set goals. For a young child, the goal may just be to "get promoted." For the older student, the goal may be college, a vocation, or a profession. Whatever the professed goal, treat it with respect. If it is a long-range one, try to help the student set some intermediate goals so that he will be able to see that he is making progress. If the student is critical of the prescription, listen to him. For example, he may think the grade level of assigned courses is too low for him. Tell him that he may be right. Assure him that the prescription

will be changed if need be. Try to get him involved in planning for himself. Let him see that you have respect for his opinions, that you and his program are flexible, and that you expect him to work with you to find the materials which serve him best.

At this time, he should also secure an explanation of any "rules" under which you operate, including those pertaining to testing and grading.

#### MANAGING THE LEARNING ACTIVITIES

#### Orient the Student to P.I.

P.I. may be confusing to the student who is using it for the first time. The layout, the route he follows through the program, the way he confirms his responses -- all these will be new to him, and they will vary from one program to the next. He will need an explanation and demonstration of how to work through different kinds of programs, including those used in machines.

If your students enter the program singly, the orientation can be conducted during the interview discussed in the preceding section. If your students enter as a group, they may be oriented as a group. In this instance, we recommend the use of Audio-Visual Aids and demonstrations of actual programs, followed by practice in working with short samples of P.I. Live demonstrations and practice on any machines to be used would also be necessary.

#### First Use of Programs

When the student begins work in the material(s) first prescribed for him, observe him closely for a few days. Review his responses with him to make sure that he understands the materials and the method of presentation. He may need help in learning to follow directions and to work by himself. Ask him what he thinks about the program, and be guided by what he says. You want to find out if the course is actually right for him. If you decide that it is not, don't delay in changing the prescription. He will get bored with materials which are too easy and frustrated with those which are too difficult, and loss of motivation will occur. The trial and error approach at this point recognizes that test scores and one's own opinions are not infallible. It takes time and increasing familiarity with P.I. materials and the individual's learning behavior to improve the accuracy of prescriptions.

### Continued Supervision

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Once you feel that the student's prescription is right, relax your supervision but continue to make frequent thecks on his progress. Ask him questions about what he is learning, and continue to listen to his opinions about a program. There are four reasons for this checking: 1. Your demonstration of interest and concern is reinforcing to

- the student.

If the student is keeping a chart of his own progress, check it from time to time. Take advantage of every opportunity to praise him for genuine progress. If you think he should be doing more and better work, try to find out what is impeding his progress. Some students may not be able to resist the temptation to copy answers from the book rather than to make their own responses to problems and questions. If a student appears to be marking responses, yet doesn't appear to be mastering material, have him respond to several frames at random to see if he is copying. Frequent checks with the student while he is working on a program will help to discourage such misuse of the material.

#### Evaluation

Evaluation is, of course, a continuous process which begins the moment the student comes under your supervision. You are evaluating the student and his progress when you check on his work, during counseling sessions, in all of your day-to-day contacts with him. Nevertheless, there must be some formal measure of his progress within a particular course and within the entire program.

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2. You are continuously evaluating the student's progress. 3. You are still evaluating the accuracy of the prescription. 4. You are getting information about programmed materials which will be invaluable in making future prescriptions.

#### Unit Tests

There should be a test, your own or the publisher's, with several different forms available for each chapter or unit within a course as well as a final test for the entire course. Also, there should be a policy, with which each student is familiar, that there is a minimum test score which will be considered "passing." We require a score of 85%.

When a student says he is ready to take a unit or final test, these steps are followed:

- Spot check his written responses to be sure that he has actually worked through the material covered by the test. If it is a machine program, you may have to ask him a few oral questions if time permits.
- 2. Administer the test
- 3. Score the test and record results
- 4. Review test results with the student.

#### Reviewing and Re-testing

If the student does not make the required minimum score on a test, analyze his answers to determine the areas in which incorrect answers were concentrated. Assign review work on the basis of this analysis. Generally, it is better not to require a student to work through a complete program again. Try to find materials which will be new to him for review purposes. When he completes the review, administer a different form of the test he originally took, going through the steps listed in the preceding section. Continued Study

When a student successfully completes a programmed course, the pretest for the next program on the prescription is administered. As in the original diagnostic process, you want to determine whether he needs the entire course or only parts of **it**. It may not be necessary to administer the pretest if the instructor is thoroughly familiar with the program's content, grade level, and method of presentation as well as with the performance, work habits and specific deficiencies of the student. Individual performance often varies with the method of presentation--one student may do well with a machine while another does better with the pencil and paper format, even though programs may have about the same content. When the instructor has observed a student for a time, noting performance and test results, he may decide to advance the student to a new program without giving him a pretest.

may have about the same content. When the instructor has observed a student for a time, noting performance and test results, he may decide to advance the student to a new program without giving him a pretest. As a student continues to advance in his studies, the process of supervision as previously described continues. You may, of course, be able to discontinue close supervision of some students Final Evaluation

When students are leaving your program, or at stated intervals throughout the time they are under your supervision, you will need to measure overall progress. For this purpose, administer a different form of the same standardized achievement test which was administered when the students entered your program.

A comparison of the results will give you a measure of the student's overall progress; that is, you will know if the instructional program succeeded in raising his grade level. It will also give you feedback about the merit of the programmed materials your students have used and the accuracy of your prescriptions. Frequent administration of the standardized achievement test is not advisable. As a rule of thumb, we recommend intervals of at least four

to six months between tests.

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Students may want to take the tests frequently to check on their own progress, but such intermediate measurement had best be left to scores on final tests and to counseling. Since significant grade level gain takes time, the results of too-frequently administered achievement tests may prove disappointing to the student. Furthermore, you run the risk that students will become "test-wise"--that is, improved scores will reflect familiarity with the test rather than increased knowledge. You also run the risk that students will swap and pass on information about test answers.

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CHAPTER VI

#### EVALUATION AND SELECTION OF PROGRAMMED INSTRUCTION

Evaluation and selection of programmed materials go on continuously. The ultimate test of any program comes in its use with your students. However, there must be some other evaluation in order to determine what programs will be purchased -- to decide which ones are to receive the ultimate test.

#### Sources of Information

There are several sources from which information on programmed instruction can be obtained. We recommend the purchase of one of the several bibliographies which are now commercially available. We have used the Automated Education Handbook and the <u>Hendershot Catalog</u>. As do other references, these bibliographies list programs by subject matter. They also contain information about grade level, price and publisher. Be sure that the bibliography you buy has an updating service.

As you learn of companies which publish P.I., ask to be added to their mailing lists for announcements of new publications so that you will learn of new programs as soon as they are published. To acquire programs to evaluate, peruse your bibliography and order examination copies of programs which appear to cover the desired subject matter at the appropriate level.

