

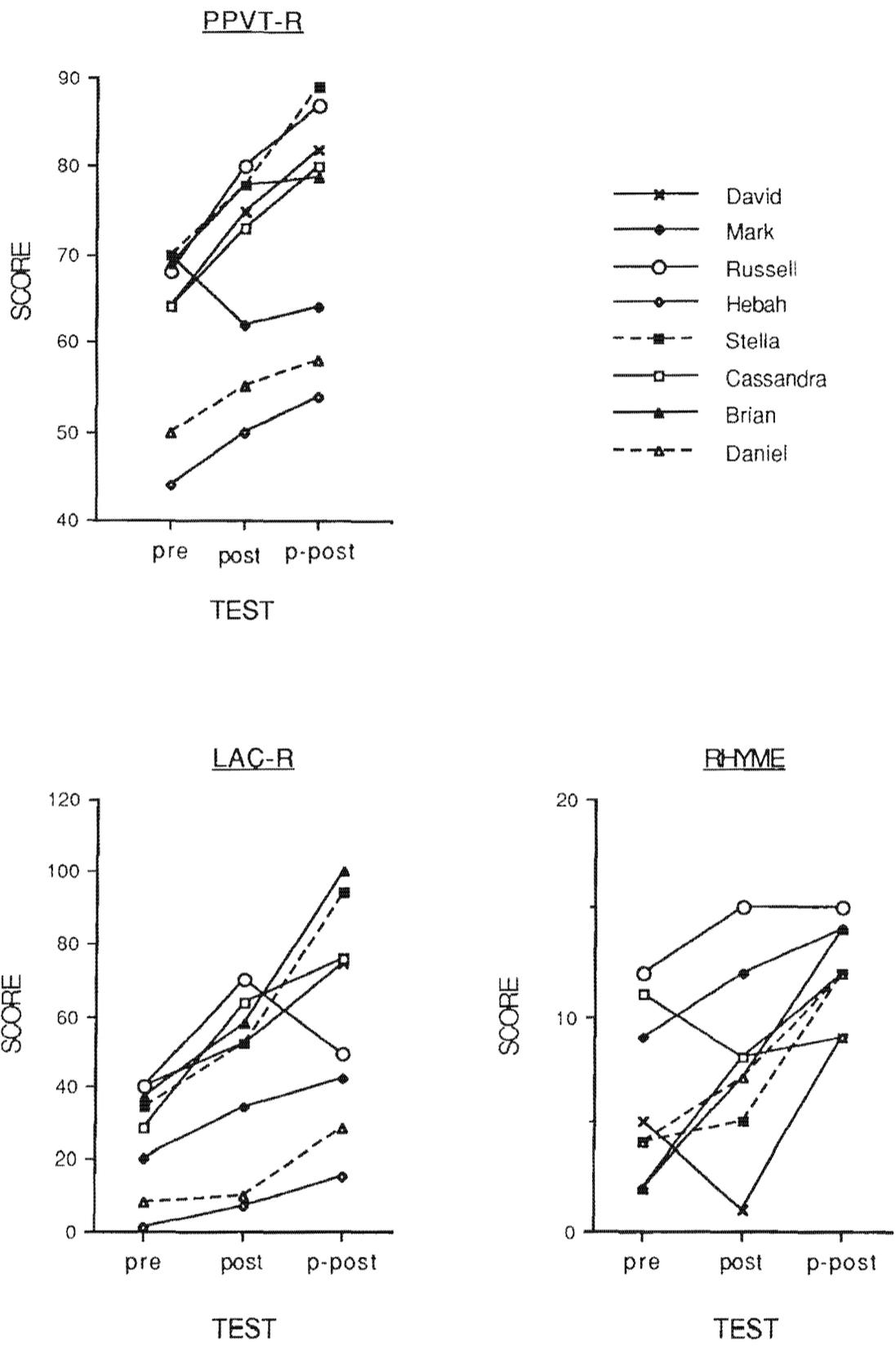
Appendix E

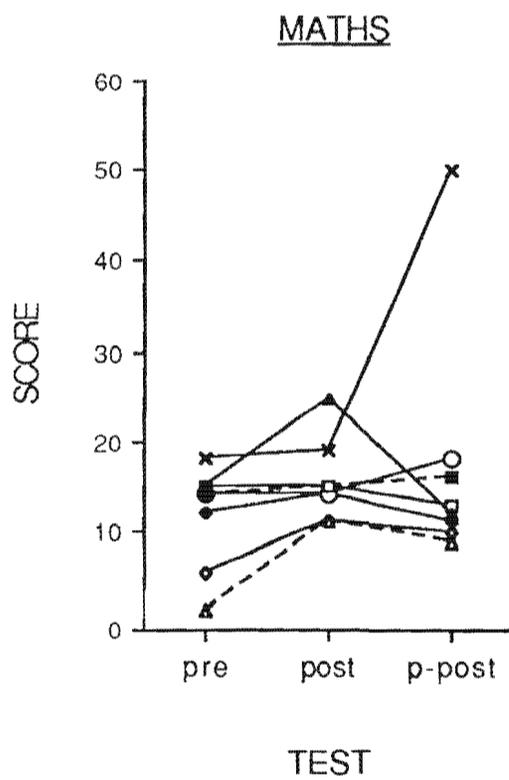
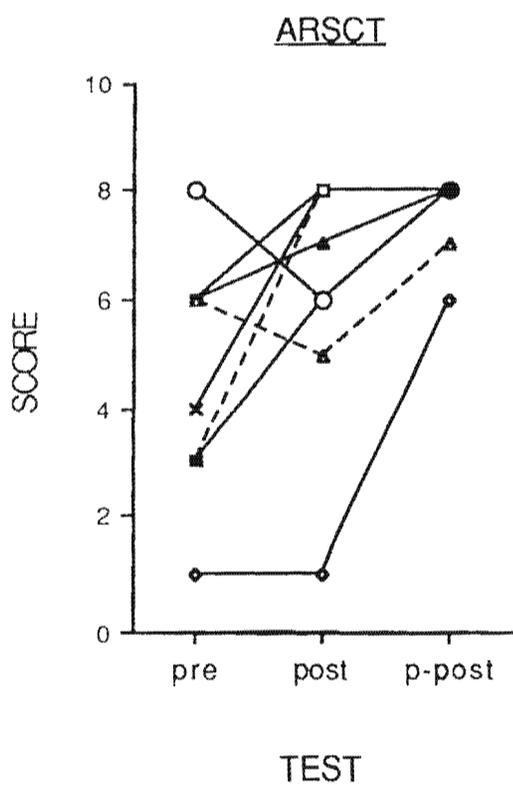
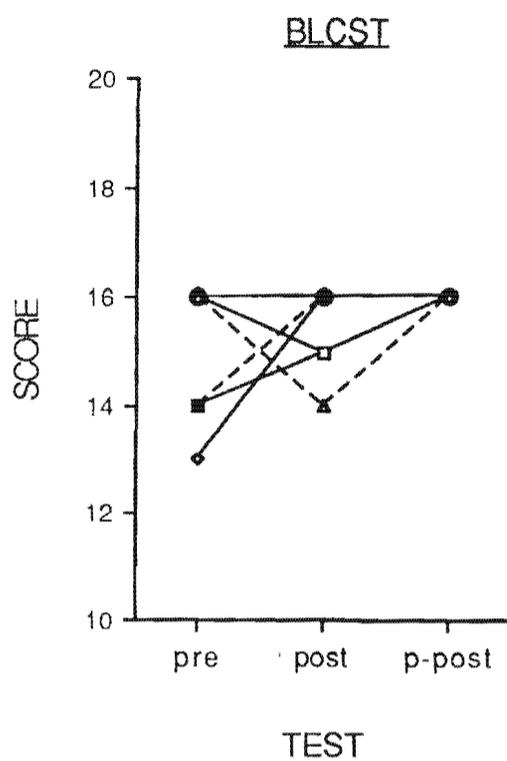
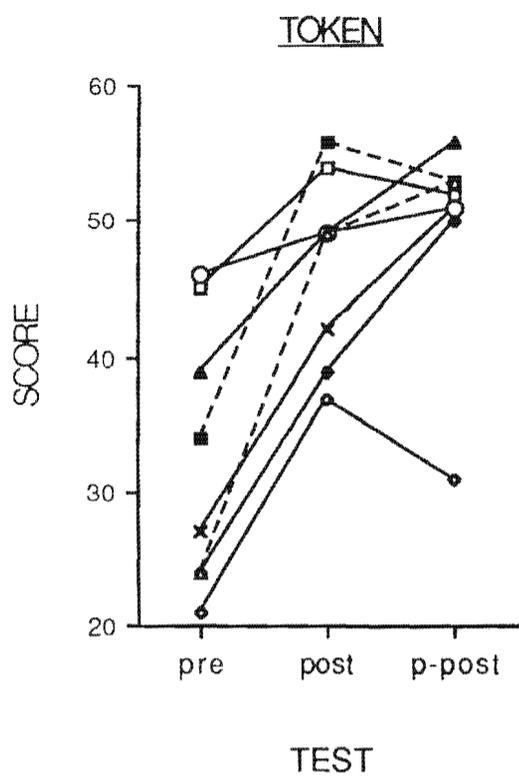
Figures showing relative positions of case study students in the Test Battery

Words of song "Okki Tokki Unga"

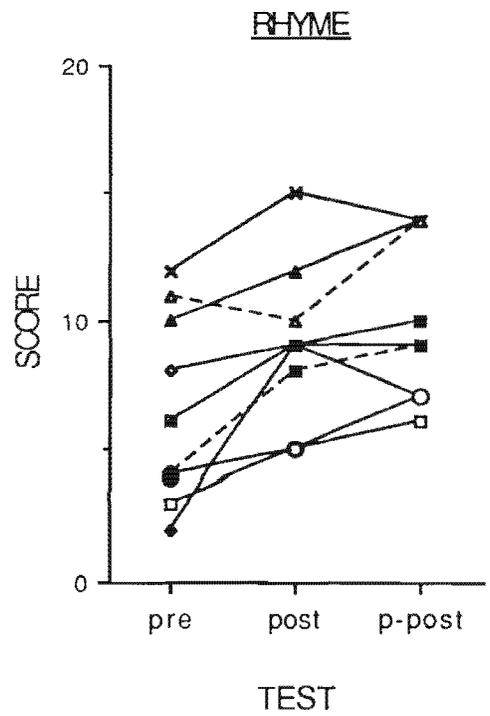
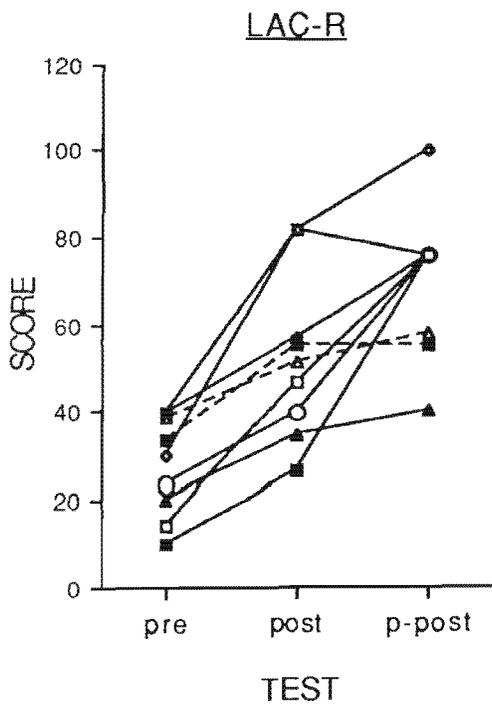
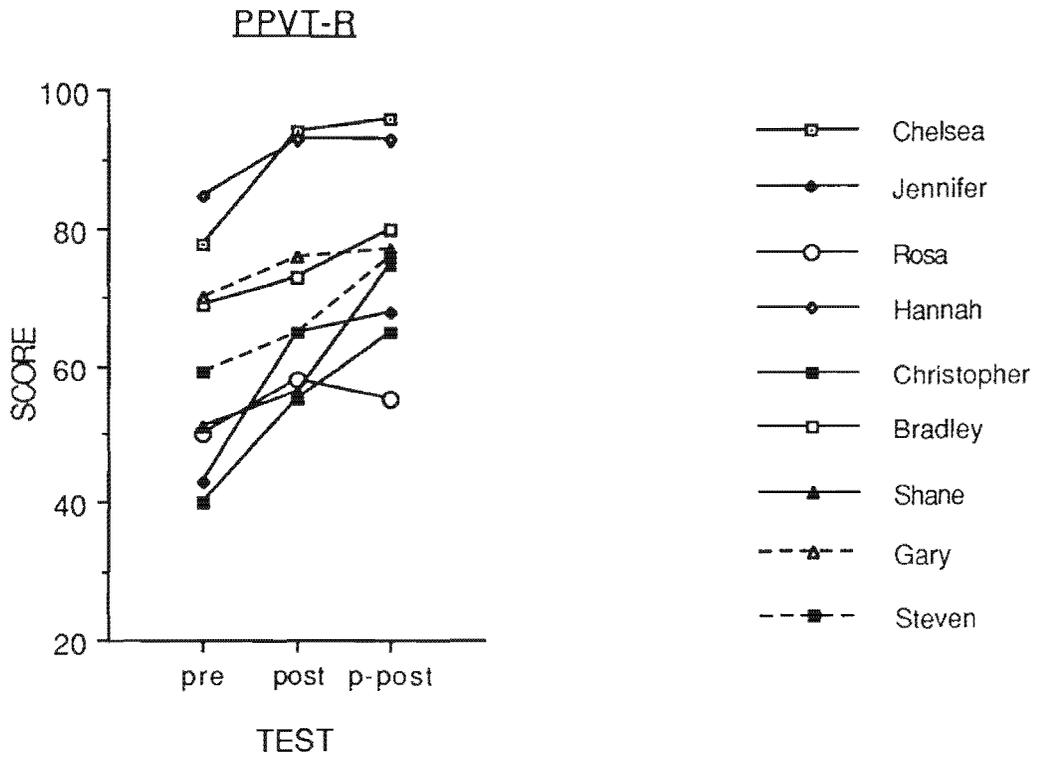
School A - music only program:	Child A-1
	Child A-2
School C - music program and story-telling program:	Child C-1
	Child C-2
School B - story-telling only program:	Child B-1
	Child B-2
School D - control JAC:	Child D-1
	Child D-2

