Program for learning disabilities in the secondary school

Rosemary Weidensee

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A PROGRAM FOR LEARNING DISABILITIES
IN
THE SECONDARY SCHOOL

by
Rosemary Weidensee

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION
(EDUCATION OF THE LEARNING DISABLED CHILDREN)
AT CARDINAL STRITCH COLLEGE
Milwaukee, Wisconsin
1975
This research paper has been approved for the Graduate Committee of Cardinal Stritch College by

Sister Jeanne Marie Kischler
(Advisor)

Date Nov. 10, 1975
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CHAPTER I

INTRODUCTION

This paper was written because there exists at this time a great need for a program in learning disabilities for the secondary area of education. The purpose of this paper was to provide a useful tool for those seeking guidance, information, or help in establishing a program for secondary learning disabilities. An endeavor was made to provide a workable program for diagnosis, academics, and vocational training. This paper was by no means meant to be all inclusive. In each area suggestions may be added to or taken from what was written.

The Wisconsin State Legislature has set up a mandate for the formation of Learning Disabilities programs in the State's schools. One portion of the program calls for a multi-disciplinary team to diagnose each referred student in order to confirm a Learning Disability problem and to recommend the placement of that student in an appropriate class, should the diagnosis be an affirmative one. The student can be referred for diagnosis by any person who is concerned for his best interests.
As of September, 1975, Wisconsin school administrators must have each student referred to them seen by the multi-disciplinary team. After a positive placement in Learning Disabilities by the team, the student is to be placed in an LD classroom in the school nearest to his home. The teacher in this classroom will program this student in order to best fill his individual needs. The student will remain with the LD teacher for his areas of greatest need, but will be mainstreamed with the other members of the school for all other classes and activities, including homeroom.

It is most important that this student be made to feel accepted and "normal" by both his teachers and his peers. This public relations job is one of the first responsibilities of the LD teacher upon getting her classroom. It is imperative that an "open door" policy be initiated between herself and the teachers and administrators in the building. The LD student needs a flood of materials, information and support, most of which must come from his own school. If he feels a rapport between his teacher and other teachers and students in the school, it will be a fine foundation for him upon which to build his future successes. This student has developed a pattern of failure for himself. It is up to the LD teacher to create an atmosphere where change can take place—a change from failure to success.
The LD student can stay in the program until he successfully completes it or he graduates. In Wisconsin, he may remain in the program until he is twenty-one years of age.

To facilitate the work of the team members, an assessment form has been developed for each to complete. These should help those concerned to know the student a little better. If former teachers are available, a form has also been developed for them to answer. They provide an unlimited source of information about the student.

The following assessments were developed for high school age students. It has been shown that this age group knows quite a bit about their particular problems. They can, at times, be a big help in their own diagnosis. A genuine effort has been expended to make the questions as informative, concise, and helpful as possible.

The time allotted for assessment in the high school area is obviously much shorter than that available to the grade school teacher or counselor. The high school student meets with many teachers, may have an outside employment commitment, and must, in many cases make an appointment to see his counselor. Because of these facts the multi-disciplinary team will prove most rewarding for the student. Included on each student's team may be all or some of the following:
1. The student
2. His parents
3. His teachers and coaches
4. Counselor
5. School Psychologist - School Social Worker
6. Other interested parties--i.e. clergyman; relative; friends; person living in house with student; doctor, therapist; or agency representative.

All recipients of this observation should have seen the student personally before assessment.

Each of these persons would be asked to state his views or impressions on specific areas of the student's activities. At times the persons involved may feel the questions are irrelevant, but each question will aid in the final evaluation. The procedure followed will be the same in most instances. On rare occasions the student may be excluded from some meetings. Most often the student should hear what is being discussed. It has been found that being sincere and truthful and showing one's concern is a great help in getting the student on a natural track to self-knowledge and improved maturity. He will appreciate one's efforts on his behalf; he will learn to understand his problems and will at length be able to give all concerned an insight into himself.
Each member of the team will have a sheet of observations for assessment. Some questions must, of course, overlap. The others will be unique to the relationship between the team member and the student.

In most instances a simple yes or no in the check column will suffice. If, on occasion, a comment by the observer will offer a greater understanding or explanation of the problem, space will be provided at the end of the sheet. The column marked C can be checked along with yes or no so the team will know to which observation they must refer.

By the time a student reaches high school, his learning disabilities cannot be of a primary concern. He has so many areas which need help by this time that he must be helped to adjust to life itself. This is not to say that nothing should be done to aid and improve the learning disability problem. The disability should be worked at whenever and wherever possible. For example, he can have a reinforcement class in Math or Reading. However, the student at this age needs successful experiences, confidence, self-approval, emotional stabilization and perhaps most of all he needs to know "I'm OK." He needs to know: how to live, what to do, how to find out, where to go, who can help, how to get and keep a job and what is expected of him. He does not want the feelings of fear and panic that engulf him in his senior years--the feeling that says "Next year I'll be out there." The teenager
with a learning disability nearing his time to leave the shelter of school and enter the "real" world needs desperately to know that he is ready and able to handle all he must handle and that he can do it with a measure of success and pride in himself. And if a severe problem should present itself to him he must know where to go for good, sound and honest counseling, so that he is not duped by some scoundrel who will take advantage of him.

When it comes to testing the teenager formally, caution must be used. In too many cases these students have been tested to death, and they feel just that opposed to testing. Only the absolutely necessary tests must be given. A careful examination of all available data on the student should be made, then another careful search must be made to find the test that will give the most information for the time and energy spent. This is of the utmost importance, no ground whatsoever can be gained if the student becomes uncooperative and resentful.

The following pages consist of the assessment sheets that have been discussed.
Personal Observation for Student

C Y N 1. Do you feel you have a good relation with your family?
C Y N 2. Are you satisfied with your friends?
C Y N 3. Is your feeling about yourself satisfying?
C Y N 4. Are you aware of a specific problem you have?
C Y N 5. If so, would you accept help from us?
C Y N 6. Would you like suggestions on how to overcome specific problems?
C Y N 7. Are you a happy person most of the time?
C Y N 8. Do you express your anger when you feel it?
C Y N 9. Do you keep your emotions tight inside you?
C Y N 10. When given a job, do you do it as well as you can?
C Y N 11. Do others show approval of your work?
C Y N 12. Does the weather affect how you feel?
C Y N 13. Is there some area you feel you are really interested in?
C Y N 14. Do you have fun many times in a week?
C Y N 15. Do you enjoy learning new things?
Personal Observations for Parents

C Y N 1. Was pre/post natal time normal so far as you know?

C Y N 2. Was birth normal?

C Y N 3. Did student develop and mature in a normal range of time? e.g. speech, walking, working, etc.

C Y N 4. At what age were problems first noted?

C Y N 5. Are you aware of similar problems with other members of your family--immediate or relations?

C Y N 6. What are your child's favorite interests?

C Y N 7. What activity or activities does the student dislike?

C Y N 8. Are there events that frustrate him?

C Y N 9. Does he achieve success in any areas?

C Y N 10. Is his social behavior satisfactory?

C Y N 11. Does he have friends his own age? Younger? Older?

C Y N 12. Can he complete a task satisfactorily?

C Y N 13. Have the same school subjects always given him trouble?

C Y N 14. Does weather affect student?

C Y N 15. Will the student communicate with you?

C Y N 16. Does he have interests in physical activities?

C Y N 17. How does student handle frustrations?
C Y N 18. Have you succeeded in handling his frustrations?

C Y N 19. Is there any medication for student that teachers should know of?
Personal Observations for Teachers

C Y N 1. Does student show desire to learn?

C Y N 2. Does student behave in class? Clown? Disrupt?

C Y N 3. Does student cooperate with teacher concerning special help?

C Y N 4. Does student appear frustrated? Particular time, subject?

C Y N 5. Is student accepted socially by peers?


C Y N 7. Does student daydream? How much? How long?

C Y N 8. Does student read well? Orally? Comprehension?


C Y N 10. Does student show signs of visual problem? Squinting? Reading position, etc.? Explain instances if yes.

C Y N 11. Is student exceptionally clumsy?

C Y N 12. Is speech of student within normal limits? e.g. sound blending—word closures—enunciation,

C Y N 13. Is student confused by oral directions?


C Y N 15. Is student hyperactive? Constantly or under certain conditions; if latter please explain.

C Y N 16. Has student approached you for any special requests? e.g. oral tests, written assignments, desk near front or back, no work at
16. (contd) board, no oral reading, taped lessons or books, desk away from or near windows, assignments typed instead of written, anything out of the ordinary.

C Y N 17. Is student dressed properly? for weather? occasion? matched socks—shoes; hair combed and parted; other grooming habits? A reasonable variety of clothes? If answer is no, please elaborate.

C Y N 18. Does student appear to be on medication?

C Y N 19. In phy-ed class how does student react to competition, winning, losing?

C Y N 20. Is he chosen for teams almost always last?
Assessment Observations for

Counselor

School Psychologist

Other -- Please state

C Y N 1. Do you feel your first meeting with student was successful for both of you?

C Y N 2. If you had your choice would you keep this student for counseling?

C Y N 3. Do you feel this student would benefit from special classes?

C Y N 4. Did he express problems with a specific class or teacher?

C Y N 5. Would he be cooperative during a formal testing period?

