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A Resource Handbook for Planning and Implementing an Integrated Preschool Program

James Wallace Holden

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A RESOURCE HANDBOOK
FOR PLANNING AND IMPLEMENTING
AN INTEGRATED PRESCHOOL PROGRAM

A Project
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
James Wallace Holden
July, 1992

A RESOURCE HANDBOOK FOR
PLANNING AND IMPLEMENTING AN
INTEGRATED PRESCHOOL PROGRAM

by

James W. Holden

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The purpose of this project was to design and develop a resource handbook to assist teachers and administrators responsible for implementing an integrated preschool program. To accomplish this purpose, research and literature relative to current integration delivery models, primarily those in Washington State were reviewed. The handbook developed was piloted in the Taholah, Washington School District.

ACKNOWLEDGEMENTS

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CHAPTER 1

BACKGROUND OF THE STUDY

Introduction

"It was interesting to note how much agreement there was between teachers and parents regarding integration as a positive experience for both handicapped and nonhandicapped children in the preschool setting" (Carlson, et el., 1989).

As illustrated by Carlson in the statement above, integration at the preschool level has many positive results for all children. Frequently, however, teachers and parents alike are uncertain about what constitutes an integrated program.

Since the early 1960s there has been an increasing appreciation for the special needs and special problems that children with handicaps have during their early years (Mori, 1980, p. 2). The need for high quality group care is the same for disabled and for nondisabled children (Blackman, 1989, p. 3).

The importance of early childhood education has been noted repeatedly in recent years. Business Week, in a September 19, 1988, cover story titled "Human Capital: The Decline of America's Work Force, concluded". . ."as the economy comes to depend more and more on women and minorities, we face a massive job of educating and training before kindergarten."

Much of the pressure to expand services for young children comes from working parents generally, although there is a special need for high-quality preschool programs for disadvantaged children (Hains & Higgins, 1988).

Purpose of the Study

The purpose of this project was to design and develop a resource handbook for implementing an integrated preschool program. To accomplish this purpose, research and literature relative to current integration delivery models, primarily those in Washington State were reviewed. The handbook developed was piloted in the Taholah, Washington School District.

Limitations of the Study

For purposes of succinctness and focus, it was necessary to set the following limitations for this study:

1. Population. The target population for which the study was intended for use with children from birth through age five.

2. Pilot Program. The handbook developed was implemented as a pilot study at Taholah Elementary School in the Taholah, Washington School District. Ninety-Eight percent of the students involved in the pilot project were Native American.

3. Research. Literature summarized in Chapter 2 was limited to research current within the last ten years.

Definition of Terms

Significant terms used in the context of this study have been defined as follows:

1. Cognitive. A descriptive term referring to the mental process of memory, reasoning, comprehension, and judgement (Kelly & Vergason, 1978).
2. Cognitive deficit. Refers to below average functioning on intellectual or perceptual skills. A student displaying a cognitive deficit is usually slow in learning academic subject matter (Kelly & Vergason, 1978).
3. Developmentally delayed. A term which includes all handicapping conditions for children 0-6 years of age. Categories are grouped into development delay since at age 2 or 3 it may be detrimental in inaccurate to label a child retarded rather than learning disabled (Kelly & Vergason, 1978).
4. Expressive language. The part of communication in which messages are sent verbally, symbolically, or in writing (Kelly & Vergason, 1978).
5. Fine motor. Skill involved in small muscle control such as writing, sewing, or playing a musical instrument (Kelly & Vergason, 1978).
6. Gross motor. Skill involved in large muscle activity such as walking, running, or throwing (Kelly & Vergason, 1978).

7. Integration. One of the most important premises of human development is that all domains of development, physical, social, emotional, and cognitive are integrated. Development in one dimension influences and is influenced by development in other dimensions. Integration occurs when all aspects of childrens' development, regardless of individual differences, are inter-related (Van Deusen-Heenkel & Argondizza, 1987).

8. Motor skills. Acts requiring ability to control and direct voluntary muscles of the body (Kelly & Vergason, 1978).

9. Preschool. A training program which precedes kindergarten and usually emphasizes socialization and language development (Kelly & Vergason, 1978).

10. Receptive language. The part of communication in which messages are received and understood (Kelly & Vergason, 1978).

11. Remediation. The process of correcting inappropriate behavior or skills; a correction of deficiencies to help a student perform nearer the level expected of his or her chronological age (Kelly & Vergason, 1978).

12. Rural. A term referring to life on the farm or in the country as distinguished from life in the city (Kelly & Vergason, 1978).

13. Stimulation. Arouse or excite to action or increased action. In terms of development, sufficient experiences to

provide for growth and learning as opposed to a sterile environment which does not provide stimulation (Kelly and Vergason, 1978).

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The review of research and literature summarized in Chapter II has been organized to address:

1. Characteristics of At-Risk Children
2. Need For Family Involvement
3. Integration Concepts, Models and Strategies
4. Summary

Research and literature current primarily within the past ten years were identified through an Educational Resources Information Centers (ERIC) computer search.

Characteristics of At-Risk Children

In searching for a definition of at-risk or high-risk learners, one is confronted with considerable variation, confusion, and, ultimately, the lack of a tried and true definition (Wilson & Reichmuth, 1985).

"At-Risk" children have been defined in different ways in different school systems, but generally pupils at-risk are defined as those whose school achievement and/or social behavior is negatively and seriously affected by educational, family, societal or personal problems (Bredkemp & Shepard, 1989). The definition of "at-risk" children depends upon the goals of the local school districts.

At-risk children have been further described as those

who are potentially below average in one or more school subjects, inattentive and/or disruptive in the classroom, or described as learning disabled, mentally deficient, or emotionally disturbed (Charlesworth, 1989).

More specifically, various researchers have defined at-risk children as:

Children who do not learn to read by the end of first grade (Boehniein, 1987).

Children who fail to achieve in almost all other areas of the school curriculum (Levin, 1987; New York 1984).

Children who enter school with skills far behind their peers (New York, 1984; NAEYC, 1986; Beare & Lynch, 1986).

Children failing to meet established standards of test performance (New York, 1984; Bredekamp & Shepard, 1989)

Children from low income families (Levin, 1987; Bredekamp & Shepard, 1989).

In what was perhaps the most extensive and thorough synthesis to date of the research on effective programs for at-risk students, Slavin, Karweit, and Madden (1989) confirmed and expanded upon the findings of Richardson and her colleagues. Slavin et al., claimed that prevention and early intervention programs were far superior to remedial programs.

Theodore Tossem (1976) identified three types of infants at risk of disability: 1) Infants manifesting early appearing aberrant development related to diagnosed medical disorders with established risk for delayed development; 2)

Infants at environmental risk consequent to depriving life experiences; and 3) Infants at biological risk as determined by increased probability for delayed or aberrant development consequent to biological insults.

According to Blackman (1986), 1-2 percent of all American infants have discernible disabling conditions at birth. Almost all, including children with Down syndrome, spina bifida, and cytomegalic inclusion disease, involve physical, sensory or motor impairment.

In the first few years of life, additional moderate to severe cognitive, emotional, and motor problems become evident, while language, learning, socio-emotional, and behavioral dysfunctions have generally been recognizable in the pre-school and early school years (Blackman, 1986).

It has been Blackman's further contention that by the time children enter school, 10-12 percent have been found to have some degree of disability, depending on the definition used. Many handicapping conditions could have been diagnosed before school entrance, had some assessment system been in place.

Research conducted by the National Center for Clinical Infant Programs (1986), has sought answers to the following questions: 1) How can we do a better job of identifying very young children at risk of disability? and 2) How can children identified as "at-risk" and their families can be guided to appropriate services to prevent developmental

problems from occurring or to increase the chance of optimal development?

As early intervention techniques have become more sophisticated and effective in eliminating or reducing developmental impairment and as the federal government, state agencies, municipalities and community programs have begun to give greater priority to the needs of children in the earliest years of life, these concerns have taken on increasing urgency. These concerns have been addressed by health professionals, educators, and other service providers working in high-risk infant follow-up programs, Child-Find initiatives, early and periodic screening, diagnosis and Treatment programs, maternal and child health and crippled Children's Services, and other initiatives under the Education for All Handicapped Children Act; i.e., Public Law 94-142 and Public Law 99-457.

As part of its ongoing concern with issues involved in identifying, tracking and serving disabled and at-risk infants, toddlers and their families, Project Zero-To-three of the National Center for Clinical Infant Programs (1986), supported by the Division of Maternal and Child Health, Bureau of Health Care Delivery and Assistance, developed and published Keeping Track: Tracking Systems For High-Risks Infants and Young Children, a general exploration of the complex issues involved with at-risk children. In July 1985, the project convened a multi-disciplinary group of

seventeen individuals experienced in the identification and evaluation of high-risk infants and young children who were charged with the responsibility of preparing a basic set of criteria for use in selecting infants and toddlers for inclusion in tracking systems designed to follow children at-risk for impaired development. No single definition of a tracking system has yet emerged. A tracking process has evolved for monitoring and assessing infants and toddlers who are thought to be at risk of manifesting developmental difficulties.

The above publication further described a tracking system developed for managing data collected from hospitals, private physicians or other health care professionals, educational programs, therapists, social service agencies, vital record and or other registries. The tracking system developed focused on children who have discernible disabilities or chronic illness, or who were believed to be "at-risks" for later development or who manifest a disabling condition or chronic illness.

The tracking systems' main purpose was to insure that children with disabilities and chronic illness are identified and referred to an appropriate service agency or treatment facility as early as possible.

Despite conceptual misunderstandings and practical dilemmas, the National Center for Clinical Infant Programs (1986) has attempted to list factors which were associated

with placement of the infant or toddler at-risk for manifesting developmental disability. Factors identified were intended to assist those developing an organized system for tracking and responding to the child, with or at risk for disability.

There was never total consensus on criteria for inclusion in the identification system. Neither would a tracking system, by itself, guarantee early identification of all disabilities, quality of care, or benefit to an individual child and family. However, as concluded by Blackman (1986), if a tracking system, working as part of, or in collaboration with, an ongoing system of care, managed necessary information and lead more disabled or at-risk children to appropriate services in the earliest years, it would have accomplished a great deal.

Need for Family Involvement

The Washington State Birth to 6 State Planning Project (1987), has explored special and unique family characteristics. For example, the birth and nurturing of any child changes the family; All children bring an ever changing mix of joy and frustration to their families; a family that has an at-risk child is more similar to families with normally developing children than it is different; and, families with a child who is at risk for a developmental delay vary widely, just as do other families.

Research conducted by the Washington Roundtable (1985)

has addressed financial and other problems with which families caring for a severely handicapped child are faced with. Added to this stress has been the need for both parents to work to maintain an income above the poverty line.

