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Teacher and parent staff development to support a pre-school screening and identification project.

Joan Marie Cottman
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Teacher and Parent Staff Development to Support a Pre-School
Screening and Identification Project

A Dissertation Presented

by

JOAN MARIE COTTMAN

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

DOCTOR OF EDUCATION

May, 1988

Education

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TEACHER AND PARENT STAFF DEVELOPMENT
TO SUPPORT A PRE-SCHOOL SCREENING
AND IDENTIFICATION PROJECT

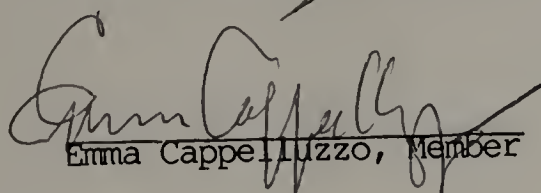
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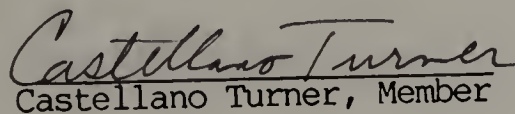
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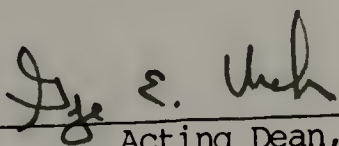
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This study is dedicated to my parents, Freddie and Lillye Watts, my dearest daughter, Alexis Michelle, and my significant other. There will never be enough time for me to tell you how much I love you for understanding, supporting and loving me; for without you, I would not be.

". . . and life for me ain't been no crystal stair."
(excerpt from "Mother to Son" by Langston Hughes)

ABSTRACT

TEACHER AND PARENT STAFF DEVELOPMENT TO SUPPORT A
PRE-SCHOOL SCREENING AND IDENTIFICATION PROJECT

May 1988

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This study documented the development, implementation and evaluation of a pre-school screening and identification project that aimed to improve school success for students in a pre-kindergarten school in Roosevelt, New York. Like other systems serving low-income and minority neighborhoods, the Roosevelt Union Free School District has a high percentage of special education students. This project demonstrated ways to involve early childhood teachers, paraprofessionals, parents and other adults in the household in systematic efforts to avert later school-related problems.

A multidisciplinary team screened participating students and their families to identify potential special needs. After the completion

of all screenings, the screening team and this researcher prepared a written summary which was discussed at conferences with each teacher and parents.

Over time the major efforts shifted to workshops for Pre-kindergarten staff and parents. A series of thirteen workshops were held. During these workshops, staff learned how to prepare an Individualized Educational Plan (I.E.P.) and to set goals for each student. In addition, instructional techniques in pre-math and pre-reading were also presented. Working together, the staff and the screening team continually used commitment, needs assessment, diagnosis, development, implementation, assessment, evaluation and reassessment throughout this school improvement project.

Some of the points gleaned from the study were that staff and parents 1) will participate in workshops if the issues are relevant to their needs, 2) are interested in obtaining information and services if helped to implement them, 3) will, when given an opportunity, use information on screening and identification to refer other students. Additionally, it was learned that payment to attend workshops is not a guarantee of attendance--interest and motivation are. Through workshops which provided professional rejuvenation, staffs can be motivated to cooperate in school-based improvements.

The study initiated the beginning of dialogue between staff and parents about early identification, individualized instruction, communication techniques and child development. This project focused

on some of the basic concerns and needs of staff and parents. Although this project took place within a specific setting, the planning processes, staff development activities and parent activities may usefully be applied in other settings.

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CHAPTER I

INTRODUCTION

Early identification of students for any possible handicapping conditions which might interfere with learning has been mandated by Federal laws. If used effectively, screening and identification programs enable school districts to plan appropriate programs for young children that may avert a need for later placement in a special education classroom. Screening and identification for possible handicaps at the pre-school level leads to responses aimed at:

1) readying children for future schooling; 2) attempting to assure that each child has a smooth adjustment from home to school; and 3) reducing some of the barriers to learning such as speech deficits, learning disabilities, and poor social skills.

Statement of Purpose

As a district-based case study this dissertation documents the development, implementation and evaluation of a pre-kindergarten screening and identification project in the Roosevelt Union Free School District (New York). This project used staff development procedures to motivate and assist teachers, aides and parents in organizing and obtaining needed resources: 1) to bring to the district the positive benefits of early identification; 2) to assist teachers and school administrators in serving students based on their individual needs (socially, emotionally, educationally); 3) to provide

additional methods for teachers to use with identified students within the regular class setting; 4) to foster collaboration among parents, teachers, and school administrators about the needs and goals of a pre-kindergarten screening and identification program, and 5) to implement the use of an Individualized Educational Plan for each identified student, which established a program to address identified problems. This change process was documented and assessed in order to inform others about school improvement projects in the area of pre-school education and to foster ongoing improvements within the program.

Because of the costs involved for staff, materials, time and instituting new and needed programs, school districts have often resisted programs for prevention and early identification for young children. Parents hesitate to involve their children in early identification and prevention programs because of their attitudes regarding testing, schooling, and the stigmas often associated with special programs. Teachers often do not support or refer students to preventive programs because: 1) they do not wish to be considered less than perfect teachers--unable to control and educate each and every youngster in their class; 2) they do not want to face parents to inform them about a child's suspected handicap; and 3) they dislike the extensive paperwork necessary for a referral, which they consider too time consuming, and thus opt not to refer students.

Although mandated by Federal law, many school districts provide a pro forma response to the question of early identification. Services

provided may vary from district to district depending on the potential availability of staff prepared to work with special populations. Also, services provided by school districts depend on parental concern and awareness of their legal rights.

This study attempted: 1) to provide early services to students thereby maximizing their chances of success throughout their schooling; 2) to document an early assessment program using staff development techniques; 3) to provide through teacher-to-parent workshops, activities to expand and enrich each child's experiences; and 4) to institute a change in teacher attitudes and expectations of the children and their parents. In talking with the pre-kindergarten staff, it was determined that in order for the pre-kindergarten teachers to implement suggested activities, a rekindling of some basic concepts and methods of teaching would be necessary to assist teachers in preparing students for present and future school success. Additionally, through re-education teachers would become more aware of the needs of the children they serve and relate better to the parents of the children in their class.

This project encouraged the development of an identification process to meet the needs of the children. Although this project took place within a specific setting, the idiosyncracies, the planning processes, the staff development activities, and parent activities may usefully be applied in other settings.

Setting

Roosevelt, New York, is a small unincorporated area within the township of Hempstead with a population as of August 1985 of approximately 15,587. Located in Nassau County on Long Island, Roosevelt is a relatively poor area compared to other villages and school districts in the county based on per capita income of its residents. Roosevelt schools are 98 percent Black with the remaining 2 percent comprised of Whites, Asians, Hispanics, Middle Easterners¹ and persons from various Caribbean Islands.

In the Roosevelt Public School District there are four elementary schools, a pre-kindergarten school and one junior-senior high school. Additionally, at the pre-kindergarten site one portable building is designated as the Consumer Home Education Building. This building is used by community adults for learning skills such as sewing, cooking, nutrition, and other activities of interest to consumers.

As of January 1985, the district's student population totaled 3,279. There were twenty self-contained special education classes for 520 students from five to twenty-one years of age. The most seriously handicapped students were enrolled in programs operated by the Nassau Board of Cooperative Education (B.O.C.E.S.) or other private agencies. During the same period there were 150 students between the ages of² three and five years enrolled in the pre-kindergarten program.

The pre-kindergarten school is located in five separate

portable buildings nestled among tall trees. One building is used for Pre-kindergarten administration and the support services office utilized by the social worker, nurse and speech therapist. Because of the physical layout of the Pre-kindergarten, sharing and openness among the staff is inhibited. There is less interaction between classes and/or principal than if the classes were in one building or joined by a common hallway not requiring one to go outside to enter each class.

The Pre-kindergarten staff in Roosevelt was all female, as is commonly found in other pre-kindergarten and elementary programs. The six classes at the Pre-kindergarten were headed by teachers licensed in the area of early childhood education. Each class also had one teacher aide. The average age of the teachers at the Pre-kindergarten was fifty years, while the average age for the aides was forty-three years. Average years in the profession for teachers at the Pre-kindergarten was fifteen years.

In the Roosevelt School District remedial services for non-handicapped students are provided through Chapter I and PSEN (Pupils with Special Educational Needs) programs. Eligibility is determined by scores obtained on the Iowa Test of Basic Skills and includes students in grade 3 and above who scored below the district selected level of the 23rd precentile.

In 1986, these services were only available to students in grades 3 and above because of the Superintendent's belief that achievement scores below third grade do not accurately measure learning.

Conversely, other school personnel believe that if remedial services had been available to students in first and second grade, the enrollment of third grade students receiving remedial services would be less, the number of students retained would possibly be lower, and students referred for special education would also be lower. The number of third grade students who received remedial services in math increased from 45 students in 1963 to 68 students in 1986. During the same period, the number of students who received remedial services in reading increased from 50 students in 1983 to 76 students in 1986.³

Based on results of other studies in the area of early childhood and early identification (David P. Weikart, John R. Berrueta-Clement et al.)⁴ it was hoped that interventions earlier than the third grade could:

- 1) benefit children and result in their experiencing success in future school experiences;
- 2) require less staff, aid and time than if instituted in later grades;
- 3) decrease the amount of time spent by teachers in the receiving grades (kindergarten, first grade) at the beginning of each school year teaching acceptable school and socializing skills and forming subjective evaluations about each child and their unique needs; and
- 4) utilize the Individualized Education Plan (I.E.P.) and the information gathered during screenings.

Allan Yater contended in the Ferguson-Florissant District study that

for most of us, a direct relationship exists between our effectiveness with children and the extent to which we understand them. The more information we have, the more effective we are in our work with them.⁵

Naomi Faust supported early interventions for children from low-income and minority neighborhoods:

Youngsters enter grade school already behind their middle-class counterparts in the number of skills necessary for scholastic achievements, and the gap widens as the students progress through school. It is important that we take care of the deficits as early as possible so that we prevent the development of negative attitudes toward learning and the lowering of self-esteem.⁶

Need for Early Identification

Public Law 94-142, the Education of All Handicapped Children, passed in 1975, included a section on Related Services which stated:

"Early identification means the implementation of a formal plan for identifying a disability as early as possible in a child's life."⁷

As of 1980, Chapter 53 of New York State Law mandated early identification of all students:

Local districts are required to screen all new entrants to determine those students who may possibly have a handicapping condition. In addition, school districts are also required to screen students scoring below level two on the third grade reading or mathematics tests in New York State Elementary Schools and students who obtain a comparable percentile score on the Regents Preliminary Competency Test to determine those students who may possibly have a handicapping condition.⁸

In addition, Section 3208 included a sub-section 6 which stated ". . . the screening shall include, but will not be limited to physical examination and a language development assessment."⁹ Although this law mandated screening, early identification in this New York State mandate referred to students at the third grade level. The law did not address the needs of students below the third grade, yet improvements in school programs and adjustments earlier than the third grade might avert the

need for later placements in special programs, as documented by John
 10
 Schweinhart and David P. Weikart.

Early screening of students is a first step in identifying students in need. Without this step school personnel (teachers and administrators) often fail to plan and implement programs to address some of the common disabilities or adjustment problems students experience in school settings. Aggressive-disruptive behaviors, shy-withdrawn behaviors and learning difficulties are some of the problems which are manageable with early intervention and support from parents or other adults in the household. In a 1972 study, Louise B. Ames et al. also
 11
 supported the belief that early screening can avert later problems.

Interventions at the preschool level typically require less staff and fewer resources than those instituted at the upper grades when problems and lags in development have grown more pronounced. By instituting interventions, schools can begin to avoid "band-aid approaches" to problems.

A screening and identification program can be viewed as a small beginning of a solution to spiraling problems: 1) the retention of students; 2) the need for continual remediation; and 3) the increased referrals for special education services. Early identification can facilitate evaluations of the students' problems and then propose interventions. As Shirl E. Gilbert and Geneva Gay have concluded:

The key to improving success in school is modifying the means used to achieve learning outcomes, not changing the intended outcomes themselves. The classroom is the reasonable place to begin the process of change.¹²

Socio-Economic Factors

Millions of dollars are spent by school districts in the area of remediation for students in grades one through twelve. Additionally, funding for the pre-school and primary levels should be increased, for this is where the greatest impact can be made. The Phi Delta Kappa study, Why Do Some Urban Schools Succeed?, urged that "instead of playing remedial catch up throughout the school years, we should instead begin to plan for the future by increasing the quality of instruction within the schools from the pre-school years."¹³

In Roosevelt and many other areas, poor and minority families have lived as part of a larger society that is wealthier and more powerful. This larger society and the discriminatory practices was and is partly responsible for inadequate schools and poor service provided minorities, as well as discrimination in jobs, housing, health care and other areas. In order to overcome the effects of discrimination, minorities must use all available resources to provide quality programs, quality teachers and quality experiences to each child within budgetary constraints. Being a minority living in a community which receives less funding for needed programs must not be the excuse for second rate programs which are designed to train youth for future jobs and family roles.

Poor and minority families hope schools will teach, and that children will learn, the skills and behaviors for a successful future. Byrd L. Jones has asserted "the disparity in conditions between black and white Americans places a heavy responsibility on all public institutions, especially on schools, to develop a broad sharing of experiences and dreams among all citizens."¹⁴

A profile of needy children compiled by the Committee for Economic Development listed the following components:

- 1) They may come to school poorly prepared for classroom learning or not yet ready developmentally for formal education;
- 2) Their parents may be indifferent to their educational needs;
- 3) They may be the children of teenagers who are ill equipped for parenting;
- 4) They may have undiagnosed learning disabilities, emotional problems, or physical handicaps;
- 5) They may have language problems or come from non-English-speaking homes;
- 6) They may experience racial or ethnic prejudice; and 15
- 7) They may have access only to schools of substandard quality.

Early planning and implementation of programs to address the needs of youth and the community must begin with the screening of each child at the pre-school level. Early screening allows schools time to implement programs to curb ineffectiveness and failure in the later school years. Jones quoted Burton A. Weisbrod who noted the convincing impact of poor schooling on the next generation: "Schooling benefits the students' future children who will receive informal education in the home; and it benefits neighbors, who may be affected favorably by the social values developed in children by the schools."¹⁶

Minority communities should motivate, challenge and prepare

their youth for success in job markets, higher education and as citizens and adults. In Urban Education: The Hope Factor, Atron Gentry described the significance of positive programs:

Motivation is equally important for learning. The student who sees himself as a failure has to build reasons for his low grades. To survive he must turn off and care less about the purpose of education. We must help the individual to see something positive in his life. Thus, urban schools need to create a sense of positive direction for poor and minority persons. By providing much needed aid and assistance to the children and their families at an early age and in a non-critical and blameless manner, each child may benefit.¹⁷

Methodology and Evaluation Procedures

Recognizing the need to work with schools, to elicit the cooperation from adults, to share legal requirements and best practices, and to carry out the study without many resources, an action research approach was used which: 1) used past studies in the field of early screening and identification; 2) used as many research-tested features as possible, 3) collected and analyzed data on an ongoing basis to aid in planning programs to be implemented and to redesign programs based on present needs; and 4) used a staff development approach in the change process. Action research encouraged a positive attitude towards the program as a necessary step toward providing services and improving the present school climate.

Although the researcher had all responsibility for designing and conducting workshops in response to identified and expressed

needs, this project depended on the cooperation of the screening team. Their input was vital to the success of this project. The screening team for this project included a school psychologist, a social worker, a speech/language/hearing specialist, and a nurse.

At the completion of the screenings, information gathered was compiled in individual student folders. The screening team reviewed the information and provided suggestions and recommendations for teachers and parents to use in planning and providing services for each student. This researcher believed that screening results should be made available and explained to school personnel and parents of each student so that they would have a better understanding of the needs of the student. Judy Judy also supported the idea of informing parents:

Parents should be given test results so that both home and school can develop realistic goals based on documented stages of the child's growth. Parents will support screenings and correlated programs if they understand the premises.¹⁸

Each participant was asked to complete an evaluation form after each workshop. Evaluation forms were collected and reviewed by this researcher. Comments and suggestions of participants were considered in planning for future topics, workshops and selecting appropriate presenters.

Workshops were also presented by this researcher. Acting as an observer during and after most of the workshops this researcher observed the reactions and attitudes of the participants and heard some of the comments participants whispered to each other regarding materials,

activities and the presenters. Often these observations and off-the-record comments indicated the honest reactions and feelings of the participants, for participants will often write expected comments rather than true feelings on evaluation forms. Therefore, when reviewing the evaluation forms from each workshop, this researcher considered not only the "official" comments, but also those made "off-the-record."

According to James Comer in a 1986 Washington Post article, "evaluation is an ongoing process. The objective of the evaluation is to improve performance by recognizing the goal and changing what can be better and what should be changed."¹⁹

Research Questions

The major purpose of this study was to introduce a screening and identification program for pre-school children in the Roosevelt School District to identify students at risk or potentially at risk of school failure and to recommend appropriate services.

Research questions to be answered were as follows:

1. How can parents and teachers be actively involved in the staff development activities related to individualizing interventions in the Pre-kindergarten for students with identified needs?
2. Will staff and parents voluntarily agree to attend workshops?
3. What topics and formats seem to address the interests and needs of parents and teachers?

4. How would workshops and procedures impact on students?
 - a. Will teachers and parents use information from workshops to communicate better with each other?
 - b. Will the screening and identification of pre-schoolers benefit students in their educational life?
 - c. Will teachers use Individualized Educational Plan (I.E.P.) as a guide to providing services to students?
 - d. Will Pre-kindergarten staff use Student Referral Form to evaluate and refer students?

Outline of Chapters

Chapter One introduces the study and its purpose. Also included in this chapter is a description of Roosevelt, New York and the Pre-kindergarten school, the need for early identification, socio-economic issues, an explanation of the methodology and evaluation procedures, research questions, and an outline of the five chapters included in the study.

Chapter Two reviews selected literature emphasizing the needs and benefits of early screening and identification of pre-school children, staff development and school change. Also this chapter briefly reviews screening and identification of pre-schoolers in the United States, effective schools, research on benefits of early childhood education, parent education and involvement in the education of pre-schoolers, school change, and staff development.

Chapter Three details the initial needs assessment, the mobilization of support, resources and workshop designs. Also included in this chapter are the staff development techniques used to involve teachers, paraprofessionals, administrators, nurse, psychologist and social worker in processes for evaluation and developing responsive plans.

Chapter Four details meetings held with members of the screening team and workshops presented to the Pre-kindergarten staff and parents; the purpose for each workshop; procedure used to make modifications during and following each workshop. Also included is an account of each workshop: the purposes and goals, the presentations and evaluations.

Chapter Five discusses the findings, the responses to research questions, limitations and advantages, summary, recommendations and future implications based on this particular pre-kindergarten screening and identification project which used a staff development approach.

FOOTNOTES

Chapter I

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CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Since World War II, early childhood and nursery school programs have been an important part of education in the United States. As households with two parents working or single working parents increased, the demand for nursery and early childhood programs has escalated. During the 1950s, programs were located and operated in churches, community centers and in schools. Early child care programs such as the Child Family Resource Programs and the Parent-Child Development Centers were two of the first organized pre-school programs providing pre-academic and socialization skills for young children. These programs also emphasized the role of the family and community rather than the child in isolation. They also stressed localism--or diversity--rather than uniformity.

In 1965 the federal government funded the Head Start Program. Realizing that the time spent by children outside the home could be used effectively as instructional time, Head Start emphasized the development of cognitive skills hoping to compensate for the environmental deficits said to occur in low income families. Beginning as a summer program, Head Start soon expanded to a twelve month educational program.

Another early childhood program which was usually state, city or privately funded was Day Care, caring for 2 1/2-4 year old children. Stipulating that parents had to be working, Day Care provided a safe,

comfortable, caring environment in which children could learn and grow. Children further benefited for they acquired basic academic and socialization skills with other children in their age group.³

According to the Bureau of Census, the number of three and four year olds in pre-school programs increased from 1.5 million to 2.6 million in 1983.⁴ Pre-school education has its principal roots in America's economic and social changes as seen in the increasing number of single parent homes, the growing number of working mothers, and the need for two paychecks to sustain a particular lifestyle or standard of living. Thus, Roosevelt and other communities with similar problems would benefit from quality pre-school programs.

Screening and Identification

Screening and identification of children is now mandated and a part of the entry requirement for most schools. Prior to the 1960s, few pre-schools were equipped to test, recommend or refer students and parents for help. If a child proved too difficult or disruptive, parents were asked to seek an alternative placement for their child. Parents had to wait until their child entered grade school before being told by school personnel that their child possibly had a learning or behavior problem. There were very few pre-schools with the flexibility or varied programs or classes to deal with children in need of additional support and thus labelled children without offering help. Teachers were unable to provide the help needed to the slower students. Because of a lack of adequate, effective programs, many students experienced denial

and were ostracized by peers and school staffs at an early age. Records of mandated screenings in America for school children date back to pre-World War II when physical examinations, vaccinations for small pox and other contagious diseases were required for all students prior to their entrance into school.⁵ Later, in the 1950s, eye and hearing examinations were required for all children in the early grades.

