

Appendix C

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CONFIDENTIAL

DATE: _____

Child's Name _____

Sex _____

Date of Birth _____

Age _____

School _____

Address _____

Current Grade Placement _____

Principal _____

Counsellor _____

Teacher _____

Support Teacher _____

E.S.L. Teacher _____

Does the school have any special classes (e.g. L.C., J.A., E.S.L.)

YES/NO

If yes, please state which one(s) _____

CLASS SIZE _____

Does the child attend school regularly? YES/NO

What do you consider to be the child's main difficulty? _____

Could you please give some indication of the child's achievements in the following subject areas:

	Position in Recent Class Tests	Above Grade Level	At Grade Level	About 6 Mths Below Grade Level	About 1 Yr Below Grade Level	More Than 1 Yr Below Grade Level	Not Applicable
READING	Accuracy						
	Comprehension						
	Handwriting						
	Spelling						
	Composition						
MATHS	Algorism						
	Problems						

General Comments:

Work Habits

In the classroom does the child:

	Usually	Occasionally	Rarely
Attend to set tasks			
Follow individual instruction			
Follow group instructions			

Does the child exhibit any of the following behaviour in the classroom?

	Frequently	Occasionally	Never
Out of Seat			
Calling Out			
Disturbing Others			
Aggression			
Ignoring Directions			
Others (specify)			

Indicate in the space provided any other details, such as family relationships, social behaviour or individual idiosyncracies which may contribute to an understanding of the child's problem.

Signed _____

Class teacher

Date: _____

LANGUAGE BACKGROUND

If English is not the major language spoken in child's home:

Major language spoken in the home: _____

Length of time of family in Australia: _____

Approximate level of
child's spoken English: good adequate poor

Level of child's speech
in native language: good adequate poor

This space is provided for you to include any further information that you consider relevant concerning the child and his/her placement in a Special Education Centre classroom

Signed _____

School Counsellor

Date: _____

TO BE COMPLETED BY PRINCIPAL

The following space has been provided to add any points you feel have not been covered in the foregoing section.

Do you have any within-school arrangements for exceptional children in the event of a resource teacher not being provided? - e.g. smaller class size, use of parents etc. Please discuss as well as any additional information specific to the problem itself.

Signed _____

Principal

Date: _____

TEACHER-QUESTIONNAIRE - NSW contrast group

Teacher E,

Could you please answer these questions? Thank you.

1. Are you using any specific program with the children in the group which could develop listening skills?
2. If you are using such a program, are you using it daily?
3. For how long are you using the program daily?
4. If you are not using the program daily, how often would you use it?
5. How do the children respond to the program?
6. Do you have a particular time during the school-day for developing listening skills?
7. If you do, why did you choose this particular time?

OBSERVATIONAL PROTOCOL CODING

Pupil Activity:

- Lesson location
- (F) Students sitting on floor.
 - (D) Students sitting at desks.
 - (M) Movement of students about classroom.
 - (BM) Body movement by students.
 - (BMS) Body movement sitting in response to a song, music on a tape, played musical instrument.
 - (BMST) Body movement standing in response to a song, music on a tape, played musical instrument.
 - (BMM) Body movement moving in response to a song, music on a tape, played musical instrument.
 - (BMSTORY) Body movement during story telling e.g. , drama.

- Organisation
- (WC) Students in activities as a whole class.
 - (G) Students in smaller groups (three or more children).
 - (P) Students in partners.
 - (I) Individual students.

- Resources
- (SC) Student-use of cards.
 - (SMI) Student-use of musical instruments.
 - (SW) Student-use of worksheets.
 - (SWB) Student-use of workbooks.
 - (SB) Student-use of books.

- Activity
- (MA) Music activity.
 - (MAS) Singing a song.
 - (MAPI) Playing a percussion instrument.
 - (MAC) Creating.
 - (MAL) Listening.
 - (MAM) Movement.
 - (MAO) Music other.
 - (ST) Story-telling program.
 - (STL) Listening.
 - (STQ) Questions.
 - (STO) Story other.

Teacher Activity:

- Questions
- (TQL) Teacher asking low-level questions.
 - (TQ) Teacher asking query-type questions.
 - (TQH) Teacher asking high-level questions.
- Speech
- (TSR) Teacher-speech task-related.

- (TSNR) Teacher-speech not task-related (to visitor; to student because of behaviour).