One of the top five priorities identified by the Washington State Birth-to-6 Planning Project as necessary for improving coordination of services to families was that of increasing the opportunity for parent participation in the planning process. However, as important as it was for parents to become involved in the planning process to help their children who may be at-risk, there were often barriers that limited their participation that required attention and sensitivity. The Washington State Birth-to-6 Planning Project has identified the six barriers paraphrased below as inhibitors to parent involvement in the planning process:

1. The existence of cultural, socioeconomic, and educational differences between some families and decision-makers may be inhibiting;
2. The scheduling of meetings and frequency of meeting were not convenient for parents of the very young special needs child;
3. Planning groups tended to be largely represented by high-powered jargon speaking professionals who (unintentionally) intimidate parents;
4. The location of meeting tended to eliminate

- parents outside of the immediate area;
5. Some parents appeared to discount the value of their views;
 6. Planning was not a high priority for most parents of young children--they wanted to know how to get what they need, now.

Comprehensive preschool V have proven helpful to parents and children attempting to overcome the barriers inherent in raising an at-risk child. Research has shown that early childhood programs for young children at-risk can make the difference between school success and failure (Schweinhart, 1985). Weikart (1989), asserts that preschool may also instill a certain confidence in a youngster that ultimately contributes to a more active goal orientation. He further states that preschool can give youngsters a year or two to develop social values before facing the more formal demands of the more traditional academic focused school setting.

Integration Concepts, Models, and Strategies

One of the most important premises of human development is that all domains of development, physical, social, emotional, and cognitive are integrated. Development in one dimension influences and is influenced by development in other dimensions. Integration occurs when all aspects of childrens' development, regardless of individual differences, are inter-related, (Van Deusen-Heenkel & Argondiza, 1987).

The number of integrated preschool programs in Washington State has been growing. During the 1978-79 school year, the first year Public Law 94-142 was in effect, there were only eighty-two operating handicapped preschool programs in Washington state. During the 1980-81 school year the number of preschool programs in Washington State totaled one hundred twenty-nine, a fifty-seven percent increase (Cheney, 1981).

Cheney contends that although there has been growth in the number of integrated preschool programs, much remains to be done. Some school districts offered blended programs which may mean different things at different schools. Some schools have offered a general educational preschool and a separate, self-contained Developmentally Delayed Special Education Program. Part of the difficulty is that in many communities, special education was still viewed in a negative light, (Carlson, et al., 1989). Additionally, many teachers and administrators have not understood early childhood education and the rapid growth of this idea into an already complex school system (Schweinhart & Weikart, 1989).

One of several programs which have shown success over the last few years is the Head Start Preschool Programs. Since 1965, Head Start has proven successful in preparing low income children for school. Unfortunately, Head Start has served only sixteen percent of the 2.7 million eligible

children in the United States. The Head Start model has four primary components:

- education
- social service
- health services
- parental involvement

Another successful preschool program, the Early Childhood Education and Assistance Program (C), followed the general format of providing a developmentally appropriate program for four year old children. This program provided a health component, a family involvement component, special services and nutrition components and a home visitation component. One criticism of this program is that it's sole criteria for participation was based on income. Since many children of poverty have also been children of color, there has been concern that the program was not balanced between all groups (Washington Education Association, Women's Caucus Steering Committee, 1991).

A third widely practiced preschool model used commonly in the Washington State public school system has been termed the Developmentally Delayed (DD) program. A widely accepted model to deliver special education services to identified special education students, this program was primarily funded by Public Law 99-142 and Public Law 99-457 funding (Brouillet, 1988).

In their research on Policy Options For Preschool

Program, Schweinhart and Kishel (1986), found one interesting aspect of many Developmentally Delayed programs has been that there were as many different models as there were school districts. The integration model varied from mainstreaming children for physical education, lunch, art, music, to blended programs which placed identified special education students into one or two hour blocks in a general education classroom. Other programs offered full time self-contained classrooms for more severe kinds of children. Yet others offered programs which housed all of the early childhood programs in one building.

Summary

The research and literature summarized in Chapter II supported the following themes:

1. At-risk children have been defined as those whose school achievement and/or social behavior is negatively and seriously affected by educational, family, societal or personal problems.
2. The need for family involvement in the education of preschool age children, both handicapped and non-handicapped have been well documented in the research.
3. Three models commonly cited in the review of literature and research included:
 - a. The Head Start Program.

- b. The Early Childhood Education Assistance Program (ECEAP).
- c. The Developmentally Delayed, (DD) Program.

CHAPTER III
PROCEDURES OF THE STUDY

The purpose of this project was to design and develop a resource handbook for implementing an integrated preschool program. To accomplish this purpose, research and literature relative to current integration delivery model, primarily those in Washington State were reviewed. The handbook developed was piloted in the Taholah, Washington, School District.

Chapter III contains background information detailing:

1. The Need For The Study
2. Developing Support for The Project
3. Implementation of the Pilot
4. Procedures of The Study

Need for the Study

Prior to 1986, special education programs for developmentally delayed students in the Taholah, Washington, school district were non-existent. Students thought to be in need of special services were referred to the Grays Harbor Pupil Services Co-operative (GHPSC) for evaluation and assessment. It was necessary to transport students placed in the GHPSC one hundred and twenty miles round trip, from Taholah, Washington, to Aberdeen, Washington, daily for services. Parental support for this one-half day school program with up to two hours of transport time was not positively received by the Taholah School Community.

Additionally, the Indian Health Service and Mental Health departments of the Quinault Indian Nation at Taholah, Washington, had been identifying, on a regular basis, children those agencies believed could benefit from the kinds of services offered by the GHPSC. Of major concern was the fact that the majority of those children identified as needing service, never received service until they were in the elementary school setting.

These factors, combined with the desire of the Taholah community to provide all school programs within the Taholah School District was the catalyst for requesting a change from the leaders of the school board and school staff.

Developing Support for the Project

Under the leadership of the Superintendent of the Taholah, Washington, School District, Darrell Olsen, several school board members and elementary school teachers, including this writer, James Holden, were invited to design and implement a new program to provide services to preschool age children. Several school board meetings were held to solicit community input.

The principal of the Taholah, Washington, School District, Richard Culver, and superintendent Olsen prepared budgetary information needed to implement a new program. Interested Taholah School Staff were asked to offer suggestions and ideas.

Finally, several town meetings were held to gather additional information about what people would like to see happen with a new approach to preschool in their school district.

Implementation of the Integrated Preschool Pilot
Program in the Taholah School District

At the October, 1988 Taholah School District board meeting, a proposed package for an integrated preschool program for all children from birth to age six, including recommendations, and projected costs, was presented to the board of directors and school staff. At this presentation, questions and concerns were addressed dealing with costs, additional staffing and rationale for such a program.

Concern was expressed from staff that this program instead of adding staff, would reduce staff. However, audience consensus indicated this was a program which should be located in the Taholah School District and not sixty miles away.

Implementation occurred in two separate parts. First, a qualified teacher with both preschool experience and a P-3 special education endorsement was hired (i.e., the writer, James W. Holden). Second, a team of parents and elementary school teachers was organized to design program goals and curriculum consistent with elements of the Head Start, Early Childhood Education and Assistance Program (ECEAP) and

Developmentally Delayed (DD) which were incorporated into the preschool program.

Interagency agreements were then signed by the Grays Harbor Pupil Services Co-operative Harbor and the Taholah school district to assure that the GHPSC would continue to provide Communication Disorder Specialists, Occupation Therapists, Physical Therapists, Psychologist and other special education itinerant services to the Quinault Indian Nation and the Taholah School District.

Funding for the start of the project was provided by means of a \$3,000 Washington State start up grant. Further funding was provided in the form of a \$68,000 Federal Bureau of Indian Affairs Grant. On-going funding would be made available from identified special education students under Public Law 94-142 and Public Law 99-457.

The integrated preschool program designed and developed as a result of this project was implemented as a pilot project at Taholah elementary school during the 1988/89 school year.

Procedures

To design and develop the handbook which was the subject of this study, an Educational Resources Information Centers (ERIC) computer was conducted to review current literature and research regarding integrated preschool programs. Additionally, alternative preschool curricula obtained from selected school districts were studied.

Finally, the writer, James W. Holden, also visited and interviewed experienced preschool teachers to obtain their suggestions regarding successful teaching and learning strategies effective for young children. Materials were obtained from and teacher interviews were conducted in the following school districts: Aberdeen, Olympia, Seattle, and Tacoma.

Summary

Other school districts with at-risk student and community characteristics similar to those of the Taholah, Washington School District may wish to utilize the handbook for implementing an integrated preschool program that was the subject of this project.

CHAPTER IV

THE PROJECT

The purpose of this project was to design and develop a resource handbook for planning and implementing an integrated preschool program in the Taholah, Washington, school district.

The remainder of Chapter IV has been devoted to a separately paginated systematic presentation of that handbook which has been organized in five parts, including:

- PART I: A DIRECTORY OF SELECTED
PRESCHOOL RESOURCES
- PART II: SELECTED FUNDING SOURCES
- PART III: THE EDUCATIONAL EQUITY ISSUE
- PART IV: STUDENT DEVELOPMENTAL SKILLS
CHECKLIST
- PART V: A RESOURCE FILE OF SELECTED
DEVELOPMENTAL LEARNING MATERIALS

*A RESOURCE HANDBOOK FOR
PLANNING AND IMPLEMENTING
AN INTEGRATED PRESCHOOL
PROGRAM*

For use in the Taholah School District
Taholah, Washington

Prepared by James W. Holden

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PART V:

PART I:

A DIRECTORY OF SELECTED
PRESCHOOL RESOURCES

--PREFACE

--FREE AND LOW COST LEGAL SERVICES

--INDEPENDENT MEDICAL ASSESSORS

--INDEPENDENT EDUCATIONAL ASSESSORS

Part 1

PREFACE

The directory of preschool resources in Part I was intended to identify a variety of Taholah School District and other State of Washington resources that can provide specialized benefits, help and assistance for those responsible for planning and implementing integrated preschool programs. Normally, lists of service and service providers may be obtained from Educational Service Districts, local school districts, the Superintendent of Public Instruction or local referral agencies. The selected resources identified on the following pages have been organized in three parts, including:

---Free and Low Cost Legal Services

---Independent Medical Assessors

---Educational Assessors

FREE AND LOW COST LEGAL SERVICE

FREE AND LOW COST LEGAL SERVICES

American Bar Association
Commission of the Mentally Disabled
1705 DeSales Street
Washington, D.C. 2003
(202) 872-0670

Association for Retarded Citizens
2230 8th Avenue
Seattle, WA 98121
(206) 622-9292

Council for Exceptional Children
State-Federal Information Clearinghouse
1920 Association Drive
Reston, VA 22091
1-800-336-3728

Easter Seal AID Program
(206) 284-5700

Evergreen Legal Services
Larson Building
Yakima, WA 98902
(509) 575-5590
1-800-572-8716