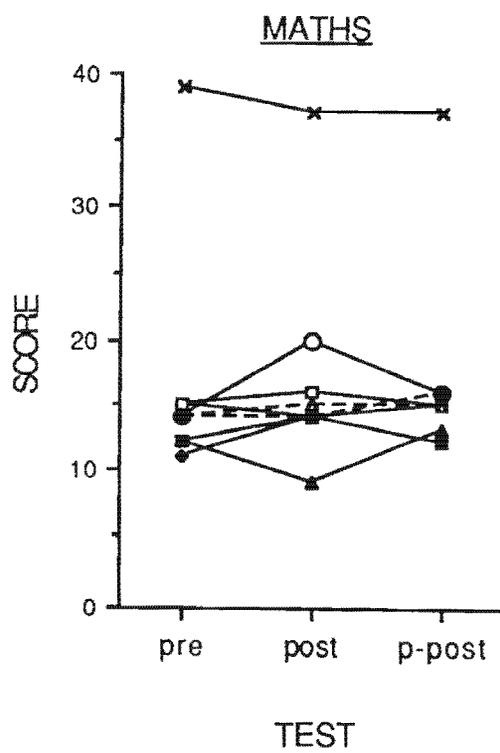
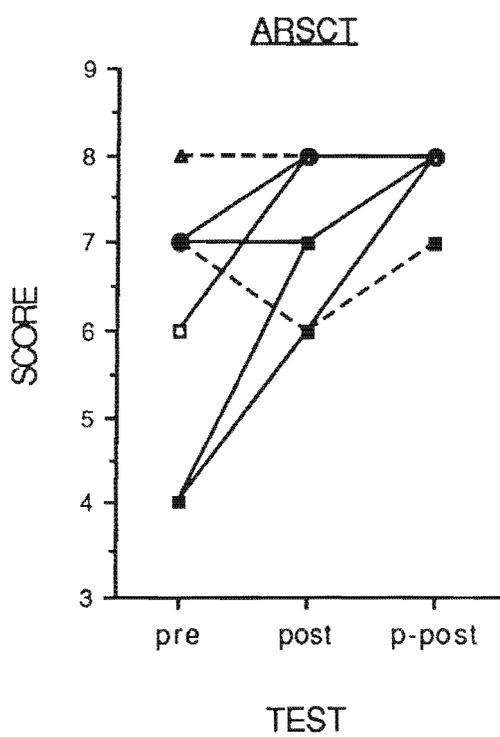
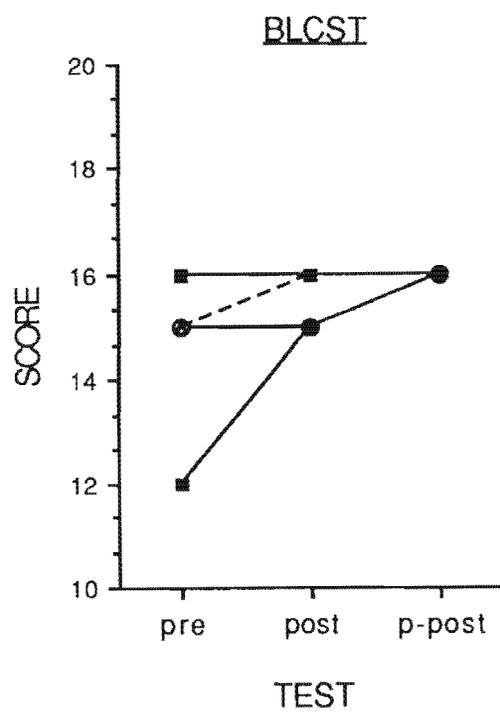
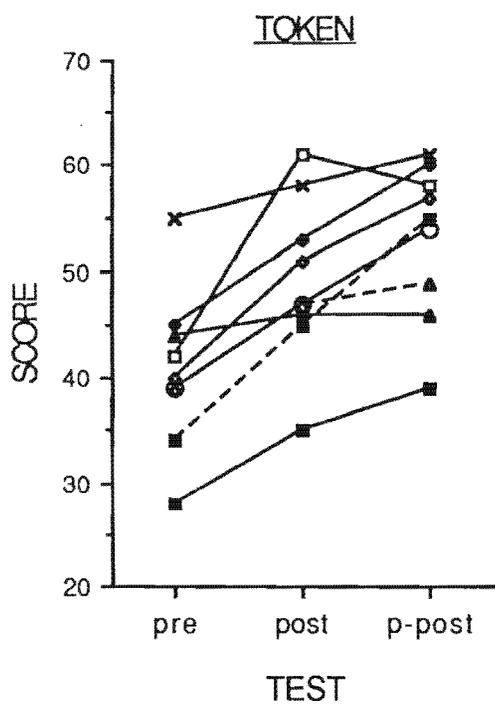
Figures showing the relative positions of Child A-1 (green line) and Child A-2 (red line) in the Test Battery for School A (Music Only)



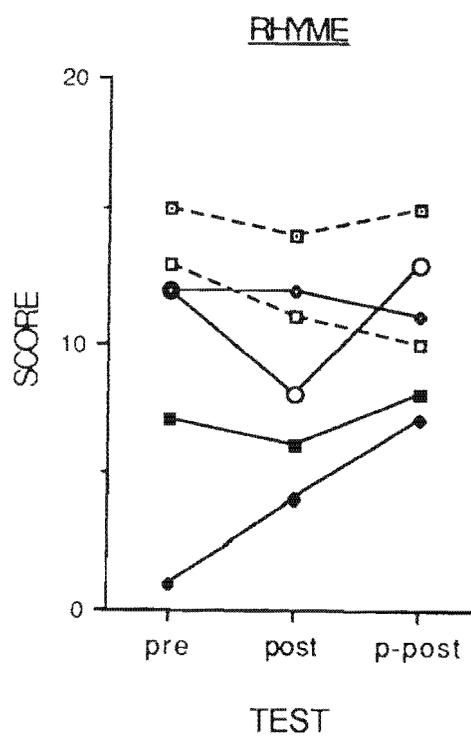
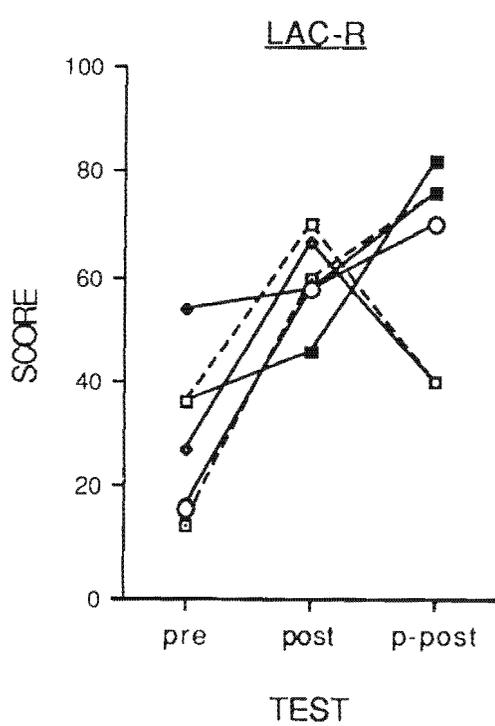
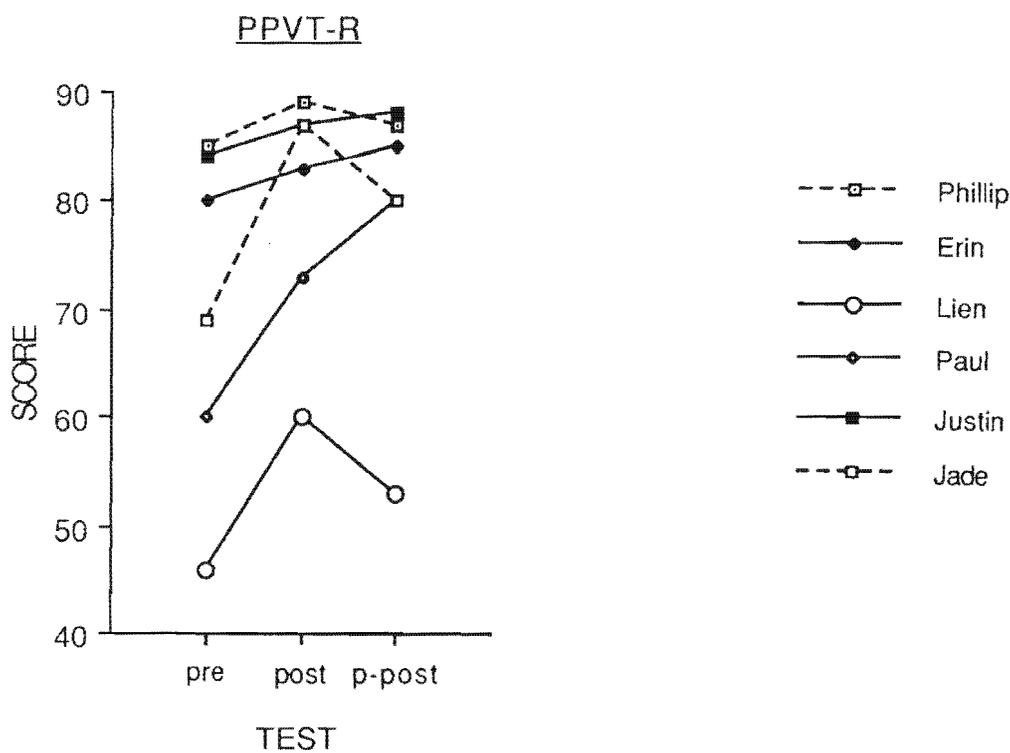


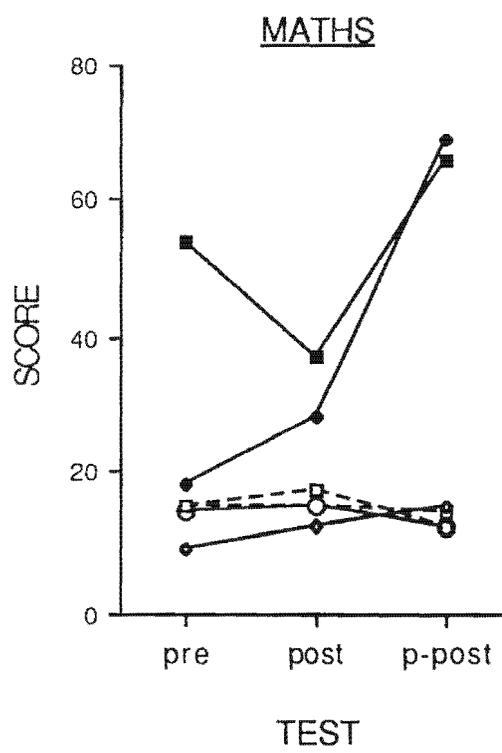
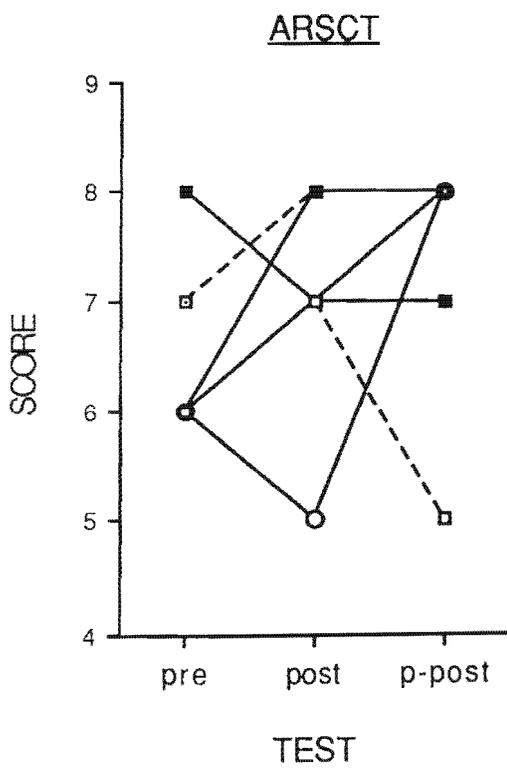
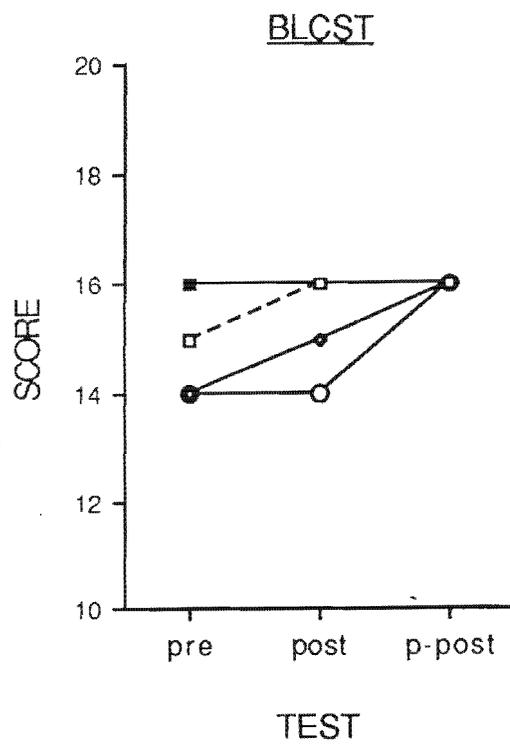
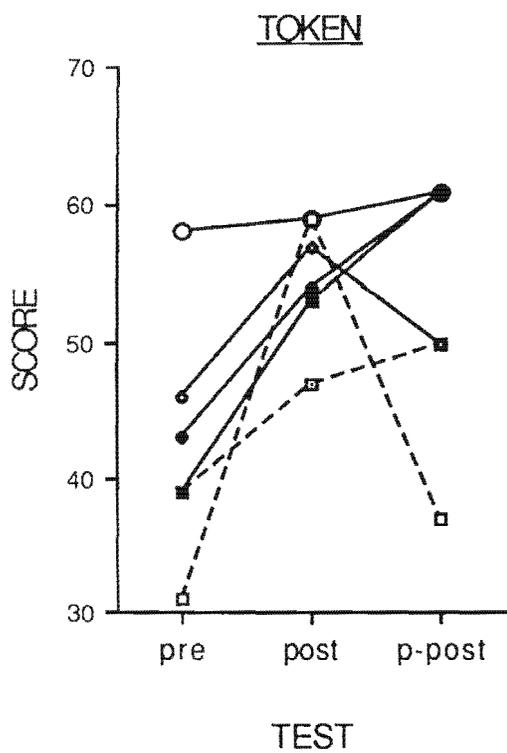
Figures showing the relative positions of Child C-1 (green line) and Child C-2 (red line) in the Test Battery for School C (Music/Story)



