

A DESCRIPTION OF LD OR EMH CLASSIFIED THIRD
AND FOURTH GRADE STUDENTS WHO HAVE
ATTENDED DEVELOPMENTAL PROGRAMS

By

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
II. LITERATURE REVIEW	9
Introduction	9
The Gesell Institute	9
School Readiness	12
Developmental First Grade	16
Developmental Testing Controversy	17
The Readiness Dilemma	21
Readiness and the Special Education Child	22
Summary	23
III. DESIGN AND METHODOLOGY	25
Introduction	25
Description of Sample	26
Source of the Data	26
Organization of the Data	27
Statistical Technique	29
IV. STATISTICAL ANALYSES	32
Analysis of Third and Fourth Grade Students who Completed D-1 Programs and were Classified as L.D. Students or E.M.H. Students	32
Analysis of Third and Fourth Grade Students Enrolled in Oklahoma Urban Schools who completed D-1 Programs and were Classified as L.D. or E.M.H. Students	36
Analysis of Third and Fourth Grade Students Enrolled in Oklahoma Rural Schools who completed D-1 Programs and were Classified as L.D. or E.M.H. Students	38

Chapter	Page
V. SUMMARY AND CONCLUSIONS	42
General Summary of the Investigation	42
Summary of the Results	42
Concluding Statements	44
Discussion	45
Conclusion	46
Recommendations	46
BIBLIOGRAPHY	48
APPENDIXES	50
APPENDIX A - SURVEY	51
DATA FOR D-1	53

LIST OF TABLES

Table	Page
I. Percentage of Third and Fourth Grade Students Enrolled in Oklahoma Rural and Urban Schools who Completed D-1 Programs and who were Classified as L.D. or E.M.H. in the 1989-90 School Year	35
II. Percentage of Third and Fourth Grade Students Enrolled in Oklahoma Urban Schools who Completed D-1 Programs and who were Classified as L.D. or E.M.H. in the 1989-90 School Year	37
III. Percentage of Third and Fourth Grade Students Enrolled in Oklahoma Rural Schools who Completed D-1 Programs and who were Classified as L.D. or E.M.H. in the 1989-90 School Year	39
IV. Chi-Square Analysis	41

CHAPTER I

THE NATURE OF THE PROBLEM

Introduction

Early childhood education is a major concern of educators and parents. A recent educational response to this concern is the use of the developmental kindergarten and/or developmental first grade. Many schools now have such classes to address the needs of five and six-year old students.

Teachers and parents are faced with the decision of whether to place students in developmental classes each year or promote them. The question being asked is "Should the children be given an extra year to grow and mature or should they proceed with their peers in hopes that their maturation will catch up at a later date?" This is a perplexing question when educators and parents are also faced with the fact that the problems may not, in fact, be developmental ones. Rather, the learner may have a learning disability or a handicap that may be overlooked. Such a learning problem may not be diagnosed for several years to come.

The main emphasis has been placed on readiness at this level rather than the identification of learning disabilities and educably mentally handicapped. Thus,

students who may later qualify for learning disabled (LD) programs or educably mentally handicapped (EMH) programs are being placed into developmental programs. Some schools, according to Susan Sweltzer of the Gesell Institute, have placed students into developmental programs based solely on the results of the Gesell test. Sweltzer in Atkins (1990) states,

Such school districts have misunderstood the purpose of the test developed by the Gesell organization. We really encourage the use of parent information, previous teacher observation, and medical history - if it's pertinent - for these decisions. (Atkins, 1990, p. 24)

Sweltzer adds,

Where schools have gotten into trouble is when they've reserved the right themselves to place kids in extra-year programs. That is absolutely something we do not condone. (Atkins, 1990, p. 24)

Statement of the Problem

Students who are being placed in developmental programs at the age of five or six may later be classified as learning disabled or educably mentally handicapped. Are LD and EMH students thus being misplaced into developmental programs? The process of such placement needs to be examined. According to the Oklahoma State Department of Education Early Childhood Questionnaire of 1985, schools are using the following to place students in developmental programs:

- (1) Gesell testing
- (2) teacher recommendations

(3) parent recommendations

(4) achievement tests

Utilization of the Gesell test only is allowing children to be misplaced into developmental programs.

According to Atkins (1990, p. 24),

Children who begin in these special classes risk being labeled "slow learners" throughout their school careers. Furthermore, test critics worry that a disproportionate number of children being directed to developmental programs are minorities. Such separation could lead to segregation.

In addition to being mislabeled, pupils will spend an extra year in school as a result of being placed into a developmental first grade. Consequently, a violation of Public Law 94-142 might exist because of this placement.

The purpose of this study was to identify the number of students who are classified as EMH or LD after completing a developmental program. This identification as EMH or LD usually occurs by the third or fourth grade. Thus, the study will include continuing students in both the third and fourth grade who completed a D-1 program.

This was a preliminary descriptive study. It was a first step in collecting data which may be later used for a more comprehensive descriptive study or a longitudinal study.

Definition of Terms

The following are definitions and clarifications of terms as they are applied throughout this study:

D-1. This is an abbreviation for developmental first

grade. It is the grade between kindergarten and first grade. The educational program is designed for children identified as being unready for first grade. Cognitive and physical activities are more congruent with the child's readiness to learn.

T-1. This is an abbreviation for transitional first grade, which is synonymous to D-1. The educational program is designed for children identified as being unready for first grade. Cognitive and physical activities are more congruent with the child's readiness to learn.

EMH. As defined by the Policies and Procedures Manual For Special Education In Oklahoma, this is an abbreviation for educably mentally handicapped. It means significantly subaverage general deficits in adaptive behavior manifested during the development period, which adversely affects a child's educational performance. The I.Q. range is from 50 to 75.

LD. As defined by the Policies and Procedures Manual For Special Education In Oklahoma, this is an abbreviation for learning disabled. It is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of

visual, hearing, or motor handicaps, of mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage. There is a severe discrepancy between achievement and intellectual ability.

I.Q. This is the child's intelligence quotient as measured by intelligence tests.

Behavioral Age. This is the maturity level of an individual's own unique behavior development as determined by the level at which he/she is performing - a measure established by using the Gesell School Readiness Screening Test.

Chronological Age. This is the numerical age based on date of birth.

Developmental Age. This is the age at which the child behaves or functions - a measure established by using the Gesell School Readiness Screening Test.

Developmental Readiness. This is the concept of developmental readiness for school success which also considers cognitive functioning and potential. In addition, it takes into account the child's physical, social, emotional, and general language development.

School Readiness. This is a measure of cognitive behavior or academic growth only - a measure established by using the Gesell School Readiness Screening Test.

Rural. As defined for the 1980 U.S. Census, rural communities comprise all the population not classified as urban.