1. Automated Education Handbook: Frank, H. Gille, Publisher, Edith Harwith Goodmen, Editor; Automated Education Center, P. O. Box 2658, Detroit, Michigan 48231

Michigan 48707

## 2. Programmed Learning: A Bibliography of Programs and Presentation Devices: compiled by Dr. Carl Hendershot, 4114 Ridgewood Drive, Bay City,

#### Behavioral Objectives

Before you review examination copies of programs, formulate, in writing, the training objectives you plan to achieve with a particular program. The objectives should be stated in behavioral terms; that is, they should state what a student should be able to <u>do</u> when he completes a course, and they should define the acceptable level of preformance. A statement that a student will be able to work long division problems is not enough. A better objective would be: Given 50 problems in long division the student will be able to set up and solve at least 45 of them. Preparation of "behavioral objectives" is sound teaching practice regardless of the method of instruction. Preparation of such objectives is essential when one begins to screen programmed materials for possible use. You use them to select P.I. materials which have approximately the same behavioral objectives as your own.

#### Preliminary Screening

The training objectives you have formulated will serve as a preliminary screening device. All good programs have definite objectives stated in the same terms as your own--in terms of performance--what the student will be able to do upon completion of the program. If your objectives and those of the program seem to coincide, further examination is called for.

Next, check to see if a teacher's manual, a pretest; unit tests, and final tests are furnished. The absence of these documents does not mean you should discard the program, but it does mean you will have to construct tests yourself. If tests are furnished, examine them to determine if they actually measure the performance the objectives call for.

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Inspecting the Program the program uniquely effective."

As you work through the p and level of difficulty.

The teacher's guide or other literature accompanying the program should furnish research evidence. (Beware of the program which lacks such data.) This information should describe the population for whom the program was designed. It should tell you how the program was tried out by the author and/or publisher. It should state who the students were, how the program was used, conditions of testing, and what results were obtained. That is, pre- and posttest scores should be furnished along with copies of the tests. It should tell you how long the tryout students took to complete the program. The attitude of the student towards the program and the method of ascertaining his attitude should be reported. The tryout population should be representative of the target population. Both groups should have some similarity to your students. Programs which still look promising after the preliminary screening are now ready to be subjected to a searching, critical inspection.

You can best accomplish inspection by going through the program as a student. If you are not familiar with programmed instruction, a warning is in order. In the <u>Automated Handbook</u> Paul I. Jacobs states it this way: "The way the subject matter is organized and presented in a program is likely to surprise you. The order in which topics are covered may be

strikingly different from other presentations of the 'same' subject matter that you have seen in textbooks. The steps the student takes to master a given topic may seem too small or repetitious. Think twice before rejecting the program on these grounds alone. It may be just these features that make

As you work through the program, consider its content, construction,

Content. Your consideration of content should give you the answers

to the following questions.

Does the program actually cover the topic you plan to teach?

What skills does the program develop?

Are these the skills you want your students to develop?

For example, a program may teach a student to quote rules for the use of the comma. Is this what you want your students to be able to do, or do you want them to be able to use commas correctly?

Is the program in line with the prescribed course of study?

Is what the program teaches in agreement with what "authorities" in the field teach? (If you aren't sure, get the opinion of an expert, and check the author's qualifications and those of any consultants he lists as subject matter experts.)

Construction. The second feature you will be considering as you work

through the program is its construction and fabrication, that is, the way

it is put together. Format or construction may significantly add to or

subtract from the effectiveness and applicability of a program. Points

you will want to consider follow.

Is the program divided into distinct units or segments?

If there are logical divisions you can use parts of a program more readily. A particular deficiency may be limited in nature and, the efore, only certain parts of a programmed course may be required.

Can the program be used with ease?

The sheer mechanics of a program can make it frustrating. The physical negotiations required (turning pages in an unorthodox manner, inverting the programmed text, etc.). often presuppose more ability than does the subject matter of the program.

Can the student confirm his responses easily?

A student should not have to expend undue effort to check his answers; yet it shouldn't be easy for him just to copy correct responses.

Are the directions easy to follow?

all of your students?)

Is the program consumable or reusable?

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It isn't necessarily desirable to reuse a program; your instructional materials budget will dictate the necessity. Be aware, however, that the effectiveness of some programs would be altered significantly if students are not allowed to respond in the program itself. For other programs, having students to write responses on notebook paper will not change the program's effectiveness. Suppose, for example, the program dealt with graphs. If the student were asked to read a graph, he could respond on notebook paper. If, however, he were asked to complete a graph he would need to respond in the program.

Some programs require students to make mental responses rather than to record them. These programs may teach as well as others, but, in general, we recommend that the student be required to make overt responses. Programs in which an overt response is required seem to hold the student's attention better, and they make it possible for you to check his understanding before a test is given.

Level. The third factor in evaluating a program is determining its level of difficulty. This determination must be more precise than simply asking "Does Course X teach English grammar at the seventh grade level?" Remember, your needs are determined by your behavioral objectives; you are looking for program content that will meet these specific objectives. In this context, the term "grade level" may not be meaningful. What is important is the reading level of the material. In wany cases, programs call for reading skills which are at a much higher level than the subject matter content. Try to find the answers to these questions:

Is the program written in a style and with a vocabulary your students can understand? (It's probably better to err on the side of too low a level than one that is too high.)

Does the program require special equipment? (If so, will such special equipment be available to you? Will there be enough of it for

If there is technical terminology, are your students familiar with it? Or is it taught by the program?

What are the prerequisites for the course?

In an otherwise sound P.I. lesson, disregard for the prerequisite skills may render it totally ineffective. If the target population does not have the prerequisites, remedial material must be prescribed. If the deficiencies are great, one might need to reassess his target population.

#### Trying the Program out

Programs which have survived your inspection are now ready to be tried out. Administer the program to a small group and carefully observe their performance as they work. Administer pre- and posttests, your own or the publishers, so that you will have a measure of how well the program taught. The results--test scores and your own observations--should now enable you to decide if a program is suitable for your purposes.

#### If Tryout Isn't Possible

Sometimes it may not be possible to try a program out. Suppose you want to teach an entire course with programmed materials. The ideal way to determine the program's merit would be to administer it to a class, using as a control group a class being taught by conventional methods. Your two groups would be administered the same pre- and posttests. The results would tell you if your program is at least as good as conventional teaching. In a public school system this just isn't practical. You run the risk that the program does not teach as well, and you then have a group of students who have been short-changed for a semester or a year. This is the place where you must rely on the experience of others. It's better <u>not</u> to rely on the judgment of someone who has inspected a program and written a review. If at all possible, find out what someone who has actually used the program thinks of it.