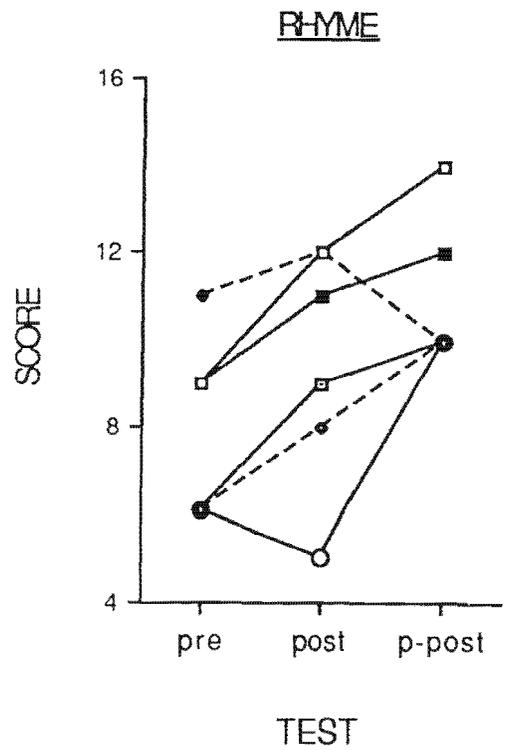
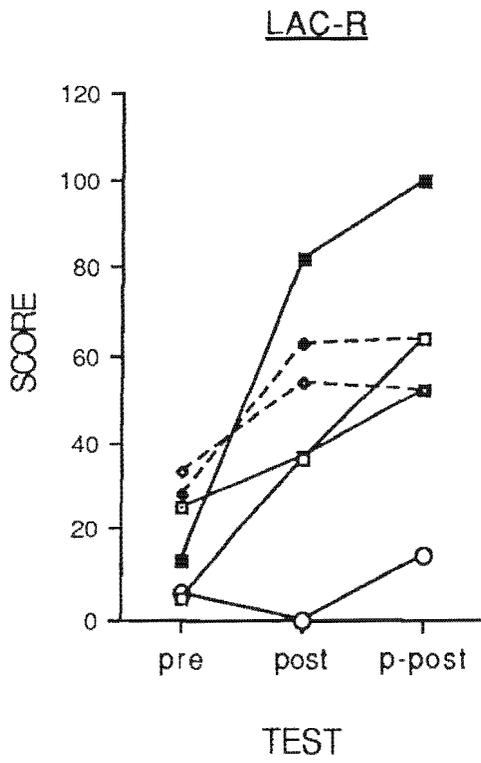
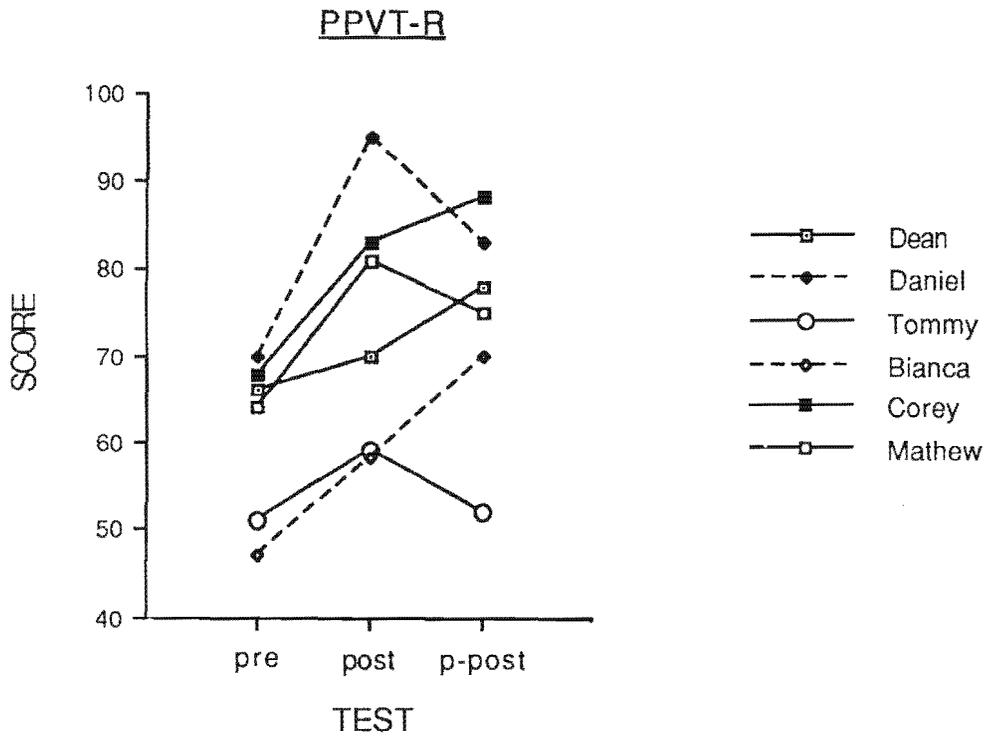


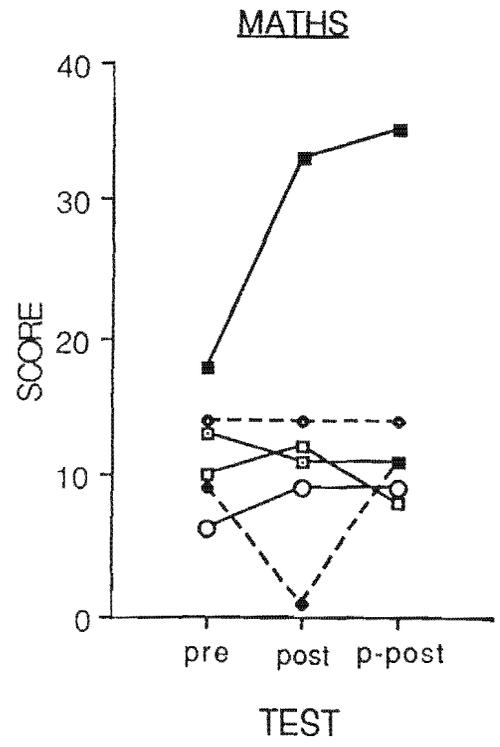
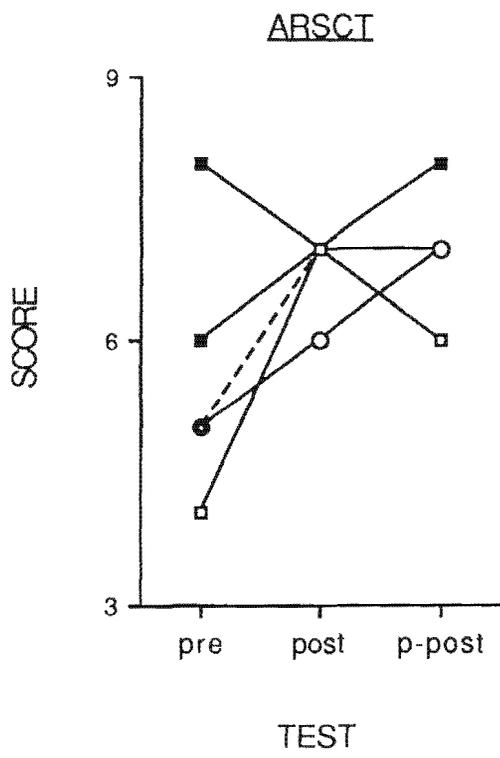
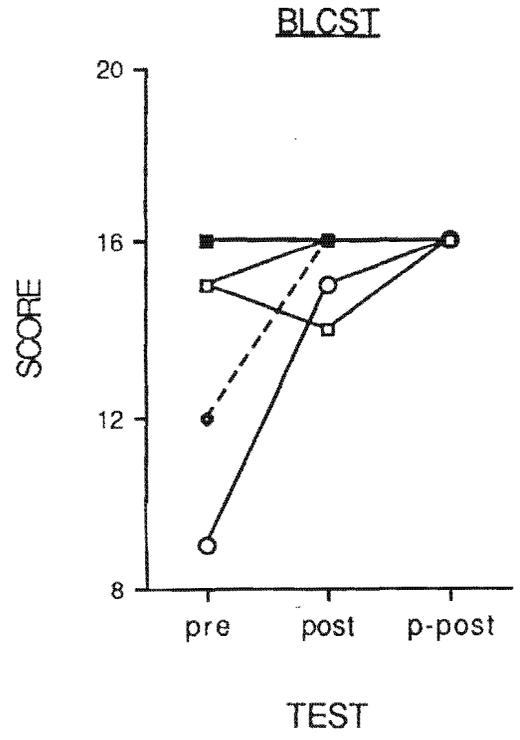
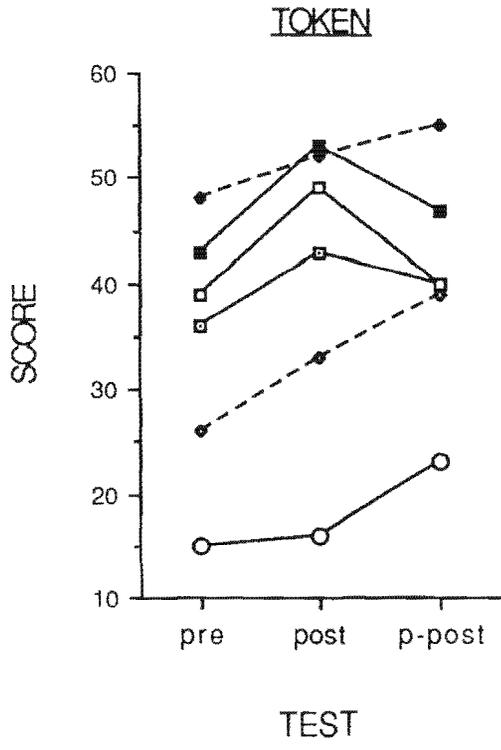
Figures showing the relative positions of Child B-1 (green line) and Child B-2 (red line) in the Test Battery for School B (Story Only)





Figures showing the relative positions of Child D-1 (green line) and Child D-2 (red line) in the Test Battery for School D (Control)





Reading exercise (Song) - **Okki Tokki Unga**

Okki Tokki Unga, Okki Tokki Unga,

Hey, Missa Day, Missa Doh, Missa Day,

Okki Toki Unga, Okki Tokki Unga,

Hey, Missa Day, Missa Doh, Missa Day.

Hexa cola misha woni, Hexa cola misha woni,

Hexa cola misha woni,

Hey, Missa Day, Missa Doh, Missa Day.

School A - music only programChild A-1Confidential Form:

The Confidential Form was completed by Teacher A in Week 10. The form reported that Child A-1 was making rapid progress particularly in the language area, and had developed some effective learning strategies such as decoding a text. She reported also that the confidence of Child A-1 had greatly increased during Term Two in association with her academic progress, and that she had a more positive approach "to everything."

Teacher-interviews:

The accelerated learning and personal development of Child A-1 was noted by Teacher A in the Week 12 interview. At that time, both she and the school principal were considering the return of Child A-1 to the ordinary school in 1990 if her progress continued.

Teacher A first made special reference to Child A-1 in Week 5 of the music program. During this week Child A-1 was demonstrating her creative abilities by designing two coloured beat circles incorporating different patterns of beats and rests and playing these on a percussion instrument to the children in the class. In Week 12 Teacher A said that Child A-1 "right from the start took to music. She has been the one who has shown the most carry-over of knowledge from the music sessions into other things". Some of these other areas such as class news-time, free class time and class excursions were described by Teacher A.

In Week 15 Teacher A reported that Child A-1 was becoming more independent - "Music has positively affected her independence. She is better able to work independently now in

reading and maths". During this same period Child A-1's behaviour at school and at home altered dramatically, changing from one of passive seeking of attention to one of defiance and "showing-off". Her mother sought help from the school counsellor to cope with these changes. This behaviour had settled by August, and the Special Education Panel Report in August recommended that Child A-1 be integrated more into Grade 2 for the remainder of 1989 and mainstreamed in 1990. Child A-1's mother attended the Special Education Panel Meeting, and Teacher A reported that she was "very pleased" with the progress of Child A-1 and with the prospect of her being mainstreamed in 1990.

In Week 17 a reading exercise was undertaken by Teacher A with each child in the JAC. The children were asked to read, from a sheet of paper, the words of the song "Okki Tokki Unga". They all had sung this song in class but were unaware that they were reading the words of the song. Child A-1 was the only child in the JAC who managed to read all of the words of the song. In one part of the exercise Child A-1 had difficulties with words that did not sound the same as they looked. She had recognised the reading exercise as the words of "Okki Tokki Unga" when she first began to read and so she sang the difficult words instead of reading them. None of the other children in the JAC recognised the words as being from the song "Okki Tokki Unga" until they were told by Teacher A. She explained to the students that the words had been difficult to read because they were "Eskimo language". A copy of the words of the song is attached.

Teacher A made some final comments about Child A-1 in Week 22:

She has taken a particular interest in music and because of this has been first to pick up the concepts and respond. Her skills in

picking up concepts has increased since the program has been on and she also has been able to relate them to other areas.

Evaluations:

Evaluations (see Chapter Five, 5.2.3) undertaken during the intervention period of Child A-1's understanding of the musical concepts of the music components of beat, pitch, tempo and dynamics, indicated that she appeared to have a good grasp of the concepts of high, low, fast, slow, loud, soft, same and different sounds. Copies of the evaluation exercises completed by Child A-1 are attached.

Observations:

Observations during Term Two confirmed that Child A-1 was a co-operative participant, who enjoyed the music sessions. During the Week 14 observation, it was apparent that the confidence of Child A-1 and her self-assurance were developing. She maintained a high input throughout the music session both as a participant and as a contributor making suggestions to Teacher A regarding certain movements to music, and reminding Teacher A to ask the children if the music for a snake should be fast or slow. Child A-1 had acquired a quiet authority by the Week 17 observation. She moved confidently about the group, excusing herself to the other children in the group-circle when she went to play the percussion instruments for Musical Bingo. The way she selected and played the instruments suggested that she had a plan of action and knew how to execute that plan. In the final observation, leadership qualities which had begun to materialise at the beginning of Term Three, were evident. Child A-1 was in quiet control of many of the activities, from the giving out of the cards for Musical Bingo (and noting that the maracas could be returned to the storage table as

they were not illustrated on the Bingo cards), to leading the actions in singing the songs "Me So Lah" and "Okki Tokki Unga".

Student-interviews (see Appendix C for questions):

Child A-1 was asked three questions by the researcher in Week 14; if she liked music, what she liked about music and what her favourite thing was to do in music. Child A-1 said that she liked music. She liked responding to fast and slow music, moving on her back, and singing "Alison's Camel", which "has too many humps!" Singing this song and "moving like an elephant" ("Me So Lah") were her favourite things.

The same three questions were asked of Child A-1 in Week 22, plus an additional three questions; these related to what she did not like about music, whether she liked doing music every day and if so, why. The responses of Child A-1 to the first three questions were similar to the ones she gave before. Music was still liked, and singing "Alison's Camel" was something she liked doing. The repertoire of songs that she liked singing had increased "because they [the songs] have funny parts in them" and her favourite thing was the actions for the song "Me So Lah". The thing Child A-1 did not like about the music sessions, was - "The silly people who spoil it for other people." Child A-1 liked doing music every day because:

I learn and do new songs and - well - yesterday, Teacher A had the Spring Picture . . . you make the tambourine twinkle a bit for the rain . . . but some of the children, and Teacher A, played their instruments a bit loud.

The Springtime Sound-Picture Story (discussed in Chapter Five, 5.2.3), was described in great detail by Child A-1.

Child A-2Confidential Form

The Confidential Form for Child A-2 was completed by Teacher A in Week 10. Some improvements in on-task and attentional behaviour of Child A-2 were noted by Teacher A on the form, and although he "fidgeted a lot" he was responding in "a more receptive way to learning".

Teacher-interviews

At the interview in Week 12, Teacher A said Child A-2 "had come a long way since the beginning of term." The establishment of school and class routines to help improve his very limited concentration span, had been the prime target in Term Two. A behaviour modification plan had been established recently for him in the classroom and he was gradually becoming aware of school and class routines and of knowing what was right and wrong, both in the classroom and on the school playground.

Teacher A reported in Week 12, that during the first weeks of the music program Child A-2 had rarely participated or concentrated in any of the musical activities - "He would sort of join in with the other children but obviously wasn't concentrating". She said that although he had shown little progress over a long period of time, he now was sitting still for longer periods of time in the classroom and was enjoying the music sessions and joining in all the singing.

Teacher A volunteered further information regarding Child A-2 and the music program in Week 17. The children had been participating in Musical Bingo and Teacher A had expressed surprise at Child A-2's involvement - "Child A-2 is not usually so 'tuned in'.

He was putting down the cards as quickly as the other children in the activity". The following week at a meeting of the Special Education Panel, which his mother attended, there was a general consensus by all at the meeting that there was a great improvement in his behaviour, attention to tasks, general awareness, and awareness of routines both at school and at home.

In Week 17, when Child A-2 was asked to read the words of the song "Okki Tokki Unga" by Teacher A as a reading exercise, he was unable to respond. A copy of the words of the song is attached.

Teacher A discussed the participation of Child A-2 in the music sessions at the Week 22 interview. She said that Child A-2 had demonstrated that he was able to sit still, listen, participate in playing percussion instruments and to recognise these instruments when they were played over the intervention period, and "really seemed to enjoy music as well".

Evaluations:

Evaluations (5.2.3) undertaken during the intervention period, of Child A-2's understanding of the musical concepts of the music components of beat, pitch, tempo and dynamics, indicated that Child A-2 had a good knowledge of the concepts of high, low, fast, slow, loud, soft, same and different sounds. Copies of the evaluation exercises completed by Child A-2 are attached.