C Y N 6. Would student benefit from informal or oral questions?

C Y N 7. Is student getting aid or counseling from any agency outside of school?

C Y N 8. Is special equipment available if student needs it to succeed? e.g. typewriter, tape recorder, records, ear phones, talking books.

C Y N 9. If equipment is not presently available, is there a supplier in your community that can obtain it quickly?

C Y N 10. Are you in a position to coordinate all personal and material resources for this student and start remediation if it is deemed necessary?

C Y N 11. Is it possible for you too keep in close personal touch with all members of team for updating and progress records?
Assessment Observations for ____________ (contd)

C Y N 12. From your observations would the family benefit from counseling? Father, mother, siblings?

C Y N 13. Is there evidence the student uses the special equipment he needs for learning?

C Y N 14. If he is embarrassed by it, is another location for his work area available?
Formal testing for the secondary student is difficult. To begin with, too few tests are available for this age group. Secondly, most students at this level resent and may refuse to even consider being tested again. A suggestion is offered to obtain any information available from the students present teachers and past school records, plus the use of assessment forms. This information should provide clues as to where problems exist. Fairly accurate test results can be obtained by using portions, as are seen fit, of the tests now available.

Following are a group of charts that can be used as a reference in deciding the parts of tests to be administered to the learning disabled student. Again, portions can be added to or taken from these tests at the discretion of the teacher. It is hoped that these charts will be useful to school personnel until such time as a comprehensive tool can be developed for the secondary student. A special communications form has also been included for use by former teachers to further facilitate the diagnosis.
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**READING AUDITORY**

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### SPELLING VISUAL

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### SPELLING AUDITORY

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<td>IV VISUAL MATCHING</td>
<td>V COPY FROM MEMORY</td>
<td>VI RECALL &amp; RECORD FROM MEMORY</td>
<td>VII RECALL &amp; RECORD FROM BEG. &amp; ENDING SOUNDS</td>
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## Operation Communication

**Name of Child** ____________________________ **Age** ______ **Grade** ______

**Teacher** ____________________________ **Subject** ______ **Regular** ______ **Date** ______

Please rate each statement by putting an (X) in the appropriate square after the statement. The squares are numbered from 1 to 5 and represent the degree to which you have noticed the described behavior. The basis for making a judgment are given below:

1. **You have not noticed this at all.**
2. **You have noticed this to a slight degree.**
3. **You have noticed this to a considerable degree.**
4. **You have noticed this to an uncomfortable (large) degree.**
5. **You have noticed this to a very large degree.**

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1. **Dysgraphia:** difficulty with the formation of letters when writing
2. **Confusion** in spelling
3. **Dyscalculia:** inclined to become confused in number processes—gives illogical responses.
4. **Dyslexia:** reading is poor
   reading cognition is poor
5. **Dysacusis:** Seems to have a hearing impairment which involves distortion of loudness or pitch, or both rather than loss of sensitivity; startles easily at loud sounds, or shows fear of loud noises
6. **Dyslogia:** seems to have an impairment of reasoning powers.
7. **Articulation Problems:** difficulty with formation of speech sounds; utterance of distinct syllables
8. AUDITORY MEMORY: Recall of auditory stimuli: Immediate rote Immediate meaningful Delayed rote Meaningful rote

9. BEHAVIOR EXPLOSIVE: refers to violent reactions which do not appear in any way to be connected with the situation at hand

10. BEHAVIOR PURPOSE: directed toward a goal

11. CLUTTERING: bursting, "nervous" speech marked by rhythmic disorders fluctuations in rate, frequent omissions and substitutions of sounds, tendency to scramble order of sounds, syllables, etc.

12. CONCEPTUAL DISORDERS:
   - Disturbances of thinking
   - Reasoning
   - Generalizing
   - Memorizing
   - Other

13. DEDUCTIVE REASONING: describes process of reasoning which moves from a whole to a part or parts

14. DISTRACTIBILITY: attention easily drawn to extraneous stimuli, lacks continuity of effort and perseverance

15. EXCESSIVELY METICULOUS: exacting, formalistic or pedantic

16. ERRATIC: flighty or scattered behavior

17. LACKS a variety of responses, repeats himself in many situations

18. CRIES easily and often

19. OFTEN more confused by punishment

20. UPSET by changes in routine
21. CONFUSED in following directions
22. TENDS to be destructive, especially of the work of others
23. EASILY led, does what peers suggest even though inappropriate
24. MANIFESTS nervous tics, startle movements, etc.
25. DEMANDS much attention, works better with individual supervision
26. PREFERENCES to work by himself
27. LACKS control in class; will speak out or jump out of seat
28. DIFFICULTY with other children and/or adults
29. SEEMS generally unhappy
30. CONFUSED and apprehensive about rightness of response; indecisive
31. OFTEN tells bizarre stories
32. CLASSROOM comments are often "off the track" or peculiar
33. MIRROR writes; confuses w and m; d and b, etc.
34. PERSERVERATES: repeats words, actions, topics of conversation, etc.
35. ASKS questions when problem or work is not understood
36. PROFITS from the answer
37. DOES homework
38. MAKES good use of time in class
In view of the foregoing answers, what would you say your main problems were in teaching this child? --- his deficits?

And what where his assets or strengths that you were able to build upon?

Would you have specific teaching recommendations to make to another teacher?

What was the seating arrangement for this child while in your class?

Number of rows from the front __________
Number of rows from the back __________
Number of rows from left side __________
Number of rows from right side __________

Was the child offered any modifications to regular classroom work because of his disability?

Remedial __________ Use of tape recorder_____
Individualized _____ Typewriter __________
Oral examination when feasible __________ Other aides __________
Structured homework plan __________ Extra teacher time __________

In grading were allowances made for this child's educational disability?

Have you had "special education" courses on teaching the educationally handicapped children?

College __________ In-Service workshops __________
Symposia __________ Read extensively __________
None __________


Specific orientation prior to acceptance of this child in your class from

District Principal Parent
Other None

Do you operate a "structured" classroom

Permissive Other

Do you feel handicapped children should be the teaching concern of the regular classroom teacher?

If yes, how would you suggest the regular classroom teacher gain sufficient specialized knowledge to meet the needs of these children:

If you do not feel the handicapped child should be the responsibility of the regular classroom teacher, what would be your recommendation for placement?

Signed
Summary

The first chapter of this research paper offered a procedure for diagnosing the LD student. It included an informal assessment of the student by the multi-disciplinary team and a series of charts that show areas of formal tests available, and where they can be used individually to suit the specific disability of the student. A special communications form has also been developed for use by former teachers to further facilitate the diagnosis.

The second chapter will include academic subjects for secondary education in Learning Disabilities with some suggested text materials and procedures that should be most productive. Also included will be a list of formal tests to be used for proper placement or achievement results.
CHAPTER II

PROGRAMS FOR INDIVIDUAL LEARNING

This second chapter of the research paper provides samples of programs that can be given to individual learning disabled students in the secondary school area and a test of tests to be used for diagnosis and placement. The first part of this chapter provides quite an inclusive series of placement tests available to schools and teachers. Use of these selected instruments to properly program the student and serve his greatest needs will make the best use of the school time still available to the student. The second part of this chapter relates programs to aid the specific disability and suggested texts and materials that can be used.

Before administering these placement tests to the secondary student make every effort to gain his respect and trust. If in failing he can depend on you in any circumstances, the chances for success for both of you are increased tremendously. The effort is more than worth it. The placement tests are as follows.
Tests for Secondary Learning Disability

Adult Basic Reading Inventory
Richard W. Burnett
Scholastic Testing Service, Inc.
c1966
Range: Adults with a reading level of Grades 2-5
Subscores: Sight words; Sound and Letter discrimination; Beginning Blends and Digraphs, Word Meaning (Reading): Levels 2-5; Word Meaning (Listening): Levels 2-5; Context Reading: Levels 3-5; Total.

Purdue Non-Language Personnel Test
Joseph Tiffin
University Book Store
c1969
Range: Adults
Comments: Culture fair test consisting entirely of geometric forms. Norms are provided for white and negro males and females. For use in industry. Especially useful for screening clerical and stenographic personnel.

IPAT Culture Fair Intelligence Tests, Scale 1
Raymond B. Cattell
Institute for Personality and Ability Testing
c1950-62
Range: Grades 4-8 and Adults
Subscores: Substitution, Classification Test, Mazes, Selecting Named Object, Following Directions, Wrong Pictures, Riddles, Similarities, Total.

IPAT Culture Fair Intelligence Tests, Scale 2
Raymond B. Cattell, A. K. S. Cattell
Institute for Personality and Ability Testing
c1949-62
Range: Grades 8-13 and Adults
Subscores: Series, Classification, Matrices, Conditions, Total.

IPAT Culture Fair Intelligence Tests, Scale 3
Raymond B. Cattell, A. K. S. Cattell
Institute for Personality and Ability Testing
c1950-63
Range: Grades 9-14 and Adults
Subscores: Series, Classifications, Matrices, Conditions (Topology), Total.
Botel Reading Inventory
Morton Botel, Ruth K. Flamond, Cora L. Holsclaw, Gloria C. Cammarota
Follett Educational Corporation
c1961-66
Range: Grades 1-12 and Adults
Subscores: Phonics, Word Recognition, Word Opposites (Comprehension), Word Opposites (Listening).
Comments: Places student at 3 levels: Instructional, Free Reading, Frustration.