Foundation for the Handicapped
1600 West Armory Way
Seattle, WA 98119
(206) 283-5933

Evergreen Legal Services
506 2nd
Seattle, WA 98104

Gonzaga University Law School
East 600 Sharp
Spokane, WA 99207
(509) 326-5310
(free legal clinic for indigent clients, sliding fee for others)

Grant County Prosecuting Attorney's Office
Grant County Courthouse
Ephrata, WA 98823
(509) 754-2011

Institutional Office
North 14 Howard Street
Spokane, WA 99201
(509) 838-4522

National Center for Law and the Handicapped
1235 North Eddy Street
South Bend, Indiana 46617
(219) 288-5369

Klickitat County Prosecuting Attorney's Office
Klickitat County Courthouse
Goldendale, WA 98620
(509) 773-5838

Lawyer Referral Service
Seattle Service
1-800-552-0787
(1/2 hour consultation with lawyer for \$15, if more time is
needed services are at the regular attorney's fees)

Spokane County Bar Association
W. 1116 Broadway, Rm 406
Spokane, WA 99201
(509) 456-6032

Seattle/King County Bar Association
(206) 623-2988 Information calls
(206) 623-2551 All other calls

930 Tacoma Avenue South
Tacoma, WA 98402
(206) 383-3432

Native American Law Center
North 14 Howard Street, Suite 323
Spokane, WA 99201
(509) 838-6531
(for Indians in Eastern Washington tribes; civil cases only)

Puget Sound Legal Services
902 S. 10th
Tacoma, WA 98405
(206) 572-4343

Puget Sound Legal Assistance Foundation
529 W. 4th
Olympia, WA 98501
(206) 943-6260

Spokane County Legal Services
Rookery Building
North 14 Howard
Spokane, WA 99201
(509) 838-3671

Tel Law (tapes on legal subjects played at request)
Phone Service
Spokane Bar Association
(509) 328-0642

Tri County Legal Services
344 East Birch, Suite 201
Colville, WA 98119
(509) 684-5282

Troubleshooters for the Handicapped
1600 W. Armory Way
Seattle, WA 98119
(206) 284-1037

Yakima County Prosecuting Attorney's Office
Yakima County Courthouse
Yakima, WA 98901
(509) 575-4141

Yakima Indian Nation
Public Defender
Toppenish, WA 98948
(509) 865-2000

INDEPENDENT MEDICAL ASSESSORS

INDEPENDENT MEDICAL ASSESSORS

Behavioral Sciences
Children's Orthopedic Hospital
4800 Sand Point Way NE
Seattle, WA 98105
(206) 634-5149
(Evaluation for the child who demonstrates retardation in
development or learning)

Bureau of Indian Affairs (Counselling, social services)
Yakima Indian Agencies
P.O. Box 632
Toppenish, WA 98948
(509) 865-2255

Central Memorial Hospital
W. 4th Avenue
Toppenish, WA 98948
(509) 865-3105

Central Washington Chapter of Multiple Sclerosis Society
P.O. Box 1093
Yakima, WA 98907
(509) 248-2350

Central Washington Comprehensive Mental Health

Mid Valley Center
608 Washington Avenue
Toppenish, WA 98948
(509) 865-5352

Central Washington University
Ellensburg, WA 98926
(509) 963-2501 -- Psychology Department
(509) 963-2801 -- Speech and Hearing Clinic
(509) 963-3423 -- Special Education Department

Cerebral Palsy Center
United Cerebral Palsy Association of King County
4409 Interlake North
Seattle, WA 98103
(206) 632-2827

Child Learning Clinic (Psychological evaluation)
University Hospital
Seattle, WA 98195
(206) 543-3382

Child Study Clinic, CDMRC
(Child Development & Mental Retardation Clinic)
University of Washington
Seattle, WA 98195
(206) 543-1242
(Evaluation for children with suspected developmental
problems up to age 15)

Experiment Education Unit
Mailstop WJ-10
University of Washington
Seattle, WA 98195
(206) 543-4011

Adolescent Clinic, CDMRC WJ-10
University of Washington
Seattle, WA 98195
(206) 543-8705
(medical, diagnostic, and health services)

Children's Home Society of Washington
Headquarters Office
P.O. Box 1519, Wedgewood Station
Seattle, WA 98115
(206) 524-6020

P.O. Box 545
Auburn, WA 98023
(206) 854-0700

P.O. Box 157
Chehalis, WA 98532
(206) 748-6861

P.O. Box 8244 Manito Station
908 West Fifth Avenue
Spokane, WA 99204
(509) 747-4174

201 S. 34th Street
Tacoma, WA 98408
(206) 472-3355

1105 Broadway, Rm 201
Vancouver, WA 98660
(206) 695-1325

405 Denny Building
Walla Walla, WA 99362
(509) 529-2130

P. O. Box 2208
Wenatchee, WA 98801
(509) 663-0034

321 E. Yakima Avenue
Yakima, WA 98902
(509) 457-8139

INDEPENDENT EDUCATIONAL ASSESSORS

INDEPENDENT EDUCATIONAL ASSESSORS

Clinic for Child Study
316 Washington Street
Wenatchee, WA 98801
(509) 662-6167

Commission for the Blind
32 North 3rd. Street, Rm 316
Yakima, WA 98901
(509) 575-2014
1 (800) 552-7013

Department of Health, Crippled Children Services
P.O. Box 1788
Olympia, WA 98504
(206) 753-5853

Department of Social and Health Services (DSHS):
Case Service Office
Valley Mall
P.O. Box 9788
Yakima, WA 98908
(509) 575-2330

Community Service Office
229 First North West
Ephrata, WA 98823
(509) 754-2427

106 E. Main Street
Goldendale, WA 98620
(509) 773-5835

Yakima Valley School
Speyers Road
Selah, WA 98942
(509) 697-7272

306 Bolin Drive
Toppenish, WA 98948
(509) 865-2805

Region 2 Administrative Office (Directory: Dental &
409 North Second Street Health Clinics for
Yakima, WA 98902 Disable)
(509) 575-2290

Division of Developmental Disabilities (DD Center):

Mail Stop OB 42C
Olympia, WA 98504
(206) 753-3909

Benton Franklin Developmental Center (DD Center, Pre-
767 Williams Blvd. school assessment &
Richland, WA 99352 program services)
(509) 946-4146

Child Development Center (DD Center, Preschool & assess-
432 Wood Avenue ment)
Sumner, WA 98390
(206) 863-8800

Children's Clinic and Preschool
Spastic Aid Council, Inc. (DD Center)
1850 Boyer Avenue East
Seattle, WA 98112
(206) 325-8477

Clallam County Day Training (DD Center, preschool and
Center, Inc.
105 West 6th
1st Baptist Church
Port Angeles, WA 98312
(206) 457-8355

Clark Care & Development Center (DD Center, preschool &
P.O. Box 2338
1950 Fort Vancouver Way
Suite B
Vancouver, WA 98664
(206) 696-0667

Grant County Training Center (DD Center)
Grant County Airport
Building 2114
Moses Lake, WA 98837
(509) 762-5322

Holly Ridge Center, Inc. (DD Center, Preschool & Assess-
3423 Sixth Street ments)
Bremerton, WA 98310
(206) 373-2536

Hope Enterprises, Inc. (DD Center)
501 Highway 12
Sunnyside, WA 98944
(509) 837-7993

Kittitas County Developmental Center, Inc. (DD Center)
Route 4 Box 163-E
Ellensburg, WA 98926
(509) 925-6124

Little Red School House, Inc. (DD Center)
P.O. Box 992
Lynnwood, WA 98036
(206) 743-0616

Mary Bridge Child Development
& Learning Center (DD Center, Preschool and
316 North "1" Street assessments)
Tacoma, WA 98406
(206) 383-4036

Merrywood School (DD Center, preschool and assessments)
P.O. Box 975
Bellevue, WA 98009
(206) 454-6138

Progress Center, Inc. (DD Center, Preschool and
2742 Harding assessments)
Longview, WA 98632
(206) 425-9810

Sherwood Learning Center (DD Center, preschool &
402 91st Avenue N.E. assesements)
Everett, WA 98205
(206) 334-4071

Skagit Preschool Association for the
Rehabilitation of Children (DD Center)
P.O. Box 131
Burlington, WA 98233
(206) 755-0470

Sno-Valley Developmental Center (DD Center)
P.O. Box 300
Snoqualmie, WA 98065
(206) 392-3762

Special Projects for the
Handicapped (DD Center. sheltered workshop,
P.O. Box 9543 preschool)
Yakima, WA 98907
(509) 453-8929

Spokane Guilds' School & Neuromuscular Center
W. 2118 Garland
Spokane, WA 99205
(509) 326-1651

NE Child Development Center
N. 4001 Cook
Spokane, WA 99207
(509) 484-3470

Hearing Impaired Infant Program
N. 1206 Howard Street
Spokane, WA 99201
(509) 328-9229

EDUCATIONAL SERVICE DISTRICT EARLY CHILDHOOD
SPECIAL EDUCATION COORDINATORS

ESD 101
Adams, Ferry, Stevens, Pend Orielle,
Lincoln, Spokane and Whitman Counties

Laurel Hayden
W. 1025 Indiana Avenue
Spokane, WA 99205-4562
(509) 456-7086

ESD 105
Kittitas, Yakima counties;
Royal, Wahluke school districts in
Grant county; Bickleton,
Goldendale school districts in
Klickitat county

Carole Cropley
33 South 2nd Avenue
Yakima, WA 98902
(509) 575-2885

ESD 112
Clark, Cowlitz, Skamania,
Wahkiakum counties; part of
Klickitat county; part of Pacific
county

Carol Hall
1313 NE 134th Street
Vancouver, WA 98685
(206) 574-2871

ESD 113
Grays Harbor, Mason, Lewis,
Thurston counties; part of
Pacific county

Gail Straus
601 McPhee Road S. W.
Olympia, WA 98502
(206) 586-0212

ESD 114
Kitsap county except Bainbridge
Island; North Mason school district
403; Jefferson and Clallam counties

Janet Lynn
105 National Avenue North
Bremerton, WA 98312
(206) 479-0990

ESD 121
King and Pierce counties; Bainbridge
Island school district in Kitsap
county

Susan Mather
12320 80th Avenue South
Seattle, WA 98178
(206) 772-3636

ESD 123
Asotin, Columbia, Garfield, Walla
Walla, Franklin and Benton counties;
Othello school district in Adams county

Ginger Francis
705 West Rose Street
Walla Walla, WA 99362
(509) 529-3700

ESD 171
Chelan, Douglas, Grant and
Okanogan counties

Wayne Vrona
640 South Mission
P.O. Box 1847
Wenatchee, WA 98801

ESD 189
Island, San Juan, Skagit,
Snohomish and Whatcom counties

Karen Small
205 Steward Road
Mount Vernon, WA 98273
(206) 424-9573

PART II:

SELECTED FUNDING SOURCES

- PREFACE
- GRANT/PROPOSAL WRITING RESOURCES
- STATE AND FEDERAL FUNDING SOURCES

Part II

PREFACE

The funding component of Chapter 4 has addressed resources available both for grant/proposal writing opportunities, as well as State and Federal funding sources.

