

1975

The Development of a Checklist for E.M.H. Prescription Learning

Imogene Jo Anne Tilford

Eastern Illinois University

This research is a product of the graduate program in [Educational Psychology and Guidance](#) at Eastern Illinois University. [Find out more](#) about the program.

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THE DEVELOPMENT OF A CHECKLIST

FOR E.M.H. PRESCRIPTION LEARNING

(TITLE)

BY

Imogene Jo Anne Tilford

Field Study
THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1975

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

31 July 75
DATE

July 31, 1975
DATE

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Imogene Tilford

Dedicated to my late parents,
Mr. and Mrs. Emory Homann

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CHAPTER I

INTRODUCTION

Statement of the Problem

The world of the educable mentally handicapped(E.M.H.) student has changed significantly during the past decade. Programs have reflected a change in the attitude of those who are responsible for meeting the needs of the handicapped student. The educational procedures used with E.M.H. students must be based upon the needs, interests, abilities, and disabilities of each student if they are to be productive. As a result of this individual program planning for the E.M.H. student, there was a need for the development of an individual prescribed educational program with provisions for the E.M.H. student's needs, interests, abilities, and disabilities.

Background

When special education programs for the E.M.H. were first initiated in public schools, the State of Illinois Office of the Superintendent of Public Instruction discovered that many of the public schools did not have trained or qualified special education teachers. This resulted in some programs that were

"watered down" standard school programs that did not provide for the special needs, interests, abilities, and disabilities of the E.M.H students. The State of Illinois Office of the Superintendent of Public Instruction designed guidelines and set up criteria in order that E.M.H. special education programs and services would be developed and implemented to meet the individual needs, interests, abilities, and disabilities of the special education E.M.H. student.¹

Purpose of the Study for a Checklist

One of the more important and meaningful phases, if not the most important phase, of the program for the Certificate of Advance Study was the comprehensive field study that would be of value to the school district, to the field of E.M.H education, as well as to the writer and would employ a research approach that would be within the realm of the writer's field of experience in special education.

After conferences with the writer's professional advisor, it was mutually agreed that the development of an individual

¹State of Illinois Office of the Superintendent of Public Instruction, Rules and Regulations of Special Education, "Special Education Instructional Program" (Springfield: Illinois State Printing Office, July 31, 1972) pp. 11-12

educational prescription checklist and the evaluation of the checklist for junior high E.M.H. students would be this writer's project for the field study.

Limitation of the Study

This project was limited to the development of educational prescriptions for the E.M.H. students of Effingham Community Unit District 40 Central Junior High School. It was further limited to the number of students that were in this writer's E.M.H Class over a period of three years. These E.M.H. classes were controlled by State regulations in age, age span, and class size.^{2*}

Justification of the Study

It was felt that an educational tool such as the individual educational prescription checklist for E.M.H. students was needed and a welcome aid not only to the students and their parents, but to the school personnel especially E.M.H. teachers. It served to inform the citizens of what their public school district had to offer E.M.H.

²Ibid.

*The reader interested in the rules and regulations governing E.M.H. programs can find them in Appendix I.

students and helped to develop a better understanding of the special education services that were being provided for the community.

Definition of Educational Prescription

Educational prescriptions are student-oriented, individually prescribed programs and services developed annually for each E.M.H. student. These are expressed in clearly stated and measurable objectives that have a prescribed curriculum which are goal-directed, sequential, developmental, and readily adaptable to the needs, interests, abilities, and disabilities of each student. They also help to equip the E.M.H. student, whenever possible, for a self-satisfying, self-sustaining, successful participation in a democratic society.

CHAPTER II

REVIEW OF RELATED INFORMATION

Existing Data

There was very little data available on educational prescriptions when this study began in September, 1972. At that time the only guidelines from the State of Illinois Office of the Superintendent of Public Instruction that were available were that the educational prescriptions should be expressed in behavioral terms that were sequential, developmental, goal-directed, clearly stated, available to the public, and subject to continuing evaluation and revision.³

Psychological Reports

A psychological report for each E.M.H. student was prepared by the school psychologist which contained the test results, tested I.Q., psychological observations, and recommendations which were used to help the writer in planning and preparing the educational prescriptions.

³Ibid

A disadvantage to this procedure was that psychologists tested these students once every three years. There were times in this three year period in which the students' academic and social needs changed. The only time a school psychologist saw or retested an E.M.H. student more often than the three years was when there was a special request or referral by the E.M.H. student's parents or teachers.

Multidisciplinary Staff Conference

The initial placement of a student in an E.M.H. program since July 31, 1972, indicated a multidisciplinary staff conference for the program planning. Those attending this conference were usually the school psychologist, the special education curriculum director, the former teacher, the receiving teacher, the receiving school principal, the receiving unit special education principal, the receiving school counselor, and the school home coordinator. The combined effort of this team determined the E.M.H. student's needs, interests, abilities, and disabilities, and the special services and programs that would be provided for the student.

For students who had already been placed in an E.M.H.

program there was an end-of-the-year multidisciplinary staff conference to evaluate each E.M.H. student's progress and continued needs, interests, abilities, and disabilities. Those attending this conference were usually the school psychologist, the special education curriculum director, the present teacher, the tuition student's unit representative, the district special education principal, the school home coordinator, and when it applied, the receiving teacher for the following school year. The combined effort of this team evaluated the E.M.H. student's social and academic progress and made recommendations whether to continue providing programs and services for the E.M.H. student.

The Formal Writing of Educational Prescriptions

The teacher, who received the E.M.H. student, and who was responsible for the formal writing of the individual educational prescription; used all the gathered data from the psychological reports, the multidisciplinary conferences, the daily observations and interactions with the E.M.H. student in writing the student's individual prescribed educational program. Also, the E.M.H. teacher was responsible for writing and making the final

decisions for the formal educational prescription. To help the E.M.H. student achieve the educational prescribed objectives, the E.M.H. teacher made the decision on which text books, supplementary materials, methods, and techniques to employ.

What Educational Prescriptions Do

It was the aim of the writer of this study for the individual educational prescriptions to be able to achieve the following:

1. Educational prescriptions should have a direct and observable relationship to the particular needs, interests, abilities, and disabilities of each E.M.H. student in a special education program.
2. Educational prescriptions should assist in a smoother transition into and out of special education programs, to another level of a special education program (e.g. from E.M.H. junior high school to E.M.H. high school, to another type of special education program, or to the same type of special education program in another school district).
3. Since these educational prescriptions are to be continually evaluated and revised whenever necessary, this continual evaluating and updating of the student's educational prescription should indicate either progressive or regressive educational and social development. (This is very important for the E.M.H. student as there have been cases where a retarded person can regress during puberty or

shortly afterwards, e.g., the retarded sister of the late President Kennedy. There are also known cases where retardation has been caused by hyperactivity. Sometimes at puberty age or shortly thereafter the hyperactive person learns to filter out the external stimuli that helps cause the hyperactive behavior.)

4. Educational prescriptions can be used as guideline tools by the special education teachers in helping to provide the student a continuum in his educational and social needs.
5. Annual evaluation of a special education student's educational prescriptions can be used as a tool in helping the multidisciplinary staff to determine whether the student still has a need to be continued in the special education program in which he is presently placed, or placed in another special education program, or placed in a standard educational program.
6. Educational prescriptions should provide the student's parents or guardian information about the programs and services which are being provided for their child by the school district.
7. Educational prescriptions should help to provide the E.M.H. student's parents or guardian with information about their child's academic and social growth.
8. Educational prescriptions should help provide the Illinois Evaluating Committee with the necessary information to help in determining if the State's criteria for special education has been provided by the school district.
9. Educational prescriptions should help to justify the tax dollars spent for special education programs.

E.M. H. Classroom Groupings

The pamphlet from the State of Illinois Office of

the Superintendent of Public Instruction on Recognition Criteria for Special Education dated September 15, 1972, states: "Special education instructional programs and/or instructional groupings have a maximum chronological age span of four years."⁴ Therefore, many E.M.H. students are in the same E.M.H. level for three years and probably with the same teacher. The exceptions being; the student who was too old to remain three years in the level in which he was initially placed in the program; the incoming student moving in from another school district's E.M.H. program; a student transferred to another special education or standard program; and a teacher replacement.

⁴State of Illinois Office of the Superintendent of Public Instruction, Recognition Criteria for Special Education " Programs and Services" (Springfield, Illinois State Printing Office, September 15, 1972) p.5

CHAPTER III

THE FIRST YEAR OF EDUCATIONAL PRESCRIPTIONS

Class of 1972-1973

This was the writer's first class to fall under the State of Illinois Rules and Regulations which required educational prescriptions for each individual student in the E.M.H. class. It was the first year the writer taught an E.M.H. junior high class.

There were fifteen students at the beginning of the school year. This class consisted of seven boys and eight girls with an age range of twelve to fifteen years. One girl was transferred to another E.M.H. program at a lower level shortly after school started, leaving this writer to write the individual educational prescriptions for only fourteen students. Five of the girls in this class would go to the E.M.H. high school level the following school year. The writer of this study wrote educational prescriptions for these five students for only one year.

Class Background

In this E.M.H. group there were students from the

low income bracket who were eligible for free school lunches, students from middle income families, students from one parent families, students from large to medium size families, and the students ranged from the oldest to the youngest child in the family.

Some of the students in this class were hyper-active, some were hypoactive, some had speech problems and were enrolled in speech therapy, some had visual problems, and some according to psychological reports had an etiology of genetic or familial retardation. There was one student who had an etiology of a thyroid deficiency which not only caused her to be retarded but to be extremely small for her age. Another student had a traumatic accident that caused his retardation. One student had petit mal epileptic seizures. Some of the students had more than one of the above problems.

Different Levels of Ability

The psychological tested I.Q.'s in this class had a range of 66 to 80. There were eight levels of reading taught from reading readiness through fifth grade. Eight levels of math were taught, starting at level one through seventh grade with one student integrated in a standard

seventh grade math class. Six levels of spelling and five levels of language were taught in this class. Health, music, science, and social studies were taught to the class as a group instead of on the individual basis. The class was intergrated in standard programs for art and physical education.

First Prescriptions

This was the first time that individual educational prescriptions had to be written for the E.M.H. students. The E.M.H. teachers had about sixty days to do the research and write the prescriptions for the State Of Illinois Evaluating Committee. The only guideline that was given to the E.M.H. teachers at that time was that all the objectives should be expressed in behavioral terms.⁵ Because there was a time element, each E.M.H. teacher in the writer's school district decided to try to develop their own educational prescriptions for their own E.M.H. class.

Since this study was a three year study of the

⁵State of Illinois Office of the Superintendent of Public Instruction, Rules and Regulations of Special Education " Special Education Instructional Program" (Springfield: Illinois State Printing Office, July 31, 1972) p.11

writer's written prescriptions, as well as a three year comparative evaluation of the E.M.H. students achieving their individual objectives, the writer's first year's attempt at writing individual educational prescriptions was included in this study.

Background History of Student A

This student was the oldest child in a farm family with five children. She was the only child in the family who was enrolled in an E.M.H. program. The etiology was unknown. Student A had difficulty with oral communication. She would become very tense and withdrawn whenever integrated into a larger class or whenever there was a substitute teacher.

Individual Prescription of Student A for 1972-1973

Introduction

Student A is a fifteen year old girl who is very quiet, withdrawn, and shy. She rarely speaks more than one or two words at a time. Sometimes she will answer questions in class discussion if very sure of the answer. She exhibits very little emotional expression in the classroom. Student A is a very conscientious worker in the classroom and is never a behavior problem.

Student A's oral reading, word attack skills, basic math computation, and spelling are her academic strengths. She has difficulty with word meanings, reading comprehension, thought math problems, writing and speaking in sentences, punctuation and social studies.

General Objectives

Provide the student with an environment in the E.M.H. classroom so that the student will grow both academically and socially within the student's potential.

Furnish her with academic skills and experiences as a functional approach. (The functional approach is to provide the E.M.H. student with the necessary tools to lead a full and personally more satisfying life, develop a better understanding of his or her own problems and make a better acceptance and adjustment to them, become more adequate socially, and when and if possible achieve economic independence.)

Specific Objectives

Provide the student with a low pressured and non-threatening environment.

Provide the student with experiences to help improve social communication and social interaction skills through speech therapy, role playing, helping others, speaking and

writing in sentences, dictionary work for new word meanings, usage of new words in sentences, oral book reports, class discussions, and class participation.

Furnish social praise and experiences of success for an improved self-concept.

Enroll in speech therapy.

Complete Ginn's Roads to Everywhere and the accompanying workbook. Provide word attack skills such as phonics, configurations, small words, sight, and context clues.

Complete for the school year Basic Goals in Spelling by Kottmeyer and Wore, level 4, second edition.

Start at the beginning of the Language Lariat Book. Furnish supplementary materials and exercises when needed for concepts. This book will not be completed this school year, but will be sent on to her next level to be continued the following school year.

Begin Growing Up With Arithmetic-5. Furnish supplementary materials and exercises when needed for concepts. This book will not be completed this school year, but will be sent on to her next level to be continued the following school year.

(The following objectives below were included in each student's formal written educational prescriptions for the

year 1972-1973, but to avoid redundancy these prescriptions will not be included with the other student's 1972-1973 educational prescriptions. The reason all the students had the same educational objectives for these subjects was that these were taught to the class as a group while the above objectives were taught to or provided individually for each student.)

Furnish a basic knowledge of our country and state using the social studies book of Ginn's Your Country and Mine for reading and references. Use films, field trips, maps, records, and pictures as supplementary materials for concepts.

Supply some simple science facts that will be of importance, such as seed planting and growth, weather, bacteria, etc. Use films, experiments, field trips, and pictures as supplementary materials for concepts.

Provide facts about health, safety, drugs, alcohol, and tobacco through reading materials and films.

Background History of Student B

This student, Student B, came from a one parent family. Student B had lived most of her life with her maternal grandparents while the mother, with the rest of

her children, lived in another vicinity. This year, Student B lived with her mother, sisters, and brother next door to her grandparents. This student was the second oldest child in her family. She had an older sister, a year younger sister, and a brother who was ten years younger. Student B was the only member of her family who had been enrolled in an E.M.H. program. The etiology of her retardation was unknown.

Student B had a poor attendance record. The excuses have been illness and Student B had to babysit with her younger brother because her mother had failed to return home from her third shift job.

Individual Prescription of Student B for 1972-1973

Introduction

Student B is a fourteen year old girl who sometimes is very moody and depressed. She is a very slow worker who appears to be hard at work but in reality is daydreaming. Student B is easily distracted from her school work. This student is usually accurate with her work once it is completed. She sometimes causes a problem in the classroom by talking to her classmates seated close to her. Student B has a mothering, helpful nature, and wants to help

others with their work while neglecting her own.

Her oral reading, word attack skills, spelling, and social studies are her academic strengths. She has difficulty with reading comprehension and math, especially in the areas of multiplication and division.

General Objectives

Provide her with an environment in the E.M.H classroom so that she will grow both academically and socially within her potential.

Furnish her with academic skills and experiences as a functional approach.

Specific Objectives

Provide her with a low pressured and accepting environment.

Put her in a seating arrangement where she will have the least distraction from her work.

Provide her with experiences to help her grow socially through role playing, class discussion, and class participation.

Provide her with experiences on how to react in a positive way to frustrating situations through play therapy and role playing.

Complete Ginn's Roads to Everywhere and accompanying workbook. Continue to work on new words with word attack skills such as phonics, configurations, small words, sight, and context clues. Use the dictionary for pronouncing and defining new words in the reading book.

Complete Basic Goals in Spelling-4 by Kottmeyer and Wore second edition.

Begin Language Lariat Book. Provide supplementary materials and exercises needed for concepts. This book will not be completed this school year, but will be sent on with her to the next level the following school year.

Begin Growing Up With Arithmetic-4. Furnish supplementary materials when needed for concepts. This book will not be completed this year but will be sent on to be continued at the next level the following school year.

Background History of Student C

Student C came from a family of seven children. She had three older half-sisters, one younger brother, and two younger sisters. Her retardation seemed to be familial as she had a brother and some first cousins who were in programs for the retarded.

She presented a problem in the class as she and her

brother were in the same E.M.H. classroom. They would bring their problems and disagreements from home into the classroom. They were very jealous of one another and each wanted more attention than the other.

Individual Prescription of Student C for 1972-1973

Introduction

Student C is a fourteen year old girl who gets along well with others in the class except her brother. She is very cooperative with her classmates and teacher. This student was a good worker when she applied herself. She likes to talk with others around her instead of doing her work. Student C has trouble grasping new concepts. She has a poor self-concept.

Student C has many academic strengths. She reads well but is slow. Student C has good reading comprehension, does good work in spelling and language, and has good oral language. Her math ability is good, but she makes careless mistakes. This student has some weakness in word attack skills. She knows her phonic sounds in isolation, but has trouble hearing and applying them in a whole word. Student C has a good musical voice and is active in the school chorus,

General Objectives

Provide her with an environment in the E.M.H. classroom so that she will grow both academically and socially within her potential.

Furnish her with academic skills and experiences as a functional approach.

Specific Objectives

Provide her with social praise for self-concept improvement.

Put her in a seating arrangement with the least distraction.

Provide her with a low-pressured and noncompetative environment.

Complete Ginn's Trails to Treasure and the accompanying workbook. Continue work on word attack skills such as phonics, configuration, small words, sight, and context clues. Use the dictionary for pronouncing and defining new words in the reading book.

Complete Basic Goals in Spelling-4 by Kottmeyer and Wore second edition.

Begin the Language Cowboy Book. This book will not be completed this school year, but will be sent on with her for the following school year. Provide supplementary materials and exercises needed for concepts.

Begin Growing Up With Arithmetic-5. This book will not be completed this school year, but will be sent on to be used the next school year. Provide supplementary materials and exercises needed for concepts.

Background History of Student D

Student D was the tenth child of a family of sixteen children who lived on a farm. Her parents were accepting and understanding of her problem. She was the only child in the family who was enrolled in an E.M.H. class. Her parents were very cooperative with the school and attended most of the parent-teacher conferences. Student D had serious speech problems and was very shy. The writer of this paper felt that her speech problem was her most serious handicap and if she could overcome this through speech therapy, it would improve her ability to communicate. She would become very frustrated when she had difficulties in communicating with others.

Individual Prescription of Student D for 1972-1973

Introduction

Student D is a quiet and shy fifteen year old girl. She is a conscientious worker and is not a behavior problem.

This student likes to help other students. She has problems in comprehension and understanding new concepts.

This student has speech problems which causes her difficulty in verbal situations.

This pupil does well in spelling, math and social studies. She has difficulty in oral reading and language, but the writer felt that this might be the result of her speech problems.

General Objectives

Provide her with an environment in the E.M.H. classroom so she will grow both academically and socially within her potential.

Provide her with academic skills and experiences as a functional approach.

Specific Objectives

Enroll her in speech therapy to help her improve her oral communication skills.

Furnish her with experiences for social growth through role playing, helping others, class discussions, and class participation.

Provide her with a low-pressured and nonthreatening environment.

Complete Ginn's Roads to Everywhere and the accompanying workbook. Provide her with word attack skills such as

phonics, configurations, small words, sight, context clues, and especially word ending, which seemed to be a weakness in her reading skills.

Complete Basic Goals in Spelling-4 by Kottmeyer and Wore second edition.

Begin the Language Cowboy Book. Provide supplementary materials and exercises when needed for concepts. This book will not be completed this school year, but will be sent on with her for the following school year.

Begin Growing Up With Arithmetic-5. Provide supplementary materials and exercises needed for math concepts. This book will not be completed this school year, but will be sent on to be used the following school year.

Background History of Student E

Student E had a case history of many traumatic experiences. She came from out of state to the writer's special education class. In the past, this student did not have a home to live in so at night she with the other siblings and sometimes her mother would sleep in junk cars in a junk yard. The family of two girls and two boys would roam the streets during the day. The children did not attend school regularly until the school authorities made them. The state authorities took the

children away from the mother and placed them in a home for state wards. Her father remarried and received custody of all the children and moved to Illinois.

All of the children showed signs of retardation. The writer felt that this student had more potential than what the psychological tests showed, but due to her habitual truancy and her background, her potential abilities had not developed. This student had herself convinced that she could not do anything right in school and therefore she had the attitude of "Why waste my time and try, I'll fail anyway."

Individual Prescription of Student E for 1972-1973

Introduction

Student E is a fifteen year old girl. She has trouble getting along with her peer group. She has a short attention span, and a short memory span, and is very hyper-active.

Student E has problems with all academic subjects. She has difficulty with comprehension and following directions. She has good penmanship.

General Objectives

Provide her with an environment in the E.M.H. classroom

so that she will grow both academically and socially within her potential.

Furnish her with academic skills and experiences as a functional approach.

Specific Objectives

Provide her with experiences to help her improve her social skills through role playing, helping others, class discussions, and class participation.

Provide her with an accepting, low-pressured, and structured environment.

Supply her with social praise to help improve her self-concept.

Furnish her with experiences of success.