Resources

- (TT) Use of tape recorder and tapes.
- (TC) Use of cards.
- (TCH) Use of charts.
- (TTB) Use of teacher's textbook.
- (TB) Use of books.
- (TMI) Use of musical instruments.
- (TCB) Use of chalkboard.
- (TOR) Use of other resources.

Comments

- (O) Any observation made that was of interest to the study.
- (OCS) Case study students.

PROGRAM DIARY GUIDELINES

Date: Time lesson began:
 Week: Time lesson finished:

Lesson topic:

Resources used in lesson:

Teacher book	[]	Tape recorder	[]
Student book	[]	Worksheets	[]
Chalkboard	[]	Concrete materials	[]
Activity cards	[]		
Other (specify)			

What did the lesson involve:	Approx. time (minutes)
Introducing a new topic	[]
Extending a topic	[]
Revising a topic	[]
Teaching a skill	[]
Practicing previously learned material	[]
Other (specify)	[]

Briefly describe the things you did with the children to help them with their learning of this topic:

.....

.....

How was the lesson organised (tick one or more):

Whole class	[]	Group	[]
Partners	[]	Individuals	[]

What was the childrens response to the lesson:

Highly motivated	[]	Interested	[]
Not especially responsive	[]	Restless	[]

Why do you think this was so:

Were you happy with the lesson: Yes [] No []

If no, why not:

.....

Do you think the lesson needs changing: Yes [] No []

If yes, how would you change it:

.....

INTERVIEW

Which children were absent from the program this week?

On what days was the program not undertaken?

Why was this so?

How long did you spend on each session?

How did you organise each session?

Did you use any resources in your lesson?

What did the lessons involve this week?

What turned out well in the lessons?

What problems?

Why?

Was any particular session better/worse than any other?

Why do you think this was so?

How did the children respond?

Were the sessions in week... better or worse than in week...?

Why?

Are you considering any changes next week?

Was the observer session better or worse than any other this week?

Did my presence affect any aspect of the session?

If so in what way?

INTERVIEW - CONTROL JAC

Which children were absent from school this week?

Did you use any specific program to develop listening skills with the children in the JAC this week?

If so, what program did you use?

When did you use the program?

How long did you spend on the sessions?

How did you organise the sessions?

Did you use any resources in the sessions?

What lesson of the program did use?

Can you tell me about the lesson?

What turned out well in the sessions?

What problems?

Why?

How did the children respond to the sessions?

Was the session/s in week . . . better or worse than in week . . . ?

Are you considering using the program next week?

What lesson/s will you use?

FINAL TEACHER-INTERVIEW

Have you continued with a program to develop listening skills since the end of Term Three?

If so, what program have you used?

Were any children absent from the program for any length of time?

Have you used the program daily?

If not, how often each week?

Approximately how long did you spend on sessions?

How did you organise the sessions? As a whole-class, groups, partners, individuals?

Did you use any resources?

What did the sessions involve?

What turned out well in the sessions? Why?

Any problems? Why?

Were any sessions better or worse than others?

How have the children responded?

How have you responded without the daily program diaries, weekly interviews, and the observations?

How do you think the program has gone overall this term?

Can you compare this term with last term? With the first term of the program?

Will you continue to use the program?

Development of listening skills of case study children?

General development of case study children?

Weekly Lesson Rating Form

SCHOOL.....

Date.....

1	2	3	4	5	6	7
1	1	1	1	1	1	1
Very Poor	Poor	Below Average	Average	Above Average	Good	Excellent

Date.....

1	2	3	4	5	6	7
1	1	1	1	1	1	1
Very Poor	Poor	Below Average	Average	Above Average	Good	Excellent

Date.....

1	2	3	4	5	6	7
1	1	1	1	1	1	1
Very Poor	Poor	Below Average	Average	Above Average	Good	Excellent

Date.....

1	2	3	4	5	6	7
1	1	1	1	1	1	1
Very Poor	Poor	Below Average	Average	Above Average	Good	Excellent

TEACHER-DEFINITIONS OF WEEKLY RATING SCALE (7-point-scale)

Teacher A - music only program

First definition (Week 3)

- Excellent: - something particularly inspiring happened; group really got a lot out of lesson; follow over onto other activities.
- Good: - everything in the session went smoothly; the children benefited and indicated they had learned something; they enjoyed themselves.
- Average: - the sessions went well; acceptable but not startling; nothing especially inspiring but nothing really wrong.
- Poor: - the children were not involved; didn't indicate they had got anything from session.