WLW Culture-Fair Inventory
Lynde C. Steckle, Robert W. Henderson, Barbara O. Murray
Personal Growth Press, Inc.
653 Longfellow Drive
Berea, Ohio 44017
c1969
Range: Adults
Subscores: Selection of Figure in Five that is most Different, Block Counting, Selection of Fifth Figure in a series, Paper Form Board Type Items; Selection of Figure which completes pattern.
Comments: Can be used with minority groups and "hard core" populations.

Chicago Non-Verbal Examination
Andrew W. Brown
The Psychological Corporation
c1936
Range: 6 years and over.

Test of Individual Needs in Reading: 1970 Seventh Revision
Hep Gilliland
The Reading Clinic, Eastern Montana College
Billings, Montana
c1966
Range: Grades 1-6 and Adults
Comments: Provides a measure of basic reading level and serves as a diagnostic instrument for locating individual reading problems. The Oral Reading Subtest is individually administered. The Silent Reading section must be administered individually to anyone suspected of reading below the primer level.
**Individual Reading Placement Inventory: Field Research Edition**

Edwin H. Smith, Weldon C. Bradtmueller
Follett Educational Corporation
c1969

**Range:** Adolescents and Adults

**Subscores:** Word Recognition and Analysis; Oral Paragraph Reading; Present Language Potential; Auditory Discrimination; Letters of the Alphabet.

**Comments:** An inventory to assess the reading ability of adolescents and adults having a reading level of up to grade 7. An aid in determining the students independent reading levels, instructional reading level, frustration level and present language potential level. The test is individually and orally administered. The tester computes the "Checklist of Reading Difficulties" after administering the test. The "Checklist" will provide information such as sight-sound perceptual difficulties, posture problems, emotional symptoms, and rate difficulties.

**Reading Development Kits**

Edwin H. Smith, Robert H. Geeslin, Carol M. Geeslin
Addison-Wesley Publishing Company
Reading, Massachusetts 01867
c1968

**Range:** Grades 7-12 and Adults

**Comments:** Reading Development Kit is a learning laboratory designed to aid in teaching the disabled reader (especially older children, adolescents, and adults) who are reading at beginning levels. The Kit can be used in junior or senior high school, or in adult education. Kit A should be used when the reading level ranges from grade 1.75-3.9. Kit B should be used with a reading level of 4.0-6.9 and Kit C when the reading level is grade 7-10 and higher. Five subject areas: Health, Law, Safety, Science, and Vocations, are covered in each kit. The Reading Development Progress Record provides a place for writing answers to all exercise questions and keys to check the answers. It also provides a means for graphing.
the results of each exercise. The Record is kept and used by the student. The Informal Reading Development Inventory is used to determine in which kit students should begin and at what level within the kit. The Inventory can also be used to assess student progress after the completion of a kit or after any convenient period of use.

Tests of Adult Basic Education, Level M (Medium)
Ernest W. Tieg and Willis Clark
CTB/McGraw-Hill
c1957-67
Range: Adults

Tests of Adult Basic Education: Practice Exercises and Locator Test
Ernest W. Tieg and Willis W. Clark
CTB/McGraw-Hill
c1957-67
Range: Adults
Comments: Designed for use in trade schools and industrial situations.

Iowa Silent Reading Test
Harry A. Greene, A. N. Jorgensen, V. H. Kelley
Harcourt Brace Jovanovich, Inc.
c1939-42
Range: Grades 4-12 and college; levels elementary (4-8) and advanced (9-12) and college.
Comments: Widely used tests that measure reading ability through the following subtests: Rate and comprehension, Directed Reading, Word Meaning, Paragraph Comprehension, Sentence Meaning, and Location of Information.

Basic Skills Survey - Reading and Writing
Educational Testing Service
c1966
Range: Adolescents and Adults
Comments: Used to determine whether examinee is literate or illiterate. Stop watch required.

RBH Basic Reading and Word Test
Richardson, Bellows, Henry and Company, Inc.
c1968
Range: Adults
Comments: Local norms reported if desired. Test can be used in establishing minimum reading skills or literacy.

SRA Reading Index
Science Research Associates, Inc.
c1968
Range: 14 years and over
Comments: Designed to measure various levels of development in general reading achievement. The test is a 60-item multiple-choice answer test that progresses through the above five levels of development.

Peabody Individual Achievement Test
Lloyd M. Dunn, Frederick C. Markwardt
American Guidance Service, Inc.
c1970
Range: k-12 and Adults
Subscores: Mathematics, Reading Recognition, Reading Comprehension, Spelling, General Information.
Comments: Provides a wide-range screening measure of achievement. The Mathematics subtest measures skills such as matching, discriminating, and recognizing numbers as well as advanced concepts in trigonometry and geometry. In the Reading Recognition subtest the items range in difficulty from preschool through high school. Some of the items measure reading readiness skills. The General Knowledge subtest measures general encyclopedia knowledge covering science, social studies, fine arts, and sports. Can be used with the culturally disadvantaged, mentally handicapped, distractable, and those with learning disabilities.

Adult Basic Learning Examination, Levels I, II and III; Forms A and B
Bjorn Karlsen, Richard Madden, Eric F. Gardner
Harcourt Brace Jovanovich, Inc.
c1967
Range: Adults
Subscores: Vocabulary, Reading, Spelling, Arithmetic: Computation, Problem Solving, Total.
Comments: To measure adult achievement in basic learning.
Tests of Adult Basic Education, Level D (Difficult)
Ernest W. Tiegs, Willis W. Clark
CTB/McGraw-Hill
c1957-67
Range: Adults

Adult Basic Education Student Survey
Elvin Rasof, Monroe, C. Neff
Follett Educational Corporation
c1966-67
Range: Adults
Subscores: Reading: Reading Comprehension, Word Recognition; Arithmetic: Arithmetic Problems, Arithmetic Computation.

Fundamental Achievement Series
George K. Bennett, Jerome E. Doppelt
The Psychological Corporation
1965-69
Range: Adolescents and Adults
Subscores: Verbal, Numerical.
Comments: Discriminates in lower range normal. Form A is available only to personnel departments for testing applicants and employees. Form B is available to government and social agencies, educators, business and industrial firms.

Prescriptive Mathematics Inventory: Level A: Experimental Edition
John Gessel
CTB/McGraw-Hill
c1970
Range: Grades 4-5
Comments: A criterion-referenced test. For each student the objectives mastered and those not yet mastered will be reported in a diagnostic matrix so that his strengths and weaknesses can be easily seen. Another matrix shows class standing for each objective. The objectives measured are keyed to the text being used in the classroom so that an individual study guide is also produced. Objectives from both modern and traditional mathematics are included.
Inter-Person Perception Test Form AA

F. K. Heussenstamm, R. Hoepfner
Monitor
P. O. Box 2337
Hollywood, California 90028-1969
Range: 16 and over
Comments: Pictures of Caucasians, Blacks, Mexican-Americans and Japanese Americans are included in the test. Designed to assess individual and group status on interpersonal perception or social cognition. Form AA employs faces of adults.

PTI Oral Directions Test

Charles R. Langmuir
The Psychological Corporation
1945-1954
Range: 16 and over
Comments: The script of the test is also available on long-playing records and plastic magnetic tape.

PTI Numerical Test

Jerome E. Doppelt
The Psychological Corporation
c1952-1954
Range: Grades 10-12 and Adults

Gilliland Learning Potential Examination: 1970 Revision

Hap Gilliland
The Reading Clinic, Eastern Montana College
Billings, Montana
c1966-70
Range: Ages 6-15 (also high school students and adults in remedial reading Programs)
Subscores: Visual Memory, Symbolic Representation, Symbol Identification, Symbol Interpretation, Relationships, Listening Comprehension, Picture Completion, General Information and Interests.
Comments: An intelligence or scholastic aptitude test consisting of seven subtests: five of which are unrelated to the ability to read. These five are included in the "Non-Reading" and "Non-Cultural" IQ Scores. Two subtests, Symbol Interpretation and General Information ask for information often acquired through reading. Test is specifically designed for children who live in or near a rural area. It can be used with reservation Indians and separate norms are available.
The General Information subtest also provides an indication of interest areas useful in finding reading materials of interest to the individual student.

**SRA Pictorial Reasoning Test**

Robert N. McMurry and Phyllis D. Arnold  
Science Research Associates, Inc.  
Range: High School and Adults  
Structure: Self-administering, self-scoring consumable test booklet. Testing time is fifteen minutes or it may be given with no time limit.  
Comments: Measures the learning potential of individuals from diverse cultural backgrounds who have reading difficulties and/or whose potential for training and employment cannot be reliably and validly measured. The eighty-item test is made up of a series of five drawings, four of which are related in some way. The examinee's task is to identify the picture which is different.

**Stanford Diagnostic Reading Test (SDRT)**

Bjorn Karlsen, Richard Madden, Eric F. Gardner  
Harcourt Brace Jovanovich, Inc.  
1966-69  
Range: Grades 2.5-8.5, Levels I and II  
Comments: To aid in identification of specific strengths and weaknesses in reading comprehension, vocabulary, syllabication, auditory skills, various aspects of phonetic analysis, and rate of reading.