The goal of present-day screening programs is to determine as early as possible which children are in need of interventions (medical, social, psychological), and to help them avoid failure. Alice Lipson advocated "catching them early."⁶ She also suggested using short, effective procedures to screen each child to obtain enough information to pinpoint any need for further testing.

The results obtained from the screenings done as part of this study served as a basis for identifying the needs of each student. Workshops provided teachers and parents with techniques to enable them to diagnose students' needs on a continual basis. Naomi Faust also supported screenings: "Teachers must continue to administer pretests and diagnostic tests in order to uncover weaknesses; and content, techniques, and methods must be used that will best supply the childrens' needs."⁷

In 1972 Robert Abbott asserted in his report on "Developmental Kindergarten Classes" that there was "great waste of valuable time caused by waiting until a child has failed before offering remediation." Abbott further stated: "Often the price of neglecting early detection and waiting for failure to occur has resulted in a

complication of the problem through the addition of emotional or other factors resulting from the failure syndrome."⁸

"Focus on Pre-school Developmental Problems," a report by Thomas Hockman from the Colorado Springs Public Schools further documented the need for early identification. Hockman believed that "developmental problems, if intercepted early, could be alleviated and enable many children to make normal school progress."⁹ The study also indicated that subsequent special programming had beneficial effects on a child's readiness.

As early as 1965, educators and other professionals interested in the welfare of children began to identify high-risk children through screening procedures. Psychologist W. Wolfenberger wrote:

Early diagnosis is desirable when it leads to prevention, early treatment or constructive counseling; it is irrelevant if it is purely academic and does not change the course of events; it is harmful if, in balance, child or family reaps more disadvantages than benefits.¹⁰

Noted writer Benjamin Bloom, also an advocate for early screening and schooling, stated in Human Characteristics and School Learning:

Schooling is more than predicting which children will learn more than others. If our primary concern is that of helping children learn in school, then we need to diagnose and treat (educationally) the student for the specific cognitive entry behaviors he needs for a particular set of learning tasks. The cognitive behaviors enable the teacher to relate the history of the learner to the current situation. ¹¹

Louise B. Ames stated:

We diagnose not merely to label but so that we can know what must be done to correct failure and bring about success. If we are to help our children we must find out what is wrong for the child in the educational setting that is causing the failure.¹²

Julius B. Richmond and Milton Kotelchuck in Changed Lives 13
discussed "developmental attrition" in regard to pre-school screenings. They referred to the large number of children who do not develop to their full potential because of poor psychological and/or physical health. In a discussion, Harry Morgan said:

Early screenings will be productive for they will increase teacher and parent awareness of what students at a given age should be doing. In other words, make parents and teachers aware of developmental milestones, and the approximate age at which they should be expected to achieve them.¹⁴

Another supporter of pre-school screenings, Samuel J. Meisels believed that:

Screening tests have two principal uses. They identify children who need further evaluation in order to determine if they are in need of special education services. Screening tests can also be used to sort out children who are at risk for school success but who don't need special education evaluation and intervention.¹⁵

Ames et al., also supported early evaluations of pre-schoolers:

Early evaluation of behavior is recommended because at this level it is easily accomplished and can prevent school failure before the child begins to see school as a difficult, unhappy place to be.

Furthermore, Ames continued,

people tend to coast all too long with their children's school problems, hoping that these problems will go away of their own accord. Few parents delay taking their children to the doctor if their child is physically ill. Yet, many do delay seeking help for school problems.¹⁶

Effective pre-kindergarten programs should stress the development of the total child (socially, emotionally, educationally). By providing the school and teachers with important information on each child, programs can be designed to address each child's needs. Albert Frazier stated in Early Childhood:

Many children who enter kindergarten programs may lack the perceptual-motor skills which should be present to ensure that learning can take place. Children with such needs may be unable to benefit fully from the instruction offered. To not address these deficits prior to kindergarten is to start a failure cycle based upon a lack of readiness compared to other children.¹⁷

Jeffrey R. Travers and Richard S. Light suggested that the necessary components of a screening and identification program should be detection, prevention and intervention. Included in these components are the areas of vision, hearing, dental, anemia, lead intoxication, immunization, physical examination and developmental screening.¹⁸

Robert N. Wendt, in support of the need for early screening, asserted that

the earlier we identify children with problems the more effective we are in dealing with the problems. Information gathered during a screening procedure helps the school in dealing with the child immediately instead of waiting for the problem to surface.¹⁹

Alan Yater, quoted in the Ferguson-Florissant study, stressed the need for a soundly designed assessment program:

The assessment process should be based on the concept that early identification is crucial if developmental problems are to be prevented or minimized. The process should be directed toward the practical goal of early identification of the needs of all children under consideration, particularly those who require special intervention to achieve maximum growth and development, and should lead directly to the instituting and delivery of the treatments required, including the individualizing of learning experiences for all children. The assessment process should include provisions for assessing children through comprehensive multidimensional assessment procedures to insure that all aspects of child growth and development have been considered.²⁰

The Primary Mental Health Organization in New York sponsored a Conference focused on making communities aware of the need for early interventions. Emory Cowan cited a national survey which stated that three in ten American school children experienced moderate to severe school adjustment problems while one in ten American school children had problems serious enough to require immediate professional help. According to Cowan, "early detection and prevention of socio-emotional and educational problems are the key to helping every child²¹ profit from his or her school experience."

Accordingly, the Committee for Economic Development stated that an early and sustained intervention in the lives of disadvantaged children, both in school and out, is our only hope for breaking the cycle of disaffection and despair. The Committee members identified

three investment strategies for providing children in need a better start and a boost toward successful learning: prevention through early intervention, restructuring the foundations of education, and retention and reentry.²²

Sarason and Doris saw the diagnostic process as having two parts: one focused on the patient and the second part focused on those with whom the patient is involved.

It is a social process in that it involves more than the individual. Diagnoses is a drama having a beginning and an end, with several acts in between. The cast of characters have lives that are interrelated.

Diagnosis is a series of actions and checks taking place over time. It involves intervention and treatments. It is an ongoing process that should not terminate when parent and child leave the setting.²³

In a 1980 Phi Delta Kappa report, Why Do Some Urban Schools Succeed?, six urban schools were documented. The authors concluded in their review of one of the schools that:

- 1) schools should utilize staff development programs centered on a school's own goals or program objectives;
- 2) concentration should be on developing attitudes, diagnosing and prescribing for student's needs; and
- 3) parents, aides and other volunteers should work as a team in a shared decision-making process to create a positive atmosphere and feeling of ownership.²⁴

Research on the Benefits of Early Childhood Education

Data showing that gains from early childhood education persist throughout a child's schooling have become available from a number of sources. Janice Hale-Benson believed that early childhood programs for Black children should provide learning experiences that are pleasant and

helpful in preparing children to enjoy learning. Planned group activities should enrich students' background, enhance their readiness for formal instruction in school and expose them to a wide range of experiences.

Hale-Benson listed four basic areas which should be emphasized in an early childhood program for Black children: 1) language communication skills; 2) mathematical concepts; 3) positive self-concepts, and attitudes towards learning and school; and 4) Afro-²⁵ American studies.

In a 1986 American Federation of Teachers Conference report by Roger Glass, Marilyn Rauth, director of the American Federation of Teachers' Educational Issues Department also supported pre-school programs:

If we are trying to maximize a child's years in terms of his or her social and mental development, pre-school programs should be expanded. It has been proven that these programs should be an essential part of public education.²⁶

In a keynote address delivered at the April, 1986 meeting of the New York Regents/State Education Department on Early Childhood, Lilian Katz, Professor of Education at the University of Illinois, stressed the following points regarding early childhood education:

1) An integral component of early childhood programs must be the development of social competencies for children. Research indicates that children who have not developed adequate social

competence by the time they are six years old, are at significant risk in adulthood.

2) In the development of their language skills, conversation is very important to children. Conversation must be relevant to the child's experience--conversation among children or between the child and adult should not be reduced to a form of interrogation.

3) Children learn and progress at different rates. It is, therefore, necessary to use different approaches to build up the learning styles of each child.

4) To implement these principles for successful early childhood programs, children through the age of seven should use time in school engaged in project work--working together at projects in which they apply the skills to be learned. This approach not only creates an optimum environment for children but also an interesting and creative one for teachers which is the key for the success of an early childhood program.

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Studies of the effects of early childhood programs reported by Berruta-Clement et al. in a 1984 article by Lawrence W. Schweinhart and David P. Weikart reached three conclusions regarding early programs:

1) Poor children who attend a good early childhood program are better prepared for school, intellectually and socially.

2) A better start in school helps children achieve, as demonstrated by a decreased need for attending special education classes or repeating a grade.

3) Greater school success leads to greater success in adolescence and adulthood, as demonstrated by lower rates of delinquency, teenage pregnancy, welfare and unemployment.

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Questions of cost versus benefits arise whenever new programs are planned or introduced. Nathaniel Hobbs cited several studies in The Future of Children which supported pre-kindergarten screening.

Hobbs suggested that

long term care of the handicapped may be reduced by screening and treatment at an early age. A long term benefit of early screening could be the reduction of expenses for special education services in the upper grades when costs soar.²⁹

Investing necessary resources for services for all children determined to be at risk of school failure, proper management of programs, adequate staffing and sufficient attention to child and family needs are important. Governor Martha Layne Collins of Kentucky asserted: "Early childhood programs cost money--sometimes a lot of money, but crime and social services costs more."³⁰

High Scope Studies

Researchers at the High Scope Foundation tracked 123 Black youths from low socio-economic status, who were at risk of failing in school. The "Perry Pre-School Project" took place in one school attendance area in Ypsilanti, Michigan between 1958 and 1965. Documented by David Weikart, the purpose of this study was to answer the question: Can high quality early childhood education help to improve the lives of low-income children, their families and the quality life of the community? Organized in five phases, the project examined issues that reflected the growth of the children as they moved from family to school to the wider world of adulthood.

Phase One focused on the operation of a high quality program of early childhood education. Students selected to participate in the program were three and four years of age. Each was administered the Stanford-Binet Intelligence Test to identify and describe the individual needs of the students. Based on these results, students received needed services while attending a two and one-half hour program, Monday through Friday.

Phase Two began the longitudinal follow-up of the project as the students and their parents were tracked into elementary school through third grade. This phase also included an examination of parental attitudes and demographic information. Phase Three extended the longitudinal phase, documenting the participants from ages eight through fifteen. Phase Four focused on the participants sixteen through nineteen years of age. Phase Five followed the participants through age twenty-six.

The Perry Pre-School Project has become the cornerstone of longitudinal research that permits definitive statements about the value of early childhood education for children from low-income families. A number of features makes this study worthy of special attention: experimental design repeated over a five year period, lack of attrition, consistency of findings regardless of source of data, and cost-benefit analysis.

Weikart believed that pre-school age is an opportune time for intervention because several stages of development converge:

Physically, the child has matured to the point that he or she has achieved fine and gross motor coordination and is able to move about easily and freely. Mentally, the child has developed basic language capabilities and can use objects for self chosen motor functioning to preoperational capacity. Socially, the child is able to move away from familiar adults and social contexts into new settings. The fear of strangers so common earlier is gone, and the youngsters welcome relations with new peers and adults. 32

The avoidance of placement in special education or other special programs was another benefit of the project. Overall figures for special education placements were reduced by half, thus making the pre-school programs financially beneficial. Data indicated that pre-school screening programs are well worth the investment of time and resources, for they have long-term, positive outcomes that make them

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cost effective. Those students who attended the pre-school were found to have higher achievement test scores, higher grade-point averages, fewer failing grades, fewer absences, better attitudes and behavior, a higher rate of graduation from high school, more frequent enrollment in college or vocational training, and more satisfaction with their educational experience, and fewer were retained in grade than students who did not participate in the

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program. Economic advantages to taxpayers and society resulted from the lower numbers of students retained or in need of special education.

A later study of New York State Pre-kindergarten Programs reported findings similar to the Irving Lazar and David P. Weikart³⁵ report. A follow-up to the New York State Pre-kindergarten program showed that students from the initial cohort who were in eighth grade at the time of the follow-up had maintained gains and retained positive attitudes toward learning.

The McKey study on effective early childhood education concluded that Head Start children showed significant immediate gains on cognitive and socio-emotional tests and in health status, but they³⁶ did not maintain the cognitive gains. Nevertheless, the study did find that some children were less likely to be retained at grade level and to be placed in special classes, that Head Start families had been helped in obtaining services, and that social service and other agencies had become more attuned to the needs of families.

Funding for education comes mainly from state and local sources. State and local governments also bear the largest burden of paying for juvenile delinquency, teen pregnancy and welfare assistance. The cost analysis of early childhood programs provided by the High Scope Study stated: "Based on fifteen years of follow-up data, the study showed that for every dollar invested in early childhood programs, the taxpayer accrued almost \$6.00 in benefits." The return on the initial investment was three-and-one-half times. These benefits included savings to the schools from lowered costs of subsequent education, increased lifetime earnings, and the value of

mothers' released time. The study calculated that the program cost nearly \$5,000 per child in 1981, and school districts saved more than \$7,000 per child because they required less remediations and other support services. The study concluded that early childhood programs were wise investments of public funds that can benefit children, families, and all citizens and taxpayers. It was further demonstrated that prevention works.³⁷

In a 1987 report by the Committee for Economic Development on Children in Need, the authors stated:

Quality education is not an expense . . . failure to educate is the true expense for society and individuals. Therefore, policy-makers are urged to support three important investment strategies for providing children in need with a better start and a boost toward successful learning; prevention through early intervention, restructuring the foundations of education, and retention and reentry.³⁸

Parent Education and Involvement

Early childhood studies showed that parental involvement and support of programs directly related to the achieving and maintaining of academic and social gains by the children. Successful parent programs build on a true school/home partnership by acknowledging that:

Parents are children's first teachers but this does not mean they best teach formal content. When parents teach children to respect themselves and others, to be curious and inventive, to value learning, to finish a task begun, to be honest and thoughtful, to think clearly, and to observe cause and effect, then the school is able to teach formal content by building on the foundation provided in the home.

Preparation for parenthood begins in infancy. It is easiest to become a good parent if one has experienced good parenting. For those who have not experienced good parenting, help is required. We learn to be better parents as we grow with our children and learn more about each stage of their development.³⁹

On parental involvement, Uri Bronfenbrenner was quoted as saying that "any enduring improvement can be effective only through an enduring change in the behavior of the persons intimately associated with the child on a day-to-day basis."⁴⁰ Likewise, Mario Fantini emphasized the importance of parents in the educational process of children:

A realignment of participants in public education promises parents tangible grasp of the destiny of their children, a school system responsive to their needs and affirmative in its expectations of them. . . . Residents will participate in the process of developing educational policies. The concept of classroom must expand to include the community.⁴¹

Jawanza Kunjufu believed that parent involvement is directly related to the academic progress of their children. Cooperation between parent, teacher and administrator involved in the education of children should be strengthened.⁴²

Another supporter of parental involvement in schools, Wilbur Brookover, asserted:

The school plan should encompass parent support and parent involvement, but emphasis should be on parent support since all parents can be expected to give support but not all parents can be involved at school. Clearly identifying what parents can do to promote student achievement at school and home, the needs and expectations of parents.⁴³

Giving support to parent involvement in a change process, Benjamin L. Israel stated:

In order for parents to understand and accept change (a new program or modification of a practice) they must be exposed to factual information, research data and valid and legitimate reasons--educational, psychological, and administrative--as to why those changes are indicated. If parents cannot see the need for or understand the reason for a change, they will not support it.⁴⁴

Some states and local school districts realizing the importance of parents in the lives of children have decided to begin, not with the child, but with the parent. The premise is that parents can do much to facilitate their children's learning if only they are taught how to do it.

Recently James Comer commented that "when parents are alienated by a school, they communicate that alienation to their children." Therefore, educators must keep parents as a vital part of the school's activities and the child's life. "Quality programs include parental involvement, programmatic leadership by enthusiastic, competent supervisors and teachers."

Speaking on the role of parents, United States Secretary of Education William J. Bennett stated:

Parents belong at the center of a young child's education. Schools do not exist in a vacuum. The task of educating a young child is a shared one between parents and school. Schools are to support--not supplant--the parent in the role of educating students. Parents belong at the center of a young child's education; therefore, it is important that their role be strengthened.⁴⁶

Maintaining close contact with parents for support and encouragement of children is most important. Harry Morgan stated: "When community adults are brought into the inner circle of teaching, the alienation of school and neighborhood can be overcome." Morgan further asserted:

We may never be able to measure the greater degree of learning and enjoyment children and parents gain from their involvement in school life. We do know that they want their children to feel free to express through music, dance, language and personal social styles the richness of their daily experiences. The thoughtful teacher will attempt to connect with those things and modify the curriculum to make it more responsive and accepting.⁴⁷

Fantini spoke about the realignment of participants in public education to produce a richer yield. He listed three important groups in this process:

- 1) For parents--a tangible grasp of the destinies of their children;
- 2) For professionals--ease from increasingly negative community climate to a more positive attitude with new allies (parents); and
- 3) For children--a school system responsive to their needs and affirmative in its expectations of them.⁴⁸

Each parent has something to offer no matter how small or

insignificant. The job of the educator should be to make each parent feel important by encouraging them to participate and grow with their child.

Staff Development and School Improvement

Ned Flanders' editorial, "Sharing in Change," focused on team approaches to school improvement. Flanders insisted: 1) that all who participate could decide what is relevant; 2) that modest changes were likely to occur; and 3) that a chance to practice necessary skills should be provided. He concluded that "sharing⁴⁹ in change is complicated and difficult to accomplish."

. Persons involved in a change process may experience some difficulties. Some of the difficulties can be attributed to several factors: 1) the fear that change will be drastic and against one's present beliefs and methods; 2) the desire for the present system to remain status-quo for the change will possibly require too much work; and 3) the fear of not being able to adapt or be successful in the change and thereby lose one's present status. In view of these and other fears which might be expressed, it will be necessary to constantly be aware of and monitor the feelings and expectations of those involved in the change process. Also important during a change process is the need for a constant open line of communication for discussion of problems and concerns and modifications of plans.

Using teachers and other staff members during the implementation of change, particularly during the planning stages,

is widely recommended by many educators. According to Roy Pellicano, "the classroom teacher acts as a change agent and as a target for change."⁵⁰ Strategies such as bi-weekly visitations to allow for free dialogue between teachers and supervisors will be helpful and effective when implementing planned improvements. Furthermore, Berman and McLaughlin asserted in Sarason's The Culture of The School and the Problem of Change: "The extent that the effort at change identifies and meaningfully involves all those who directly or indirectly will be affected. To that extent the effort stands a chance to be successful."⁵¹

Milbrey W. McLaughlin and David D. Marsh summarized the conclusions of the Rand Change Agent Study which examined federally supported innovations. Regarding problems faced when instituting change in schools, McLaughlin and Marsh stated that "for any project to be effective it is important to remember that teacher commitment to the proposed change is needed."⁵² Three factors which influence teacher commitment are motivation of administrators, planning strategies for the project, and the extent of the proposed change. The motivation of administrators is said to signal to teachers the seriousness of the administrator.

James Lipham analyzed the dynamics of change and indicated that teacher behavior is affected by pressures or forces that inhibit change. Some of the pressures or forces identified by Lipham were that: 1) change requires hard work; 2) there is no measure of its

success; 3) there is no extrinsic reward; and 4) it may make some enemies. Conversely, forces which aid change were that: 1) change provides role focus; 2) there is a halo effect from publicity; 3) there is some extrinsic reward; and 4) some friends may be gained.⁵³

Knowing these particulars, providers of inservice education should attempt to maximize the forces which will enhance change and minimize the forces which inhibit change.

Harris and Bessent also identified pitfalls to avoid when planning and executing inservice programs as follows:

- 1) failure to relate inservice plans to the genuine needs of staff;
- 2) failure to select appropriate activities for implementing program plans. Activities must be diverse and paced according to participants' progress; and
- 3) Failure to implement program activities with sufficient staff and other resources to assure effectiveness.

Inservice activities are more effective 1) if participants have some control over the content of the activity; 2) if the activity involves multi-sensory presentation; and 3) if two-way communication is present to allow for feedback and interaction. Involvement and commitment are also components of a successful program.⁵⁴

The Parent-Child Early Education Program conducted in Mississippi identified four steps in the process of staff development as: identifying needs, establishing goals and objectives, selecting activities, and evaluating activities.⁵⁵

Change in school settings is most effective if it begins with the principal. As the initiator or implementor of change, the principal is the gatekeeper. However, the ultimate outcome of any process depends on when and how teachers become a part of the

decision. In most educational institutions teachers are autonomous in their classrooms, having little to do with each other.