Second definition (Week 15)

- Excellent: - a session in which most children respond as in 'good'
- Good: - a session in which individual children seem to really grasp the concepts being taught and are enthusiastic about the content.
- Above average: - a session in which children show particular interest and enthusiasm in the content.
- Average: - a session in which the children respond, but are not particularly enthused or interested in the content.
- Below average: - a session in which children do not respond in a way which shows that they find the content interesting.
- Poor: - negative responses by one or two children to the content.
- Very poor: - Negative responses by most children to the content.

Teacher B - story-telling only programFirst definition (Week 3)

Excellent: - all the children were expanded in the session; the session went into another dimension.

Good: - the teacher puts in; the children give back but there is a bit extra added; there is a "spark".

Average: - the teacher gives input and the children give it back.

Poor: - the teacher didn't plan well; the children are not interested; they don't respond.

Second definition (Week 15)

Excellent: - would never or rarely use; it would depend on teacher.

Good: - would use very occasionally; again it would depend on the teacher.

Above average: - a week where I did normal preparation; the kids got answers and they liked the stories; I'm looking for something and I get it.

Average: - a normal week; the kids are happy and the stories "gel"; a cross section of kids getting answers to questions, and discussing eg. synonym extension.

Below average: - school-type things happen and cause distraction to kids and the teacher.

Poor: - as for "excellent".

Very poor: - as for "excellent".

Teacher C - music and story-telling programs

First definition (Week 3)

- Excellent: - when all enjoying ourselves; all children participating and gaining something from the lesson.
- Good: - children still interested and gaining something from lesson; one child needs encouragement to join in.
- Average: - interruptions eg. Monday's lesson; one child refuses to join in.
- Poor: - chairs thrown about room; child loses control of self; need to stop lesson.

Second definition (Week 15)

- Excellent: - the lesson goes to plan or maybe not eventual plan but it flows well; children are extremely enthusiastic, participate well, appear to be highly motivated and are learning; we are all enjoying ourselves.
- Above average: - no interruptions; all children participating; one may slightly 'wander' but easily brought back; a rewarding lesson; the children are actively participating, thinking and making suggestions.
- Average: - maybe one or two interruptions; children aren't bad but some may be not very attentive; maintain thread of lesson; all learning something; perhaps a few children will try to dominate.
- Poor: - difficult to obtain children's attention; one or two children may be playing up but still under control; difficult to maintain thread of lesson; pleased when its finished.
- Very poor: - the children are not participating; maybe one or two out of control; probably the lesson will have to cease and maybe children taken from room; a complete flop.

Teacher D - control JACFirst definition (Week 3)

- Excellent: - no problems and the children would work well; the children would surprise [teacher] with general behaviour.
- Good: - meet all planned activities; the children's behaviour reasonable; "muck up" a little bit.
- Average: - the children respond fairly well most of the time; some behaviour problems; some activities work and some don't.
- Poor: - teacher fighting all week to achieve anything.

Second definition (Week 15)

- Excellent: - rare to rate a week excellent; a week where everything goes right with children and work; no complaints.
- Good: - when all lessons go properly; no real behaviour problems.
- Above average: - when most lessons go as planned; children's behaviour not that disruptive as to make lessons awkward.
- Average: - basically get through lessons but behaviour makes it awkward.
- Below average: - changes have to be made to lesson or week's plan because of behaviour.
- Poor: - major changes have to be made to lesson due to behaviour.
- Very poor: - rare; when nothing is done.

QUESTIONS ASKED OF CASE STUDY STUDENTS

School A and School C - music program

First interview: Week 14

Do you like music?

What do you like about the music sessions?

What is your favourite thing to do in the music sessions?

Second interview: Week 22

I would like to ask you some questions. The tape recorder will be going. I will play it back to you at the end of the questions so you can hear yourself talking.

Do you like music?

What do you like about the music sessions?

What is your favourite thing to do in the music sessions?

What don't you like doing in the music sessions?

Do you like having music sessions every day?

Why do you like having music sessions every day?

School B and School C - story-telling program

First interview: Week 14

Do you like story telling?

What do you like about the story-telling sessions?

What is your favourite thing in the story-telling sessions?

Second interview: Week 22

I would like to ask you some questions. The tape recorder will be going. I will play it back to you at the end of the questions so you can hear yourself talking.

Do you like stories?

What do you like about the story-telling sessions?

What is your favourite thing to do in the story-telling sessions?