Begin Ginn's On Cherry Street and the accompanying workbook. Provide her with word attack skills such as phonics, configuration, small words, sight, and context clues with all new words. This book will not be completed this school year, but will be sent on to her next level for the following school year.

Complete the Basic Goals in Spelling-2 by Kottmeyer and Wore second edition.

Begin the Language Bronco Book. This book will not be completed this school year, but will be sent on to her next level to be continued the following school year. Provide

supplementary materials and exercises when needed for concepts.

Begin Growing Up With Arithmetic-3. This book will not be completed this school year but will be continued the following school year. Provide supplementary materials and exercises when needed for concepts.

The above five students were promoted to the high school E.M.H. program for the year 1973-1974. Therefore educational prescriptions were written for these students for only one year by the writer of this paper.

Background History of Student F.

Student F was a normal average child until the age of two when he had a fall from the roof of his country home. He was in a coma for several days which left him with some brain damage, a stuttering problem, and a nervous tic of the head.

He was the youngest of a farm couple with an older brother and sister who attended college. His parents had a good attitude about his special class placement and were cooperative with the school.

Student F was a well-mannered, socially aware, and responsible boy. The writer felt the student's home

environment had a good influence on this student's good attitude and acceptance of his limitation.

Individual Prescription of Student F for 1972-1973

Introduction

Student F is a fourteen year old boy. He is social, friendly, cooperative, and outgoing. He is very work concienious. He works best in an environment that is non-pressured and noncompetitive. This student has a speech problem of stuttering when nervous or tense. Student F is argumentative when disciplined, especially about his behavior.

Silent reading, comprehension, oral and written language are his academic strengths. He has difficulty grasping new concepts and math. Student F strives hard and will not give up until his computation in math is accurate.

General Objectives

Provide him with an environment so that he may grow both academically and socially within his potential.

Provide him with academic skills and experiences as a functional approach.

Specific Objectives

Provide him with a low-pressured, noncompetitive

environment.

Complete Ginn's Trails to Treasure and the accompanying workbook. Continue with word attack skills such as phonics, configuration, small words, sight, and context clues. Use the dictionary for pronouncing and defining the new words in the reader.

Complete Basic Goals in Spelling-4 by Kottmeyer and Wore second edition.

Begin Language Cowboy Book. This book will not be completed this school year, but will be continued the following school year. Provide supplementary materials and exercises when needed for concepts.

Begin Growing Up With Arithmetic-5. This book may not be completed this school year, but will be continued the following school year until the book is completed. Provide supplementary materials and exercises when needed for concepts.

Background History of Student G

Student G was the sixth child of a family of twelve children. He has a younger brother in a T.M.H. (trainable mentally handicapped) program. Even though he was from a large low income family, he always came to school very clean and neatly dressed. His parents were very cooperative

with the school. They had a good attitude about their son's placement in the E.M.H. program.

This student had a history of having petit mal epileptic seizures. (Minor seizures with very short episodes of cessation of activity. Usually the person assumes a fixed, staring appearance but the person does not fall or show any other gross motor behavior. Sometimes this condition can be brought about by a flashing or blinking light.)

Individual Prescriptions of Student G for 1972-1973

Introduction

Student G is a fourteen year old boy who is social, outgoing, and well-mannered. This student is extremely careless in his work and just wants to get finished whether it is accurate or not. This is especially true in math.

Student G's academic strengths are reading and comprehension, spelling, oral language, and social studies. He has difficulty with math and correct letter formation in writing.

Specific Objectives

Provide him with a low-pressured and nonthreatening environment.

Provide him with social praise.

Furnish him with an environment that will minimize his epileptic condition.

Complete Ginn's Trails to Treasure and the accompanying workbook. Continue with word attack skills with new words such as phonics, configuration, small words, sight, and context clues. Use the dictionary for pronouncing and defining the new words in the reader.

Complete Basic Goals in Spelling-4 by Kottmeyer and Wore second edition.

Begin Language Cowboy Book. This book will not be completed this school year, but will be continued the following school year. Provide supplementary materials and exercises when needed for concepts.

Begin Growing Up With Arithmetic-4. This book will not be completed this school year but it will be used the following school year until the book is completed. Furnish supplementary materials and exercises when needed for concepts.

Background History of Student H

Student H was the only boy in a family of seven children. He had three older half-sisters, one older sister, and two younger sisters. The etiology of his retardation was familial as he had a sister in the same E.M.H. program and some first cousins in programs for the retarded.

He presented some problems in the class as he and his sister would bring their problems from home. He was jealous of his sister in the same class and felt that he had to compete with her for everything in the classroom.

Individual Prescription of Student H for 1972-1973

Introduction

Student H is a friendly thirteen year old boy. He is hyperactive and could become a behavior problem unless in a structured environment. Student H has a weakness in self-discipline. This student feels very insecure especially when a new concept is introduced. He has a distractability problem.

Student H has academic strengths in math, current events, social studies, and class discussions. He has some problems with word attack skills, written language, and reading comprehension.

Student H has good physical stamina and is on the school track team.

General Objectives

Provide him with an environment so that he may grow both academically and socially within his potential.

Provide Student H with academic skills and experiences as a functional approach.

Specific Objectives

Provide this student with a structured environment to help him improve his hyperactivity and self-discipline.

Furnish him with social praise and success to help him improve his self-concept and insecurity.

Complete Ginn's Roads to Everywhere and the accompanying workbook. Provide him with word attack skills such as phonics, configuration, small words, sight, and context clues with the new words in the reader.

Complete Basic Goals in Spelling-4 by Kottmeyer and Wore second edition.

Begin Language Roundup Lariat. Furnish supplementary materials and exercises when needed for concepts. This book will not be completed this school year, but will be continued the following year.

Integrate Student H in a seventh grade math class. Supply him with enough classroom study time to complete his seventh grade math assignments.

Background History of Student I

Student I was the youngest of three girls. Her mother was in her forties when she was born. Her parents had an unrealistic attitude about their daughter's future.

Her other two sisters had attended college. They felt that Student I would be able to go to college also. The mother was overprotective. This student missed a lot of school which the writer of this paper felt was partially the reason this student was so far behind academically.

Individual Prescription of Student I for 1972-1973

Introduction

Student I is a nervous, and overweight thirteen year old girl. She has a good sense of humor and gets along well with her peer group. This student is seldom a behavior problem. She has the potential to do better than her performance. She misses school for any minor reason (e.g. it was too bad outside to walk to school or she was too tired to walk to school).

General Objectives

Provide Student I with an environment in the E.M.H. classroom so that she will grow both academically and socially within her potential.

Provide her with academic skills and experiences as a functional approach.

Specific Objectives

Provide her with an environment that is non-threatening and accepting.

Motivate this student and her mother to improve her school attendance.

Furnish her with social praise and success to improve her self-concept.

Complete Ginn's Finding New Neighbors and the accompanying workbook. Provide her with word attack skills such as phonics, configurations, small words, context clues, and sight for all new words in the reader. Use the dictionary for word meanings and pronunciation.

Complete Basic Goals in Spelling-3 by Kottmeyer and Wore second edition.

Begin Language Roundup Lariat Book. Furnish supplementary materials and exercises when needed for concepts. This book will not be completed this school year but will be continued the following school year.

Begin Growing Up With Arithmetic-3. Furnish supplementary materials and exercises when needed for concepts. This book will not be completed this school year but will be continued the following school year.

Background History of Student J

Student J came from a low income family of nine

children. There were many times this student would wear the same clothes for a week without the clothes being laundered. His clothes were always in need of repair.

He had a fraternal twin brother who was in a low remedial program in another school unit. Student J resented this brother very much and would refuse to admit he had a twin brother.

Student J was very hyperactive. He would become depressed and moody. When he was moody he refused to talk to anyone. Sometimes he would sit and cry. At other times he would be destructive and try to hurt someone by hitting or kicking them.

Student J was deaf in his left ear and had hearing loss in his right ear. This student also had a visual problem and needed glasses.

The writer of this paper located a source who would pay for Student J's glasses. His parents refused to let him get them because they said he was too young to need to wear glasses.

Individual Prescription of Student J for 1972-1973

Introduction

Student J is a fourteen year old boy. This student is hyperactive and could become a serious behavior problem

in the classroom. He has a weakness in self-discipline and has a poor self-concept. This student feels very insecure especially when a new concept is introduced.

Math is his academic strength. He makes good grades in spelling when he works very hard on it. Reading, comprehension, written language and social studies gives him the most trouble.

General Objectives

Provide him with an environment in the E.M.H. classroom so that he will grow both academically and socially within his potential.

Provide him with academic skills and experiences as a functional approach.

Specific Objectives

Provide Student J with a structured environment.

Provide a seating arrangement where he can see the chalkboard and adequate lighting so that his visual disability will be at a minimum. Have him in a seating arrangement with the least distractability.

Furnish him with social praise and success to improve his self-concept.

Provide him with a low-pressured, nonthreatening, and comfortable environment.

Complete Ginn's We Are Neighbors and the accompanying

workbook. Provide him with experiences of word attack skills such as phonics, configuration, small words, sight, and context clues. Begin the use of the dictionary with definitions and pronouncing of new words.

Complete Basic Goals in Spelling-4 by Kottmeyer and Wore Second edition.

Begin the Language Roundup Lariat Book. Furnish supplementary materials and exercises when needed for concepts. This book will not be completed this year but will be continued the following school year.

Begin Growing Up With Arithmetic-5. This book will probably be completed this school year for Student J likes math and will progress at his own ability and interest. Furnish supplementary materials and exercises needed for concepts.

The writer of this paper had Students F, G, H, I, and J for two years in her E.M.H. class. Therefore the writer wrote educational prescriptions for two years for these students.

Background History of Student K

Student K was the oldest child in his family of two boys and two girls. He was from a low income family. The

other children in the family who were in school were in a lower age level of E.M.H. classes. The etiology of his retardation was familial. His mother had difficulty in trying to write excuses for this student when he was absent from school. This student had a poor attendance record. He had the kind of personality where he could become violent when he was angry or got his feelings hurt.

Individual Prescription of Student K for 1972-1973

Introduction

Student K is thirteen years old. He has a defensive attitude and sometimes takes offense at any real or imagined injustice. He is a very good worker but has difficulty in understanding concepts. This student misses school about one day in ten with the excuse that he has been ill. Student K's personal hygiene needs improvement. This student is seldom a behavior problem in the classroom but on campus he can be a problem.

Student K is very low academically. He has difficulty with reading, spelling, math, social studies, and language.

General Objectives

Provide Student K with an environment in the E.M.H. classroom so that he will grow both academically and socially

within his potential.

Provide him with academic skills and experiences as a functional approach.

Specific Objectives

Furnish him with social praise to help him improve his self-concept.

Provide this student with concrete experiences so that he is able to grasp the concepts more easily.

Furnish him with a nonthreatening and noncompetitive environment.

Provide him with success at the beginning of each day.

Begin Ginn's On Cherry Street and the accompanying workbook. Continue to work on word attack skills such as phonics, configuration, small words, sight, and context clues. Provide him with reading exercises where he will have success. This book will not be completed this school year but will be continued the following school year.

Complete the Basic Goals in Spelling-2 by Kottmeyer and Wore second edition.

Begin the Language Bronco Book. This book will not be completed this school year but will be continued the following school year. Provide supplementary materials and exercises when needed for concepts.

Background History of Student L

Student L had three older sisters and one younger brother. His father was deceased and the mother had remarried.

Student L had the lowest I.Q. of any student in the writer's class. The teachers on lunch duty had to make sure he ate his lunch in order that the other students sitting around him would not talk him out of his lunch. He had to be watched on the playground so the other students would not take advantage of him.

This student was not too healthy. He was always getting colds, flu, and earaches. He had a visual problem and had to wear very strong glasses. Student L had speech problems and was enrolled in speech therapy.

Individual Prescription of Student L for 1972-1973

Introduction

Student L is a fourteen year old boy. He is very low academically and has psycho-motor problems. He is not a behavior problem in the classroom but has problems on the campus with other students from other classrooms. Student L tries very hard and strives to please, but his potential is so low that it is very difficult for the writer to find

enough constructive individual seat work that the student can do on his own with successful results.

This student has shown very little progress academically or socially in the past year. He has been referred for T.M.H. class placement, but the school psychologist recommended that one or two years at the junior high E.M.H. level might be beneficial to him.

General Objectives

Provide Student L with an environment in the E.M.H. classroom so that he may grow both academically and socially within his potential.

Provide him with academic skills and experiences as a functional approach.

Specific Objectives

Furnish Student L with social praise to help improve his self-concept.

Provide him with social and academic successes.

Help him grow socially through roll playing, working with other students, and class discussions.

Enroll in speech therapy.

Begin the Peabody Rebus Reader and accompanying workbook. Provide exercises and supplementary materials when needed for concepts. This book may not be completed this

school year but will be continued the following school year.

Use the Dolch Sight Word List for spelling. Assign four words per week for Student L to identify, pronounce, and spell accurately.

Provide phonic cards, picture cards, letter discrimination sheets for language development.

Begin Growing Up With Numbers-1. This book may not be completed this school year, but will be continued the following school year.

Provide psycho-motor exercises to help him improve his psycho-motor skills.

Background History of Student M

Student M was the youngest of three children in a farm family. Her mother was in her late thirties when Student M was born. Her parents were very cooperative with the school such as buying glasses for her when it was discovered by a school eye screening test that they were needed, coming to all the parent conferences, being room mother, and helping to chaperon class field trips.

A thyroid condition caused this student to be retarded and very small for her age. The writer of this paper felt

that her physical size had a lot to do with her social immaturity.

Individual Prescription of Student M for 1972 - 1973

Introduction

Student M is a very small thirteen year old girl. She tends to be hyperactive unless in a very structured environment. She is very socially immature and tends to cry if she does not get her way or gets her feelings hurt. This student tries very hard to please. Student M responds very well to praise. She has a distractability problem and would rather watch other students do their work than do her own. This student has a speech problem. With her thyroid condition, she tends to be extremely tired in the late afternoon.

Student M has problems in comprehending and understanding new concepts. She does well in oral reading, spelling, and language. Math is the most trouble for her.

General Objectives

Provide Student M with an environment in the E.M.H. classroom so that she will grow both academically and socially within her potential.

Provide her with academic skills and experiences as a functional approach.

Specific Objectives

Help her to grow socially through role playing, working with other students, class discussions, and class participation.

Provide this pupil with a structured environment.

Furnish her with social praise.

Enroll her in speech therapy.

Complete Ginn's Finding New Neighbors and the accompanying workbook. Supply her with word attack skills such as phonics, configuration, small words, sight, and context clues. Use the dictionary for new word definitions and pronunciation.

Begin Basic Goals in Spelling-3 by Kottmeyer and Wore second edition. She will do half of the unit per week. This student will not complete this book for the school year, but will continue in it the following school year.

Begin the Language Bronco Book. Provide supplementary materials and exercises when needed for concepts. This book will not be completed this school year, but will be continued the following school year.

Begin Growing Up With Arithmetic-3 Provide supplementary

materials and exercises when needed for concepts. This book will not be completed this school year but will be continued the following school year.

Background History of Student N

Student N was the youngest of three boys. He had relatives who were attorneys and other skilled professionals. The etiology of his retardation was unknown. This student had one of the highest I.Q.s in the writer's class. His parents were cooperative with the school, attended parent-teacher conferences, and chaperoned class field trips.

Individual Prescription of Student N for 1972-1973

Introduction

Student N is a very quiet twelve year old boy. He is rarely a behavior problem. He tends to dream and watch others rather than do his work. This student pretends to be busy when really he is not doing any work at all. Student N is very slow in grasping new concepts, but once learned, he usually retains them. He gets along with his peer group. Motivation and math are his problem. This student functions best in a low-pressured and noncompetitive environment.

General Objectives

Provide Student N with an environment in the E.M.H. classroom so that he will grow both academically and socially within his potential.

Provide him with academic skills and experiences as a functional approach.

Specific Objectives

Provide Student N with a low-pressured and noncompetitive environment.

Supply motivation for the student to want to do and complete his work.

Complete Ginn's Roads to Everywhere and the accompanying workbook. Provide him with word attack skills such as phonics, configurations, small words, sight, and context clues with the new words.

Complete Basic Goals in Spelling-4 by Kottmeyer and Wore second edition.

Begin Language Bronco Book. Furnish supplementary materials and exercises when needed for concepts. This book will not be completed this school year, but will be continued the following school year.

Begin Growing Up With Arithmetic-4. Provide supplementary materials and exercises when needed for concepts.

This book will not be completed this school year but will be continued the following school year.

Conclusion

The writer of this paper had Students K,L,M, and N for three years. Therefore the writer of this paper wrote educational prescriptions for these students for each of the three years.

Educational prescriptions were written for the school year 1972-1973 for a total of fourteen students. These students had many different kinds of backgrounds, families, problems, needs, abilities, disabilities, strengths, and weaknesses. The writer of the educational prescriptions took all these things into consideration when each student's individual prescription was being written. It took the writer ninety hours to write and type the fourteen students' educational prescriptions.

CHAPTER IV

THE SECOND YEAR OF EDUCATIONAL PRESCRIPTIONS

E.M.H. Class Groupings

This was the second class that the writer prepared educational prescriptions for each student in her E.M.H. class. There were thirteen students at the beginning of the 1973-1974 school year. This class consisted of seven boys and six girls with an age range of twelve to fifteen years.

Three weeks after school started a seventeen year old girl was put into the junior high E.M.H. class. This student had been in a T.M.H. class for a year because this student had regressed. Her parents protested the T.M.H. placement, because they felt their daughter had more ability than the rest of the students in her T.M.H. class.

A hearing was held concerning this girl's class placement. It was decided by the Unit's School Superintendent that this student would be placed in the writer's E.M.H. class on a trial basis. There had to be special permission granted from the Superintendent of Public Instruction Office because the admittance of this student to this class caused an age

span of more than four years between the youngest and this student.

With the enrollment of this student there were fourteen students in the 1973-1974 junior high E.M.H. class. Nine of these students had been in this class with the writer the previous year. Five of these students, who were all girls, were in the writer's class for the first time. The writer of this paper wrote educational prescriptions for fourteen students.

1973-1974 Class Background

In this E.M.H. group there were students from low income families who qualified for free lunches to middle income groups, from large to medium size families, from the oldest child to the youngest child in the family, and one parent families.

Some of the students in this class were hyperactive, some were hypoactive, some had speech problems, some had visual problems, and some had an etiology of familial retardation. There was one student who had an etiology of a thyroid deficiency that caused her to be very small and retarded. Two students have had traumatic accidents early in life that caused the retardation. One student was

crippled and had some difficulty with walking and climbing stairs. Two students had perceptual problems. Some students had a combination of the above problems.

Different Levels of Ability

The psychological tested I.Q.'s in this class had a range of 66 to 79. In this class there were eight levels of reading taught from reading readiness to sixth grade. There were eight levels of math taught, starting at level one to eighth grade with one student integrated in a standard eighth grade class. This class was working in six levels of spelling and six levels of language. Health, music, science, and social studies were taught to the class as a group. This class was integrated with other students for art and physical education.

Changes in the Construction of the Educational Prescriptions

There were some changes made in the construction of the 1973-1974 educational prescriptions. All of the students' school curriculum was included in the prescriptions. After writing prescriptions for the previous year, the writer discovered that many of the students had similar needs. The writer designed a fill-in-form that could be duplicated. Space was provided in this form so the E.M.H.

teacher could write the prescriptions that met each student's individual needs, interests, abilities, and disabilities, It was felt by the writer, that this system would make the construction of the individual educational prescriptions less time consuming for the teacher.⁶ *

The background history of Students F, G, H, I, J, K, L, M, N will not be included in this chapter. Their background histories may be found in Chapter III.

Individual Prescription of Student F for 1973-1974

Introduction

Student F is a fifteen year old boy. He is friendly, outgoing, and a very good worker, Being very social is one of his strengths. He works best in a low-pressured environment. He has a problem of stuttering when he is nervous or tense. His behavior problems are being argumentative when corrected or told to do something he does not like and keeping his hands to himself with other students.

⁶ Ibid.

*The reader interested in the fill-in-type of educational prescriptions will find it in Appendix II.

Silent reading, comprehension, oral and written language are his academic strengths. He has some difficulty with using word attack skills, grasping new concepts, and word problems in math. Student F is very slow in math, but he strives to be accurate in the computation.

General Objectives

Provide him with an environment in the E.M.H. classroom so that he may grow both socially and academically within his potential.

Provide Student F with academic skills and experiences as a functional approach.

Specific Objectives

Social Growth

Furnish him with a low pressured environment.

Provide him with experiences for social growth and peer interaction such as role playing, helping others, taking responsibility, daily class discussion, at least four or more oral and written research reports. (this depends upon the ability of the student), daily class participation, and the monthly use of social and guidance films.

Provide him with academic and social successes to help improve his self-concept.

Integrate into standard classes whenever possible.

Reading

Complete Ginn's Wings to Adventure with the accompanying workbook.

Provide Student F with word attack skills such as phonics, configuration, small words, context clues, and sight words for the new words that are introduced in each story.