**Gray Oral Reading Tests**

Bobbs-Merrill Company, Inc.  
Range: Adults  
Forms: A, B, C, D  
Comments: Three major functions: provide an objective measure of growth in oral reading; to aid in diagnosis of oral reading difficulties, and to secure a general assessment of reading ability for placement or for program.

**Wide Range Achievement Test (WRAT)**

J. F. Jastak, S. W. Bijou, S. R. Jastak  
Guidance Associates  
1965  
Range: Pre-School-College  
Comments: Reading, spelling, and arithmetic from kindergarten to college. Reading must be individually administered.
Gates - Mac Ginitie Reading Tests

Arthur I. Gates, Walter H. MacGinitie
Teachers College Press
c1964 D.E.; 1969 F
Range: Grades 4-12; forms D, E, and F for grades (4-6); (7-9); and (10-12).
Comments: To measure reading ability by measuring how rapidly a client can read with understanding; the extent of his vocabulary; and his ability to read prose passages with understanding.

Programing for secondary LD should be as simple and inclusive a process as possible. After pin-pointing the area or areas of disability, program the student into the LD room for just those times that he can gain the most benefit. If a borderline disability exists, just an hour a day for a semester will probably be all he needs. However, by the time a student gets into high school with his disability, he probably has a good deal more to deal with than his disability. The greater the disability, the greater the problem. Most likely a mild to severe disability by this time in life will involve behavior and emotional stability. It is just as important to deal with these as his disability.

An ideal situation for the learning disabled in secondary school would be:

1. Special help in his LD area in a class with LD teacher.
2. Mainstreamed for all other classes.
3. As much extra curricular activity as he can handle so he feels "normal".
4. Access to the LD teacher whenever he has a special problem or just needs a chance to talk over something of his life.

5. Support of all with whom he comes in contact, telling him he is ok, did a good job and has ability to succeed.

6. In case of real trouble, failure or legal problem, he would experience understanding and constructive advice, not condemnation or ridicule.

Most often if a student can see his way through to solving or learning how to handle and live with his disability, his emotional and behavioral problems will greatly improve, perhaps even disappear.

The job of the LD teacher is to get through to the student; earn his trust, be his advocate, show him and others that someone cares. Be patient, keep his sense of humor. If one approach does not show success in his academic program in a short time, another approach should be tried. Start the student in any subject just a bit lower than he is presently placed, success at first is absolutely necessary; proceed slowly from that point until the particular skill is mastered, then one more skill until the student is where he is capable of going or has completed the course.
The basic areas for LD remediation are Math, Reading, Spelling, Writing and Social Studies. There are numerous excellent texts and kits available in all these areas. Several will be included. Choose from these and others to select materials for your classroom. One point to keep in mind is to have approaches to all levels of disability and to have materials to bombard the systems of those students with multiple handicaps. Each student will learn differently. Let him help you select what he likes best. An advantage of this age is they can tell the teacher what helps them fastest. Following is a list of materials to be used in the secondary LD classroom.

**Action Scholastic Book Service**

**Double Action Scholastic Book Service**

**Reading**

**Reading-Vocabulary**

Vocabulary Workshop and Testing Program
Shastak and Chant Grades 5-9 Oxford Book Company

**Specific Skill Series (8)**

- *Barnell Lofts* $72.25
- Complete specimen set including spirit masters, worksheets, record sheets, manual; color coded.

**Reading Comprehension Workshop Series**

Oxford Book Company
11 Park Place New York, New York 10007
Levels A - F 7-12 grade
Plus drills 75¢ each

**Vocabulary Workshop Series**

Grades 5-12 Level A-H
Oxford Book Company
11 Park Place New York, New York 10007
Junior Reading for Understanding
Science Research Associates Inc., 1963
259 East Erie Street
Chicago, Illinois 60611
Junior R F U
Course in critical thinking

Reading Attainment System (Kit)
Gralier Educational Corporation
345 Third Avenue
New York, New York 10022
High interest - separate stories

Listen and Think
Educational Laboratory Inc.
Huntington, New York
Levels A - G; tapes

Standard Test Lessons
McCall-Crabbs
(Timed)
Teachers College Press
Columbia University, New York
Levels A-B-C-D; Junior-Senior High

Math

Lennes Series

Spectrum Series
Color coded to Grade Nine

Hayes Series

Programmed Math Series
ESP Inc.
2304 East Johnson
Jonesboro, Arkansas 72401
Level 3-4-5-6 Junior High
Multisensory approach; tapes; book; basic skills
Spelling

Spelling Word Power Lab
SRA

Spell/Write
Noble and Noble Publishers Inc.
Chicago, Illinois
Educational Development Corp.
Palo Alto, California
Levels 1 - 8; color coded

Social Studies

Our United States
Federal Textbook 1-2-3
On Becoming a Citizen

Our Nation Revised Ed.
Partwood and Partwood
Steck and Vaughn Company
Austin, Texas

Being An Informed Citizen (Workbook discussions)
Developed at University of Wisconsin for Steck Vaughn
Company, Austin, Texas

Man and His World Series
The Community
Communities Abroad
Steck Vaughn, Austin, Texas
Workbook; discussion
Includes tests Junior-Senior High

Modern Consumers Educational Kit
How to Live and Manage
Tapes; booklets.

There are many materials offered at this time in the LD area. One must choose according to need and budget. If the high school room chosen to be the LD room is to be a resource center for the students, it must be remembered that a great variety of levels of materials should be
present. A student may be at 4.6 in Math, but may be reading at a 12.9 level. He must be able to satisfy his needs under the direction of the LD teacher. In a modern high school, the LD teacher can best serve students by getting to know the texts and requirements of all subjects of concern to her students. The following information has been compiled according to specific skills, these materials will help to develop these skills. A comment is given where specific information is necessary. These materials have been used by teachers in Special Education around the midwest and have been recommended by them.¹

A sample instructional program of course offerings in the secondary area is included. It is not all inclusive, but does show the areas the student with LD problems will have to contend with. These offerings can all be approached from an LD standpoint.