Urban. As defined for the 1980 U.S. Census, urban

communities comprise all persons living in urbanized areas and in places of 2500 or more inhabitants outside urbanized areas. An urbanized area consists of a central city or cities with a population of 50,000 or more inhabitants and surrounding closely settled territory. More specifically, the urban population consists of all persons living in:

- (1) Places of 2500 or more inhabitants incorporated as cities, villages, and towns but excluding those persons living in the rural portions of extended cities.
- (2) Census designated places of 2500 or more inhabitants.
- (3) Other territory incorporated or unincorporated included in urbanized areas.

Limitations of the Study

1. The study may have limited generalization because it was restricted by

- (1) The disproportionate number of rural programs in relationship to the number of urban programs surveyed.
- (2) The number of schools that responded to an Oklahoma State Department survey completed in 1985.

2. The findings may have been affected by the students who transfer or move into or out of school districts included in

the survey. Those students who moved out of the district or into the district were not included in the study. Only those students who began in D-1 classes and continued to remain in the same school district until third or fourth grades were included.

3. The study will be limited by the degree of participation of the respondents. Only 38 out of 73 schools surveyed responded to survey efforts.

Assumptions of the Study

1. The general assumption is that schools used were not atypical of similar urban and rural schools.

2. The basic assumption of the study is that a high percentage of the students are still enrolled in the school by the third or fourth grade.

Summary and Organization of the Study

Chapter I has given an introduction to the investigation to be undertaken. It has also included the statement of the problem, definition of terms, assumptions of the study, limitations of the study, and the organization of the study.

In Chapter II a review of the literature related to the problem being investigated is presented. The population studied, the instruments and procedures employed, and the techniques used to analyze the data are described in Chapter III.

Chapter IV contains a descriptive analysis of the data. It contains the treatment of the data, the analyses of the results, and indications of the degree to which the relationships were found to exist.

In Chapter V a general summary of the investigation and a discussion of the results including conclusions and recommendations are presented.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The review of literature for this study is presented in seven parts: The Gesell Institute, Readiness, Developmental First Grade, Developmental Testing Controversy, The Readiness Dilemma, Readiness and Special Education Students, and a summary.

The Gesell Institute

The Gesell Institute is an organization started by Arnold Gesell located in New Haven, Connecticut. The Gesell Institute has been primarily concerned with outlining and describing the patterned stages through which different aspects of human behavior develop. It concentrates on early childhood readiness for school. Ilg, Ames, Haines, and Gillespie (1978) state that the Gesell Institute has for many years been consulted regarding boys and girls who have trouble in school.

Ilg et al (1978) became aware that a major cause of failure was a simple unreadiness for the work in the grade in which the child was placed. Ilg et al (1978) argue that educators should not assume that a certain chronological age

or IQ guarantees readiness for the work of a given grade level. Rather, according to Ilg et al (1978) it should be behavioral age (ie, developmental age) not chronological age or intelligence quotient, which determines the time of school entrance and subsequent promotion.

According to Ilg, Ames, Haines, and Gillespie (1978) the institute hypothesizes that perhaps fifty percent of school failure could be prevented by having every child in the grade for which his/her behavioral age suits him/her. Gesell and his colleagues researched and designed the Gesell School Readiness Screening Test. The originality of the test lies in its simplicity and the fact that every child, no matter what his/her capabilities or lack thereof, may succeed at some level.

Ilg, Ames, Haines, and Gillespie (1978) state that

There are no right or wrong responses. Nearly all items can be responded to in some way, revealing the child's true behavioral level even when that level is far below what might be expected at his/her chronological age. (p. 4)

For example, children are required to complete paper and pencil tasks where the child copies forms and completes an incomplete figure. Another example, the visual motor subtest, requires the child to stack blocks from memory after looking at a picture.

Schools and communities all over the country have been instituting what they call developmental screening programs using the Gesell School Readiness Screening Test or other

behavioral measures. Many communities have made the effort to determine in advance whether children are ready to begin the work of kindergarten or other levels of learning. A full developmental placement program might provide three levels of schooling before the first grade: pre-kindergarten, kindergarten, and pre-first grade.

Popovics (1982) reports that the Gesell Form Test is a predictor of achievement, intelligence, and creative measures. An investigation was made to determine whether any sub-scores were able to predict selected achievement, intelligence, and creativity. Popovics (1982) found that

The Gesell's Copy Form total was generally as effective in predicting each of the intelligence measures as the Iowa Test of Basic Skills, Lorge-Thorndike Intelligence Test, and Goodenough-Harris Figure Drawing Test. (p. 295)

Wood, Powell, and Knight (1984) examined the predictive validity of another Gesell test, the Gesell School Readiness Screening Test. The study found that the Gesell School Readiness Screening Test is effective in predicting child success or failure in kindergarten and that within the range of four to six years the chronological age of children entering kindergarten is unrelated to eventual success or failure in kindergarten. Developmental age, as measured by the Gesell School Readiness Screening Test, provides a useful predictive measurement of later school performance. The study by Wood et al (1984) did concur that it is not clear that such fine distinctions in developmental age really can be made using the Gesell or any other

instrument. However, Wood, Powell, and Knight (1984) state that their study gives clear evidence of the validity of the Gesell School Readiness Screening Test.

According to Brown and Brown (1986) the Gesell method is a process of developmental placement based on the techniques of the Gesell Institute of Child Development in New Haven, Connecticut. The institute promotes routine screening of children by using school readiness tests. Brown and Brown (1986) stated that

The tests purportedly reveal the maturational level of a child in social, physical, emotional, and intellectual aspects. All of these aspects should be about equally developed, according to the Gesell institute. Developmental placement theory says that a prospective kindergartener who is rated younger than five years in developmental age following his readiness screening should be kept out of kindergarten for a year so he will have time to grow. If a prospective first grader does not meet the six-year-old standard, he should repeat kindergarten or enter a special transitional first grade. These "developmentally immature" children enter regular first grade at age seven rather than age six.

Developmental age, not chronological age, argue Gesellians, should be used to determine grade placement in school. All of this should be done so the child will not be pushed beyond his ability. The advocates of this process say that from one third to one half of all school children are "overplaced". (p. 12)

School Readiness

An unready child is any child who is immature for the grade in which he/she is enrolled. These children are overplaced or are one grade above where they should be and they are developmentally unready to cope with the

expectations of that grade. Ilg, Ames, Haines, and Gillespie (1978) show that unready children do not catch up with the ready ones and most of the unready children are boys.

Hudnut (1982) indicated that parents are eager to push their children to be successful. Parents get caught up in a competitive web with friends and neighbors. They want their children to have a better life and a better education than they had. When a child can't achieve, parents ask what is wrong. Parents should recognize that their child may not be ready for the task. Parents should consider their child's development in terms of his/her own timetable, and certainly not those of their friends' children.

Uphoff and Gilmore (1986) maintain that children who are developmentally unprepared to cope with school face many disadvantages that may last a lifetime. Many ill-informed and well-meaning parents and school personnel are placing young children in our school systems too soon. Being intelligent and being ready for school are two separate issues. The chance for failure increases drastically when children enter school before they are developmentally ready to cope with school.