Introduce all the new words in a story before beginning to read the story. Use the glossary and/or dictionary for pronunciation and meaning. Use group discussions to pronounce the new words and to familiarize him with the usage of the words.

Provide him with an environment of not being rushed or pressured when oral reading.

Furnish independent study time for reading comprehension.

Have this student correct all mistakes in the accompanying workbook.

Spelling

Complete Basic Goals in Spelling-6 by Kottmeyer and Wore.

Assign one unit of spelling words per week and have him write each spelling word ten times each day with a trial test on Wednesday and a final test on Friday with at least 80% accuracy. (Percentage would be established by the

student's ability.)

Provide independent study time for each unit in spelling by having Student F read the directions and fill in the blanks of the spelling workbook.

Have him correct all mistakes in the spelling workbook.

Language

Begin Language Roundup Mustang Book. This book will not be completed this school year but will be used for the next school year until completed.

Supply supplementary materials and exercises when needed for concepts.

Test each unit for evaluation of concepts learned.

Provide independent study time in language by having him read directions, do required work in workbook and correct all mistakes.

Provide him with experiences of oral reports, story telling, and class discussions.

Help Student F improve his oral language by using the level # 3 Peabody Language Developmental Kit as least once per week.

Mathematics

Begin Growing Up With Arithmetic-6.

Furnish supplementary materials and exercises when needed for math concepts.

This book may not be completed this school year because it will be paced according to his achievement and retention in mastering the concepts. This book will be continued the following school year until completed.

Provide unit tests for evaluation of concepts learned.

Social Studies

Provide Student F with a basic knowledge and appreciation of his country and state using Ginn's Your Country and Mine for reading and reference.

Use field trips, films, maps, records, pictures, current events, bulletin board, newspapers, and class discussions as supplementary materials for concepts.

Test every unit for evaluation of concepts learned.

Supply information in order to help this student pass the constitution test.

Science

Provide him with some simple science facts such as animals (naming, grouping, and habitats), plants (care, growth, characteristics, and categories), weather, anatomy, bacteria, and physiology concepts and functions.

Use films, experiments, field trips, pictures, and

books as supplementary materials.

Provide unit tests for evaluation of concepts learned.

Health and Safety

Provide Student F with facts about healthful living, safety, drugs, alcohol, and tobacco through reading materials and films.

Writing

Provide Student F with writing exercises to help him improve his penmanship.

Music

Provide Student F with information about his country musical heritage.

Develop an awareness of different types of music (jazz, classical, rock, country, and folk).

Develop a familiarity with the elements that make up music.

Develop an ability to listen and then describe what he has heard in music.

Provide monthly evaluation.

Physical Education

Integrate Student F with other classes of P.E.

In many classrooms there will be children who cannot

participate fully in the regular program in physical education. These identified with handicaps--as well as frail children need special consideration. A basic principle for children with restrictions is that they participate within the limits of the restrictions in the regular program. They need to be included in the group to minimize the concept that they are different.

Develop physical attributes such as muscular strength, ability to resist fatigue, good body mechanics, flexibility and ability.

Stimulate growth and development of the individual as a personality.

Encourage activities involving grace and rhythm and improved reaction time as well as a wide range of skills conducive to participation and its resultant benefit.

Contribute to the realization of democratic ideals in the daily life of pupils in the gymnasium and on the playing field.

Foster healthy social growth by providing friendly and social contacts by means of games and sports.

Art

Integrate Student F with other classes of art.

To avoid redundancy in the writing of this paper, the individual educational prescriptions of Students G, H, I, J, K, M, N, O, P, Q, and R include only the objectives that were different from Student F's educational prescriptions. The formal educational prescriptions for all of these students were written with the same format as Student F's. Students L and S were so low academically that it was necessary for the writer to write separate educational prescriptions for these two students.

Individual Educational Prescription of Student G for 1973-1974

Introduction

Student G is a social, outgoing, and well-mannered fifteen year old boy. He is extremely careless in his work and just wants to get finished no matter whether it is accurate or not. He likes to sit and daydream. He is capable of doing good work, but has to be checked and motivated to make sure he is doing his work. This is especially true in math.

He enjoys working with and helping younger or lower ability students. He shows much patience and understanding working with them. He is seldom a behavior problem. This student has a good sense of humor.

His academic strengths are reading and comprehension, spelling, language (both oral and written), and social studies. He has difficulty with math and retention of new math concepts, but part of his problem is carelessness. His penmanship is not very legible.

General Objectives

Student G's general objectives are the same as Student F's.

Specific Objectives

Social Growth

Provide Student G with an environment that minimizes his epileptic condition.

The rest of Student G's specific objectives in social growth are the same as Student F's.

Reading

Student G is in the same reading group as Student F. He has the same reading objectives as Student F.

Spelling

Student G is in the same spelling group as Student F. He has the same spelling objectives as Student F.

Language

Student G is in the same language group as Student F. He has the same language objectives as Student F.

Mathematics

Continue Growing Up With Arithmetic-5. This is the third year for Student G in the same math book. This book may not be completed this school year because it will be paced according to his achievement in mastering and retaining concepts.

Provide motivation for him in order that he will have a better attitude concerning math.

The rest of the specific objectives in math for Student G are the same as the objectives for Student F.

All the rest of the specific objectives in social studies, science, health and safety, writing, music, and physical education are the same as Student F's objectives.

Individual Educational Prescription of Student H for 1973-1974

Introduction

Student H is a friendly fourteen year old boy. He can become hyperactive and a behavior problem unless in a structured environment. He has made much improvement in self-discipline the past year. There are times when he feels insecure in his ability and checks with the teacher often to reassure himself that he is correct. This usually happens when a new concept is introduced. He has a distractability problem and will disturb others especially when he thinks

(85)
the teacher is too busy to notice.

Student H's academic strengths are math, current events, social studies, and class discussions. He has some difficulties in word attack skills, written language, and reading comprehension. This student has made improvement in his academic problems because he has applied himself.

Student H is a successful member of the school's track team.

General Objectives

Student H's general objectives are the same as Student F's.

Specific Objectives

Social Growth

Provide Student H with a structured environment to help him improve his self-discipline and hyperactivity.

The rest of Student H's specific objectives in social growth are the same as Student F's.

Reading

Student H is in the same reading group as Student F. Therefore Student H has the same reading objectives as Student F.

Spelling

Student H is in the same spelling group as Student F. Therefore Student H has the same spelling objectives as Student F.

Language

Begin Language Roundup Cowboy Book.

The rest of Student H's specific objectives in language are the same as Student F's.

Mathematics

Integrate Student H into an eighth grade math class.

Provide him supplementary materials and exercises when needed for concepts.

Supply him with enough time in the E.M.H. classroom to complete his eighth grade math assignment.

All the rest of the specific objectives in social studies, science, health and safety, writing, music, and physical education are the same as Student F's objectives.

Individual Educational Prescription of Student I for 1973-1974

Introduction

Student I is a nervous, overweight, fourteen year old girl. She has a good sense of humor and gets along well with other students. Student I is seldom a behavior problem. She has difficulty grasping new concepts, but once mastered this student retains them. Student I is behind for her age in academic achievement, but has made good progress in the past year since her school attendance has improved.

Student I's strengths are spelling, reading, oral

language, and current events. She doesn't have any particular weakness in her other academic areas, but she is just far behind for her age from being absent from school too many times.

General Objectives

Student I's general objectives are the same as Student F's.

Specific Objectives

Social Growth

Provide Student I with an environment that is non-threatening.

The rest of Student I's specific objectives in social growth are the same as Student F's.

Reading

Complete Ginn's Trails to Treasure and the accompanying workbook.

The rest of Student I's specific objectives in reading are the same as Student F's.

Language

Begin Language Roundup Cowboy Book.

The rest of Student I's specific objectives in language are the same as Student F's.

Spelling

Complete Basic Goals in Spelling-5 by Kottmeyer and Wore.

The rest of Student I's specific objectives in spelling are the same as Student F's.

Mathematics

Begin Growing Up With Arithmetic-5.

The rest of Student I's specific objectives in mathematics are the same as Student F's.

All the rest of the specific objectives in social studies, science, health and safety, writing, music, and physical education are the same as Student F's.

Individual Educational Prescription of Student J for 1973-1974

Introduction

Student J is a fifteen year old boy who is hyperactive. This student has a poor self-concept and can become a serious behavior problem unless in a structured environment. Student J has periods of moodiness and can become depressed. He feels very unsure of himself when a new concept is introduced. This student is very weak in self-discipline.

Student J has academic strenghts in math and spelling. This student can make good grades in spelling and math when he applies himself. Reading, reading comprehension, and written language are his academic problems.

General Objectives

Student J's general objectives are the same as Student F's.

Specific Objectives

Social Growth

Procide him with a seating arrangement that minimizes his hearing and visual handicap.

Provide Student J with a non-threatening environment.

Provide Student J with a structured environment to help him improve his problems of self-discipline and hyperactivity.

The rest of Student J's objectives in social growth are the same as Student F's.

Reading

Complete Ginn's Roads to Everywhere and the accompanying workbook.

The rest of Student J's specific objectives in reading are the same as Student F's.

Spelling

Complete Basic Goals in Spelling-5 by Kottmeyer and Wore.

Language

Complete Language Roundup Lariat Book .

The rest of Student J's specific objectives in language are the same as Student F's.

Student J is in the same math group as Student F. Therefore Student J has the same math objectives as Student F.

All the rest of the specific objectives in social studies, science, health and safety, writing, music, and physical education are the same as Student F's objectives.

Students F, G, H, I, and J went on to the E.M.H. high school program for the 1974-1975 school year.

Individual Educational Prescription of Student K for 1973-1974

Introduction

Student K is a fourteen year old boy. This student is a good worker who tries very hard but is very slow in grasping concepts. He has a defensive attitude. He misses school often with the excuse he has been ill. This usually happens about one day out of every week. This student is seldom a behavior problem in the classroom. His personal hygiene needs improving.

Student K is very low academically. He has difficulty with reading, spelling, math, social studies, and language. This student does not have any particular academic strengths. He is very muscular and likes physical education.

General Objectives

Student K's general objectives are the same as Student F's.

Specific Objectives

Social Growth

All of Student K's specific objectives in social growth are the same as Student F's.

Reading

Begin Ginn's Finding New Neighbors and the accompanying workbook.

The rest of Student K's specific objectives in reading are the same as Student F's.

Spelling

Complete Basic Goals in Spelling-2 by Kottmeyer and Wore.

The rest of Student K's specific objectives in spelling are the same as Student F's.

Language

Begin the Language Lariat Cowboy Book.

The rest of Student K's specific objectives in language are the same as Student F's.

Mathematics

Continue Growing Up With Arithmetic-3

The rest of Student K's specific objectives in mathematics

are the same as Student F's.

All the rest of the specific objectives in social studies, science, health and safety, writing, music, and physical education are the same as Student F's.

Individual Educational Prescription of Student L for 1973-1974

Introduction

Student L is a fifteen year old boy who is very low academically and socially. In the classroom this student is not a behavior problem but he presents problems on the school campus. This student tries very hard but his potential is so low that it is difficult for him to have success. He is nervous and will become tense and frustrated when he fails.

General Objectives

Student L's general objectives are the same as Student F's.

Specific Objectives

Social Growth

Furnish Student L with social praise to help him improve his self-concept.

Enroll this student in speech therapy.

The rest of Student L's specific objectives in social growth are the same as Student F's.

(11)
Continue tne Peabody Rebus Reader and the accompanying workbook.

Provide exercises and supplementary materials when needed for concepts. This book may not be completed this school year but will be continued the following school year.

Spelling

Continue to use the Dolch Sight Word List for spelling.

Assign four words per week for Student L to learn, pronounce, and spell accurately with 75% accuracy.

Language

Provide phonic charts, picture cards, letter discrimination exercises for language development.

Mathematics

Continue Growing Up With Numbers-1.

This book may not be completed this school year but will be continued the following school year.

Psycho-Motor

Provide psycho-motor exercises to help him improve his psycho-motor skills.

All the rest of the specific objectives in social studies, science, health and safety, music, writing, and physical education are the same as Student F's.

Individual Educational Prescription of Student M for 1973-1974Introduction

Student M is a very small fourteen year old girl. She tends to be hyperactive, unless in a very structured environment. She has distractability and speech problems. She can become tired in the afternoon due to a thyroid condition.

Student M responds well to praise. She has difficulty comprehending new concepts. Reading, spelling, and language are her academic strengths. She has difficulty with math. Her penmanship needs improvement. Student M would rather sit and watch others rather than do her assignments. She needs to be reminded to get to work.

General Objectives

Student M's general objectives are the same as Student F's.

Specific ObjectivesSocial Growth

Provide Student M with a structured environment to help her improve her hyperactivity and distractability.

Enroll Student M in speech therapy.

The rest of Student M's specific objectives in social growth are the same as Student F's.

Reading

Complete Ginn's Roads to Everywhere and the accompany workbook.

The rest of Student M's specific objectives in reading are the same as Student F's.

Language

Begin Language Cowboy Lariat Book.

The rest of Student M's specific objectives in language are the same as Student F's.

Spelling

Complete Basic Goals in Spelling-3 by Kottmeyer and Wore.

The rest of Student M's specific objectives in spelling are the same as Student F's.

Mathematics

Continue Growing Up With Arithmetic-3.

This is Student M's second year in this book. There has been very little progress. The rest of Student M's specific objectives in mathematics are the same as Student F's.

All the rest of the specific objectives in social studies, science, health and safety, writing, music, and physical education are the same as Student F's.

Individual Educational Prescription of Student N for 1973-1974

Introduction

Student N is a very quiet thirteen year old boy. He

is rarely a behavior problem. He tends to dream and watch others rather than do his work. He pretends to be busy but isn't doing any work at all. This student is very slow in grasping new concepts, but once a concept is learned, he retains it. Student N gets along well with the other students. Motivation seems to be his greatest problem. He functions better in a low-pressured environment. Math gives him the most difficulty. His academic strengtns are reading and language.

General Objectives

Student N's general objectives are the same as Student F's.

Specific Objectives

Social Growth

All of Student N's specific objectives in social growth are the same as Student F's.

Reading

Complete Ginn's Trails to Treasure and the accompanying workbook.

The rest of Student N's specific objectives in reading are the same as Student F's.

Spelling

Complete Basic Goals in Spelling-5 by Kottmeyer and Wore. Assign one unit of spelling words per week and have

Student N write each spelling word ten times each day with a trial test on Wednesday and a final test on Friday with at least 70% accuracy.

The rest of Student N's specific objectives in spelling are the same as Student F's.

Language

Begin Language Roundup Cowboy Book.

The rest of Student N's specific objectives in language are the same as Student F's.

Mathematics

Continue Growing Up With Arithmetic-4.

The rest of Student N's specific objectives in mathematics are the same as Student F's.

All the rest of the specific objectives in social studies, science, health and safety, writing, music, and physical education are the same as Student F's.

This was the first year for Students O, P, Q, R, and S in the writer's junior high E.M.H. class. All of these students except Student S had come from the intermediate E.M.H. program. Student S was put in the writer's class on a trial basis from a T.M.H. program after her parents protested the T.M.H. placement.

Background History of Student O

Student O was the oldest and only girl in her family with three younger brothers. Her mother and father were divorced. This girl would come to school very moody and depressed when she had problems of getting along with her brothers.

The etiology of Student O's retardation was a difficult delivery at birth with the use of instruments. This student also had a high fever of 104 degrees over a long period of time from pneumonia when she was four years old. She was the only one in her family who was retarded.

Individual Educational Prescription of Student O for 1973-1974

Introduction

Student O is a very physically mature thirteen year old girl. This student has periods of moodiness and depression. During these periods she wants to sit and do nothing. She wastes a lot of time in the classroom by trying to get out of doing her assignments. This student can become hyperactive unless in a structured environment. She has a poor attitude about her school work. She responds well to praise and attention.

This student's social skills outweigh her academic skills. She has problems in reading, reading comprehension, spelling, language, and social studies. She does better in math than any other academic subject.

General Objectives

Student O's general objectives are the same as Student F's.

Specific Objectives

Social Growth

Provide Student O with social praise.

Furnish this student with a structured environment.

The rest of Student O's specific objectives in social growth are the same as Student F's.

Reading

Begin the Peabody Rebus Reader-2 and the accompanying workbook.

This book may not be completed this school year but will be continued the following school year.

Spelling

Complete Basic Goals in Spelling-2 by Kottmeyer and Wore.

The rest of Student O's specific objectives in spelling are the same as Student F's.

Language

Begin the Language Cowboy Bronco Book.

The rest of Student O's specific objectives in language are the same as Student F's.

Mathematics

Begin Growing Up With Arithmetic-3.

The rest of Student O's specific objectives in mathematics are the same as Student F's.

All the rest of the specific objectives in social studies, science, health and safety, writing, music, and physical education are the same as Student F's.

Background History of Student P

Student P has one older sister, one older brother, and two younger sisters. Her mother and father are divorced. This student's father mistreated and punished Student P with such tactics as hanging her by her hands from a tree for extended periods of time. These traumatic experiences left this student with some emotional problems.

Student P's mother had remarried. When her step-father came to teacher-parent conferences, he displayed to the writer an accepting, concerned, and understanding attitude about his step-daughter's problems.

This student has a visual-perceptual dysfunction and

mild retardation. Her mother took a serious fall on the day Student P was born. It was felt that this trauma could be the etiology of the visual-perceptual dysfunction and retardation, since the rest of the siblings in the family did not have these problems.

Individual Educational Prescription of Student P for 1973-1974

Introduction

Student P is a tall, very physically mature, twelve year old girl. She gets along with her peer group. This student is a good worker and tries very hard. She is never a behavior problem.

Math is her academic strength. She has trouble with reading, written language, spelling, and writing. This student has difficulty in sound discriminations in isolation and blends. She works best in a low-pressured environment.

General Objectives

Student P's general objectives are the same as Student F's.

Specific Objectives

Social Growth

All of Student P's specific objectives in social growth are the same as Student F's.

Reading

Complete Ginn's We Are Neighbors and the accompanying workbook.

The rest of Student P's specific objectives in reading are the same as Student F's.

Spelling

Complete Basic Goals in Spelling-3 by Kottmeyer and Wore.

Assign one unit of spelling words per week and have her write each spelling word ten times each day with a trial test on Wednesday and a final test on Friday with at least 70% accuracy.

Language

Begin Language Roundup Bronco Book.

The rest of Student P's specific objectives in language are the same as Student F's.

Mathematics

Begin Growing Up with Arithmetic-4

The rest of Student P's specific objectives in mathematics are the same as Student F's.

All the rest of the specific objectives in social studies, science, health and safety, writing, music, and physical education are the same as Student F's.

Background History of Student Q

Student Q has two older sisters, an older brother, and one younger sister. Her retardation seemed to be familial in nature. She has a younger sister in the intermediate E.M.H. class. The rest of the siblings were very low academically except one older sister who attended college.

Individual Educational Prescription of Student Q for 1973-1974Introduction

Student Q is a very mentally and socially immature fourteen year old girl. She has many problems and very few strengths. She has problems of hyperactivity, distractability, and retention of concepts. Her thought processes are barren and concrete. She has visual and auditory perceptual problems. It is very difficult for her to complete simple tasks on her own successfully. She is a classroom behavior problem because she talks constantly and bothers the other students in her class. It is difficult for her to stay in her seat for periods any longer than ten minutes at a time. She has an excitability problem. It is very difficult to get her calmed down once something happens that excites her, (e.g. school fire drill). This student has difficulty with an

accomplishment when more than one direction is given at a time.

Student Q's only academic strength is very low math. She has made very little if any progress in reading, language, and spelling in the past three years. This student has trouble with letter formation and recognition.

General Objectives

Student Q's general objectives are the same as Student F's.

Specific Objectives

Social Growth

Provide Student Q with a structured environment.

Enroll Student Q in speech therapy.

The rest of Student Q's specific objectives in social growth are the same as Student F's.

Reading

Begin the Peabody Rebus Reader and the accompanying workbooks.

Provide exercises and supplementary materials when needed for concepts. This book may not be completed this school year but will be continued the following school year.

Spelling

Complete Basic Goals in Spelling-2 by Kottmeyer and Wore.

Assign one unit of spelling words per week and have

her write each spelling word ten times each day with a trial test on Wednesday and a final test on Friday with at least 50% accuracy.

Language

Provide phonic charts, picture cards, word and letter discrimination exercises for language development.

Mathematics

Begin Growing Up With Arithmetic-2.

The rest of Student Q's specific objectives in mathematics are the same as Student F's.

All the rest of the specific objectives in social studies, science, health and safety, writing, music, and physical education are the same as Student F's.

Background History of Student R

Student R was the sister of Student E. She had the same background as her sister. This girl slept in junk cars in a junk yard at night with the rest of her siblings. During the day she would roam the streets until the authorities made Student R and her brothers and sister wards of the state. She was placed in a state institutional school. Her father remarried and received custody of all of his children. They moved to Illinois.