PART II includes:

--Grant/Proposal Writing

--State and Federal Funding Sources

GRANT/PROPOSAL WRITING

GRANT/PROPOSAL WRITING RESOURCES

BOOKS:

School Budgeting: Problems and Solutions

by Donald L. Hymes, Produced by Education
News Service, Sacramento, CA for the American
Association of School Administrators

Getting Funded by Mary Hall

STATE/FEDERAL FUNDING SOURCES: For a current Grants
Directory, write to:

GRANTS DIRECTORY

State Superintendent of Public Instruction

Old Capital Building

P.O. Box 47200

Olympia, WA 98504-7200

For more information on the Grant Directory, contact
Research, Development and Effective School at telephone
(206) 753-0793 or SCAN 234-0793. This publication lists
specific information and contact personnel dealing with
special programs and funding opportunities.

FEDERAL REGISTER:

Department of Health and Human Services
Administration for Children and Families

330 C Street SW, Rm 1209-B

Washington, D.C. 20201-0001

STATE AND FEDERAL FUNDING SOURCES

STATE/FEDERAL FUNDING SOURCES AT THE LOCAL LEVEL

All local Educational Service Districts have bulletins, information forms for a wide variety of grant funding opportunities. Contact your local ESD and get on their mailing list so you can become informed about grant opportunities on an ongoing basis.

Contact the Director of Special Services of your local school district. There are some state grant funding opportunities which flow through public schools which are targeted for use in setting up day care and preschool programs which integrate special needs children into their programs.

Contact the child services division of the local Washington State Department of Social and Health Services. There are targeted dollars through that agency for developing integrated programs for preschool-aged children.

Contact local banks about which foundations have competitive grant applications. Many times, foundations are looking for projects such as integrated programs which impact children and families in a given community. At least get on the mailing lists of foundations so you will know if a grant funding opportunity comes up.

PART III:

THE EDUCATIONAL EQUITY ISSUE

--PREFACE

--CHECKLIST OF SELECTED EDUCATIONAL
EQUITY ISSUES

--A CHECKLIST OF SELECTED TEACHING
OBJECTIVES

--SELECTED MULTI-CULTURAL
CHILDREN'S BOOKS

Part III

PREFACE

The educational equity issue component of Chapter IV has addressed selected gender and ethnic disparity issues. The selected issues were of deep concern by parents and patrons in the planning and implementation of the Taholah Integrated preschool pilot in the Taholah, Washington School District. Part III of Chapter IV has presented the information in the following order:

- Checklist of Selected Educational Equity Issues
- Checklist of Selected Teaching Objectives
- Selected Multi-Cultural Children's Books

*CHECKLIST OF SELECTED EDUCATIONAL EQUITY
ISSUES*

SELECTED EDUCATIONAL EQUITY ISSUES

Student Suspensions

Student Dropout Rates

Gifted Program Enrollment

Student Discipline Referrals

Student Grade Point Average

Remedial Programs Enrollment

Alternative Programs Enrollment

Student Standardized Test Scores

College Prep/Vocational Skills Center Enrollment

CHECKLIST OF SELECTED TEACHING OBJECTIVES

SELECTED TEACHING OBJECTIVES

Trust Building

Human Relations

Learning to Listen

Valuing Differences

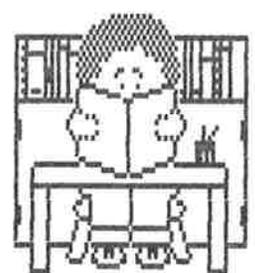
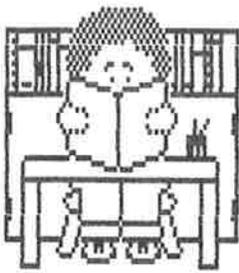
Communication Skills

Developing Interpersonal Skills

Understanding Our Interdependency

Enabling People to Interact Positively and Equitably

Promote Behaviors to Enhance Individual Community



SELECTED



MULTI-



CULTURAL



CHILDREN'S



BOOKS



Compiled by:
Francis E. Kazemek
Department of Education
Eastern Washington University
Cheney, WA 99004

ASIAN

Bang, Molly. THE PAPER CRANE, New York: Greenwillow Books
1985.

Behn, Harry. CRICKET SONGS, New York: Harcourt, Brace and
World, 1964.

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1982.

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Ishii, Momoko. THE TONGUE-CUT SPARROW, New York, Dutton,
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- Mauruki, Toshi. HIROSHIMA NO PIKA. New York: Lothrop, Lee
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Jaquith, Priscilla. BO RABBIT SMART FOR TRUE; FOLKTALES
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Keats, Ezra Jack. PETER'S CHAIR. New York: Harper and Row
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Streich, Corrine, Ed. GRANDPARENTS' HOUSES; POEMS ABOUT
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Taylor, Mildred. MISSISSIPPI BRIDGE. New York: Dial, 1990.

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Winter, Jeanette. FOLLOW THE DRINKING GOURD. New York:
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Yarbrough, Camille, THE SHIMMERSHINE QUEENS. New York:
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Yolen, Jane. FAVORITE FOLKTALES FROM AROUND THE WORLD. New
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categories)

HISPANIC

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Adoff, Arnold. FLAMBOYAN. San Diego: Harcourt Brace Jovanovich, 1988.

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Ashabranner, Brent. CHILDREN OF THE MAYA: A GUATEMALAN INDIAN ODYSSEY. New York: Dodd, Mead, 1986.

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New York: Ward Ritchie Press, 1972.

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INVISIBLES. San Francisco: Children's Book Press
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INDOCHINESE

Carrison, Muriel. CAMBODIAN FOLK STORIES FROM THE GATILOKE

New York: Tuttle, 1987.

Clark, Ann Nolan IN THE LAND OF THE SMALL DRAGON. New York:

The Viking Press, 1979.

Coutant, Helen. THE GIFT. New York: Alfred A. Knopf, 1983.

Dunn, Marylois and Mayhar, Ardath. THE ABSOLUTELY PERFECT

HORSE. New York: Harper and Row, 1983.

Gilson, Jamie. HELLO, MY NAME IS SCRAMBLED EGGS. New York:

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VIETNAMESE TALES. New York: The Dial Press, 1970

Lee, Jeanne. BA-NAM. New York: Holt, 1987.

Nhuong, Huynh Quang. THE LAND I LOST. New York: Harper and

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LANGUAGES. New York: Greenwillow Books, 1982.

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Baker, Betty. AND ME, COYOTE. New York: MacMillian, 1982.

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PART IV

STUDENT DEVELOPMENTAL SKILLS CHECKLIST

--PREFACE

--COGNITION SKILLS INDEX

--RECEPTIVE LANGUAGE SKILLS INDEX

--EXPRESSIVE LANGUAGE SKILLS INDEX

--FINE MOTOR SKILLS INDEX

--GROSS MOTOR SKILLS INDEX

--SELF-HELP SKILLS INDEX

--SOCIAL SKILLS INDEX

Part IV

PREFACE

The student developmental skills checklist developed for this project was designed to serve several purposes. First, it is intended to be used as a resource for identifying skills characteristic of preschool age children. Second, it may be used to develop child specific objectives and goals normally found within special education Individual Education Plans (IEP's). Third, the checklist developed for use in Taholah was used to establish program goals for the Taholah School District integrated preschool program. The student developmental skills checklist has been organized in seven parts, including:

- Cognition Skills Index
- Receptive Language Skills Index
- Expressive Language Skills Index
- Fine Motor Skills Index
- Gross Motor Skills Index
- Self-Help Skills Index
- Social Skills Index

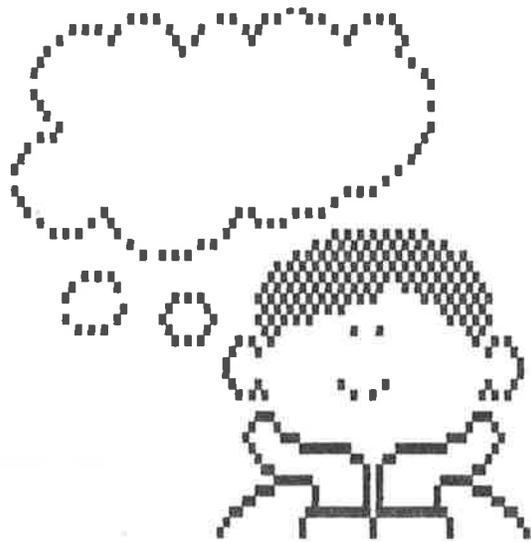


THE DEVELOPMENT SKILLS

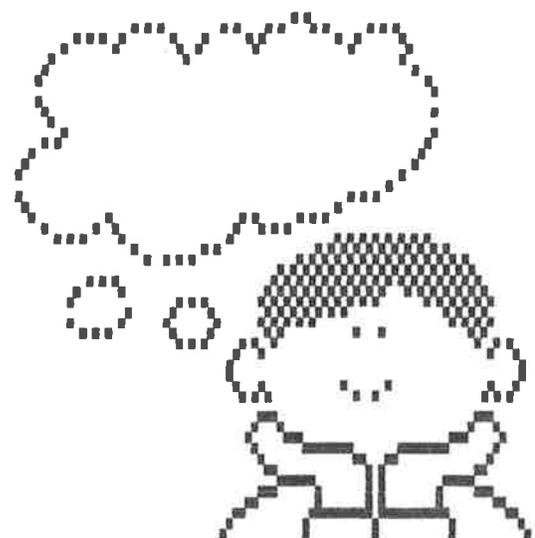


CHECKLISTS





COGNITION SKILLS INDEX



COGNITION SKILLS INDEX

+ = is able to do skill

0 = is not able to do skill

E = skill is emerging

LEVEL 1 SKILLS

Dates of Test

___/___/___/___

___/___/___/___ Places shapes (circle and square) in
formboard

___/___/___/___ Recognizes self in mirror

___/___/___/___ Identifies one body part

___/___/___/___ Looks selectively at pictures

___/___/___/___ Matches two colors

___/___/___/___ Imitates pounding pegs into board

___/___/___/___ Matches like objects

___/___/___/___ Holds crayon, pencil, pen and scribbles on
paper

___/___/___/___ Assembles three-piece puzzle correctly

___/___/___/___ Recognized four pictures from reduced cues

___/___/___/___ Understands concept of one

___/___/___/___ Names a mission object

LEVEL 2.0 SKILLS

Dates of Test

___/___/___/___

___/___/___/___ Matches 4 colors

___/___/___/___ Names 4 colors

___/___/___/___ Builds a tower with 5-6 blocks

___/___/___/___ Strings four large beads

___/___/___/___ Names five objects when heard, that make
sounds (music instrument, dog, cat, phone,
etc.)

___/___/___/___ Imitates motion with crayon (circular)

___/___/___/___ Stacks five rings on a peg in order

___/___/___/___ Takes part in stories (reading) by filling in
words, phrases and/or actions

___/___/___/___ Turns book pages one at a time

___/___/___/___ Imitates circle, square, when modeled

LEVEL 3.0 SKILLS

Dates of test

___/___/___/___

___/___/___/___ Names six different colors

___/___/___/___ Builds a tower of 10 blocks

___/___/___/___ Completes a six piece puzzle correctly

___/___/___/___ Identifies girl/boy

___/___/___/___ Identifies concept of big/little

___/___/___/___ Given model, names or points to three shapes

(circle, square, triangle)

___/___/___/___ Recognizes simple stories

___/___/___/___ Imitates modeled counting up to 5

___/___/___/___ Given a model, draws a square

___/___/___/___ Points to five colors when directed

___/___/___/___ Given a model, builds a bridge with three

blocks

___/___/___/___ Identifies 10 body parts

___/___/___/___ Identifies concept of heavy/light

COGNITION SKILL INDEX

SKILL LEVEL 4.0

Dates of Assessments

___/___/___/___

___/___/___/___ Names 10 different colors

___/___/___/___ Counts to five

___/___/___/___ Identifies color with object

(apples are red, grass is green, etc.)

