

PART II
Narrative Records

GLOSSARY

Air Bands	South Group invention: involves enacting pop stars and groups, mouthing songs to tape-recorded lyrics.
Big Blocks	Large, hollow blocks used in Group I for dramatic play.
Big Room	Large area used for dramatic play, dance, movement and gymnastics; also for Assembly and dramatic performances.
Blackberry	Pet rabbit.
Central Park East	New York City School. A class visited Prospect (South Group) in 1984-85 and children from Prospect have CPE pen pals.
D'Ari	Parrot.
Fence	Rail fence on the playground; used as a "cooling off" space when there are altercations on the yard.
Group	This word or "circle" is often used without its context to designate group discussions or meetings.
Hezekiah	Boa Constrictor.
Hot Rod	Pet rabbit.
LaVerne	School cat.
Little Bears	Small, jointed bears; very popular in the school since about 1975.
Little Blocks	Standard, floor blocks used for construction by all Groups; the designation differentiates them from Big Blocks.
Little House	Designation of dramatic play/dress-up room for Group II.
"Marty"	A stuffed, child-sized monkey; a possession of Group I teacher (T.D.).
Mess Room	An inelegant designation of the work/art room which is a part of each Group's class space.
Patrick	Guinea Pig.
Sizzlers	Small, battery-powered cars used by the children in racetracks, chutes, etc., constructed in Little Blocks.

Slats Narrow strips of wood available through a local manufacturer and used for construction.

South Group Days on which the whole class agrees to dress in a "Days" particular style
(Strange, Punk, etc.)

Upstairs Principal's office; library; other offices; sun porch; adult seminar room and library.

West, East & In 1983, it was decided to re-name the class groupings in South Groups order to emphasize the school's commitment to mixed age groupings. West = Group I; East = Group II or II-III; South = Group IV or Middle School.

Yurt Asian structure made by Middle School students circa 1971.

Child's Pseudonym (Gus)
Entered Prospect School 1972
Narrative Records span 1972-80; ages 5;8-13;5

SUMMARY OF GROUP PLACEMENTS

Group I	1972-73	age 5;8-6;5	Teacher(s): (Y.B.)
Group I	1973-74	age 6;8-7;5	Teacher(s): (K.A.)
Group I	1974-75	age 7;8-8;5	Teacher(s): (K.A.) summer camp teacher: (T.M.) intern teacher: (D.P.) reading teacher: (I.P.)
Group II	1975-76	age 8;8-9;5	Teacher(s): (Y.B.) reading teacher: (I.P.) intern teacher: (S.W.) observers: (C.G.), (D.E.)
Group III	1976-77	age 9;8-10;5	Teacher(s): (T.M.) reading teacher: (I.P.)
Group III	1977-78	age 10;5-11;8	Teacher(s): (K.D.) reading teacher: (P.N.)
Middle School	1978-79	age 11;8-12;5	Teacher(s); (R.G.)/(S.O.) reading teacher: (P.N.)
Middle School	1979-80	age 12;8-13;5	Teacher(s): (S.O.)/(R.G.) reading teacher: (P.N.) photography volunteer: (C.R.) volunteer: (W.R.) principal: (V.L.)

Records edited by: Patricia Carini
October, 1986

(Gus)

Teacher(s): (Y.B.)

Group I 1972-73

Age 5;8-6;5

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 11-15: Extremely cheerful and busy. Cooperative also. Likes big blocks, painting, cooking, water play, dramatic play. Is conversational. Not really understanding group meeting, but trying. Little drawing as yet, but trying to represent even in paintings. Painted several "helicopters." Went to the Big Room with (Sean) and (Barry)--also on the sand pile.

SEPTEMBER 18-22: Worked with big blocks--making a cabin. Helped (G.R.) with shelves and bulletin boards, also worked with (Derek). Still has no idea about group meeting. Painted some, used the floor blocks, the plasticene. Made a "book" and named its pictures.

SEPTEMBER 25-29: Working with (Derek) and/or (Winslow), (Luke), (Forrest)--outside especially. Likes the "wet" and "dry" play dough. Also the big blocks, the sand, and the floor blocks. Went on a long walk to the swamp, went to the Big Room to play ghosts. Made oatmeal cookies. Still likes to "help" (e.g., with crackers or cleaning paint jars). Inclined to articulate, "Now I'm helping aren't I?"

OCTOBER 2-6: Mostly into being with the other boys with plasticene, big blocks, sand, wagon. However, several times painted on his own, made bread (with good follow-through), likes to go on walks (went to the farm and the woods). Activities are either dramatic and/or social. Still not the faintest idea about what group time is all about.

OCTOBER 9-13: Went to the Big Room--worked a lot with (G.R.) (on jobs). Seems to be enjoying clay very much--makes "floors." Also mixes paint a lot.

OCTOBER 16-20: Seems particularly involved with painting and mixing the colors. Spent some time every day doing so. Beginning to get a nice color palette--paintings beginning to cover the whole paper. Did a lot of drawings with representational intent (which I wrote for him) but not recognizable as such to me.

OCTOBER 23-17: Enjoyed the floor blocks with the cars very much. Involved with a variety of other people--(Humphrey), (Derek), (Winslow), etc. Also cooked a made up muffin, quite cheerfully and competently.

NOVEMBER 6-10: Having problems being accepted by any group consistently. Compromise is practically unknown to him, friendly as he is. He has been

1972-73

involved in the usual: Sizzlers, cooking, painting, plasticene, big blocks. He is doing more drawing and of a more recognizable character.

NOVEMBER 20-24: Has made bread several times and seems to understand the process pretty well. Has also painted, used the plasticene and the floor blocks a little. Seems to be having problems with (Eban) more than anyone.

NOVEMBER 27: Is manifesting more stubbornness relative to clean-up and group time. Looks like he's trying to use his charm. Has spent the whole week using the floor blocks except when he cooked. Trying hard to make new relationships but is being rejected.

DECEMBER 4-8: Did a lot of wandering and peering, some drawing, but virtually worked in or around the floor blocks all week. Seems to be gradually accepted by a variety of people, although still had problems. Less stubborn (or willful) about group and clean-up.

DECEMBER 11-15: Big Room with (Luke) and (Winslow)--robbers, but he had difficulties accommodating to them. Floor blocks, (illegible word), painting. Skipping from (Luke) to (Winslow)--still not accepted and still not compromising, but has been more tolerated, especially when my eye is on the situation.

JANUARY 2-5, 1973: Over-all is trying hard for associates with a little more success. Still being picked on by (Forrest), (Luke), and kids from older groups. Did some gluing with (Forrest), big blocks with (Eban)--which broke down, got involved in print making and watching a play in the big block room. Pounded clay on Friday and seemed to appreciate the "reality" of it. Drawings still immature.

JANUARY 8-12: Seems to be having better luck being accepted as an adjunct in either water or in big blocks. Has been in water tray several times, made bread, tried to make postcards. Also playing with (Einar) and (Humphrey) in big blocks. Made a plaster mold. Spent one morning going to (local feed store).