Individual Educational Prescription of Student R for 1973-1974Introduction

Student R is an attractive fourteen year old girl. She has many social and academic problems. This student does not have any respect for adults. She has difficulty getting along with her peer group. She becomes argumentative when she is corrected or made to do something she does not want to do. Student R would rather sit and talk than do her assignments.

Student R had unsuccessful surgery for a lazy eye. She has sight only in her right eye.

Student R's academic strengths are math, spelling, and writing. She has difficulty with reading comprehension, written language, social studies, and science. She responds to social praise.

General Objectives

Student R's general objectives are the same as Student F's.

Specific ObjectivesSocial Growth

Provide Student R with social praise.

Provide her with a structured environment.

The rest of Student R's specific objectives in social growth are the same as Student F's.

Reading

Begin Ginn's Finding New Neighbors and the accompanying workbook.

The rest of Student R's specific objectives in reading are the same as Student F's.

Spelling

Complete Basic Goals in Spelling-3 by Kottmeyer and Wore.

The rest of the specific objectives in spelling for Student R are the same as Student F's.

Language

Begin Language Roundup Bronco Book.

The rest of the specific objectives in language for Student R are the same as Student F's.

Mathematics

Begin Growing Up With Arithmetic-4.

The rest of Student R's specific objectives in mathematics are the same as Student F's.

All the rest of the specific objectives in social studies, science, health and safety, writing, music, and physical education are the same as Student F's.

Background History of Student S

Student S's family were socially prominent. She was the youngest girl in her family with two older sisters.

Her parents had an unrealistic attitude about their daughter's limited ability. Student S was placed in a T.M.H. program the previous school year. Her parents protested this placement. There was a hearing. At this hearing it was decided by the Superintendent of the School Unit to place her in the E.M.H. class of the writer's for a trial period of six weeks which lasted for the whole school year.

This student's parents and two sisters were college educated people. Her older sister was a secondary teacher.

Student S was hit and run over by a car when she was four years old. This accident left her crippled and retarded.

Individual Educational Prescription of Student S for 1973-1974

Introduction

Student S is a small physically and socially immature seventeen year old girl. This student is very low academically. She talks constantly in class and distrubs the other students sitting around her. She refuses to participate in the physical education class.

The only academic strength this student has is oral reading which is low second grade with very little comprehension. She is a very slow reader. This student is low in math,

spelling, social studies, writing, and has very immature speech.

Student S is very much aware of the opposite sex. She must be watched because she likes to sneak up on the boys, kiss, and hug them.

General Objectives

Student S's general objectives are the same as Student F's.

Specific Objectives

Social Growth

Provide Student S with a structured environment.

Enroll her in speech therapy.

The rest of Student S's specific objectives in social growth are the same as Student F's.

Reading

Begin Ginn's We Are Neighbors and the accompanying workbook.

Provide exercises and supplementary materials when needed for concepts. This book may not be completed this school year.

Spelling

Complete Basic Goals in Spelling-1 by Kottmeyer and Wore.

The rest of Student S's specific objectives in spelling are the same as Student F's.

Language

Provide phonic charts, picture cards, word discrimination exercises, picture and word matching exercises for language development.

Mathematics

Begin Growing Up With Numbers-1.

This book may not be completed this school year.

The rest of Student S's specific objectives in mathematics are the same as Student F's.

Psycho-Motor

Provide psycho-motor exercises to help her improve her psycho-motor skills.

All the rest of the specific objectives in social studies, science, health and safety, writing, music, and physical education are the same as Student F's.

Conclusion

This concluded the individual educational prescriptions for the writer's junior high E.M.H. students for the school year 1973-1974. Students F, G, H, I, and J went on to the E.M.H. high school level the following school year. The writer had these students in her class for two years. Therefore, the writer wrote educational prescriptions for the above students for two years.

Students K, L, M, and N had been in the writer's E.M.H. class for two years. These students were continued in the junior high E.M.H. program. This was the second year the writer wrote educational prescriptions for these students.

This was the first year that the writer had Students O, P, Q, R, and S. Students R and S moved to other states at the end of the school year. The writer would have Students O, P, and Q in her class for another two years; therefore, educational prescriptions would have to be written on these three students for another two years.

It took the writer forty seven hours to write the fill-in-type of educational prescriptions for the fourteen students. Although the fill-in-type of educational prescription took less time, it still was very time consuming for an E.M.H. teacher to use.

CHAPTER V

THE THIRD YEAR OF EDUCATIONAL PRESCRIPTIONS

E.M.H. Class Groupings

This was the third class that the writer of this research prepared educational prescriptions for each student in her E.M.H. class. In this class there was a total of twenty students enrolled at various times during the school year. There were never more than seventeen students enrolled at the same time in the writer's class. These students had a age span of twelve to fifteen years. There were six girls and fourteen boys.

Student L; who continued to regress, was tested, found eligible, and transferred to a T.M.H. program the second week of school. This was the third year for Students K, M, and N in the writer's class. Students O, P, and Q were in this class for the second year. Three students, T, V, and DD had been promoted from the intermediate E.M.H. level. Students AA, BB, U, and W were E.M.H. students who moved into the school district at the beginning of the 1974-1975 school year. Six students; X, Y, Z, CC, EE, and FF had been in standard school programs. These students were referred, tested, evaluated, and declared eligible for E.M.H. junior high placement in the writer's class. For the 1974-1975 school

year, the writer prepared nineteen individual educational prescriptions for her students using the check list type of individual educational prescription.

Student N had made so much progress in his academic skills that the second semester he was integrated on a trial basis into a standard eighth grade language arts program and a standard sixth grade math program.

Students DD and EE moved to another state at the end of the first nine weeks of school. They returned to the writer's class at the beginning of the third period of nine weeks of school.

Different Levels of Ability

This class had a tested I.Q. range of 64-70. In this class there were nine levels of reading taught from Rebus to sixth grade. There were seven levels of math taught, starting at level one to sixth grade. This class was working in six levels of spelling and language. Health and safety, music, science, social studies, and home economics were taught to the class as a group. This class was integrated with other students for art and physical education.

Changes in the Construction of the Educational Prescriptions

There were some changes made in the construction of

of the 1974-1975 educational prescriptions. All the school curriculum objectives were put in alphabetical order. The title, publisher, and level of each book the students used were included in their educational prescriptions.

After writing educational prescriptions for two previous years, the writer of this research designed a check list type of educational prescription that could be duplicated. Space was provided so when necessary there was room for the teacher to write in a specific objective not covered by the check list, when needed by a particular student.*7

In this E.M.H. group there were students from low income groups, who qualified for the free lunch program, to middle income groups, from large to small size families, from the oldest to the youngest child, and one parent families.

Some of the students in this class were hyperactive, some were hypoactive, some had speech problems, some had visual problems, some had an etiology of familial retardation, some students had perceptual problems, and some had emotional problems severe enough to be enrolled in therapy at

*7Ibid

The interested reader can find the individual educational prescription check list in Appendix III

the mental health clinic. One student had an etiology of a thyroid deficiency that caused her to be very small and retarded. Two students were on medication of the controlled type of drug. Some of the students had a combination of the above problems.

The background history of Students K, M, and N will not be included in this chapter. Their background history can be found in Chapter III.

Individual Educational Prescription of Student K for 1974-1975

Introduction

Student K is a fifteen year old boy who is very physically mature. He is seldom a behavior problem. This student needs improvement in his personal hygiene. He has made considerable progress in social growth in the past two years. Student K needs to improve his school attendance.

Student K is very low academically. He is a good worker and strives to do accurate work. He has difficulty with reading, spelling, math, social studies, and written language. This student is very neat in his work and has good penmanship.

General Objectives

Provide Student K with an environment in the E.M.H. classroom so that he may grow both academically and socially within his potential.

Provide Student I with academic skills and experiences as a functional approach.

Provide Student K with a compatable environment that will minimize Student K's problems.

Specific Objectives

Art

Integrate Student K with other classes of art.

Health and Safety

Provide Student K with facts about health, safety, drugs, alcohol, and tobacco through reading materials and films.

Home Economics

Provide Student K with experiences of using a needle and thread, sewing a straight seam, sewing on a button, repairing a tear, and putting in a hem.

Provide Student K with some experiences in simple cooking such as measuring, mixing, and baking a box cake, box cookies, and popping corn.

Language

Begin McCormick-Mathers' Language Roundup Cowboy Book 4. This book will not be completed this school year but will be used the next year until completed.

Supply supplementary materials and exercises when needed for concepts.

Provide independent study in language by having him

read directions, do required work in the workbook and correct all mistakes.

Provide him with experiences of oral reports, story telling, and class discussions.

Test each unit for evaluation of concepts learned.

Mathematics

Begin McCormick-Mathers' Growing Up With Arithmetic 4.

Furnish supplementary materials and exercises when needed for math concepts. This book may not be completed this school year because it will be paced according to his achievements and retention in mastering the concepts. This book will be continued until completed.

Test each unit for evaluation of concepts learned.

Music

Provide him with information about his country of musical heritage.

Develop an awareness of different types of music--jazz, classical, rock, country, and folk.

Develop a familiarity with the elements that make-up music.

Develop an ability to listen and then describe what he has heard in music.

Provide unit evaluations.

Physical Education

Integrate Student K with other classes of P.E. .

In many classrooms there will be children who cannot participate fully in the regular program in physical education. These identified with handicaps as well as frail children need special consideration. A basic principle for children with restrictions is that they participate within the limits of the restrictions in the regular program. They need to be included in the group to minimize the concept that they are "different".

Develop physical attributes such as muscular strength, ability to resist fatigue, good body mechanics, flexibility, and ability.

Stimulate growth and development of the individual as a personality.

Encourage activities involving grace and rhythm and improved reaction time as well as a wide range of skills conducive to participation and its resultant benefit.

Contribute to the realization of democratic ideals in the daily life of pupils in the gymnasium and on the playing field.

Foster healthy social growth by providing friendly and social contacts by means of games and sports.

Reading

Complete Ginn's Finding New Neighbors 3 and the accompanying workbook.

Provide Student K with word attack skills such as phonics, configurations, small words, context clues, and sight words for the new words in each story.

Introduce all the new words in a story before beginning to read the story. Use the glossary and/or dictionary for pronunciation and meaning. Use group discussions to pronounce the new words and familiarize him with the usage of the words.

Provide him with an environment of not being rushed or pressured when oral reading.

Furnish independent study time for reading comprehension.

Have this student correct all the mistakes in the accompanying workbook.

Science

Provide him with some simple science facts such as animals (naming, grouping, and habitats), plants (care, growth, characteristics, and categories), weather, anatomy, bacteria, and physiology concepts and functions.

Use films, experiments, field trips, pictures, and books as supplementary materials.

Provide unit tests for evaluation of concepts learned.

Social Growth

Furnish him with a low pressured environment.

Provide him with experiences for social growth and peer interaction such as role playing, helping others, taking responsibility, daily class discussions, at least four or more oral and written research reports, (this depends upon the ability of the student) daily class participation, and the monthly use of social and guidance films.

Provide him with academic and social success to help him improve his self-concept.

Integrate into standard classes whenever possible.

Furnish him with social praise.

Social Studies

Provide Student K with a basic knowledge and appreciation of his country and state using Ginn's Your Country and Mine 5 for reading and references.

Use field trips, films, maps, records, pictures, current events bulletin boards, newspapers, and class discussions as supplementary materials for concepts.

Test every unit for evaluation of concepts learned.

Supply information so this student will acquire the knowledge to pass the constitution test.

Spelling

Complete Webster-McGraw-Hill's Basic Goals in Spelling 3.

Assign one unit of spelling words per week and have him write each spelling word ten times each day with a trail test on Wednesday and a final test on Friday with at least 70% accuracy. (Percentage will be established by the student's ability).

Provide independent study in spelling by having Student K read the directions and fill in the blanks of the spelling workbook.

Have him correct all mistakes in spelling book.

Writing

Provide Student K with writing exercises to help him improve his penmanship.

To avoid redundancy the individual educational prescriptions of Students M, N, O, P, Q, T, U, V, W, X, Y, Z, AA, BB, CC, DD, EE and FF will include only the objectives that are different from Student K's. The formal educational prescriptions for all of these students of the 1974-1975 class were written with the same format as Student K's. Art, health and safety, home economics, music, physical education, science, social studies, and writing were taught to the class as a group. Each student had the same objectives for these

subjects as Student K. Therefore, these objectives will not be included in the rest of the individual educational prescriptions.

Individual Educational Prescription of Student M for 1974-1975

Introduction

Student M is a small fifteen year old girl. This student has a thyroid condition that tends to make her tired in the afternoon. She has a distractability problem. She would rather do anything else instead of her assignments. She responds well to social praise. This student works best in a structured environment. Student M still has immature speech but has improved in social maturity.

Math gives her the most trouble. She has trouble with multiplication and division. She does well in reading and language. Twenty spelling words in her weekly units are too much for her so she is assigned only ten spelling words per week.

Specific Objectives

Language

Begin McCormick-Mathers' Language Roundup Cowboy Book 4.

The rest of Student M's specific objectives in language are the same as Student K's.

Mathematics

Complete McCormick-Mathers' Growing Up With Arithmetic 3.

This book will be completed at the end of the first semester. After completion of this book, begin McCormick-Mathers' Growing Up With Arithmetic 4.

The rest of Student M's specific objectives in mathematics are the same as Student K's.

Reading

Complete Ginn's Trails to Treasure 5 and the accompanying workbook.

The rest of Student M's specific objectives in reading are the same as Student K's.

Social Growth

Enroll in speech therapy.

The rest of Student M's specific objectives in social growth are the same as Student K's.

Spelling

Begin McCraw-Hill's Basic Goals in Spelling 4. Assign one half of a spelling unit per week and have her write each spelling word ten times each day with a trial test on Wednesday and a final test on Friday with at least 70% accuracy. This book will not be completed this school year but will be sent on to her next class to be used the following school year.

The rest of Student M's specific objectives in spelling are the same as Student K's.

Individual Educational Prescription of Student N for 1974-1975Introduction

Student N is a quiet fourteen year old boy who is seldom a behavior problem and gets along with his peer group. This student is slow in grasping concepts but once a concept is learned, he usually retains it. This student functions best in a low pressured environment.

Motivation seems to be this student's greatest problem. He has some trouble in math, but it is usually carelessness rather than not knowing the process. His penmanship needs improving. This student has academic strengths in reading, social studies, language, and current events.

Specific Objectives

Language

Complete McCormick-Mathers' Language Roundup Cowboy Book 4. This book will be completed before the end of the school year. After completion of this book begin McCormick-Mathers' Language Roundup Mustang Book 5.

The rest of Student N's specific objectives in language are the same as Student K's.

Math

Begin McCormick-Mathers' Growing Up With Arithmetic 5.

The rest of Student N's specific objectives in math are the same as Student K's.

Reading

Complete Ginn's Wings to Adventure 6 and accompanying workbook.

The rest of Student N's specific objectives in reading are the same as Student K's.

Social Growth

All of Student N's specific objectives in social growth are the same as Student K's.

Spelling

Complete McGraw-Hills' Basic Goals in Spelling 6.

The rest of Student N's specific objectives in spelling are the same as Student K's.

The background history of Students O, P, and Q will not be included in this chapter. Their background history can be found in Chapter IV.

Individual Educational Prescription of Student O for 1974-1975

Introduction

Student O is a fourteen year old girl. She is a social, and outgoing girl except for short periods of moodiness and depression about twice a month. This student has a poor attitude about her school work. She wastes her classroom time rather than do her assignments.

Her social skills outweighs her academic skills. She has problems in reading, reading comprehension, spelling, language, and social studies. She does better in math than any other academic subject.

Specific Objectives

Language

Complete McCormick-Mathers' Language Roundup Bronco Book 2. This book will be completed before the end of the school year. When this book is completed, begin McCormick-Mathers' Language Roundup Lariat Book 3.

The rest of Student O's specific objectives in language are the same as Student K's.

Mathematics

Complete McCormick Mathers' Growing Up With Arithmetic 3. This book will be completed at the end of the first semester. After completion of this book, begin McCormick Mathers' Growing Up With Arithmetic 4.

The rest of Student O's specific objectives in mathematics are the same as Student K's.

Reading

Begin Ginn's We Are Neighbors 2 and the accompanying workbook.

The rest of Student O's specific objectives in reading are the same as Student K's.

Social Growth

Provide Student O with a structured environment.

The rest of Student O's specific objectives in social growth are the same as Student K's.

Spelling

Complete McGraw Hills' Basic Goals in Spelling 2.

The rest of Student O's specific objectives in spelling are the same as Student K's.

Individual Educational Prescription of Student P for 1974-1975

Introduction

Student P is a tall physically mature, pretty, fourteen year old girl. She tries very hard and is a conscientious worker. This student is socially outgoing, considerate of others, and never a discipline problem.

She has perceptual problems which causes her to have difficulty in reading, written language, and spelling. She has academic strengths in math, social studies, and current events.

Specific Objectives

Language

Begin McCormick Mathers' Language Roundup Lariat
Book 3.

The rest of Student P's specific objectives in language are the same as Student K's.

Mathematics

Complete McCormick Mathers' Growing Up With Arithmetic 4.

This book will be completed at the end of the first semester.

Upon completion of this book begin McCormick Mathers' Growing Up With Arithmetic 5.

The rest of Student P's specific objectives in mathematics are the same as Student K's.

Reading

Student P is in the same reading group as Student K, therefore her specific objectives in reading are the same as Student K's.

Social Growth

Enroll in speech therapy.

The rest of Student P's specific objectives in social growth are the same as Student K's.

Spelling

Begin McGraw Hills' Basic Goals in Spelling 4.

Assign one half of a spelling unit per week and have her write each spelling word ten times each day with a trial test on Wednesday and a final test on Friday with at least 80% accuracy. This book will not be completed this school year but will be continued the following school year.

The rest of Student P's specific objectives in spelling are the same as Student K's.

Individual Educational Prescription of Student Q for 1974-1975Introduction

Student Q is a tall, socially immature, nervous, hyperactive fourteen year old girl. She has perceptual problems, a retention problem, a distractability problem, and an excitability problem. This student has made very little academic progress in the last four years. She has difficulty with all of her academic subjects. Student Q is a behavior problem, talks constantly, bothers others around her, and is always out of her seat every few minutes. She works best in a very structured environment. She demands a lot of attention.

This year, this student has become aware of the boys. When she is dismissed to go to another class, she must be watched as she likes to have body contact with the boys in the hall with the boys being the surprised victim.

Specific Objectives

Language

Begin McCormick Mathers' Language Roundup Bronco Book 2.

Read orally to Student Q her directions in this book.

The rest of Student Q's specific objectives in language are the same as Student K's.

Mathematics

Begin Steck-Vaughn Practive for Modern Mathematics 2.

The rest of Student Q's specific objectives in mathematics are the same as Student K's.

Reading

Begin Peabody's Rebus Reader 2 and the accompanying workbooks.

Provide Student Q with word attack skills such as configurations, small words, context clues, and sight words for all new words in each story. Introduce and discuss the meaning of all the new words before beginning a story.

Social Growth

Provide Student Q with counseling on social behavior in a mixed group.

Provide Student Q with a structured environment.

The rest of Student Q's specific objectives in social growth are the same as Student K's.

Spelling

Complete Webster McGraw Hills' Basic Goals in Spelling 2. This is the third year for Student Q to be in this spelling book.

Read orally to Student Q her directions in this book.

The rest of Student Q's specific objectives in spelling are the same as Student K's.

This was the first year for Students T, U, V, W, X, Z, AA, BB, CC, DD, EE, and FF to be in the junior high E.M.H. class. Students T, V, and DD were students who had been

in the intermediate E.M.H. program the previous year in the same school unit. Four students U, W, AA, and BB were new students in the unit who had been in E.M.H. programs in other school districts. Students X, Y, Z, CC, EE, and FF were students who had been in a standard program in other school districts. When they transferred into the writer's school district, they were referred for testing and evaluation. It was decided by the multi-disciplinary staffing that these students would benefit by being placed in the junior high E.M.H. class.

Background History of Student T

Student T was the youngest of three boys. His mother and father were divorced. This student had a very unstable home life as he had lived with his paternal grandparents, his paternal aunt, and with his father and elder brother with the father away during the evening because he worked second shift. The writer felt that the instability of Student T's home had a detrimental effect on him. This student has been receiving treatment at the local mental health clinic.

The etiology of this student's retardation is not known. He has an auditory perceptual problem which has been improved with surgery.

Individual Educational Prescription of Student T For 1974-1975

Introduction

Student T is a thirteen year old boy with a pleasant personality. This student makes friends easily and is socially outgoing. He is seldom a behavior problem and gets along well with his peer group.

He has academic strengths in math, spelling, current events, and penmanship. Student T has problems in motivation, social studies, and reading comprehension. This student has some difficulty with perceptual hearing, especially when he has a cold.

Specific Objectives

Language

Begin McCormick Mathers' Language Roundup Lariat Book 3.

The rest of Student T's specific objectives in language are the same as Student K's.