___/___/___/___ Understands some time concept (today,
yesterday, tonight)

___/___/___/___ When presented with incomplete person (man
or woman) adds three or more parts

Demonstrates understanding of positions by
placing objects on direction:

___/___/___/___ up

___/___/___/___ down

___/___/___/___ in

___/___/___/___ under

___/___/___/___ over

___/___/___/___ beside

___/___/___/___ Attempts to read book from memory

___/___/___/___ Follows along in book being read

COGNITION SKILLS INDEX

SKILL LEVEL 5.0

Dates of Assessments

___/___/___/___

Names the following shapes:

___/___/___/___ circle, square, triangle, rectangle, oval,
diamond

___/___/___/___ Names 10 colors

___/___/___/___ Given number cards, sequence them in
numerical order

___/___/___/___ Prints first name

___/___/___/___ Verbally spells first name

___/___/___/___ Recites the alphabet upon request

___/___/___/___ Names alphabet letters indicated

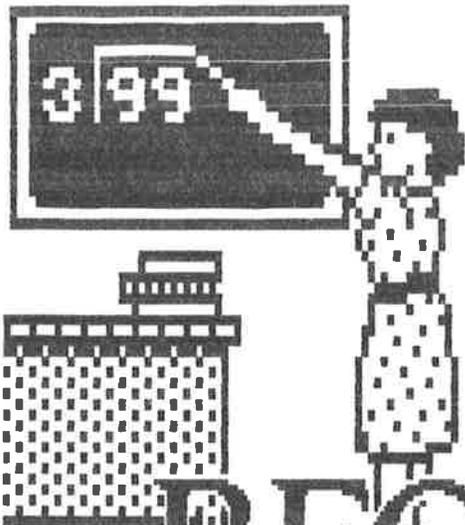
___/___/___/___ Reads some words by sight

___/___/___/___ Able to classify objects:
toys, animals, people, numbers

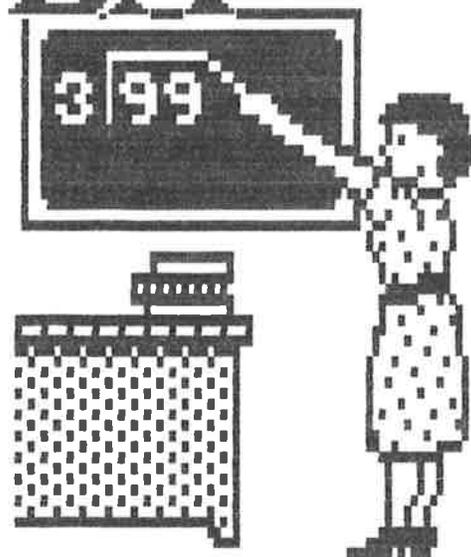
___/___/___/___ Counts to 20

___/___/___/___ Points to or tells alphabet letter when named

___/___/___/___ Prints upper/lower case alphabet letter



RECEPTIVE LANGUAGE SKILLS INDEX



RECEPTIVE LANGUAGE

SKILL LEVEL 1.0

Dates of Assessments

___/___/___/___

___/___/___/___ Follows simple 1 step directions

___/___/___/___ Points to pictures when requested

___/___/___/___ Identifies simple objects by pointing to
or selecting items; ie, telephone, stuffed
toy, block, crayon

___/___/___/___ Points to three body parts

___/___/___/___ Follows take/give/put directions

___/___/___/___ Points to 3-5 pictures in a book

___/___/___/___ Responds to questions with yes, no or
a headshake

___/___/___/___ Shows specific article of clothing when
requested, (sock, shoe, coat, mitten)

___/___/___/___ Demonstrates understanding of prepositions by
manipulating or selecting pictures that
illustrates the concept of: on, under,
in or out

RECEPTIVE LANGUAGE

SKILL LEVEL 2.0

Dates of Assessments

___/___/___/___

___/___/___/___ Understands concepts of up, down, in, on, out

___/___/___/___ Demonstrates understanding of big, little

___/___/___/___ Points to 5 body parts when asked (chin, leg,
arm, knee, neck)

___/___/___/___ Holds up fingers to show age

___/___/___/___ Demonstrates understanding of simple object
function ie: "what do you drink out of?"

___/___/___/___ Carries out two simple, unrelated commands

___/___/___/___ Is able to attend to a story five minutes
in length

___/___/___/___ Uses pointing response to indicate where
simple object is hidden

___/___/___/___ Understands concepts of next to, over, under

___/___/___/___ Recognizes familiar sounds

RECEPTIVE LANGUAGE

SKILL LEVEL 3.0

Dates of Assessments

___/___/___/___

___/___/___/___ Understands concept of in front of and
in back of.

___/___/___/___ Identifies four categories named by
teacher/tutor (food, clothes, animal)

___/___/___/___ Demonstrates understanding of number concepts
by manipulating objects or by selecting
pictures that illustrate the concept:
several, one, more, many

___/___/___/___ Identifies one of four colors upon request

___/___/___/___ Identifies action pictures, (crawling,
walking, running)

___/___/___/___ Identifies long and short line upon request

___/___/___/___ Follows 4 commands involving objects, action
and prepositions

___/___/___/___ Demonstrates understanding of spatial
concepts by manipulating objects or by
selecting pictures that will illustrate the
concept, (tall-short, then-fat,
round-square)

RECEPTIVE LANGUAGE

SKILL LEVEL 4.0

Dates of Assessments

___/___/___/___

___/___/___/___ Understands the concepts of beside and behind

___/___/___/___ Demonstrates understanding of number concepts
by selecting pictures of manipulating
objects: (both, zero, half, some, equal)

___/___/___/___ Identifies the function of four body parts

___/___/___/___ Follows three step directions in the order
given

___/___/___/___ Sequences 5 sequences cards in the correct
order

___/___/___/___ Selects pictures that are the same/different,
matches)

___/___/___/___ Listens to stories with sustained interest

___/___/___/___ Demonstrates spacial concepts by selecting
pictures or manipulating objects (below,
corner, first, last far, close)

___/___/___/___ Identifies 10-14 body parts when requested
(arm/leg, ears, mouth, eyes, nose, hair,
finger, hand, foot)

___/___/___/___ Identifies money on request (3-4 coins)

RECEPTIVE LANGUAGE

SKILL LEVEL 4.0

Dates of Assessments

___/___/___/___

___/___/___/___ Understands the concepts of beside and behind

___/___/___/___ Demonstrates understanding of number concepts
by selecting pictures of manipulating
objects: (both, zero, half, some, equal)

___/___/___/___ Identifies the function of four body parts

___/___/___/___ Follows three step directions in the order
given

___/___/___/___ Sequences 5 sequences cards in the correct
order

___/___/___/___ Selects pictures that are the same/different,
matches)

___/___/___/___ Listens to stories with sustained interest

___/___/___/___ Demonstrates spacial concepts by selecting
pictures or manipulating objects (below,
corner, first, last far, close)

___/___/___/___ Identifies 10-14 body parts when requested
(arm/leg, ears, mouth, eyes, nose, hair,
finger, hand, foot)

___/___/___/___ Identifies money on request (3-4 coins)



EXPRESSIVE

LANGUAGE

SKILLS

INDEX



EXPRESSIVE LANGUAGE SKILLS

SKILL LEVEL 2.0

DATES OF ASSESSMENTS

___/___/___/___

___/___/___/___ Uses three word phrases

___/___/___/___ Vocabulary of 200-1000 words

___/___/___/___ Uses some pronouns (I, mine, me, you)

___/___/___/___ Uses some articles (A, an, the)

___/___/___/___ Responds correctly to simple yes/no questions

___/___/___/___ Tells toilet needs

___/___/___/___ Labels body parts when asked "What is this?"

(hand, elbow, chin, arm)

___/___/___/___ Asks for "another"

___/___/___/___ When asked, responds with correct first name
of self

___/___/___/___ Responds to question about a story with noun
answers

EXPRESSIVE LANGUAGE

SKILL LEVEL 2.0

Dates of Assessments

___/___/___/___

___/___/___/___ Uses three word phrases

___/___/___/___ Vocabulary of 200-1000 words

___/___/___/___ Uses some pronouns (I, mine, me, you)

___/___/___/___ Uses some articles (A, an, the)

___/___/___/___ Responds correctly to simple yes/no questions

___/___/___/___ Tells toilet needs

___/___/___/___ Labels body parts when asked "What is this?"

(hands, elbow, chin, arm)