Sarason asserted that:

Justification for involving teachers in the plans and decisions which will affect them can be made in the following ways. First, involvement makes it more likely that they will feel important and necessary to the process. Second, it makes it more likely that problems of attitudes and goals will surface and be dealt with immediately. Third, it increases the chances that alternative ways to formulate and resolve problems will be scrutinized and act as a control against premature closure and the tendency to think that there is only one way to view and handle problems.⁵⁶

On the subject of strategies for organizational change, John Goodlad mentioned useful techniques for introducing educational reforms in early childhood:

- 1) The agreement of the people who will be directly involved in the change is crucial. Ideas for implementing change are not sufficient by themselves.
- 2) Ongoing dialogue, decision making, action and evaluation must be accepted as a basic premise.
- 3) Staff development should focus on self-renewal so that teachers see themselves as responsible for their own professional growth.
- 4) Teachers must be actively involved in determining changes in curricula for their students.
- 5) Principals and administrators must support these processes.
- 6) Community support is essential. Teachers and administrators cannot be expected to work on a difficult process without community support.⁵⁷

In an April 10, 1986 interview with Harry Morgan regarding change processes, workshops, and related topics, Morgan stated:

In every situation there are obtrusive (unexpected side issues) and intrusive (planned) gains. In reference to this project, screening and identification of preschool children was the primary goal. Teachers, parents and other staff members were affected by the project and workshops.

Once the referral and screening processes are in place, the number of referrals might not decrease at first. However, the referrals made will be for the most severe children. Thereafter, a decrease in the number and types of referrals received should be less for the staff will be sensitized and more knowledgeable to the needs of their students.⁵⁸

Effective Schools

Wilbur B. Brookover et al. defined an effective school as one that addresses the needs of all students. In Creating Effective Schools, Brookover stated:

The goal of a good program is to produce effective schools. An effective school is one in which essentially all students acquire basic skills and desired behaviors within school regardless of their socio-economic or minority backgrounds. We believe children can learn if provided the appropriate learning climate.⁵⁹

Edmonds cited the following indispensable characteristics of effective schools:

- 1) They have strong administrative leadership.
- 2) They have an atmosphere which is orderly, relatively quiet, and pleasant.
- 3) Pupil acquisition of basic skills were reinforced by careful and frequent evaluation of pupil progress.
- 4) They had high expectations for all students.60

If schools are to provide maximum opportunities for students to learn and grow, early remediation of identified problems, individualized instruction, and increased staff development programs should be part of a school program.

FOOTNOTES

Chapter II

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CHAPTER III

PLANNING FOR STAFF DEVELOPMENT

Needs Assessment

Plans for this study were begun as a result of a district-wide needs assessment conducted as part of a study of community, student and teacher feelings about the educational system in Roosevelt. This comprehensive assessment identified areas most or least important to persons being surveyed. The results were then used to determine a suggested starting point for services or programs.

The January, 1983 report compiled by Byrd L. Jones, "A Report¹ on Roosevelt Public Schools: Strengths and Potential Improvements," included results of the needs assessments conducted by participants in the Roosevelt/University of Massachusetts Staff Development Program. Conclusions made by the Roosevelt/University of Massachusetts participants which directly related to this project were that: 1) parents would welcome the opportunity to become more a part of the school life; 2) parents would like more communication with teachers; and 3) staff members expressed interest in more inservice workshops.

A needs assessment (See appendix A) was conducted by this researcher at the beginning of this study with the Pre-kindergarten staff to ascertain their feelings regarding participation in the project, the need for such a project, and to have them list areas they perceived as in need.

Surveys were distributed to the Pre-kindergarten staff (teachers, assistants, principal) with the following results:

(a) 100 percent (15 staff members) surveyed responded positively when asked if they felt more staff development would be beneficial.

(b) 100 percent (15 staff members) surveyed indicated that they believed early interventions were beneficial;

(c) 100 percent (15 staff members) surveyed stated that more services were needed for students at the pre-kindergarten;

(d) 87 percent (13 staff members) surveyed felt that more contact and communication with parents was needed; and

(e) 87 percent (13 staff members) surveyed indicated they would welcome presentations and suggestions on new and innovative ideas that could be used in teaching their students.

Although the above results were obtained, this researcher was aware of the following factors 1) The responses might not be true feelings of those surveyed because this researcher is an administrator in the same district. Therefore, some of the pre-kindergarten staff may have given answers they assumed to be the correct response and not the true answer to the questions. 2) Because Roosevelt is a compact and small district with many interpersonal relationships, staff members surveyed might have given answers which they believed would be helpful or desired by this researcher. 3) Although the participants were not required to identify themselves in any way on the surveys, the staff possibly gave non-incriminating answers or answers that might be interpreted as critical of their immediate supervisor or the pre-kindergarten program.

Because the director also participated in the survey, and because of the administrator to administrator relationship of the researcher and the director, some staff members possibly believed their survey answers would be identified through the director's recognition of their handwriting. With an awareness of the above, reassuring staff again of the anonymity of the survey answers and other factors, this researcher began the project for twenty selected Pre-kindergarten students.

Mobilizing Support

In order to conduct this project in the school district support had to be gained by this researcher from many persons and groups. Several meetings were held with each group (parents, Pre-kindergarten teachers, Superintendent of Schools, Pre-kindergarten Director/Principal) collectively and separately to determine interest in the topic and areas to be addressed.

The first person from whom this researcher had to gain support was the Superintendent of Schools. Although aware of the needs assessment and its results, the lack of support for programs at the pre-school and early elementary levels became increasingly evident throughout the meetings held and although documentation in support of early childhood programs and the screening and identification of children at this level and the benefits of both were constantly presented, support was slow in coming. The Superintendent expressed a concern that early screening and identification would mean an increase in the number of

students labelled as handicapped and that identification and labelling would lead to an increase in the number of students in special education programs. He questioned, as have others, whether educational benefits for students are measurable before the third grade. The researcher began dialogue with the Superintendent on the benefits of pre-school intervention. Using recent research in the field of pre-school intervention to support this study, a mutual agreement was accomplished.

The Director of the Roosevelt Pre-kindergarten School functions as the principal and as such was the next person from whom support was needed. Meetings were held to discuss and share results of the needs assessment and plans for the implementation of the project at her school. Some of the concerns indicated on the Needs Assessments were: 1) would services be available after the project ended; 2) how would parents be informed; and 3) who would select students for the project.

Support of the Director/principal was evident and visible to the staff from the first meeting and at each meeting thereafter by her presence at each workshop, participation in each workshop, assistance in preparing the workshop area before each presentation, reminding staff about upcoming workshops, and by allowing presentations to be made as part of regularly scheduled staff meetings.

Support of the Director/principal was evident to parents in that she cosigned the initial letter to parents (See appendix B), she was present at the introductory parents' meeting, and was available to parents as an intermediate contact person throughout the project.

The first meeting at the Pre-kindergarten (Workshop I) was during a regularly scheduled staff meeting at which attendance was required as part of teachers and teacher aides' contractual obligations. The agenda included introducing the project, reasons for the study, how the study would be conducted, the basis for the study, and the role each teacher would be expected to play. The success of the project relied heavily on the fact that the staff buy in and feel the importance of being a part of the project. Additionally, the staff needed to understand that the early identification was a means to an end. Early identification was used as an opening wedge for school improvement activities, individualization of educational experiences for students and greater communication with parents.

Some of the concerns expressed by those present at this meeting were as follows:

1) Will services being offered and used during this period be available to other students?

Answer: Yes. The researcher reassured participants that this project was a serious attempt to provide services at the Pre-kindergarten now and in the future.

2) Will services remain or be available after the study is completed?

Answer: Yes. The researcher assured the staff that services introduced during this time would be available after the study is completed.

3) Who will contact parents of the selected students?

Answer: The researcher stated that she would be responsible for contacting parents of the students selected for the study.

4) How will parents be contacted?

Answer: Via mail and/or telephone and later at a meeting for parents of selected students.

5) Who will be responsible for telling parents their child has been selected?

Answer: The researcher would tell parents their child had been selected and answer questions regarding the selection and the project.

6) Who will explain the project to the parents?

Answer: The researcher and members of the screening team.

These and other concerns were answered and the support of the staff was gained. Based on the verbal agreement of the staff it was determined that services were needed, that early intervention was desirable, and that many students might benefit from services being presented in the project.

At the second meeting for the Pre-kindergarten staff (Workshop II--Developing a Referral Form) teachers helped in developing a referral form to be used at the Pre-kindergarten for this study. Teachers received samples of several referral forms so that they would have an idea of the information included in typical referral forms. After rating the contents of different forms, a consensus was reached and a referral form was developed. The referral form was typed

and sent to the Pre-kindergarten staff for approval and then used by them in referring students for the project. (See appendix E) Because teachers were directly involved in referring students, they needed to understand the purpose of the referral form and the information required.

Parents of the twenty students selected from those referred by the Pre-kindergarten staff were contacted by mail about the selection of their child as a participant. A brief description of the project was included in the initial letter of introduction. (See appendix C) Also included in this letter was an announcement of a meeting at the Pre-kindergarten at which time the researcher would meet parents, discuss the project, its purpose and introduce the members of the screening team.

Attached to the introductory letter was a consent form and permission slip (See appendix C) which allowed parents unable to attend the meeting to consent or reject the invitation to have their child participate in the project. Parents unable to attend the meeting and wanting more information before accepting or rejecting the invitation were requested to make appointments with the researcher. All of the enclosures included telephone numbers where the researcher could be reached, as well as the telephone number of the Pre-kindergarten Director in the event parents needed to make contact.

Twenty announcement letters were mailed to the families of selected students. Fifteen families indicated they would attend the meeting. Three additional responses consented to their children's

participation but could not attend the meeting due to work schedules. These parents also listed convenient times to meet and discuss the project with the researcher.

The remaining two families unable to attend the meeting requested individual meetings prior to giving consent. These parents were contacted by telephone and their questions and concerns were answered by this researchers. Consent was granted by both with one parent requesting that she be allowed to watch the screenings of her child. Permission was granted to this parent providing she agreed to remain hidden from view of her child during the screenings. By using portable screens to divide the room and in this case, seclude the parent from the child's view, the parent could watch and the child participate uninterrupted and without the knowledge of the parent's presence.

Parental involvement was essential to this study, for this researcher believed in the premise that permanent gains in children cannot be made without parental cooperation and understanding. Some of the concerns parents expressed which were used in planning future workshops were the need for information on helping children in math and reading skills and behavioral modification techniques.

Screening Team

This study used a multidisciplinary approach in the evaluation of each student. To this end the expertise of a school psychologist, a school social worker, a speech/language therapist and a school nurse were employed. Each team member was chosen because of their belief in the

concept of screening of pre-schoolers and because of their ability: 1) to work successfully as a member of a team; 2) to share and learn in a non-threatening situation; 3) to work independently and steadily with minimum supervision and yet within established guidelines; 4) to meet established deadlines; 5) to persevere through various obstacles in order to complete tasks; 6) to keep detailed records of specific screenings, attitudes, and comments of those persons being interviewed and/or screened; 7) to be sensitive to the needs, comments and expectations of all involved; and 8) to keep researcher informed of progress and problems.

Professionals involved in a screening program must be sensitive, patient and aware of the apprehensions that parents, students, and teachers may have about screenings. Professionals must also interact in the planning, implementation and evaluation of the screenings. Clear, concise, easy to understand terminology must be used by the members of the screening team to explain the results to parents who may fear that screenings will show that their child is in some way "less than normal." Parents wish their children two things--good health and good school success. Physicians have the responsibility of maintaining and recommending ways for parents to keep their children in good health. Likewise, educators have the responsibility of maintaining and providing good school success for all students. In both instances diagnoses of the problem preceded prescribing and implementing of the effective treatment.

A school psychologist was responsible for conducting the psycho-educational evaluation of each child. The psychologist was selected because of prior success in working with children in a non-threatening manner and his expertise in the field of child psychology. The psychologist, in concert with this researcher, reviewed and selected materials appropriate for use in screening of pre-school children. The screening instruments selected that would address the areas important to this study were the McCarthy Pre-School Assessment Test and the Beery Test for Visual-Motor Integration. The results of the screenings provided information on the educational, social, physical, and emotional levels of each child.

The speech and language evaluator was selected because of her:

- 1) years of experience in the field of speech and language disorders and the diagnoses and treatment of the same;
- 2) expertise as a diagnostician of speech and language problems;
- 3) ability to relate to the younger child;
- 4) effective communications with parents and teachers;
- 5) ability to prescribe remediations for existing problems;
- 6) knowledge of existing programs in the district as well as alternate programs out of the district for the more severe problems and the procedures to follow in referring parents and students for services;
- and 7) awareness of different speech patterns and colloquialisms of the area and the ability to make a clear distinction among them.

The instrument selected for use in testing this population was the Cambridge Kindergarten Screening Test. Each child was screened for

difficulties in articulation, receptive language and expressive language. The Cambridge Kindergarten Screening Test was appropriate for use in this study because it was designed for use with the younger child and makes allowances in its scoring for the responses young children may or may not give.

The school social worker's position required an individual with the ability 1) to relate with families, 2) to maintain the confidence and trust of families, 3) to be perceptive to the needs of the families, and 4) to act as a liaison and advocate among social agencies, the school and families. The school social worker selected was responsible for obtaining social and developmental histories on each child. Interviews conducted in the home give a more accurate picture of the family, but home visits were sometimes impossible because of parental work schedules. Therefore, interviews were also conducted at school, at the workplaces, and by telephone.

Information on the Social and Developmental History included information on the mother's experiences and attitude during her pregnancy with this particular child; the relationships and attitudes of the child to and with other members of the household, the community and friends; as well as childhood illnesses and hospitalizations. Parental perceptions of this child and significant milestones in the child's life were also requested. The social worker recorded all the information on a Social and Developmental Intake Form (See appendix I).

A school nurse was the medical representative on the screening team. The nurse was responsible for: 1) arranging vision and hearing

screenings; 2) reporting and recording any readily visible abnormalities or health problems; 3) maintaining medical histories, immunization dates, allergy alerts and other pertinent medical information; and 4) contacting parents and school physician if further attention to a particular problem was thought to be necessary.

A school nurse was selected as a member of the screening team because of her 1) sensitivity to the needs of children in this age group; 2) experience in the health and medical field; 3) persistence in contacting families regarding health matters and their children; and 4) diligence in assisting parents in following through with referrals and appointments with other health agencies.

Although not directly involved in the screening, the Pre-kindergarten Director, teachers, and aides were important to the project for they 1) provided the lists of students to be considered for the project; 2) reassured students as they left and when they returned to their classes from screenings; 3) escorted children to and from the screening site; 4) provided parents with assurance and confidence in the project; 5) attended workshops scheduled by the researcher; and 6) offered constructive comments and evaluations of each workshop and throughout the project.

Resources

This study was conducted in a school district with limited funds. No funds were available to pay presenters for conducting workshops. Therefore, this researcher had to obtain competent professionals

willing to participate free of charge. To this end the researcher relied on friends and/or close professional associates. Likewise, teachers Pre-kindergarten staff, other staff members, and screening team members, were employees of the school district and volunteered to participate in the study. No pay was available to participants or presenters except for Harry Morgan's workshop which was part of an inservice presentation sponsored by the school district. Funds for this workshop were authorized by the district. (See teachers' workshop #V)

Logistics

All workshops, except for Harry Morgan's inservice presentation, which was held at the Junior-Senior High School, were held at the Pre-kindergarten site either in the conference room or in the large portable building used by the Consumer Home Economics Program. No travel was necessary for teachers, students or Pre-kindergarten Director for the workshops held at the Pre-kindergarten. Travel to the Junior-Senior High School inservice workshop was one block. Workshops were held on school days immediately following the end of classes so that teachers would not have to return to school for workshops after completing their work day.

The first parent workshop was held during the morning on a school day. Thereafter, all parent workshops were held on Saturday mornings in the Consumer Home Economics Building at the Pre-kindergarten school and required parents to travel less than one mile.

Finances

Although no money was given by the district to pay presenters, this researcher could use the Xerox machine and typists in preparing letters and notices, telephones for calls to parents and teachers, school security during meetings, and the provisions for heat and lights while in the Consumer Home Economics building for meetings and workshops. Supplies, refreshments, and other materials and transportation for some presenters were provided by this researcher.

The Roosevelt School District annually schedules inservice workshops throughout the year. Funds used to pay presenters and employees attending these workshops were authorized by the Board of Education and were included as a line item in the budget for that year.

Workshop Design

An action research approach encouraged adjustments of workshops based on input and suggestions of participants. Additionally, all activities sought to incorporate the four characteristics identified by Stewart Purkey and Marshall Smith as part of effective schools:

"1) collaborative planning and collegial relationships; 2) a sense of community; 3) clear goals and high expectations; and 4) order and discipline for all activities."

Collaborative planning is characterized as one in which teachers and managers have equal input. In this project the Pre-kindergarten staff and the researcher designed the referral form to be used. During

the planning stage, each staff member and the researcher suggested items to be included on the referral form. Participants were treated as partners in the process. Although more time consuming, collaborative planning generates support needed to effectively implement and effect change.

Pre-kindergarten teachers and aides were continuously consulted and informed throughout the project. The first collaborative effort in this project was the designing of the form which teachers used to refer students. Later collaborative efforts were used again in the adjustment and selection of topics for future presentations based on the comments and suggestions made by participants on their evaluations of the workshops. During this project, participants requested workshops on math skills and on communicating with parents. These were subsequently scheduled in place of workshops originally planned.

Therefore, in reviewing the apparent and expressed needs of the Pre-kindergarten, this researcher developed a plan for implementation of a pre-school screening and identification project for the Roosevelt School District. This researcher also believed that a staff development approach would be best for an experienced staff. The Pre-kindergarten staff had not experienced much turnover, influx of new curriculum, or opportunities to participate in workshops presented in the district. In past years, workshops and presenters had been utilized by the district but few, if any, addressed the age group and concerns of the pre-kindergarten child and staff.

After these initial workshops with the Pre-kindergarten staff and the parents of the referred students, future workshops were planned based on expressed needs (verbal and written) of parents and teachers.

The twenty referred students continued their attendance at the Pre-kindergarten during the screenings and workshops. Screening personnel and this researcher visited the classrooms on several occasions so that the students were familiar with us prior to the screenings. Visits were also to alleviate and/or reduce any possible anxieties the students might have when they would be required to work alone with one of the screening team members. Some screenings and workshops were scheduled on the same days. This did not create an inconvenience because the screenings were during the school day, while workshops were held after school.

Although the planned schedule was to conduct two educational/psychological screenings and two speech/language screenings per visit, the schedule varied based on the students' cooperation and attitude (or lack of) on a particular day, students' attendance, school holidays, and class activities, all of which required re-scheduling. Allowing for all of the above, the screenings were completed within two months. Follow-up visits were made to the classrooms after screenings were completed. Many of the children greeted the screening team members and asked if they were going to play some more games again. These actions were further support to the idea that one must establish a trusting, caring relationship prior to testing in order to gain optimum results. The children had not been afraid of the screeners,

and had not viewed the screenings and the testing environment as hostile. Therefore, the results obtained on the tests were considered to be accurate measurements of each child at this time.

FOOTNOTES

Chapter III

1

Byrd L. Jones, "A Report on Roosevelt Public Schools: Strengths and Potential Improvements," University of Massachusetts/Roosevelt Public Schools Staff Development Project, 1983.

2

Stewart C. Purkey and Marshall S. Smith, "Effective Schools: A Review," The Elementary School Journal 83 (March 1983): 444-445.

CHAPTER IV

WORKSHOPS

Introduction

Workshops were conducted as part of this project with parents, with pre-kindergarten teachers and aides, with Pre-kindergarten teachers and aides only, and with parents and Pre-kindergarten teachers and aides together.

Separate workshops were planned for parents and teachers after the introductory workshop, for this researcher believed that parents would be less inhibited in their responses and in expressing their concerns and desires for their children and the school to other members of the workshop and the presenters. Workshops for staff members were held at the end of the school day. Workshops for parents were held on Saturdays because most parents worked and were available only on Saturdays.

Workshops for Pre-kindergarten teachers were carefully planned and introduced so that participants would not feel they were being criticized. The following introductory statement was used at the beginning of each workshop after the initial introductory workshop:

These workshops are being presented in an effort to rekindle old and possibly forgotten effective methods you've possibly used and forgotten. We also hope to introduce some new, innovative methods which have been tested and proven.¹

This introduction proved effective, for it eliminated teachers' feelings of ineffectiveness and inadequacy while opening their minds to receive the information in a non-threatening atmosphere. Teachers were also encouraged to contribute and share during the workshops.

Evaluation Procedure

Feedback was solicited from all participants throughout each workshop. Participants were asked to evaluate each workshop using an evaluation form provided at the conclusion of each workshop (See appendix D). Based on the feedback of the participants, subsequent workshop topics were adjusted to reflect the present needs of the participants.