Observations:

Child A-2 was first observed by the researcher actively participating in a music session in Week 10. He was moving like an elephant and making elephant noises in response to the song "Me So Lah", and clapping sequences of high and low sounds. Despite having to leave this activity to receive attention to a bleeding nose, he

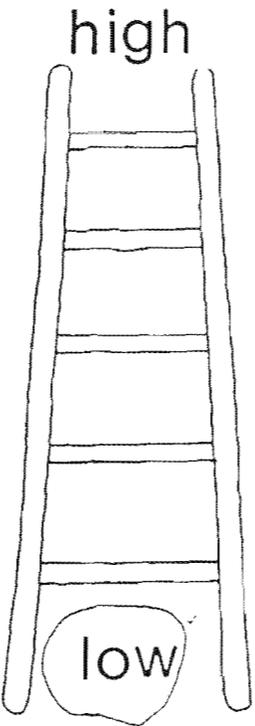
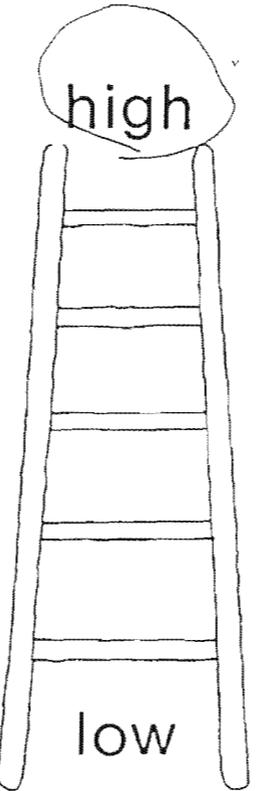
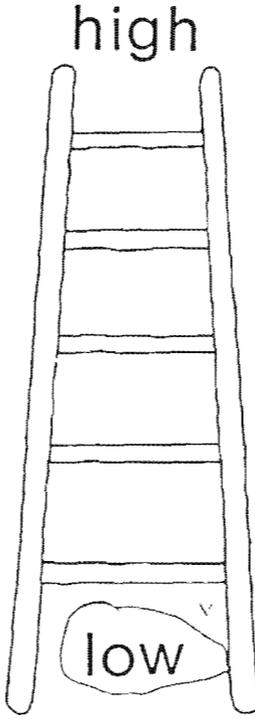
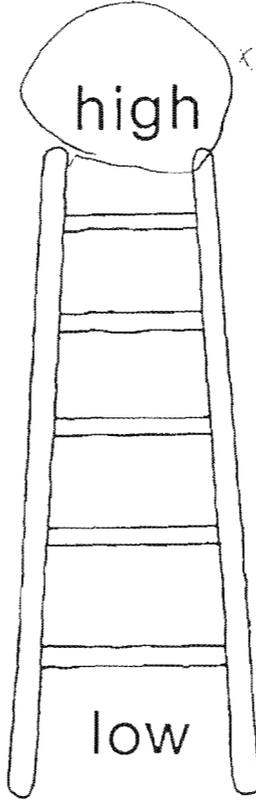
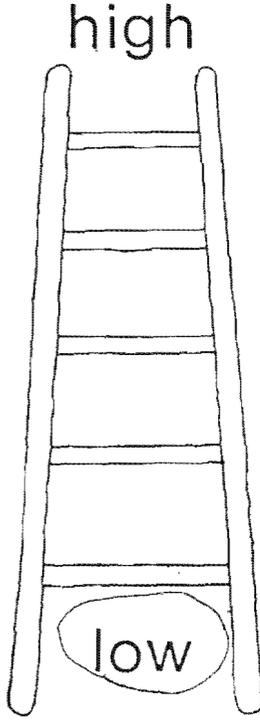
quietly rejoined the group later and continued with the activity. Child A-2 also participated in the Week 14 lesson observation, moving "fast as a bull and slowly as a worm" to an action song "Slowly and Quickly". During the lesson, he chose and interacted with a female partner in an activity involving taking turns in selecting and playing a percussion instrument, and moving as a fast or slow animal in response to the played instrument. Although Child A-2 had no problems in playing the instrument quickly, Teacher A needed to assist him in playing the instrument slowly. Throughout most of lesson in the observations in Week 17 and Week 20, Child A-2 actively participated in a range of individual and group activities such as singing and moving to songs, Musical Bingo, a listening evaluation worksheet, and Musical Sandwiches.

Student-interviews (see Appendix C for questions):

In response to the questions asked by the researcher in Week 14 about music, Child A-2 replied that he liked music - "it's good fun", playing fast and slow music on the instruments, and moving as a fast or slow animal. A worm was his favourite animal and Child A-2 gave a lucid account of his former pet worm, from what it ate to its recent burial. "Movement" was Child A-2's response to his favourite thing in music at the Week 14 interview. Child A-2 still liked music, movement, and playing instruments in Week 22 and had included singing. He provided snippets from songs such as "an igloo and eskimos" from "Okki Tokki Unga", the "ten humps" of "Alison's Camel", and, "the best music, 'Mrs White', and Mrs Brown went to town with her knickers hanging down!" Child A-2 laughed, as he (along with many of the children in the class) thought this was a very funny song. The Sound Picture was his favourite thing in music. Children who coughed in music sessions was the thing he said

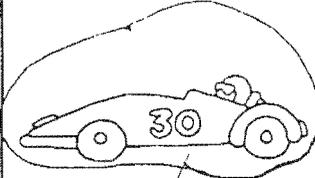
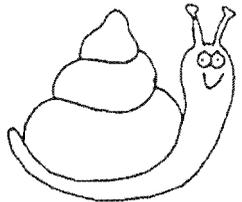
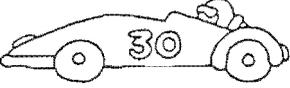
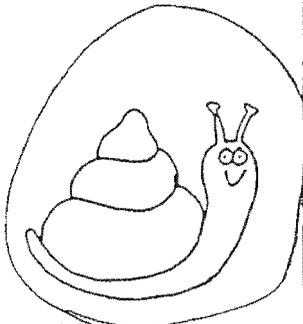
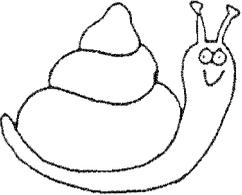
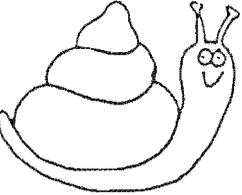
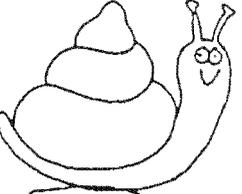
he did not like. Although Child A-2's attention wandered at times during the interview ("I've got a new tooth coming"), he occasionally referred back to something said previously. One such instance related to movement, and Child A-2 made reference to the class getting into a "long line like a train", and moving with long and short steps. Teacher A and Assistant A had initiated such an activity with the children in Week 3 when the children were experiencing difficulties in grasping the concepts of long and short sounds while they were learning a rhyme.

Test Sheet
Preparatory Level: Pitch (High or Low)

1 	2 	3 	4 	5 
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(3)

Test Sheet
Preparatory Level: Tempo

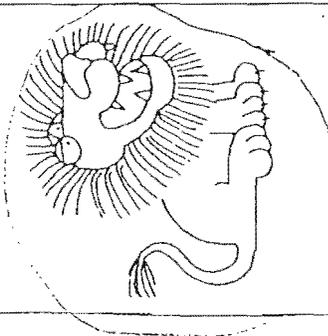
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Test Sheet

Preparatory Level: Dynamics

1

loud



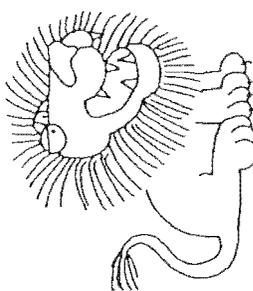
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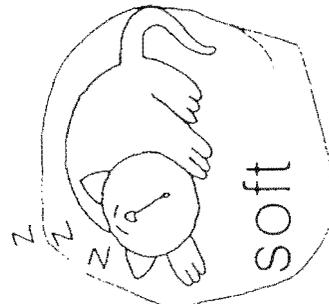
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2

loud



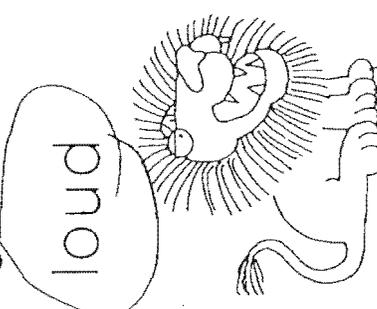
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soft

3

loud



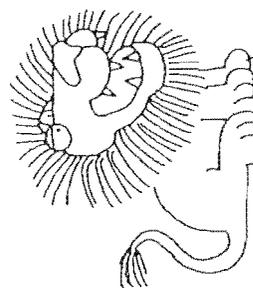
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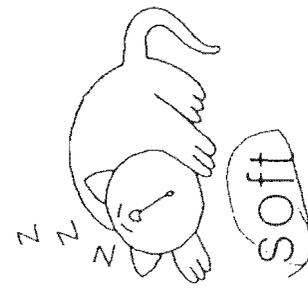
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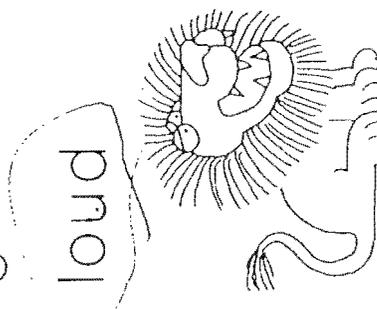
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soft

5

loud



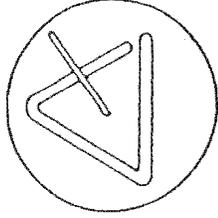
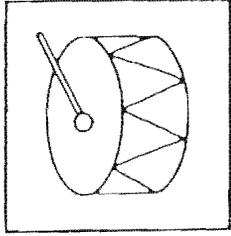
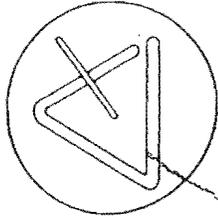
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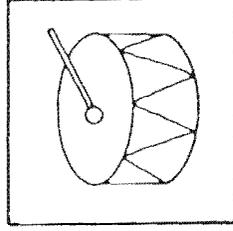
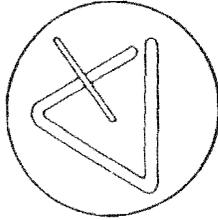
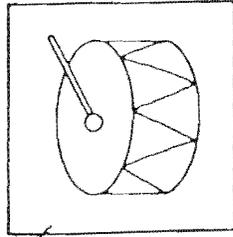
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Test Sheet
Preparatory Level: Form

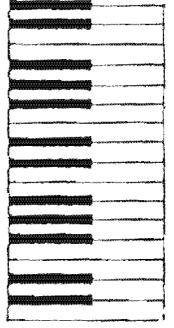
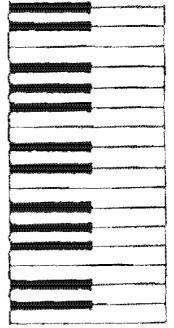
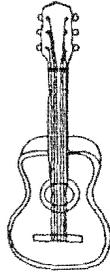
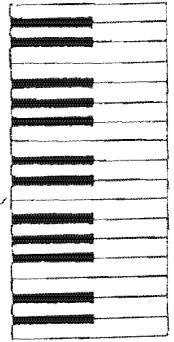
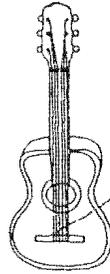
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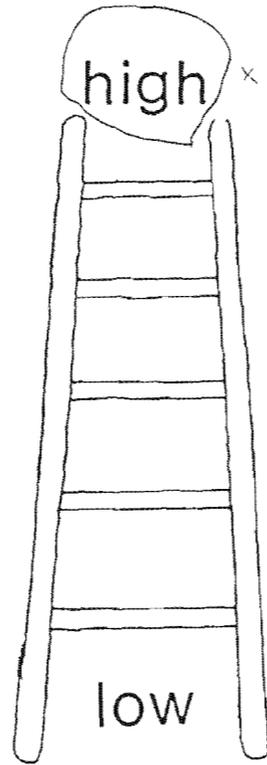
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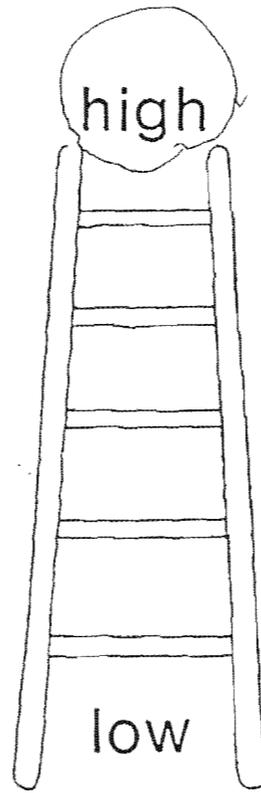
Test Sheet

Preparatory Level: Pitch (High or Low)

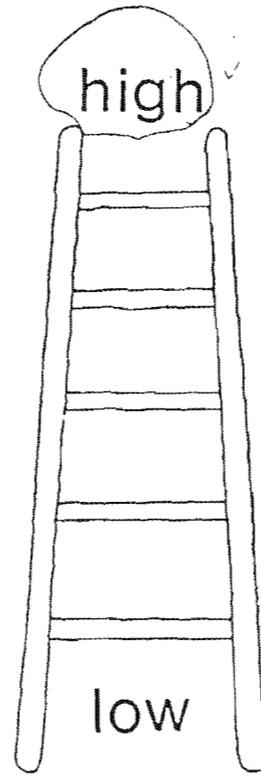
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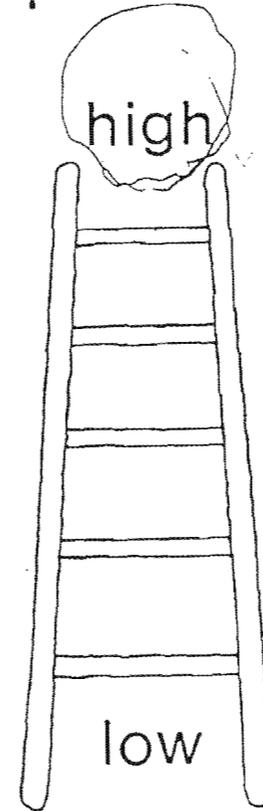
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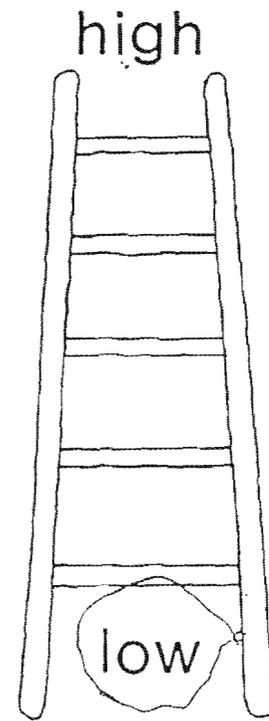
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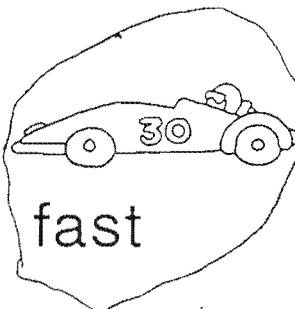
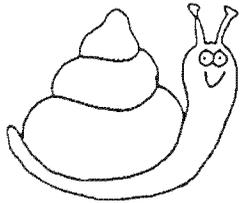
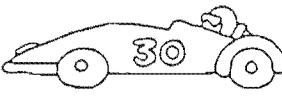
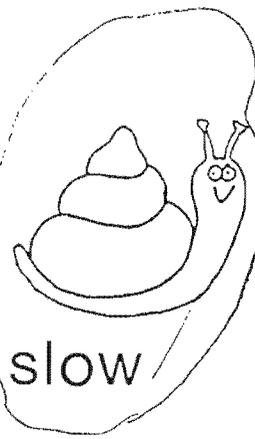
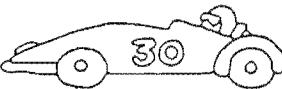
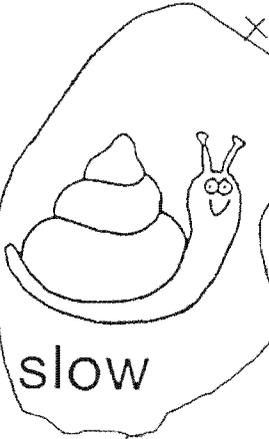
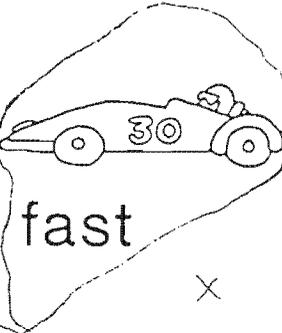
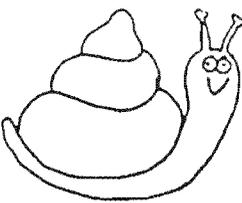
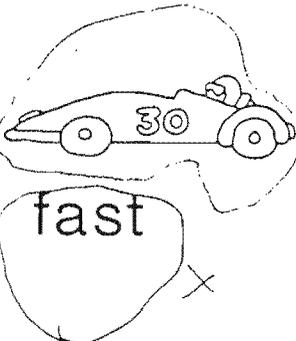
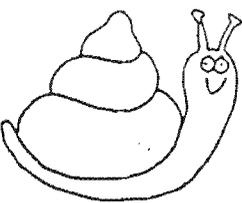