What don't you like about the stories?

Do you like having stories every day?

Why do you like having stories every day?

School D - control JACFirst interview: Week 14

Do you like listening to the program on the tape?

What do you like about listening to the program on the tape?

What is your favourite thing about listening to the program on the tape?

Second interview: Week 22

I would like to ask you some questions. The tape recorder will be going. I will play it back to you at the end of the questions so you can hear yourself talking.

Do you like listening to the program on the tape?

What do you like about listening to the program on the tape?

What is your favourite thing about listening to the program on the tape?

Do you like music (stories)?

What sort of music (stories) do you like?

Would you like a music (story-telling) program in your class?

Letter to school principals



SCHOOL OF EDUCATION

CANBERRA COLLEGE OF ADVANCED EDUCATION

P.O. BOX 1, BELCONNEN A.C.T. AUSTRALIA 2616

TELEGRAMS: COLLADVED TELEEX: 62267 CANCOL AA

BRUCE A.C.T. TELEPHONE 062 52 2111

15 February 1989

Ms Jenny Leeson
Principal
Curtin Primary School
Carruthers Street
CURTIN ACT 2605

Dear Jenny,

I am writing further to our conversation over the phone on Wednesday, 15th February.

I mentioned to you that I am undertaking a Ph.D study through the Special Education department at Macquarie University in Sydney. My concern is with the development of listening skills in J.A. children which in turn leads to cognitive development.

The A.C.T. School Authority evaluation section has approved this project and a letter was sent in December, 1987 to Primary School Principals with J.A. classes, from the A.C.T. Schools Authority Special Education section requesting assistance.

Last year a pilot program was undertaken at Scullin Primary School with 10 children in the J.A. class. The research I will be undertaking this year, 1989, focuses on the development of listening skills through a music program and a story-telling program.

Four schools in the A.C.T. with J.A. classes will be involved during Terms 2 and 3 - a total of 23 weeks.

One school will undertake a music program which was trialled at Scullin Primary School last year by a non specialist music teacher.

One school will undertake a story-telling program. This involves a short story being read by the teacher and questions answered by the children afterwards.

One school will undertake a music program and a story-telling program.

One school will act as a control school, ie. no music program or story-telling program will be undertaken. However, the J.A. class will be tested on listening skills at the same time as the other schools are tested.

The allocation of the programs, or no program, to each school will be by random selection.

.../2

It is hoped that 10 minutes a day will be spent on the program. In the J.A.C. undertaking the music program and the story-telling program one week could be spent on the music program and the following week on the story-telling program. It will be at the teacher's discretion to allocate appropriate time as long as equal time is spent on each program over the 23 weeks. I would like to visit each teacher weekly for 10 minutes to ask how the program is proceeding and to observe a lesson every 3 to 4 weeks."

Prior to the program, the week 13th - 17th March, pre-tests involving the childrens' listening skills will need to be undertaken. After the program (23 weeks duration), in September, post-tests will be undertaken and a few weeks later in November, post-post tests.

I would appreciate you and the J.A. teacher being involved in the research study.

If there are any questions you would like answered please contact me on 522162, or leave a message as to when it is convenient to contact you on 522494.

I look forward to hearing from you. Thank you for your co-operation.

Yours sincerely,

Patricia Bygrave
PB:mo'n

Letter to school principals and JAC teachers



SCHOOL OF EDUCATION

IN REPLY PLEASE QUOTE

CANBERRA COLLEGE OF ADVANCED EDUCATIONPO BOX 1
BELCONNEN ACT 2616
AUSTRALIACOLLEGE STREET
BRUCE ACTTELEPHONE (062) 52 2111
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FACSIMILE (062) 52 2999
INTERNATIONAL (6162) 52 2999

7th March 1989

Ms Jenny Leeson and Ms Janet Clark
Curtin Primary School
Carruthers Street
Curtin
ACT 2605

Dear Jenny and Janet,

Thank you for your interest and willingness to undertake the listening skills programs in your school and JAC for my Ph.D. study.

The four schools to participate in the study have been identified and I am happy to inform you that your school and JAC is one of these.

This letter also is to confirm that the testing of the JA children will take place next week on Thursday 16th March at your school by two testers from NAL (National Acoustics Laboratory) in Sydney.

We would appreciate a quiet room for the testing to take place and hope that you and the class will not be inconvenienced too much.

I am looking forward to my association with you both over the next months.

Yours sincerely,

Patricia Bygrave