___/___/___/___ Asks for "another"

___/___/___/___ When asked, responds with correct first name
of self

___/___/___/___ Responds to question about a story with noun
answers

EXPRESSIVE LANGUAGE

SKILL LEVEL 3.0

Dates of Assessments

___/___/___/___

___/___/___/___ Asks questions about persons, places and
things

___/___/___/___ Counts to 5

___/___/___/___ Tells how simple objects are used

___/___/___/___ When asked, responds with own full name

___/___/___/___ Uses plurals other than "s" (mice, feet)

___/___/___/___ Names 5 colors when asked

___/___/___/___ Attempts to sing songs

___/___/___/___ Uses complete sentences in conversation

___/___/___/___ Can repeat 7-10 word nursery rhyme

___/___/___/___ After stories, is able to answer simple
questions (How many?)

___/___/___/___ Responds correctly to question "Are you a
girl or a boy?"

___/___/___/___ Responds correctly during school day to:
How many?,, How much?, etc.

EXPRESSIVE LANGUAGE

SKILL LEVEL 4.0

Dates of Assessments

___/___/___/___

___/___/___/___ Names 5 colors

___/___/___/___ Uses sentences of 4-6 words in length

___/___/___/___ Names the seasons of the year when asked

___/___/___/___ Names name of town/city

___/___/___/___ Identifies related objects

___/___/___/___ Uses appropriate pronouns: (she, them, me
you, your it, etc.)

___/___/___/___ Uses greeting/courtesy words (hello,
good-bye, thank you, please)

___/___/___/___ Names the days of the week in order

___/___/___/___ Names months of the year

___/___/___/___ Uses around, under over, etc. in speech

EXPRESSIVE LANGUAGE

SKILL LEVEL 5.0

Dates of Assessments

___/___/___/___

___/___/___/___ Vocabulary of 1500+ words

___/___/___/___ Names 25 familiar objects

___/___/___/___ Responds to questions with yes/no

___/___/___/___ Answers questions throughout the school day

ie: "when", "how often", "what if",

___/___/___/___ Names at least two body parts on a doll

___/___/___/___ Responds correctly with phone number

___/___/___/___ Names two other family numbers

___/___/___/___ Names all 7 days of the week upon request

___/___/___/___ Combines noun phrase with adjective

___/___/___/___ Demonstrates concept of spatial relationships

when asked about the location of people

or objects

___/___/___/___ Combines noun and verb in sentence

___/___/___/___ Names 25 familiar pictures

___/___/___/___ Will recall and relate past events in a

logical sequence upon request ("What did

you watch on TV last night?")



PERCEPTUAL/

FINE

MOTOR

SKILLS

INDEX



PERCEPTUAL/FINE MOTOR SKILLS

SKILL LEVEL 1.0

Dates of Assessments

___/___/___/___

___/___/___/___ Holds crayon or pencil in fist and makes
marks

___/___/___/___ Imitates scribble

___/___/___/___ Places 6 large pegs into a pegboard

___/___/___/___ Builds 4 cube tower with a 1 inch cubes

___/___/___/___ Strings 5 large beads on pipecleaner

___/___/___/___ Completes simple 1 piece puzzles

___/___/___/___ Removes coat, shoes and socks

___/___/___/___ Unsnaps snap

___/___/___/___ Paints with large paintbrush on easel
with little teacher assistance

___/___/___/___ Cooperates with adult in dressing

___/___/___/___ Eats with spoon without spilling

___/___/___/___ Drinks out of cup/glass without spilling

FINE MOTOR SKILLS

SKILL LEVEL 2.0

Dates of Assessments

___/___/___/___

___/___/___/___ Builds a tower of 1 inch blocks of 3-6 blocks

___/___/___/___ Holds scissor correctly

___/___/___/___ Imitates drawing of O, I.

___/___/___/___ Matches 5-8 piece block designs

___/___/___/___ Snips or makes cuts in paper

___/___/___/___ Unbuttons

___/___/___/___ Unzips zippers

___/___/___/___ Buttons large buttons

___/___/___/___ Opens and closes scissors

___/___/___/___ Assists in dressing self

___/___/___/___ Holds glass with one hand without spilling

___/___/___/___ Holds paper for cutting

___/___/___/___ Cuts dough, or clay with cookie cutter

___/___/___/___ Turns doorknob to open door

FINE MOTOR SKILLS

SKILL LEVEL 3.0

Dates of Assessments

___/___/___/___

___/___/___/___ Builds a tower of 1 inch blocks of 8-10

___/___/___/___ Folds paper

___/___/___/___ Given a sheet with heavy lines, will color
within the lines with 70% accuracy

___/___/___/___ Pastes simple forms on paper

___/___/___/___ Completes 3-5 piece puzzle correctly

___/___/___/___ Buttons small buttons

___/___/___/___ Strings 1/2 inch beads (6 beads)

___/___/___/___ Winds up simple toy

___/___/___/___ Imitates drawing (+)

___/___/___/___ Makes simple round/flat objects with clay

___/___/___/___ With minimal assistance, puts on socks,
shoes, shirt, dress, coat

___/___/___/___ Cuts 6 inch lines using construction paper

FINE MOTOR SKILLS

SKILL LEVEL 4.0

Dates of Assessments

___/___/___/___

___/___/___/___ Correctly completes 7-10 piece puzzle

___/___/___/___ Builds tower of 10 blocks

___/___/___/___ Uses fork, spoon without spilling

___/___/___/___ Puts shoes/socks on correct feet

___/___/___/___ Draws a face imitating model provided

___/___/___/___ Demonstrates correct dynamic tripod grasp
with pencil/crayon

___/___/___/___ Able to trace along vertical/horizontal line

___/___/___/___ Painted objects/designs are imperfect but
recognizable by others

___/___/___/___ Puts paper clips on paper

___/___/___/___ Puts clothes pins on construction paper

___/___/___/___ Creases paper in half with finger

FINE MOTOR SKILLS

SKILL LEVEL 5.0

Dates of Assessments

___/___/___/___

___/___/___/___ Correctly completes 12-15 piece puzzle

___/___/___/___ Cuts out simple shapes and objects,
with 70% accuracy

___/___/___/___ Cuts out a 6 inch circle, with 70% accuracy

___/___/___/___ Cuts out a 4 x 4 square, with 70% accuracy

___/___/___/___ With teacher direction, imitates drawing
square, circle

___/___/___/___ With a pencil & paper, draws a person
with at least 5 distinguishable body parts

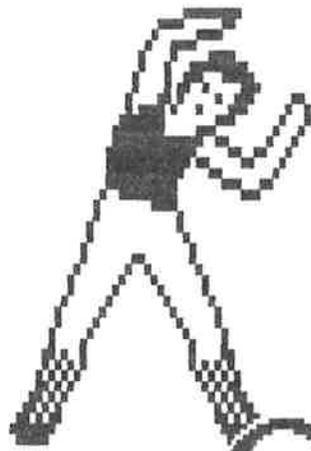
___/___/___/___ Sews through holes in sewing cards

___/___/___/___ Dresses unsupervised except for fasteners

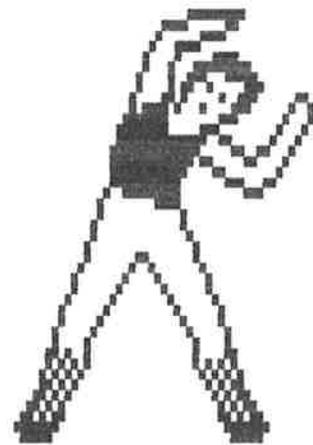
___/___/___/___ Correctly ties shoes

___/___/___/___ Opens and closes a large safety pin

___/___/___/___ Given models, copies numbers 1-10



GROSS MOTOR SKILLS INDEX



GROSS MOTOR SKILLS

SKILL LEVEL 1.0

Dates of Assessments

___/___/___/___

___/___/___/___ Kicks 9 inch ball without losing balance

___/___/___/___ Rolls a ball while sitting

___/___/___/___ Stands with broad stance

___/___/___/___ Attempts to stand on balance board with help

___/___/___/___ Stands with normal stance

___/___/___/___ Walks independently

___/___/___/___ Seats self in small chair

___/___/___/___ Walks up/down stairs with help

___/___/___/___ Runs stiffly with some falling

___/___/___/___ Squats to pick up objects without falling

___/___/___/___ Stands on either foot with help

___/___/___/___ Stands with heels together

GROSS MOTOR SKILLS

SKILL LEVEL 2.0

Dates of Assessments

___/___/___/___

___/___/___/___ Stands on either foot with assistance

___/___/___/___ Attempts hopping on either foot

___/___/___/___ Bounces and catches 9 inch ball one time

___/___/___/___ Runs flat footed 15 feet without falling

___/___/___/___ Jumps off floor with both feet

___/___/___/___ Walks upstairs alternating feet with
assistance

___/___/___/___ Walks 3 steps on a balance beam

___/___/___/___ Runs well without falling

___/___/___/___ Walks three steps on tiptoes

___/___/___/___ Walks 4 feet on taped line on floor, heel to
heel

___/___/___/___ Bends at waist to pick up objects

___/___/___/___ Uses rocking chair/horse independently

GROSS MOTOR SKILLS

SKILL LEVEL 3.0

Dates of Assessments

___/___/___/___

___/___/___/___ Jumps from a height of 12 inches

___/___/___/___ Catches bounced ball with arms and chest

___/___/___/___ Swings on swing independently

___/___/___/___ Forward somersault with assistance

___/___/___/___ Descends 4 steps with adult support

___/___/___/___ Jumps forward 24-30 inches with both feet

together

___/___/___/___ Climbs ladder of low play equipment

___/___/___/___ Bounces ball three or more times

___/___/___/___ Pedals tricycle and moves own body weight

___/___/___/___ Stands on either foot momentarily

___/___/___/___ Stands on either foot for five seconds.

without assistance

___/___/___/___ Slides on slide independently

GROSS MOTOR SKILLS

SKILL LEVEL 4.0

Dates of Assessments

___/___/___/___

___/___/___/___ Walks for 10 feet on a line, heel and toe

___/___/___/___ Hops forward 5 or more times on one foot

___/___/___/___ Walks downstairs alternating feet while
holding rail

___/___/___/___ Skips on one foot

___/___/___/___ Walks balance board forward/backward,
heel and toe

___/___/___/___ Throws a ball against a wall, with
one bounce

___/___/___/___ Bounces 15 inch ball twice with one hand

___/___/___/___ Rides and steers wagon with one foot

___/___/___/___ Catches soft ball or bean bag with one hand

___/___/___/___ Throws a tennis ball 23 feet to hit a 2 foot
square wall target

___/___/___/___ Kicks a stationary ball so that it travels
forward 12 feet in the air

GROSS MOTOR SKILLS

SKILL LEVEL 5.0

Dates of Assessments

___/___/___/___

___/___/___/___ Gallops, jumps, and runs in rhythm

___/___/___/___ Rides small bike with training wheels

___/___/___/___ Somersaults without aid

___/___/___/___ Stands on either foot for 10 seconds

___/___/___/___ Skips on alternating feet 10 feet

___/___/___/___ Walks up/down stairs carrying objects in
both hands

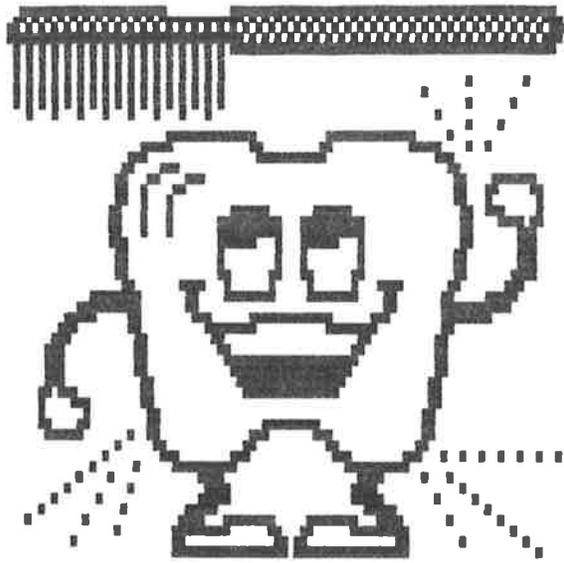
___/___/___/___ Catches thrown ball with both hands