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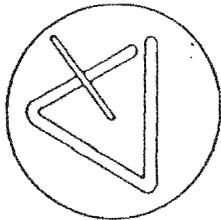
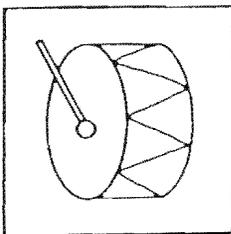
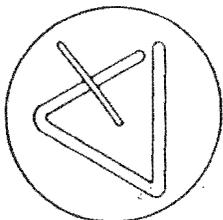
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Test Sheet
Preparatory Level: Tempo

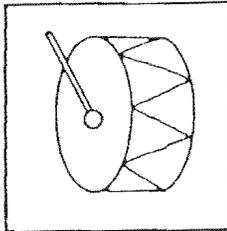
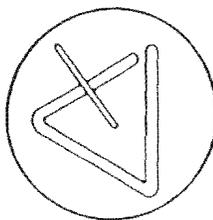
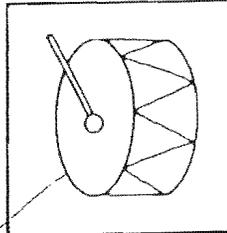
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Test Sheet
Preparatory Level: Form

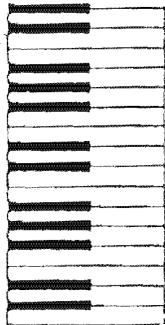
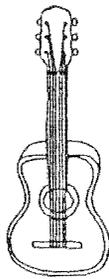
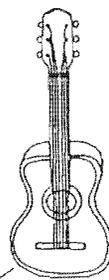
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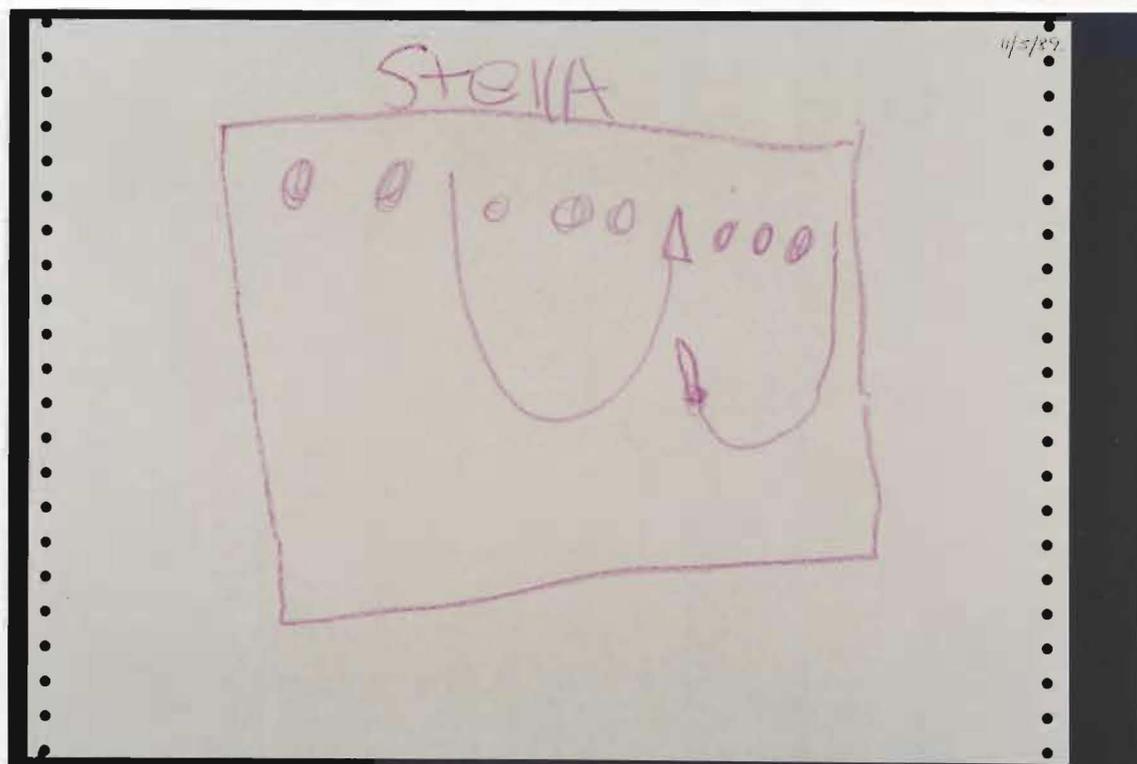
Child A-1: Beat Circle



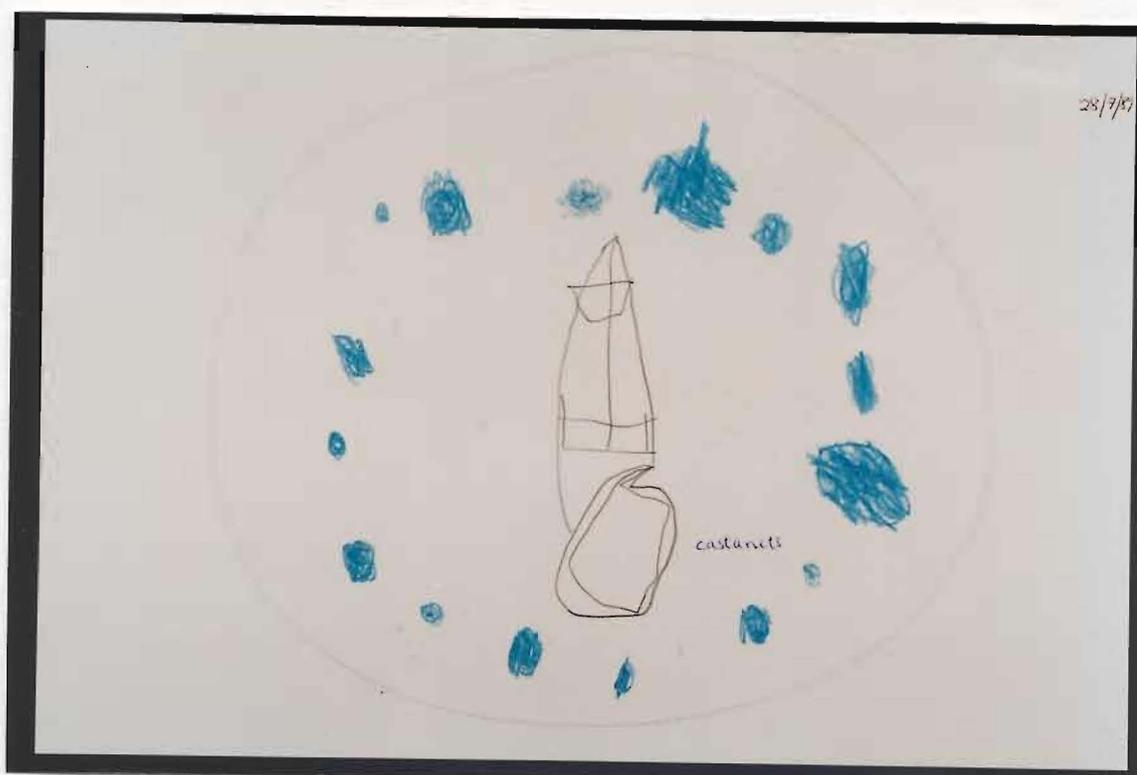
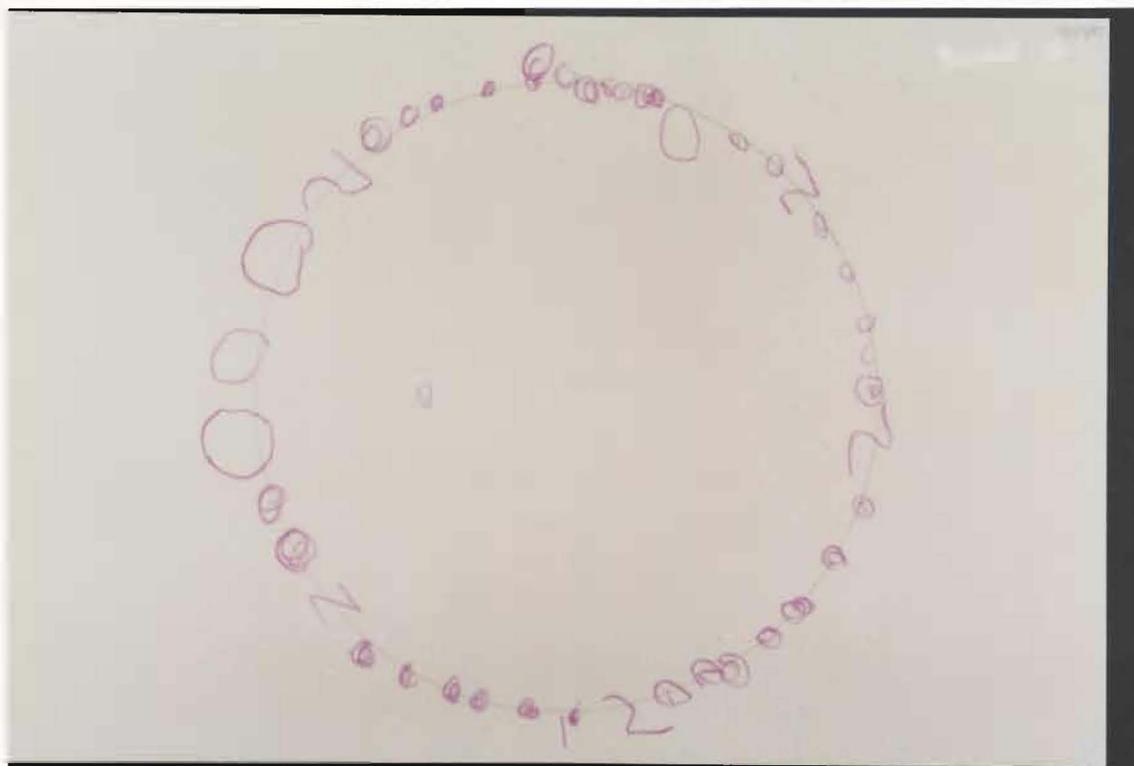
Child A-1: Beat Circle - slow