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#### Your Own Bibliography

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As you screen, inspect, and try out programs, begin to compile your own annotated bibliography. We recommend a looseleaf binder which has at least one full page for every program. In the beginning, put down all the information you have been able to gather about a program. After you have used programs, go back to the bibliography and add information about your results, suggestions for further use, etc. Such a document can save you many hours of time and labor in the future. About Purchasing

If all students in one room are using P.I., no two of them need be studying the same subject. Hence, it is not always necessary to buy programs on a one-course-for-one-student basis. Schedules can be arranged so that a large number of students can use a small number of copies of a program. Too, some programs fill more than one volume. Where students have varied levels of achievement, as many students as there are volumes may use the same copy (set) of a program at the same time. Such possibilities assume great importance for the manager with a limited budget. Summary

Evaluation of programmed instruction involves inspection, review of research evidence, tryout, and the opinions of others. It should be remembered at all times that no instructional material is intrinsically valuable. It must be considered in the context of target population, adaptability to curriculum, time, motivational characteristics, measurable outcomes, and budget.



CHAPTER VII

Gathering and imparting of information can often be accomplished mechanically but the business of helping people discover the personal meaning of information for them still requires a human interrelationship. This is the very heart of teaching, its reason for being.\*

That counseling plays an important role in our system for using programmed instruction is doubtless apparent throughout the preceding sections of this manual. To avoid misinterpretation, it should be stated at once that our references to the learning manager as counselor are not intended to imply that a professionally trained counseling staff is unnecessary in an educational program. Nor is there any implication that we have found a way to train counselors overnight. We employ professionally trained counselors; our casting the manager in this role evolved because we could not employ enough professionals to do the whole job. We provided as much training as possible for the managers and arranged for them to have ready access to the counselors for consultation and guidance. Although our approach was dictated by necessity, the results were such that it is tempting to assert that foresight and wisdom brought it about. Learning efficiency increased and the overall counseling process improved beyond our expectations.

#### The Problem

There were three major factors which contributed to the necessity to expand our counseling services. First, our students probably need more counseling than most. They are a multi-problemed lot, and their isolation

Harper Brothers, 1959, p. 384.

#### COUNSELING

\*Combs, Arthur W. and Snygg, Donald. Individual Behavior. New York:

from society compounds their inability to solve their own problems. We soon learned that counselors would have to provide more direct service than is usual in a counseling situation. Furthermore, our trainees lacked purpose, a sense of direction, and a belief that their problems could be solved.

The second factor had to do with the instructors. (We have reverted to the use of "instructor" because we are now talking about our vocational instructors as well as the managers of our basic and remedial education classes.) Only one of our instructors was a professionally trained teacher. Thus, as a group, they lacked the awareness of the nature and role of counseling which formal teacher training would have given them. Their early reluctance to refer trainees for counseling reversed itself, and the instructors became all too-ready to refer in the expectation that problems they were encountering in the classroom would be solved in the counselor's office.

The third factor was directly related to the first two. The counselors were soon almost inundated by the demand for their services. There were too many students, too few counselors, and too little time for a meaningful counseling relationship to develop. We were at the point of an impasse.

#### The Solution

We decided that our best hope for solving this problem would be to capitalize on the daily relationship of the trainee and the instructor. In other words, the instructor would become involved in the counseling process. At first, the instructors were apprehensive of their new role. As one instructor put it, "It's much easier just to send him to the counselor." They were, however, willing to spend their lunch hours and time after working hours in training which would help to overcome their apprehension and improve their skills.

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The clinical psychologist who serves as consultant to the project conducted several sessions with the whole staff to teach them how each could involve himself in the counseling process. Learning theory, personality development and student characteristics were discussed at length. There were role-playing sessions involving instructors, counselors and other staff members. All of the training sessions were built around actual experiences which the instructors recounted. The psychologist also helped the staff to realize that they must be able to recognize when a trainee should be referred to a trained counselor. The instructors were assured that they would be backstopped by the professional counseling staff. The Results

The results have been gratifying. The relationship which develops between instructor and trainee enables each to function better. The trainee, receiving support and help when he needs it, has fewer learning difficulties. The instructor, armed with more understanding of the trainee and his problems, is not so ready to write him off by categorizing him as "mean," "stubborn," "lazy" or "indifferent." Thus, he is better able to help the trainee overcome the learning difficulties which do arise and to prescribe and manage the learning activities which will advance him toward his goals. The training has also stood the instructional staff in good stead in coping with the continuous problem of motivating the trainee to achieve.

The Instructor as Counselor

In the main, the instructors functioned as educational counselors. They interpreted test scores to trainees, helped them to set educational goals,

The counseling staff was freed to work with trainees who had severe problems and to provide the services which are not usually a part of the counselor's job but which must be provided for trainees who are prison inmates.

both long and short range, and assisted them to explore and select the routes by which the goals could be achieved.

By and large, the solution of personal problems remained the domain of the counselor. However, the instructors, having come to realize that personal problems limit learning efficiency, gave service in this area, too. They found themselves willing to listen to the trainees talk about their problems. Three things happened when the instructors began to listen and to encourage the trainees to talk: They found that the opportunity to ventilate was sometimes all that a trainee needed; they found that instructor and trainee together could solve some problems; and they found that they were better able to discern when a student actually needed professional help.

As counseling crossed departmental lines, the working relationship between instructor and counselor became closer, and there was more interchange of information and experiences. Working together, both counselor and instructor were much more effective than they were working alone. The partnership which developed paid off for trainee, instructor, and counselor alike.

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CHAPTER VIII

Motivation of the student is one of the most important functions and one of the most difficult problems of any teacher. It should be as carefully planned for and managed as any other aspect of the learning situation. The most careful and brilliant planning and execution with regard to course content, scheduling, teaching method, testing, etc. may come to naught if this critical element of instruction is forgotten or ignored.

Too often, it seems, there is conflict between measures which are adopted for the preservation of discipline and the measures which are employed to achieve motivation. Aversive controls -- threats, orders, exhortations, ridicule, outright punishment -- can be effectively applied to maintain orderly classrooms and conformity to rules and regulations. Unfortunately, these controls can be equally effective in extinguishing desirable learning behavior. Motivation is goal-directed behavior. That is, the organism's (person's) activities are geared to producing a specific result which the organism perceives as desirable. (The motivation may be conscious or unconscious.) Ideally, then, in the educational setting, the learner's activities -- his learning behaviors -- are directed toward achieving a goal which is desirable to him. You will note that this is the ideal. In reality, we sometimes ignore this concept that the most efficient learning behavior occurs when it moves the learner toward something he wants -- be it earning a high school diploma or learning to deal from the bottom of the deck, i.e., without regard to its social acceptability. That is, the result of the behavior is rewarding to the

learner. In the parlance of behavioral science, behavior is shaped by its

#### MOTIVATION

consequences. If the results of behavior are rewarding (reinforcing) to the organism, it tends to repeat the behavior. By the same token, if the results are unpleasant or punishing, it tends to avoid the behavior.