Pre-kindergarten Workshop I--Introduction of Pre-kindergarten Screening and Identification Project to Pre-kindergarten Staff

Objective

To present to the Pre-kindergarten staff the project, the reason for the study, how the study would be conducted, the basis for the study, and the role each teacher would be expected to play.

Planning

Planning for this workshop included: a) preparing an evaluation form to be used by participants, b) confirming date of workshop with the Director of the Pre-kindergarten.

Presenter

The researcher presented this workshop not only because it was an integral part of her dissertation but because of her work in the area of providing services to students who have been referred and in conducting workshops for special education teachers and the use of the referral process.

Procedure

The workshop was scheduled as part of a mandatory staff meeting scheduled by the Pre-kindergarten Director. The Director introduced this researcher to the staff stating that an exciting project was to be discussed. The objective and purpose of the study and the plan to have each participant involved in the screening and identification program were emphasized. Participants in the workshop would help design a referral form, refer students to be considered for participation, and evaluate each session.

The researcher explained to the staff that this study was being conducted as part of the requirements for the doctoral degree, and that the Pre-kindergarten was selected based on the results of a needs assessment conducted earlier. The staff was also told what the procedure and process would be during the study as well as how they would be involved during this time.

Evaluation

All members of the Pre-kindergarten staff present were asked to complete an evaluation form regarding the presentation. One question on

this form asked participants to indicate whether they agreed to participate in the project, attend workshops and be supportive. Encouragingly, as evidenced by verbal and written evaluations, everyone consented to participate in the project.

Comments and questions regarding the workshop and the purpose of the study included 1) "It's about time someone thought about the Pre-kindergarten." 2) "I'll enjoy workshops designed especially for pre-kindergarten children." 3) "I hope some new ideas and materials are shown and can be provided for our children."

Sample comments on evaluation forms were: 1) "Finally our students will receive some services." 2) "How often will our students be served?" 3) "Good luck on the project. I'll help in any way possible."

Pre-kindergarten Teachers Workshop II--Developing a Referral Form

Objective

To develop a referral form for use when referring Pre-kindergarten students for this study.

Planning

Planning for this workshop included: 1) arranging to have workshop site available for the workshop; 2) arranging security for the building; 3) contacting custodian so that lights, heat, sufficient chairs and tables would be available; 4) sending reminder notes to

workshop participants regarding the workshop; and 5) compiling samples of referral forms from other districts and agencies.

Presenter

This researcher presented this workshop because of her knowledge and expertise in the area of special education, familiarity with various types of referrals and the type of information which should be contained on a referral.

Procedure

The workshop began with the researcher showing the Pre-kindergarten staff several samples of referral forms. Each was discussed in depth, noting the items each person thought could possibly be used in the form we were designing.

All the items noted were listed and incorporated into a draft form. This researcher agreed to have a form including all the areas agreed upon typed. A copy would be sent to each participant for review prior to the next meeting.

Next, the presenter introduced ways to use this referral form. Teachers were asked to review their classes with their aides listing students who were experiencing difficulties, or who needed services such as speech, psychology, or medical. A referral would then be completed for each student in need and forwarded to this researcher.

During this workshop some participants appeared to resist and perhaps resent their attendance, although they had consented to participate. Through the use of body language some participants conveyed

their displeasure at having to attend by sitting with arms tightly folded across their chests, nodding and constantly checking watches and clocks for the time. After observing these behaviors, the researcher decided to request that all future presentations require participation other than listening.

Evaluation

Staff offered the following comments on the day's workshop:

1) too detailed--will we really use the form?" 2) "didn't know workshops would be so often," 3) "a very good workshop--I felt really a part of the decision," 4) "I'm excited--can't wait for the next step."

A meeting was also held with the Pre-kindergarten Director to discuss the behaviors of some participants noted in the workshop. The Director identified the particular persons and said that the participants in question were not teachers but aides whom she required attend. The reason for making this requirement was that she felt they all dealt with the children and should be informed and involved. She also believed this would bring about a more cohesive attitude and working condition at the Pre-kindergarten.

Future workshops were felt to be more productive by the researcher. The restless, fidgety, inattentive behaviors previously noted decreased and eventually disappeared. This researcher recalled the following statement by Barbara Carll and Nancy Richards which aided in understanding the actions and reactions of participants: "Change involves accepting people as they are now, emotionally and intellectu-

ally, and transferring them gently, gradually, and patiently to another emotional and intellectual phase." ²

The following steps were followed in planning for the next workshop:

1) Contacted presenters for next workshop to offer any assistance necessary for the presentation.

2) Prepared the Pre-kindergarten for workshop.

3) Sent reminders to participants.

4) Planned and prepared refreshments.

5) Drafted referral forms sent to teachers for additions or corrections.

6) Sent final typed forms to the Pre-kindergarten teachers and teacher aides for approval and use in referring students. (See appendix E).

7) Reviewed materials on referred students.

8) Selected twenty out of thirty students referred for project determined to be at risk. The referrals were ranked according to need and the selection was based on the students determined to be more at risk.

Student Selection

The selection of students to participate in the screening and identification process followed the format below:

1) Pre-kindergarten teachers reviewed and listed students in their classes who they believed were in need of some type of additional service.

2) Using the referral form designed collaboratively with the screening team, Pre-kindergarten teachers completed forms for each student.

3) Referral forms were submitted to the screening team for review and consideration for participation in the project.

4) Referrals were reviewed by the screening team and placed in ranked order from the student most in need to the student least in need as determined by the referrals. A maximum of twenty students were selected for this study.

5) Researcher and the Pre-kindergarten director discussed the ranking and selection of students for the study.

6) Teachers were notified of the selected students by the researcher. Each teacher was given a list of all students referred from her class with an explanation of why each student was or was not selected at this time. Teachers were also told that those students not selected would be placed on a waiting list and would be screened at a later time.

7) Parents of selected students were notified by mail of the project and the selection of their child for participation in the project. Also included in this letter were the purpose, aim and objectives of the screening program (See appendix B and C).

8) Written announcements were sent to parents inviting them to a meeting to discuss the project and to meet the members of the screening team.

9) Screening team and researcher visited classes and were introduced to students so that when the referred students were to be screened they would not be meeting the screening team member for the first time.

Pre-kindergarten Teachers Workshop III--Reading, Writing and Talking with Children

Objective

To focus on the importance of reading, talking and writing in a pre-school program.

Planning

Planning for this workshop included: 1) contacting presenter to confirm date and time; 2) arranging to have workshop site available for the workshop; 3) arranging security for the building, 4) contacting custodian so that lights, heat, adequate chairs and tables would be available, 5) sending reminder notes to workshop participants regarding the workshop; and 6) briefing presenter on Pre-kindergarten staff and their possible reactions during presentation and the need for the workshop to involve activities requiring movement.

Presenter

Valerie S. Webb, a former teacher in the district, was selected to present because of her success as a kindergarten teacher and also because of her enthusiastic personality.

Procedure

At the end of the school day, the workshop began with a discussion of what a typical pre-school program might be like. Webb asked teachers to share with the group a typical day in their classroom, listing activities they usually include. Afterwards, Webb shared several schedules of "typical days" in programs she had observed in other districts. The variations in these programs were discussed. Comments ranged from "How can they pack all of that into one day?" to "I'd like to try that in my class." Webb pointed out that routines are necessary but just as adults become bored, children also become bored. Therefore, programs must vary in order to achieve the same goals. Always having identical work on Mondays should not be standard in a good program. There are many ways to achieve the same goals. Naomi Faust asserted: "Teachers must vary classwork to prevent boredom and inattentiveness. There must also be enough repetition to allow students to grasp basic knowledge being offered."³

The second part of the workshop dealt with materials and reading. A display of new and not-so-new materials and ideas were demonstrated. Some suggestions and materials were:

- 1) Using oversized books (30" x 24") when reading stories to the class so that students could view the print and illustrations.
- 2) Books with tape cassettes which allow individual children to "read" along. These materials could also be used as a group activity.
- 3) Trace and wipe materials enhance a child's ability to follow directions, to increase manual dexterity, fine motor development, and

visual discrimination. Trace and wipe activities result in the student completing a picture or task by supplying the missing lines or objects. Each activity page is coated with a material on which a child could write on and erase.

4. Experience charts to record daily activities, family or class trips, encourage children to talk and express themselves. When teachers record a child's story as close to verbatim as possible and point to each word as they read back to the child and class, the child sees his or her thoughts on paper and can usually "read" the information dictated.

5. Books using pictures substituted for words were recommended for use. Commonly called REBUS readers, these materials require less reading skills for the child has only to substitute names of familiar objects pictured to complete the sentence.

6. Flannel board activities encourage creativity in children by allowing them to make up a story using the flannel objects available. Encouraging a child to tell a story fosters self-esteem, provides a time for creativity and imagination, encourages speaking skills and listening skills on the part of the audience. Early childhood specialists Barbara Carll and Nancy Richards wrote in support of providing children with many varied and encouraging ways to learn to speak, read and write:

A child can learn to read and write only to the extent that he can listen and speak. Time spent on the fundamental areas of language (listening and speaking) is the best way to help the child eventually learn to read and write well. The teacher's role is to provide things to talk about--and opportunity to talk about them. Each new experience provides new vocabulary and new speech patterns. The assimilation of these new words and speech patterns takes place through discussion, casual conversation, puppetry, creative dramatics, and other forms of group interactions.⁴

Evaluation

This workshop was highly rated by the participants. Some comments on the evaluation were 1) "A peer was sharing her knowledge on how best to teach and gain the most from the pre-schooler;" 2) "spoke from years of experience in the field of early education;" and 3) "provided insight on other programs she had visited." Participants remained to obtain the names of companies producing materials displayed during the workshop. In receiving the evaluations and talking with the participants afterwards, a workshop was planned in the area of beginning math skills.

Pre-kindergarten Teachers Workshop IV--Educating the Young Black Child

Objective

To discuss how schools can better serve and educate young Black children. This workshop was scheduled under the auspices of the University of Massachusetts/Roosevelt Collaboration Project. Harry Morgan is a graduate of the University and is now a professor at West Georgia College in Georgia in the area of Early Childhood Education. He

has written extensively about the learning styles of Black children.

Planning

Plans for this workshop included: 1) contacting presenter to confirm date and time; 2) arranging for the Pre-kindergarten conference room to be available; 3) arranging security for the building; 4) contacting custodian so that lights, heat, sufficient chairs and tables would be available; 5) sending reminder notes to workshop participants regarding the presenter, the pay rate, date, time and place of the workshop; 6) facilitated the acceptance of Pre-kindergarten staff registrations, and 7) met with workshop presenter to discuss topic being presented. Morgan was briefed on the fact that this was the first inservice workshop provided by the district specifically for the Pre-kindergarten and early childhood teachers in quite some time. It was definitely the first workshop on educating Black children.

Presenter

Professor and Chairperson of the Early Childhood Education Department at West Georgia College, Harry Morgan's workshop was selected because of his knowledge and research on Black children, and his down-to-earth, non-threatening method of presenting. Morgan used everyday examples teachers could identify with in his presentation thereby making teachers more at ease.

Procedure

This inservice workshop was held at the Junior-Senior High

School located one block from the Pre-kindergarten school. Believing that this workshop would be of great interest to the Pre-Kindergarten staff, and having prior knowledge of the presenter's area of expertise, this researcher announced and sent registration forms to the Pre-kindergarten staff. Guaranteeing their acceptance to the workshop, which was part of the district's staff development, all participants would be paid for attending. Registration forms were received from only two of the thirteen Pre-kindergarten staff. Based on this response, it was reasonable to assume that money was not a motivator nor a guarantee of attendance. The teachers who attended the workshop were the teachers considered to be the most interested, active and informed on the staff.

Morgan's presentation was on Cognitive Style: Implications for the Black Experience. Morgan spoke about the development and expectations of young children. He emphasized the importance of movement in young children and compared the development, needs and learning styles of Black and White children from birth through the age of twelve. Morgan stated that most Black children, particularly males, learned best in an environment which was active and where they were not required to remain seated for long periods of time. In comparison, females and White males learned best in an atmosphere of calm. They could also remain seated for longer periods of time than Black males. Morgan summarized by telling the the participants to become more aware of their students and their learning styles. By so doing, teachers and parents would be able to help students work to their potentials.

Evaluation

The two Pre-kindergarten staff members attending the workshop were impressed with the information given and the presenter. Their evaluation forms stated:

- 1) "I learned something new."
- 2) "I'm looking at my class in a different way tomorrow, and would like to have Morgan visit my class."

Pre-Kindergarten and Kindergarten Teachers Workshop V--Creativity in the Classroom

Objective

Encouraging creative thinking and observing as prereading skills for the pre-school child. As a follow-up to the positive responses to Morgan's workshop and the request to have additional workshops on addressing the needs of Black children, Margaurite Thompson was selected as the next presenter because she is a Black educator specializing in the area of Early Childhood Education.

Planning

Planning for this workshop included: 1) contacting presenter to discuss topic, confirm date, time and travel arrangements; 2) arranging to have workshop site available for the workshop; 3) arranging security for the building; 4) contacting custodian so that lights, heat, sufficient chairs and tables would be available; 5) sending reminder notes to workshop participants regarding the workshop; 6) obtaining refreshments; 7) briefing presenter on Pre-kindergarten staff, their

needs and expectations, possible reactions during the presentation, the need for the workshop to involve activities requiring movement, the Pre-kindergarten school population, District dynamics; and 8) inviting the District's kindergarten teachers and school administrators.

Presenter

Margaurite C. Thompson, Professor at Bank Street College of Education, was selected because of her years of experience in the field of early childhood education working with young Black children, and her work at Bank Street College of Education. Bank Street is a well-known and respected teacher-training college in New York and developer of a basal reading series.

Procedure

Known for her energetic personality and presentations, Thompson introduced her workshop as follows:

I realize this workshop is at the end of a busy school day and I thank you for attending and inviting me. I must warn you--no one sleeps in my workshops. If you find someone not attending or not participating you can be assured that they have passed on [died].⁵

No one appeared dead during a fast-paced, two-hour presentation.

Thompson began with an autobiographical summary of her educational experiences including years as a teacher and director of many schools, a writer, world traveler, and a current staff member of the Bank Street College of Education in New York. The participants soon realized that Thompson's presentation would be a culmination of many varied experiences and years in education.

Thompson distributed apples to everyone and asked them to observe the apples and write down as many words as they could to describe the apple. Thompson asked each person to give a one word description of an apple. From that list of descriptions, Thompson created a rhythmic review: "An apple is red and juicy and hard and sweet./An apple has seeds and is good to eat." This was a demonstration in creative poetry which required no particular skills in writing but encouraged thinking and observation skills.

Books without words were demonstrated to the group as a way to encourage children to create their own stories for the pictures shown. Pictures were of Black and minority children and families in everyday scenes, thus allowing students to relate and talk about the pictures freely.

Stories with repetition and rhymes were demonstrated next as a way to encourage pre-schoolers listening skills. Capitalizing on the young child's love of music and rhythm, these exercises help foster the development of auditory discrimination skills in the young as they hear and select same and different sounds.

Thompson encouraged the use of books which depicted minorities in positive ways. Many of the books displayed and the poems read in this workshop were by minority writers and poets, such as Lindamichelle Baron and Niki Giovanni, and were, therefore, useful in teaching self-esteem, pride and fostering a positive self image for Pre-kindergarten students. According to Louise Ames, "negative self-attitudes can be changed to high self-esteem by providing a child with a nurturing climate of

acceptance and experiences of success." ⁶ Through the use of books on the achievements of Blacks, books written by Blacks and by emphasizing pride in oneself, teachers and parents can help Black children develop a positive self image.

Thompson suggested each class write a book. Using a daily log of special activities and photographs of class happenings, each class would have a chronological diary of the year which could be copied for each child to take home. Simple sentences to describe the pictured activities would enable each child to read and recall the activities. Milton Young quoted by Ames et al. believed that thinking and working creatively is best exercised when the child is in pre-school. Having the necessary materials and providing the appropriate activities will help children and encourage self expression in the young child. ⁷

In the next activity teachers were asked to form groups. Each group was assigned the task of developing curriculum using the apple as the common thread between the groups.

Group I—Math

Group II—Science

Group III—Social Studies

Synopsis of the curriculum designed by the three groups:

Group I--Math Activities

- 1) Cutting apple into sections according to given direction
- 2) Counting seeds in each section of the apple
- 3) Adding total number of seeds in the apple

- 4) Weighing the whole apple
- 5) Weighing part and/or parts of apple sections
- 6) Weighing individual seeds and/or all seeds in the apple
- 7) Weighing whole or parts of apple with some or all seeds
- 8) Determining how to serve a given number of persons with a given number of pieces of apple
- 9) How many apples of a certain weight does it take to equal a given weight? (If each apple's weight is eight ounces, how many apples would it take to make two pounds?)

Group II--Science Activities:

- 1) Food category
- 2) Nutrients/vitamins found in apples
- 3) Calories
- 4) How long it takes to grow an apple
- 5) Stages of growth (seed to fruit)

Group III--Social Studies Activities:

- 1) Where apples are grown
- 2) Transportation of apples
- 3) Harvesting of apples
- 4) Types of apples and where grown
- 5) How to tell type of apples

The workshop ended with Thompson presenting each participant with one black pearl and a pin in the shape of a dove. As she presented these gifts she stated:

Black pearls are precious and rare. Similarly, our children are precious and rare. Give both special attention and display with pride.

The dove should be worn facing in a descending position. Let this remind each of you that your job is to bring knowledge, peace and joy to the children you teach and their families. Give the children a good beginning so that they too may soar like the dove and achieve great things.⁸

Evaluation

This workshop had the largest number of participants (30) and was rated by all in attendance as superb, exciting, helpful and encouraging. Many participants remained afterwards to chat with Thompson, asking questions and reviewing the many materials she brought with her.

Comments from the Workshop

- 1) "Would like list of books using Black children and families."
- 2) "When is the next workshop scheduled? I can't wait to attend."
- 3) "This is the most exciting workshop I have ever attended."
- 4) "Dr. Thompson was true to her word."
- 5) "I liked the activities--can use them all."
- 6) "Fantastic afternoon!"

7) As a follow-up to the workshop and the request for a list of books depicting Blacks and minority children, this researcher compiled a list and sent it to each teacher at the Pre-kindergarten (See appendix F).

Pre-kindergarten Teachers Workshop VI--Communicating with Parents

Objective

To present teachers with suggestions on how to better communicate with parents.

Planning

Plans for this workshop included: 1) Contacting presenter to confirm date and time; 2) arranging to have workshop site available for the workshop; 3) arranging security for the building; 4) contacting custodian so that lights, heat, sufficient tables and chairs would be available; 5) sending reminder notes to workshop participants regarding the workshops; 6) obtaining refreshments; and 7) briefing presenter on Pre-kindergarten staff and their possible reactions during presentation and the need for the workshop to involve activities requiring movement.

Presenter

Susan D. Savitt, Director of Compensatory Education in the Roosevelt School District, was selected as the presenter because of her work in the area of parent/teacher communication. Savitt's presentations were very effective because of the easy manner she used and also because of the practical suggestions she imparted to participants.

Procedure

This workshop was scheduled as a result of meeting and talking with teachers and hearing their apprehensions regarding contacting parents. This lack of communication by teachers was also a concern of

parents who stated that they would like teachers to contact them more frequently and for reasons other than trouble or requests. Although this topic was requested by teachers at the Pre-kindergarten, and although schedules were distributed at the first workshop, some teachers approached this researcher prior to the start of this workshop and stated: "How long will today's presentation take?" "I promised to meet someone for shopping--can I just get the handouts and leave?" and "I have a manicurist appointment; can you shorten today's presentation?" These requests were not granted and the workshop proceeded as planned. All participants remained and were glad they did.

Savitt's workshop gave pointers on effective methods to use when communicating with parents. As with Thompson's workshop, Savitt's workshop also required active participation. Many activities required interactions in a group fostering a sharing of ideas between participants.

Effective communicating methods mentioned were 1) daily letters or mailgrams to tell parents their child had a good day, 2) weekly newsletters, and 3) monthly meetings with parents to discuss planned activities and classwork.

Savitt suggested "get acquainted" activities for the beginning of the school year to solicit parent involvement such as the following:

- 1) Pot luck dinner.

- 2) Ethnic dinners could be very effective at the Pre-kindergarten school as a way to foster pride in one's own ethnicity while introducing

others to the unique culture through food. These gatherings could also be a way to bring about a feeling of togetherness for the parents and the staff.

3) Father's Day activity--a day on which the fathers are invited to spend time in the class with their child.

4) Community Day--this was described as a day on which a parent would visit and talk about their job. This visit would also help children become aware of what their parents do while at work.

Teachers were encouraged to make contact with parents not only in times of crisis or when something is needed, but also with good news. News that a child has learned to make the first letter of their name or that they shared a toy are items parents enjoy receiving.