Mathematics

Begin McCormick-Mathers' Growing Up With Arithmetic 5.

The rest of Student T's specific objectives in mathematics are the same as Student K's.

Reading

Begin Ginn's Roads to Everywhere 4 and the accompanying workbook.

The rest of Student T's specific objectives in reading are the same as Student K's.

Social Growth

Provide Student T with a seating arrangement that minimizes his auditory problem.

The rest of Student T's specific objectives in social growth are the same as Student K's.

Spelling

Complete McGraw Hill's Basic Goals in Spelling 3.

The rest of Student T's specific objectives in spelling are the same as Student K's.

Background History of Student U

Student U was the second eldest child in his family of five children. He comes from a socially economic deprived home. The etiology of this student's retardation was familial as he had two sisters in other E.M.H. programs.

Individual Educational Prescription of Student U For 1974-1975.

Introduction

Student U is a tall slender fourteen year old boy who relates easily to others. He gets along well with his peer group. This student is a teller of tall tales. He would rather talk to other students around him than do his assignments. Student U needs improvement in his personal hygiene.

Math, oral comprehension, and physical education

are his academic skills. He has difficulty with reading, written language, and social studies. This student functions best in a structured environment.

Student U is on the school basketball team. He is not on the first line, but the writer feels that the social interaction with the coaches is beneficial for this student as this student needs a male figure to identify with. This student is also on the school's track team.

Specific Objectives

Language

Begin McCormick-Mathers' Language Roundup Lariat Book 3.

The rest of Student U's specific objectives in language are the same as Student K's.

Mathematics

Begin McCormick-Mathers' Growing Up With Arithmetic 5.

The rest of Student U's specific objectives in mathematics are the same as Student K's.

Reading

Begin Ginn's Trails to Treasure 5 and the accompanying workbook.

The rest of Student U's specific objectives in reading are the same as Student K's.

Social Growth

Provide Student U with a structured environment.

Encourage Student U to participate in the school's sport programs.

The rest of Student U's specific objectives in social growth are the same as Student K's.

Spelling

Complete McGraw-Hill's Basic Goals in Spelling 4.

The rest of Student U's specific objectives in spelling are the same as Student K's.

Background History of Student V

Student V was the next to youngest in a family of eleven children. A breach birth and long difficult delivery were the etiology of Student V's retardation and speech problem. Student V was the only child in his family who was in an E.M.H. program.

Individual Educational Prescription Of Student V For 1974-1975

Introduction

Student V is a rather large, friendly, cooperative twelve year old boy. He is seldom a discipline problem and gets along with his peers. This student is easily influenced by others. He is socially immature in behavior. This student needs improvement in personal hygiene and neatness.

Student V has academic strengths in spelling, written language, and math. He has difficulty in oral reading and abstract reasoning. This student's speech is very difficult to understand and is very immature. He responds best to social praise and attention.

Specific Objectives

Language

Begin McCormick-Mathers' Language Roundup Bronco Book 2.

The rest of Student V's specific objectives in language are the same as Student K's.

Mathematics

Begin McCormick-Mathers' Growing Up With Arithmetic 4.

The rest of Student V's specific objectives in mathematics are the same as Student K's.

Reading

Begin Ginn's Roads to Everywhere 4 and the accompanying workbook.

The rest of Student V's specific objectives in reading are the same as Student K's.

Social Growth

Enroll Student V in speech therapy.

The rest of Student V's specific objectives in social growth are the same as Student K's.

Spelling

Student V is in the same spelling group as Student K, therefore, the specific objectives for spelling are the same as Student K's.

Background History Of Student W

Student W was the oldest child in a family of seven children with three younger brothers and three younger sisters. This student's family was transit and has lived in several states in a short period of time.

There is no known etiology of Student W's retardation.

Individual Educational Prescription of Student W For 1974-1975

Introduction

Student W is a friendly, tall, thin thirteen year old boy. He is a teller of tall tales and would rather talk to the other students around him than do his assignments. He can become a behavior problem unless in a structured environment. This student is absent from school for any minor reason.

Student W is a very slow worker with very little noticable academic strengths in any one subject area. He has a generally overall low academic profile. His social abilities outweigh his academic skills. This

student does have very good penmanship and physical ability.

Specific Objectives

Language

Begin McCormick-Mathers' Language Roundup Bronco Book 2.

The rest of Student W's specific objectives in language are the same as Student K's.

Mathematics

Begin McCormick-Mathers' Growing Up With Arithmetic 2.

The rest of Student W's specific objectives in mathematics are the same as Student K's.

Reading

Begin Ginn's Around the Corner 2 and the accompanying workbook.

The rest of Student W's specific objectives in reading are the same as Student K's.

Social Growth

Provide Student W with a structured environment.

The rest of Student W's specific objectives in social growth are the same as Student K's.

Spelling

Complete McGraw-Hill's Basic Goals in Spelling 2.

The rest of Student W's specific objectives in spelling are the same as Student K's.

Background History of Student X

Student X was the youngest in his socially prominent family with one older sister and brother. This student has had a history of illness and accidents. He has been on drugs, dexedrine, for his hyperactivity. His father was a long-distance hauler and was absent from his home over long periods of time.

There was no known etiology for Student X's learning difficulties and his emotional problems. This student has been receiving treatment for mental depression, a poor self-concept, and violent outbursts of anger at the local mental health clinic.

Individual Educational Prescription Of Student X For 1974-1975

Introduction

Student X is a stocky built twelve year old boy. This student was transferred from a standard program to special education after being referred by his classroom teacher. He has problems of hyperactivity , depression, a poor self-concept, and motivation. He is a serious discipline problem in the classroom as well as on the school campus. This student has violent outbursts of anger and frustration.

Student X does not have any particular academic

strengths or weaknesses. He is low academically and behind approximately four years in all subjects. This student functions best in a very structured environment with a lot of success and social praise. Student X was placed in the writer's class on a trial basis for a period of a year.

Specific Objectives

Language

Begin McCormick-Mathers' Language Roundup Bronco Book 2.

The rest of Student X's specific objectives in language are the same as Student K's.

Mathematics

Begin McCormick-Mathers' Growing Up With Arithmetic 2.

The rest of Student X's specific objectives in mathematics are the same as Student K's.

Reading

Begin Ginn's Around the Corner 2 and the accompanying workbook.

The rest of Student X's specific objectives in reading are the same as Student K's.

Social Growth

Provide Student X with social praise to help him improve his self-concept.

Provide Student X with a structured environment

to help him improve his self-discipline and hyperactivity.

The rest of Student X's specific objectives in social growth are the same as Student K's.

Spelling

Complete McGraw-Hill's Basic Goals in Spelling 2.

The rest of Student X's specific objectives in spelling are the same as Student K's.

Background History of Student Y

Student Y was the third youngest in his family of ten children. The etiology of his retardation was familial. He had a brother in a T.M.H. program, another blind retarded brother who was in an institution for the retarded, and several first cousins who had been or were in E.M.H. programs.

This student missed a lot of school. The writer felt this student had ability that was not developed due to his habitual truancy.

Individual Educational Prescription Of Student Y For 1974-1975

Introduction

Student Y is a well mannered, sensitive, shy, and immature thirteen year old boy. He is a new student transferred from a regular fifth grade program. This student is never a behavior problem and gets along well

with his peer group. He is a conscientious worker and gets his assignments done on time.

Math and current events are his academic strengths. Written language and social studies give this student the most difficulty.

Specific Objectives

Language

Begin McCormick-Mathers' Language Roundup Lariat Book 3.

The rest of Student Y's specific objectives in language are the same as Student K's.

Mathematics

Begin McCormick-Mathers' Growing Up With Arithmetic 4.

The rest of Student Y's specific objectives in mathematics are the same as Student K's.

Reading

Begin Ginn's Roads to Everywhere 4 and the accompanying workbook.

The rest of Student Y's specific objectives in reading are the same as Student K's.

Social Growth

Provide Student Y with social praise to help improve his self-concept.

Provide counseling and motivation to help him improve his school attendance.

The rest of Student Y's specific objectives in social growth are the same as Student K's.

Spelling

Complete McGraw-Hill's Basic Goals in Spelling 3.

The rest of Student Y's specific objectives in spelling are the same as Student K's.

Background History of Student Z

Student Z was the middle child of a socially prominent family with one older brother and one younger sister. He was the only child in his family who has been placed in a special education class.

Individual Educational Prescription of Student Z For 1974-1975

Introduction

Student Z is a small, sensitive, immature thirteen year old boy. He is hyperactive and can become a discipline problem. This student has difficulty with relating and getting along with his peer group. He is inclined to have imaginary injustices. This student would rather just sit than do his work that he is capable of doing. He is easily influenced by other students. This student can become argumentative and rude when he is told to do his work or something he does not want to do.

Student Z is approximately four years behind in his

academic skills. Mathematics, current events, and penmanship are his strengths. He has difficulty with reading, reading comprehension, oral and written language, and social studies. There is need for improvement in his social skills as there have been times that he has not reacted to a social situation maturely enough for his age.

Student Z was placed in the writer's class on a trial basis for a year.

Specific Objectives

Language

Begin Rand McNally and Co.'s The New Phonics We Use C 2.

The rest of Student Z's specific objectives in language are the same as Student K's.

Mathematics

Begin McCormick-Mathers' Growing Up With Arithmetic 3.

The rest of Student Z's specific objectives in mathematics are the same as Student K's.

Reading

Begin Ginn's We Are Neighbors 2 and the accompanying workbook.

The rest of Student Z's specific objectives in reading are the same as Student K's.

Social Growth

Provide Student Z with a structured environment to

help him improve his hyperactivity and self-discipline.

Spelling

Complete McGraw-Hill's Basic Goals in Spelling 2.

The rest of Student Z's specific objectives in spelling are the same as Student K's.

Background History of Student AA

Student AA was the middle child in a one parent family. This student has a history of a home background of socially, economically and educationally deprived with a high truancy level. She had needed glasses but did not wear them. The writer felt this student's home environment had a detrimental influence on her. This student has been receiving treatment at the local mental health clinic.

Individual Educational Prescription For Student AA For 1974-1975

Introduction

Student AA is a thin, unkept, sensitive fourteen year old girl who misses a lot of school. She needs improvement in her personal hygiene. There are days when she wants to sleep instead of doing her work. This usually happens when her mother makes her take too much medication of a controlled type. The student has difficulty getting along with her peer group.

Student AA has academic strengths in math and oral reading. She has difficulty with reading comprehension, oral and written language, social studies, and science.

Specific Objectives

Language

Begin McCormick Mathers' Language Roundup Bronco Book 2.

The rest of Student AA's specific objectives in language are the same as Student K's.

Mathematics

Begin McCormick-Mathers' Growing Up With Arithmetic 3.

The rest of Student AA's specific objectives in mathematics are the same as Student K's.

Reading

Begin Ginn's Trails to Treasure 5 and the accompanying workbook.

The rest of Student AA's specific objectives in reading are the same as Student K's.

Social Growth

Provide Student AA with a structured environment to help her improve her self-discipline.

Furnish Student AA with counseling on personal hygiene.

Encourage Student AA and her mother to improve her school attendance.

The rest of Student AA's specific objectives in

social growth are the same as Student K's.

Spelling

Complete McGraw-Hill's Basic Goals in Spelling 3.

The rest of Student AA's specific objectives in spelling are the same as Student K's.

Background History of Student BB

Student BB was the youngest and only boy in a family of three children with the mother and father being divorced. This student had brain damage with a space between the brain stem and the brain. This caused Student BB to be very slow in psychomotor movements, thought processes and verbalizations.

Individual Educational Prescriptions Of Student BB For 1974-1975

Introduction

Student BB is a short, stocky, immature, academically low thirteen year old boy. This student is never a behavior problem, but is a very slow worker and seldom completes any assignment. He has psychomotor problems which slow him down in doing his written assignments. He has a tendency to just sit at his desk and do nothing unless reminded quite often by the teacher to get busy.

His academic strengths are reading and spelling. Student BB has difficulty with math, writing, language, science, and social studies.

Specific Objectives

Language

Begin McCormick-Mathers' Language Roundup Bronco Book 2.

This student is so slow that this book will not be completed this school year. Progress will be geared to Student BB's ability and speed.

The rest of Student BB's specific objectives in language are the same as Student K's.

Mathematics

Begin McCormick-Mathers' Growing Up With Arithmetic 1.

The rest of Student BB's specific objectives in mathematics are the same as Student K's.

Reading

Begin Ginn's On Cherry Street 1. This book will not be completed this school year but will be continued the following school year.

Social Growth

Student BB's specific objectives in social growth are the same as Student K's.

Spelling

Complete McGraw-Hill's Basic Goals in Spelling 2.

The rest of Student BB's specific objectives in spelling are the same as Student K's.

Background History Of Student CC

Student CC was the fifth child in a family of eight children. This student was in the seventh grade when he was referred, tested, and placed with his parent's consent in the writer's class. He had been referred before but his parents refused to let him be placed in the E.M.H. program. His retardation seemed to be familial as he had some younger brothers and sisters who were in remedial programs and some cousins who were in programs for the retarded.

Individual Educational Prescription Of Student CC For 1974-1975

Introduction

Student CC is a small, shy, hypo active thirteen year old boy. He is never a discipline problem and gets along well with his peer group. He is a very conscientious worker.

Specific Objectives

Language

Begin McCormick-Mathers' Language Roundup Bronco Book 2.

The rest of Student CC's specific objectives in language are the same as Student K's .

Mathematics

Begin McCormick-Mathers' Growing Up With Arithmetic 3.

The rest of Student CC's specific objectives in mathematics are the same as Student K's.

Reading

Begin Ginn's Around the Corner 2 and the accompanying workbook.

The rest of Student CC's specific objectives in reading are the same as Student K's.

Social Growth

All of Student CC's specific objectives in social growth are the same as Student K's.

Spelling

Complete McGraw-Hill's Basic Goals in Spelling 2.

The rest of Student CC's specific objectives in spelling are the same as Student K's.

Background History of Student DD

Student DD was from a low income family having eight children. His father was absent from the home over long periods of time. The etiology of his retardation was familial as he had a sister in the same E.M.H. class. Student DD has been receiving treatment at the local mental health clinic.

Individual Educational Prescription of Student DD for 1974-75

Student DD is a tall, thin twelve year old boy. He is a good worker and strives to do accurate work. He is easily influenced by others in his peer group.

He has difficulty with reading comprehension, language,

and social studies. This student's academic strengths are oral reading and math.

Specific Objectives

Language

Begin McCormick-Mathers' Language Roundup Bronco Book 2.

The rest of Student DD's specific objectives in language are the same as Student K's.

Mathematics

Begin McCormick Mathers' Growing Up With Arithmetic 3.

The rest of Student DD's specific objectives in mathematics are the same as Student K's.

Reading

Begin Ginn's Roads to Everywhere 4 and the accompanying workbook.

The rest of Student DD's specific objectives in reading are the same as Student K's.

Social Growth

Provide this student counseling in social behavior in heterogeneous and homogeneous groups.

The rest of Student DD's specific objectives in social growth are the same as Student K's.

Spelling

Student DD is in the same spelling group as Student K; therefore, the specific objectives in spelling are the same as Student K's.

Background History of Student EE

Student EE was a sister to Student DD. She was one year older than her brother in the same class. The two did not get along together in the class. They would bring their problems from home to school. This family moved into and out of the school district many times since she first started to school.

Individual Educational Prescription of Student EE for 1974-1975

Student EE is a tall, thin, shy thirteen year old girl. She is a conscientious student, strives to do accurate work, but is very slow. This student has difficulty in grasping and retaining concepts.

Student EE's academic strengths are spelling, reading, and writing. She has trouble with math, written language, and social studies.

Specific Objectives

Language

Begin McCormick-Mathers' Language Roundup Lariat Book 3.

The rest of Student EE's specific objectives in language are the same as Student K's.

Mathematics

Begin McCormick-Mather's Growing Up With Arithmetic 3.

The rest of Student EE's specific objectives in mathematics are the same as Student K's.

Reading :

Begin Ginn's Trails to Treasure 5 and the accompanying workbook.

The rest of Student EE's specific objectives in reading are the same as Student K's.

Social Growth

Student EE's specific objectives in social growth are the same as Student K's.

Spelling

Begin McGraw-Hill's Basic Goals in Spelling 4.

The rest of Student EE's specific objectives in spelling are the same as Student K's.

Background History of Student FF

Student FF lived first with his mother and step-father, then he lived with his father and step-mother. He has several brothers, sisters, half-brothers, and half-sisters.

He was placed in the writer's class from the seventh grade after a teacher referral, testing, evaluation, and a multidisciplinary staffing.

Individual Educational Prescription of Student FF for 1974-75

Introduction

Student FF is a thin, small, shy fourteen year old boy. He is a very conscientious worker. He has academic

strengths in math and spelling. He has the most difficulty with reading and written language. This student is integrated in the seventh grade industrial arts program.

Specific Objectives

Language

Begin McCormick-Mather's Language Roundup Lariat Book 3.

The rest of Student FF's specific objectives in language are the same as Student K's.

Mathematics

Begin McCormick-Mather's Growing Up With Arithmetic 4.

The rest of Student FF's specific objectives in mathematics are the same as Student K's.

Reading

Student FF is in the same reading group as Student K; therefore, his specific objectives in reading are the same.

Social Growth

Provide Student FF with social praise to help improve his self-concept.

The rest of Student FF's specific objectives in social growth are the same as Student K's.

Spelling

Student FF is in the same spelling group as Student K; therefore, the specific objectives in spelling are the same.

This concludes the individual educational prescriptions

for the 1974-1975 school year. The writer prepared nineteen educational prescriptions which took approximately ten hours.

CHAPTER VI

EVALUATION OF THE THREE YEAR STUDY

In the last part of this chapter bar graphs were used to show whether the students of the three year study obtained their objectives of their individual educational prescriptions. The criteria used to determine if the students accomplished or received the objective were as follows:

1. Did the teacher provide the objectives that she was responsible for?
2. Did the student accomplish the objectives that he was responsible for?
3. Were the objectives prepared to meet the needs, interests, abilities, and disabilities of the student?
4. What were the averages of the report card grades in each area for each year?

The writer was aware that using this type of criteria was very subjective because she would be making most of the decisions. Keeping this in mind, the writer tried to be as objective as possible in making the decisions for the evaluations.

Graphs were made for each area that was taught or provided individually for the student. The last graph of each

year included all the curriculum that was taught or provided for each student.

The objectives that were the most difficult for the students were as follows:

1. The objectives for the students to correct all mistakes in their language, math, spelling, and reading workbooks.
2. The objective for the student to write his spelling words ten times each day.
3. Some students had trouble in achieving their percentage objective in spelling.
4. Some students did not achieve the number of oral and written reports of their objective.
5. Some students who needed to improve their personal hygiene failed to achieve this objective.

Some of the objectives that the writer had difficulty with providing for the student all the time were as follows:

1. There were a few times when it was impossible to provide a non-threatening environment especially when another student would become frustrated, angry, violent, or argumentative in the classroom.
2. It was difficult to provide a very structured environment when teaching art, cooking, music, and sewing.
3. Sometimes guidance films would not be delivered when

ordered. There were some weeks that it was impossible to show a guidance film.

4. A few students were so low academically that it was difficult to provide them with daily academic success.
5. There were times when the writer was unable to provide a low pressured environment to the students who had that objective. This usually happened when motivation was needed for them to get their assignments done. Usually they were sent out in the hall to do their work while a film was being shown in the classroom.

Also included in this chapter is a small summary of each student's progress who was in the writer's class during the three year study. There were a few students who were not in the writer's class long enough to really give a just evaluation, but the writer tried to evaluate them as objectively and accurately as possible.

Student A

Student A had made some improvement on her social interaction with her peer group and teacher, but there was still a need for more improvement. She did show a little emotional expression in role playing with some of it carried over in class participation. Student A accomplished most of her academic objectives. She made mostly A's on her spelling tests

including the five week unit reviews of seventy-five words. This student functioned in the middle third of her class. She was able to pass a constitution test that was required before she went to the high school E.M.H. program. This student was in the writer's class for one year.

Student B

Student B was absent from school twenty-three days for the 1972-1973 school year. She was either babysitting with her little brother or she was ill. This student was a tuition student from another school district. The writer of this paper notified the school district of this girl's absenteeism, but there was not any noticable improvement in her attendance. The play therapy and role playing therapy did help this student react to frustrating situations better. She enjoyed getting it out of her system and seemed to have a better understanding of other people's feelings when she played their role. This student was in the lower third of her class with her performance. Student B made a good grade on her constitution test because she applied herself. The writer had this student for one year.

Student C

Student C made good academic and social progress for the 1972-1973 school year. Everything seemed to open up for her in understandings and ability. She progressed

farther in her reading and language than the rest of her class. She did not do as well in math. Student C made the highest test score on the constitution test in her class. She was in the upper third of her class. This student was enrolled in the writer's class for one year before she went on to high school E.M.H.