1972-73

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: January, 1973

By: (Y.B.)

(Gus) has been quite busy and cheerful this semester. He has displayed an interest in a variety of activities. He seems to like the blocks, the sand box, and water play. In all of these he has displayed a dramatic interest. (Gus) has also enjoyed cooking, clay, and painting. In painting he displayed a considerable interest in mixing colors to find out how they changed. In cooking he particularly seemed able to master the pattern of bread making. (Gus) also enjoys woodworking, especially helping an adult with repairs to the building.

(Gus) has had difficulties in finding a stable group of friends, largely because he is unable to compromise much; if he is a policeman he is one regardless of whether it fits into the rest of the game. Nevertheless, as he matures such compromise becomes easier.

(Gus) also had difficulty accepting the necessity for group meeting, but he has been responsive, and while resisting the idea has always managed to accept the fact. Lately indeed he has contributed to the discussions rather than simply sitting. (Gus) has been quite cooperative about all other school structures and rules.

(Gus) has done a lot of talking since the fall and likes to tell stories and describe his activities. As yet he has shown little interest in sitting-down kinds of activities. What drawing he has done has shown signs of increased maturity and the ability to represent.

1972-73

JANUARY 29-FEBRUARY 2: Has been absent quite a bit--one whole week. Otherwise involved with floor blocks (roads and cars) or woodworking or Big Room. Has also used the water tray. Over-all is doing better with relationships. Has been with (Forrest) or (Thad) a bit.

FEBRUARY 5-9: Still maintaining some contacts--(Winslow), (Eban) largely. Used the clay, plasticene--which he used representationally at my suggestion and tried to draw the object. Worked in the water tray, built a "white house," went to the Big Room--not much interaction.

FEBRUARY 26-MARCH 2: Has been very much involved by (Eban) both in dramatic play and in floor blocks. Seems better able to cooperate and less drifting. Has been to the Big Room a lot, also used the paints a lot--primarily for mixing. Has enjoyed the plasticene some also. Has used the water tray, too.

MARCH 5-9: Went for a walk, painted several times, enjoyed watching demolition of record play, helped with cookies peripherally. Dramatic play with (Forrest), (Thad), (Winslow) with animals and with water. Over-all more general tolerance but not strong relations. Picks out good books at the library.

MARCH 12-16: Has done some paint mixing--used the floor blocks twice and quite productively (garages and "white houses"). Went on one walk, went to the Big Room--very wild time.

MARCH 26-30: Is still involved with floor blocks--lots of Batman themes. Reproduced an entire ramp by himself. Made orange peel candy one day and went on a walk. Seems better able to sustain activities with other people. More generally accepted. Had a parent conference--positive; "impressed" with (Gus') general development.

APRIL 2-6: Did a cloth collage, made hot cross buns, spent a long time in the sand box. Painted several times. Was the monster in a game of chase outside. Several times verged on being the butt of the game.

APRIL 9-13: Took a walk on Monday with (Jeremy) as buddies. Made egg breadbaskets with usual competence. Went to the Big Room but got put on (by (Eban) largely). Some work in sand but otherwise largely in blocks making roads and Batman themes. Some acceptance but some being picked on also.

APRIL 23-27: Went outside a lot--got a little picked on. Used the tangrams, went on a walk, cooked, used the floor blocks, painted, cornstarch, sand and water.

1972-73

APRIL 30-MAY 4: Having difficulty again being accepted. Lots of tree climbing and attempts to play ball; also lots of racing around being a racer and/or Superman. At discussion time is still pretty egocentric.

MAY 7-11: Attempts to play kickball--is fairly successful even at pitching; is somewhat accepted by the other boys in that situation. Made a paperbag puppet. Otherwise, largely in the floor blocks doing good if simple buildings, but fights (yelling like a four-year-old) with other boys. In afternoon has made good progress with name writing--drawing showing signs of beginning representation.

MAY 14-18: Played a great deal of kickball and some football. Becoming fairly competent. Drawing and writing are both still at a straggly stage--lots of effort. Made a McDonalds with (Eban) in big blocks. Really enjoyed the trip to my house and remembered details of flowers. Painted twice.

MAY 21-25: Floor blocks and sand alternately--both with car/road theme. Intermittent acceptance even from (Winslow). Main source of hostility seems to be (Forrest) and (Rainer), probably (Forrest). Went on walk, also played ball a little. Works hard on name and other words. Drew a house that was fully representational.

JUNE 4-8: Still with small blocks--some complex work. More accepted again. Drawings showing signs of representation. Some clay.

1972-73

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: June, 1973

By: (Y.B.)

(Gus) has continued to be interested in building-type activities as well as dramatic. He has used the blocks consistently, often imitating the more complex structures of older children (such as ramps and bridges) quite successfully. He has enjoyed being involved in "plays" although he still has trouble carrying out any ideas but his own. He has enjoyed being out-of-doors since the spring and has often engaged in dramatic play out-of-doors with a Superman or race car driver theme. He has been enthusiastic about nature walks and in the woods. In this project he showed increased powers of concentration, moreso than in a similar project in the fall. He continues to show an interest in painting, also sand, and as ever, cooking. In cooking, he shows good concentration and understanding of the processes involved.

(Gus) has still not established a consistent set of friends, although over-all he is more accepted. He still has difficulty accepting the other person's point of view, but is showing signs of increased ability to compromise. Some days he is definitely part of the group, and other days he can't seem to manage it. Out-of-doors activities have helped a lot.

Although (Gus) is still immature socially, his language and thought processes are increasingly complex. He remembers facts and directions and seems able to do many things competently on his own. His abilities in this direction are more apparent in one-to-one contacts with adults (which he much enjoys), but are also showing in group meeting. He is now accepting, and even enjoying, this part of his school day and is indicating that he is paying attention to what is being spoken about.

(Gus) is still not displaying too much interest in sitting down and being quiet. Given a choice between building and drawing he will usually build. However, I note more interest in books on his part, and an earnest attempt to work on his writing when asked. He seems to have more control over his pencil. He continues to tell dramatic stories whenever he does draw pictures. He continues to mature most in his use of spoken language and of materials and somewhat in social processes and the understanding of school structures. His fine motor control and interest in representation and symbolic processes are still undeveloped, though giving promise for the year to come.

(Gus)

Teacher(s): (K.A.)

Group I 1973-74

Age 6;8-7;5

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 17-21: Lots of blocks, roads, garages, ramps; also attracted to sand where he and (Paula) seem to get along; cooked cornstarch clay. Sometimes wants to do two things at once (like cooking and blocks). Cries easily when he doesn't get his way. Drew a mural and dictated a story about the picture which was representational.

OCTOBER 1-5: Lots of little blocks, sand, and drawing of representational houses. He has trouble staying with what he picked to do (for example, "hanging around" the candle table in the middle of playing with blocks). I think this is because he is looking for friends and is having a hard time finding them. He can be very provoking to the other children who find it hard to include him in things like forts. His anger thus far shows itself in tears and stubbornness.