Joyce Epstein, a researcher from Johns Hopkins University's Center for Research on Elementary and Middle Schools stated:

Many teachers today, aware of the enormous task they're faced with in education, are breaking down the psychological barriers that traditionally made them nervous about welcoming parents and others outside the profession onto their turf.⁹

The second part of Savitt's workshop included an activity which required participants to list as many reasons as they could why parents might resist contact with the school. Some of the areas listed were negative personal memories of school; negative experiences with a teacher; feelings of inadequacy in dealing with professionals; embarrassment because of a child's behavior; fear of the unknown; avoidance of a possible unpleasant situation; lack of knowledge of what to expect; and dread of being blamed for a child's behavior. Using the many

areas listed participants were told that it is necessary for school personnel to build a feeling of trust to eliminate negative feelings. Communication is the key to good home/school relations.

Four areas in a traditional Parent/Teacher Conference Model were discussed by Savitt: listening, attending, perceiving and responding. These were considered important because conferences are the most frequent times teachers and parents meet.

Savitt's workshop concluded with a reading of a mock memorandum (See appendix G) generated from a school principal and finally ending with a note to parents. This communication, filled with examples of lack of clarity and understanding, was a humorous and most effective way to end the day while emphasizing the need for communication.

Evaluation

The workshop was well attended and the information shared was received by some with reservation. Some teachers stated that they had tried some of the ideas but discontinued most practices because the response was poor and because there was a lack of equipment and/or supplies to continue practice.

The Pre-kindergarten does have an annual pot luck dinner at the end of the school year which is well attended by parents and staff. The suggestion to move this celebration to the beginning of the year, or to add an additional one, would be considered.

Regarding the suggestions for mailgrams, the Pre-kindergarten staff requested samples of appropriate styles to use which could be purchased at a reasonable cost. Samples designed by the researcher

were provided at a later date (See appendix H).

Pre-kindergarten Teachers Workshop VII--Reviewing
Screening Results and Classroom Observations

Objective

To have members of the screening team review the results of screenings; to share with teachers some of the actual procedures used in screenings; to answer questions regarding the screenings.

Planning

Plans for this workshop included: 1) conferring with screening team members to confirm date, time, and assistance in planning the presentations; 2) arranging to have workshop site available for the workshop; 3) arranging security for the building; 4) contacting custodian so that lights, heat, sufficient chairs and tables would be available; and 5) sending reminder notes to workshop participants regarding the workshop.

Presenters

Social Worker, Psychologist, Speech Therapist. The focus of this workshop was to review screening results and observations with teachers.

Procedure

At this workshop teachers were given folders containing information on each child in their class who was screened and a one page summary sheet detailing specific areas of need (See appendix J). Each member of the screening team presented an overview of the screenings

they conducted and answered questions regarding their findings and methods employed during screenings.

This effective presentation allowed many teachers to see materials used by a speech/language therapist and school psychologist. Each presentation lasted about twenty minutes.

Psychologist

The psychologist demonstrated an actual testing session. Using a teacher as a volunteer, the group was able to see the materials, how they were used, hear the directions, and were told which responses were acceptable at a given age. The psychologist shared with the teachers screening results and information gathered from the screenings (See appendix J). Teachers were expected to use the information to plan programs appropriate for students' needs. As a result of the screenings, six students were determined to be in need of further psychological services.

Social Worker

The social worker distributed the form used for social and developmental history (See appendix I). Questions were raised as to what happens if a parent refuses to answer or does not know answers. Participants were told that due to the many questions on the form, answers to questions would subsequently be answered. Participants were also informed that certain information obtained in social histories were considered confidential and, therefore, could not be divulged.

Speech Therapist

The speech therapist used charts and demonstrations to show what

is included in speech screening. A list of language and speech errors common to young children, and a demonstration/explanation of some of the speech areas was given during the discussion of the speech/language screening summary. She also presented a summary of the number of students and the specific problems identified (See appendix L). As a result of the screenings, four students were referred to outside agencies for services, and seven were referred for in-district speech services.

Class Visitations

Class visits were made by the screening team. Most visits were unannounced. The Pre-kindergarten teachers were observed by the screening team to be caring but inactive. Teachers preferred their students come to their desk rather than to move about the room to their students. Pre-kindergarten students are young, energetic, receptive, impressive, active learners who would benefit more if their teachers were also more active and provided activities which involved more movement and participation by all adults in charge.

Lilian Katz, Professor of Education at the University of Illinois, stressed the importance of active learning. "Learning is best for all children when they are engaged in project work (interactive activities) rather than in passive activities."¹⁰

Lawrence Schweinhart also noted that for young children if early childhood programs are to promote healthy child development, the environment must support active learning by the child. To achieve this goal the program should have a child development curriculum,¹¹ proper staffing and adequate attention to child and family needs.

Evaluation

Teachers were most enthusiastic about the presentations of the psychologist and speech therapist. Comments were: 1) "It was so nice to have a psychologist present and use terms which did not need defining;" 2) "I finally know what goes on in a speech session."

Pre-kindergarten Teachers Workshop VIII -- Individual Education Plan (I.E.P) and its Use

Objective

This meeting was to introduce teachers to the Individual Education Plan (I.E.P.) format and purpose.

Planning

Plans for this workshop included: 1) designing and preparing an IEP for use with Pre-kindergarten students; 2) arranging to have workshop site available for the workshop; 3) arranging security for the building; 4) contacting custodian so that lights, heat, sufficient chairs and tables would be available; and 5) sending reminder notes to workshop participants regarding the workshops.

Presenter

This workshop was presented by this researcher because of her knowledge of the I.E.P. and its use, the availability to her of many forms and types of I.E.P.s used.

Procedure

Prior to this meeting each teacher was given an I.E.P. as a guide while this researcher explained the basic uses of the I.E.P. (See

appendix M). Teachers were encouraged to ask questions at anytime during the presentation.

Teachers were assisted in completing the initial parts of the I.E.P. for students who participated in the screening and identification project. The initial parts included goals, objectives and identifying data pertinent to each child.

Once comfortable with the use of the I.E.P., teachers were encouraged to use the I.E.P. for every student in their class. Efforts were made while developing the I.E.P. form to keep it as simple as possible, but yet making sure all important parts were intact. By keeping the form simple teachers would not be as frightened of its uses and would, therefore, see it as an easy challenge.

During the presentation teachers were very quiet and attentive. Questions and comments were made during the time when teachers were being assisted in completing the I.E.P. for one student in their class.

1) "Are all I.E.P.s like this?"

Answer: "Basically, yes, in that all include objectives and long-term goals."

2) "Why do we need to write each goal and objective down?"

Answer: "So that your intentions are clear."

3) "What happens when they (the goals and objectives) change?"

Answer: "The I.E.P. is revised. New goals and objectives are added."

4) "How long does it take for a child to achieve the objectives?"

Answer: "This varies from child to child. No definite timeline can be stated."

5) "Do special education teachers have to fill in IEP for each student in their class?"

Answer: "Yes, they do."

Teachers were given one week to complete their I.E.P.s. The assistance of the researcher was available during that week to all teachers. No one requested assistance in completing their I.E.P.s. All IEPs were collected and reviewed at the end of the week by the researcher. The I.E.P.s were completed adequately for first attempts; however, the information was not as detailed as necessary. Written comments and suggestions were given to each teacher to assist them in developing I.E.P.s which were more reflective of the needs of their students.

During the following week I.E.P.s were reviewed with each teacher during an individual meeting. At this time any further questions and concerns were answered. Teachers began to use I.E.P.s the following day.

Follow-up visits to each class were made during the week to offer additional assistance and support to teachers. Comments after the first week were favorable.

1) "It's not as much work as I had previously thought."

2) "It really makes you think about what you're doing--or supposed to be doing."

3) "It's work, but I can see the benefits of having one--(the I.E.P.)."

4) "I'm going to try doing one for every child in my class--it's a good way to show parents what's being done."

Pre-kindergarten Parents Workshop I--Introduction
to Project and Screening Team

Objectives

The objectives of this meeting were to 1) meet the parents of selected students; 2) introduce the screening team and the project to parents; 3) gain the support of the parents for the project; 4) show parents that the project had the support of the Pre-kindergarten director and staff; and 5) answer any questions parents might have regarding the project.

Planning

Plans for this workshop included: 1) conferring with screening team members regarding their presentations; 2) arranging to have workshop site available for the workshop; 3) arranging security for the building; 4) contacting custodian so that lights, heat, sufficient chairs and tables would be available; 5) sending reminder notes to workshop participants regarding the workshop; 6) mailing letters of invitation to parents of students selected to participate in the project; 7) prepared handouts of various forms which would be used during the project for distribution to parents; and 8) designing and making name-tags to be used by parents and staff members.

Presenters

Screening Team Members: Psychologist, Social Worker, Speech Therapist, this Researcher. Because each team member would be responsible for a portion of the screening and would be contacting parents, it was appropriate that they present, explain and answer questions pertaining to their given responsibilities.

Procedure

The first parents' meeting was held one morning during a school day immediately after a Parent-Teacher Association (P.T.A.) meeting. Many parents of students not selected for the project were curious about the meeting and asked permission to remain. This proved to be an unexpected plus, for additional support for the project was gained. Some parents also wanted to "enroll" their children in the project. These parents were requested to place their names on a list to be considered if any of the initially selected students were unable to complete the program. If this occurred these parents would be contacted and their child considered for the project.

The meeting was filled with apprehension and wonder as evidenced by the way parents hesitantly entered the room. As with most parents receiving a notice from the school about their child, invited parents felt that something was wrong or that somehow their preschooler had failed in some way. This researcher saw as the first order of business the need to assure parents that this was a positive meeting aimed at providing additional services for Pre-kindergarten

students. By so doing the meeting could continue on a positive path and goals of the project explained.

The purpose and goals of the project were explained to the parents as well as the method by which their child had been selected. Parents were also given the option of not consenting to their child's participation in the project.

Some questions asked by parents at this meeting were:

1) "Aren't our children too young to be tested?"

Answer: "No. Children at this age are not too young to be tested.

Tests have been designed for this age group, and many studies have documented that the earlier we test, the better chance we have in identifying and correcting the problem."

2) "Why do they need to be tested?"

Answer: "Tests are used to assist in determining if there are needs or gaps in a child's development which should be addressed. Tests provide an organized way of looking at your child in comparison to other children his or her age."

3) "What happens if my child fails the tests?"

Answer: "These are not pass/fail tests. If your child scores low we have identified an area of need. Conversely, if your child scores high, we have eliminated an area of need. Some questions will be easier than others just as there will be questions your child will be expected to miss based on his or her age. At this point, called the ceiling, we will stop testing."

4) "What happens if my child will not participate or is afraid to participate?"

Answer: "If we find that a child is afraid or will not cooperate after many attempts, we will not use this child. Our purpose is not to intimidate or frighten your child, but to help him or her."

5) "Who will see the results?"

Answer: "School personnel and the screening team."

6) "Will we be able to see the results?"

Answer: "Yes. We plan to meet with each of you individually to discuss the results once all screenings have been completed."

7) "Can we be present during the testings?"

Answer: "We would prefer that you are not present. Our reasons are that your presence may influence your child's participation and performance on the test. However, if you are apprehensive about the testing procedure, we are prepared to devise a way for you to be present during your own child's testing without your child knowing you are observing."

Questions were answered to the satisfaction of all present followed by a short film by the Gesell Institute depicting an actual screening of a pre-school child. Literature was also given to each parent to further aid them in understanding the positive aspects of early screening.

Each member of the screening team and the Pre-kindergarten staff wore nametags. Parents were also given nametags as they entered and signed the roster. Nametags proved to be an effective way to remember names and to connect parents to students. (See appendix K)

The meeting began with an introduction of the researcher and the members of the screening team. An overview of the project and its purpose was given by the researcher followed by individual presentations by each screening team member. Parents were encouraged to ask questions at any time during and at the end of each of the presentations.

The researcher's introduction detailed the reason for conducting the study and a brief description of the Roosevelt School District/University of Massachusetts program and its participants. Parents were told their children were selected for participation from a list of students submitted by each Pre-kindergarten teacher and that each child would be given screenings in the area of psycho-education, speech, language, hearing, vision. Parents would also be asked to be directly involved in the study by providing information for the social and developmental history of their child to the social worker and by attending scheduled workshops.

Psychologist

The psychologist explained the psycho-educational screenings procedure and the areas the tests will address, why we test, how we decided on the particular tests to give. Questions from parents were:

1) "What happens if my child doesn't know the answers to all the questions?"

Answer: "They are not expected to know all the answers and will not be penalized if they do not. They will be expected to know certain information for their age."

2) "Aren't our children too young to be tested?"

Answer: "No. Tests are organized ways to look at your child in comparison to other children his/her age. Tests also indicate areas of strength and weakness."

3) "How long does the test take?"

Answer: "This varies from child to child. Average time is one hour."

4) "Who will see the results?"

Answer: "You, your child's teacher, the director/principal, the screening team."

Social Worker

Parents were presented a sample of the form to be used. (appendix I). Questions were answered as they reviewed the form with the social worker. Sample questions were:

1) "Why is this necessary?"

Answer: "To give insight to family relations and this child."

2) "What does the rest of the family have to do with this child's functioning?"

Answer: "All interactions with this child are important."

3) "What does my attitude towards and during pregnancy have to do now with this child's attitudes?"

Answer: "Your attitudes are important for they determine how you feel about your child, how this child is seen by you, and how you treat this child."

Speech Therapist

This presentation appeared to be the least challenged and easiest to accept by the parents. The speech therapist explained some speech and language errors common to this age group, such as baby talk, and causes for speech errors, such as finger sucking and not swallowing properly. Parents were also informed that they would be assisted in locating special schools for language if their children were too severe to be serviced in the district.

Summary

Parents were given written information on other studies and recent articles which lend support to the screening of pre-school children. Parents were also informed that based on the results of the screenings students would receive help in the needed areas. Conversely, if the screenings determined that no problems were present at this time, their child would not be scheduled for additional support services.

At the end of the presentations parents were given a schedule of future workshops. Initially, a total of five half-day workshops were planned. During this meeting it was decided that two full day workshops would be preferred. Workshops were to be held on Saturdays, a shopping day for most working families. By consensus the schedule for the workshops was amended to two full day workshops. The parents meeting concluded with the researcher having each parent's support and written consent for their child to participate.

Evaluations

The evaluations of this workshop were very positive. Parents wrote on the evaluation forms that they were excited about the project, their child's participation, and the future workshops. One parent stated: "I've been searching for help for my child; maybe now he'll get it." Another parent stated: "I'd like to know how to help my child at home."

Pre-kindergarten Parents Workshop II-- Pre-reading Skills

Objective

To demonstrate pre-reading skills to parents.

Planning

Plans for this workshop included: 1) contacting presenters to confirm date and time; 2) arranging to have workshop site available for the workshop; 3) arranging security for the building; 4) contacting custodian so that lights, heat, sufficient tables and chairs would be available; 5) sending reminder notes to workshop participants regarding the workshop; 6) assisting in having materials duplicated for presenters' use during workshop; and 7) obtaining refreshments.

Presenters

Gloria Donohue, special education teacher; Diane Korn, reading teacher and diagnostician. Both presenters were selected because of expertise in their respective areas of concentration, their sensible,

sensitive, and no-nonsense approach in presenting and offering suggestions.

Procedure

This workshop was designed as one which would give parents hands-on approaches for helping their children in the area of pre-reading.

The first presentation was by the special education teacher, a specialist in the area of learning disabilities. Presenting a "Cookbook Approach to Readiness," parents were shown how they could promote pre-reading and reading skills without using books. Emphasizing the importance of capturing the teachable moment, Donohue demonstrated how children could be taught basic skills while on a shopping trip to the grocery store. Using a mock supermarket aisle filled with groceries and an actual grocery cart, one parent volunteer went "shopping" with their parent, Donohue.

The shopping trip down the aisle began with Donohue asking the child to select a cereal. Once selected the child was asked to spell the name of the cereal. This was an example of alphabet identification.

The next item was laundry detergent. The child was told to "Show Mommy the one we use most often." Once identified, the child was then told to select the smallest size. Because there were three sizes from which to choose, the possibility of selecting the incorrect size was present. If this did occur, the parent could use this moment to show the child the different sizes and also the size

requested. The exercise was one in which size, comparisons, pre-reading and identification were used.

Most children have acquired some skills via television commercials, road signs, store signs, magazine ads, and television shows geared for the preschooler. This can best be illustrated by a preschooler asking and selecting a toy, game or food by name.

After shopping, children helping to put away groceries can learn size, comparisons and counting which are skills needed in math. Children sorting clothes can learn colors, size, shape, listening skills when told how to fold clothes and where to store them.

The next exercise was using the newspaper or old magazines to teach the alphabet and visual motor skills. Using scissors children locate words beginning with the same letter, a particular alphabet, etc. Placing all the same letters or words together on a separate paper with glue children could make a display which can be used over and over again to reinforce the concept.

Donohue's presentations were fascinating and informative for the parents. In addition to the demonstrations, parents received a handbook (See appendix N) containing many activities they could use with their children which only require items found in the home or on a shopping trip. Fantini suggested that "the concept of the classroom must be expanded to include the community, its problems and resources. . . . The place where learning happens will not be limited to the four
12
walls of a classroom."

The next presentation was by Korn, reading teacher and diagnostician. This presentation focused on helping the child once they are in school. Using ready made materials and materials designed by her, Korn focused on six major areas: large muscle coordination, small muscle coordination, auditory discrimination, visual discrimination, memory development, and expressive language.

Using parents and demonstrators, the group saw how the skills mentioned helped in the development of the child. Familiar games such as "Simon Says," "Red Light, Green Light," and "Mother May I," jumping rope, hop scotch, and foot races were examples of activities for gross motor and large muscle development.

Activities for fine motor and small muscle development included stringing beads, snapping, buttoning, cutting, coloring and finger painting. Parents experienced making fingerpaint and playdough from household items and a written recipe was given to each parent.

Auditory discrimination activities included listening for a specific sound, different tones, following directions, and copying a sound pattern. Games such as telephone or telegraph which require the child to repeat a given sentence, words or messages was demonstrated as good barometers of auditory discrimination.

Visual discrimination activities which develop the ability to discern likenesses and differences in objects, letters and pictures included describing and comparing two objects or persons; sorting, color discrimination tasks, using directions involving the words inside, on,

under, and next to when locating specific items. Games such as the traditional Bingo and other variations of the game were said to be excellent in teaching visual discrimination.

Increasing a child's ability to attend and remember was demonstrated by activities such as: the telephone or telegraph game which require a child to repeat a sequence of numbers, words or letters; giving a set of directions requiring more than one action; scavenger hunt where the child is verbally given more than two items to retrieve.

Expressive language, the ability to communicate, was the next topic. Activities mentioned were: puppets, discussion of a movie, book or television game. Parents were encouraged to talk with and read to their children. Children should also be required to answer verbally, not signal or nod their heads to answer.

Puppets easily made from socks, paper plates or popsicle sticks were demonstrated as ways to encourage a shy or withdrawn child to talk. Dolls for boys and girls were also mentioned as ways to encourage conversation in the young child.

Korn provided the parents with a take-home packet of materials and directions for making puppets. Other materials included in the packet were: ready-made reproducibles on following directions, cutting and pasting, coloring, locating a hidden object within a larger picture and same and different.

Evaluation

This workshop concluded with parents requesting that a repeat of this workshop be given to all Pre-kindergarten parents. Some parents

requested that a similar workshop focusing on pre-math skills be planned. Several parents asked to take additional materials from the workshop to their friends.

Pre-Kindergarten Parents Workshop III--
What Do Screenings Tell Us?

Objective

To review the results of the screenings with the participants.

Planning

Plans for this workshop included: 1) conferring with presenters to review and prepare materials and their presentations; 2) arranging to have workshop site available for the workshop; 3) arranging security for the building; 4) contacting custodian so that lights, heat, sufficient tables and chairs would be available; 5) sending reminder notes to parents and Pre-kindergarten teachers regarding the workshop; and making nametags and decorations for the workshop.

Presenters

The psychologist and the speech therapist were the presenters at this workshop. Each member would review their findings and answer any questions parents might have about the screenings, the results and the recommendations made for their children.

Procedure

The theme used for the parent workshops was: "Children are

Number One." Parents were greeted by this researcher as they entered the workshop. Nametags shaped as medals with ribbons (See appendix K) were distributed to each parent. Nametags helped this researcher and the members of the screening team to identify and become reacquainted with the parents.

The foci of this workshop were 1) to reintroduce parents and screening team; 2) to inform parents of the progress of the project; 3) to describe and demonstrate screening procedures and materials used; 4) to answer any questions parents might have regarding the project; and 5) to have parents meet individually with each screening team member to discuss their child's performance on each test.