Student D

Student D applied herself and made satisfactory progress in her academic skills. Her communication problem had improved. This student would get up in front of her class and tell an interesting happening before the end of the school year. She passed the constitution test the first time. Student D was in the middle third of her class and in the writer's class one year.

Student E

Student E was one of the writer's disappointments. This girl made some social progress, but very little academic progress. She was in the same low level in reading, spelling, language, and math as she was at the beginning of the school year. After several attempts to pass the constitution test, she finally passed an oral test. This student was in the lower third of her class. She was enrolled in the writer's class one year.

Student F

The writer had Student F for two years in the E.M.H. class. This student made steady progress academically and socially. He accepted responsibilities and achieved them. In math, he developed perserverance. His speech problem improved, the nervous tic was seldom observable, and he had begun to establish a good relationship with his peer group. Student F passed the constitution test the first time. This student was in the upper third range of his class.

In the spring of 1974 Student F had another psychological test and staffing to determine his eligibility for continued E.M.H. placement. The results were that this student had grown both academically and socially enough to be considered for a standard educational program. After a multi-disciplinary staff conference and a conference with the parents, it was decided to integrate Student F in standard classes whenever possible and use the E.M.H. high school class as a resource room for special help. It was also agreed that it would be to this student's advantage to be enrolled in the vocational training program offered by the high school E.M.H. program.

Student G

Student G was in the writer's class for two years. This student progressed approximately two years in every-

thing except math. He took the constitution test three times before he passed. This student was in the upper third of his E.M.H. class.

In the spring of 1974 Student G had another psychological test and staffing to determine his eligibility for continued E.M.H. placement. The results were that this student had grown both academically and socially enough to be considered for a standard high school educational program. After a multidisciplinary staff conference and a conference with the parents, it was decided to integrate Student G in standard classes whenever possible and use the E.M.H. high school class as a resource room for special help. It was also agreed that it would be to this student's advantage to be enrolled in the vocational training program offered by the high school E.M.H. program.

Student H

Student H. was in the writer's class for two years. This student progressed approximately two years in all areas. He carried a "B" in the seventh and eighth grade math classes. His hyperactivity and self-discipline ceased to be much of a problem. This student passed the constitution test with his first try. Student H was on the school's first track team for two years. This student was in the top third of his class.

Student I

Student I was in the writer's class for two years. She did not achieve all of her academic and social objectives. This student made slow progress in math. The first year her school attendance was good, but the second year this student missed thirty-three days of school. She passed the constitution test with the second try. She was in the middle third of her class.

Student J

Student J was in the writer's class for two years. He did not achieve most of his objectives. This student still had problems with hyperactivity, self-discipline, a poor self-concept, moodiness, and school attendance. He tried three times before he passed the constitution test. Student J was in the middle third of his class.

Student K

This student was in the writer's E.M.H. class for three years. He made slow but steady progress academically and socially. Student K did best in school when he started each day with some kind of success. It took Student K three tries before he passed the constitution test. This student functioned in the lower third of his class.

Student L

Student L did not make any observable academic or social progress for the two years he was in the writer's E.M.H. class. He tried very hard, but mostly he had failures. This student would become very frustrated when he failed. After three referrals and testing, this student was declared eligible and placed in a T.M.H. program at the beginning of his third year in the junior high E.M.H. program. His tests showed signs of regression.

Student M

This student made good progress in everything except math. She had been in the same math book for two and one-half years. Her third year, the second semester, she was able to start in another math book, level 4. This student's speech problems had improved, also. Student M continued to be very small for her age. She gained two pounds and grew one-half inch during her three years in the writer's class. Her problem of hyperactivity and distractability showed some improvement. She failed the constitution test three times but passed an oral one. This student functioned in the middle third range of her class.

Student N

Motivation had been Student N's biggest problem when he first was enrolled in the writer's E.M.H. class. After

being in the class for three years, he no longer had this problem. Behavior modification was used. His last semester, he was placed on a trial basis in an eighth grade language arts class and a sixth grade math class. He made "C" in both subjects. After referral and testing, the psychologist recommended for the student to be placed in all standard high school classes in the 1975-1976 school year. He was to use the E.M.H. class as a resource room.

Student O

Student O was enrolled in the writer's E.M.H. class for two years. She made slow progress in her academic objectives. She still suffered from periods of depression and moodiness. This student passed the constitution test with the second try. She functioned in the lower third of her class.

Student P

Student P was enrolled in the writer's class for two years. She made good academic and social progress each year. This student functioned in the upper third range of her class. Because of her scholastic ability and physical maturity, it was decided by a multi-disciplinary staffing to place this student in the high school E.M.H. program for the 1975-1976 school year. This student passed the constitution test with her first attempt.

Student Q

There was very little, if any, observable academic or social growth for Student Q in the two years she was in the writer's class. A referral was made for this student to be placed in a T.M.H. program where she could have some success. After a psychological test, it was decided by a multi-disciplinary staffing for her to be placed in a T.M.H. program for the 1975-1976 school year.

Student R

There was observable academic progress for Student R, but very little social progress. This student still had problems of getting along with her peer group. She functioned in the middle third of her class. The writer had this student for only one year because she moved out of the school district.

Student S

Student S was put in the writer's E.M.H. class on a trial basis for six weeks that stretched into a school year. This student did not progress socially or academically. She would get lost in the building when she went from one class to another. This student had to be watched all the time because she wanted to kiss and hug the boys. The writer recommended for this student to be placed back into the T.M.H.

program where she would have success. The multi-disciplinary staff agreed with this recommendation and made provisions for her T.M.H. placement the following school year.

Student T

Student T made some progress in academic and social skills. Motivation was still a problem. It was the writer's opinion that this student could be functioning at the upper third of the class if he would apply himself. Instead, he was performing at the middle third. Student T was in the writer's class for one year and would be in the junior high E.M.H. level for two more years.

Student U

Student U moved to another school district before the end of the first semester. This student did not achieve his objectives in both academic and social skills. He functioned in the middle third of his class.

Student V

Student V made some progress in both academic and social skills. His carelessness and being in too big of a hurry to get his work finished was still a problem. This student functioned in the middle third of the class. He was in the writer's class for one year and would be at the junior high E.M.H. level for two more years.

Student W

Student W was another student who moved to another school district before the end of the first semester. This student had been absent from school more days than he attended. He made very little progress academically and socially. Student W was functioning in the lower third of his class.

Student X

Student X was placed in the writer's class for just one year. He made some academic and social progress. This student continued receiving treatment at the mental health clinic for emotional problems. It was decided by the multidisciplinary staff for this student to be placed in a seventh grade standard program for the 1975-1976 school year.

Student Y

Student Y progressed academically and socially. This student missed more days than he attended. This tuition student's school district filed charges against the parents for their son's excessive truancy. The parents were found guilty and fined. Student Y functioned in the upper third range of his class. After he was transferred from a standard fifth grade, he was enrolled in the writer's class for a year and would be at the E.M.H. junior high level for two more years.

Student Z

Student Z progressed more in math than any other area. He needed to improve in reading, language, and social skills. This student functioned in the middle third of the class. He had been placed in the writer's class for only one year to try to improve his social skills. It was decided by the multi-disciplinary staffing for this student to be placed in a standard seventh grade class for the 1975-1976 school year.

Student AA

Student AA was enrolled in the writer's class for one year. She made good progress in everything except her personal hygiene. She passed the constitution test after four tries. This student functioned in the middle third of her class. It was decided by the multi-disciplinary staffing for Student AA to be placed in the high school E.M.H. program for the 1975-1976 school year.

Student BB

Student BB made slow progress in his academic skills. He made better progress in his social skills. This student functioned in the lower third of his class. He was in the writer's class for a year and would be in the junior high E.M.H. lever for two more years.

Student CC

Student CC was transferred from a standard seventh grade program into the writer's E.M.H. class at the beginning of the second semester. This student made slow progress in his academic skills but he showed more progress in his social skills. He functioned in the middle third range of his class. This student would be in the junior high E.M.H. level for one more year.

Student DD

This student made progress in academic skills but still was receiving treatment at the local mental health clinic for his social problems. This student was enrolled the first four weeks of school. He moved to another state until the last twelve weeks of school. Then he moved back into the school district. This student will be at the junior high E.M.H. level for two more years.

Student EE

Student EE was a sister to Student DD. She was placed in the writer's class at the beginning of the fourth week of school from a standard sixth grade. She moved to another state. Then she moved back and attended school for the first ten weeks of the last three months. At this time

this girl was taken from her parents and placed in a foster home in another school district, so she missed the last two weeks of school. She made academic and social progress during her enrollment.

Student FF

Student FF was placed into the writer's class from a standard seventh grade program the last semester of school after a teacher referral and testing. He made good academic and social progress the time he was in the E.M.H. class. It took him three tries before he passed the constitution test. The multi-disciplinary staffing recommended placement in the high school E.M.H. program for the 1975-1975 school year.

This concluded the thirty-two evaluation summaries of all the students in the E.M.H. class for the three year study.

(150)

TABLE I

LANGUAGE 1972-1973

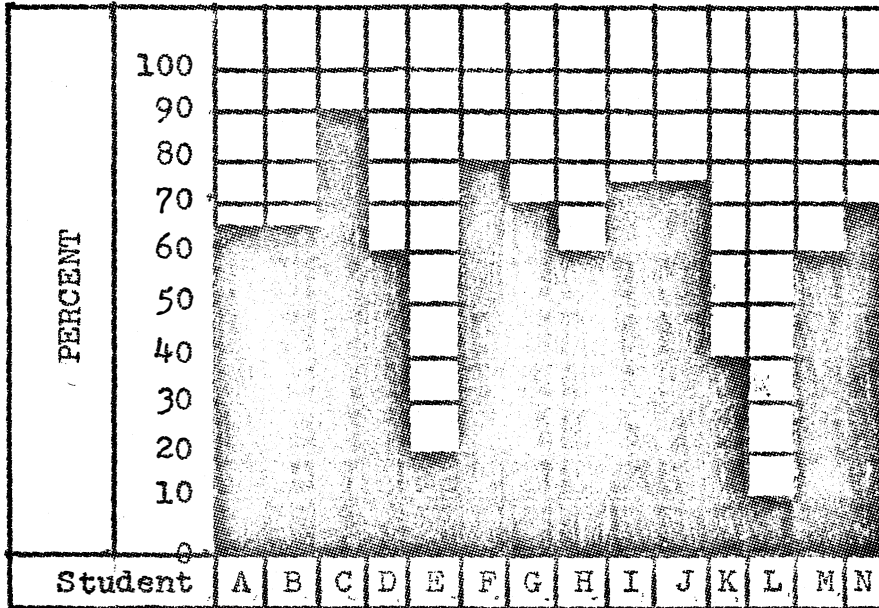
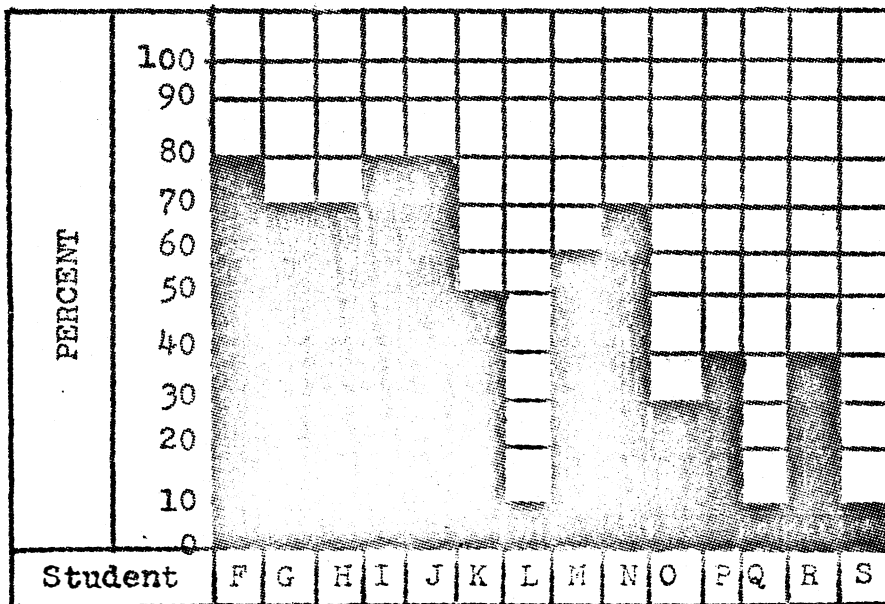


TABLE 2

LANGUAGE 1973-1974



(151)

TABLE 3

MATH 1972-1973

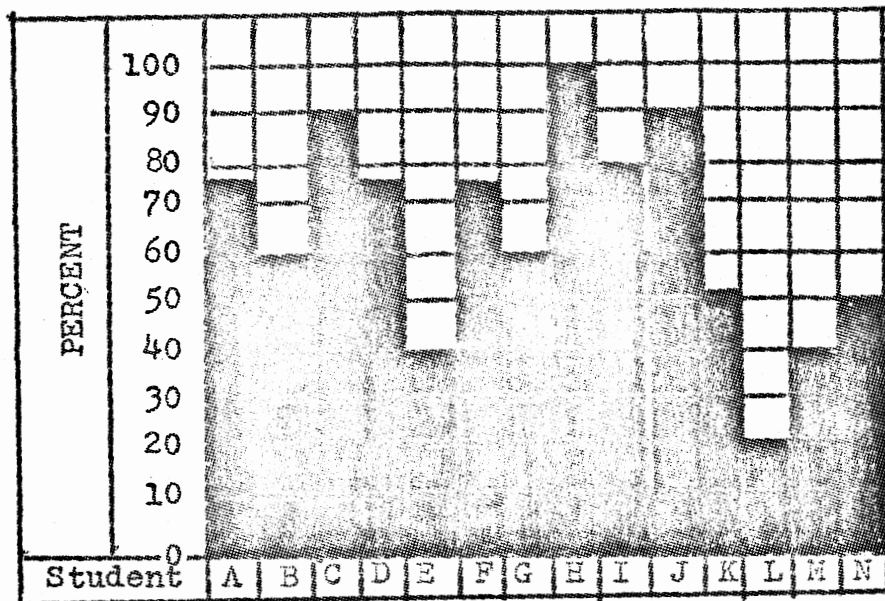
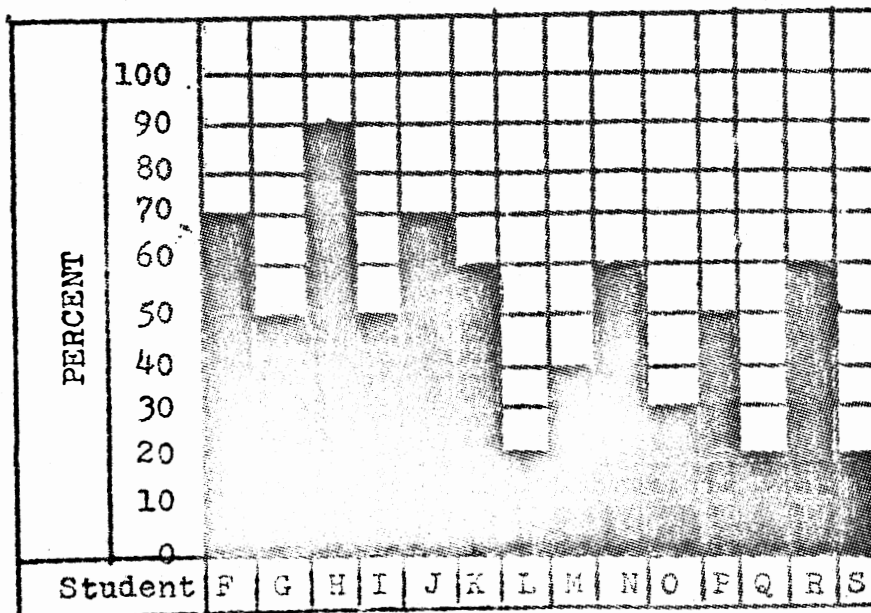


TABLE 4

MATH 1973-1974



(152)

TABLE 5
READING 1972-1973

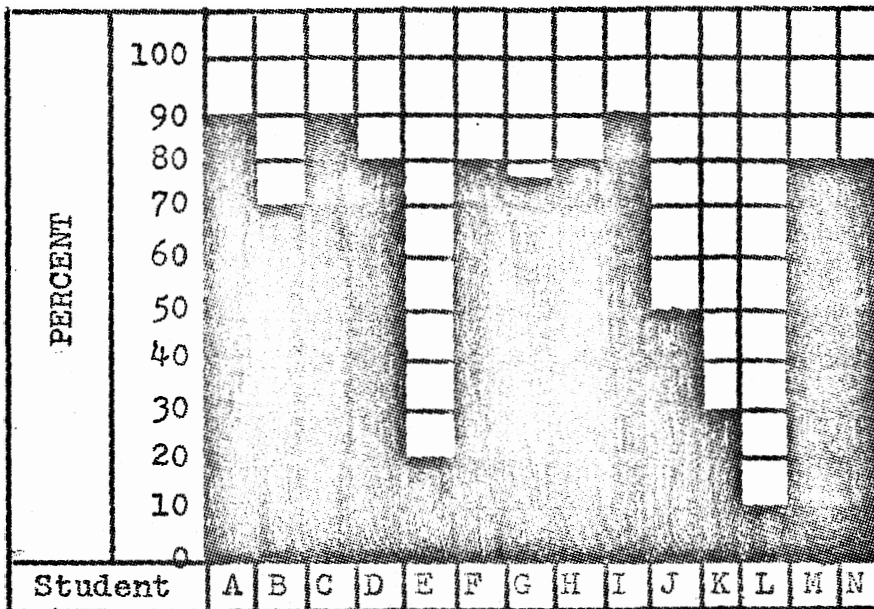
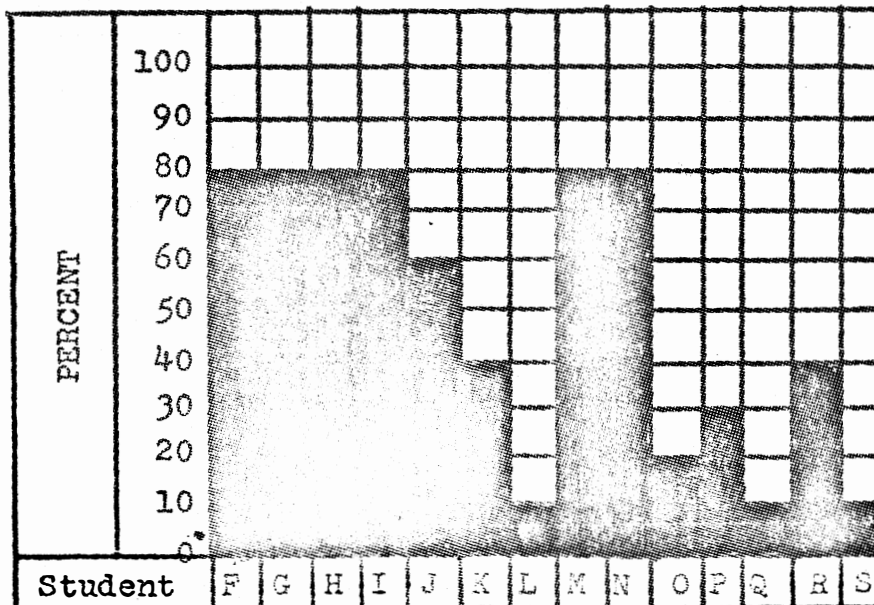


TABLE 6
READING 1973-1974



(153)