OCTOBER 8-12: Little blocks--tower and roads; sand almost as often. Has had a hard time being accepted into the fort outside, but is accepted when the game turns to chasing. Very stubborn about sharing materials (e.g., clay), about clean-up, about doing work in the afternoon. Provokes me and the children. His drawings, usually representational now, are showing greater detail.

OCTOBER 15-19: Little blocks--involved with cowboys, army men, built a high tower and a fort. Also sand, wax, and water--soap suds and bubbles. Lots of drawing and more and more detailed--scenes including houses but also trees, traffic, suns, and so forth. Very stubborn when he can't play where he wants to--crosses his arms and stamps his feet. Slightly more accepted in the fort this week.

OCTOBER 22-26: Started a window drawing, using clay--huge horse and trailer--but it was put back, sand, large drawings, round loom--and really understood the pattern, huge wood scrap construction--does like to do everything "big." Puzzle, applesauce, little blocks--in a constant quibble with (Eban). Seems to be a little better accepted this week by other kids.

OCTOBER 29-NOVEMBER 2: Stubborn and provocative; his tears are usually ignored by me. Can have very long involvements in projects like clay, plasticene--setting animals up in plasticene, or gluing leaves with a tissue. Was able to do the dinosaur puzzle which he couldn't do earlier. Graph with dice.

1973-74

NOVEMBER 5-9: Parent conference with (Gus') mother. She is well aware of (Gus') stubbornness, his tears, and his great need for physical contact. She finds him complicated ... She is pleased about his drawing, writing, and the fact that he can involve himself for periods of time.

This week (Gus) was quite pesky in the big blocks--yelling and crying--and it was hard to figure out whether people were being unfair to him or not, because he makes such a fuss--over little things as well as big things. He sewed another mitten, and his stitches were nice and small. He painted lots of pictures using a lot of paint on each one, and they all turned out gray. He liked the dinosaur books. Played in the sand and liked potting plants very much. He made several clothespin dolls and completely wrapped the clothespin in felt for clothes, without cutting out a shape beforehand. He drew in his large book and wrote ...

NOVEMBER 13-16: (Gus) especially liked paper dipping this week. In fact, it was his idea to mix the colors in order to get purple. He worked on the dinosaur mural and out of clay made quite a huge monster. He did papier-mache, played in the big blocks, looked through books and said he had "read" them, and drew "which do you vote for" drawings. He listened to records and built with legos. Through all this there was the same combination of involvement and petulance ... But his involvement is deepening.

NOVEMBER 26-30: Magnetic attraction to the sand/water table where he plays with cowboys, army men, animals, etc. He causes a lot of friction there, though. He was very interested in pasting the postage stamps on the map and looked a lot through the encyclopedias. He sent letters and played in the big blocks.

DECEMBER 10-14: (Gus) really strikes me with his ability to work for long periods of time by himself, and to be involved with and enjoy what he is doing. As soon as one other person comes along, however, (Gus) usually becomes very grabby and yells and calls me to help over the littlest disputes. I have told (Gus), therefore, not to call me over these things, that he can settle them by himself. When he does call me, sometimes I do not answer; and he goes ahead and settles things with the other kids. The arguments always center around possession of dinosaurs, cowboys, rocks, and things like that--usually at the sand/water table. Many kids just get disgusted and will not play with him. Likewise out on the yard, when (Gus) is asked to stay away from someone's fort, he finds this a very difficult thing to do, and I believe it is he who instigates the game "chase" so that he can become involved with the people in the fort, usually he is the one who is being chased. ... This week he spent lots of time at the sand/water table, sometimes alone; and he also used the legos in the sand/water table to set up forts for the army men, cowboys, etc. He also played with these men at tables. He cooked with (Stella), went to the Big Room for games, and did a lot of drawing.

1973-74

JANUARY 22-25, 1974: (Gus') sense of time and motion are altogether different from my own. I sometimes think he is actually walking in slow motion. It takes him a long time to reach the rug at rug time and a long time to settle down. When I am waiting for it to be quiet, he starts to sing or make noises. This week he did a lot of gluing about which he has a definite sense of design, and he also painted a lot of the collages which were done on wood. He played a lot in the water and drew as well as building with the legos.

JANUARY 28-FEBRUARY 1: Legos, legos, legos, drawing, sand and water, cooking.

1973-74

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: February, 1974

By: (K.A.)

(Gus) has certain favorite activities--big and little blocks; sand; plasticene; clay; cooking; playing with the miniature cowboys, Indians, animals, and knights; water play; and any activity involving painting and printing. In this last type of activity, (Gus) shows an interest in mixing colors and experimenting with different techniques such as spatter painting and leaf printing.

Sometimes (Gus) is interested in two activities at once; that is, he cannot decide whether he wants to hammer or to paint, for example, and this interferes with his involvement. However, once this is resolved and he decides what he is going to do, he involves himself for very long periods of time, interrupting himself only to show another child what he has done.

(Gus) likes to play with a lot of different boys in the room, especially at the water table, with the cowboys, etc. These activities involve sharing of toys and space and sometimes that is difficult for (Gus) to do. However, (Gus) seems more willing to try to settle arguments on his own, especially arguments over the use of toys. He is also becoming more willing to share the toys he is using. (Gus) does not spend very much time playing with (sister) and is much less protective of her than he was at the beginning of the year.

(Gus) is responsive to discipline, but it takes time and repeated requests. This same resistance is evident at group times. He takes a long time to come to the rug and sometimes finds it hard to sit quietly. He can, however, be very cooperative and participate in the discussion or the story time.

(Gus) has become increasingly interested in looking through books and drawing. At the beginning of the school year, (Gus) began to draw representationally. Now, his pictures are becoming more complex and full of action: traffic scenes, fire engines, houses with lots of chimneys, and so forth. (Gus) is very interested now in the idea of sounds, although this is coming slowly for him. He works patiently and carefully at his writing, and his letters now are smaller and much better formed. He is slowly beginning to lay the ground work for learning to read. As far as number work goes, (Gus) is interested in working with patterning blocks

1973-74

and building with legos. He can also do puzzles which he could not complete earlier in the year. He is practicing writing his numbers and is becoming more involved with counting and the idea of a group.

1973-74

FEBRUARY 25-MARCH 1: Seemed to have a troublesome week--lots of crying and pouting. It's sometimes very hard to be sympathetic. Legos, drawing, tie-dying, chocolate pudding and painting with it, gluing, tinkertoys.

MARCH 4-9: (Gus) is still asking people to tease him and chase him. As soon as the littlest thing goes wrong, he lets out a howl, and it is very difficult to be sympathetic towards him. He at the same time is maintaining a good involvement in many of the things he chooses to do. (Eban) has it in for him now though, and that is causing much tension; because I get the feeling that (Eban) is getting other kids in on it too. (Gus) did a lot of legos, drawing, a nice road and ramp in little blocks with (Christian), cooked flan, built with pattern blocks and the pegboard. He also played some in big blocks and water and hammered.