## THE INSTRUCTIONAL PROGRAM

### SEQUENCE OF COURSE OFFERINGS - GRADES 9-12

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART</strong></td>
<td>Basic Art</td>
<td>Painting (All)</td>
<td>Any course previously listed</td>
<td>Any course previously listed</td>
</tr>
<tr>
<td>Is a prerequisite for all other Art courses except Stagecraft</td>
<td>Ceramics (one)</td>
<td></td>
<td>Advanced Art</td>
<td>Independent Study</td>
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<tr>
<td></td>
<td>Sculpture (Sem.)</td>
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<td></td>
<td>Jewelry (Sem.)</td>
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<tr>
<td></td>
<td>Art Metals</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>BUSINESS EDUCATION</strong></td>
<td><strong>Business in Action (1 Sem.)</strong></td>
<td><strong>Bookkeeping Personal Typing (1 Sem.)</strong></td>
<td><strong>Adv. Bookkeep/ Acct. (1 Sem.)</strong></td>
<td><strong>Any course previously listed</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Personal Typing (1 Sem.)</strong></td>
<td><strong>Beginning Typing</strong></td>
<td><strong>Adv. Typing (1 Sem.)</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Bus. Communications (1 Sem.)</strong></td>
<td><strong>Adv. Shorthand Transcription Office Lab (1 Sem.)</strong></td>
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<td></td>
<td></td>
<td><strong>Selling &amp; Advertising (1 Sem.)</strong></td>
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<td></td>
<td></td>
<td><strong>Merchandising &amp; Mgmt. (1 Sem.)</strong></td>
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<td></td>
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<td></td>
<td><strong>Consumers in Action (1 Sem.)</strong></td>
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<td></td>
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<td></td>
<td><strong>Plus any course previously listed</strong></td>
<td></td>
</tr>
<tr>
<td>ENGLISH and SPEECH</td>
<td>ENGLISH 9</td>
<td>English 10 Fundamentals of Speech (1Sem.) Developmental Reading Basic Reading Skills</td>
<td>English 11 (various semester electives) Theatre Arts (1 Sem.) Adv. Communication (1 Sem.) Writing Lab (1 Sem.)</td>
<td>English 12 (various semester electives) Plus any course previously listed</td>
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<tr>
<td>FOREIGN LANGUAGE</td>
<td>FOREIGN LANGUAGE</td>
<td>FOREIGN LANGUAGE</td>
<td>FOREIGN LANGUAGE</td>
<td>FOREIGN LANGUAGE</td>
</tr>
<tr>
<td>Modern Foreign Lang. sequences may begin in Gr. 9, 10, or 11. Latin in Gr. 9, 10, or 11.</td>
<td>French, German, Russian, Spanish (Level 4) French, German, Russian, Spanish, Latin (Level 1)</td>
<td>French, German, Russian, Spanish (Level 5) French, German, Russian, Spanish, Latin (Level 2)</td>
<td>French, German, Russian, Spanish, Latin (Level 3) French, German, Russian, Spanish, Latin (Level 1)</td>
<td>French, German, Russian, Spanish (Level 6) French, German, Russian, Spanish, Latin (Level 4)</td>
</tr>
<tr>
<td></td>
<td>English 10 Fundamentals of Speech (1Sem.) Developmental Reading Basic Reading Skills</td>
<td>English 11 (various semester electives) Theatre Arts (1 Sem.) Adv. Communication (1 Sem.) Writing Lab (1 Sem.)</td>
<td>English 12 (various semester electives) Plus any course previously listed</td>
<td></td>
</tr>
<tr>
<td>DEPARTMENT</td>
<td>GRADE 9</td>
<td>GRADE 10</td>
<td>GRADE 11</td>
<td>GRADE 12</td>
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<tr>
<td>HOME ECONOMICS</td>
<td>Basic Food Prep. (1 Sem.)</td>
<td>Dine in Style (1 Sem.)</td>
<td>Home &amp; Family (1 Sem.)</td>
<td>Bachelor Living (1 Sem.)</td>
</tr>
<tr>
<td></td>
<td>Beginning Cloth. (1 Sem.)</td>
<td>Foods for Entertaining (1 Sem.)</td>
<td>Housing &amp; Interiors (1 Sem.)</td>
<td>Survey of Home Econ.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intermed. Cloth (1 Sem.)</td>
<td>Consumers in Action (1 Sem.)</td>
<td>Any course previously listed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adv. Cloth (1 Sem.)</td>
<td>Any course previously listed</td>
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<tr>
<td></td>
<td></td>
<td>Creative Textiles (1 Sem.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDUSTRIAL ARTS</td>
<td>Industrial Arts</td>
<td>Drafting</td>
<td>Basic Electronics</td>
<td>Semi-Conductor Electronics</td>
</tr>
<tr>
<td></td>
<td>Survey 9 wk courses:</td>
<td>Arch. Drft. I</td>
<td>Engr. Drft.</td>
<td>Any course listed in Grade 10 or 11.</td>
</tr>
<tr>
<td></td>
<td>Woodworking</td>
<td>Machine Drft. I</td>
<td>Cabinetmaking &amp; Carpentry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drafting</td>
<td>Home Planning (East)</td>
<td>Offset Lithography</td>
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<tr>
<td></td>
<td>Graphic Arts</td>
<td>General Woodworking</td>
<td>Any course listed in Grade 10. In exceptional</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plastics</td>
<td>Power Mechanics</td>
<td>cases, Engr. Drft. may be taken in Gr. 10.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electronics &amp; Metals</td>
<td>General Metals</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Basic Graphic Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basic Electricity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>General Mathematics I</td>
<td>Pre-Algebra</td>
<td>Advanced Algebra</td>
<td>Consumer Mathematics</td>
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<tr>
<td></td>
<td>Elementary Algebra</td>
<td>Geometry</td>
<td>Electronic Data Processing &amp; Computer Programming (1 Sem.)</td>
<td>Trigonometry &amp; Analytics</td>
</tr>
<tr>
<td></td>
<td>Plane &amp; Solid Geometry</td>
<td></td>
<td>Astronomy (1 Sem.)</td>
<td>Honors Introductory Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Plus any course listed in Grade 10 or 11 except Pre-Algebra</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music</th>
<th>Band</th>
<th>Concert Band Preparatory Band</th>
<th>Music Theory Plus any course listed in Grade 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Orchestra</td>
<td>Preparatory Band</td>
<td>Any course previously listed in Grade 10 &amp; 11 except Preparatory Band</td>
</tr>
<tr>
<td></td>
<td>General Music</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Physical Education required for all students 3 days weekly.</th>
<th>Physical Education required for all students 3 days weekly.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 days weekly. All activities incl. swimming taught in blocks of 3 weeks</td>
<td>Physical Education 3 days weekly. Child Care - 2 wks (Sr. girls)</td>
</tr>
</tbody>
</table>
### THE INSTRUCTIONAL PROGRAM (Contd)

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>GRADE 9</th>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Biology Physical Science</td>
<td>Biology Chemistry Physical Science Survey Education (1 Sem. or full year course)</td>
<td>Environmental Seminar (1 Sem.) Advanced Biology (1 Sem.) Advanced Chemistry (1 Sem.) Physics Engineering Concepts Plus any course listed in Grade 10</td>
<td>Advanced Physics (1 Sem.) Plus any course listed in Grades 10 and 11</td>
</tr>
<tr>
<td>2 years of Science required in Grades 9-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>U. S. History (1 Sem. or 1 year)</td>
<td>World History (1 Sem.) Asian Studies (1 Sem.) Latin Amer. Stud. (1 Sem.) Russian History (1 Sem.) Urban Studies (1 Sem.)</td>
<td>U. S. History (through 1974-75) Amer. Gov't (1 Sem. required 75-76 &amp; after) Area Studies (1 Sem. required 75-76 &amp; after) Economics (1 Sem.) Social Problems (1 Sem.) Consumers in Action (1 Sem) (Plus any course listed in Grade 10)</td>
<td>Modern European History Psychology (1 Sem.) Contemporary Issues (1 Sem.) Plus any course listed previously</td>
</tr>
</tbody>
</table>
The preceding chart should serve as a guide in determining elective subject selections for the next school year and also to plan a tentative four-year program. The following are one credit, one semester courses, and are offered either first, second, or both semesters depending upon current enrollments:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Subject</th>
<th>Subject</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Painting</td>
<td>Office Lab</td>
<td>Creative Textiles</td>
<td>Adv. Physics</td>
</tr>
<tr>
<td>Ceramics</td>
<td>Selling &amp; Adv.</td>
<td>Home &amp; Family</td>
<td>Economics</td>
</tr>
<tr>
<td>Sculpture</td>
<td>Merchandising &amp; Mgmt.</td>
<td>Housing &amp; Interiors</td>
<td>Social Problems</td>
</tr>
<tr>
<td>Jewelry</td>
<td>Theatre Art</td>
<td>Bachelor Living</td>
<td>Am. Government</td>
</tr>
<tr>
<td>Art Metals</td>
<td>Driver Education</td>
<td>Astronomy</td>
<td>Russian History</td>
</tr>
<tr>
<td>Stagecraft</td>
<td>Writing Lab</td>
<td>Env. Educational (1 Sem. or 1 yr)</td>
<td>Latin Am. Studies</td>
</tr>
<tr>
<td>Advanced Typing</td>
<td>Adv. Communications</td>
<td>Env. Seminar</td>
<td>Urban Studies</td>
</tr>
<tr>
<td>Personal Typing</td>
<td>Dine in Style</td>
<td>Adv. Biology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Business Communications</td>
<td>Intern. Clothing</td>
<td></td>
<td>Consumers in Action</td>
</tr>
<tr>
<td>Business Law</td>
<td>Adv. Clothing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All other courses are full year courses and have a value of 2 credits (1 credit per semester) for the successful completion of two semesters.
READING MATERIALS
Low Vocabulary High Interest Materials

BASIC VOCABULARY SERIES, Garrard Press
EVERYREADER SERIES, Webster Publishing Company
FOLKLORE OF THE WORLD SERIES, Garrard Press
THE FRONTIERS OF AMERICA BOOKS, Children's Press
HIGH INTEREST EASY-TO-READ BOOKS, Follett Publishing Co.
JIM FOREST READERS, Harr Wagner Publishing Company
GATEWAYS TO READING TREASURERS, Laidlaw Brothers
JUNIOR EVERYREADER SERIES, Webster Publishing Company
PLEASURE READING SERIES, Garrard Press
READING CARAVAN SERIES, D. C. Heath and Company
READING INCENTIVE SERIES, Webster Division, McGraw-Hill Book Company
READING-MOTIVATED SERIES, Harr Wagner Publishing Company
STORIES FOR TEENAGERS, Globe Book Company
TARGET SERIES, Mafex Associates
TEEN-AGE TALES, D. C. Heath and Company
WEBSTER'S NEW PRACTICE READERS, Webster Publishing Co.
READ BETTER WITH JIM KING, Steck Vaughn Company
SUCCESS SERIES, American Education Publications
READERS DIGEST SKILL BUILDERS, Readers Digest Corporation
SRA READING LABS, Science Research Associates
SPECTRUM SERIES, Mac Millan Company
BARNELL LOFT MATERIALS
Daily Newspaper
Action Kit by Scholastic
Scope
Scholastic Reader
Reader's Digest Adult Readers for Slow Learners
Sullivan Associates Programmed--Adult Reading Series
SRA WE ARE BLACK Series
Comic Books
Field Enterprise
KNOW YOUR WORLD - Zerox
Economy Press
HIP READER
READER'S DIGEST READING SKILL BUILDER
STEP UP YOUR READING POWER
READER'S DIGEST TAPES

Materials To Develop Word-Attack Skills

BASIC READING SERIES, J. B. Lippincott Company
BASIC READING SKILLS, McCormick-Mathers Publishing Company
CORDTS PHONETIC BOOKS, Benefic Press
DIALOG I, Chester Electronics Laboratories
EARLY TO READ SERIES, Initial Teaching Alphabet Publications
EYE AND EAR FUN, Webster Publishing Company
A FIRST COURSE IN PHONIC READING AND A SECOND COURSE IN
PHONIC READING, Educators Publishing Service
HAPPY TIMES WITH SOUNDS SERIES, Allyn and Bacon, Inc.
HAYES MASTERY PHONICS WORKBOOKS, Beckley-Cardy Company
I LEARN TO READ, Kenworthy Educational Service
INSTRUCTOR BASIC PHONICS SERIES, F. A. Owen Publishing Co.
IROQUOIS PHONICS SERIES, Charles E. Merrill, Inc.
IT'S TIME FOR PHONICS, Webster Publishing Company
LINGUISTIC READERS, Harper and Row
NEW AUDITORY VISUAL RESPONSE PHONICS, Polyphone Company
PHONETIC READER SERIES, Educators Publishing Service
PHONICS IS RUN, Modern Curriculum Press
PHONOVISUAL METHOD, Phonovisual Products, Inc.
PHONETIC KEYS TO READING, Economy Company
READING ALONG WITH ME SERIES, Columbia University
READING ESSENTIAL SERIES AND TEACHING AIDS, Steck Company
READING WITH PHONICS, J. B. Lippincott Company
ROLLING PHONICS, Scott, Foresman and Company
SOUNDS WE USE, Wilcox and Follett
SPEECH-TO-PRINT PHONICS, Harcourt, Brace and World
TIME FOR PHONICS, Webster Publishing Company
WORDS IN COLOR, Learning Materials, Inc.