___/___/___/___ Catches bounced ball with both hands

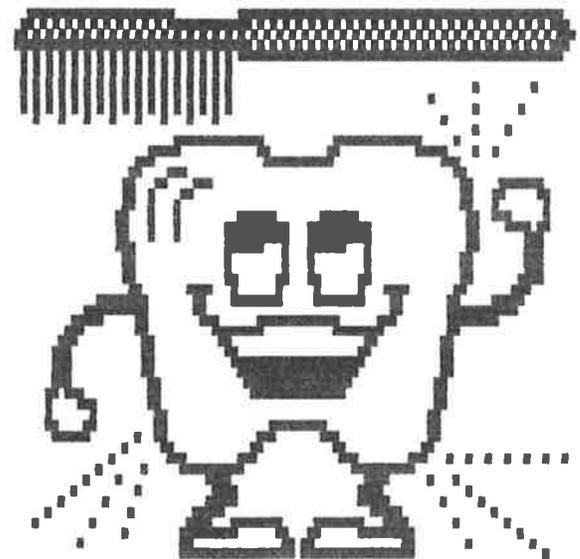
___/___/___/___ Walks backward toe to heel six steps

___/___/___/___ From elevated position, performs 6-8
push-ups

___/___/___/___ From elevated position, performs 4-6
sit-ups



SELF-HELP SKILLS INDEX



SELF-HELP SKILLS INDEX

SKILL LEVEL 1.0

Dates of Assessments

___/___/___/___

___/___/___/___ Discriminates edibles

___/___/___/___ Cooperates/assistance with toothbrushing

___/___/___/___ Puts on simple clothes without assistance

(eg. hat, pants, shoes)

___/___/___/___ Dries hands with teacher prompts

___/___/___/___ With prompts, will attempt

to wash own hands

___/___/___/___ With prompts, will attempt

to wash own face

___/___/___/___ Drinks from cup without assistance

___/___/___/___ Unwraps candy independently

SELF-HELP SKILLS

SKILL LEVEL 2.0

Dates of Assessments

___/___/___/___

___/___/___/___ Removes simple clothes upon request
(eg. shirt, pants, shoes)

___/___/___/___ Is able to zip/unzip

___/___/___/___ Covers mouth when coughing, with prompts

___/___/___/___ Unbuttons front or side buttons

___/___/___/___ Gets self drink, including pouring

___/___/___/___ Blows and wipes nose upon request

___/___/___/___ Uses a spoon to feed self without
spilling

___/___/___/___ Fastens front fastenings

SELF-HELP SKILLS

SKILL LEVEL 3.0

Dates of Assessments

___/___/___/___

___/___/___/___ Is able to button 4 small buttons

___/___/___/___ Distinguishes front from back of clothing

___/___/___/___ Brushes teeth independently

___/___/___/___ Toilets self independently

___/___/___/___ Serves self

___/___/___/___ Dresses self except for difficult
fastenings

___/___/___/___ Washes and dries face independently

___/___/___/___ Uses butter knife with soft foods

SELF-HELP SKILLS

SKILL LEVEL 4.0

Dates of Assessments

___/___/___/___

___/___/___/___ Laces and ties shoes

___/___/___/___ Cleans face and wipes nose independently

___/___/___/___ Puts shoes on correct feet

___/___/___/___ Combs/Brushes own hair independently

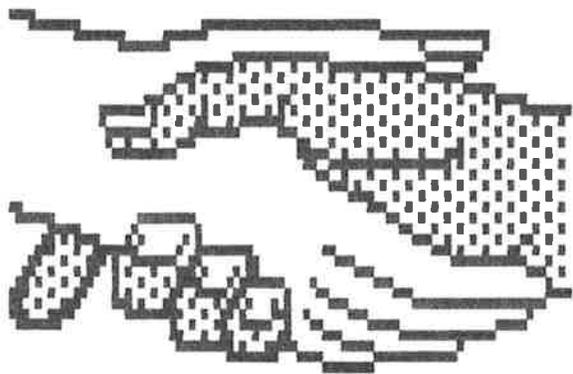
___/___/___/___ Selects correct restroom for self-

(boy or girl)

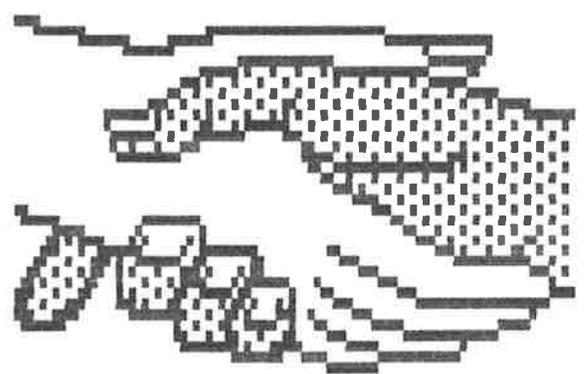
___/___/___/___ Chooses correct utensils to feed self

___/___/___/___ Uses appropriate table manners,

(please, thank you, may I?)



SOCIAL SKILLS INDEX



SOCIAL SKILLS

SKILL LEVEL 1.0

Dates of Assessments

___/___/___/___

___/___/___/___ Seeks approval of adults

___/___/___/___ Tells you about her/his activities

___/___/___/___ Plays simple "pretend games" with props

___/___/___/___ Gives first name when asked

___/___/___/___ Demonstrates a recognition of ownership

___/___/___/___ Makes simple choices in food, clothing
games, etc.

___/___/___/___ Plays simple games with other children

___/___/___/___ During snack time, will use at least
3-4 word utterances to make requests

___/___/___/___ Is able to make choice between two
play activities

___/___/___/___ Maintains play for at least 10 minutes
after choice is made

SOCIAL SKILLS
SKILL LEVEL 2.0

Dates of Assessments

___/___/___/___

___/___/___/___ Seeks privacy

___/___/___/___ Completes a project or task

___/___/___/___ Recognizes when a person or an animal
is hurt or needs help

___/___/___/___ Plays in a small group of children

___/___/___/___ Plays successfully with other children
by understanding the concept of sharing
and taking turns

___/___/___/___ Plays at one activity for 15 minutes

___/___/___/___ Actively participates in structured groups
(story time, music, PE)

___/___/___/___ Stays focused in small group for 15 minutes

___/___/___/___ Follows the classroom routine by going
to an activity upon request

___/___/___/___ Upon request or signal, will stop play
and help with cleanup

___/___/___/___ Demonstrates citizenship by following
classroom rules with minimal teacher
prompting

SOCIAL SKILL
SKILL LEVEL 3.0

Dates of Assessments

___/___/___/___

___/___/___/___ Uses feeling words

___/___/___/___ Observes rules and takes turns in games

___/___/___/___ Takes responsibility for household tasks

___/___/___/___ Identifies differences between men and women

___/___/___/___ To gain information, uses questions utilizing
why, how much, how many, etc.

___/___/___/___ Uses 5-6 word utterances during snack time
to make requests, eg. "May I have more
milk?"

___/___/___/___ During play or free choice time, uses 5-6
word utterances to verbalize a play plan

___/___/___/___ Tells you the difference between what is real
and what is make believe

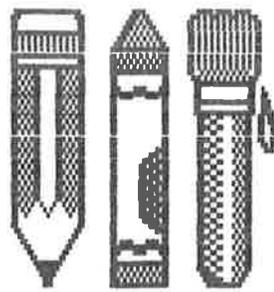
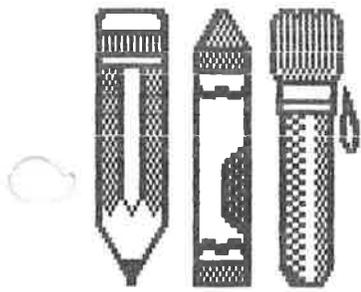
___/___/___/___ Relates events to time or sequence of day

PART V:

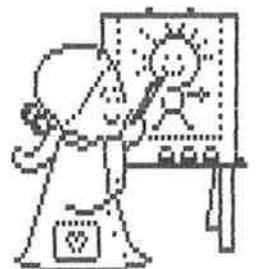
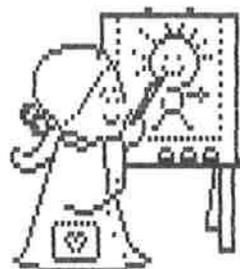
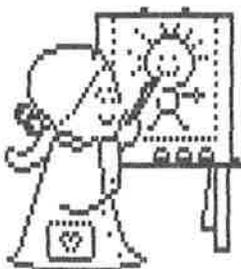
*A RESOURCE FILE OF SELECTED
DEVELOPMENTAL LEARNING MATERIALS*

- PREFACE
- ACTIVE PLAY
- ROLE PLAY
- MUSIC
- CHILDREN'S BOOKS
- ARTS AND CRAFTS
- MANIPULATIVES
- COGNITIVE SKILLS ACTIVITIES
- SELECTED MATHEMATICS ACTIVITIES

Part V



THE MATERIALS LIST



PREFACE

The resource file of selected materials and equipment presented on the following pages has been designed to provide for a wide variety of learning activities and opportunities for developing academic and social skills for preschool age children. Part V has been organized to address:

--PREFACE

--ACTIVE PLAY

--ROLE PLAY

--MUSIC

--CHILDREN'S BOOKS

--ARTS AND CRAFTS

--MANIPULATIVES

--COGNITIVE SKILLS ACTIVITIES

--SELECTED MATHEMATICS ACTIVITIES

ACTIVE PLAY:
SELECTED MATERIALS AND ACTIVITIES

ACTIVE PLAY:

SELECTED MATERIALS AND EQUIPMENT

PRESCHOOL TRIKES

GAS PUMPER

PORTABLE ACTIVITY HOUSE

GIANT TUMBLE BALLS

CLIMB AND SLIDE

BALANCE BOARD SET

12 FOOT PARACHUTE

RHYTHM STICKS

BEAN BAGS

JUMP ROBES

GIANT WAFFLE B LOCKS

WOODEN BLOCKS

SAND AND WATER TABLE

ASSORTED PLAY BALLS

ROLE PLAY:
SELECTED MATERIALS AND ACTIVITIES

IMAGINATIVE PLAY/ROLE PLAY

FARMERS MARKET

BUTCHER BLOCK TABLE AND CHAIR SET

ASSORTED PLASTIC FOOD

ASSORTED PLAY DISHES

HARDWOOD KITCHEN SET

ASSORTED PLAY POTS AND PANS

LEARNING TO SET THE TABLE PLACEMATS

DRESS UP CLOTHES

DRESS UP HAT BOX

MIRRORS

CAREER COSTUME SETS

TEA SETS

ASSORTED MULTI-ETHNIC SCHOOL DOLLS

BABY FURNITURE, ASSORTED

HARDWOOD DOLL HOUSE WITH CHARACTERS

ASSORTED PUPPETS

PUPPET HOUSE

DRIVE AROUND TOWN CARPET OR PLASTIC

ASSORTED CARS, TRUCKS, PLANES, ETC.