This theory that behavior is strengthened or weakened by its consequences has critical implications for educators. It is the theory upon which programmed instruction is based, and it is the theory upon which our method of using programmed instruction is based. However, before we discuss the specific application of reinforcement theory in the use of P.I., there are some other aspects of motivation which merit attention.

## Learning Atmosphere

The learning atmosphere should be as pleasant as it is possible to make it. Such an atmosphere begins with a friendly, accepting, encouraging staff. Motivation is <u>not</u> a cold, diagnostic and prescriptive process of arranging learning contingencies or of making precise analyses of objects and events that are reinforcing for each learner. Basic to all motivation is a genuine interpersonal relationship with another human being.

The physical facilities should be decent and comfortable--from the kind of toilet facilities you expect for yourself to good lighting, heating, ventilation, comfortable seating, etc. We recommend the use of individual carrels so constructed and placed that students are separated, yet do not feel hemmed in.

Actually, what we are saying is that one should control or eliminate anything which may compete or interfere with learning. To this end, we make further recommendations as follows:

1. Provide orientation that precisely explains expectancies, purposes, rules, and procedures in simple, clear language.

2. Have as few rules as possible. Make sure that such rules as are necessary are applied consistently and fairly.

whether written or oral.

4. Respect the learners' feelings. For example, we called our students "trainees" after we learned that they felt that "student" impugned their maturity.

After due care has been given to creating an atmosphere which fosters learning, attention should be directed to the aims of the students. The Importance of Goals

You will recall that we defined motivation as goal-directed behavior. The student's learning activities must be planned around his own goals, and he must be helped to see how these activities advance him toward achievement of his goals. If possible, relate the activities to the goals in a practical, dollars and cents way. For example, the novice sign painter who is studying grammar should know that signs which have misplaced apostrophes or misspelled words will have to be painted over. The student barber who is studying arithmetic will recognize that errors in making change can cost him money, customers or both.

A student may not have goals, or those he has may not be realistic in the light of his ability, attitudes, and opportunities for further study. In such a case, considerable patient endeavor should be exerted to help him set or reset goals. This effort should utilize all existing information about the student. The goals can be simply stated; for example, a young child may have as his goal "to get promoted." For the older student, it may be to earn a high school diploma, to prepare for college entrance, or to prepare for a

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3. Avoid the use of negative signs, posters, directives or orders

vocation. Whatever the professed goal, treat it with respect, and don't try to impose your own goals.

If the goal is long-range, help the student to set intermediate goals so he will be able to see that he is making progress. For example, suppose you have a student who wants to earn a certificate of high school equivalency. His intermediate goals can be to successfully complete specified units of study which will qualify him to take the GED Tests.

At this point, it must be recognized that such general reinforcers as the "joy of achievement" and the knowledge that one is making progress toward a goal are not always enough to sustain learning behavior. There must be frequent judicious application of more specific reinforcers. Fortunately, such application is easily achieved with P.I.

#### Programmed Instruction

Good P.I. materials are so constructed that it is difficult if not impossible for the learner to fail. He can answer correctly the questions posed as part of the programmed material, and he finds out almost immediately that he has answered correctly. The pleasure of being correct reinforces the behavior--learning--which was rewarded with the feeling of pleasure. This immediacy of feedback is one of the most important features of programmed instruction. The student can assess his progress at every step along the way. Learning theory is quite insistent that the learner, whether he be human or animal, must have feedback on his performance. It is one of the best reinforcers we know, particularly if it immediately follows the desired behavior. P.I. and Other Motivators

Programmed instruction lends itself to the use of other positive means of motivation. It is fortunate that P.I. has this characteristic, since its

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Programmed instruction lends itself to the use of other positive means of motivation. It is fortunate that P.I. has this characteristic, since its intrinsic motivating capacity probably loses some of its power and will not, of itself, sustain the performance rate which is necessary to solid educational achievement.

We have been able to get students in our Manpower Development and Training Project to increase their productivity by paying them for points earned by completing programmed instruction. A point value was assigned to each programmed course we use on the basis of its length and difficulty, and the monetary value of the points was established. A student could then earn money according to his own productivity. He was not, however, paid for merely completing frames. He had to pass unit and/or final examinations in a course in order to earn points.

Such a plan offers some flexibility in delivering reinforcement. For example, students may be paid once a week for all points earned in that week; or they may be paid whenever they have accumulated a certain number of points; or payment for points earned in one course may be made contingent upon earning points in another course. The instructor can schedule reinforcement and vary the schedule as he sees the need. <u>Specific Reinforcers</u>

A plan such as that just described makes use of one of the most powerful of all reinforcers--money, which is influential with nonprisoners as well as prisoners. The offender is not motivated by the thirst for knowledge--certainly not at first--but money is very attractive and he will work for it. At the same time, it should have response contingencies. In other words, the learner should receive money only after he has delivered specific production that meets a criterion established by the educational system. Money is clean-cut and tangible, and it can be applied specifically to a particular set of response contingencies. However, it should be used

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sparingly and only rarely for time-interval behavior--not pay by the hour, for example.

Other specific reinforcers we have tried include such things as food (which can be messy!), early dismissal from class, and special privileges such as making or receiving telephone calls. Actually, specific reinforcers are limited only by the budget, the flexibility of the system, and the ingenuity of the person delivering reinforcement. The point to remember here, as elsewhere, is that the recipient must perceive the reinforcer as rewarding. Time spent in discovering what is reinforcing for each student is time well spent.

#### An Experiment in Contingency Management

At Draper, we conducted an experiment in Contingency Management in which we attempted to discover reinforcers which would increase efficiency in learning by prisoners. Sixteen students served in the experiment, which ran for a period of nine weeks. The amount of programmed instructional work to be done by each student was specified daily by means of a "performance contract." Although the amount was negotiable, the conditions of the experiment required each learner to increase his performance about 20 percent each week over a baseline measure taken during a three-week period just prior to the beginning of the experiment.

A "reinforcing event" (RE) was scheduled after completion of a specified part of the contract, so that throughout a single day it was possible to accumulate six break periods of 15 minutes each during which an RE could be taken by the student-subject.

The RE's occurred in a special recreation room set aside for the purpose. They included coffee, magazines, games, the opportunity to type a personal letter, etc. Each day the students chose from an "RE Menu." The theory underlying the use of the RE is rooted in the learning principle that whenever a less pleasant activity is immediately followed by a rewarding activity, the latter will reinforce the former. In the practical terms of our contingency management experiment, if learning English grammar is dull or boring to a student, it will become less so when immediately followed by a trip to the RE room.