MARCH 11-15: Legos a lot, tinkertoys, lottos, gluing, cowboys, big blocks, very involved in chasing Middle School boys on the yard.

MARCH 15-19: Legos, papier-mache, batik--and really enjoyed it--same enjoyment of colors. Cooked, but mostly legos, chess. Still volatile in his temper and asks for fights, but has been much more cooperative in coming to group and in staying quiet once there.

1973-74

Staff Review (Summarized)

Child: (Gus)
Age: 7;2

Date: March, 1974
Entered: 1972

Presenting Teacher: (K.A.)
Chair: (J.M.)

Presenting Question: (Gus) doesn't have any friends--he is a scapegoat and asks for trouble. People have a hard time being sympathetic--including (K.A.).

Physical Presence: He is pudgy, looks younger than he is. He often has a not altogether genuine smile on his face. He moves slowly as if he were weighed down. But on the yard he runs a lot and likes that. He is better at sewing, writing, and the smaller fine coordination tasks.

Social Relationships: This is the difficulty; he has no friends for indoor activities. (Humphrey) and (Orland) are around him at times at the sand table. (Gus) gets manipulated--when he is in a group there is friction. He gives people no room. When something goes wrong he immediately gets upset and calls for me. People leave, and then he is alone. Indoors people tease him. He has a reputation--they know he is defenseless. It is almost extreme on the yard. He doesn't do anything about it except call my name and then still goes back to the game even if I say not to. He is very concerned, aware about teams and captains. He wants to be on a team.

Disposition: When he is angry he yells, pouts, stamps--his tone of voice is irritating. He is incredibly tenacious. It gets people mad. When he has done something wrong, I look at him, and he knows it is wrong--he is not unaware of the structures. He is always looking at me to see my reaction to what he is doing.

Interests and Activities: When he is alone, he can work in a very concentrated way for a long time. His whole expression changes and there is a different tone of voice. (Gus) is very settled when he is involved. And he gets amazingly involved in his interests: Cooking, sand, legos. He has an impressive eye for color and carefully considers colors he wants and uses--is very aware of them. Does nice paintings and big blocks.

Academics: (Gus) is a pre-reader. When he is sounding letters his face is different, you can see he is thinking--not at all vague.

Additional Commentary (K.A.): (Gus') mother is concerned about him. ... She knows it is important not to be treating him like a baby but like a boy.

1973-74

Comments and Observations from Staff: Several staff confirmed that (Gus) will go right back to a game after others have been mean to him. One staff member noted an occasion when (Gus) had to explain something to another child and how different he was in that role--quite dignified. It was also noted that (Gus) makes a "game" of cheating--announces it loudly as if it were cute. He has been observed to announce "I'm on (Ross') team" as if by saying it, it would be so.

In response to a question about other babyish behavior, (K.A.) responded: His speech is very clear, there is no baby talk, he doesn't suck his thumb. A lot of babyishness seems just on the surface. He likes to hand out snack, be delegated authority. He is always concerned whether he will get his fair share even when there is a lot to go around--like the cow-boys; he still worries he isn't going to get the same as the others.

Chair's Summary: (Gus) is immature in his relationship to other children and to adults. As a consequence he has no friends and brings a lot of trouble upon himself. (Gus) also has very real strengths and competencies which need to be built and helped to develop. In fact, there is a strong sense of competency in general. The strengths are in academics, art, and his capacity for involvement and getting involved indepth.

Recommendations: (K.A.) should arrange a parent conference and find out more about how (Gus') mother deals with him and talk with her about her own approaches. If appropriate, support (Gus') mother in giving (Gus) more responsibility. Talk to her about his general competencies and strengths. (K.A.) and all staff should continue to respond to (Gus') competencies. It seems important to expect him to understand rules of games and to express confidence that he can do that. When stating expectations, rules, social responsibilities, it is important to be sure he is focused, to be right down on his eye level. It was also suggested that (K.A.) anticipate where there will be arguments about possessions and step in ahead of the fact to assure (Gus) that he will get his share. On the yard, one staff member should keep an eye on (Gus) in order to keep track of and record just where the trouble does start.

It was noted that it takes a lot of clarity by adults to break into bullying when it has got going. It is important to be very direct with those who do pick on (Gus) and to let it be known that it won't be tolerated. When (Gus) is not present the expectations in this respect should be clearly and firmly stated.

A date was set for a second review as a follow-up following the parent conference and to see if the discussion and recommendations proved useful.

1973-74

APRIL 5-9: Legos, cooking, water, drawing, big and little blocks.

APRIL 22-26: Parent conference with (Gus') mother. At home (Gus) is still stubborn and tries not to have to do things for himself. The mother, who is very straightforward, says she refuses to treat (Gus) like a baby. Says though that maybe (Gus) never had a chance to be a baby because he is the oldest (of several) children. She says he will begin spending more time with his father in the workshop, will learn archery because he is strong enough and the other children aren't, and has been given the responsibility of going to the store alone which involves crossing a main street. He gets paid for this and can do what he wants with the money. (Gus) is careful and patient with (younger brother) ... and (Gus) is praised for this ...

This week (Gus) became very involved with the plaster and did it all three days it was offered, mastering the technique very quickly. He was also in charge of yard clean-up. He played with the legos, drew and wrote several times, played chess (but there was friction), fort walk, teased indoors at rug once, threatened by (Eban) several times.

1973-74

Follow-Up Staff Review (Briefly Summarized)

(Gus') mother did come in for a conference. She is aware of the stubbornness and babyishness. She thinks it may be because (Gus) didn't have much time to be a baby because of the birth of (his sister). She tries to reassure him, be straightforward with him, and give him responsibility. He now gets paid to go to the store for them, it is across the street, and he goes alone. She added that he usually buys candy with his earnings and shares it with everybody. The mother said that (Gus) will spend more time with his father on woodworking and archery. (K.A.) thought the conference very successful and (Gus') mother most supportive.

(K.A.) was able to speak to other kids but senses that the teasing is still occurring on the side.

The observations weren't conclusive. There was though a strong sense that (Gus') rather babyish way of crying just gets to kids. Also he "presses" on other kids physically, trying to get to be in the center of things. There are kids who seem to let him have it for no reason at all. He also tries to be buddies with people by putting his arm around someone's shoulders. The kids don't like it. Observations confirm (K.A.'s) suspicion: When no adult is around the kids tease (Gus); when an adult is on the scene, it stops.

Given a job to do on the yard, (Gus) did it very well, and it went well. (Gus) directed the yard clean-up. He got the guys to act like a construction crew--called to them like one--ordered them around--offered them \$15 an hour. It went well, and he liked it.

(K.A.) said that in a more subtle way something must have changed because she felt more sympathetic with him. Nonetheless this problem isn't licked, and it will be important to be on the alert next fall. (K.A.) doesn't feel she's gotten to him.