Uphoff and Gilmore (1986) also mentioned a study in Montclair, New Jersey. It found that the less bright but older and developmentally more mature pupils were able to do more with the ability they had than were the brighter younger students. To reduce the magnitude of the readiness problem, states can change the cutoff dates for school

entrance or use a well-designed pupil developmental assessment process to determine children's readiness to enter kindergarten or to be promoted to first grade.

In fact, according to Uphoff and Gilmore (1986), one third of the states have already changed the cut-off dates for school entrance. In the last decade at least 17 states have moved their cut-off date from late fall-early winter to much earlier in the fall or even late summer. For example, in 1980 the date in Kentucky was December 31 (must be age 5 on or before); it is now October 1. Oklahoma changed from November 1 to September 1 in 1980. West Virginia did the same in 1983.

Ilg, Ames, Haines and Gillespie (1978), associates of Dr. Gesell, reported that recent studies by the Gesell Institute revealed that a great many youngsters would benefit tremendously if they were held back a year. One-half of the students in school were at least a grade ahead of the one in which they ought to be enrolled. This misplacement may follow the student through his/her entire school career and into college. Schools use two inadequate measurements to determine whether children are ready for kindergarten or first grade: chronological age and IQ. Schools ignore the most important measure, the child's maturity or behavioral age. Yet this critical factor in determining whether a child will perform according to his/her ability is ignored and consequently the child can suffer serious harm. Children who adjusted badly to school in almost all cases began school too soon. Unfortunately,

according to Ilg et al (1978) even when immaturity is discovered, too often the child is not held back because of various social and professional pressures by parents and teachers. The easiest thing to do is to keep the child in the wrong level indefinitely in hopes that the child will catch up at a later time.

Chase (1970) in a study on the impact of grade retention on primary school children found that repeating a grade will engender no negative social or emotional effects in the child whose school failure is based primarily on his/her immaturity for the grade in which he/she has been placed. During the repeated year the perceptual and motor abilities of the child will develop to a point which approximates the experiences of the school system more closely than was the case in the year during which failure occurred.

On the other hand, Shephard and Smith (1986) stated that

Providing an extra year before first grade does not solve the problem it was intended to solve. Children in these programs show virtually no academic advantage over equally at-risk children who have not had the extra year. (p. 84)

Shepard and Smith (1986) further stated:

Extra-year programs are effectively like repeating kindergarten even when the curriculum is altered from one year to the next. Certainly, parents who are asked to agree to these placements struggle with the implications of "retention" regardless of whether they accept the arguments for the program (Shepard and Smith 1985). One might look to extensive research literature on

nonpromotion or grade retention to evaluate extra year programs. The majority of parents and educators believe that grade repetition is an effective solution for academic failure and social immaturity (Byrnes and Yamamoto 1984). Yet research findings are almost uniformly negative. When retained children were compared to equally low achievers who were promoted, the socially promoted pupils were consistently ahead on both achievement and social-emotional measures (Holmes and Matthews 1984, Rose et al. 1983). Contrary to popular beliefs, repeating a grade does not help students gain ground academically and has a negative impact on social adjustment and self-esteem. (p. 84)

In conclusion, many research studies do not support the practice of retention as a solution to academic failure. Retention does nothing for the child except lower his/her self-esteem.

Developmental First Grade

Nancy Bohl (1984) in a message to parents stated that

The step between kindergarten and first grade is a great step, especially for those who are not developmentally ready. The result of promotion could lead to frustration and failure. (p.14)

Most of the stresses of first grade are not academic. They lie in the social, physical, and emotional areas that are so essential for developmental readiness. The answer to unreadiness lies in a developmental class between kindergarten and first grade. Such classes are referred to as pre-first grade, developmental first, junior primary, k-1 transition, or just transitional class.

According to Bohl (1984) most developmental classes are all-day programs with class size limited to between twelve

and twenty. Also, the curriculum is modified by an individualized approach. Children progress at their own pace. Much attention is given to perceptual, visual, and motor skills. Development of the child as a whole person is the goal of a developmental class, and consequently the emphasis is on the child's social and emotional well-being. Occasionally, a child will progress from a developmental class to second grade, but most progress to the first grade the following year.

The Michigan State Board of Education's "Superintendent's Early Childhood Study Group Report" (1984) indicated that about one-fourth of the school districts in Michigan operated pre-first readiness programs in 1984-85. The Michigan Department of Education believes this area of education deserves attention and support.

Developmental Testing Controversy

The Commission on Reading (1985) addressed the issue of reading instruction in kindergarten and the validity of certain reading readiness measures. Kaufman and Kaufman (1972), for example, question the Gesell Test as a predictor of first grade achievement.

Another study questioning the reliability of readiness testing was conducted by Shepard and Smith (1988). They indicated that

Academic demands in kindergarten are higher today than they were twenty years ago. Society demands and has greater expectations of what should be taught in kindergarten. Children are expected to learn more at an

earlier age and the standards of the first grade have been elevated. Raising the entrance age, screening the younger and unready children and retention are intended to solve the problem. Research evidence does not support the efficacy of these policies. Rather, these practices contribute to the continued escalation of curriculum as teachers adjust their teaching to an older and more able group. (p. 137)

Shepard and Smith (1988) in addressing the escalating academic demand in kindergarten stated that

Raising the entrance age has been tried several times before by states and local districts and has failed to provide a permanent solution because it will not solve the problem it was intended to solve. (p.138)

Shepard and Smith (1988) also stated that a new younger group will emerge and will suffer the same harm in schools with inflexible and overly demanding curricula as did the previous youngest group. Furthermore, they stated that readiness screening devices do not have sufficient reliability or validity to support special placement decisions.

Brown and Brown (1986), in an article that supported Shepard and Smith's findings, indicated that some Oklahoma five year-olds are having more trouble getting into public kindergartens than eighteen year-olds are having getting into college. In many schools, parents of one-third to one-half of the prospective kindergarteners are being told that their children should be held out of kindergarten due to Gesell test results. They stated the following

The Boulder study raises more serious questions about the Gesell tests themselves. Shepard and Smith conclude that the Gesell

tests are based on inadequate and outdated norms, are not reliable and their validity has not been proven. The tests do not meet the minimum standards prepared by the American Psychological Association, the American Educational Research Association, and the National Council of Measurements in Education and published in Standards for Educational and Psychological Tests. (p. 12)

The study of the Boulder Colorado School System was conducted by Shepard and Smith of the University of Colorado. These two researchers indicated that difficulties are endemic wherever the Gesell method is applied.