**Materials To Develop Word-Attack Skills**

BASIC READING, J. B. Lippincott Company

This is a program for grades one through eight, emphasizing a highly phonetic approach, and is accompanied by workbook and filmstrip materials.

BUILDING PRE-READING SKILLS: Kit A and Kit B, Ginn & Co.

Kit A contains sixteen large illustrations, sixty smaller illustrations, and one hundred and twelve still smaller illustrations. It is designed to help children develop the language, thinking, and perception skills necessary to success in learning to read.

Kit B includes picture cards, word cards, letter cards, and a teacher's manual. The major purposes of Kit B are:

1. To develop awareness of likenesses and differences in the initial sounds of spoken words.
2. To develop auditory perception of the sounds represented by fifteen consonants in the beginning position (b,c,d,f,g,h,j,l,m,n,p,r,s,t,w).
3. To teach association of the fifteen consonant sounds with the names and forms of the letters which represent them (phoeme-grapheme relationship).
4. To teach use of context plus initial sounds to determine an oral response.
5. To teach the lower-case and capital-letter forms of fifteen consonants.

BUILDING READING SKILLS, McCormick-Mathers Publishing Co., Inc.

This phonic series contains workbooks with phonics exercises for grades one through six. Included is a box of Teacher's Phonics Skill Builders--eighty-seven cards and a guidebook.
This workbook, for grades four through six, is designed to review structural and phonetic skills by dealing with the basic relationships between consonant sounds and symbols, short vowel sounds, sound blending, Dolch's 220 Basic Sight Words, silent letters, compound vowels, syllabication, prefixes and suffixes.

This is a phonics program for grades one through six. A separate book is provided for each of the first three grades; a fourth covers grades four through six.

This first course is written for children in second and third grade. A second course in Phonic Reading I and II (grades four and five) is also available. These books are primarily intended for remedial reading.

This program of two manuals, with STORIES FOR FIRST PHONICS and Drill Cards, is intended for first grade children. It teaches phonics through the use of pictures.

These thirty lessons for grade four deal with consonant digraphs and blends, long and short vowels, dictionary work, dia-critical markings, syllables, prefixes, and suffixes. The lessons are available for duplication.

This program for grades one through six is designed to provide a basal program to pupils who have poor motor, visual, verbal or perceptual skills or who are mentally retarded or emotionally disturbed. It teaches reading for meaning and controls the sequence of letter presentations and letter sound-letter shape relations.

These texts develop phonic skills, structural-analysis skills, comprehension skills, and listening skills. The books range from grades one through six. Book D, for
grades four through six, introduced speech sounds, presents sounds in context, develops the association between the sound and the letter, and illustrates the phonic principle.

**PHONICS IS FUN, Modern Curriculum Press**

These six books for grades one through three are accompanied by three Phonics Workbooks.

**PHONICS WE USE, Lyons and Carnahan**

This is a phonics program for grades five through eight.

**PHONICS WORKBOOKS, Modern Curriculum Press**

This set of three workbooks for grades one through three accompanies Phonics Is Fun books for each grade level.

**PHONOVISUAL SKILL BUILDERS, Phonovisual Products, Inc.**

Accompanying the Consonant Chart and Method Book are the Readiness Book, the Transition Book, the Game Book, the Consonant Workbook, the Vowel Workbook, the Record of Sounds, the Consonant Flipstrips, the Vowel Flipstrips, the Magnetic Boards, Phonics Rummy Games, Consonant Picture Pack, and the Vowel Picture Pack.

**READINESS FOR LEARNING WORKBOOK, J. B. Lippincott**

This workbook provides a carefully structured sequence of perceptual-motor training for kindergarteners or children beginning first grade. It is divided into three levels of training. The first level deals with large muscle, bilateral activities, aimed at developing coordination, control, comprehension of simple instructions, and conscious awareness of kinesthetic stimuli.

The second level is concerned with the development of unilateral controls for the establishment of eye-, hand-, and foot-dominance. The top level introduces some of the more specific skills needed in reading, such as knowledge of letter formations, perception of letter-groupings, and the association of printed symbols with the spoken sounds and words they represent.
ROLLING PHONICS, Scott, Foresman and Company

This is a set of blocks to be used in teaching phonics, both consonants and vowels. Teacher guides are available. The set is a part of the LINGUISTIC BLOCK SERIES, which includes FIRST ROLLING READER, SECOND ROLLING READER, and THIRD ROLLING READER.

THROUGH SPACE TO WORDLAND, Continental Press, Inc.

These thirty lessons on fifth grade level, available for duplication, deal with the dictionary, word recognition, and word analysis.

WEBSTER WORD WHEELS, Revised, Webster Publishing Company

These sixty-three wheels help teach consonant blends, prefixes, suffixes, and word blending. There are seventeen beginning blend wheels, twenty prefix wheels, eighteen suffix wheels, and eight two-letter consonant wheels.

WORD ATTACK MANUAL, Educators Publishing Service.

This manual is designed to strengthen word recognition and word meaning skill. It is to be used with junior high school youngsters. It covers: closed and open syllables, long and short vowels, silent e; rules of syllable division; consonant letters and blends; digraphs; diphthongs; vowel r combinations; compound words, prefixes, and suffixes accent; using the dictionary; sh sound of ei, si, and ti; the y sound of i, and the long e sound of i.

WORDLAND SERIES, Continental Press

This is a complete phonics program for grade one through five with the following titles: FUN IN WORDLAND, Grade one; A TRIP THROUGH WORDLAND, Grade two; ADVENTURES IN WORDLAND, Grade three; A FLIGHT THROUGH WORDLAND, Grade four; and THROUGH SPACE TO WORDLAND, Grade five.

WORDS IN COLOR, Learning Materials, Inc.

This program, described in Chapter 5, contains: WORDS IN COLOR: BACKGROUND AND PRINCIPLES, twenty-one colored charts, Phonic Code (eight charts in color), Word Cards, Books 1, 2, 3 Word Building Book, Book of Stories and Worksheets.
JUNIOR-SENIOR HIGH LANGUAGE ARTS MATERIALS FOR LEARNING DISABILITIES STUDENTS

Scope
Barnell Loft
Readers Digest Skill Builders
Gates-Peardon Readers
Continental Press Reading Thinking Series
New Practice Readers
Durrell-Murphy Phonics Kit
Steck-Read Better with Jim King
Conquests in Reading Disabilities
Merrill Linguistic Readers
Morgan Bay Mysteries
Jim Forest Series
EDL Materials
SRA Reading Labs
Courtis-Watters Dictionary
Success
You and Your World
Know Your World
Kalediescope Readers (Field Co.)
Read, Study, and Think Series
Webster Programmed Readers
McGraw-Hill Step Up Your Reading Power Books A-E
Reading Comprehension in Subject Matter (Educators Publishing)
Reading Fundamentals for Teenagers (John Day)
Miami Linguistic Readers (D. C. Heath)
Oral Reading and Linguistics (Benefic Press)
Pacemaker Classics (Fearon)
Pacemaker True Adventures (Fearon)
Pacemaker Story Books (Fearon)
Teenage Stories (Globe)
Mafex Target Series (Mafex Associates, Inc.)
Materials to Develop Comprehension

EDL. LISTEN AND READ PROGRAM, Educational Development Labs
SRA READING LABORATORY, Science Research Associates
LITERATURE SAMPLES, Learning Materials, Inc.
TACTICS IN READING, Scott, Foresman and Company
WEBSTER CLASSROOM READING CLINIC, Webster Division,
McGraw-Hill Book Company
BE A BETTER READER SERIES, Prentice-Hall, Inc.
BUILDING READING SKILLS, McCormick-Mathers Publishing Co.
COWBOY WORKBOOKS, Beckley-Cardy Company
THE EVERYREADER SERIES, Webster Publishing Company
GATES-PEARDON PRACTICE EXERCISES IN READING, Bureau of
Publications
LET'S READ SERIES, Holt, Rinehart and Winston, Inc.
McCALL-CRABBE STANDARD TEST LESSONS IN READING, Bureau of
Publications
NEW PRACTICE READERS, Webster Publishing Company
NEW READING SKILL TEXT SERIES, J. B. Lippincott Company
READING FOR MEANING SERIES, J. B. Lippincott Company
READING THINKING SKILLS, Continental Press, Inc.
SPECIFIC SKILL SERIES, Barnell Loft, Ltd.