An additional recommendation was to try to treat (Gus) with humor.

MAY 6-10: Rockets, chess, legos, plasticene, stained glass cookies, sand, Big Room, big blocks, walk; seems less picked on although still antagonizing a lot of people.

1973-74

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: June, 1974

By: (K.A.)

(Gus) is interested in a lot of things. He likes to build with legos, little blocks, big blocks, and tinkertoys. He likes to play in the sand with toy people and animals, as well as playing with funnels, sifters, and so forth. He continues to enjoy gluing and collage and often chooses interesting and unusual ways in which to use the materials set out for these purposes. He also still likes to cook. (Gus) became involved in fort building and digging outside and could stay with these activities for a long time. (Gus) continued also to show a noteworthy degree of concentration when working on art projects such as tie-dying, batik, papier-mache, and plaster. He showed interest in not only choice of colors and enjoyment of textures, but also in mastering the processes themselves.

(Gus') problems, both in terms of activities and friendships, still occur when he is called upon either to share a toy with another child, or when a game is going on in which he cannot be involved. It is very hard for him to stay away from places where he can not be, such as a place that is too crowded, or one where he has already had some difficulty. At these times, (Gus) can be quite stubborn and will resort very quickly to yelling or sometimes grabbing. (Gus) seems to need a great deal of clarity in terms of expectations and explanations. This is especially true on the yard where rules need to be carefully explained to (Gus). At the same time, (Gus) enjoys being given responsibility. He was very proud of being in charge of a yard clean-up one day and gave out jobs to lots of different children. He is also willing to try things, particularly on the yard, that other children are more hesitant to try, such as jumping hurdles or playing basketball.

(Gus') behavior at group times has shown considerable improvement. He is now able to come on time and to sit quietly. He usually remembers not to have private conversations during a group time and has begun to contribute more to the general discussions.

(Gus) has been working hard on his sounds. He now knows the names of many letters and some of their sounds. His drawing is very detailed and growing in dramatic quality, and (Gus) enjoys telling stories to them. His letters are more carefully formed, and he is able to write much smaller

1973-74

than he did in the fall. Although I feel his progress will continue to be slow, he has made a good beginning in learning to read.

In numbers, (Gus) has been working on simple addition and subtraction problems and has continued to do counting exercises. He has enjoyed playing chess, checkers, and cards during the spring.

(Gus)		Teacher(s): (K.A.)
		summer camp teacher: (T.M.)
Group I	1974-75	intern teacher: (D.P.)
		reading teacher: (I.P.)
Age	7;8-8;5	

WEEKLY DESCRIPTIVE RECORDS

SUMMER CAMP REPORT (Prospect Sponsored Program): (Gus) was quite enthusiastic about the arrival of two new boys this summer with whom he spent quite a bit of time. He also spent much time with his (brother) and most of this time was productively spent in dramatic play, the out-of-doors, the sand pile, swimming, and various activities at the lake. (Gus) worked with legos, collage, eyes of god, finger weaving, plasticene, clay, wax, and spent time with the animals. He was quite stubborn and unresponsive at various times during summer camp and was restricted accordingly. (Gus) progressed tremendously in his swimming ability. He enjoyed the lake and was almost always the last one to get out of the water.

SEPTEMBER 11-13: Very productive and yet hollers, interrupts at group, pretends not to hear and so forth. Beautiful slat houses, one really massive one, wet clay, painting and printing from his paintings, very thick paint, lots of mixing (paints), cards with (Wally) with motorcycle and jet plane cards (all three days), alphabet games, blackboard and chalks, painted mural. Likes praise as ever--especially of good behavior. Was teased on the rug, but I'm not sure he heard it.

SEPTEMBER 16-20: An observation by (E.K.) as suggested last spring. Yelling and grabbing, easily provoked and stubborn, pretends he doesn't hear and just sits there when I've asked him to do something, comes for hugs, asks often for help, is disruptive during group times. Worked some more on his massive house, making it higher. Worked on outdoor sand pile and was good out there. Went on mushroom walk with (D.P.). Is very distractable during afternoon times. Pulls pranks on (D.P.) like running away out the front door. Still has no friends and is pretty desperate. Sewed a mouse--nice stitches, smaller than last year. Liked the clothes-pin catapult. Legos, painted (printed), drew, started an alphabet book, wrote numbers up to 100.

SEPTEMBER 23-27: On Friday, in the afternoon, (Gus) was doing a lot of small irritating things, so I asked him (told) him to go into the alcove. I wanted to see what would happen. So I told him he had used up all his chances and had to sit there and couldn't do anything. He got angry but did stay there. Came to story and was quiet. Said he wouldn't go home until I had talked to him about what he had done.

1974-75

Staff Reviews (Condensation and Summarization of
Two Staff Reviews Held in Rapid Succession

Child: (Gus)
Age: 7;9

Date: October, 1974
Entered: 1972

Presenting Teacher: (K.A.)
Chair: (L.C.)

The Chair summarized the concerns about (Gus) as follows: (Gus) is disruptive and especially so at group times. He lacks friendships and good working relationships with other children. He can exasperate both adults and children. (Gus) tends to misinterpret people's actions and intentions and get angry--especially about possessions. (Gus) is looking for a response from adults.

Previous recommendations have included: Parent conferences; observations; clarity in interpreting rules, expectations, other children's intentions; clear responses to children who tease (Gus); and strong support for his competencies--which are many.

Implementation of those recommendations has led to some findings/results: (Gus') mother is supportive and recognizes what we describe to her. She is more than willing to work with us. Observations are not as clear as we had hoped in making (Gus') provoking behavior more understandable--he does intrude on people, he does try to include himself in ways that are not acceptable to others, he is possessive of people and things, he does want some strong response/recognition from adults, he thrives on praise. (K.A.) has found praise effective and just recently has found that taking him by the hand is more useful than a verbal direction--he again seems young in this respect. She has also found in recent days that to be very firm and almost literally so is important. She has stopped giving "warnings" and acted--had (Gus) sit in the alcove if group time is disrupted by him and also restricting recesses. It helps--but still does not get to the heart of the matter. It does help to keep things in bounds and to make (Gus) less a target for other children.

Recommendations from these two staff reviews included: Confirmation of (K.A.'s) ways of responding to (Gus): Praise for strengths/competencies; quick, clear responses to disruption; minimizing verbal direction about behavior. Further observations are to include some around number and other strengths and possibly some in which the adult becomes involved in (Gus') play; reading to him from books that are about friendship/relationship/etc. (such as Francis). Higgledy Piggledy Pop doesn't seem to do much (he gets distracted), but should still be kept in mind in case the right moment presents itself.

1974-75

OCTOBER 1-11: These past two weeks have been a combination of (Gus') seeming to try harder to behave as well as a series of runnings away, throwing things, inciting others to naughtiness. When (Gus) does run away, he is coming back sooner, but he still refuses to sit on the rug; and it seems to make it easier for him if I take his hand and lead him where he has to go. He became involved in waxing leaves, sand/water several times--one time becoming very angry and throwing water. Legos. Still quite proud of his alphabet book and likes to do numbers. Took apart a defunct record player.