TABLE 7

SOCIAL GROWTH 1972-1973

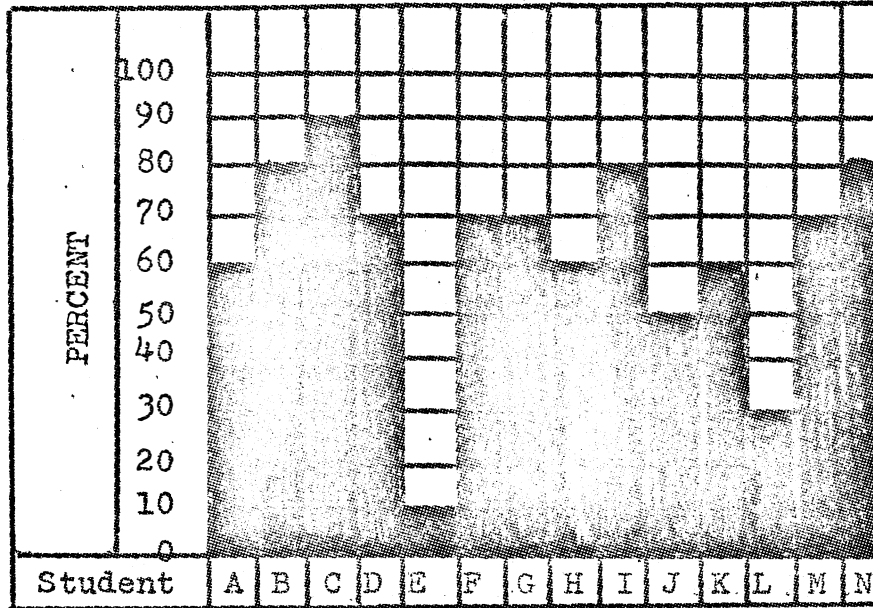


TABLE 8

SOCIAL GROWTH 1973-1974

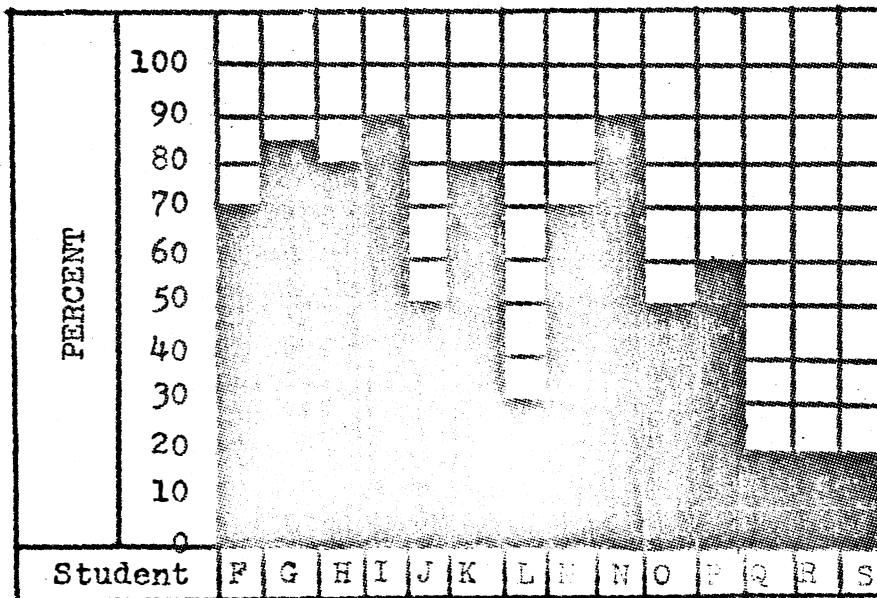


TABLE 9

SPELLING 1972-1973

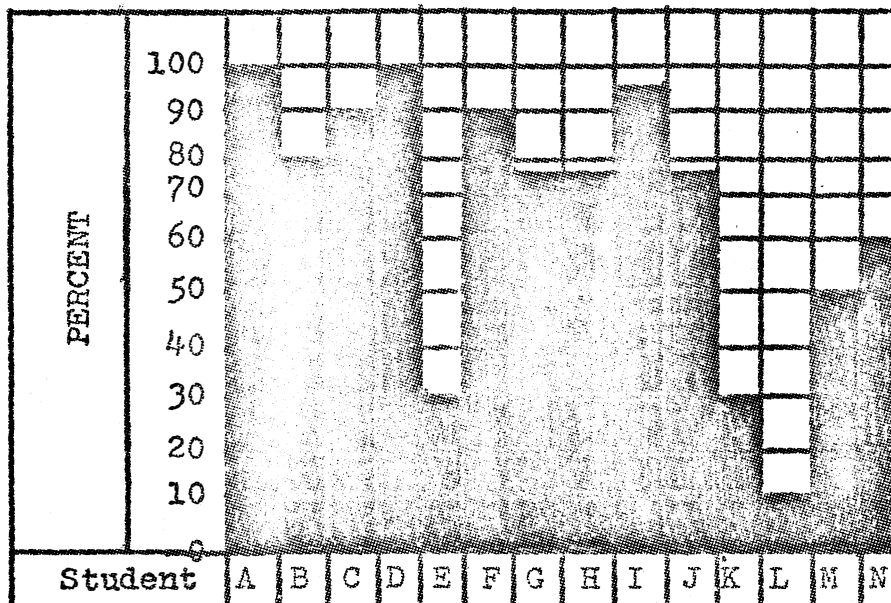
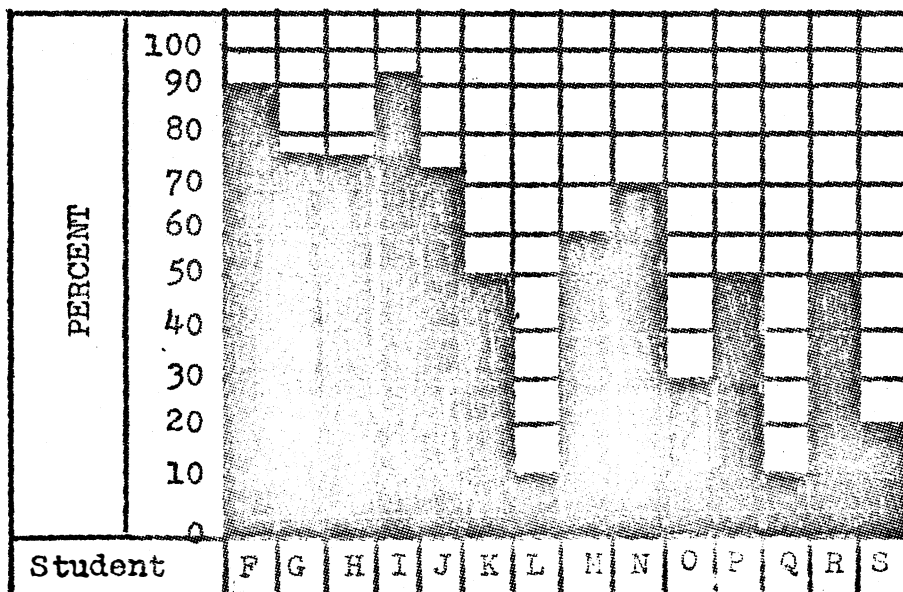


TABLE 10

SPELLING 1973-1974



(155)

TABLE 11

ALL AREAS 1972-1973

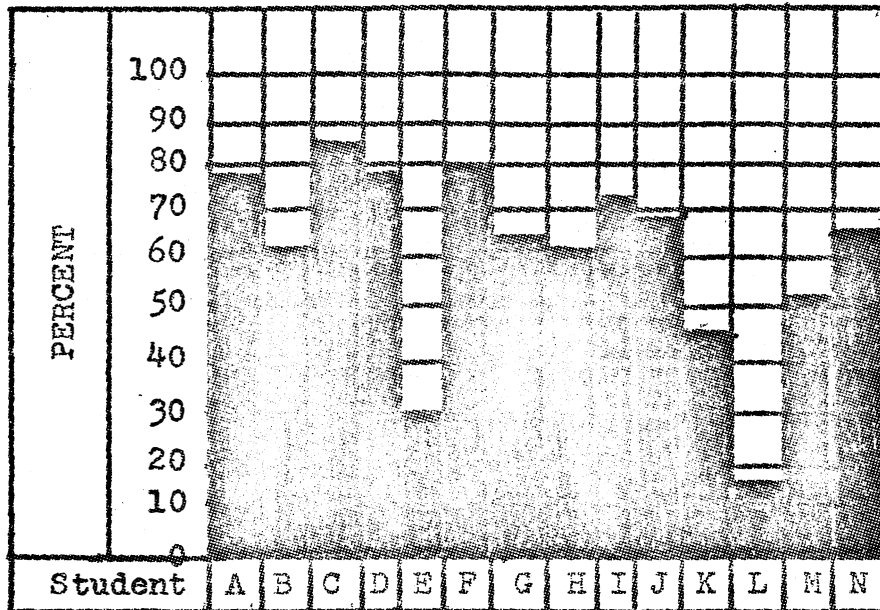
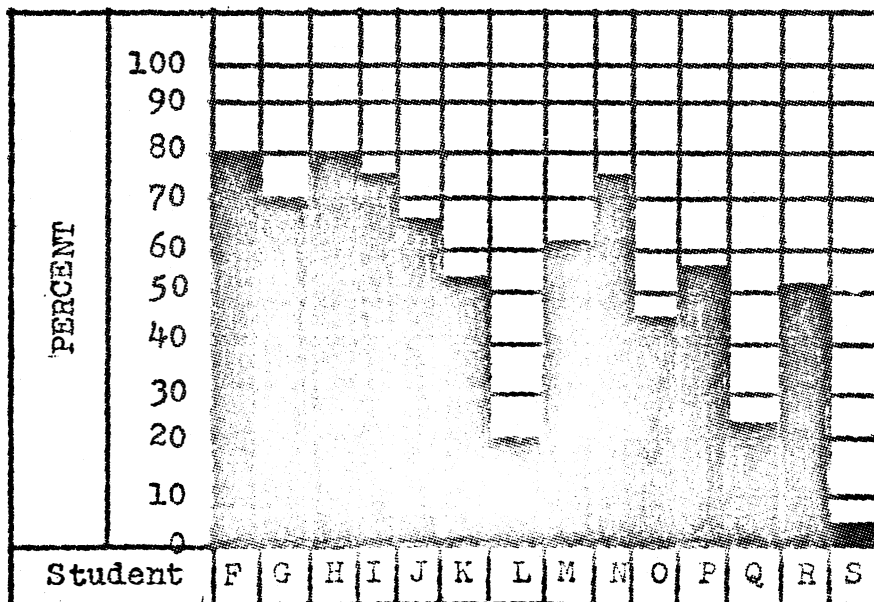


TABLE 12

ALL AREAS 1973-1974



(156)

TABLE 13

LANGUAGE 1974-1975

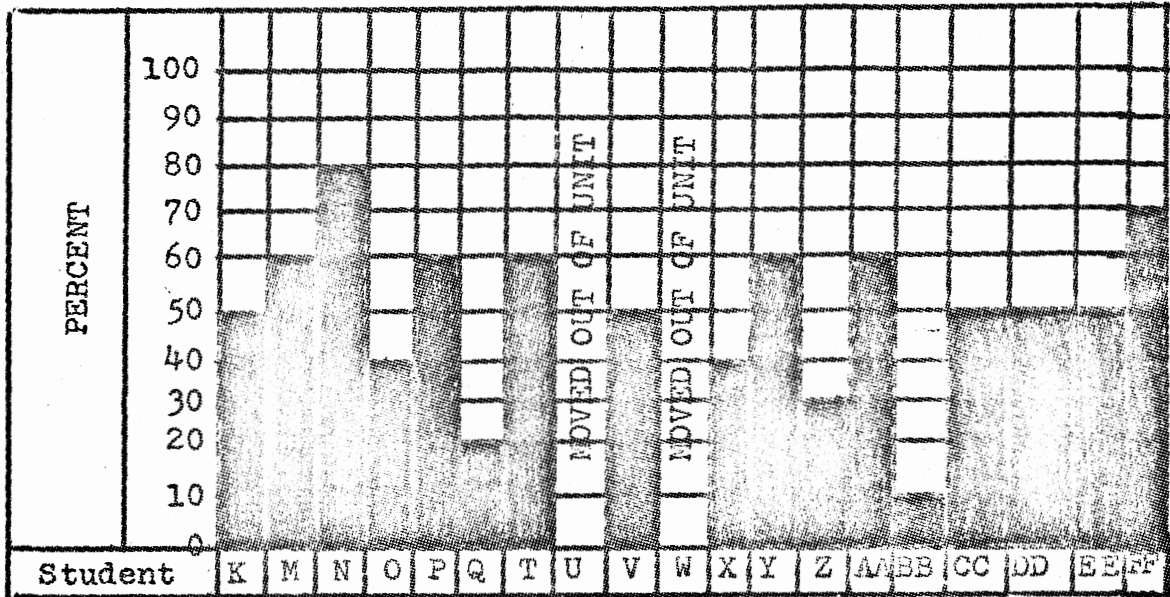
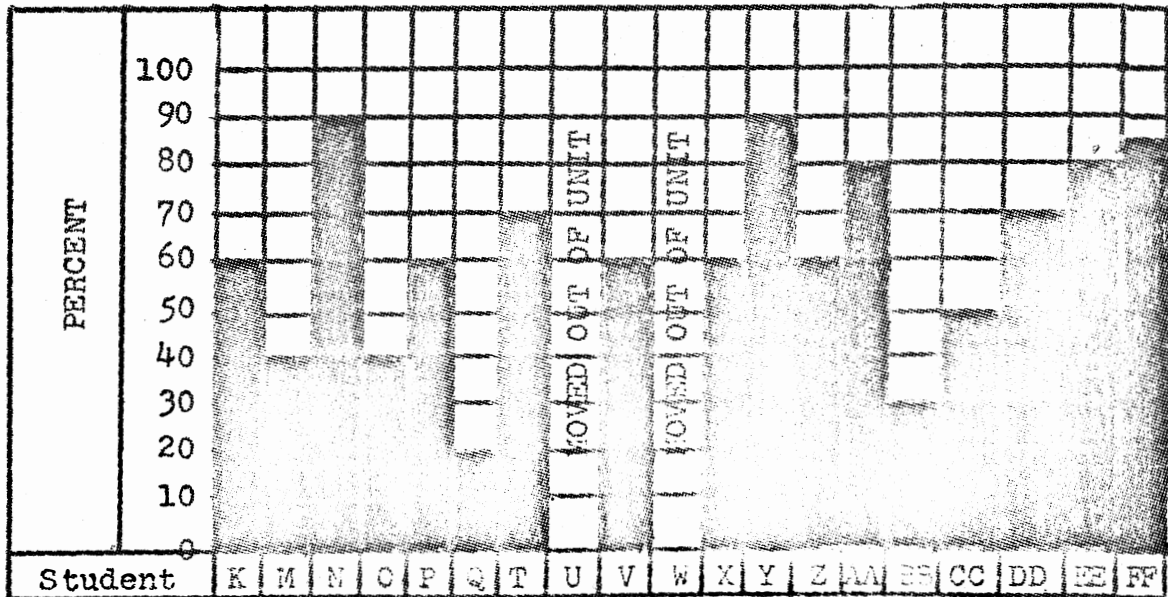


TABLE 14

MATH 1974-1975



(157)

TABLE 15

READING 1974-1975

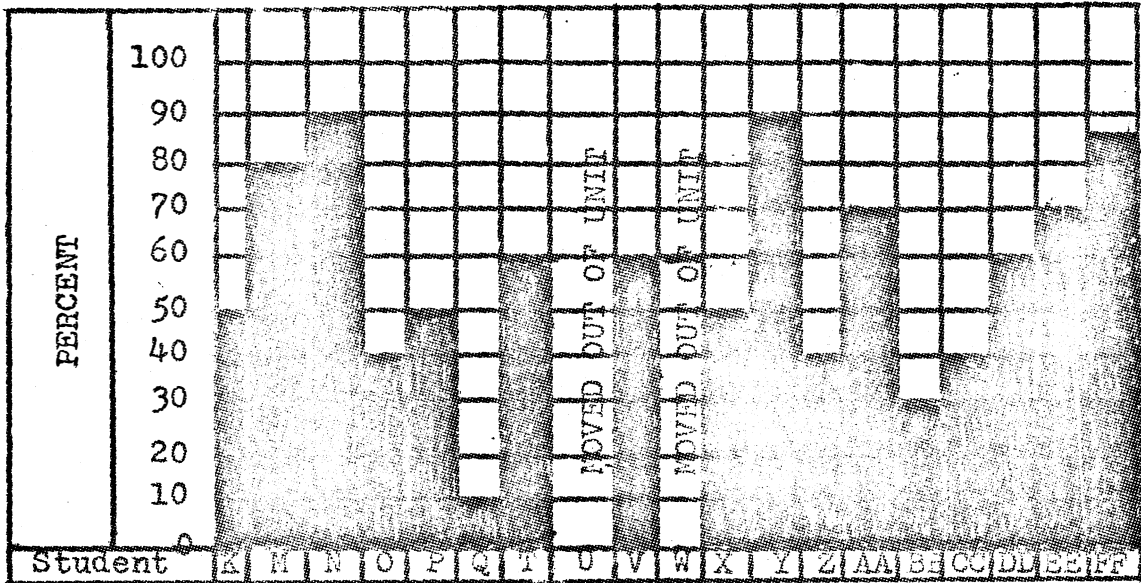
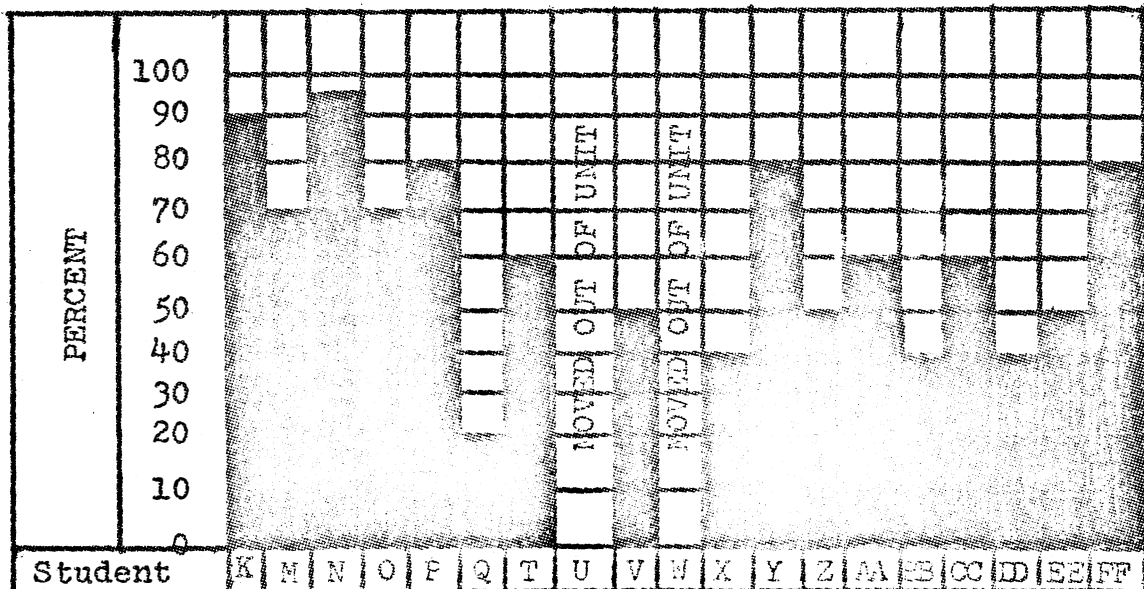


TABLE 16

SOCIAL GROWTH 1974-1975



(158)

TABLE 17

SPELLING 1974-1975

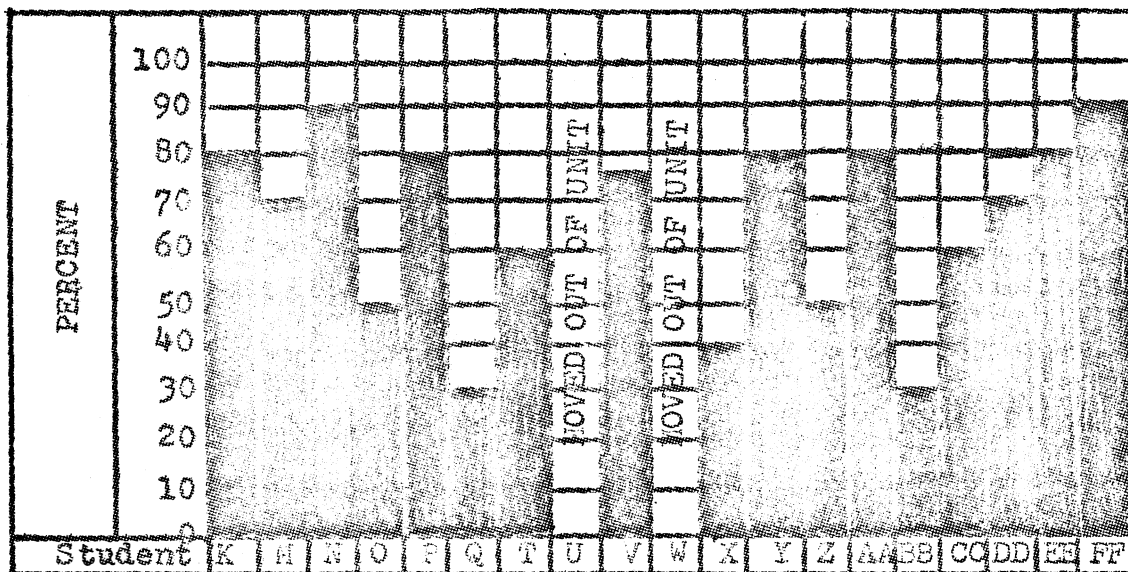
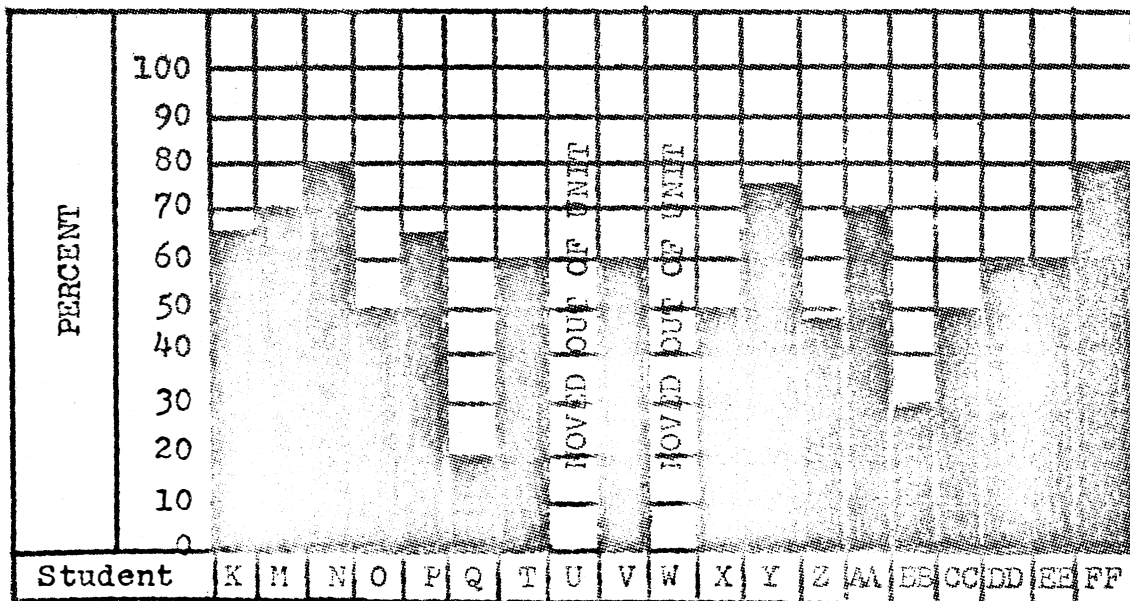


TABLE 18

ALL AREAS 1974-1975



CHAPTER VII

TEACHERS' SURVEY

In order to get other professional opinions on the individual educational prescription checklist, a teachers' survey was taken. Names and addresses of special education teachers were obtained through various sources such as C.E.C. (Council of Exceptional Children), Eastern Illinois Area of Special Education, and an Educational Convention at Southern Illinois University in March, 1975. Seventy questionnaires with a copy of the individual educational checklist were sent to all parts of Illinois. These were designed so the special education teacher could send her opinions back to the writer anonymously. A total of thirty-nine questionnaires were returned. Some of the teachers did not answer all the questions on the questionnaire.