The results of the experiment showed that under the conditions of contingency management, productivity, as measured by frame output, almost quadrupled. Other results are worthy of note. Number of tests taken doubled; percent of tests passed increased from 71 percent to 80 percent. <u>Conclusion</u>

Motivation--goal-directed behavior--must be managed systematically for best results. Since motivation is produced by reinforcement, the more frequently the learner receives reinforcement, the greater the motivation to work. By careful control and management of learning contingencies--stimulus controls, reinforcement and response contingencies--educational achievement can be significantly increased.

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CHAPTER IX

#### THE TEACHER AS LEARNING MANAGER

Management is defined as the "executive function of planning, organizing, coordinating, directing, controlling and supervising any industrial or business project or activity with responsibility for results." (Webster's Third New International Dictionary, Unabridged.) Substitute "learning" for "industrial or business" and the definition serves to describe the function of the teacher who has delegated his traditional task of instructing to programmed instruction. Any teacher, regardless of instructional method, has the responsibilities enumerated in the definition. The teacher who does the actual instruction, however, because of the magnitude of that task, is robbed of sufficient time to devote to these other aspects of his job.

Although the learning manager gains time, his work is no less difficult, demanding, and time-consuming; it only has a different slant He is better able to discharge the "responsibility for results' for each of the students whose education should be furthered by his efforts.

The successful learning manager has some special qualifications. If he does not bring them to his task, pre-service and in-service training must be provided to help him acquire them. One essential qualification cannot, however, be provided altogether by training: Aside from experience, there is probably no way to gain the belief in the value of P.I. as an instructional method which is necessary to its most effective use. (Of course, an understanding of the principles on which P.I. is grounded is helpful.) The same motivational principles which apply to the learner apply to the manager. He must receive reinforcement for his efforts. His success is

measured in terms of his students' success. When his students succeed with P.I. he is accounted successful, and "Nothing succeeds like success." The more success experience the manager has with P.I., the more he will believe in it, and the more he will want to use it. The teacher who is to turn learning manager must, therefore, begin using P.I. with an open mind and a willingness to be convinced.

Among the qualifications which a manager may be helped to acquire are skills in counseling and in motivating. Here, too, experience is a valuable teacher, but the experience should be preceded and accompanied by some training in the principles and techniques to be applied. Chapter VII briefly described one way in which we have provided training in counseling for our instructors. We recommend that such training be continuous, and that it include sessions on interviewing--not only the art of questioning, but also the art of listening.

Similar training sessions on motivating have been conducted. One very beneficial experience for our own managers came through conducting a small controlled experiment in contingency management. Our purpose here, however, is to underscore the necessity for providing continuous training for managers, not to attempt to tell anyone how to provide such training.

Our purpose, too, is to state what has only been implied so far: To succeed the manager must work in an atmosphere which gives him the freedom to exercise his creativity and flexibility and which provides the same kind of support and reinforcement he is expected to provide for his students.

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Appendix A of this volume of the final report, a monograph which describes "The Roles of the Teacher for the Effective Use of P.I. in a Correctional Setting," presents a detailed account of learning management experiences in the Draper MDT E&D Project.

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APPENDIX A

Reprinted from the January, 1968 issue of the Journal of Correctional Education.

# THE ROLES OF THE TEACHER FOR THE EFFECTIVE USE OF P.I. IN A CORRECTIONAL SETTING<sup>1</sup>

DONNA M. SEAY, Program Director MDTA Vocational Experimental-Demonstration Project Draper Correctional Center Elmore, Alabama conducted by The Rehabilitation Research Foundation

(Ed. Note—This is the third, and last, of a series of articles on "Programmed Instruction in a Correctional Setting" especially prepared for release only in the C.E.A. Journal. See the July and October 1967 issues for previous articles.)

#### Preface

The experiences described in this monograph occurred in an experimental-demonstration project which is operated under a contract with the Office of Manpower Policy, Evaluation, and Research, U. S. Department of Labor, under the authority of the Manpower Development and Training Act.

The Draper project, which has been in operation since September of 1964, serves an incarcerated youthful offender population which may be described as society's "disadvantaged youth," particularly from the standpoint of employability. Its purpose is to provide a special program for the selection, counseling, testing, assessment, training, placement, and follow-up of inmates whose variety of problems prevents their profiting from conventional programs in vocational training. Programmed instruction and several allied training methods are being developed and used to instruct the inmates in an effort to overcome their defeatist attitudes and to reduce the vocational training time without sacrifice of quality or quantity.

In order to make its findings beneficial to other prison systems and similar training programs for the disadvantaged, the Draper project is currently preparing guidelines for dissemination and utilization. While Government sponsors encourage E&D projects to express their own judgment freely, the points of view or opinions stated in this report do not necessarily represent the official position or policy of the Department of Labor.

There are several roles a teacher must play well if P.I. is to be used effectively in a correctional setting. Before the teacher's roles with offender students can be adequately discussed, however, brief mention should be made of the characteristics and needs of typical inmates.

Traits and Characteristics of the Offender

Most members of an offender population have been economically deprived for the greater part of their lives. One Draper trainee's home in which we visited closely resembled a chicken coop and was complemented by the oft-depicted "outhouse" which served the family, however inadequately, as a bathroom. In homes such as this one, it is not uncommon to find that several members of the family sleep in the same room, some of them on the floor. Circumstances which have led members of such an environment to accept middle-class standards are the unusual; more often their social and moral values are strictly those of the lower class of society. Prostitution is common. There is little or no stigma attached to incest which occurs frequently, especially among in-laws.

The offender is usually as educationally deficient as he is economically deprived. One sometimes has difficulty in discerning whether the lackadaisical achievement of the typical innate is the result of his being educationally deprived or mentally or emotionally retarded. One 18-year-old boy whom we had in training appeared to be retarded in every way. When he first came to prison, he was unable to read or to write. Occasions on which he even spoke to anyone were rare. for he isolated himself from other inmates. The boy appeared to be so emotionally disturbed that

1-Presented at the 15th Annual Correctional Education Association Conference, Chicago, Illinois, November 12, 1966.

he was incapable of responding to those who tried to communicate with him. He would not answer questions asked him, nor would he work in class. Ordinarily, this student would have been given up as hopeless and completely uneducable, but something happened which might be considered by some as a miracle. For the first time in the boy's life, someone became interested enough to patiently guide him through the struggle of learning to read and write.

To keep this student working was a difficult job, but as he improved in his ability to read and write, his emotional disturbance gradually decreased. He even learned some elementary arithmetic before he was finally paroled to a vocational rehabilitation workship where he was able to work and, for another first time in his life, earn a small amount of money.