OCTOBER 14-18: A much calmer week for some reason although some grand upsets. Quieter during groups. I've also been giving him less leeway in terms of what he can do "wrong." Lots of work alone on legos for long stretches of time. Wet clay, stamps (printing), alphabet blocks with (Hal)--which worked out well, drawing, big blocks, walk with (D.P.). Still picked on quite a bit on the yard (not systematically) and still a loud tone at his play. I started reading Charlie the Tramp to him, and he likes it but was also distracted by the legos play around us.

OCTOBER 21-25: Some involvement but also disobedience and being passive at the same time--said he would play games in the Big Room only when things went exactly his way, when he was chosen, when he was it--otherwise he would walk right out of the Big Room. When I warned him that if he walked out, he would not be allowed to use the Big Room, he walked out anyway. He worked a lot with legos, did some planned conservation activities with (D.), lottos in the afternoon, made a cardboard airplane, drawing, clothespin dolls, stuffed a big dummy, and really likes the timer--is able to stay on the rug when given a specific number of times to turn the timer over.

OCTOBER 28-NOVEMBER 1: Much calmer. Understands what it means to be given no warnings. Went out of bounds once. Lots of legos, carved pumpkin, drawing, able to play Candyland with other kids, also plays Candyland by himself which I find very sad, but he says he doesn't mind. Liked the skeleton. Still likes the timer. Liked my book of old cars, and liked asking to look at it, made him feel special.

1974-75

Staff Review (Condensed and Summarized)

Child: (Gus)
Age: 7;10

Date: November, 1974
Entered: 1972

Presenting Teacher: (K.A.)
Chair: (L.C.)

The Chair reviewed the recommendations from the past two reviews.

The following new information was contributed: (D.P.) has been working with (Gus) on numbers, and they really fascinate and soothe him--likes counting, sequences, and especially timing things. When told to stay in for 15 minutes before coming out for recess, he used sand timer to time and blocks to count time. He stayed there for 18 minutes, fascinated with the task and aware that he stayed in longer than he had to.

(K.A.) has continued to respond with quick action and to be quite literal and consistent. It helps. But still he has no friends. He has been doing some nice lego work. He was especially responsive to a book of antique cars (K.A.) brought in especially for him. (K.A.) keeps it on the mantle, and he knows he can have it when he asks for it. Tried reading Charlie and the Tramp--he got distracted--but does like to talk with (I.P.) about motorcycle books, etc.

NOVEMBER: ROCKETS, lots of little blocks cabins, some play with five-year-olds in the group, Candyland, gluing, sand; is responding much better to discipline, is calm on the rug. Is still excluded and sometimes teased on the yard, but has more contacts--especially after spectacular rocket launch. Still needs complete consistency. Lovely nail loom weaving and very proud of it.

DECEMBER 3-6: Big blocks, little blocks with (Jed), Candyland. Buried things in the snow to see what would happen to them. Made a wonderful wood scrap and popsicle stick construction--long like a xylophone which he painted. Did Attribute blocks with (D.P.), painted, went to the library. Sometimes finding it very hard to do what I ask him--pushes me. For example, I asked him not to pass the empty cups around yet during snack, and he did it anyway. If I ask him to go sit on the rug, he takes several detours. Much better at group times.

DECEMBER 9-13: We were having a discussion on what to make out of gingerbread, (Gus) got mad at something (I can't remember what), and said, "I'm not voting." He had been really pushing so I said, "(Gus), now you can't vote. I believe you mean what you say." He said, "No. I don't mean what I say. I'm going to vote." But I wouldn't let him. He has done some things which are probably really difficult for him like staying in for a

1974-75

whole recess because he wouldn't go inside when I had asked him to the previous day. Fairly quiet at groups, doing some lovely paintings--a new series of a town--painted and then printed off each other. Gingerbread, library, Candyland, saxophone, little blocks--airport, sand/funnels and tube. Still loud tones of voice.

1974-75

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: February, 1975

By: (K.A.)

(Gus) works on many of his projects and activities for several days in a row. He built a large house from wood scraps and slats, and kept making it higher. He put on many coats of paint and varnish. He has built houses and forts for himself with the floor blocks, and likes to add rooms and roads. He spent quite a lot of time this fall building rockets, and he became something of a hero the day of the blast off when his rocket blasted off perfectly. He worked for several days painting different pictures of houses in a town, then he printed from them and drew a huge Santa Claus coming down one of the chimneys. He tried some weaving this fall, and did a very careful piece of work on a nail loom. (Gus) sewed a big scarecrow, and worked very patiently. His stitches are small and close together. His latest project has been to build a guitar and to put on a play with it on a stage he built with the large-sized blocks.

(Gus) likes very much to play in the big block area building houses and forts, and once he built a tunnel. He likes to work with wet clay, and he likes to build with legos. He has made some clothespin dolls, and he took apart an old record player. He was interested in using the tubes and funnels at the sand table. (Gus) has gone on some walks, and he is very conscious of time. He likes calendars and a three-minute timer we had appealed to him very much.

(Gus) is getting along better with other children. He still has a difficult time accepting that he cannot always be the boss, and goes too far in insisting that things be done his way. He runs into particular difficulty on the yard when he tries to involve himself in games he does not understand, and decides to quit as soon as things are not just as he wants them to be.

When (Gus) is angry, he tends to yell or cry loudly, though he is becoming more and more willing and able to try to say what has happened to make him angry.

(Gus) can work very well by himself for long periods of time. He has a lot of ideas of his own, and enjoys describing what it is he is trying to do. He is beginning to develop a nice sense of humor, and loves to be complimented on his work. He is still looking for a good friend, and his

1974-75

dramatic and building activities are a good beginning for being with other children. It is sometimes hard for him to accept that someone chooses not to play with him.

(Gus') behavior at group times has shown great improvement. He is attentive at story times, and participates during discussions. He is trying to listen to what other people are saying.

(Gus) is very interested in numbers. He likes to count and play attribute games. He is now working on different ways of grouping with numbers and is enjoying it very much. He is very interested in reading and alphabet work, too. He likes to do alphabet cards and his knowledge of names and sounds of letters is greater. His writing is much more controlled, too, and he can copy words from one page onto another with growing ease. His drawing consists mainly of colorful houses, and motorcycles, and he can tell long stories about them.

1974-75

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: January, 1975

By: (I.P.)
reading teacher

(Gus) and I have been meeting daily for additional reading work since the end of October. My goals have been to help (Gus) feel more familiar, specifically, with letters, their sounds, and some simple words; and to feel more comfortable with reading and making pictures, stories, and books in general.

We have been writing and illustrating together a series of books that involve (Gus) and some of his greatest interests in and out of school (motorcycles, cabins, his home). I've been varying this with choices (both his and mine) of poems and stories I read aloud to him.