Shepard and Smith (1988) refer to a study on the Metropolitan Readiness Test by Nurss and McGauvran in 1976. The report shows one-third of the children declared by the test to be unready will have been misidentified simply because the test is a fallible predictor. Shepard and Smith (1988) stated that

Ironically, the Gesell test, specifically recommended by their authors for extra-year placement, are less valid than the Metropolitan. A review of available evidence yielded predictive correlations from .28 to .64 in the study with the most favorable data, the Gesell test still misidentified one-half of the children said to be at risk (Shepard and Smith, 1985). Four independent reviews of the Gesell Preschool Test (Haines, Ames, and Gillespie, 1980) and the Gesell School Readiness Test (Ilg, Ames, Haines and Gillespie, 1964) in the Ninth Mental Measurements Yearbook (Bradley, 1985; Kaufman, 1985; Naglieri, 1985; Waters, 1985: all found that the tests lack evidence of reliability and validity and suffer from inadequate norms. (p. 140)

Gredler (1978), after researching developmental classrooms discovered that

Transition room children either do not perform as well or at most are equal in achievement levels to transition room-eligible children placed in regular classrooms. (p. 31)

Shephard and Smith (1988) also indicated in their study that kindergarten retention does not boost achievement by giving children an extra year to grow.

Shepard and Smith (1986) suggested that providing an extra year before first grade does not solve the problem that it was intended to solve. Children in the developmental program show virtually no academic advantage over equally at-risk children who have not had the extra year.

Meisels (1987) discussed the "Uses and Abuses of Developmental Screening and School Readiness Testing". He stated that many educators do not recognize that the tests were designed to accomplish different objectives. Developmental screening tests provide a brief assessment of a child's developmental abilities and these abilities are closely associated with future school success. On the other hand, readiness tests are designed with curriculum related skills in mind that a child has already acquired; these skills are typically prerequisite for specific instructional programs.

Atkins (1990) in an article entitled "Do Kindergarten Tests Fail Our Kids?" suggested to parents "Don't let a misused test direct your child to the wrong classroom".

Other educators also question the idea of readiness testing. Atkins quotes Stanford University Education Professor Robert Calfee as saying "There is no such thing as being "ready" for kindergarten. If the kids aren't ready for what the teachers are doing the teachers should change, not the students." (p. 23)

The Readiness Dilemma

Williams (1987) expressed the feelings of many educators,

If we repeat a child, we wonder if it was the right decision. On the other hand, if we send children on, knowing that they aren't ready, then again we wonder, as does Purkey (1970), what we are doing to their self-esteem. (p. 28)

According to Williams, we read that there are no valid tests to screen accurately for success in kindergarten. She also stated that the public expects kindergarteners to excel academically, and that there is no validity for holding back a child diagnosed as unready because the child may catch up about the third grade.

Williams further indicated that although we read about IQ tests, readiness tests, immaturity of boys, etc., we never get answers that seem satisfying. Parents, too, are reading, thinking, questioning, and seeking the best for their children. They wonder if their child should repeat kindergarten, move to the first grade and possibly repeat, go to a developmental class, or just sit out a year.

Williams (1987) suggests that the ideal would be to have elementary schools with developmental curricula that allow children to move through an ungraded system as they are developmentally and academically ready.

Readiness and the Special Education Child

Thurlow, O'Sullivan, and Ysseldyke (1986) summarized a recent Minnesota survey of model programs for early education of handicapped children which showed that while greater numbers of different tests are used for screening purposes, only one-sixth of them adequately measure what they are supposed to measure (validity), produce stable measures (reliability) or are based on an appropriate sample (norming). Consequently, decisions made on the basis of technically inadequate tests in identifying early childhood handicapped children (ages three-and-a-half to five) must be questioned. The problem of appropriate identification becomes more important with the realization that children identified as handicapped in the early childhood programs were more likely to end up in special education in the elementary school.

The Office of Special Education and Rehabilitative Services, Wisconsin State Department of Public Instruction, Madison, Wisconsin (1984) published a document that focuses on the process of assessing young handicapped children with suggestions regarding specific types of handicaps and a written evaluation report. A number of assessment instruments from the various professional fields of

psychology and special education are provided for students who are developmentally behind. Many instruments listed concern cognitive development; visual perception, and fine- and gross-motor development; communication; adaptive behavior/self-help; and social, emotional, and personality development. Included on the lists were Gesell related tests such as the Gesell Preschool Test.

Summary

The literature reveals that a considerable amount of controversy exists as to the determination of readiness for early childhood education students and the appropriate placement of them. Authorities differ on the best screening tests or behavioral measures to determine whether children are ready to begin the work of kindergarten or other levels of learning.

The testing controversy centers around the validity of the Gesell Institute's measures of readiness and other measures of readiness. The readiness dilemma focuses on when a child is ready for school and a proper determination that could prevent failure when children enter school before they are developmentally ready to cope with school. The question of extra-year programs is debated.

Many studies do not support the retention of students because academic benefits have not been proven. Retained students have a lowered self-esteem. Using test scores for retention is a poor practice for several reasons. First, there is a lack of evidence of reliability and validity of

tests such as the Gesell. Second, by using tests to hold students out of kindergarten, educators are denying access to public education to those students needing it the most.

A small amount of literature addresses the readiness problem in terms of the special education child. Evidence indicates that the readiness problem may be related to the fact that the child already has a learning disability or is educably mentally handicapped.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The design and methodology of this study is described in four sections. Specifically, this chapter contains a description of the sample, the source of the data, the organization of the data, and the descriptive technique utilized.

The Oklahoma State Department of Education was contacted to obtain a list of all of the schools in Oklahoma having a D-1 or T-1 program. The Department provided the responses from an Early Childhood Questionnaire written in February of 1985. Seventy-three school districts across the state of Oklahoma, both urban and rural, reported having D-1 classes.

A survey instrument (see Appendix, p. B) was developed and mailed to all schools responding to the State Department of Education Early Childhood Questionnaire.

Following the mailing of the survey instrument, administrative personnel of schools who had not responded were contacted by phone and were requested to complete the survey. Initially, twenty-five schools responded to the survey. After the follow-up calls thirteen more schools

responded. In some cases repeated phone calls were made. The assumption of this study was that non-respondents were comparable to respondents.

Description of the Sample

The sample for this study included schools in the State of Oklahoma. The sample is composed of schools located in both urban and rural areas.

Schools were classified as urban or rural according to 1980 U.S. Census guidelines. The guidelines were included in the definition of terms (p. 6).

The total population included seventy-three (73) schools distributed across the State of Oklahoma who responded to the State Department of Education Early Childhood Questionnaire. The sample included 38 out of 73 schools that responded to the D-1 survey.

Source of the Data

The total number of third grade students currently enrolled in 1989-90 who completed D-1 in 1986-87 and the total number now classified as LD was obtained from the selected schools. The total number of third grade students currently enrolled in 1989-90 who completed D-1 in 1986-87 and the total number now classified as EMH was obtained from the selected schools.

The total number of fourth grade students currently enrolled in 1989-90 who completed D-1 in 1985-86 and the total number now classified as LD was obtained from the

selected schools. The total number of fourth grade students currently enrolled in 1989-90 who completed D-1 in 1985-86 and the total number now classified as EMH was obtained from the selected schools.