Often, a student from a poverty-stricken background may be found to have a very low I.Q. when tested, not because he is mentally retarded but because he has not been exposed to the middle-class values and knowledge that are assumed in the makeup of most mental maturity examinations. A trainee in our welding course who was doing quite well in shop performance encountered difficulty with his class work because he read very poorly. Yet, he was capable of understanding and retaining subject matter which was read aloud to him. With the guidance of his instructor and a college student who each read to him or gave oral instructions, this student graduated at the top of his class, earning the best grades in both class and shop work. Of course, his tests had to be administered orally, a task which called for a great deal of individual attention. But the trainee's ability to graduate and obtain a job in which he could earn \$3 per hour was a rewarding return on the staff members' investment of time and effort. These extreme cases are cited to indicate what can be accomplished with inmate students who lack basic education, vocational training, and personal-social skills.

#### **Roles of the Teacher**

It should be emphasized that a teacher who works with inmate students must be ready to play many roles if his instructional program is to be effective. Three basic roles which such a teacher will play are those of **friend**, "doctor," and manager.

#### Friend

The instructor, as a friend, assumes the role of a counselor who knows how to ask the student questions which will reflect to the student his interest and concern. By asking questions, a friendly instructor not only learns facts but also discovers facets of the trainee's personality and emotional makeup which will guide him in establishing the kind of relationship he and the student should have. As the student answers such questions, he is often relieved of pent-up emotions, and very likely he will develop some insight into his own makeup.

So, too, will a friendly instructor listen to the student in an effort to understand his personality. An instructor who is interested enough in a student to listen carefully to his answers will reflect to that student a feeling of acceptance. It is especially important to the disadvantaged student that his instructor accept him as a person: without judging him or condemning him for past failures. An instructor who is a friend is able to do this, even though he conveys to the student that he does not approve of actions which are illegal or immoral.

To help a student solve his problems is another responsibility of the friendly instructor. By at least reflecting sympathy, the instructor can call the student's attention to the fact that there are possibly several solutions to his dilemma and thus guide the student to make decisions in his own best interest. We have found that many offenders are characterized by an idea there is an "only one fatal" solution to a problem. Usually they expend all of their energies trying to accommodate their lives to the only solution they can visualize, but if they are taught to search for several possible solutions before making a decision in a given area, perhaps they can be led to generalize such problem-solving techniques and become able to make more intelligent decisions in all areas of their lives. If an instructor lacks the training to effectively counsel a student, then he should by all means be willing to refer the student to a counselor who is trained.

#### "Doctor"

In some educational programs, a counselor and an instructor function coordinately in the role of "doctor." When a counselor is available, there should be close cooperation between him and the instructor. Both of them, as the "doctor," will diagnose and prescribe for the student's learning deficiencies. Treatment and cure for the student's learning deficiencies will be primarily the responsibility of the instructor with the counselor serving in a supportive role.

There are certain basic requirements for diagnosing learning deficiencies. The results of several types of tests, such as achievement, I.Q., personality, and occupational interest, will indicate only a few symptoms of what is lacking in the Lainee's educational development. The "doctor," whether he is instructor, counselor, or both, should review the student and others with whom the student has been closely associated, such as parents, friends, former employers, and teachers. Further, the student should be observed in class, in carrying out shop assignments, and during his involvement in prison activities. When the instructor and counselor coordinate the information gathered from test results, interviews, and observations, these "doctors" will then have enough information to diagnose at least some of the student's deficiencies. For example, results of tests indicated that one student whom we had in our bricklaying class was deficient in arithmetic. In order to pinpoint exactly what areas of arithmetic he needed most, we observed his work in class and interviewed his instructor. We learned that this boy was unable to use a scale ruler which, of course, indicated that he could not do fractions. Following this clue, a short course in fractions was prescribed for him in order to cure his inability to read the scale ruler.

The student's deficiencies must be determined as practically as possible before a prescription for his treatment can be written. Of course, the prescription should recommend specific treatment for the academic. vocational, and personal-social needs of each individual. No two students would be given the same prescription. Students may take some of the same subjects, but the subjects may or may not be taught to a group of students as a whole.

Basic education in the areas of mathematics and language arts should be prescribed to fit the **individual** needs of the student. Occupational training and related information is prescribed according to a student's interest and aptitude. Distributive Education may be taught him along with a skill which requires knowledge of the marketing area in order that he may function adequately as a tradesman in an on-the-job application of his training. Service Station Mechanic-Attendant is a good example of a trade in which an employee would need training in distributive education, for an employee in this trade should know how to sell, how to take inventory, how to keep stock, and how to set up displays in addition to his skill in servicing and making minor repairs to automobiles.

Personal-social development is one of the areas in which the offender is found to be most deficient. Human relations, manners, health, grooming, budgeting, applying for a job, and citizenship responsibilities are just a few of the subjectmatter areas that are essential to a developmental program. The importance of personal hygiene must be tactfully, though insistently, impressed upon these students. They must be guided to acquire good grooming habits, such as shaving, keeping a neat haircut, shining their shoes, brushing their teeth, and sometimes even bathing. They must learn to take pride in their appearance. If a guidance approach does not work, an instructor may have to be more persistent and straightforward, for good grooming is requisite to a student's getting a job, regardless of how skilled he becomes. Other areas of training, such as the area of human relations, are definitely essential if an ex-inmate is to retain the job for which he was hired.

Treatment by a doctor, or the teacher, is dependent upon application of knowledge and practice of skill. Acquiring knowledge that can be applied to a related occupation or used in real life experiences is more meaningful to a student, especially a deprived student, than learning merely "for the sake of learning." If he knows he will actually use his newly acquired knowledge to make money, learning makes more sense to the offender trainee, and he will put forth more effort than he would make in a public school setting. An instructor should, by all means, explore methods by which the student may generalize the application of the specific knowledge and skills he is learning for a more expansive use. For instance, the bricklayer trainee who has learned to use the scale ruler in transposing blueprints into a brick wall should also learn to use the same ruler in estimating the amount of materials that will be needed to build the wall. With proper directions, he could further learn to do fractions by generalizing his knowledge of the scale ruler.

Very critical to the treatment phase is the student's practice of his newly acquired knowledge and skills, for only practice can provide the experiences that are necessary for him to develop proficiency in the skills. As he becomes competent, he develops the self-confidence he so greatly needs to overcome his fear of failure. A more confident student in turn becomes a better behaved student. Hopefully, his attitudes improve to the extent that he can be considered "cured" and capable of becoming a valuable employee.

#### Manager

The teacher's managing duties are to plan and organize a total educational program that will include job analysis, lesson plans, schedules, progress charts, and tests, in order that he will be able to let the student know exactly what is expected of him prior to training. Unless these steps are taken prior to training, it is impossible to carry out an individual instructional program which will use P.I. effectively. Once his training begins, the student can progress at his own rate because he knows exactly what to do next as he completes a particular program or lesson. An advanced student becomes very discouraged if he is held back until other students catch up in a class situation where the instructor is teaching the students as a group.

Of course, there are some subjects that lend themselves to being taught more effectively through group instruction or a combination of group and individualized methods. Some of the effective methods used in teaching a group are lectures, discussions, films or filmstrips, and records. Demonstrations, role-playing, and projects can be used either with a group or with the individual student.