During this time, (Gus) has shown increased sophistication and detail in his drawings, greater care in his formation of letters and handling of books. (Gus) is showing, lately, not only that he really wants to read, but that he is also willing to work at it. We have a lot of work to do together yet, but we are both looking forward to it.

1974-75

JANUARY-FEBRUARY, 1975: Involvement in activities continues. Making trucks and guitars, big and little blocks, legos, painting, water, but the desperation over friends continues, too. (Gus) can still intrude himself in ways that are annoying to children while they play; he still likes to be chased on the yard and then will quit when things do not go as he likes. He is still resistant to accepting it when he cannot do what he wants in school. It still works to say something to him and walk away in order to cut short endless argument. Other activities: Water, typewriter, drawing, large mural (wood) and then large floor one, legos, library, light bulbs, stopwatch, slats and varnishing, books, cards, clowns and movement in the Big Room. Loves the automobile book from the library. Can be very uncooperative.

MARCH 10-14: Have again cut down on the running away by being terribly consistent which is also terrible for (Gus) and endless for adults. Still tempted to jump up whenever he is annoyed. Beams when praised. Typewriter, legos, hammering, very large spatter painting mural, drawing monsters, legos, enjoying dictating about his pictures. Instead of telling (Gus) to do something it still works well to quietly take his arm or hand and lead him away without saying too much ...

MARCH 17-28: Parent conference with (Gus') mother. She says he is going through some growing up--is very literal and argumentative. She is trying not to yell at him, but it is sometimes difficult ... (Gus) is very conscious about his money and saving it. He is interested in reading and drawing at home. I commented to (Gus') physical strength and intrusiveness in other children's business in an attempt to be friendly and included.

Wax hands, Big Room, cooking, lots of drawing--lots of fire engines as well as houses and likes to dictate about his pictures. Hammering, listening to records, legos, big blocks, Easter eggs, and less yelling and running away--says to me he knows what would happen if he did these things. Still some trouble on the yard. Had some nice contacts during the week--especially over drawing. Is still teased at rug ...

MID-APRIL: Some progress--not as much yelling or running away at rug, but still takes a position and ossifies right away, is immovable. Loves to be told, "(Gus), you sure are a good ... ," or "Can you do me a really important favor?" Sometimes shrugs his shoulders when asked a question--I have been insisting on a verbal response which focuses him. Wonderful drawings--lots of people. Stories, cooking, records, blocks, and painting. Not much headway in terms of friends. Still allows himself to be taken by the hand and led somewhere--doesn't put him in the bind of having to decide whether to listen or not.

APRIL 18-22: Not a bad week at all--sand, balloons, little blocks--some bad moments on the yard. Lots of drawing, Big Room, prisms, legos, and

1974-75

the firemen. Still turning his back on the rug sometimes when he cannot have his way. I tell him that that is a way of running away which I do not let him do.

MAY 2-6: A couple of times heard me ask him to do something he did not want to do--showed recognition in his eyes and movement of body--but said he didn't hear. Some turning his back. At times very involved: Drawing, legos, inks, wind-up car, shadows, painting, vinegar/baking soda, cookies, firemen with (Jed), etc.

1974-75

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: June, 1975

By: (K.A.)

(Gus) had a busy term and continued to be eager to try new things. He worked on some model trucks and was interested in books on trucks, racing cars, and antique cars. He became active in the woodworking area, and played in the sand, both indoors and out. He loved to cook, whenever it was available, and enjoyed different science experiments that involved mixing and pouring. (Gus) continued to be very active in block building and other kinds of construction, and liked to go into the Big Room to play games. This did not always work out since (Gus) often felt the rules were unfair to him. (Gus) painted, too, and his sense of color keeps developing. His enjoyment of drawing seemed to grow, and he became very involved in this activity.

(Gus) was sometimes very slow to choose an activity, especially if he could not have his first choice. He could ... yell and seek to continue an argument or discussion rather than accept what I was saying to him.

(Gus) became more cooperative, indoors, as the term wore on. He responded to consistency and needed to have things clearly explained. He was very eager to please other people, adults and children alike, and at times he broke rules if he saw another child doing so. He had contacts with most of the children in the group, and played peacefully with them. He had no good friends, and wanted some very much. He sometimes tried to talk people into being his friend, and sometimes interfered with the games of other children, causing small fights.

Outdoors, (Gus) had more difficulty. He would break rules which had been explained to him many times, yet would deny his actions. After awhile (Gus) was asked to stay in from recesses ...

(Gus) really enjoyed number work and worked patiently at grouping exercises as well as addition and subtraction problems. He has a strong sense of order and time.

(Gus) is very interested in reading, and his knowledge of letters and sounds is getting stronger. He likes to look through books and enjoys working with (I.P.), our reading teacher. He tells long stories and has tried to do a little of the writing on his own.

1974-75

(Gus) was an attentive group member, although he sometimes became involved in poking. He began to participate more. In general, he is a helpful child, and is very responsive to praise and friendliness.

1974-75

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: June, 1975

By: (I.P.)
reading teacher

(Gus') progress in reading, this Spring, has been strong and substantial. It has taken time, but I feel from questions (Gus) asks and choices he makes, that he has a much clearer idea of the direction our work is leading in and a greater willingness to initiate work on his own.

(Gus) worked for a long time on his own alphabet book. He stuck with it determinedly and put a great deal of thought and effort into it. He is familiar with the letters and their sounds now, and we often apply that by sounding out labels and captions for (Gus') drawings. Now that he knows he can formulate and write some simple sentences (i.e., "This is a fish."), he is eager to do so.

Sometimes (Gus) has a very hard time listening when I read to him, but his concentration is great when he is drawing or telling his own stories.

(Gus)		Teacher(s): (Y.B.)
		reading teacher: (I.P.)
Group II	1975-76	teacher intern: (S.W.)
		observers: (C.G.), (D.E.)
Age:	8;8-9;5	

Pre-School Staff Review (Condensed and Summarized):

Child:	(Gus)	Date:	August, 1975
Age:	8;8	Entered:	1972
Presenting Teacher:	(K.A.)		
Chair:	(R.F.)		

Presenting Question: An early parent conference needs to be held and the review is intended to assist in working out the content for that meeting. (Gus) has had a lot of problems with friendships. He has contradictory approaches to people. (K.A.) hypothesizes that he (is nervous) of asserting himself. What is important to him is to belong--how to have individual friends and group membership.

Physical Presence: (Gus) is short and heavy. His stance emphasizes the feeling of heaviness--he thrusts his stomach out and stands with feet apart. He moves slowly and with some clumsiness. He is active on the yard--kickball, etc. He has a loud voice and may laugh when things aren't funny. His gestural qualities emphasize a very youngish quality.