The data were provided by principals, counselors, special education directors, special education teachers, and classroom teachers.

Organization of Data

The raw data were organized according to the percentages of LD and EMH students who were classified after completing a D-1 program. Schools were assigned letters in order to keep data confidential.

First, in Table I, percentages were used to describe students enrolled in third grade who had attended D-1 programs and were later classified as LD and EMH for each school. Percentages were also used to describe students enrolled in fourth grade who had attended D-1 programs and were later classified as LD and EMH for each school.

The number of D-1 students enrolled in third grade and D-1 students classified as LD and EMH combined were also described in percentages for each school. The number of D-1 students enrolled in fourth grade and D-1 students classified as LD and EMH combined were also described in percentages for each school.

The total number of D-1 students enrolled in third grade and D-1 students classified as LD for all schools combined were described in percentages. The total number of

D-1 students enrolled in third grade and D-1 students classified as EMH for all schools combined were described in percentages. The total number of D-1 students enrolled in third grade and D-1 students classified as LD and EMH for all schools combined were described in percentages.

The total number of D-1 students enrolled in fourth grade and D-1 students classified as LD for all schools combined were described in percentages. The total number of D-1 students enrolled in fourth grade and D-1 students classified as EMH for all schools combined were described in percentages. The total number of D-1 students enrolled in fourth grade and D-1 students classified as LD and EMH for all schools combined were described in percentages.

In Table II, the number of D-1 students enrolled in third grade and D-1 students classified as LD for urban schools were described in percentages. The number of D-1 students enrolled in third grade and D-1 students classified as EMH for urban schools were described in percentages. The number of D-1 students enrolled in third grade and D-1 students classified as LD and EMH for urban schools were described in percentages.

The number of D-1 students enrolled in fourth grade and D-1 students classified as LD for urban schools were described in percentages. The number of D-1 students enrolled in fourth grade and D-1 students classified as EMH for urban schools were described in percentages. The number of D-1 students enrolled in fourth grade and D-1 students

classified as LD and EMH for urban schools were described in percentages.

In Table III, the number of D-1 students enrolled in third grade and D-1 students classified as LD for rural schools were described in percentages. The number of D-1 students enrolled in third grade and D-1 students classified as EMH for rural schools were described in percentages. The number of D-1 students enrolled in third grade and D-1 students classified as LD and EMH for rural schools were described in percentages.

The number of D-1 students enrolled in fourth grade and D-1 students classified as LD for rural schools were described in percentages. The number of D-1 students enrolled in fourth grade and D-1 students classified as EMH for rural schools were described in percentages. The number of D-1 students enrolled in fourth grade and D-1 students classified as LD and EMH for rural schools were described in percentages.

Statistical Technique

The purposes of this study were:

(1) to calculate a mathematical percentage between the total number of students currently enrolled in the third and fourth grades who previously attended a D-1 class with the total number of students in the third and fourth grades who previously attended a D-1 class and were identified as having learning disability problems, and

(2) to calculate a mathematical percentage between the total number of students currently enrolled in the third and fourth grades who previously attended a D-1 class

with the total number of students in the third and fourth grades who previously attended a D-1 class and were identified as being educably mentally handicapped.

The data showing the percentage of students in third grade currently enrolled who attended D-1 classes and who have been classified as LD and EMH are shown in Table I for each school. The data showing the percentage of students in fourth grade currently enrolled who attended D-1 classes and who have been classified as LD and EMH are also shown in Table I for each school.

The percentages were compared between the number of students enrolled in 1989-90 who previously attended a D-1 program and were identified as LD and/or EMH and those students enrolled in 1989-90 who completed a D-1 course. The percentages between the total enrollment of D-1 students and D-1 students identified as having learning disabilities were compared for each grade level and for all schools. The percentages between the total enrollment of D-1 students and D-1 students identified as being educably mentally handicapped were compared for each grade level and for all schools. Finally, the percentages between the total enrollment of D-1 students and D-1 students identified as LD or EMH were combined and compared for each grade level and for all schools.

The percentages were compared between the number of students enrolled in urban and rural schools in 1989-90 who previously attended a D-1 program and were identified as LD and/or EMH and those students enrolled in 1989-90 who completed a D-1 course. The percentages between the total

enrollment of D-1 students and D-1 students identified as having learning disabilities were compared for each grade level and for all urban and rural schools. The percentages between the total enrollment of D-1 students and D-1 students identified as being educably mentally handicapped were compared for each grade level and for all urban and rural schools.

A chi-square analysis was used to describe similarities between the percentage of third and fourth grade students classified as LD and EMH. The chi-square analysis was also used to describe similarities between the percentage of third and fourth grade students classified as LD and EMH in urban and rural schools.

CHAPTER IV

STATISTICAL ANALYSES

The purpose of this chapter is to present a detailed description of the data and a statement of the results.

Specifically, two major purposes are

(1) to calculate a mathematical percentage between the total number of students currently enrolled in the third and fourth grades who previously attended a D-1 class with the total number of students in the third and fourth grades who previously attended a D-1 class and were identified as having learning disability problems, and

(2) to calculate a mathematical percentage between the total number of students currently enrolled in the third and fourth grades who previously attended a D-1 class with the total number of students in the third and fourth grades who previously attended a D-1 class and were identified as being educably mentally handicapped.

Analysis of Third and Fourth Grade Students

who Completed D-1 Programs and were

Classified as L.D. Students or

E.M.H. Students

Table I indicates that 13.83 percent of the total number of third grade students who attended D-1 programs were classified as L.D. and 2.24 percent were classified as E.M.H. A total of 16.07 percent of all the D-1 students in the third grade were classified as L.D. or E.M.H.

Table I indicates that 13.24 percent of the total number of fourth grade students who attended D-1 programs were classified as L.D. and 2.54 percent were classified as E.M.H. A total of 15.69 percent of all the D-1 students in the fourth grade were classified as L.D. or E.M.H.

According to Table I (students who attended D-1 and were later classified as LD and EMH) the following anomalies apply:

1. At the third grade level, 8 schools out of 38 (schools B, F, G, L, M, P, Z, CC) identified 0% of the students as being classified.
2. At the fourth grade level, 8 schools out of 38 (schools G, H, K, L, P, U, CC, GG) identified 0% of the students as being classified.
3. At the third grade level, 5 schools out of 38 (schools I, X, Y, BB, FF) identified 15% to 24% of the students as being classified.
4. At the fourth grade level, 4 schools out of 38 (schools I, Y, Z, LL) identified 15% to 24% of the students as being classified.
5. At the third grade level, 7 schools out of 38 (schools C, E, N, S, W, DD, KK) identified 25% to 49% of the students as being classified.
6. At the fourth grade level, 6 schools out of 38 (schools E, J, M, W, DD, FF) identified 25% to 49% of the students as being classified.