The day began with thirty minutes for coffee and danish. This allowed extra time for late arriving parents and also time for screening team members and parents already present to participate in casual discussions.

The workshop began with this researcher greeting all in attendance followed by an overview of the screenings and a status report on the total project. Following the introduction each screening team member gave a brief description of the method and materials used by them in their particular screenings. The presentations were further enhanced by demonstrations of an actual testing session. These demonstrations were informative, educational, and helpful to remove some of the mystiques commonly associated with tests.

This workshop was similar to the one presented to teachers as outlined in Workshop VIII for Pre-kindergarten teachers.

Psychologist

The psychologist demonstrated screening procedures, discussed total results and areas of need indicated by tests. Using actual testing materials, volunteer parents participated in a mock testing situation. Based on the responses of the volunteer, the psychologist explained what would be expected of children at a given age. The demonstration was most helpful for parents in that some of the mystique of psychological testing was removed.

Speech Therapist

The speech therapist demonstrated screening procedures, discussed most common speech and/or language problems, and demonstrated some techniques to be used to correct problems.

Part two of the workshop was the individual conference with parents. Prepared packets were given to each parent while waiting for their individual conferences. Included in the packets were: 1) summary sheet of their child's psycho-educational screening and 2) speech/language screening (See appendix J); 3) a reference booklet containing names, addresses and phone numbers of agencies located in the nearby areas which parents might find helpful. Listings for social services, legal aid, counseling, tutorial and medical agencies were included in the reference booklet (See appendix Q); 4) literature on parental involvement in schools, parental support of their child, and on parents sharing learning experiences with their children; and 5) a pre-

school rating and comparison chart which included areas of personal and social development, language and concept development, and physical skill development (See appendix P).

Parents waiting for conferences and those who had completed their conferences were encouraged to look at the many materials displayed in the room. Some of the materials displayed were: books, art supplies, handmade puppets and other items which could be made with pre-schoolers, toys and games to enhance the development of fine and gross motor skills and visual discrimination.

The workshop ended with parents and staff coming together to discuss future workshops. Many parents asked if they could bring other parents to the workshops. The suggestion was acceptable since future workshops would not be directly concerned with discussing individual children.

Evaluation

Parents were very enthusiastic and stated:

- 1) "Can't we have more workshops?"
- 2) "I've never had such a thorough discussion of my child. Thank you."
- 3) "I would like to have my other child tested."

Epilogue

Two months after the conclusion of the screening project, members of the screening team and this researcher were approached by several parents regarding the project. Comments made were:

- 1) "Will there be other workshops for us this year?"

2) "I'd like my child screened this year. I think there is a problem." (Comment was from the parent of a child not selected.)

3) "Thank you for helping me get help for my child. I can see progress already." (Comment from a parent whose child was determined to be severely speech and language impaired. Parent was assisted in locating an appropriate program and in the application process. Child was accepted prior to the beginning of school.)

4) "My neighbor needs help with her child. Can she call you to talk?"

5) "My older child needs something. She seems to be falling further behind in her work. Will you see her and give me some suggestions on how to help her?"

Based on the expressed desire for workshops, additional workshops were planned for Pre-kindergarten parents. Parents requesting assistance with their children were also contacted and given assistance. Teachers at the pre-kindergarten have also requested additional workshops, especially on the use of the I.E.P. and fostering self-esteem in young children. Praise and thanks have been received for the assistance given to many parents in locating and obtaining special services for children.

FOOTNOTES

Chapter IV

1

Joan Cottman, "Pre-Kindergarten Screening and Identification Project," New York, 1986. (Workshop Notes).

2

Barbara Carll and Nancy Richards, One Piece of the Puzzle (Lumberville, PA: Modern Learning Press, 1984), p. 27.

3

Naomi Faust, Discipline and the Classroom Teacher (Port Washington, NY: Kennikat Press, 1977), p. 32.

4

Carll and Richards, One Piece of the Puzzle, p. 28.

5

Margaurite Thompson, "Creativity in the Classroom," New York, 1986. (Taped Workshop).

6

Louis B. Ames et al., Stop School Failure (Flemington, NJ: Programs for Education, 1972), p. 60.

7

Ibid., p. 59.

8

Margaurite Thompson, "Creativity in the Classroom." (Taped Workshop).

9

Joyce Epstein and Henry J. Becker, "Teachers Reported Practices of Parent Involvement: Problems and Possibilities," Elementary School Journal 83 (November 1982): 104.

10

Lilian Katz, Regents/Commissioner's Regional Conferences-- "Education Success for All" (Albany, NY: photocopied, New York Education Department, 1986), p. 4.

11

Lawrence W. Schweinhart and David P. Weikart, "Early Childhood Development Programs: A Public Investment Opportunity," Educational Leadership 44 (November 1986): 10.

12

Louise B. Ames, School Readiness: Ready or Not, Here I Come, produced and directed by Louise B. Ames, 20 min., Gesell Institute of Human Development, 1985, videocassette.

CHAPTER V

RESPONSES TO RESEARCH QUESTIONS, LIMITATIONS AND ADVANTAGES, SUMMARY, RECOMMENDATIONS AND FUTURE IMPLICATIONS

Introduction

The major purpose of this study was to introduce a screening and identification program for pre-school children in the Roosevelt School District to identify students at risk or potentially at risk of school failure and to recommend appropriate services. Research questions were as follows:

- 1) Will school staff voluntarily agree to attend workshops?
- 2) Will Pre-kindergarten teachers agree to participate in the various phases of the study?
- 3) Will Pre-kindergarten parents agree to participate in the various phases of the study?
- 4) Will teachers and parents find the information and activities presented in workshops useful in working with their students?
- 5) Will teachers and parents use information from workshops to better communicate with each other?
- 6) Will teachers use Individualized Educational Plans (I.E.P.) as a guide to providing services to students?
- 7) Will the screening and identification of pre-schoolers benefit students in their educational life?

8) Will Pre-kindergarten teachers use Referral Form to evaluate and refer students?

Surveys were conducted with parents and Pre-kindergarten staff at the beginning of this study and at the end of the study.

The following details the survey questions, answers, when they were administered, and whether they were administered to parents or Pre-kindergarten staff.

Research Questions 4-8 were asked at the completion of each workshop. Additionally, a Follow-up Pre-kindergarten Teachers' Survey of eleven questions and a Follow-up Pre-kindergarten Parents' Survey of eight questions were asked six months after the completion of the study.

Response to Research Questions

All participants were given a survey to complete. Participants were encouraged to provide input and feedback, written and oral, during and following each presentation. The following responses were written by those surveyed:

Question Number 1

Will school staff voluntarily agree to attend workshops? Based on participants' answers, 13 (100 percent) agreed to attend all workshops. With the exception of one, all workshops were held at the Pre-kindergarten school, thus eliminating the need for travel by teachers. In reviewing the attendance at each workshop, participants attended the workshops.

The number of staff members agreeing to participate in the study and to attend workshops is reported in Table I. The purpose of session one was to introduce the study to all staff members in the project and to provide them with a schedule of future workshops.

TABLE I

Number of staff members--15	
Number of staff agreeing to attend sessions	Percent of staff agreeing to attend sessions
13 (6 teachers, 6 aides, 1 administrator)	100%

The Pre-kindergarten staff agreed to attend the workshops scheduled as part of the project. Voluntary attendance at workshops is an indication that there is interest in the particular topic being addressed. Participants (teachers and parents) in this study voluntarily agreed to participate and to continue participation throughout the study.

Some of the positive factors present to substantiate this study were: 1) classroom teachers in need of assistance in coping with children in need; 2) administrators seeking to aid and assist their staffs in providing services as mandated and required by federal and state laws; and 3) parents seeking help for their troubled youngsters.

Some of the possible negative factors present not in support of this project were: 1) teacher resistance to change; 2) teacher

resistance to more paper work to refer a student for a core evaluation; 3) administrators and staff resistance to additional meetings and adjustments to present schedules; 4) administrator resistance to a new project which might be viewed by some as necessary and a waste for children at this age level; and 5) parent resistance to different entrance requirements (screenings).

Question Number 2

Will Pre-kindergarten teachers agree to participate in the various phases of the study? Based on the survey results, 13 (100 percent) agreed to participate in the various phases of the study.

TABLE 2

Attendance of participating Pre-kindergarten staff members
at workshops

Total number of staff members participating in project--13

Sessions	Number of Staff Attending	Percent of Staff Attending
*1	16	100%
2	13	100%
3	12	92%
4	13	92%
5	2	15%
6	13	100%
7	12	92%
8	13	100%

*Regularly scheduled Pre-kindergarten staff meeting required as a contractual obligation. Those in attendance also included the social worker, nurse, and secretary assigned to the Pre-kindergarten.

Based on the outcomes regarding attendance it was concluded that:

- 1) 100 percent of the staff was exposed to a minimum of four sessions;
- 2) attendance remained relatively constant as the sessions progressed;
- and 3) attitudes of staff members became more positive as workshops progressed.

Question Number 3

Will Pre-kindergarten parents agree to participate in the various phases of the study? Based on the survey results, 17 parents agreed to participate in the various phases of the study.

TABLE 3

Attendance of Pre-kindergarten parents at workshops

Total number of parents participating--17	
Session	Number of Parents Attending
1	17
2	17
3	17

Based on the attendance at the workshop, it was concluded that parents were interested in the study, the topics being presented and thus, they attended the workshops.

Question Number 4

Will teachers and parents find the information and activities introduced in the workshops useful in working with students? Based on

the number of participants surveyed, 100 percent of the participants indicated they found the information and activities useful.

Table 5 details the responses to the above question by parent and teacher participants. Information on each student screened was compiled and reviewed with each teacher by screening team members. Individual parent and teacher conferences were held to discuss specific activities to use with each child.

TABLE 4

Summary of responses to question 4

Workshops 1-8 were for Pre-kindergarten teachers. Sessions 9-11 were for Pre-kindergarten parents.

Workshops	Number of Participants	Responses		
		Not useful	Somewhat useful	Very useful
1	16	0	4	12
2	12	0	2	10
3	12	0	0	12
4	12	0	2	10
5	2	0	2	0
6	35	0	0	35
7	12	0	0	12
8	12	0	1	11
9	17	0	1	16
10	17	0	0	17
11	17	0	4	13

Based on the feedback gathered at each session, the majority of participants believed that the information and activities presented at the sessions were useful. Information regarding whether teachers actually used the information and activities presented could not be

obtained due to time constraints. Therefore, this researcher relied solely on each teacher's statement regarding use or nonuse of the workshop information.

Question Number 5

Will teachers and parents use information from workshops to better communicate with each other? Based on the number of parents and teachers participating, the answer was "yes." Teachers and parents were receptive to the presentation of ideas on effective communication and stated they would try some of the suggestions in future communications.

Question Number 6

Will teachers use an Individualized Educational Plan (I.E.P.) as a guide to providing services to students? Four out of six teachers reported they found using the I.E.P. helpful in planning and tracking services to identified students.

Question Number 7

Will the screenings identify pre-schoolers in need of assistance? The screening process identified 18 pre-schoolers in need of assistance. A complete breakdown of all screened children can be seen in appendix J.

Question Number 8

Will Pre-kindergarten teachers use the Teacher Rating Scale to evaluate each student? All responded "yes." Answers were as

follows: from the Director of the Pre-Kindergarten, the Scale would

- 1) "A quick way to review/rate a student."
- 2) "The checklist is complete--saves time."
- 3) "Parents will be able to understand us better when we tell them about the strengths and weaknesses of their child."

Based on the number of responses from teachers and the Director of the Pre-kindergarten, the Teacher Rating Scale would become an integral part of the records forwarded to kindergarten teachers.

Question Number 9

Overall, how would you rate the workshops and materials presented?

TABLE 5

Summary of responses to question 9

Number of responses--15
Pre-kindergarten staff

Not useful	Somewhat useful	Very useful
0	3	12

Based on the information reported, the majority of participants believed that the information contained in the workshops was useful and could be used in improving services and education of pre-school students at home and at school.

Pre-kindergarten Teachers Survey--A Follow-up

The following results were compiled from thirteen responses:

Question #1--Which workshop(s) did you find most helpful?

Answers:

- | | |
|------------------------------------|---|
| 1) Creativity in Classroom | 6 |
| 2) Communicating with Parents | 6 |
| 3) Screening/Psychological Testing | 1 |

Question #2--Which workshop(s) did you find least helpful?

Answers:

- | | |
|---|----|
| 1) Screening/Social Worker presentation | 10 |
| 2) Pre-reading skills | 3 |

Question #3--Regarding materials presented at the workshops:

Which materials did you find most useful for your class?

Answers:

- | | |
|--|----|
| 1) Books and materials from Thompson's workshop | 10 |
| 2) I.E.P. design | 2 |
| 3) Books and materials from Webb's workshop on reading | 1 |

Question #4--Which materials did you find useful for your class?

Answers:

- | | |
|------------------------------|----|
| 1) Speech screening material | 11 |
| 2) I.E.P. | 2 |

The speech presentation was rated least useful, not because of the presentation, but because teachers felt they could not implement the exercise in their classes successfully.

Question #4a--How would you rate your teacher/parent contacts since the workshops?

Answers:

No change	3	Same	2	Better	8
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Question #6--What information presented in the workshops have you found useful in your parent contacts?

Answers:

- 1) Suggestions on activities to use to encourage parents to visit school more.
- 2) Happy-News Mailgrams for children.

Question #7--Regarding the introduction and use of an Individualized Education Program (I.E.P.): Are you using the IEP with students who participated in the study?

Answer--Yes responses were received from all 13 respondents.

Question #8--Do you find the I.E.P. helpful, not helpful?

Answers:

Helpful	10
Not helpful	3

Question #9--Would you use it with your total class? If yes, why? If no, why not?

Three responded "no," giving such comments as "too much work," "not enough time," and "still can't see the need or reason for it--probably need more help on using it."

Nine responded "yes," offering such reasons as "a good way of showing parents progress of their child," "makes planning somewhat easier," and "parents can see in writing what their child is doing or not doing in class."

Question #10--Would you again refer other students, via the model presented in the study? Why or why not? All respondents answered positively.

Reasons: 1) Immediate action and services were obtained.

2) Finally the focus is where it should be--at the Pre-kindergarten.

Question #11--Would you participate again in similar workshops? Why or why not?

There were eleven positive responses. They included as reasons "for the sharing and meeting of professionals in the early childhood area," and "to grow and learn."

Two responded "no," offering as reasons "too time consuming," and "administration needs to change and support us before any new ideas are implemented."

Follow-up Survey for Parents

A follow-up survey for parents was conducted six months after the completion of the project. A total of eighteen surveys were distributed (representing the eighteen families). Responses were received from twenty parents (two families in which two parents participated). The following details the responses for question #1.

Question #1--Which workshop did you find most helpful?

	Total Response
Workshop #2--Pre-kindergarten Parents Workshop on Pre-reading	12
Workshop #3--Pre-kindergarten Parents Workshop--What Do Screenings Tell Us?	3
All workshops were helpful (write in answer)	3
Workshop #1--Pre-kindergarten Parents Workshop--Introduction to Project and Screening Team	2

Question 2--Which workshop did you find least helpful?

	Least Helpful	Total Response
Workshop #1		12
Workshop #2		4
Workshop #3		4

Question #2--Which materials did you find least useful for your child?

Materials on Reading	7
Teacher/Parent Communication	6
Materials on Speech	4
No response	3

Question #5--Would you participate again in a program and workshop similar to the one given?

All responded "yes," giving such reasons as "very informative," "help was provided for our children," and "parents were part of workshop and study as partners."

Question #6--Would you recommend other parents to participate in a Screening and Identification Program such as the one in which you have participated? If yes, why? If no, why not?

All responded "yes," giving such reasons as "help was offered to us," "it was informative," "I learned about psychological testing," and "all the children could be helped if more parents came."

Question #7--Do you see a need for future workshops?

All responded "yes," giving such reasons as "parents and teachers need to begin to work together," and "interested in other topics of interest to use in my class."

Question #8--What topics would you like included in future workshops?

"There needs to be more workshops on various topics of importance to pre-kindergarten students and staff such as art activities, movement for young children, more interesting math activities."

Limitations/Advantages

Some of the limitations and advantages during this study were as follows:

I. Working and conducting a study within the same district.

Limitations--1) difficult in that being familiar with the schools and personnel can possibly result in not being as objective and non-bias as necessary.

Advantage--1) One can rely on acquaintances and colleagues for assistance and support of your study.

2) Participants are more willing to express and share their personal thoughts regarding the project and the needs of the students and school.

3) Access to needed secretarial help for copying and organizing materials, mailing mail and phone contacts.

II. Conducting study using a small number of participants in a small setting.

Limitations--1) Results obtained are limited.

Advantages--1) Small settings with a small number of participants allows one to become familiar with all the participants and the setting.

2) Beneficial in that study is localized thus making it easier to make contact with participants.

3) Travel time to and from various workshop sites is minimal.

Throughout this study the researcher continually balanced the possible biases of her role as administrator/observer with staff relationships that were both personally and professionally more lasting and extensive than this project. As with any case study, the researcher had an obligation to reflect on biases and outcomes that reflect the interactions shaped by the researcher's views and motivation. Because so much of school improvement and the creation of a positive climate relates to staff agreement around the mission of the school and high expectations for student achievement, that understanding is key for all meaningful staff development efforts. In other words, the close relationship between the issues of the need for services at the Pre-kindergarten allowed the researcher a degree of credibility that outsiders could not match.

As a second safeguard against any researcher's limited personal and organizational perspectives, this study continually emphasizes the

underlying processes of staff development and organizational change. Although some features in this setting may remain embedded in the shared assumption that educators ordinarily make about learning, teaching and schools, an emphasis on interaction behaviors suggests that the project is less a simple recipe for change than a way to understand student and teacher empowerment.

A multitude of educational situations have shown that a curriculum designed and pushed by an evaluator can almost always demonstrate some observable positive impact, although other schools or teachers find difficulties in replicating the curriculum or its effects. This suggests that the process of implementation may matter more than the content of the proposed innovation. Thus, the content of workshops and evaluative responses are reported not as a proof that others could or should imitate the researcher, but in order to suggest how other teachers in other buildings might organize and implement professional development and school improvement projects by utilizing resources and skills ordinarily available in any school and local district.

Recommendations

Based on my experiences in planning, implementing and evaluating this staff development project, the following guides are important.

- 1) Gain support of administrators prior to initiation of project.
- 2) Conduct all workshops at the site nearest and most convenient to participants.
- 3) Inform all prospective participants of the goals and objectives of the project, so that they "buy in" to the idea of the

project. 4) Select screeners who believe in the concept of the project and support the idea of screening of pre-school children. 5) Select presenters who are knowledgeable in their respective areas, are enthusiastic in their presentations, and provide hands-on, practical experiences. 6) Presenters should also have had actual experience (i.e. spent time in their particular field) in their area of expertise, so that they will not be presenting just a theoretical approach to the problem. 7) Planned workshops that require participants to respond to activities rather than passively sit are most effective. 8) Provide promised services as soon as possible after assessments have been completed. Provide realistic suggestions for teachers to use with the particular problems they are facing. 10) Continue contact and continuity of services after the project has ended.

Future Implications

A screening and identification program is effective only if it is designed to meet the particular needs of individuals in a specific place and time. By providing adequate documentation to support reasons for screening and identifying students early, parents and teachers will be able to assist students in achieving school success.

Workshops planned as a result of a needs assessment are more successful if 1) they address a particular need; 2) they are agreed on by prospective participants; 3) participants are provided hands-on, practical activities which can be readily used.

Conclusions

As a result of this project, expanded psychological, speech and social worker services are available for Pre-kindergarten children. Pre-kindergarten teachers and parents became more willing to refer students for screenings and more comfortable about asking for assistance from persons other than their immediate colleagues. Screening team members and this researcher have been requested by teachers to observe a particular child and to suggest ways to address a specific problem. Parents have also contacted members of the screening team and this researcher for assistance and information regarding specific problems.

The Pre-kindergarten now uses a modified version of the rating scale presented by this researcher as part of the files they forward to receiving kindergarten teachers. Parents have requested a written report which would be distributed at intervals during the school year, and an Individualized Educational Plan (I.E.P.) was suggested as a basis for recording and reporting each student's progress.

The focus of early identification and screening is not just to document or confirm developmental deficits but to provide information useful for preventing or reducing later school problems. Screenings are prerequisite for educational program planning and a technique for identifying children who might experience some failure in school. They also can provide feedback to parents on how their child is performing as compared to other children of the same age.

Staff Development was defined by Joseph F. Rogus as "a commitment to the growth of others" and by Leslee J. Bishop as "the educational

improvement of the local school system."² This project began as a result of perceived and expressed needs at the Pre-kindergarten and in an effort to improve the total program and services available at the Pre-kindergarten. Workshops in addition to those planned by this researcher as part of the project were given on topics requested by the Pre-kindergarten staff. Based on the comments received from teachers and parents, students have progressed as a result of the services provided. Teacher implementation of suggested ideas presented in the workshops has resulted in a renewal of their interest in the profession. There is more positive parent-teacher contact and more parent interest and participation in the school and with their children.