Individualized techniques include the use of programmed instruction, textbooks, workbooks, and study guides. Some teaching techniques combine group and individual instruction by using PerceptoScope materials, programmed lectures, films, and games.

#### PERCEPTOSCOPE

To assist inmate trainees with extremely low educational levels to read well enough to master shop-related classwork, a reading improvement class was set up in the Draper project. The Supplementary Instructor reported that trainees complained about having to attend, were often late in getting to class, and dreaded the humdrum practice that is inevitable for a person learning to read. After investigation of the PerceptoScope and the reading programs designed for it, the staff agreed to try out the instrument with the special reading group. The trainees' attitudes toward the class changed immediately. So eager were they to continue the class that they were willing to review programs they had already completed when the project could not get additional programs.

The PerceptoScope meets all visual-aid needs with one instrument. It enables the instructor to use still projection for material requiring extended viewing and discussion. Its tachistoscopic projection feature helps viewers to develop the skill of rapid and accurate perception. Motion pictures may be used with variable speeds of from 1 to 24 frames per second and may be instantly stopped and reversed. It is possible to use a front and back film superimposed and projected together for controlled reading exercises which require precise pacing.

The mechanical gymnastics that are possible with this machine are particularly effective in holding the interest of inmate trainees who have little or no motivation to participate in a reading improvement program.

Much of the trainees' success in the Draper reading program must be attributed to the instructor's creative use of the instrument. His enthusiasm in making a game of learning seemed to draw the most reluctant learner into active participation. If trainees were sensitive about answering questions individually, he would get them to choose partners and compete with other partners. As soon as he sensed that they were ready to compete on their own, he would break up the partnerships, and trainees who by then had gained self-confidence by working in a partnership were eager to outdo their former partners.

The student with the highest grade gain had a beginning reading level score of 4.9 which he increased to 9.7, a gain of 4.8. (His beginning total composite average score was increased from 6.9 to 9.2 for an overall gain of 2.3.) The student with the lowest increase had a beginning reading level of 6.8 which he increased to 7.3, a gain of .5. All students in the special reading program showed a total composite average increase of 2.5, reflecting significant grade level gains in all subtest areas of the post achievement test.

The following grade level increase is derived from pre- and post-test scores on the Metropolitan Achievement Test (Reading Comprehension): READING IMPROVEMENT CLASS

#### Grade Level Increase of Non-participants Auto Service Station Mechanic-Attendant..... 3.2 Barbering --- 0.5 Bricklaying..... .9 Electrical Appliance Repair --- .8 Welding

.8

Total Average grade increase

\*Participants in reading Improvement Class received a total of 40 hours of instruction.

Some of the intellectual games now on the market are excellent methods by which certain subject matter can be taught. Interest in academic subjects is stimulated by the use of intellectual games, according to reports from Nova School, Fort Lauderdale, Florida. There, educators are experimenting with intellectual games and finding them beneficial for the academic growth of their students. Experiments show that there is definitely an increase in the rate of learning when compared with other instructional methods used to teach mathematics. Nova School reports indicate that students like the games and are learning unusual skills from their use of them. The fact that students enjoy this technique of learning seems to be in their favor, especially if they are used with groups who become very easily bored

Regardless of what methods are used, the students need close supervision in educational and related activities which are designed to help them to develop as total persons. Thus, supervision is another vital function of the teacher who acts as a manager. Keep in mind that the main purpose of supervision is to assist the students in solving problems and to encourage production.

A manager who understands the best methods of meeting individual needs is one who knows how to best motivate a group or an individual. Psychologists agree that while motivation may be either positive or negative, it should support desirable learning behavior. Reinforcers - rewards for progress - are considered to be excellent motivational devices because they meet a student's need to be recognized.

Grade Level Increase of Participants\* 2.3 3.0 2.52.12.6

2.5

In our program at Draper, we consider the Outstanding Student Award as one such reinforcer. Every two weeks the vocational project selects an outstanding student from each of the seven courses. Students accumulate points on the basis of a rating scale which is completed daily by the instructors. Training progress, personal hygiene, personal-social relations, reliability, and interest are emphasized. The students who accumulate the greatest number of points every two weeks receive a small monetary award which is presented in a chapel program. In addition, the outstanding students are written up in the prison newspaper and have their photographs posted on the school bulletin board. The photographs are later presented to the students who win this honor.

A balancing, though negative, feature of this award is that 25 points are deducted from a student's total if he received disciplinary action during the two-week period.

Compliments encourage a student to improve his performance. Other positive reinforcers that we use include the following: the opportunity to earn a certificate of high school equivalency, MDTA Graduation Certificate, money for prescribed achievement, reports for placement and parole, rating sheets, trophy for the week, tests, opportunity to serve as instructor's assistant, and progress charts.

One of the most successful ways in which an instructor can motivate a student is to show a sincere interest in his program and to make sure that the student's instruction is related to his hosen occupation. Another way is to challenge he student by assigning obtainable goals, then gradually but continually raising the goals as he progresses. Allowing the student certain trainingrelated privileges, as long as he does not abuse them, is another motivational force. The inmate who has seldom been given an opportunity to show that he is trustworthy responds favorably to an instructor who creates opportunities for him to develop his trustworthiness.

A teacher who wants the respect and confidence of his students should remain calm in spite of what happens. To let students know that they can irritate or disturb him to the point of losing his temper is the quickest way for a teacher to lose control of the situation.

One vocational instructor, whom I know, had difficulty in communicating with his students. He,

unfortunately, was an explosive person who easily lost his temper. When one of his students inadvertently bumped him as they met in a doorway one day, the instructor attacked the student verbally, using very abusive language, before the student had a chance to apologize. This is only one of the many occasions on which he quickly and easily lost his temper. His students began to lose respect for him because they needed a more stable person to whom they could look for guidance and with whom they could identify.

A teacher who is working with offenders is in a position in which he simply must behave maturely, for however immature his students may act from time to time, they need to be treated as mature adults if they are to be expected to grow into that role.

A student's interest in learning is usually contingent or dependent upon his needs or interests. If these contingencies are planned and managed to fit each student's needs, the probability rate of learning can be much higher than if they are left to chance A good teacher is what we call a contingency manager.

Occasionally it is a difficult problem for the teacher to discover just what will motivate certain of his students One student in the third section of Service Station Mechanic-Attendant training who entered the project with an extremely low educational achievement level seemed to be an impossible case. His vocational instructor was unable to get him to respond to any questions, nor were the Supplementary or Basic Education Instructors any more successful. He seemed to be either so disturbed or disinterested that on many occasions he did not even acknowledge their questions. At other times, he seemed unable to respond.