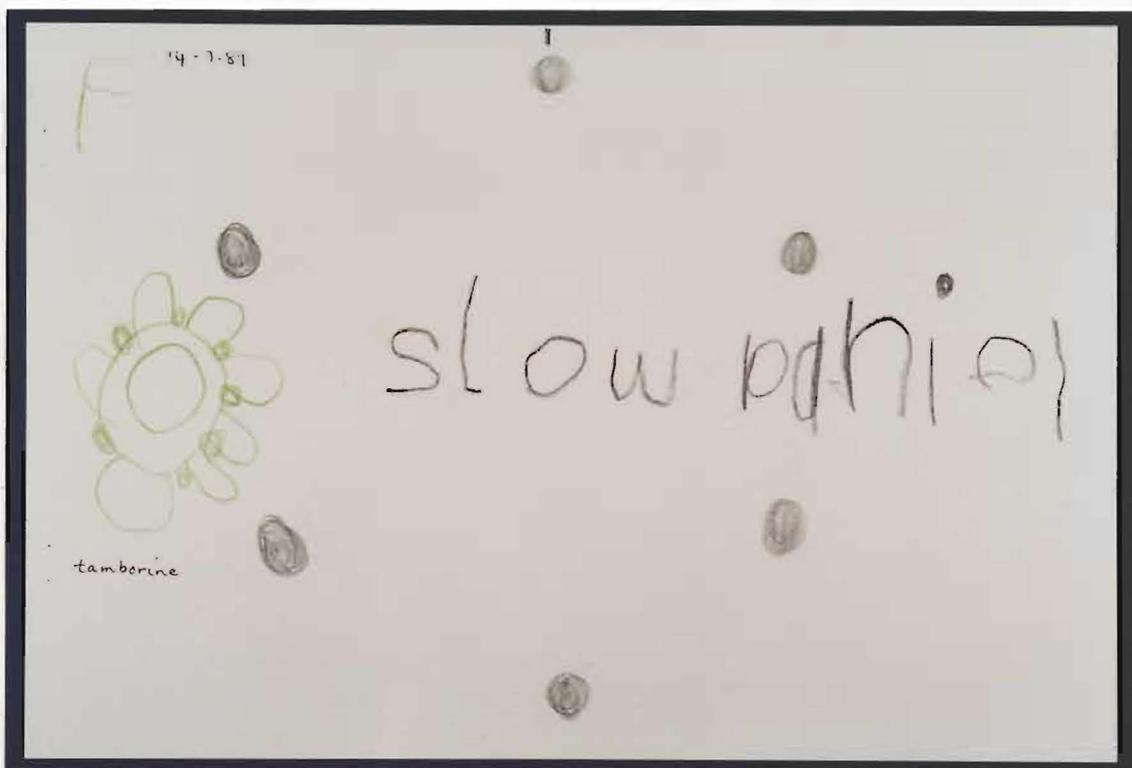
Child A-1: Soundshapes



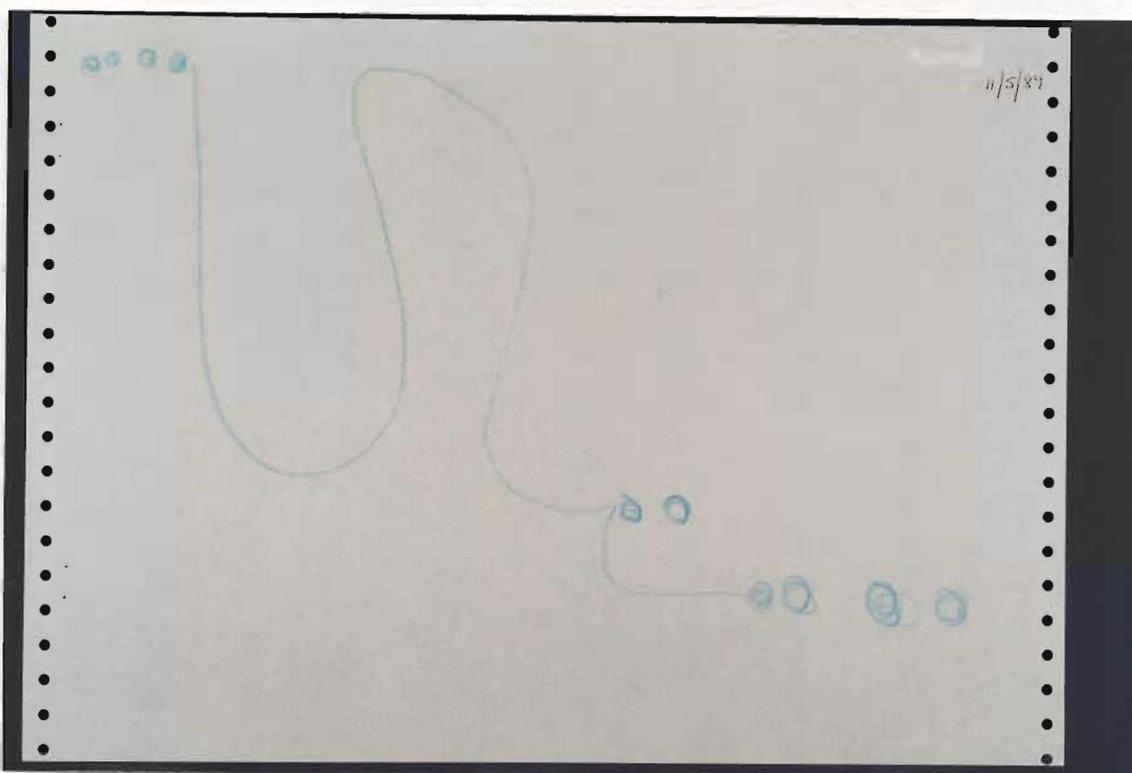
Child A-2: Beat Circle



Child A-2: Beat Circle - slow



Child A-2: Soundshapes



Child A-1: Springtime Sound-Picture



Child A-2: Springtime Sound-Picture



School C - music program and story-telling program

Child C-1

Teacher-interviews during the music program:

Teacher C made special reference to Child C-1 in Week 5 of the music program. During free-time following a music session, Child C-1 and another child had taken a glockenspiel to the word chart of the song "Rain, Rain". Both children had attempted to play the tune on the notes "G" and "E" of the glockenspiel while singing the song. Child C-1 eventually was able to play the first two bars of the song. Previously in the music session, Child C-1 had experienced some difficulty in distinguishing between high and low sounds. Teacher C said, however, he could distinguish between the sounds "when he concentrated."

In the next week of the music program, Week 6, Teacher C reported that Child C-1 had commented on Teacher C not playing the same note twice on the glockenspiel, in a music session that week, although Teacher C thought she had! Teacher C said in the Week 12 interview:

Child C-1 loves participating in the music activities. He's always willing to have a 'go' and join in.

Similar comments were made by Teacher C in Week 22 concerning the positive response of Child C-1 to music. This response was illustrated in Week 10 of the music program. The JAC children were to participate in a gross motor skill program in the school hall and Child C-1 suggested to Teacher C that she take the tape recorder so that the children could use the space in the hall to move to the song "Slowly and Quickly".

During Week 9 of the music program, each child in the JAC was asked by Teacher C to read the words of the song "Okki Tokki Unga" as a reading exercise. Usually, Teacher C made a chart of the words of a new song, but had not had time to do this when the song was introduced in Week 8. She decided to utilise this opportunity to find out how the students would respond to such an exercise. According to Teacher C, Child C-1 did not recognise the words as coming from the song "Okki Tokki Unga", and made very little attempt to read the words. He said "o" for "Okki" and found "to" in "Tokki" and that was his total response. A copy of the words of the song is attached.

In Weeks 20 and 22 of the intervention period, Teacher C discussed the class work and social behaviour of Child C-1. During Term Three, his grandmother and a foster child she was caring for, came to live with Child C-1's family. This had upset Child C-1. He had had to share a bedroom and cope with more people living in the house. The grandmother and foster child had recently moved to their own house. Teacher C said in Week 20 that Child C-1 appeared happier and was responding with better behaviour in class. In Week 22, Teacher C expressed concern. Child C-1 was exhibiting problem behaviour in the classroom and on the playground. Teacher C commented - "It's crossed my mind. Am I stimulating [intellectually] Child C-1 enough?"

Evaluations during music sessions:

Evaluations (5.3.3.1) undertaken of the sound concepts high, low, fast and slow, indicated an average grasp of these concepts by Child C-1. He experienced difficulties in the evaluation exercises of pitched sounds; however, in the tempo evaluation he demonstrated

a good knowledge of fast and slow. Copies of the evaluation exercises completed by Child C-1 are attached.

Observations of music sessions:

During the observations, Child C-1 appeared to be an enthusiastic participant in the musical activities. He listened well, enjoyed playing the percussion instruments such as the glockenspiel, moved confidently in action songs such as "Slowly and Quickly", and co-operated while working with a partner. In the Week 7 observation he was observed to be restless at the beginning of the session but settled quickly once he began to move to the song "Me So Lah". Child C-1 was absent from the school for the observation of the session in Week 9 of the music program.

Student-interviews about music sessions (see Appendix C for questions):

In Weeks 7 and 11 of the music program, Child C-1 was interviewed by the researcher and was asked if he liked music, what he liked about music and what was his favourite thing in the music sessions; in Week 11 he also was asked what he did not like about music, whether he liked having music every day, and if he did, why. In both interviews, Child C-1 replied he liked music and that playing the instruments was what he liked. In the Week 11 interview, Child C-1 also said he liked moving to songs. Child C-1's favourite thing in the music sessions in the first interview, was "playing the big drum", and in the second interview, moving to the song "Slowly and Quickly" because "I like how it goes slowly and then fast, really fast." Another favourite thing was singing the echo in the song "Candy Man". Child C-1 did not like Teacher C talking before the music sessions started - "It's too boring sitting there

listening before we start the music." He liked having music every day - "Because - umm - I want to, and it's fun".

Teacher-interviews during the story-telling program

Teacher C reported that Child C-1 had been unsure of himself in the first weeks of the story-telling program. The self-confidence of Child C-1 had increased by Week 12 and Teacher C reported that Child C-1 now knew he could recall a story.

In Week 9 of the story-telling program Teacher C, for the first time, read the stories completely through without stopping to ask questions (5.5). The response of Child C-1 to answering the questions was reported by Teacher C as "quite good." This good response by Child C-1 continued through to the final week of the story-telling program. In Week 22 Teacher C said that Child C-1 was listening "well" to the stories and answering the questions.

Evaluations of listening to stories:

In Week 7 of the story-telling program, the progress of Child C-1's listening skills was evaluated by the assistant. Child C-1 scored the second highest result of the JAC children with 18 correct answers out of a total of 30 questions. The lowest number of correct responses by Child C-1 were to the "when" fact questions of the stories. A copy of the responses by Child C-1 is attached.

Observations during story-telling sessions:

During the story-telling observations, Child C-1 was observed as an active participant in the sessions. During the first weeks of the story-telling program when Teacher C was attempting to develop the recall skills of the JAC children, Child C-1 demonstrated that he could finish telling a story begun by Teacher C, and recall and

dramatise a story such as "The Three Little Pigs". In the observation of Week 8 of the story-telling program, Child C-1 volunteered snippets of information such as what a dam was, and "wombats live in holes", during the class discussion of the story prior to it being read by Teacher C. He generally responded well to answering questions throughout the reading of the story. Child C-1 continued to respond enthusiastically to answering questions during the Week 9 and Week 11 observations of the story-telling program. He was observed in Week 9 to repeat words after Teacher C when she read the story "Ian's Cars" for the second time. The first sentence of the story he repeated word-for-word.

Student-interviews about story-telling sessions (see Appendix C for questions):

In Weeks 7 and 11 of the story-telling program, Child C-1 was asked by the researcher if he liked story-telling sessions, what he liked and what was his favourite thing in the sessions. A further three questions were asked of Child C-1 in Week 11. These questions were concerned with what he did not like in the story-telling sessions, whether he liked having the sessions every day, and if so, why. Child C-1 responded in Week 7 that he liked story telling and he liked being asked questions, but when other children were asked to answer the questions "it was boring." His favourite thing in story telling was a story "about dinosaurs." In the Week 11 interview, Child C-1 responded that he did not like story telling. He said he liked stories with pictures in them - "because I like to just look at the pictures and listen." Teacher C often read stories from classroom books to the children after recess to settle them for class work. When Child C-1 was asked if he liked having stories every day, he initially replied he did not. He then added - "Yeah, I do. If

they've got no pictures, I hate them." Child C-1 described a favourite story about Santa Claus that "just had pictures in it and no writing. So, you've got to think it all out in your mind."

Child C-2

Teacher-interviews during the music sessions:

Child C-2's behaviour was first mentioned by Teacher C in Week 6 of the music program. He and another child in the JAC had been having a fight over the tambourines, described as "typical" by Teacher C. In the Week 12 interview, Teacher C provided further information about the involvement of Child C-2 in the music program in Week 6. On Day 4 of that week, the song "Me So Lah" had been introduced during the music session. Child C-2 had participated in the singing and moving to the song on that day and on the following day. Teacher C reported in Week 12, however, that there were still odd times that Child C-2 would not participate in the music activities.

In the first week of the music program in Term Three (Week 7 of the music program), Teacher C reported that Child C-2 was "spot-on" in identifying high and low sounds played on the glockenspiel in two revision music sessions that week. The high and low sounds were played in a sequence of three notes and Teacher C commented:

Child C-2 really was the only child who got the sequence right first time every time. He listened well all the time.

Child C-2 was asked by Teacher C in Week 9 of the music program to read the words of the song "Okki Tokki Unga" as a reading exercise. Teacher C reported Child C-2 responded "extremely well. He read the words 'Mrs Day' for 'Missa Day', and

said 'Hey' for 'Hexa' ". She said that he had recognised the words as from the song "Okki Tokki Unga" because as he walked away after the reading exercise, he began to sing the song. A copy of the words of the song is attached.

Problems with the behaviour of Child C-2 were mentioned by Teacher C from time to time. In Week 10 of the music program Teacher said she had made a mistake on Day 1 of that week as she had told Child C-2's grandmother in the presence of Child C-2 about his co-operative behaviour in class. Since then Child C-2 had not been co-operative in the music sessions and had exhibited disruptive behaviour such as using a "funny voice" to sing. In the Week 22 interview, Teacher C said that although there still were some times when Child C-2 was "silly or in an obstinate mood", he had developed "quite well" in the music sessions. She reported:

Child C-2 is now an "integral member" of the class group in the music sessions. He likes music, willingly participates in most of the sessions, and frequently is at the middle of the group in a group activity.

Evaluations during the music sessions:

Evaluations (5.3.3.1.) undertaken during the intervention period of Child C-2's understanding of the musical concepts of the music components of pitch and tempo indicated that he had a good knowledge of the concept of pitched sound and of the concepts of fast and slow sounds. Copies of the evaluation exercises completed by Child C-2 are attached.

Observations during the music sessions:

The distractive behaviour of Child C-2 was observed in all of the observations of the music sessions by the researcher. Examples of such behaviour included disrupting the class because he saw a

crow outside the classroom window, sitting outside the group circle and not participating in singing or moving to the songs, and annoying the other children in the group by trying to take their percussion instruments away from them. During the first observation, Child C-2 interacted with a partner in the beat circle activity (5.3.3.1), and Child C-2 drew his own beat circle with the help of Teacher C and played it on the xylophone to his partner. He also played his beat circle when it was his turn to play to the class group.

In the Week 7 observation, Child C-2 participated in most of the activities. He was involved in singing and moving to the song "Me So Lah", and responded with enthusiasm to the activities involving distinguishing between high and low sounds (5.3.3.1). It was apparent to the researcher that he was listening during the evaluation activity of high and low sounds. He became so absorbed in listening to the music that he became confused over the number of exercises he had completed in this activity, and had to ask Teacher C if the exercise the children had just listened to was number 3 or number 4.

The increasing participation and involvement of Child C-2 in the music sessions was observed in the last two observations. He responded with the correct answer to the question by Teacher C of what a lullaby was, he moved somewhat bashfully in a mirroring activity with a partner, and he moved and played instruments to the song "Slowly and Quickly". In this activity Teacher C pointed out to Child C-2 that he was holding the beater of his triangle upside-down. He listened to Teacher C, thought about what he had heard, and responded by correcting the position of the beater. In the observation of Week 10 of the music program, instances of non-co-operative behaviour, mentioned by Teacher C in the interview that

week, were observed such as Child C-2 singing in a "funny" voice, and not sharing turns with a partner in a movement activity.

Student-interviews during the music sessions (see Appendix C for questions):

In Weeks 7 and 11 of the music program Child C-2 was interviewed by the researcher and asked if he liked music, what he liked about music, and what was his favourite thing in the music sessions. The same three questions were again asked in Week 11, plus the questions relating to what he did not like about music, whether he liked having music every day, and if he did, why. In both interviews Child C-2 replied that he liked music. In Week 7 he replied that he liked playing the instruments in music; this was his favourite thing. Child C-2 said in the Week 11 interview that he liked singing, and after several questions from the researcher about his favourite thing in music, he replied that it was the song "Okki Tokki Unga". He then added that he also had a favourite instrument which was the drum, "because it makes a lot of noise". Child C-2 liked having music every day and there appeared to be nothing in the music sessions that he did not like.

Teacher-interviews during the story-telling program

Teacher C commented on Child C-2's frequent vocal interjections during the story-telling sessions in Week 4. By the time of the Week 12 interview with Teacher C, this behaviour appeared to have settled and Child C-2 was starting to occasionally participate in the story-telling sessions. He was reported to be responding particularly well in the drama sessions.

The first time Teacher C read the stories completely through without stopping to ask questions in Week 9 of the program (5.5),

Child C-2 was the only child in the JAC to remember the answers to the "when" questions. In the Week 22 interview, Teacher C said that although Child C-2 found it difficult to concentrate for long, "he is getting better at listening and is volunteering to answer questions".

Evaluations during the story-telling sessions:

The results from the listening evaluation in Week 7 of the story-telling program, showed that Child C-2 scored the third highest equal marks of the JAC children. He scored 16 correct answers out of a total of 30 questions. The "when" and "who" fact questions of the stories posed the greatest difficulties for Child C-2. A copy of the responses of Child C-2 is attached.