After conducting this project, this researcher concluded that there are benefits to conducting a study as an insider. First, obtaining the cooperation of parents and staff was easier because the researcher and screening team members were known to both groups and a certain credibility and relationship already existed. Second, because the resources were limited, the researcher could call on colleagues for assistance. Third, participants and families could call on the researcher and the screening team for additional assistance after the project ended. Fourth, the combination of presenters--peers and professionals--was effective because of the different viewpoints and ideas shared. Exchanging ideas and knowledge with a colleague who had experienced some of the same frustrations was important because teachers

could hear how a peer could develop an exemplary program with limited resources.

Through staff development, which required personal and professional commitment, participants responded to the needs of the district. Staff and students participated in a school improvement project that aimed to benefit students and their families. Through this project, teachers and others have felt empowered to sustain school improvement.

FOOTNOTES

Chapter V

1

Robert C. Colligan, 90th Annual Meeting of the American Psychological Association, "Prediction of School Performance from the Minnesota Child Development Inventory: Implications for Preschool Screening" (Washington, DC: photocopied, American Psychological Association, 1982), pp. 23-27.

2

Joseph F. Rogus, "Building an Effective Staff Development Program: A Principal's Checklist," NASSP Bulletin 4 (March 1983): 16, and Leslee J. Bishop, Staff Development and Instructional Improvement, (Boston: Allyn and Bacon, 1976), p. 268.

A P P E N D I C E S

APPENDIX A

NEEDS ASSESSMENT

The purpose of this Needs Assessment is to ascertain the need for a screening program for Pre-Kindergarten students. The proposed program would screen Pre-Kindergarten students in the areas of speech and language, hearing, psychology and education.

To maintain your anonymity, please do not place your name or any other identifying marks on the survey.

1. Do you feel screening of Pre-Kindergarten children would benefit all children?

Yes _____ Why?

No _____ Why not?
2. Do you feel screening would enable teachers to plan a better program for the child?

Yes _____ Why?

No _____ Why not?
3. For a child entering your class, would you find information regarding a child's health, family and present academic readiness helpful?

Yes _____ Why?

No _____ Why not?
4. Would this information increase your effectiveness as a teacher if it were available to your?

Yes _____ Why?

No _____ Why not?
5. This year, how many students presently in your class, have you, or will you refer for additional services in the areas of speech/ language, social work, psychological testing, educational, labs (math, reading, etc.)? _____

6. Can you think of any other areas that need to be addressed in a screening program? Please list:

7. Would you like to see Kindergarten students grouped according to ability as determined by a screening program?

Yes _____ Why?

No _____ Why not?

APPENDIX B

LETTER TO PARENTS

January 21, 1986

Dear Parent:

Your child has been selected to participate in a school based project being conducted at the Pre-Kindergarten site. The purpose of this project is to increase the students' potential for learning.

A meeting has been scheduled for Fri. Jan. 24th-10:30 a.m. at Pre-Kindergarten for all parents of selected students to discuss, explain and answer any questions you might have regarding this project.

We must have your written permission for your child to participate. Please sign and return the enclosed form with your child by Friday January 24, 1986 indicating your decision.

Thanking you in advance for your support and cooperation.

Sincerely,

Mrs. Joan M. Cottman,
Project Director

Mrs. Josie Mitchell
Dir., Pre-Kindergarten

APPENDIX C

CONSENT FORM/REASON FOR STUDY

Dear Parent:

I am a doctoral student at the University of Massachusetts. As part of my dissertation I will be working with students, staff and parents at the Pre-Kindergarten School. You and your child have been selected to participate in this school based project.

The purpose of this project is to increase students' potential for learning and school success. There will also be scheduled parent meetings at which time the members of the screening team will share important information with you regarding your child. Your input, participation, and perceptions regarding the project and other aspects of this program will be recorded via tape and/or survey forms. This information will be transcribed and may be used as part of my dissertation.

All members of the screening team are staff members of the Roosevelt School District. They are: Kevin Stack, Psychologist; Arnetta Simmons, Speech/Language Therapist; Gloria Stubbs, Social Worker; Terry Fisher, Nurse; and Joan Cottman, Project Coordinator (employed as Director of Pupil Personnel Services in the Roosevelt School District).

This study will include screening evaluations in the following areas:

- a. Education
- b. Medical
- c. Psychological
- d. Speech/Language/Hearing
- e. Social & Developmental History

You are under no obligation to participate. Participation is voluntary. You may withdraw your consent at any time. In writing my dissertation, I will not use your name, the name of your child, or other family members.

Thanking you in advance for your support.

CHILD'S NAME:

PARENT OR GUARDIAN:

Please indicate your decision by checking one of the following:

☐ I consent

☐ I do not consent

Signature

Please return form to Pre-Kindergarten
with your child.

APPENDIX D

PRE-SCHOOL SCREENING & IDENTIFICATION PROJECT
FEEDBACK/INPUT ASSESSMENT FORM

Workshop Presenter:

Date:

I. Feedback

I would appreciate your frank assessment of today's workshop so that future sessions can be planned to meet your needs.

A. The session on the whole was:

1. not useful
2. somewhat useful
3. very useful

B. The activity or discussion I found most useful was:

C. The activity or discussion I found least useful was:

II. Input

A. In future sessions I would like the following questions and/or concerns addressed:

B. Comments:

APPENDIX E

STUDENT REFERRAL FORM

Child's Name _____ D.O.B. _____
 School _____ Teacher/Observer _____ School Year _____
 Date of Observation _____

Check the appropriate situation and/or behavior. In parentheses note if with teacher (T) or Teacher's Aide (A).

Structured Group _____
 1. _____ Alone ()
 2. _____ Small Group ()
 3. _____ Large Group ()

Unstructured Group _____
 4. _____ Alone ()
 6. _____ Small Group ()
 7. _____ Large Group ()

A. Involvement with activity

1. Does child understand what she/he is doing?
2. Is she/he discovering?
3. Is she/he doing the activity at random?
4. Is she/he able to carry out steps required?

Yes No Sometimes

Comments:

B. Involvement with Children

1. Is an attitude of cooperation apparent?
2. Is sharing apparent?
3. Does child appear to lead, follow, both? (Circle one.)
4. Does child want his own way a great deal?
5. Is there any physical contact which is disturbing to other children?
6. Does child always interact with one child?

Comments:

	Yes	No	Some- times
C. Involvement with Teachers and Assistants/Aides			
1. Is child independent in the activity? (Carrying out directions with confidence)			
2. Is child dependent, asking for help continuously?			
3. Does child watch and listen to the adult?			
4. Does child try to manipulate the adult?			
5. Is child passive, not involved?			
Comments:			
D. Academic abilities noted in any group situations			
a. Gross Motor Activity (running, walking, large block building, throwing, catching, etc.)			
1. Does child have difficulty in any above (or other) activities?			
Comments:			
E. Fine Motor Activity (visual-motor) (painting, drawing, cutting, pasting, bead-stringing, clay, puzzles, eating, etc.)			
1. Does child have difficulty in any above (or other) activities?			
Comments:			
F. Expressive Language			
1. Does child exhibit inappropriate patterns for age:			
Comments:			

G. Speech

1. Does child exhibit unclear speech?

Comments:

H. Auditory Abilities--Does child have difficulties in auditory areas of:

1. Reception/Discrimination
2. Association
3. Memory/Sequencing
4. Closure
5. Distractibility

Comments:

I. Visual Abilities--Does child have difficulties in the visual areas of:

1. Reception/Discrimination
2. Association
3. Memory/Sequencing
4. Closure
5. Distractibility

Comments:

F. On the following items circle the number which best describes this child:

	Not a Problem	Sometimes a Problem	Serious	Very Serious Problem
1. Disruptive in class	1	2	3	4
2. Withdrawn	1	2	3	4
3. Underachieving (not working to ability)	1	2	3	4
4. Fidgety, difficulty sitting still	1	2	3	4
5. Shy, Timid	1	2	3	4
6. Disturbs others while they are working	1	2	3	4
7. Anxious	1	2	3	4
8. Poor concentration, limited attention span	1	2	3	4
9. Constantly seeks attention	1	2	3	4
10. Nervous, frightened, tense	1	2	3	4
11. Difficulty following directions	1	2	3	4

	Not a Problem	Sometimes a Problem	Serious	Very Serious Problem
12. Overly aggressive to peers (fights)	1	2	3	4
13. Does not express feelings	1	2	3	4
14. Poorly motivated to achieve	1	2	3	4
15. Defiant, obstinate, stubborn	1	2	3	4
16. Unhappy, depressed, sad	1	2	3	4
17. Learning academic subjects	1	2	3	4

	Not at All	Sometimes	Well	Very Well
18. Well behaved in school	1	2	3	4
19. Completes work	1	2	3	4
20. Accepts things not going his/her way	1	2	3	4
21. Has many friends	1	2	3	4
22. Follows directions	1	2	3	4
23. Comfortable as a leader	1	2	3	4
24. Works well without adult support	1	2	3	4
25. Mood is balanced and stable	1	2	3	4
26. Tries to help others	1	2	3	4
27. Functions well even with distractions	1	2	3	4
28. Accepts imposed limits	1	2	3	4
29. Participates in class discussions	1	2	3	4
30. Interested in school work	1	2	3	4
31. Copes well with failure	1	2	3	4
32. Has a good sense of humor	1	2	3	4
33. Generally relaxed	1	2	3	4
34. Well liked by classmates	1	2	3	4
35. Functions well--unstructured situation	1	2	3	4

Comments:

APPENDIX F

BOOK LIST

The following books are some which depict positive images of Black and other minority children.

Lindamichelle Baron, The Sun Is On
Harlin Jacque, Medford, NY, 1981

Crosly Bonsall, The Case of the Hungry Stranger
Harper & Row, NY, 1966

Barbara Brenner, Barto Takes the Train
Harper & Row, NY, 1968

Jeannette Caines, Abby
Harper & Row, NY, 1973

Jeannette Caines, Chilly Stomach
Harper & Row, NY, 1987

Jeannette Caines, Daddy
Harper & Row, NY, 1977

Jeannette Caines, Just Us Women
Harper & Row, NY, 1982

Lucille Clifton, Everett Anderson's Friend
Holt, Rinehart & Winston, NY, 1976

Sue Felt, Rosa Too Little
Scribner, NY, 1963

Ezra Jack Keats, The Snowy Day
Viking, NY, 1962

Ezra Jack Keats, A Letter to Amy
Harper & Row, NY, 1967

Ezra Jack Keats, Peter's Chair
Harper & Row, NY, 1967

Ezra Jack Keats, Pet Show
Macmillian, NY, 1972

Leo Politi, Moy Moy
J. Scribner, NY, 1960

Ann Herbert Scott, By Cowboy Western
Lothrop, Lee & Shepard, NY, 1965

John Steptoe, Mufaro's Beautiful Daughters
Lothrop, Lee & Shepard, NY, 1958

John Steptoe, Stevie
Harper & Row, NY, 1969

John Steptoe, Train Ride
Harper & Row, NY, 1971

Margaurite C. Thompson & June Daniels Douglas, Around Our School
N.Y. City Board of Education, NY, 1983

Vera B. Williams, Cherries & Cherry Pits
Greenwillow Books, NY, 1986

APPENDIX G

COMMUNICATION EXERCISE

Communication!!

MEMORANDUM #1

FROM: Superintendent
TO: Assistant Superintendent

Next Thursday at 10:30 A.M. Halley's Comet will appear over this area. This is an event which occurs only once every 75 years. Call the school principals and have them assemble their teachers and classes on the athletic fields, and explain this phenomenon to them. If it rains, then cancel the day's observation, and have the classes meet in the auditorium to see a film about the Comet.

MEMORANDUM #2

FROM: Assistant Superintendent
TO: School Principals

By order of the Superintendent of Schools next Thursday at 10:30 Halley's Comet will appear over your athletic field. If it rains, then cancel the day's classes and report to the auditorium with your teachers and students where you will show films, a phenomenal event which occurs every 75 years.

MEMORANDUM #3

FROM: School Principal
TO: Teachers

By order of the phenomenal Superintendent of Schools, at 10:30 next Thursday, Halley's Comet will appear in the auditorium. In case of rain over the athletic field the Superintendent will give another order; something which occurs only every 75 years.

TEACHERS TO STUDENTS #4

Next Thursday at 10:30, the Superintendent of Schools will appear in our school auditorium with Halley's Comet: something which occurs every 75 years. If it rains, the Superintendent will cancel the comet and order us all out to our phenomenal athletic field.

STUDENTS TO PARENTS #5

When it rains next Thursday at 10:30 over the school athletic field, the phenomenal 75 year old Superintendent of Schools will cancel all classes and appear before the whole school in the auditorium accompanied by Bill Halley and the Comets.

[author unknown]

APPENDIX H

SAMPLE OF HAPPY GRAM

GOOD NEWS !!




Teacher

Class

APPENDIX H

ROARING WITH PRIDE!

TODAY



Date _____

Student's Name _____

Teacher _____

Class _____

SAMPLE OF HAPPY GRAM

APPENDIX H



HEAR YE! HEAR YE!

TODAY

Date _____

Student's Name _____

Teacher _____

Class _____

SAMPLE OF HAPPY GRAM

APPENDIX I

SOCIAL AND DEVELOPMENTAL HISTORY FORM

Date _____

Interviewer _____ Interviewee _____

NAME OF STUDENT _____ Birthdate _____ Place _____

Address _____

Telephone _____ Bus. Tel. Mother _____ Bus. Tel. Father _____

Father's/Guardian's Employment _____

Mother's/Guardian's Name _____

Mother's Maiden Name _____

Mother's/Guardian's Employment _____

Siblings and their ages--Star * if living in home:

Persons residing in home not listed as siblings (above):

I. Reason for referral

II. Developmental History

A. Pregnancy

Planning

Attitudes towards pregnancy

Type of delivery

Complications if any

B. Feeding

Type of feeding

Problems if any

C. Toilet Training

Age when trained

Bladder - day, night

Regressive episodes

D. Locomotion

Walked at what age

Degree of activity

E. Speech Development

Talked at what age

Problems if any

III. Medical History

A. Diseases

B. Serious Illnesses

C. Surgery

D. Physical disabilities

Medical history (continued)

E. Has child ever been (or is presently) in counseling or therapy?

Yes _____ No _____

When (date) _____ Where _____

Therapist/Counselor _____

F. Is child presently on medication? Yes _____ No _____ Type _____

Reason for medication _____

Practitioner to whom child is known _____

Address _____

Phone number _____

APPENDIX J
SCREENING SUMMARY

STUDENT: _____

DATE: _____

D.O.B. _____

AGE: _____

PSYCHO-EDUCATIONAL - Screener:

SPEECH/LANGUAGE - Screener:

VISION - Screener:

HEARING - Screener:

SOCIAL WORK - Screener:

SCREENING SUMMARY

At the joint meeting with the researcher, the psychologists, speech therapist, and social worker, the following details a summary of the number of students determined to be in need of services, the outcomes of the screenings and the recommendations made to parents and teachers.

Number of Students Referred to Out-of-District Speech Services.....4

Number of Students Referred for Complete Psychological Evaluation.....6

Number of Students Referred for In-District Speech Services.....7

Number of Students Referred for Health Related Problems.....1

(J continued)

PRE-KINDERGARTEN SCREENING AND IDENTIFICATION PROJECT
PSYCHO/EDUCATIONAL SCREENING SUMMARY

Total Number Students in Program - 20

Total Number Students Completing Program - 18

Tests Administered: Beery Developmental Test of Visual Motor Integration
McCarthy Screening Test

PSYCHO/EDUCATIONAL EVALUATION SUMMARY

Chronology:

Age of Testing	Number of Students Tested
5.1	1
5.0	2
4.11	1
4.9	1
4.8	1
4.6	1
4.5	3
4.2	1
4.2	1
4.1	3
3.11	1
3.10	1
3.5	1
3.3	1
	18 Total Tested

(J continued)

Draw A Design: As rated by the McCarthy Screening Test

Number of Students Passed	Number of Students Failed
16	2

Risk Factors: As rated by the McCarthy Screening Test

Number of Students at Risk	Number of Students Not at Risk
10	8

Visual Motor Integration: Beery Development Test of Visual Motor Integration

Delay -

Number of Students	Months Delay
1	1
2	4
2	5
1	6
2	7
1	8
1	9
2	10
2	11
1	13
1	14
1	15

(J continued)

VERBAL MEMORY:

TEST	NO. PASSED	NO. FAILED	TOTAL TESTED
Verbal Memory	5	11	16
Draw a Design	14	2	16
Number Memory	10	6	16
Concepts Group	6	10	16
Leg Coordination	10	6	16

PRE-KINDERGARTEN SCREENING IDENTIFICATION PROJECT

SPEECH/LANGUAGE SCREENING SUMMARY

Total Number Students in Program	-	20
Total Number Students Completing Program	-	18

Test Administered: Cambridge Kindergarten Screening Test

Areas of Need	No. of Students
Severe Speech/Language	2
Mild Speech/Language	4
Language Deficits	1
Hearing Deficits	1
Dental Work Needed	1
Maturation Lag Noted - Follow-up Needed	2
No Deficits Noted	7

APPENDIX K

SPEECH AND LANGUAGE DEVELOPMENT WORKSHOP

SOUND ACQUISITION

Generally, children should make the following sounds correctly by the ages indicated:

Age:

3 to 4 years m, b, n, t, p, d, k, g, w, h and vowels

5 to 6 years sh, ch, l, l blends

7 years v, j, th, s, z, r, s blends, r blends

VOCABULARY AND SENTENCES

Age:

12 to 18 months first words

2 years 2-word sentences

3 years 3-to 4-word sentences 400- to 900-word vocabulary

5 years 5- to 6-word sentences 1500 to 2500 words

After age 5, the child rapidly advances. The child understands many more words than he can say. These are general guidelines. Children will vary.

FLUENCY

Hesitations in speech are normal from ages three to six. Listen to your child, encourage and praise him. Don't correct him or appear anxious about his speech. Don't make him speak or recite before strangers or visitors. Let him do so if he wishes, but only then. Try to keep your own speech clear and unhurried. If you are very concerned, consult a speech and language pathologist for help.

WHAT PARENTS CAN DO

1. Talk to your child about everything. Children need a lot of verbal stimulation from infancy on. Play games with sounds and words. Your children pick up most of their vocabulary from you.

2. Listen to your child and expand on his language. Use well-formed sentences that are a little longer than his. Use new vocabulary.

Child: "Truck broke." Parent: "The truck is broken. It needs a new windshield."

3. Read to your child frequently. Talk about pictures and situations in books. Your child learns new vocabulary, concepts and the patterns of language from being read to. Read cereal boxes, signs, everything. Use the library and make reading a part of your daily home life.

4. Play games with your child. He can learn coordination, how to follow rules, how to communicate with others, and new concepts.

5. Play hospital, zoo, store, barber shop, restaurant or airport with your child. Use puppets. These activities develop creativity and help your child learn about life situations.
6. Classify. Help your child make scrapbooks or sort things so he'll learn concepts of color, size, matching, comparisons, and so forth.
7. Provide new experiences. Take field trips, make things, cook, do science experiments. Involve your child in daily activities. Talk about all of these.
8. Use television to its best advantage. Limit its use to good programs and spend more time in family interaction.
9. Make language and speech fun for your child. Reinforce his attempts and praise him.
10. Concerning your child's speech and language attempts, don't allow other family members to tease, make fun of, imitate, or label him.