ZOO AND FARM ANIMALS

GIANT FLEXIBLE DINOSAURS

MUSIC:
SELECTED MATERIALS AND ACTIVITIES

SELECTED MUSIC MATERIALS AND EQUIPMENT

RHYTHM INSTRUMENTS

TAMBOURINE

TRIANGLE SET

BRASS CYMBALS

HAND BELLS

FINGER CYMBALS

CLUSTER BELLS

HANDLE CASTANETS

JINGLE CLOG

WRIST BELLS

GUIRO TONE BLOCK

SAND BLOCKS

PLASTIC MARACAS

HAND TOM-TOM

8-NOTE XYLOPHONE

CLASSROOM CHROMAHARP

ASSORTED DRUMS

CLASSROOM CHIMES

HAND BONGO

RHYTHM STICKS

CHILDREN'S RECORDS/TAPES

RECORD PLAYER

TAPE PLAYER

MOBILE LISTENING CENTER WITH HEADPHONES

SEAGULLS: MUSIC FOR REST AND RELAXATION

THE HAP PALMER COLLECTION, I AND II

AEROBICS FOR KIDS

FINGERPLAY FUN

MEET THE CLASSICS TAPES

CHILDREN'S BOOKS:
SELECTED MATERIALS AND ACTIVITIES

SELECTED CHILDREN'S BOOKS

CHILDREN'S FIRST BOOKS

CLASSROOM CLASSICS COLLECTION (30 BOOK COLLECTION)

STORIES ABOUT OTHER CULTURES LIBRARY

BOATS, TRAINS, & PLANES BOOK SERIES

FEELINGS & SELF-AWARENESS

BUILDING SELF-ESTEEM LIBRARY

FEELINGS, WHAT DO THEY MEAN? BOOK SET

CARING AND SHARING LIBRARY

UNDERSTANDING OTHERS LIBRARY

FEARS AND EMOTIONS LIBRARY

CONCEPT DEVELOPMENT

SCIENCE AND NATURE LIBRARY

THE FIVE SENSES SERIES

GUESSING GAMES STORY BOOKS

NUMBER CONCEPTS LIBRARY

HEALTH AND SELF-ESTEEM

FEELING GOOD INSIDE AND OUT

ALL ABOUT OUR BODIES BOOK SET

SELF-ESTEEM: A CLASSROOM AFFAIR

TEACHING KIDS TO CARE

GETTING ALONG WITH OTHERS

SELECTED ARTS AND CRAFTS

LET'S PAINT

ASSORTED EASELS

ASSORTED PAINT BRUSHES

NO-SPILL PAINT CUPS

PAINT

BUTCHER PAPER

APRONS/OLD T-SHIRTS

ASSORTED SPONGES CUT IN VARIOUS SHAPES

ARTS AND CRAFTS:
SELECTED MATERIALS AND ACTIVITIES

LET'S PAINT

ASSORTED EASELS

ASSORTED PAINT BRUSHES

NO-SPILL PAINT CUPS

PAINT

BUTCHER PAPER

APRONS/OLD T-SHIRTS

ASSORTED SPONGES CUT IN VARIOUS SHAPES

PAPER, PAPER, PAPER

FINGERPAINT PAPER

NEWSPRINT EASEL PAPER

RULED NEWSPRINT 1 INCH, 1/2 INCH

CONSTRUCTION PAPER

POSTER BOARD

CRAYONS

LARGE CRAYOLA CRAYONS

RAINBOW CRAYON STICKS

WASHABLE MARKERS

SMELLY MARKERS

CRAYON BINS

CREATING WITH CLAY

ASSORTED PLAY DOH

ASSORTED CLAY

ASSORTED COOKIE CUTTERS, WOODEN HAMMERS, ETC.

CUT AND PASTE

SURE-CUT SAFETY SCISSORS

BEGINNER'S SCISSORS

SCISSORS RACK

ASSORTED GLUE, GALLON
ASSORTED PASTE, GALLON
CLASSROOM COLLAGE BOX (COLLECT AS YOU GO)
FELT, BURLAP, SPANGLE,
SEQUINS, CONFETTI, WIGGLY EYES,
MULTI-SHAPE MACARONI, PASTING SHAPES, POM-POMS,
PIPE STEMS, GLITTER PAINT, GLITTER, FEATHERS, BEADS,
RIBBON, STYROFOAM SHAPES, WOODEN SPOOLS, COLORED SAND

MANIPULATIVES:
SELECTED MATERIALS AND ACTIVITIES

SELECTED MANIPULATIVE MATERIALS AND EQUIPMENT

EARLY EXPERIENCES

GIANT CHAIN BUILDER
TODDLER MANIPULATIVE LIBRARY
RINGS AND THINGS TO STRING
SNAP AND PLAY BLOCKS
COLOR AND SHAPE BOARD

LACING

JUMBO WOODEN BEADS
RAINBOW STRING DISKS
BIG BEADS FOR LITTLE HANDS
PATTERN CARDS
STRINGING AND STACKING SPOOLS

SKILL-BUILDING

GIANT DRESSING SKILLS CUBES
GIANT DISCOVER LOCK BOX
TEACHING FRAMES

SEQUENCING & SORTING

WHAT'S THE DIFFERENCES? COMPARISON BLOCKS

LEARNING GEARS

SORT AND STACK

FIT-A-SHAPE

BUILDING

WAFFLE BLOCKS

BUILDING LOGS

FLEXI BLOCKS WITH WHEELS

LEGS, SMALL, AND LARGE

MANIPULATIVE LIBRARIES

PUZZLES FIRST EXPERIENCES

1-PIECE PUZZLES

GIANT KNOB FRUIT PUZZLES

SIMPLE 6-PIECE WOODEN PUZZLES

LARGE PIECE PUZZLES

CLASSROOM CLASSICS

UPPER CASE ALPHABET PUZZLE BOARDS

LOWER CASE ALPHABET PUZZLE BOARDS

NUMBER PUZZLE BOARDS

DINOSAUR PUZZLE SETS

COGNITIVE DEVELOPMENT:
SELECTED MATERIALS AND ACTIVITIES

SELECTED COGNITIVE DEVELOPMENT MATERIALS AND EQUIPMENT

DISCOVERING COLORS, SHAPES AND SIZES

COLOR, SHAPE, AND SIZE EXPLORATION KITS

GIANT KNOB FORM BOARD

SIZE AND SHAPE SCORING BOARD

3-DIMENSIONAL SHAPE DOMINOES

COLOR BEAR BINGO

FIT-A-SPACE

SUPER SHAPE STACKERS

SORTING AND CLASSIFYING

SORT AND STACK CLASSIFICATION KITS

SORT AND FIT SHAPES

CLASSIFICATION SORTING SETS

GO-TOGETHER MATCH-UPS

PATTERNS AND DESIGNS

PARQUETRY DESIGN BLOCKS AND BOARDS

CLASSROOM MOSAIC PLAYTILE SET

GIANT MAGNETIC FORM BOARD

DEVELOPMENTAL BEAD SEQUENCES

LANGUAGE SKILLS:
SELECTED MATERIALS AND ACTIVITIES

SELECTED LANGUAGE SKILLS MATERIALS AND ACTIVITIES

SPEAKING, LISTENING & FOLLOWING DIRECTIONS

CLASSROOM FLANNEL BOARDS

FLANNEL STORY SETS

GIANT BOOKS

GUESS MY NAME GAME

CLASSROOM PHOTO LIBRARY

LEARNING ABOUT THE ALPHABET

MAGNETIC ALPHABET BOARDS & LETTER SETS

ALPHABET TEMPLATES

RUBBER STAMP ALPHABETS

MOTOR LETTER SYSTEM

HANDS-ON LETTER BLOCKS (CAPITAL AND LOWER CASE)

BEGINNING READING

RHYMING READERS

THINK, TALK, & READ TEACHING PICTURES

SHORT STORIES FROM AROUND THE WORLD

PREDICABLE STORIES

RIGY BIG BOOKS

DEVELOPMENTAL STORIES, THE CLASSICS

VOCABULARY, COMPREHENSION & LIBRARY SKILLS

PHOTO DICTIONARY

THE TALKING DICTIONARY

THE FIRST 100 WORDS IN ENGLISH

THE WORLD OF FOLK TALES COMPREHENSION KITS

SELECTED MATHEMATIC MATERIALS AND ACTIVITIES

SORTING, COUNTING, & NUMERALS

TEDDY BEAR COUNTERS

MOTOR NUMBERS

PEG NUMBER BOARDS

SORT AND COUNT NUMBER RINGS

PEG-IT NUMERAL BOARD

PEGBOARDS AND PEGS

GIANT SPONGE NUMBERS

TABLETOP COUNTING FRAMES

ALL HANDS ON MANIPULATIVES

GIANT CLOCKS

GIANT MEASURING TAPES

CLOCK RUBBER STAMPS

MATHEMATICS:
SELECTED MATERIALS AND ACTIVITIES

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this project was to design and develop a handbook for implementating an integrated preschool program. To accomplish this purpose, research and literature relative to current integration deliverly models, primarily those in Washington State, were reviewed. The handbook developed was piloted in the Taholah, Washington, School District.

Conclusions

Conclusions reached as a result of this project were:

1. Integrated preschool programs can be developed to enhance student learning and/or social behavior.
2. A comprehensive integrated preschool progam should make provision for appropriate developmental materials, access to community resources, equity in educational opportunity, funding sources and developmental skills.
3. Three models commonly cited in the review of literature and research included:
 1. The Head Start Program
 2. The Early Childhood Education Assistance Program (ECEAP)
 3. The Developmentally Delayed Program

Recommendations

1. Integrated preschool programs should be developed which enhance student learning and/or social behavior.
2. Comprehensive integrated preschool models make provisions for using proven methods of appropriate early childhood practices which include: developmental materials, community resources, funding sources and developmental skills.
3. More integrated preschool programs should be developed using the concepts of proven successful programs ie., Head Start, The Early Childhood Education and Assistance Program and Developmentally Delayed Programs.
4. There is a continuing need for more research in the development of integrated preschool programs.