7. At the third grade level, 2 schools out of 38 (schools A, HH) identified 60% and 57% respectively of the students as being classified.
8. At the fourth grade level, 2 schools out of 38 (schools S, AA) identified 63% and 50% respectively of the students as being classified.
9. At the fourth grade level, 2 schools out of 38 (schools F, V) identified 75% and 100% respectively of the students as being classified.
10. Twenty-one percent (21%) of the schools classified no students in the third grade as LD or EMH.
11. Twenty-one percent (21%) of the schools classified no students in the fourth grade as LD or EMH.
12. Twenty-four percent (24%) of the schools classified between 25% to 100% of third grade students as LD or EMH.
13. Twenty-six percent (26%) of the schools classified between 25% to 100% of fourth grade students as LD or EMH.

TABLE I

PERCENTAGE OF CLASSIFIED STUDENTS
WHO COMPLETED D-1 PROGRAMS

School	Third Grade			Fourth Grade		
	LD	EMH	Total	LD	EMH	Total
A	60.00	0.00	60.00	11.11	0.00	11.11
B	0.00	0.00	0.00	9.09	0.00	9.09
C	15.38	30.77	46.15	11.11	0.00	11.11
D	10.00	0.00	10.00	8.00	0.00	8.00
E	30.77	7.69	38.46	41.67	0.00	41.67
F	0.00	0.00	0.00	50.00	25.00	75.00
G	0.00	0.00	0.00	0.00	0.00	0.00
H	27.27	0.00	27.27	0.00	0.00	0.00
I	20.00	0.00	20.00	16.66	0.00	16.66
J	11.11	0.00	11.11	30.00	0.00	30.00
K	14.28	0.00	14.28	0.00	0.00	0.00
L	0.00	0.00	0.00	0.00	0.00	0.00
M	0.00	0.00	0.00	40.00	0.00	40.00
N	30.00	0.00	30.00	9.09	0.00	9.09
O	8.33	0.00	8.33	6.89	0.00	6.89
P	0.00	0.00	0.00	0.00	0.00	0.00
Q	0.00	4.76	4.76	0.00	13.33	13.33
R	14.28	0.00	14.28	6.66	0.00	6.66
S	25.00	0.00	25.00	45.45	18.18	63.63
T	11.43	0.00	11.43	7.14	0.00	7.14
U	14.28	0.00	14.28	0.00	0.00	0.00
V	0.00	14.28	14.28	0.00	100.00	100.00
W	21.42	14.28	35.71	33.33	0.00	33.33
X	22.22	0.00	22.22	25.00	0.00	25.00
Y	13.63	4.54	18.18	15.78	5.26	21.05
Z	0.00	0.00	0.00	16.66	0.00	16.66
AA	7.14	0.00	7.14	50.00	0.00	50.00
BB	22.22	0.00	22.22	8.00	4.00	12.00
CC	0.00	0.00	0.00	0.00	0.00	0.00
DD	33.33	0.00	33.33	20.00	10.00	30.00
EE	13.33	0.00	13.33	9.09	0.00	9.09
FF	9.09	9.09	18.18	28.57	0.00	28.57
GG	6.25	0.00	6.25	0.00	0.00	0.00
HH	42.85	14.28	57.14	14.28	0.00	14.28
II	7.69	0.00	7.69	11.11	0.00	11.11
JJ	8.33	0.00	8.33	13.33	0.00	13.33
KK	28.57	0.00	28.57	14.28	0.00	14.28
LL	13.33	0.00	13.33	15.38	0.00	15.38
TOTAL	13.83	2.24	16.07	13.24	2.54	15.69

Analysis of Third and Fourth Grade Students
Enrolled in Oklahoma Urban Schools who
Completed D-1 Programs and were
Classified as L.D. or
E.M.H. Students

Table II indicates that 13.92 percent of the total number of third grade students enrolled in urban schools were classified as LD, and 5.05 percent of the third grade students enrolled in urban schools were classified as EMH. A total of 18.98 percent of all D-1 students in the third grade enrolled in urban schools were classified as LD or EMH.

Table II also indicates that 12.5 percent of the total number of fourth grade students enrolled in urban schools were classified as LD, and 0.00 percent of the fourth grade students enrolled in urban schools were classified as EMH. A total of 12.5 percent of all D-1 students in the fourth grades enrolled in urban schools were classified as LD or EMH.

TABLE II

PERCENTAGE OF CLASSIFIED STUDENTS
IN URBAN SCHOOLS WHO COMPLETED
D-1 PROGRAMS

School	<u>Third grade</u>			<u>Fourth Grade</u>		
	LD	EMH	Total	LD	EMH	Total
A	60.00	0.00	60.00	11.11	0.00	11.11
C	15.38	30.77	46.15	11.11	0.00	11.11
M	0.00	0.00	0.00	40.00	0.00	40.00
T	11.43	0.00	11.43	7.14	0.00	7.14
LL	13.33	0.00	13.33	15.38	0.00	15.38
TOTAL	13.92	5.06	18.98	12.50	0.00	12.50

Analysis of Third and Fourth Grade Students
Enrolled in Oklahoma Rural Schools who
Completed D-1 Programs and were
Classified as L.D. or
E.M.H. Students

Table III indicates that 13.82 percent of the total number of third grade students enrolled in rural schools were classified as LD, and 1.75 percent of the third grade students enrolled in rural schools were classified as EMH. A total of 15.57 percent of all D-1 students in the third grade enrolled in rural schools were classified as LD or EMH.

Table III also indicates that 13.37 percent of the total number of fourth grade students enrolled in rural schools were classified as LD, and 2.91 percent of the fourth grade students enrolled in rural schools were classified as EMH. A total of 16.28 percent of all D-1 students in the fourth grades enrolled in rural schools were classified as LD or EMH.