MATERIALS AND OBJECTS TO TEACH SOUNDS

MATERIALS FOR LARGE LETTERS

A animals	N nail, nuts
B beads, buttons, balloons	O oatmeal
C candy	P popcorn, pencils, pennies
D dimes, dirt, dice	R rice, rocks, ribbon, raisins
E eggshells	S salt, seeds, soap
F feathers, fur	T toothpicks, tissue, tape
G gum (sticks), glitter	U umbrellas (paper party favors)
H heart stickers, houses (like from Monopoly set)	V valentine stickers
I ink	W wire
J jacks, jelly beans	X x-ray (ask your dentist for old ones)
K keys	Y yarn
L leaves, lace	Z zippers, zeros
M marbles, matches	

RHYMING OBJECTS (Use old toys, pictures, or make objects from paper)

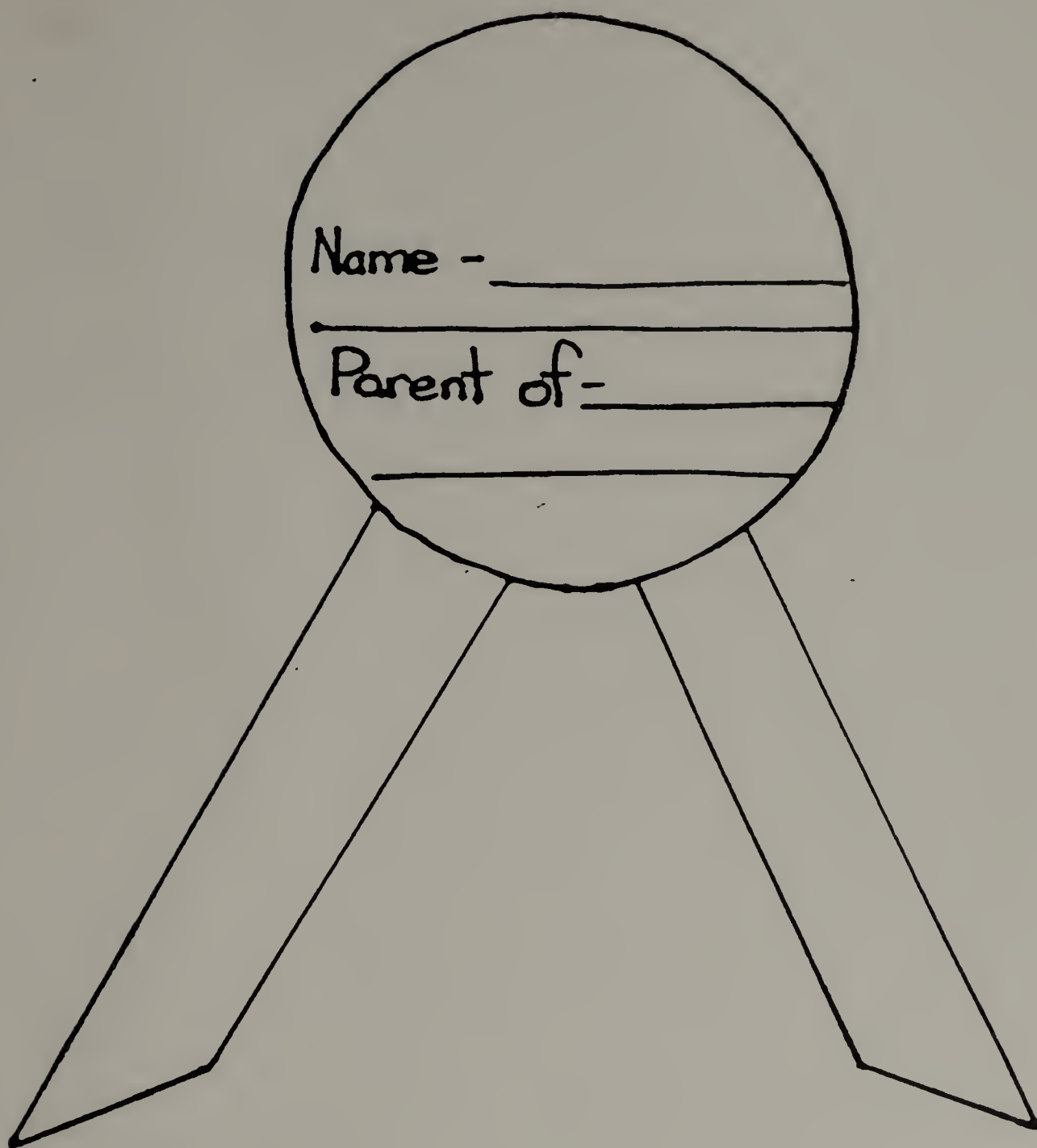
stamp - clamp	dice - rice	rag - flag	mail - nail
chain - train	snake - cake	thread - bed	star - car
shell - bell	hen - pen	ring - string	tire - wire
skirt - shirt	boat - coat	lock - sock	book - hook
bug - rug	moon - spoon	man - fan	bunny - money
fork - cork	gun - sun	house - mouse	

NEEDS IN LANGUAGE DEVELOPMENT

1. Reason to use language
2. Confidence in self as a communicator
3. Vocabulary and concept development
4. Knowledge of sound-symbol relationships
5. Use of questions to obtain information
6. Use of correct grammar
7. Expansion of language forms
8. Increased comprehension
9. Interpersonal communication
10. Associative language (relationships, analogies, inferences, categorizing)
11. Other language skills (auditory attention span, auditory memory, listening skills, following directions)



APPENDIX L
NAMETAG PATTERN



APPENDIX M

INDIVIDUALIZED EDUCATION PLAN

Date_____

INDIVIDUALIZED EDUCATION PLAN for:_____

Child's Name:_____

Parent/Guardian:_____

Address:_____ Phone: (home)_____ (work)_____

School:_____ Class:_____ Teacher:_____

Present Level of Educational Performance:_____

Long-Term Objectives:

Short-Term Objectives:

APPENDIX M

INDIVIDUALIZED EDUCATION PLAN

Date _____

Individualized Education Plan for: _____

Child's Name: _____

[illegible]

CHILDREN ARE OUR BUSINESS

APPENDIX N

*Pre K Parent Workshop
May 10, 1986*

•Improving School Success•

Presenter: Gloria Donohue
Roosevelt Public Schools



PRE-READING WORKSHOP FOR PARENTS

Joan Cottman, Project Director



BEFORE YOU USE THIS BOOK PLEASE READ



1. Have Fun With Your Child as you help him/her grow. This booklet was developed to give you and your child pleasant learning projects as you share quality time together.
2. Set aside a time during the day when you and your child can comfortably share together. If your child is enthusiastic and wants to continue a longer time then continue.... Stop before your child becomes restless, tired or bored.
3. Don't make your child choose between something he enjoys; let each activity fall in the right place in his/her daily life.
4. When the child finds learning to be an enjoyable experience he/ she becomes successful. Praise your child often for work well done- picking up after him/herself is a great starting place. Your child should see your pride in each gain he makes.
5. As you sit beside your child have him read aloud while you listen. Picture books are a good starting place reading pictures builds confidence and a love of reading.
6. You might want to read short stories and have your child retell the story before bed.
7. The library is a great place to develop good reading habits. Allow him/her to select his own book- this will motivate and provide many opportunities for growth.
8. Model some of the TV Children Programs, you will learn how to keep your child's interest and enrich his skills.
9. Be PATIENT! remember learning doesn't always happen quickly or in a steady day-by-day fashion. Look for opportunities in every situation. Be Positive!
10. REMEMBER: Your child develops habits from you if you enjoy reading, studying, counting your child is soaking up attitudes and patterns. Send messages of School Success!

APPENDIX N

GROCERY STORES ARE GAME ROOMS

Matching Labels

Match labels from cans
that are alike in color
or brand name etc.

Shopping Spree

You can recognize sounds from labels on
the shelf. Beginning is easy . . say, "In
my shopping cart is pudding, pancakes, pie
. take turns naming things having the
same beginning, middle or ending sounds.
Be careful to use one position at a time.

Dictation

Try dictating your shopping list
to your young adult, then have him/
her estimate the total... Winner
gets a treat.

Compound Words can be hard to find and
a bit of a challenge to the intermediate
or older young person. See how many you
can find

AT THE FOOD STORE

Rick is shopping for his mother. He does not know where to find things. Help Rick by showing him where to find the different kinds of food. His list is at the bottom of the page. Write the correct letter in front of each food on Rick's list.



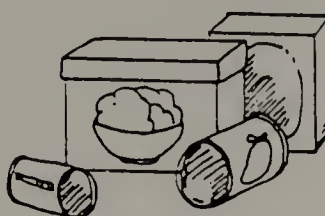
A

Dairy Foods



B

Frozen Foods



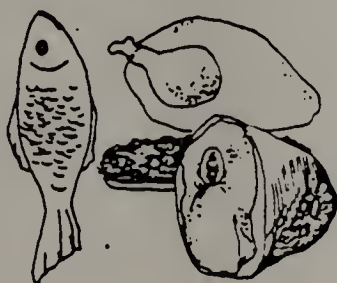
C

Fresh Fruits and Vegetables



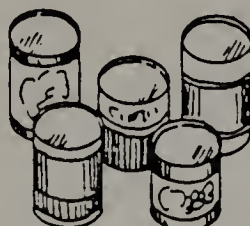
D

Meats and Fish



E

Canned Food



F

Bakery



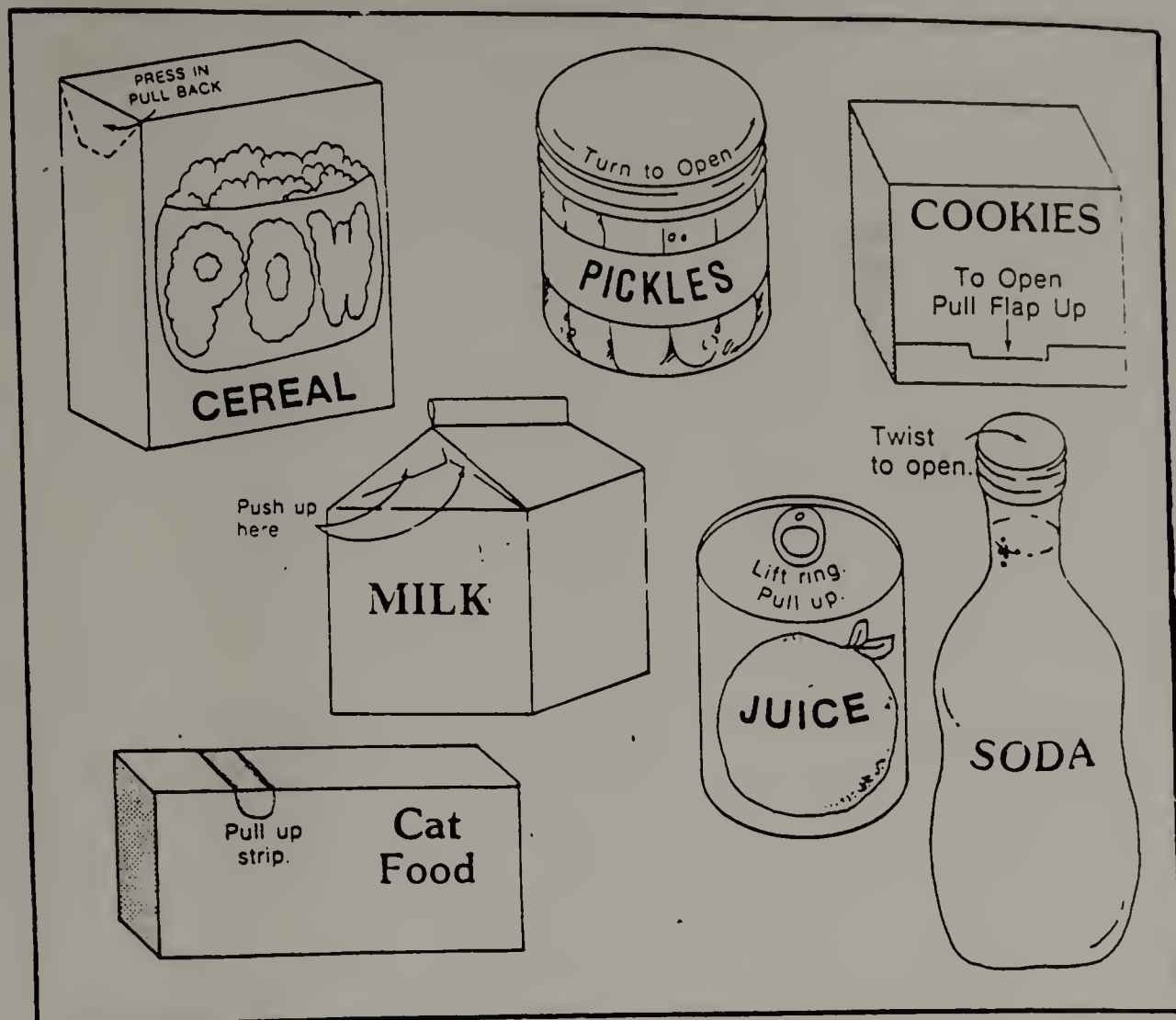
Rick's Shopping List

- | | | |
|----------------------------|------------------------------|-----------------------|
| 1. ____ eggs | 7. ____ ice cream | 13. ____ chicken |
| 2. ____ blueberries | 8. ____ cookies | 14. ____ apples |
| 3. ____ lemons | 9. ____ lettuce | 15. ____ can of beans |
| 4. ____ hamburger | 10. ____ milk | 16. ____ an apple pie |
| 5. ____ rolls | 11. ____ ham | 17. ____ carrots |
| 6. ____ canned tomato soup | 12. ____ frozen orange juice | 18. ____ frozen pizza |

APPENDIX N

HOW TO OPEN A PACKAGE

Food can come in a box, a jar, a can, or a bottle.
 You should know how to open each one.
 Read the directions carefully.



How would you open each package?

Draw a line from the question to the correct answer.

1. How would you open the box of cookies?
2. How would you open the milk carton?
3. How would you open the can of juice?
4. How would you open the jar of pickles?
5. How would you open the box of cat food?
6. How would you open the bottle of soda?

Lift ring. Pull up.

Pull flap up.

Push up here.

Pull up strip.

Twist to open.

Turn to open.

Comic Order

Cut out a panel comic strip from the newspaper. Read the comic strip aloud to your child. Show him/her the pictures as you read. Cut the panels apart and put down the first one that shows what happens first in the story and the last one shows the end of the story. Have your child fill in the sequence. When he/she can do it easily, let them complete the whole story.
(see HOMEWORK STRATEGIES)

Letters, Sizes and Style

Choose a letter of the alphabet and find as many variations as possible. If standard size paper is used these pages can be combined to make an alphabet book.



Spelling Words

Each week an activity for studying spelling words can be to cut and paste the letters for each word.

APPENDIX O

ROOSEVELT PUBLIC SCHOOLS
ROOSEVELT, N.Y.

AGENCY RESOURCE INFORMATION GUIDE

EVALUATING & TESTING CENTERS

1. Mental Health Center
113 Glen Cove Ave.
Glen Cove, N.Y. 11542
676-2388
2. Roosevelt Mental Health Center
175 Nassau Road
Roosevelt, N.Y. 11575
623-1644
5 Years of Age and Older
3. South Shore Child Guidance Center
17 W. Merrick Road
Freeport, N.Y. 11520
868 3030
4. Mental Health Association of Nassau County
186 Clinton Street
Hempstead, N.Y. 11550
489 2322
Concerned with prevention & cure of mental illness. Referral
services, workshops & discussions.
5. Nassau Psychiatric Society
1200 Stewart Ave.
Garden City, N.Y.
333 8080
6. Nassau County Psychological Association
91 North Franklin Ave.
Hempstead, N.Y. 11550
481 1010

LEGAL SERVICES

7. Nassau County Probation Dept.
Family Court Building
1200 Old Country Road
Westbury, N.Y. 11590
292 6200
8. Community Legal Assistance Corp.
Hofstra University Law School
Room 216
Hempstead, N.Y. 11550
560 3297
9. Nassau County Bar Association
214 Third Street
Mineola, N.Y. 11501
747 8448

COUNSELING

1. Family Counseling Service
91 N. Franklin Ave.
Hempstead, N.Y. 11550
483 3376
2. Mineola Family Consultation
Division of L.I.J. Hospital
366 Jericho Turnpike
Mineola, N.Y. 11501
742 4015
Group and Individual counseling
3. South Shore Child Guidance
17 W. Merrick Road
Freeport, N.Y. 11520
868 3030
Therapy, counseling, psychiatric & psychological evaluations
4. South Shore Mental Health Services
1492 Wantagh Ave.
Wantagh, N.Y. 11793
785 6080

5. South Nassau Communities Hospital
Mental Health Clinics
2445 Oceanside Road
Oceanside, N.Y. 11572
764 2600 Ext. 350
Medicare, Medicaid, counseling
6. Family Services Association of Nassau County
129 Jackson Street
Hempstead, N.Y. 11550
485 4600
Referral Services, counseling
7. Catholic Charities
984 N. Village Ave.
Rockville Centre, N.Y. 11570
678 6900

FAMILY PLANNING

1. Freeport-Roosevelt Health Center
460 N. Main Street
Freeport, N.Y. 11520
378 7310
2. Hempstead Health Center
800 Front Street
Hempstead, N.Y. 11550
538 2800
3. Nassau County Coalition for Family Planning
384 Clinton Street
Hempstead, N.Y. 11550
489 4143
4. Nassau County Medical Center
2201 Hempstead Turnpike
East Meadow, N.Y. 11554
542 2566
5. Planned Parenthood Center of Nassau County
1940 Hempstead Turnpike
East Meadow, N.Y. 11554
292 8380
6. Parents Aid Society Clinic
107 Main Street
Hempstead, N.Y. 11550
538 2626
U.D. testing, pregnancy test, free birth control, gynecological exams

APPENDIX F

PARENT QUESTIONNAIRE

Child's Name _____ Birth Date _____ Age _____ Sex _____

Parent or Guardian _____ Address _____

School _____ Telephone No. (home) _____ (work) _____

PLEASE CHECK BEST ANSWER IN EACH AREA

HEARING

	Yes	No
Has your child ever had any ear/hearing examination or treatment?		
When?		
By Whom?		
Where?		
Results?		

Does your child:

1. Seem to have difficulty hearing?
2. Turn up the TV louder than other members of the family?
3. Seem to favor one ear over the other?
4. Seem to hear you if you talk in a whisper?
5. Make you talk loudly or repeat frequently?

VISION

Has your child ever had a vision examination or treatment?

When? _____ Name of Doctor _____

Where located _____

Results _____

Does your child:

1. Seem to have difficulty seeing small lines or pictures?
2. Seem to have a problem seeing things far away?
3. Squint?
4. Wear glasses?
5. Have eyes that turn in?
6. Have eyes that turn out?

(P Continued)

SPEECH AND LANGUAGE

Does your child:

1. Talk a lot?
2. Seem to talk as well as other children the same age?
3. Talk so you can understand him or her?
4. Talk so other adults understand him or her?
5. Talk so other children understand him or her?

Often

Sometimes

Rarely

Do you think your child has a problem:

1. Making speech sounds?
2. Putting words together?
3. With the way his or her voice sounds?
4. Repeating sounds or words too often?

No

Yes

Example

APPENDIX

MY THREE YEAR OLD

Child's Name _____ D.O.B. _____ Age _____ Sex _____

Parent or Guardian _____ Address _____

Telephone _____ (home) _____ (work)

Check One

MY CHILD:

	Yes	No	Sometimes
Answers telephone			
Usually dresses himself			
Buttons and unbuttons			
Goes to the toilet by himself			
Pays attention and concentrates well			
Follows simple directions			
Tells what he wants or needs			
Helps with simple household jobs			
Waits and takes turns			
Takes good care of things he uses			
Plays by himself			
with others			
Shares toys			
Proud of what he makes			
Separates from mother			

LANGUAGE AND CONCEPT DEVELOPMENT

MY CHILD:

Speaks in sentences of 5 or more words			
Tells a simple story			
Identifies 3 or more colors			
Says simple nursery rhymes			
Listens longer to stories			
Asks questions			
Understands pronouns (me, mine, you, I)			
Tells his whole name			
Counts to 5			
Can point to parts of body			
Tells action in picture			

(P continued)

PHYSICAL SKILL DEVELOPMENT

MY CHILD:	Check One		Sometimes
	Yes	No	
Throws a ball underhand			
Can ride a tricycle			
Runs, hops, and jumps			
Claps or marches in time with music			
Holds crayons with fingers			
Cuts with scissors			
Works a puzzle of 7 or more pieces			
Walks on tiptoe			
Catches a large ball			
Climbs stairs, unassisted, one foot on each step			

APPENDIX P

MY FOUR YEAR OLD

Child's Name _____ D.O.B. _____ Age _____ Sex _____
 Parent or Guardian _____ Address _____
 Telephone number _____ (home) _____ (work)

PERSONAL AND SOCIAL DEVELOPMENT

MY CHILD:

Dresses himself
 Buttons, snaps and zips own clothing
 Goes to the toilet by himself
 Follows simple directions without reminding
 Tells what he wants or needs
 Helps with simple household jobs
 Takes good care of things he uses
 Prefers to play alone
 Plays with other children
 Takes turns and shares with other children
 Feels comfortable with other children

Check one

A B C

LANGUAGE AND CONCEPT DEVELOPMENT

MY CHILD:

Listens to stories and music
 Speaks in sentences of 5 or more words
 Tells about his experiences
 Identifies six or more colors
 Recites rhymes, sings songs
 Tells how things are alike or different
 Identifies a few letters of the alphabet
 Asks the meaning of words
 Tells: whole name
 address
 Telephone number
 Counts from 1 to 10 or beyond
 Tells "how many" in a group of objects
 Identifies basic shapes: circles, square,
 triangle, rectangle

A=Regularly
 B=Sometimes
 C=Not yet

PHYSICAL SKILL DEVELOPMENT

MY CHILD:

Throws and catches a ball
Can ride a tricycle or bicycle
Runs, hops and jumps
Claps or marches in time with music
Uses crayons for drawings

Check One

A

B

C

A = Regularly
B = Sometimes
C = Not yet

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