The results of this survey in parenthesis are as follows:

1. What part of this educational prescription checklist could be utilized for the class you are teaching?

<u>(22%)</u>	100%	<u>(67%)</u>	75%	<u> </u>	50%
<u>(11%)</u>	25%	<u> </u>	0%		

2. What percentage does this educational prescription

- checklist cover in your curriculum? (33%) 100%
(56%) 75% 50% (11%) 25% 0%
3. Do you feel this type of educational check list will be the (11%) same (33%) more (56%) less time consuming than the type you are now using?
4. Would you prefer to use this type of educational prescription checklist than the one now being used by your unit? (78%) yes (22%) no
5. Would it be too difficult for you to revise this educational prescription check list to use with your class? yes (100%) no
6. What E.M.H. level do you teach? Primary (10%)
Intermediate (8%) Junior High (54%)
High School (18%) Other (10%)
7. Do you see any advantages in using this type of educational prescription check list? (100%)
yes, if so what? no, if no why?
8. Do you see any disadvantages in using this type of education checklist (11%) yes, if so what?
(89%) no, if no why?
9. Do you have any suggestions that would improve this educational prescription checklist? (20%) yes
(80%) no
10. Please write below and on the back of this sheet any comments you would like to make about this educational prescription checklist. All comments

will be appreciated.

Some of the comments that were written in reference to question seven are as follows:

"It is a way of organizaing your plans for each individual child for the year."

"It would be a good evaluation."

"It could be used to help develop a curriculum guide."

"It is more efficient and less time consuming."

"It could be updated easily."

"It has excellent curriculum coverage."

"It could be used as a good indicator of whether the student is progressing or regressing."

"It would be an excellent aide to a substitute teacher."

"It would be a useful tool for a receiving teacher."

"This education checklist would be a quicker evaluative summary of what the teacher should concentrate on with each child."

"A checklist that covers the subject area so thoroughly could only prove to be beneficial to the special teachers."

Some of the comments that were written in reference to question eight are:

"In our school E.M.H. children are taught art, music, physical education, and industrial arts by regular teachers, so this part is inappropriate."

"It is too detailed."

One comment which more than one made in reference to question nine is:

"Improve on the end of the year evaluation perhaps by including evaluation comments at the end of each subject area."

Some of the comments made in reference to ten are as follows:

"Your curriculum is very thorough. If facilities were available, there could be more enrichment, but I think this is more than I can get accomplished with some students."

"Thanks for the form, I can use it."

"You have spent a lot of time in preparing this. I can't think of any way to improve on this."

"I was very pleased with the thoroughness of the checklist. It could be easily adapted for and into my program."

"This checklist would be more appropriate for intermediate and junior high level."

"In my present English and math classes, I am employing all the objectives listed under mathematics, language, and reading. Therefore, this plan is not much different from my own except that I use different texts and workbooks at the high school level. In my science class, I teach all the objectives listed under the science category, but our science course is a little more advanced than yours."

The results of this survey were very satisfying to the writer. The answers and percentages were much better than had been hoped for. In questions one and two the writer did not expect any at the 100% level because each school curriculum differs some. It might be interesting to note those that felt

there was a disadvantage to using this type of checklist were from the "other" category of teachers in question six. Most of these were teachers of learning disability, emotionally disturbed, and socially maladjusted rather than E.M.H. teachers.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

Value of the Checklist

The conclusion for this three year research was that the individual educational checklist would be a beneficial instrument for school administrators, parents of exceptional children, school evaluators, and special education teachers; taking into consideration that each teacher would modify the prescription checklist to fit their students' abilities, disabilities, interests, needs, and curriculum. This individual educational checklist would do the following:

1. It would have a better organized educational plan for each individual E.M.H. student for a year.
2. It could be used as an indicator of what the student was or was not doing and where he was and what was expected of him.
3. It would help implement a smoother transition for the student into and out of special education programs, a new school district, or a different level.
4. It could be used as an indicator of progressive academic and social growth or regression.

5. It could be used as a guideline tool in helping to provide the student a continuum in his educational and social needs.
6. It would be used as a guide to help determine what the special education student's needs, interests, abilities, and disabilities were.
7. It could be used to help develop a curriculum guide.
8. It would be more efficient and less time consuming, especially with updating.
9. It would be an aide to a substitute teacher, receiving teacher, and receiving school.
10. It can be used as an aide in helping the multi-disciplinary staff determine the continued placement and eligibility of the student in special education programs.
11. It could be used for the end of the year evaluative summary.
12. It would provide the student's parents or guardian with information about the programs and services being provided by the school for their child.
13. It would help provide the State Evaluating Committee with the necessary information to help in determining if the State's criteria for special education

had been provided by the school district.

14. It would help to justify the tax dollar spent for special education.

Recommendations

The writer agreed with the suggestion for improvement on the end of the year evaluation. This end of the year evaluation would have the following changes:

Recommendations

Language

Mathematics

Reading

Social Growth

Social Studies

Spelling

The space between the subject area would give the sending teacher room to write any special recommendations for subjects that are usually taught on the individual basis.

This concludes the study on the individual educational checklist that was designed by the writer of this research to be a helpful instrument in the field of special education.

APPENDIX I

RULES AND REGULATIONS

State of Illinois Rules and Regulations

Educational prescriptions for students in special education programs, which includes E.M.H., developed from the criteria established by the State of Illinois Rules and Regulations of Special Education from the Office of the Superintendent of Public Instruction effective July 31, 1972, under the title of "' Special Education Instructional Program.'

ARTICLE IV

4.01

Special education instructional programs shall be designed in direct response to the educational needs of exceptional children.

1. Specific types of instructional programs may be formulated according to common exceptional characteristics of the students, or, for students with differing exceptional characteristics, but common educational needs.
2. Student-based objectives shall be developed for each type of special education instructional program.
3. The objectives of the program shall have a direct and observable relationship to the objectives which have been established for each child who is placed in that program.

4.02

A curriculum of educational experiences adaptable to the individual needs, interests, or abilities of each child shall be developed for each type of instructional program.

1. This curriculum shall be:

- a. Sequential
- b. Developmental
- c. Goal-directed
- d. Clearly stated and available to the public
- e. Subject to continuing evaluation and revision.

4.03

In the formation of special education instructional programs, consideration shall be given to the chronological age, mental age, physical size, motor ability, level of achievement, and social and emotional adjustment of the students.

- 1. Special education age groupings shall be early childhood (generally ages 3-5), primary (generally 6-8), intermediate (generally ages 9-11), junior high (generally ages 12-14), and secondary (generally ages 15-21).
- 2. The age range of students within a special program or in any individual instructional grouping shall not exceed four (4) years.¹

Other guidelines were established for the educational prescriptions from the State of Illinois Office of the Superintendent of Public Instruction on the Rules and Regulations of Special Education under the title "' The Delivery of Special Education Services: Programming for Exceptional Children'.

ARTICLE X

10.01

Eligibility for, and the provision of, a special education instructional program or instructional service shall be determined at one or more multidisciplinary staff conferences.

¹State of Illinois Office of the Superintendent of Public Instruction, Rules and Regulations of Special Education, "Special Education Instructional Program" (Springfield, Illinois State Printing Office, July 31, 1972), pp. 11-12.

1. Participants in these conferences shall include appropriate representatives of the sending school, the special education director or designee, all those school personnel involved in the evaluation of the child, and those who will be responsible for the provision of the appropriate special education services.
2. The purpose of the conferences shall be to:
 - a. Develop a profile of the child's learning, characteristics, sensory and motor skills, and behaviors
 - b. Determine the child's unique educational needs
 - c. Determine the extent to which the standard program can meet these needs
 - d. Determine the nature and degree of special education intervention
 - e. Develop an educational plan which indicates specific objectives to be attained by the child.
3. To achieve these purposes the participants in the conferences shall consider all information developed through the case study evaluation. The opinions and concerns of the child's parents shall be presented as a significant part of this information.

10.02

A written report of the results and recommendations of the conference shall be kept on file by the local district and by the special education cooperative unit. This report shall list the names of all those in attendance, and shall be signed by the person who has prepared it.

10.03

The parents or guardians of each child receiving a case study evaluation to determine his need for special education shall be provided with an understandable explanation of the evaluation and of the educational plan drawn to meet his needs.

10.04

. . . .

10.13

The educational development of a child receiving special education services shall be evaluated and reported in relation to the individual objectives established for him.

10.14

A comprehensive report of the educational development of a child receiving special education services shall be provided to the parents or guardians of the child at intervals consistent with the district's reporting process.

10.15

Within the limitations of his exceptional characteristics, each child shall also be given regular reports concerning his educational development.

10.16

The educational status and continued placement of each child in an instructional program or receiving special education supportive services shall be reviewed annually in a multi-disciplinary staff conference.

1. Utilizing appropriate evaluation information, including teacher and parent opinions, this review shall determine the extent to which the child has met the objectives set for him recommend further diagnostic evaluation if this is indicated, and revise the plan as necessary.
2. When a child who has been in an early childhood developmental program is ready to move to the primary level, special attention shall be given to determining whether he could develop, commensurate with his potential abilities, in a standard program.

10.17

An annual report concerning each child enrolled in a special education instructional program or receiving direct special

education supportive services shall be provided to the child's home school or district."²

This concludes all the rules and regulations of the State of Illinois that applied to the individualized educational prescriptions.

²State of Illinois Office of the Superintendent of Public Instruction, Rules and Regulations of Special Education "The Delivery of Special Education Service: Programing for Exceptional Children" (Springfield: Illinois State Printing Office, July 31, 1972), pp.29-31.

APPENDIX II

Introduction

General Objectives

Provide _____ with an environment in the E.M.H. classroom so that _____ may grow both academically and sociably within _____ potential.

Provide _____ with academic skills and experiences as a functional approach.

Specific Objectives

Social Growth

Provide _____ with academic and social successes to help improve _____ self-concept.

Provide _____ with experiences for social growth and peer interaction such as role playing, helping others, taking responsibility, daily class discussion, at least four or more oral and written book and research reports, daily class participation, and the use of social and guidance films weekly.

Integrate into regular classes wherever possible.

Reading

Complete _____ with the accompanying workbook.

Provide _____ with word attack skills such as phonics, configurations, small words, context clues, and sight words for the new words in each story.

Introduce all the new words in a story before beginning to read the story. Use the glossary and/or dictionary for pronunciation and meaning. Use group discussions to pronounce the new words and to familiarize _____ with the usage of the words.

Provide _____ with an environment of not being rushed or pressured when oral reading.

Provide independent study time for reading comprehension.

Have _____ correct all mistakes in workbook.

Spelling

Complete _____.

Assign one unit of spelling words per week and have _____ write each spelling word ten times each day with a trial test on Wednesday and a final test on Friday with at least _____% accuracy. (Percentage would be established by the student's ability)

Provide independent study in spelling by having _____ read the directions and fill in the blanks of the spelling workbook.

Have _____ correct all mistakes in spelling book.

Language

Begin _____. This book will not be completed this school year but will be used for the next school year until completion.

Supply supplementary materials and exercises needed for concepts.

Test each unit for evaluation of concepts learned.

Provide independent seat study in language by having _____ read directions, do required work in workbook, and to correct all mistakes.

Provide _____ with experiences of oral reports, story telling, and class discussions.

Help _____ improve _____ oral language
by using the level #3 Peabody Language Developmental Kit
at least once a week.

Mathematics

Begin _____,

Furnish supplementary materials and exercises needed
for math concepts.

This book may not be completed this school year because
it will be paced according to _____ achievement and re-
tention in mastering the concepts. It will be continued
until book is completed.

Provide unit tests for evaluation of concepts learned.

Social Studies

Provide _____ with a basic knowledge and
appreciation of our country and state using _____
for reading and references.

Use field trips, films, maps, records, pictures, current
event bulletin board, newspapers, and class discussions as
supplementary materials for concepts.

Provide tests for every unit for evaluation of
concepts.

Provide tests for every unit for evaluation of concepts
learned.

Science

Provide _____ with some simple science facts
such as animals (naming, grouping, and habitats), plants (care,
growth, characteristics, and categories), weather, anatomy,
bacteria, and physiology concepts and functions.

Use films, experiments, field trips, pictures, and books
as supplementary materials for concepts.

Provide unit test for evaluation of concepts learned.

Health and Safety

Provide _____ with facts about health, safety, drugs, alcohol, and tobacco through reading materials and films.

Writing

Provide exercises to help _____ to improve _____ penmanship.

Music

Provide _____ with information about his country musical heritage.

Develop an awareness of different types of music-- jazz, classical, rock, country, and folk.

Develop a familiarity with the elements that make up music.

Develop an ability to listen and then describe what _____ has heard in music.

Provide monthly evaluations.

Physical Education

Integrate _____ with other classes in P.E.

In many classrooms there will be children who cannot participate fully in the regular program in physical education. Those identified with handicaps-- as well as frail children need special consideration. A basic principle for children with restrictions is that they participate within the limits of the restrictions in the regular program. They need to be included in the group to minimize the concept that they are "different".

Develop physical attributes such as muscular strength, ability to resist fatigue, good body mechanics, flexibility, and ability.

Stimulate growth and development of the individual as a personality.

Encourage activities involving grace and rhythm and improved reaction time as well as a wide range of skills conducive to participation and its resultant benefit.

Contribute to the realization of democratic ideals in the daily life of pupils in the gymnasium and on the playing field.

Foster healthy social growth by providing friendly and sociable contacts by means of games and sports.

Art

Integrate _____ with other classes in Art.

Special needs or problems

APPENDEX III

Individual Educational Prescription of _____ for 197__-197__

Introduction

General Objectives

- _____ Provide this student with an environment in the E.M.H. classroom so that _____ may grow both academically and socially within _____ potential.
- _____ Provide this student with academic and social skills and experiences as a functional approach.
- _____ Provide this student with a compatible environment that will minimize this student's problems.

Specific Objectives

Art

- _____ Integrate this student with other classes of art.

Health and Safety

- _____ Provide this student with facts about health, safety, drugs, alcohol, and tobacco through reading materials and films.

Home Economics

- _____ Provide this student with experiences of using a needle and thread, sewing a straight seam, sewing on a button, repairing a tear, and putting in a hem.

_____ Provide this student with experiences in simple cooking such as measuring, mixing, and baking a box cake, box cookies, and popping corn.

_____ Test each unit for evaluation of concepts learned.

Language

_____ Begin _____ Continue _____ Complete

_____ Supply supplementary materials and exercises needed for concepts.

_____ Provide independent study in language by having the student read directions, do required work in the workbook and correct all mistakes.

_____ Provide this student with experiences of oral reports, story telling, and class discussions.

_____ Test each unit for evaluation for concepts learned.

Mathematics

_____ Begin _____ Continue _____ Complete

_____ Furnish supplementary materials and exercises needed for concepts.

_____ Provide unit tests for evaluation of concepts learned.

Music

_____ Provide this student with information about his country of musical heritage.

_____ Develop an awareness of different types of music-- jazz, classical, rock, country, and folk.

_____ Develop a familiarity with the elements that make up music.

- _____ Develop an ability to listen and then describe what the student has heard in music.
- _____ Provide unit tests for evaluation of concepts learned.

Physical Education

- _____ In many classrooms there will be children who cannot participate fully in the regular program in physical education. These identified with handicaps--as well as frail children need special consideration. A basic principle for children with restrictions is that they participate within the limits of the restrictions in the regular program. They need to be included in the group to minimize the concept that they are different.
- _____ Integrate this student into a standard physical education program.
- _____ Develop physical attributes such as muscular strength, ability to resist fatigue, good body mechanics, flexibility, and ability.
- _____ Stimulate the growth and development of the individual as a personality.
- _____ Encourage activities involving grace and rhythm, and improved reaction time as well as a wide range of skills conducive to participation and its resultant benefit.
- _____ Contribute to the realization of democratic ideals in the daily life of pupils in the gymnasium and on the playing field.
- _____ Foster healthy social growth by providing friendly and social contacts by means of games and sports.

Reading

_____ Begin _____ Continue _____ Complete

- _____ Provide this student with word attack skills such as phonics, configurations, small words, context clues, and sight words for the new words in each story.
- _____ Introduce all the new words in a story before beginning to read the story.
- _____ Use the glossary and/or dictionary for pronunciation and meaning.
- _____ Use group discussions to pronounce the new words and familiarize this student with the usage of the words.
- _____ Provide this student with an environment of not being rushed when oral reading.
- _____ Furnish independent study time for reading comprehension.
- _____ Have this student correct all the mistakes in the accompanying workbook.

Science

- _____ Provide this student with some simple science facts such as animals (naming, grouping, and habitats), plants (care, growth, characteristics, and categories), weather, anatomy, bacteria, and physiology concepts and functions.
- _____ Use films, experiments, field trips, pictures, and books as supplementary materials.
- _____ Provide unit tests for evaluation of concepts learned.

Social Growth

- _____ Furnish this student with a low pressure environment.
- _____ Provide this student with experiences for social growth and peer interaction such as role playing, helping others, taking responsibility, daily class discussions, at least _____ or more oral and written reports, daily class participation, and the monthly use of social and guidance films.

- _____ Provide this student with academic and social success to help improve self-concept.
- _____ Furnish this student with social praise.
- _____ Furnish this student with a structured environment.
- _____ Provide this student with a non-threatened environment.
- _____ Provide this student with a seating arrangement that will minimize this student's _____ problem.
- _____ Provide this student with counseling on _____.
- _____ Encourage this student to participate in _____ sports, _____ chorus _____ band, _____ student council, _____ glee club, and _____.
- _____ Enroll this student in speech therapy.
- _____ Integrate into standard classes whenever possible.

Social Studies

- _____ Provide this student with a basic knowledge and appreciation of his country and state using _____ for reading and references.
- _____ Use field trips, films, maps, records, pictures, current events bulletin boards, newspapers, and class discussions as supplementary materials for concepts.
- _____ Test each unit assigned for evaluation of concepts learned.
- _____ Supply information so this student will acquire the knowledge to pass the constitution test.

Spelling

_____ Begin _____ Continue _____ Complete

_____ Assign _____ one half _____ one unit of spelling words per week.

- _____ Write each spelling word ten times each day.
- _____ Have a trial test on Wednesday.
- _____ Have a final test on Friday with at least _____% accuracy.
- _____ Provide independent study by having this student read the directions and fill in the blanks in the spelling book.
- _____ Have student correct all the mistakes in spelling workbook.

Writing

- _____ Provide this student with writing exercises to help him improve his penmanship.

End of Year Evaluation

This student obtained in the following:

	All	Most	Some	None
Art	_____	_____	_____	_____
Health and Safety	_____	_____	_____	_____
Home Economics	_____	_____	_____	_____
Language	_____	_____	_____	_____
Mathematics	_____	_____	_____	_____
Music	_____	_____	_____	_____
Physical Education	_____	_____	_____	_____
Reading	_____	_____	_____	_____
Science	_____	_____	_____	_____
Social Growth	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____
Spelling	_____	_____	_____	_____
Writing	_____	_____	_____	_____

Recommendations

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