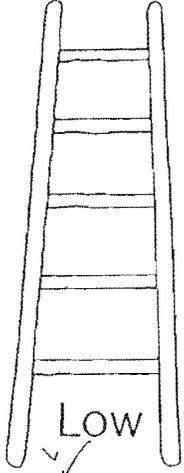
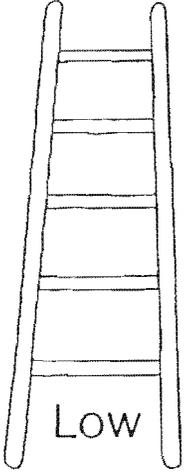
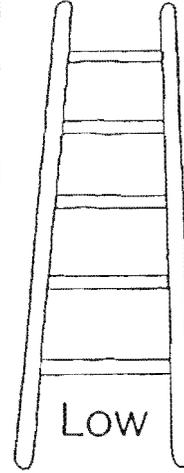
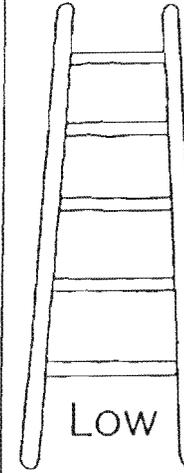
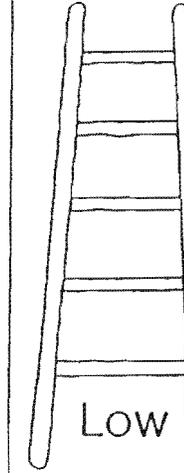
Observations during the story-telling sessions:

During the first two observations of the story-telling sessions, Child C-2 was observed to continually interject and disrupt activities, associated with story telling such as picture card sequencing, and the recall of a story. This behaviour appeared to diminish in the later observations and was not evident in the Week 5 observation when Child C-2 participated in the drama session. He took part in the session as a story-teller and as an actor. In the Weeks 9 and 11 observations Child C-2 was observed to sit still and listen to the stories read by Teacher C, and to answer questions directed to him by Teacher C. He was absent from the school for the Week 8 observation.

Student-interviews during the story-telling sessions (see Appendix C for questions):

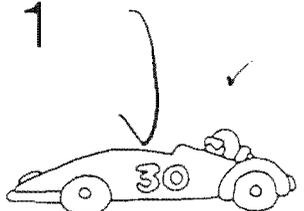
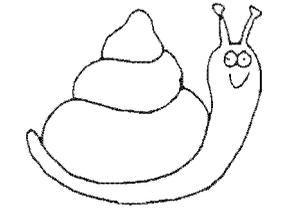
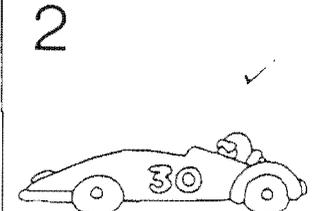
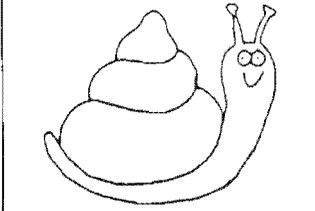
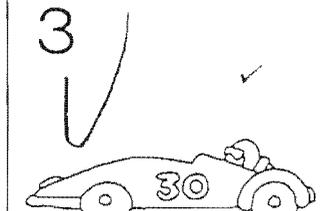
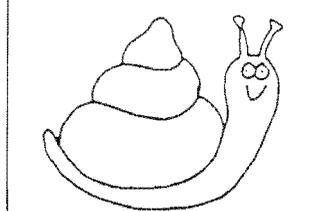
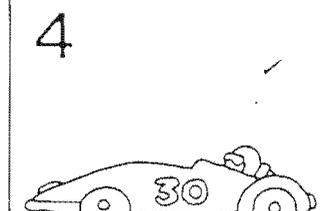
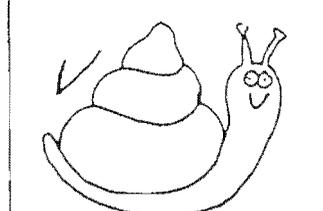
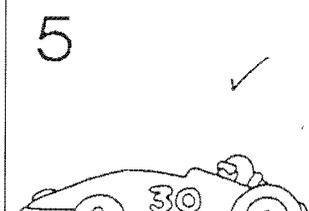
In Weeks 7 and 11 of the story-telling program Child C-2 was asked by the researcher if he liked story-telling sessions, what he

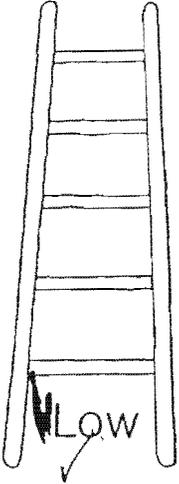
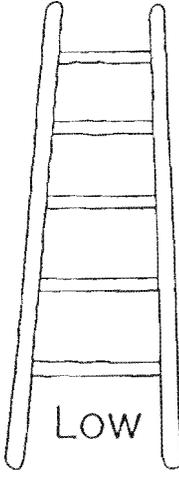
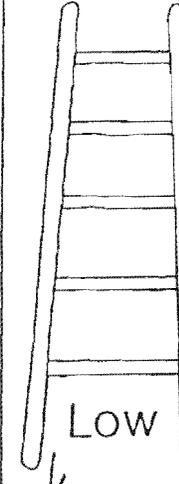
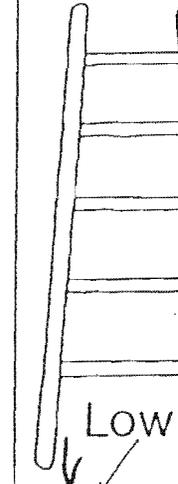
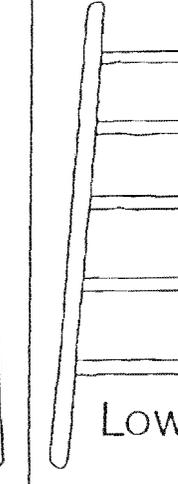
liked about them and what was his favourite thing in the sessions. A further three questions were asked of Child C-2 in Week 11, concerning what he did not like in the story-telling sessions, whether he liked having the sessions every day, and if so, why. Child C-2 responded in Week 7 that he did not like the story-telling sessions "because they're bad stories." When asked what was his favourite thing in the story-telling sessions, Child C-2 replied "doing a poster about Butch." The previous week had been Book Week at School C and the children had been asked to draw posters about their favourite story. Child C-2's favourite story at the time of the interview was "Butch and the Balloon", which was not one of the stories from the story-telling program. In the Week 11 interview, Child C-2 responded that he liked story telling and having it every day. His favourite thing in the sessions was Teacher C reading the stories. He did not have a favourite story but he did not like the "Trog stories"; these were stories that Teacher C sometimes read to the children after recess to settle them quietly for class work.

Test Sheet Preparatory Level: Pitch (High or Low)				
1	2 ✓ ↘	3 ✓ ↘	4 ✓ ↘	5 ✓ ↘
High	High	High	High	High
				
Low	Low	Low	Low	Low

Test Sheet
Preparatory Level: Tempo

5/5

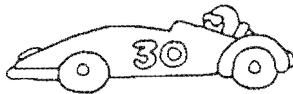
<p>1</p>  <p>fast</p>  <p>slow</p>	<p>2</p>  <p>fast</p>  <p>slow</p>	<p>3</p>  <p>fast</p>  <p>slow</p>	<p>4</p>  <p>fast</p>  <p>slow</p>	<p>5</p>  <p>fast</p>  <p>slow</p> <p>430</p>
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Test Sheet				
Preparatory Level: Pitch (High or Low)				
1	2 ↓ ✓	3 ↓	4	5 ↓ ✓
High	High	High	High	High
				

Test Sheet
Preparatory Level: Tempo

5/5

1 ✓

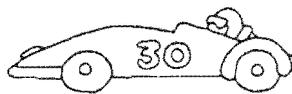


fast



slow

2



fast

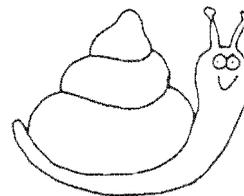


slow

3 ✓



fast



slow

4



fast

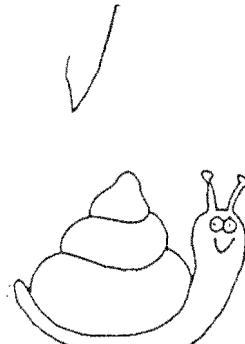


slow

5



fast



slow

RECORD SHEET

Transfer the correct scores from the answer sheet to this record sheet. Leave a blank for all incorrect answers. By noting where the blanks are most prevalent, the teacher can determine which fact types need the most work for individual children and for the group as a whole.

Children's Initials: SJ ST Chris HM RC GT

What (objects) Facts

Story Question

1.	4.	_____	_____	_____	_____	_____	_____
2.	6.	_____	_____	_____	_____	_____	✓
3.	6.	✓	✓	_____	✓	✓	✓
4.	4.	_____	✓	_____	_____	_____	_____
5.	6.	✓	✓	✓	✓	✓	✓

How (actions) Facts

Story Question

1.	3.	✓	✓	✓	✓	_____	_____
2.	3.	_____	✓	_____	_____	_____	✓
3.	4.	_____	_____	_____	_____	_____	✓
4.	6.	✓	✓	✓	✓	✓	_____
5.	3.	_____	✓	_____	✓	✓	✓

Which (descriptive: how long, how many, what kind, etc.) Facts.

Story Question

1.	5.	_____	_____	_____	_____	_____	_____
2.	5.	✓	✓	✓	_____	_____	✓
3.	5.	✓	✓	✓	✓	✓	✓
4.	4.	_____	✓	_____	_____	_____	_____
5.	5.	✓	✓	✓	✓	✓	✓

Where Facts		SS	ST	Chris	H M	RC	G T.
Story	Question						
1.	2.	✓	—	—	✓	✓	✓
2.	2.	—	✓	✓	✓	✓	—
3.	2.	—	✓	—	—	✓	✓
4.	3.	—	✓	—	—	—	—
5.	2.	—	—	—	✓	✓	✓

When Facts		SS	ST	Chris	H M	RC	G T.
Story	Question						
1.	6.	—	✓	—	—	—	—
2.	4.	✓	—	—	—	—	✓
3.	3.	—	—	—	—	—	✓
4.	5.	—	—	—	—	—	—
5.	4.	—	—	—	—	—	—

Who Facts		SS	ST	Chris	H M	RC	G T.
Story	Question						
1.	1.	—	—	—	✓	—	✓
2.	1.	—	—	—	✓	✓	✓
3.	1.	—	✓	✓	✓	✓	✓
4.	1.	—	—	—	—	—	—
5.	1.	✓	—	—	✓	—	✓
		15	16	5	14	12	18

School B - story-telling program

Child B-1

Teacher-interviews:

Teacher B made occasional reference to Child B-1 being restless in the story-telling program throughout Term Two. In Week 8, Teacher B reported that Child B-1 had received a certificate for "consistent progress" in the story-telling program from the school principal. This comment was reinforced in Week 12 when she again reported that Child B-1 was making "some sort of steady progress. It is a matter of teaching him to be consistent as he has the skills inside him anyway".

The Special Education Report in August and further comments from Teacher B at the weekly interviews, indicated that the steady progress of Child B-1 continued throughout Term Three. Teacher B commented in Week 15 that Child B-1 was "one of the better children" in the story-telling program who was able to answer certain questions most of the time in the sessions. These comments were extended in Week 22 by Teacher B reporting that Child B-1 could now identify the pattern of the story-telling format and knew exactly what facts he had to remember. She also stated that Child B-1 "definitely seems to be on-track with his listening".

Evaluation:

The evaluation of Child B-1's listening skills in Week 6 by Teacher B and Assistant B, indicated 16 correct responses out of a total of 30. His results were second equal to the highest total of 18 correct answers. The "when" fact questions of the stories posed the most difficulty for Child B-1 to answer. A copy of the responses by Child B-1 is attached.

Observations:

Observations made during the intervention period indicated that Child B-1 was an interested and enthusiastic participant. His hand was one of the first to be raised to respond to the questions; his responses were not always correct in the first observations. He also enjoyed talking, and in the later observations he often attempted to elaborate on the facts he provided in answer to the questions. In Week 17 Teacher B asked the group what they thought the next question would be. Child B-1 not only responded with the correct answer but also volunteered the general format and answer for the following question. His involvement in the story-telling sessions was illustrated in Week 7, when the lesson was undertaken by a relief teacher during Teacher B's absence. Child B-1 reminded the teacher, before the session began, that the children all had to say the story-telling motto, "Remember to listen; listen to remember", at the start of the session.

Student-interviews (see Appendix C for questions):

Child B-1 was interviewed in Week 14 and in Week 22 by the researcher and he was asked if he liked story telling, what he liked about it, and his favourite thing in the story-telling sessions. These same questions were repeated in Week 22 in association with three extra questions; what he did not like about story telling, whether he liked having it every day, and if he did, why. In both interviews Child B-1 replied that he liked story telling. In Week 14 he said:

You get to listen. When you tell the answers you can get them right. If you get them wrong you get another chance.

Child B-1's favourite thing in the sessions was a story "The Yukee Birthday Cake" and "the cat gets to lick the cream and she

[Aunty] says get out". In Week 22, Child B-1's gave this response to what he liked and did not like about story telling:

I like listening to a story without having to put my hand up and I don't like having to put my hand up and wait to give an answer.

He elaborated further on this in response to the question of having story telling every day which he said he liked, except when the stories were boring, and "I put my hand up but I never get to say it. Everybody else does." His favourite thing was a story, "The Backyard"; this had been read in the story-telling session that day. Child B-1 provided the correct facts concerning the names and the ages of the two children in the story but no description of the story.

Child B-2

On Day 5 of Week 5, Teacher B reported that Child B-2 remembered two facts when answering questions during the story-telling session; this continued for a number of weeks. Child B-2 would focus on remembering two facts and mostly provide the correct answer the first or second time he was asked such as the day of the week, or the weather.

In Week 12, Teacher B reported that Child B-2 was listening overall and had developed some listening behaviours such as sitting quietly, not distracting others or being distracted. She expressed puzzlement as to why Child B-2 would suddenly respond and answer one of the most difficult questions in a story but could not answer any other questions. Teacher B said he "tuned-in" to certain facts but whether it was from interest or because of something else,

she was unable to tell. A similar pattern continued throughout the intervention period.

In the Week 22 interview, Teacher B emphasised the inconsistency in the academic skills of Child B-2. On some days Child B-2 would function with a reasonable command of skills and on other days he would be unable to do anything. While expressing concern over this problem, Teacher B said:

I would have to say in general his listening skills have improved. But, that doesn't mean to say that if you went to test him on day X you'd get the right results.

Evaluation:

The results from the evaluation of Child B-2's listening skills in Week 6 by Teacher B and the assistant, were the lowest in the class. He gave five correct answers out of a total of 30 questions. There was one correct response to the five questions in the "when" fact category, but none for the "where" fact category. A copy of the responses of Child B-2 is attached.

Observations:

During all of the observations, Child B-2 sat quietly and appeared to be listening. He attempted to answer questions when Teacher B or the assistant directed them specifically to him. In Week 17 he predicted a question in relation to a girl's name before the question was asked and the same occurred in Week 20. He remembered four facts during this session; two of these were associated with a "hands-on" activity concerning the recall of different types of plastic animals that Teacher B had brought to the story-telling session.

Student-interviews (see Appendix C for questions):

Child B-2 responded that he liked the story-telling sessions when he was asked this question in the Week 14 and Week 22 interviews. In Week 14 he said he liked to "listen to the stories" and in Week 22, although he liked listening to stories every day, he was not sure why.

The story, "The Bushwalk", was Child B-2's favourite thing in both of the interviews. In Week 14 he talked about the story and said he had "seen a wombat at the zoo." He elaborated more on the story in Week 22 describing the wombat's sore leg, and the girl's father ringing up the zookeeper who came "with an orange van and picked up the wombat." The thing Child B-2 did not like about the story-telling sessions was talking about the stories - "I just like listening."

May 1989

RECORD SHEET

Transfer the correct scores from the answer sheet to this record sheet. Leave a blank for all incorrect answers. By noting where the blanks are most prevalent, the teacher can determine which fact types need the most work for individual children and for the group as a whole.

Children's Initials: Child B-2 JW JV EM LN Child B-1 P.D. P.R.