The LD student must have as functional a program
as possible. He must have help in fundamentals where ever
needed, but his academics must not be ignored. He must
be able to function as a whole person in spite of his
disability and when he learns he can make headway against
his disability, he will move ahead remarkably fast. If he
can use remediation activities to help himself on his own
time, at school, or at home, he will be able to achieve where
he never has before. It is vitally important that the high
school LD student be given all possible help in his disability
area, but just as important that he be free to function in a normal classroom, homeroom and extra curricular activities area where his strengths can be developed to then full potential. Physical Education and life sports are very important in the physical maturation of the LD student. If at all possible, regular gym classes should be available for them, if not possible, the school must provide an adoptive type of gym class, to meet the specific needs of the students. Drama, music and art classes also help the LD student to express himself. All of these nonacademic areas help to develop the whole person.

Summary

In this chapter of the research paper, tests were listed that can be used for LD diagnosis and placement. Also included were programs materials and texts that can be appropriately used in the secondary LD classroom. A complete high school curriculum is included to enable the reader to see at a glance what is offered in a high school curriculum.

Chapter III will include the procedure to follow in order to get the secondary student into a work-study, vocational or rehabilitation program. It includes admission procedure and general information plus specific information on courses offered and work available in the Milwaukee area.
CHAPTER III

WORK STUDY AND VOCATIONAL REHABILITATION

Chapter III lists the available alternate educational opportunities for the secondary student in the Milwaukee area. These programs are especially useful for the LD student to help him to obtain as many useful life style skills as is possible. If the LD student can graduate from high school with sure skills in a career area of interest to himself, the schools will have fulfilled their functions.

In Milwaukee, the primary area for vocational schooling is the Milwaukee Area Technical College. There are three areas for vocational career learning: (1) the high school contract area program; (2) the adult high school (over eighteen) program, and; (3) the vocational school program. The procedure for entering these programs follows. The hours spent in the regular school program and on-the-job-training can vary with each student. The programs are open to boys and girls alike for on-the-job-training. As of September, 1975, the MATC is offering training for girls in Community Service Careers (letter enclosed with description).
Dear Counselor:

We at Milwaukee Area Technical College are cognizant of the influence guidance counselors have in shaping the future of students. It is for this reason that we are contacting you.

The High School Contract Services Division at MATC is offering a new program for girls. We hope to reach the student who would benefit the most from enrolling in Community Service Careers. The program is planned to acquaint the student with basic knowledge and practical experiences related to employment in the service occupations. Your cooperation in making this program a success will be greatly appreciated.

Enclosed please find flyers which describe Community Service Careers. Thank you for your cooperation.

Sincerely,

Mrs. Charles Jorgensen
Instructor
Community Service Careers

Enclosures
WANTED!

HIGH SCHOOL GIRLS TO ENROLL IN A COMMUNITY SERVICE CARRERS' PROGRAM. THIS IS A NEW PROGRAM OFFERED BY THE HIGH SCHOOL CONTRACT SERVICES OF THE MILWAUKEE AREA TECHNICAL COLLEGE. CAREERS IN THE SERVICE OCCUPATIONS HAVE MADE TREMENDOUS STRIDES IN THE TECHNICAL AGE, AND OFFER NUMEROUS EMPLOYMENT OPPORTUNITIES.

COMMUNITY SERVICE CAREERS

Course Description:

An exploratory course offering basic instruction and practical learning experiences in the service occupations. Students are offered the opportunity to prepare for employment in such service areas as: dietary aide, waitress, dining room hostess, kitchen helper, bus girl, housekeeping aide, and laundry aide. Practical experience for the development of skills in these areas is gained through supervised activities in the MATC model apartment and other school related laboratories.

Class Schedule:

Monday through Friday
8:50 a.m. to 11:30 a.m.

Class Room:
MATC Model Apartment

Instructor:
Mrs. Charles Jorgensen

Enroll Now by Contacting:

Mr. Harold Bessette,
Associate Dean,
High School Age Youth
Milwaukee Area Technical College
1015 North Sixth Street
Milwaukee, Wisconsin
53203

September, 1975
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ADMISSION PROCEDURE
FOR
MILWAUKEE PUBLIC HIGH SCHOOLS

High School Contract Services
Milwaukee Area Technical College
1015 North Sixth Street
Milwaukee, Wisconsin 53203

1. Students who wish to attend the High School Contract Program must first, with one or both parents or a guardian, go to their district high school to discuss the matter with their guidance counselor. If it is agreed that the student should apply for a contract program, the high school counselor will complete two (2) copies of the STUDENT PROFILE SHEET. One copy of the Student Profile Sheet and a signed Form 220 is sent to Mr. Howard Gaertner, Central Office. The second copy of the profile is mailed directly to Mr. H. P. Bessette, Associate Dean, High School Contract Services.

2. When the Milwaukee Area Technical College receives an authorization for the student to attend the Contract Program, a post card will be sent to the student requesting that the student come to MATC for a program interview. If the student is programmed, a post card indicating the course assignment and the hours of attendance is sent to the high school guidance counselor.

If the student decides against participation in the Contract Program, or for some reason is not accepted, the authorization and the profile are returned to the Central Office.
GENERAL INFORMATION

AND

ADMISSION REQUIREMENTS

High school students meeting the following requirements are eligible to participate in the High School Contract Program.

1. The student must be enrolled in a high school operated by the School District. Students who are waived from compulsory school attendance are not eligible to attend this program.*

2. The student must be at least sixteen years of age.

3. The student must have the consent of parent or guardian and the administrative staff of the school district.

4. The student must be able to profit from the instruction provided. (Students with mental handicaps or those with low achievement levels are not likely to achieve successfully in the contract program.)

*Note: Students who have not graduated from high school and who are sixteen or seventeen years of age and not required to attend high school may attend day classes for which they are eligible. The student and parent or guardian are required to apply personally for day school classes. Appointments can be made by calling 278-6221.

The day Adult High School is limited to those who are eighteen years of age or older.

Evening school classes are open to sixteen and seventeen year old persons without the necessity for an interview. Students who are in attendance at any day school may enter evening classes only with the written consent of their principal.
AUTO ENGINE SHOP

Class Hours: 8:50 - 11:30 a.m. and 12:35 - 3:15 p.m.

Course Description

The student is provided with day-by-day experience in cleaning, measuring, removing, replacing, disassembling, assembling and adjusting parts of an automobile engine. The student is acquainted with the tools and shop safety rules when working on an automobile engine. This class is for beginners and is referred to as a "dead" engine class.

Course Requirements

A student should have general math and possess mechanical aptitude. It is helpful if a student has had general machine shop. A student must be able to work in oil and grease, handle and manipulate tools, read repair manuals and assume responsibility for quality of work.

INTRODUCTION TO AUTOMOTIVE SERVICING

Class Hours: 8:50 - 11:30 a.m. and 12:35 - 3:15 p.m.

Course Description

The student is provided with related and practical experience which is designed to serve as an introduction to automotive tune-up and auto chassis service.

A study is made of the related information necessary for the development of skills and knowledge associated with the automobile ignition, starting, charging and fuel systems, front end suspension and alignment and brake systems. The service work is done on automobile engine and chassis components, mock-ups and simulators and is primarily a bench shop.

Course Requirements

The student should have completed the basic requirements of the Auto Engine Shop, however, beginning students may start Introduction to Automotive Servicing and, after nine weeks, alternate with Auto Engine Shop.
AUTOMOBILE MINOR SERVICING (CHASSIS)

Class Hours: 8:50 - 11:30 a.m. and 12:35 - 3:15 p.m.

Course Description

This course is designed to develop an understanding of the automotive minor service areas such as wheel alignment, wheel balance, tire servicing, brake systems (drum and disc), lubrication, cooling systems, exhaust systems and car conditioning. Students have the opportunity to service automobiles that are brought into the school shop for repair and servicing.

Course Requirements

Completion of the course in Introduction to Automotive Servicing and Auto Engine.

AUTO ELECTRICAL SERVICING AND CARBURETION

Class Hours: 8:50 - 11:30 a.m. and 12:35 - 3:15 p.m.

Course Description

This course provides students an opportunity to develop skills, knowledge and understanding of the methods and procedures necessary to service the electrical systems of the modern automobile. Using modern testing equipment and through actual on-the-car work, students perform service work which includes tune-up, carburetion, starting systems, charging systems and minor engine servicing.

Course Requirements

Completion of the Automotive Engine Shop and Introduction to Automotive Servicing.

SERVICE STATION

Class Hours: 12:35 - 3:15 p.m.

Course Description

This course provides students the opportunity to become acquainted with all phases of Service Station operation and includes instruction in the management and sales functions as well as the usual mechanical duties performed in this occupation.
Course Requirements

Completion of the course in Automobile Minor Servicing (Chassis) and Automobile Electrical Servicing and Carburetion.

BRICKLAYING AND MASONRY

Class Hours: 8:50 - 11:30 a.m.

Course Description

Students work with block and brick on basic masonry projects such as walls, corners, hollow piers, barbecue pits and veneer construction. The basic bricklaying skills are developed through the use of the brick trowel, brick hammer, level and line.

Course Requirements

Student should be physically able and have full use of arms, legs, hands and fingers and not be allergic to dust. It is helpful if a student has had general mathematics, blueprint reading and mechanical or architectural drafting. Some of the work provides an excellent background for an applicant for an apprenticeship. Student should be seventeen years of age.