TABLE III

PERCENTAGE OF CLASSIFIED STUDENTS
IN RURAL SCHOOLS WHO COMPLETED
D-1 PROGRAMS

School	<u>Third Grade</u>			<u>Fourth Grade</u>		
	LD	EMH	Total	LD	EMH	Total
B	0.00	0.00	0.00	9.09	0.00	9.09
D	10.00	0.00	10.00	8.00	0.00	8.00
E	30.77	7.69	38.46	41.67	0.00	41.67
F	0.00	0.00	0.00	50.00	25.00	75.00
G	0.00	0.00	0.00	0.00	0.00	0.00
H	27.27	0.00	27.27	0.00	0.00	0.00
I	20.00	0.00	20.00	16.66	0.00	16.66
J	11.11	0.00	11.11	30.00	0.00	30.00
K	14.28	0.00	14.28	0.00	0.00	0.00
L	0.00	0.00	0.00	0.00	0.00	0.00
N	30.00	0.00	30.00	9.09	0.00	9.09
O	8.33	0.00	8.33	6.89	0.00	6.89
P	0.00	0.00	0.00	0.00	0.00	0.00
Q	0.00	4.76	4.76	0.00	13.33	13.33
R	14.28	0.00	14.28	6.66	0.00	6.66
S	25.00	0.00	25.00	45.45	18.18	63.63
U	14.28	0.00	14.28	0.00	0.00	0.00
V	0.00	14.28	14.28	0.00	100.00	100.00
W	21.42	14.28	35.71	33.33	0.00	33.33
X	22.22	0.00	22.22	25.00	0.00	25.00
Y	13.63	4.54	18.18	15.78	5.26	21.05
Z	0.00	0.00	0.00	16.66	0.00	16.66
AA	7.14	0.00	7.14	50.00	0.00	50.00
BB	22.22	0.00	22.22	8.00	4.00	12.00
CC	0.00	0.00	0.00	0.00	0.00	0.00
DD	33.33	0.00	33.33	20.00	10.00	30.00
EE	13.33	0.00	13.33	9.09	0.00	9.09
FF	9.09	9.09	18.18	28.57	0.00	28.57
GG	6.25	0.00	6.25	0.00	0.00	0.00
HH	42.85	14.28	57.14	14.28	0.00	14.28
II	7.69	0.00	7.69	11.11	0.00	11.11
JJ	8.33	0.00	8.33	13.33	0.00	13.33
KK	28.57	0.00	28.57	14.28	0.00	14.28
TOTAL	13.82	1.75	15.57	13.37	2.91	16.28

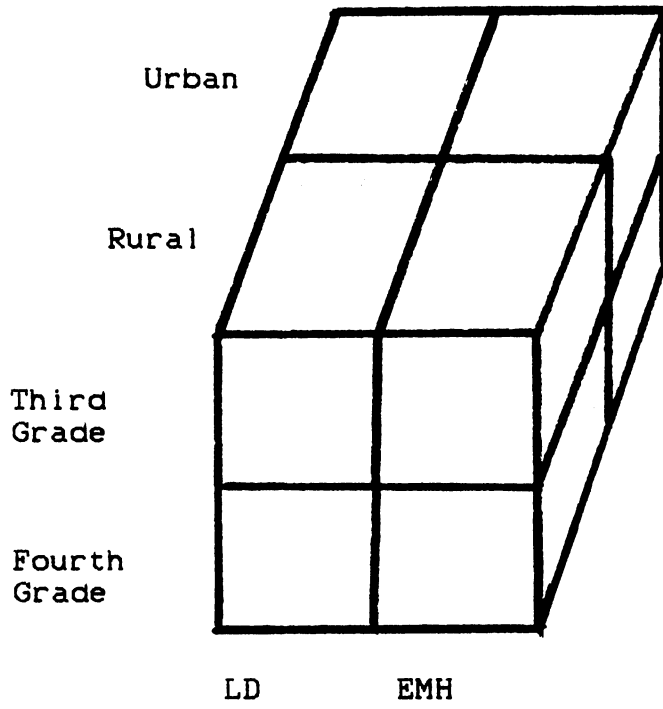
Chi-Square Analysis

Table IV, a chi-square analysis, is derived from the data in Table I. The chi-square indicates a high degree of similarity between the percentages of third and fourth grade students classified as LD in urban and rural schools. A high degree of similarity is also noted between the percentages of third and fourth grade students classified as EMH in urban and rural schools. Approximately 13.5 percent of third and fourth grade students in both urban and rural schools are classified as LD; whereas, approximately 2.5 percent of third and fourth grade students in both urban and rural schools are classified as EMH.

The percentages of students at third and fourth grades that are classified as LD are approximately six (6) times greater than the percentages of students at third and fourth grades that are classified as EMH. According to the chi-square analysis, approximately 16 percent of the third and fourth grade students are classified as LD and EMH.

FIGURE I

CHI-SQUARE



CHAPTER V

SUMMARY AND CONCLUSIONS

General Summary of the Investigation

This preliminary descriptive study was designed to establish a data base regarding students who attended developmental first grade programs. The investigation looked at third and fourth grade LD and EMH students who had previously attended D-1 programs.

Thirty eight schools from both urban and rural districts were included in the study across the state of Oklahoma. The information on D-1 classes was obtained from administrators, teachers, and counselors from the responding school districts. The data were examined through the use of percentages.

Summary of Results

The study sought to establish base line data for Oklahoma by identifying the percentage of students currently enrolled in the third and fourth grades in 1989-90 who previously attended D-1 programs and those students currently enrolled in the third and fourth grades in 1989-90 who previously attended D-1 programs and are now classified as LD. It can be concluded that:

1. Thirteen and eighty-three hundredths percent (13.83%) of the total number of third grade students in urban and rural schools were classified as LD.
2. Thirteen and ninety-two hundredths percent (13.92%) of the total number of third grade students in urban schools were classified as LD.
3. Thirteen and eighty-two hundredths percent (13.82%) of the total number of third grade students in rural schools were classified as LD.
4. Thirteen and twenty-four hundredths percent (13.24%) of the total number of fourth grade students in urban and rural schools were classified as LD.
5. Twelve and five tenths percent (12.5%) of the total number of fourth grade students in urban schools were classified as LD.
6. Thirteen and thirty-seven hundredths percent (13.37%) of the total number of fourth grade students in rural schools were classified as LD.

The study also sought to identify the percentage of students currently enrolled in the third and fourth grades in 1989-90 who previously attended D-1 programs and those students currently enrolled in the third and fourth grades in 1989-90 who previously attended D-1 programs and are now classified as EMH. It can be concluded that

1. Two and twenty-four hundredths percent (2.24%) of

the total number of third grade students in urban and rural schools were classified as EMH.

2. Five and six hundredths percent (5.06%) of the total number of third grade students in urban schools were classified as EMH.
3. One and seventy-five hundredths percent (1.75%) of the total number of third grade students in rural schools were classified as EMH.
4. Two and fifty-four hundredths percent (2.54%) of the total number of fourth grade students in urban and rural schools were classified as EMH.
5. Zero percent (0.00%) of the total number of fourth grade students in urban schools were classified as EMH.
6. Two and ninety-one hundredths percent (2.91%) of the total number of fourth grade students in rural schools were classified as EMH.

Concluding Statements

The study reveals that the percentages differ very little for either the third grade (13.83%) or fourth grade (13.24%) in the number of students who previously attended D-1 programs and are now classified as LD.

The percentages differ very little for either the urban schools (13.29%) or rural schools (13.63%) in the number of students who previously attended D-1 programs and are now classified as LD.

The percentage of third grade students (5.06%) enrolled in urban schools now classified as EMH was almost three times the percentage of third grade students (1.75%) enrolled in rural schools now classified as EMH. The percentage for the fourth grade students now classified as EMH in urban schools was 0% while the percentage for rural schools was 2.91% classified as EMH.

Twenty-one percent (21%) of the schools classified no students in the third grade as LD or EMH. Furthermore, 21% of the schools classified no students in the fourth grade as LD or EMH.