What (objects) Facts

Story Question

1.	4.	<u>X</u>	<u>X</u>	<u>X</u>	<u>✓</u>	<u>X</u>	<u>X</u>
2.	6.	<u>X</u>	<u>X</u>	<u>X</u>	<u>✓</u>	<u>X</u>	<u>✓</u>
3.	6.	<u>X</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>
4.	4.	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
5.	6.	<u>✓</u>	<u>✓</u>	<u>X</u>	<u>X</u>	<u>✓</u>	<u>✓</u>

How (actions) Facts

Story Question

1.	3.	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>
2.	3.	<u>X</u>	<u>✓</u>	<u>✓</u>	<u>X</u>	<u>✓</u>	<u>✓</u>
3.	4.	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>✓</u>
4.	6.	<u>X</u>	<u>X</u>	<u>✓</u>	<u>X</u>	<u>✓</u>	<u>✓</u>
5.	3.	<u>X</u>	<u>X</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>

Which (descriptive: how long, how many, what kind, etc.) Facts.

Story Question

1.	5.	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
2.	5.	<u>✓</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>✓</u>	<u>✓</u>
3.	5.	<u>X</u>	<u>✓</u>	<u>✓</u>	<u>X</u>	<u>✓</u>	<u>✓</u>
4.	4.	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
5.	5.	<u>X</u>	<u>✓</u>	<u>✓</u>	<u>X</u>	<u>✓</u>	<u>X</u>

May 89

Where Facts

Story	Question	JW	JV	EM	LN	PD	P.R.
1.	2.	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>✓</u>
2.	2.	<u>X</u>	<u>✓</u>	<u>✓</u>	<u>X</u>	<u>✓</u>	<u>✓</u>
3.	2.	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>✓</u>	<u>X</u>
4.	3.	<u>X</u>	<u>X</u>	<u>✓</u>	<u>X</u>	<u>X</u>	<u>X</u>
5.	2.	<u>X</u>	<u>✓</u>	<u>✓</u>	<u>X</u>	<u>✓</u>	<u>✓</u>

When Facts

Story	Question	JW	JV	EM	LN	PD	P.R.
1.	6.	<u>✓</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
2.	4.	<u>X</u>	<u>X</u>	<u>✓</u>	<u>X</u>	<u>X</u>	<u>X</u>
3.	3.	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>✓</u>	<u>X</u>
4.	5.	<u>✓</u>	<u>X</u>	<u>✓</u>	<u>X</u>	<u>X</u>	<u>X</u>
5.	4.	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>

Who Facts

Story	Question	JW	JV	EM	LN	PD	P.R.
1.	1.	<u>X</u>	<u>X</u>	<u>✓</u>	<u>✓</u>	<u>X</u>	<u>✓</u>
2.	1.	<u>X</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>
3.	1.	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>✓</u>	<u>X</u>	<u>✓</u>
4.	1.	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>	<u>✓</u>	<u>✓</u>
5.	1.	<u>X</u>	<u>X</u>	<u>✓</u>	<u>X</u>	<u>✓</u>	<u>✓</u>

Total

= 5

= 16

School D - control JACChild D-1Teacher-interviews:

From Weeks 3 to 7 of the intervention period, Child D-1 undertook a taped program to develop listening skills with Teacher D in sessions lasting approximately 20 minutes. These individual sessions took place during the week when other children were not present in the JAC, and continued throughout Term Two and occasionally in Term Three. In Week 8, Child D-1 became one of a group of five children in the JAC undertaking the weekly program, and apart from an individual session in Week 9 and occasional extra sessions with Teacher D, remained part of that group for the remainder of the intervention period.

In the first weeks of the program during the intervention period, Teacher D mentioned that Child D-1 was "often lost" while listening to the instructions on the tape, even after they had been repeated three times. This continued in the group situation and Teacher D reported that there were frequent repeats of the directions on the tape during the sessions for Child D-1 and one other child in the group. In the Week 12 interview, Teacher D reported that Child D-1 was "on-task and her responses are better."

From comments made at the weekly interviews by Teacher D, it was apparent that Child D-1 continued to respond well to the program throughout Term Three. In Week 19 he said she had had problems concentrating that week as "the language on the tape was presented in quite an abstract way." During the interview in Week 22, Teacher D reported that although Child D-1 was probably one of the children experiencing the most difficulties with the program, she also was the child showing the most progress. He remarked that

she responded well at the beginning of each theme but as the directions became more abstract in the final lessons of a theme, Child D-1 "tailed off." These comments by Teacher D were substantiated by the number of correct responses made by Child D-1 to the lessons in each theme. In Lessons 8, 12 and 18, for example, which were the first and second lessons in a theme, Child D-1 scored ten correct answers in response to ten instructions. In Lessons 15 and 21 which were the fourth lessons in a theme, Child D-1 scored eight and six correct responses out of ten, and in Lesson 11 which was the last lesson in a theme, Theme Two, Child D-1 scored two correct answers in response to ten instructions. Copies of the responses by Child D-1 to these lessons are attached.

Teacher D reported in the Week 22 interview that the listening skills of Child D-1 had developed to some degree in relation to the program. He was not sure whether this development could be generalised to Child D-1's listening in the classroom. However, Teacher D said "when there are no distractions and a small number of kids she listens and works fairly well."

Reports:

The Special Education Panel Report of Child D-1 in May, indicated that despite needing practice in listening skills, Child D-1 was "making steady progress in language and mathematics." At the time the report was written, Child D-1 was reading at a Grade 2 level and was working at a Level 2 for Distar mathematics. The report said she was responding positively to her academic success. Both the parents of Child D-1 attended the meeting of the Special Education Panel and visited the JAC afterwards. According to Teacher D they appeared happy with the progress of Child D-1.

Observations:

Observations of Child D-1 during the intervention period by the researcher, indicated that Child D-1 persevered with her work-tasks. The lessons were structured as formal sessions with the children seated at their desks using worksheets and pencils. Teacher D controlled the progress of the tape-recorded lesson and the assistant monitored behaviour and provided help to the children such as pointing to the appropriate space on the worksheet. Teacher D was aware of the slow responses of Child D-1, and of when she or other children required repeats of the taped instructions; during the observation sessions, Child D-1 requested the most repeats. These repeats appeared to be more frequent in the first observations which were lessons from the first and second lessons in a theme. In the last observation, the fourth lesson in a theme, Child D-1 experienced difficulties in distinguishing between the concepts of "less" and "few", and was confused by the two statements "less than" and "not as many as".

Student-interviews (see Appendix C for questions):

Child D-1 was interviewed in Weeks 14 and 22 by the researcher, and was asked if she liked listening to the tape of the listening program, what she liked about this, and what her favourite thing was about listening to the tape. Child D-1 replied she liked listening to the tape because "you learn"; her favourite thing was writing the responses to the instructions. She responded with the same answers to these questions in Week 22, apart from answering that drawing was her favourite thing. In Week 22, Child D-1 was asked six other questions in relation to music and story telling: if she liked music/story telling, what sort of music/stories she liked, and whether she would like a music/story-telling program/s in the

JAC. Child D-1 replied that she liked "any" music, and sang snippets of a "pop" song, and that she would like to have a music program in the JAC. Child D-1 participated in frequent music sessions during the school-week, which she apparently enjoyed, when she was integrated into the Grade 2/3 unit.

Child D-1's responses to the three questions related to story telling were that she liked stories and would like a story-telling program in the JAC. She mentioned that she was taking part in the school play to be performed in the last week of the school term and that she listened to stories in the library sessions with the ordinary classes.

Child D-2

Teacher-interviews:

Child D-2 had participated as a member of a group in a taped program to develop listening skills, prior to the intervention period. This whole-class grouping for the program continued until Week 3 of the intervention period, when the group was divided into two groups of three children. Child D-2 was a participant in one of these groups until Week 8 of the intervention period when he formed part of a group of five children who participated in the program at least once a week until the end of the intervention period.

Reports:

The disruptive behaviour of Child D-2 was documented in the Special Education Panel Report in May, in conjunction with his competitive approach to learning, physical education and in social interactions. In the report it was written that Child D-2 "tended to be very competitive". This competitiveness influenced his learning

and interactions with others as "he is always keen to be 'first' and best at all activities". When Child D-2 was not "the best" participant in an activity the Report said, his behaviour deteriorated and he did not try. It was mentioned in the Report that Child D-2 was beginning to realise, through working on the computer, that "real competition lies in trying to better his own previous achievements."

At the beginning of Term Two, Child D-2 was reported by Teacher D to be disruptive and non-cooperative in the program sessions. He reported in Week 12, however, that Child D-2 was now working "quite happily. He is one of the best listeners." The progress of Child D-2 was discussed by Teacher D in Week 22. He commented on Child D-2's participation and general achievement in the program. This progress was contrary to what Teacher D had anticipated. According to Teacher D, Child D-2 and a friend of his in the JAC often engaged in negative behaviour in the classroom. The friend had been absent from the JAC in Weeks 5, 6 and 7 of the intervention period. During his friend's absence, Child D-2 realised he could achieve good marks for academic tasks if he tried. This realisation also had extended to the listening program, and in Teacher D's words " Child D-2 now thinks it's an all right exercise. He's having a good go at it to do better than anybody else." This attitude of Child D-2's was sustained, despite the return of his friend to the JAC, and Child D-2 had continued to behave and participate in the program.

Samples of lessons completed by Child D-2 during the intervention period, indicated a consistent high level of correct responses to the instructions throughout a theme. In Lessons 8, 15 and 18, the first, second and fourth lessons in a theme, Child D-2 scored ten out of ten. In Lesson 12, the first lesson in a theme, Child D-2 scored nine out of ten and in Lessons 11 and 21, the last and

fourth lessons in a theme, he scored eight out of ten. Copies of the responses by Child D-2 to these lessons are attached.

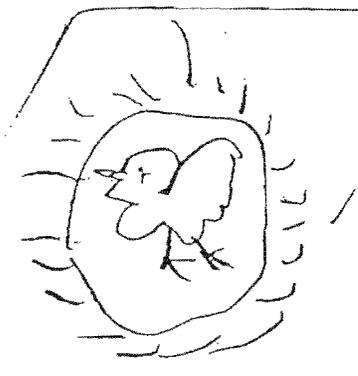
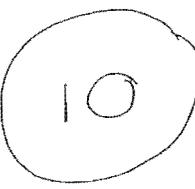
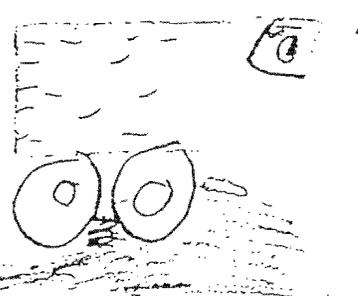
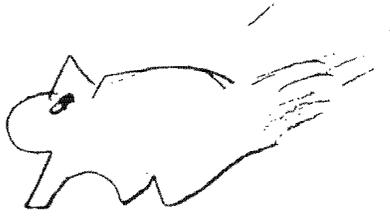
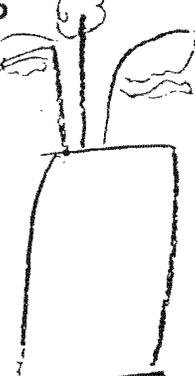
Observations:

The progress of Child D-2's behaviour was apparent during the observations made by the researcher. During the first observation Child D-2 and his friend had "paired-up", and were continually misbehaving and disrupting the lesson. The friend was absent for the following observation but Child D-2 again exhibited aggressive behaviour at having to leave the computer in order to participate in the program. He left the classroom in a rage for the first part of the lesson, but later returned and quietly joined in with the lesson. During the subsequent observations, Child D-2 was observed to be on-task and well-behaved. In one session he placed books around his worksheet to protect his answers from being copied. His friend was absent from the JAC for the third, fifth and sixth observations of the program, but was present at the fourth observation. During this lesson he continually interrupted Child D-2 as he worked and tried to involve Child D-2 in misbehaviour; Child D-2 did not respond.

Student-interviews (see Appendix C for questions):

Child D-2 was interviewed in Weeks 14 and 22 by the researcher, and asked if he liked listening to the tape of the listening program, what he liked about this, and what his favourite thing was about listening to the tape. He replied he did not like listening to the tape - "it's hard work", and his favourite thing was writing the answers to the instructions. When the same three questions were asked of Child D-2 in Week 22, his response was that he liked listening to the tape and getting correct answers. In

Week 22 Child D-2 also was asked six other questions in relation to music and story telling. He was asked if he liked music/story telling, what music/stories he liked, and whether he would like a music/story-telling program/s in the JAC. He replied he liked music and would like to have a music program in the JAC. Child D-2 initially replied that he did not like stories "very much", and could not remember a story he liked, however, after some thought he responded he would like a story-telling program in the JAC, but "on tape. I like tapes better than stories".

	Lesson _____	
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Lesson

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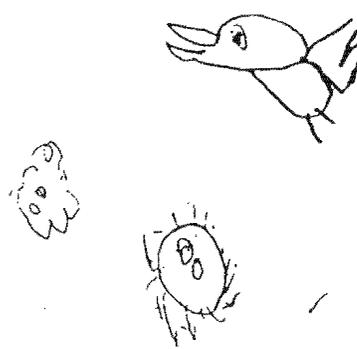
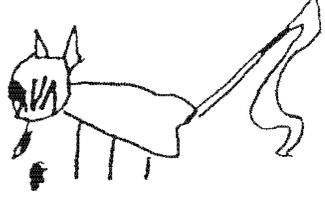
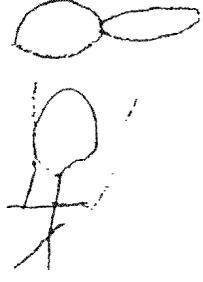
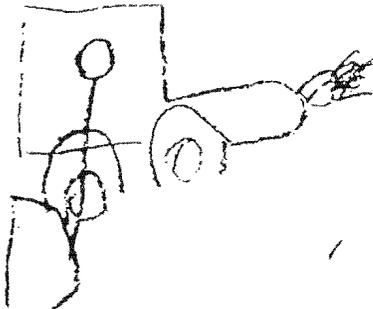
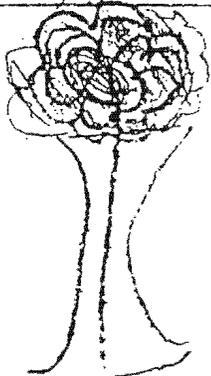
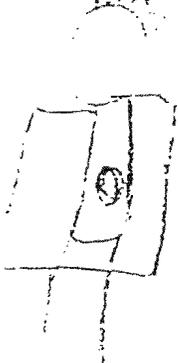
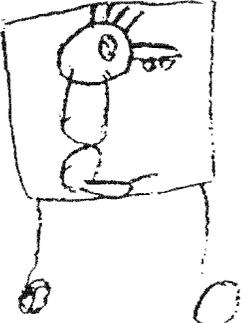
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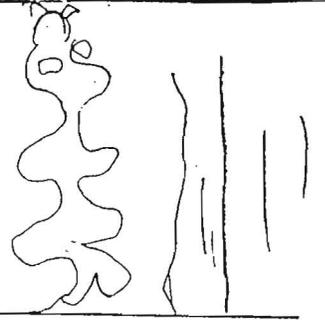
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Lesson 11
- Daniel.

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Lesson

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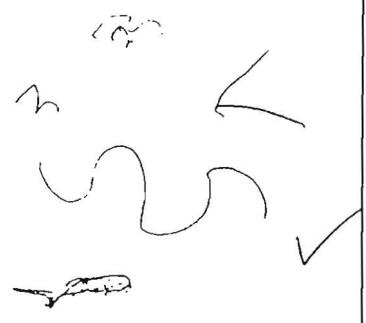
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