CABINETMAKING AND MILLWORK

Class Hours: 8:50 - 11:30 a.m. and 12:35 - 3:15 p.m.

Course Description

The fundamentals of measuring, drawing, working to size and shape with hand tools and with powered equipment, assembling, sanding and finishing are stressed. Care of tools and equipment and shop safety rules are taught. The student must complete a series of required projects which provide practical applications of the operation.

Course Requirements

It is helpful if the student has had general math, blueprint reading and possesses good manual dexterity.
DATA PROCESSING

Class Hours: 12:35 - 3:15 p.m.

Course Description

A two semester program that will allow the student to gain knowledge in two computer languages--Basic and the Report Program Generators (RPG). Electro-mechanical equipment is introduced in order to allow students an easier approach to the complete understanding of electromechanical data processing. The one year program, although vocational in design, will not provide enough foundation for a student to be gainfully employed in an entry type job, but will, with additional study, provide students an opportunity for initial employment in the Data Processing field.

First Semester

Electromechanical Data Machines - A survey of unit record equipment to develop an understanding of the concept, power and flexibility of the unit record.

Electromechanical Laboratory Sessions - Laboratory exercises are executed involving planning and wiring a range of unit record equipment.

Basic Computer Concepts - All electronic data processing systems, regardless of size, type or basic use, apply certain common fundamental concepts and operational principles. This course is not an introduction to any specific machine, but rather is a course intended to provide a foundation for future detailed study of specific systems.

Second Semester

Data Processing Applications - The applications of electromechanical as well as electronic hardware are studied. Students become aware of the advantages as well as disadvantages of both. Applications include evaluation and improvement methods as well as graphic procedure designs and decision elements.

Data Processing Applications Laboratory - The development of computer systems from manual methods to the stored program is illustrated. Basic and RPG programming will be used.
Computerized Report Programming - Report program generating systems are studied. Coding techniques for defining file descriptions, input calculation and output specifications are developed. Further re-enforcement of programming rules is gained through laboratory exercises utilizing the computer.

Course Requirements

Completion of one year of algebra with junior or senior standing. The student must have completed a unit of natural science or be taking it concurrently. Qualified students may enter the second semester.

FOUNDRY

Class Hours: 8:50 - 11:30 a.m. and 12:35 - 3:15 p.m.

Course Description

A comprehensive course designed to teach the student how to work in the metalcasting industry. The student is required to make bench, floor and machine molds, hand and machine cores, melt and pour metals and perform various finishing operations in the cleaning room.

The course work also requires three periods per week of classroom technology which is related to the shop experience and is designed to complement and re-enforce shop work, create an awareness of the numerous opportunities available in the metal casting industry and provide the student an opportunity to survey related technical areas.

Course Requirements

The student must be capable of lifting heavy weights from a standing position, must not be allergic to dust or smoke and must be able to withstand raised temperatures. Good attendance is an absolute necessity if the student's objective is eventual placement in this industry.

HOME MANAGEMENT AID

Class Hours: 8:50 - 11:30 a.m.

Course Description

Through this course the homemaker or prospective homemaker is taught efficient methods of housekeeping or managing
a modern apartment. This includes selection, construction and care of equipment and furnishings, preparing and serving family meals, laundry and good management of time and money. Employment opportunities as housekeeping aides in nursing homes and as homemakers in private homes are available for students who successfully complete the course.

**Course Requirements**

A student should be in good health. Courses in general math, general science and homemaking are helpful. The student must be capable of standing, walking and bending for an extended period of time.

**INDUSTRIAL FOODS (SHORT ORDER)**

**Class Hours:** 8:50 - 11:30 a.m. and 12:35 - 3:15 p.m.

**Course Description**

Students are offered a combination of practical training and related theory in this course. Laboratory experience provides students with the opportunity to become familiar with the basic skills of short order cookery as it applies to industry. Actual preparation of meats, vegetables and various entrees is planned to introduce the student to the foods service area.

**Course Requirements**

The student should be capable of reading and doing basic arithmetic at the eighth grade level. They must be capable of standing for a considerable length of time and be able to withstand fairly hot temperatures.

**MACHINE SHOP**

**Class Hours:** 8:50 - 11:30 a.m. and 12:35 - 3:15 p.m.

**Course Description**

Instruction is provided in the basic machine tools used in the metal working industry. Consideration is given to construction features, work holding devices, cutting tools and holders, speeds and feeds, accessories and operation as it applies to the drill press, engine lathe, milling machine and surface grinder. The student starts with basic machine
operations and progresses to complex projects incorporating blueprints, shop math and precision measurement techniques.

Course Requirements

Students should have at least one semester of general machine shop and general math. They must be able to move hands and fingers rapidly and accurately; perform arithmetic computations involving decimals and fractions; visualize shapes and forms from blueprints and sketches; be interested in the function of metal cutting machinery; assume responsibility for equipment and do quality work. Blueprint reading and mechanical drawing experience is helpful.

MODERN PRINTING TECHNIQUES

Class Hours: 8:50 - 11:30 a.m.

Course Description

Modern Printing Techniques offers a comprehensive course in the printing field. The team teaching method will provide instruction in all the operations required to produce the printed page. This program will include the following:

1. Commercial art experiences as they relate to printing design.
2. Photography with graphic arts cameras.
3. Lithographic camera and copy preparation, including paste-up and stripping.
4. Offset press operation.
5. Hot and cold methods of setting type.

Students who successfully complete the program could be considered for advanced standing in the Associate Degree Printing Division or should be ready for employment at the job entry level.

Course Requirements

Completion of one year of math with junior or senior standing. Previous printing experience is not required but a mature attitude is desirable.
POWER SEWING

Class Hours: 8:50 - 11:30 a.m. and 12:35 - 3:15 p.m.

Course Description

Practical training is offered to develop the basic skills necessary to operate a single-needle power sewing machine. Practice is given in controlling the power, threading the machine, backstitching, straight-stitching, winding bobbins, setting and resetting a needle and adjusting the length of the stitch. The student completes simple projects as a basis of accomplishment.

Course Requirements

The student should have good finger dexterity and manipulation with a degree of mechanical ability. Good eyesight is essential.

SMALL ENGINE REPAIR

Class Hours: 8:50 - 11:30 a.m.

Course Description

The principles of design, construction and operation of the general types of two- and four-stroke cycle small gasoline engines are studied and applied. The servicing of small engines such as those used on lawn mowers, outboards, snow blowers and garden tractors is a part of shop instruction.

Course Requirements

A student must have a minimum of general math and possess a high degree of manipulative mechanical ability. The student should not be allergic to the grease and oil used in the shop. A course in general science is helpful.

WELDING

Class Hours: 8:50 - 11:30 a.m.

Course Description

This course is designed to develop skills and proficiency in Shielded Metal Arc Welding (Stick), Gas Metal Arc
Welding (Mig), Gas Tungsten Arc Welding (Tig or Heliarc) and Oxy-Acetylene Cutting, Arc Gouging and simple metal fabrication techniques. Typical welded joints will be performed in the usual positions required for job placement such as flat, horizontal, vertical and overhead positions.

Course Requirements

The student must be seventeen years of age and be able to do basic arithmetic. It is helpful for the student to have had mechanical drawing and blueprint reading. The student should have full use of arms, legs, hands and fingers and be able to stand in one position or work in cramped quarters for long periods of time. The student should have good vision (normal or corrected) and be free of allergies to dirt, dust and fumes.
Another alternative to the MATC program is the on-the-job training program. Under this agreement the student works part time, for pay, while being trained by the employer. He attends school part time to fulfill his requirements for graduation. By the time he graduates, the student usually has a full time job waiting for him. He is confident of his abilities to handle the job and the employer has an already trained-to-order new employee. It is most satisfactory to both parties.

In Milwaukee, many business factions offer this training in cooperation with the schools. Retail, wholesale, department stores, service stations, the city, county and factories are but a few who participate in the program. If the student is interested in this program, he can go to his school counselor and with the permission of parents and teacher arrange to be put into the program.

Conclusion

This concludes the research for this paper at this time. As previously stated, this paper was meant to be a guide for those interested in a program for the secondary area in LD. Suggestions have been offered for diagnosis, academics, and vocational training. It is hoped that this will be a first step in an ongoing attempt to provide the appropriate tools for all LD secondary students in order that they might reach their full potential; that they may achieve where they have not before and that they may have
a chance to feel the full satisfaction of being a contributing person to humanity.
ACKNOWLEDGMENTS

A grateful thank you is extended to the following schools for their answers to inquiries concerning LD Programs in the schools. Because of the response, it was evident that the paper was needed. The writer sincerely hopes this paper will be of some help to those seeking guidance in setting up a secondary program for Learning Disabilities.

Mrs. Evangeline Kariores  Milwaukee Area Technical College
Basic Education Teacher

Milwaukee Area Technical College - Milwaukee, Wisconsin

Wauwatosa East High School - Wauwatosa, Wisconsin

Marshall High School - Milwaukee, Wisconsin

Brown Deer High School - Brown Deer, Wisconsin

Sussex Hamilton High School - Sussex, Wisconsin

Glendale Nicolet High School - Glendale, Wisconsin

Pius XI High School - Milwaukee, Wisconsin

Shorewood High School - Shorewood, Wisconsin

Milwaukee Public Schools - Special Education Department -
Milwaukee, Wisconsin