The problems being encountered with this student were mentioned at a staff meeting where the low educational achievement of many of the trainees was noted as hindering the overall progress of the training program. The welding instructor shared his own technique of reading aloud to a student who was unable to comprehend classwork, and the Auto Service Station Mechanic-Attendant Instructor, respo ding to the suggestion, noted that if one considered the student's apparent motivation, someone would have to also listen for the trainee in question The problem of trying to communicate with this student was a desperate one, and when all efforts failed, the student was referred to the counselor to be dropped from

training.

Painstakingly the counselor attempted to reach the trainee. After coaxing him to relax and feel at ease, the counselor was finally able to get the inmate to mumble a few words and phrases. Although his message was incoherent, the counselor was encouraged and decided not to drop the student right then. The first session with the counselor after training began was somewhat significant in that the trainee then reported for counseling sessions on a voluntary basis, although he still had a great deal of diff culty in stating his problems.

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While the counselor and instructors knew that perhaps little could be done to train the boy as an entry-level tradesman, they also knew that a great deal of progress would have been made if he could be led just to communicate with others. Therefore, they allowed the student to continue in training where he remained, for a while, completely uncommunicative, sometimes falling asleep in class.

When the trainee first entered the Supplementary classroom and the instructor asked his name, fellow students had to reply because he only mumbled. Many of his fellow students laughed. One, coming to his defense, remarked, "He may not be able to talk, but you ought to hear <u>sing</u>." The trainee was obviously embarrassed, so the instructor merely replied that he would like to hear him sing sometime, then let the subject drop.

Some weeks later, the instructor was putting away a series of Earl Nightingale tapes to which the class had been listening when he noticed this student staring at the tape recorder with obvious interest. The trainee finally mumbled several words and the instructor realized that he wished to know if the recorder made tapes. Nodding his head, the instructor showed the student the microphone. The boy's face lighting up was something to see At this moment, one of the other students asked, "Why doncha sing a song, -----?" There was no response for several moments. "Wanna borro that s'time," the trainee finally mumbled, then walked out of the classroom. This was his first occasion to make a response in class.

Because of his low educat onal achievement level, this student was naturally assigned to the reading improvement class, and it was there that he became fascinated with the taping equipment and began to talk into a recorder. Of course, his reading performance was very poor, he drew rather than wrote his name, and his progress in the judgment of an outsider would have been nil. Nonetheless, the instructor, noting the trainee's interest in the recording equipment and the color in his voice when he recorded, paced his approaches very carefully and deliberately. On the next occasion when the larger Supplementary Class used the tape recorder, the instructor asked the trainee if he wished to sing into the microphone. The boy accepted the offered microphone, but was unable to perform. The instructor promised him he might try again another day.

On the second occasion when he was offered the microphone, the trainee said, "Start the music," and started clapping. Someone laughed. And again he was unable to sing, although he appeared to be very anxious to do so. Sensing the trainee's embarrassment, the instructor left the room to see what would happen. Just about that time, I walked down the corridor and found the instructor standing outside the classroom. He explained what was going on, and, by then, we both could hear the trainee clapping out a rhythm on the table and singing to his heart's content.

When the instructor returned to the room, the trainee handed him the microphone and tried to speak. Since he could not, he took the mike back and sang, "Thank You."

So effectively had the boy been able to express himself musically that this episode was shared with his vocational instructor who allowed him to make a set of bongo drums. As a reward for progress made by the entire class, the trainee was allowed on several occasions to play the drums and sing for the other students.

The combined efforts of the instructors and the counselor in reaching this trainee have been richly rewarding. He began to inquire of his instructors on Monday if they had a nice week end. One day when the Supplementary Instructor visited the vocational class, the trainee noticed a chair was not available for him and offered his own.

One might wonder just how this student's progress may be evaluated. We can't say that he is the best student in the class, nor can we say that he is ready to get a job. But we do know that he has made more progress than most of the boys in the class because he had farther to go. Although he will need additional training after graduation in order to perform at entry level, one of his greatest blocks to learning has been removed, for he is

currently a wellspring of verbalization.

It is important that this boy be placed in a job where he can receive additional training and where the channels of communication can remain open.

Evaluation is a touchy subject, unless it is approached in a manner that allows the student to understand what progress he had made and what specific ways he can improve. Feedback from a fair test or from an instructor's observation of the student's performance will allow the teacher and the student to determine which areas need improvement. This feedback can be in the form of progress charts and rating sheets. Since no student wants to be embarrassed by this information if it is unsatisfactory, it is best to avoid public announcement of poor or failing grades. If failures do occur, the teacher and student should take stock and find out exactly what the trouble is. It might be the teacher's fault. Maybe test questions were not clear, or perhaps they were tricky. It could be that the teacher is guilty of making errors in his rating. Errors may be reduced if a rating form is developed very carefully and is conscientiously kept each day.

The easiest way to avoid this task of rating is to say that these people do not want to be tested or graded. I will agree with you, if the same methods of grading that were sometimes used by their teachers in the past are still the criteria for testing and grading. But, if a good diagnostic or rating form with minimum error is employed and the teacher explains to the students the real purpose of testing and rating, a good measurement of students' progress can be made. As long as these methods of evaluation are properly used, the students will ask for this measurement. In fact, not only will the students demand it, so will potential employers

Evaluation can motivate the student or it can discourage him, depending upon the attitude the teacher takes about it. If a teacher fails to provide a fair system of rating a student, or if he is careless in his record keeping, he may well do more harm than good. When he is effectively evaluating a student, the interest a teacher can show in the student's personal needs and progress can be the key to motivating the student to make the desired response.

#### **In-Service** Training

The teacher who works with offenders will require specific training for some of the roles

he will need to play. For instance, a teacher who is also a friend and counselor should understand the personal problems and needs of the inmate. Techniques in counseling is an excellent area, then, for in-service training. Human relations is another. The doctor who is responsible for the diagnosis, prescription, treatment, and cure should know how to use different types of instruments for assessment and how to interpret their results diplomatically; he should know how to observe carefully, to determine deficiencies in basic education, vocational training, and personal-social development, to relate education to chosen occupations or real-life situations, to provide means of practicing skills, to recognize behavior change that would lead to employability. Both experience and training are necessary if these duties are to be effectively carried out.

Specific training is also required for the teacher who, as manager, must learn how to do job analysis and lesson plans, to schedule various activities, to develop good progress charts and tests, to use various teaching techniques, and to effectively supervise, motivate, and evaluate students. The training and experience necessary to effectively fulfill these roles of friend, doctor, and manager will take a great deal of time and effort, but a good teacher should be dedicated and interested enough to learn how to best serve his students.

In-service training may be in the form of conferences, workshops, programmed instruction, references, and current publications which pertain to the teacher's problems. This in-service training is absolutely essential to the personal growth and development of the offenders whom he will teach. END