Twenty-four percent (24%) of the schools classified between 25% to 100% of third grade students as LD or EMH. Furthermore, 26% of the schools classified between 25% to 100% of fourth grade students as LD or EMH.

Discussion

Schools across the State of Oklahoma have recommended that children are unready to begin kindergarten and have placed students in D-1 programs based on the Gesell School Readiness Screening Test and other readiness measures. This practice has denied kindergarten age students access to public education. This practice also prohibits students from entering first grade and requires them to attend D-1. Thus, D-1 students have been forced to be enrolled in an extra year of school, which is inappropriate for already at-risk students.

Many children have been diagnosed by the Gesell School Readiness Screening Test and other readiness measures as being immature. Approximately 13% to 14% of D-1 students in Oklahoma were later classified as LD or EMH. The Gesell School Readiness Screening Test has not been proven valid or reliable in predicting developmental age. In Oklahoma it has failed to distinguish between the immature child and the special education child.

In light of the anomalies discussed in Chapter IV, it is apparent that the percent of students identified as LD were approximately 6 times greater than students classified as EMH. The overall percentage of students classified as LD were consistently 13% to 14% in all categories (ie, third grade, fourth grade, urban schools, rural schools).

Conclusion

The results of this study are offered as an attempt to aid in the understanding of the complexities involved in readiness testing. It is hoped that the results of this study will serve a useful purpose by benefiting those who are interested in finding better methods of student identification for early childhood placement.

Recommendations

Authorities are in disagreement about the most appropriate measures or tests to determine school readiness. Is the child immature? Is the child a special education student with a learning problem? Is the child a special

education student with an educably mentally handicapping condition? It is with this in mind that the following recommendations are made:

1. The study was limited by the inability to identify schools having D-1 programs. Thus, the Oklahoma State Department of Education needs to identify schools having the D-1 program in their comprehensive school district evaluations.
2. This study needs to be repeated with a more comprehensive population of schools having D-1 programs and should obtain a high response rate.
3. As this is a preliminary descriptive study, a more in depth longitudinal study needs to be conducted addressing:
 - a. The utilization of the Gesell School Readiness Screening Test and other procedures currently used for placement in D-1 programs in relation to whether children are really immature or are LD or EMH students.
 - b. The identification of students who attended D-1 and were later classified as LD or EMH.

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APPENDIXES

April 12, 1989

Dear Colleague,

I teach a developmental first grade class at Berryhill Public Schools. In recent years, I have become increasingly aware of former students who have been placed in special education classes. I am attempting to determine if other schools are observing the same phenomena. May I enlist your assistance in obtaining this information? I will gladly share the results of my findings with you or the person or persons from your district who respond to my survey.

The survey consists of six items. It took me one hour and thirty minutes to locate the information at my school. I found all information in my school's cumulative folders.

Obtaining this information is valuable for me and my school district. I also feel it would be valuable for other developmental teachers, special education directors, and school administrators if I could report either like or unlike experiences at various school districts. The anonymity of all schools and districts will, of course, be respected in my report findings.

I have enclosed the number of copies of the survey instrument which was indicated by a State Department of Education report of developmental classes in your district in 1985-86. Also, please find a stamped self-addressed envelope. Although I am in no position to establish a deadline, I would appreciate securing the information from your district by June 15.

If you have questions, please feel free to call me at school, (918) 446-0584, or at home, (918) 358-2672.

Sincerely,

Janice F. Clayton

DEVELOPMENTAL FIRST (D-1) SURVEY

_____ Total number of third grade students currently enrolled in 1989/90 who completed D-1 in 1986/87.

_____ Total number of third grade students currently enrolled in 1989/90 who completed D-1 in 1986/87 and are presently classified as LD.

_____ Total number of third grade students currently enrolled in 1989/90 who completed D-1 in 1986/87 and are presently classified as EMH.

_____ Total number of fourth grade students currently enrolled in 1989/90 who completed D-1 in 1985/86.

_____ Total number of fourth grade students currently enrolled in 1989/90 who completed D-1 in 1985/86 and are presently classified as LD.

_____ Total number of fourth grade students currently enrolled in 1989/90 who completed D-1 in 1985/86 and are presently classified as EMH.

TABLE V

TOTAL NUMBER OF CLASSIFIED STUDENTS
WHO COMPLETED D-1 PROGRAMS

School	Third Grade			Fourth Grade		
	LD	EMH	Total	LD	EMH	Total
A	5	3	0	9	1	0
B	7	0	0	11	1	0
C	13	2	4	9	1	0
D	30	3	0	25	2	0
E	13	4	1	12	5	0
F	0	0	0	8	4	2
G	2	0	0	9	0	0
H	11	3	0	0	0	0
I	10	2	0	6	1	0
J	9	1	0	10	3	0
K	21	3	0	8	0	0
L	6	0	0	7	0	0
M	11	0	0	5	2	0
N	10	3	0	11	1	0
O	36	3	0	29	2	0
P	7	0	0	13	0	0
Q	21	0	1	15	0	2
R	14	2	0	15	1	0
S	9	4	0	9	3	1
T	35	4	0	28	2	0
U	7	1	0	0	0	0
V	7	0	1	1	0	1
W	14	3	2	3	1	0
X	9	2	0	8	2	0
Y	22	3	1	19	3	1
Z	3	0	0	6	1	0
AA	14	1	0	4	2	0
BB	27	6	0	25	2	1
CC	6	0	0	0	0	0
DD	9	3	0	10	2	1
EE	15	2	0	11	1	0
FF	11	1	1	7	2	0
GG	16	1	0	11	0	0
HH	7	3	1	7	1	0
II	13	1	0	9	1	0
JJ	48	4	0	30	4	0
KK	7	2	0	7	1	0
LL	4	0	0	9	0	0
TOTAL	535	74	12	408	54	10

VITA

Janice Faye Clayton

Candidate for the Degree of

Master of Education

Thesis: A DESCRIPTION OF LD OR EMH CLASSIFIED THIRD AND
FOURTH GRADE STUDENTS WHO HAVE ATTENDED
DEVELOPMENTAL PROGRAMS

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Hays, Kansas, the daughter of
Mr. and Mrs. Charles F. Clayton.

Education: Graduated from Wagoner High School,
Wagoner, Oklahoma, in 1978; attended Tulsa Junior
College, Tulsa, Oklahoma, 1980-1983; received
Bachelor of Science degree from Oklahoma State
University, Stillwater, Oklahoma, July of 1985;
completed requirements for Master of Science
degree at Oklahoma State University in May, 1991.

Professional Experience: Appointed teacher for
Berryhill Grade School in Tulsa, Oklahoma in 1985;
taught kindergarten for two years, developmental
first grade for three years, and sixth grade for
one year; served on staff development committee
for five years and chairman for two years,
chairman of North Central Evaluation committee
for one year, supervisor of entry year teachers
for 3 years; Berryhill Teacher of the Year in
1989-90.