Social Relationships and Disposition: Other kids don't like (Gus) around them when it seems that he has done nothing irritating--although mannerisms or past actions may cause that irritation. At any rate other children don't want to sit next to him at group, etc. (K.A.) reports two years of ups and downs. He is really desperate to have friends: May physically cling to people--interjects himself into games. Couldn't hear explanations of why kids didn't like what he did--yet could repeat rules, transgressions, etc. (Gus) can be conversational at times when kids are near him and he is already engaged in an activity--this is best when only one child is near him while he is working. He may gaze at adults--often seeks adult attention ...

His behavior is worse on the yard than in other places. He was confined to the indoors at times ... (K.A.) anticipated boundaries for him--e.g., gave him concrete choices and a limited time in which to choose. She insisted that he choose. He can understand rules or at least repeat them, but sometimes didn't heed warnings from (K.A.)--e.g., that he would miss recess if he didn't comply.

1975-76

Activities: Painting--a beautiful sense of color; blocks, drawing, dramatics. During his active engagement he is most likely to have positive contact with other kids. Cooking, food in general, is important to (Gus).

Academics: In reading, has a small sight vocabulary and knows the alphabet. In writing, he has been copying and doing some independent writing. He draws houses, firetrucks--tells animated stories. He likes his time with (I.P.) but had some difficulty with other kids who were with her. (Gus) likes number work--patterns, addition, subtraction; he has an especially good sense of time. At group he is quiet--looks like he is not there. Likes stories.

Discussion and Recommendations: The meeting will be with (Gus') father. This is not a new problem. Important to be straightforward about our concerns. The family is supportive. They may want to seek other advice. If possible, arrange another parent conference when both parents can make it.

Here at school it is important to maintain absolute consistency and clarity: The teacher needs to mean exactly what she says and then follow-up. It is important to give clear explanations--e.g., on yard discuss who is playing where and where (Gus) might play. It is also important to anticipate events as much as possible. Definite boundaries are important, especially where choices are concerned--he does need to make choices and within a reasonable time limit. (Gus) should be given help in recognizing inappropriate approaches and responses to people. Physical overtures to adults and other dependencies should be discouraged. Adults need to be friendly, but firm in response to inappropriate gestures. Adult work areas are not to be used if he has to be separated from the group. Academic skills and all competencies need to be supported.

1975-76

WEEKLY ACADEMIC RECORDS

Date	Reading	Numbers	Writing	Other
Sept. 10	X	counting by 2's	draw a house I wrote for him about his day	X
Sept. 15	(I.P.) word family cards	balance	draw	pattern cubes
Sept. 22	(I.P.) cut chart sentences good work with cards	halves of balance work	draw/dictate	X
Sept. 29	(I.P.)--5 times a week	counting by 3's	finish copy	

1975-76

WEEKLY DESCRIPTIVE RECORDS

Pre-School Parent Conference with Father

We brought up both short-term and long-term concerns. Father explained his concerns about boundaries. Agreed to sound (Gus) out a little to try to find out what bothered him. We agreed to meet the third Thursday of school.

SEPTEMBER 10: (Gus) painted Wednesday and did floor blocks Thursday and Friday, essentially alone ((Kay), (Dana) joined him awhile). Building progressively more complex--race track, raised ramp, ramp/fort. Is catching it somewhat from group (seat changing and whatnot). Is also laughing inappropriately, too loud, and overreacting to remarks. Spoke seriously to him about incident and behavior. Was a little responsive. Loves to play kickball and is a fairly good player.

SEPTEMBER 15: (Gus) worked hard on continuing his block building (two days). It became quite complex, and he managed to involve (Hal), (Kay), and (Larissa) at various times. (Hal) has included (Gus) several times (making crackers, helping with electricity) as well as they fight. (Gus) has been floating around the gluing-electricity complex but not able to get it going. (Gus) is not so loud and silly at group. Makes good comments and mostly keeps quiet. Enjoying the word family game I made for him.

Parent Conference

Parents said (Gus) was crying less, accepting responsibility, touching less, and minding bounds. I agreed the same was true at school. I told them he fights a little and does not have true friends, but seems better integrated. We agreed to meet in a month.

SEPTEMBER 22: (Gus) spent four days at the gluing table--two days he had social problems (sharing blocks and glue) and took apart what he had built--third and fourth days he got serious and built a house with rooms, unlike anyone else's.



Friday he chose blocks and after awhile (Brent) joined him. He had a few fights (again over sharing), but it worked out. Good at Group. Works hard on reading.

1975-76

SEPTEMBER 29: (Gus) brought comic books to school which he used as a come-on. (Wally) and he read in the library. (Gus) also built another building--different from the last and also different from the other kids. Made the tomato soup for hot lunch (with (Brent)) with quite a professional air. Competent, too.

1975-76

DAILY READING RECORDS

SEPTEMBER 26: (Gus) assigned himself to read more in Ladybird 1B, and he did. It's a sight vocabulary, to be sure, aided by pure guessing; but it's a step. Like I said, he needs to be slowed down--he's too heavy pressure about it right now.

SEPTEMBER 29: Some reading, but (Gus) all over the place.

SEPTEMBER 30: More good work and praise but less pressure today. And gave him the homemade book he'd requested: Snoopy and Peter and Jane. Happy little boy.

1975-76

(Brent): Why not?

(Gus) gives no response.

(S.W.) is speaking to someone at rug. (Gus) looks at her--rubs ear.

(Gus) goes back to comic--does not look at it for a long time. Puts folded hands under his chin and looks across rug at (Sean) and (Hal) who are sitting immediately to (Y.B.'s) right. His gaze is still not focused looking. Appears almost in a daydream.

8:25

As looking across rug, he turns the page of comic. Yawns and stretches. There is a constriction in his body as he stretches--not a wide stretch but an arm goes up and slightly back.

He focuses back on comic for what seems to be a long time. As far as I can tell, he is not reading the pages in order--goes from page on right to page on left--he moves his lips as he looks at a frame.

After about one minute he begins to move around--he has inadvertently rubbed off a scab on his pants leg. He tries to twist arm so he can see open scrape which is on his elbow. He frowns and grimaces, looks straight out rather blankly (no focused object), but with frown as still holding his arm.

(Wally) seats himself next to (Gus) who gives him comic book he requests.

(Gus) goes back to scab, then looks over at (Wally) who is looking at cover of comic.

(Gus): This one's good. They killed the snake.

(Wally) replies that it doesn't look like a snake. (Wally) starts reading the comic in earnest. (Gus) talks to him about the price of comic books.

(Gus): You know how much three usually cost?

(Brent) enters conversation--disputes price.

(Wally): No, he got a pack of three.

(Gus): I don't like ... ones.

(Brent): I do.

1975-76

(Gus): There was a Pink Panther, but I didn't get it.

(Brent): Says he has it.

As (Gus) talks to other boys, there is leaning, shifting weight, moving whole body, toward the boys to his right.

(Sean) asks (Gus) if he can see a comic.

(Gus): No.

(Simon) asks for one and (Gus) gives it to him.

8:34

(Gus) and other boys look at comics.

(Kay) is asked to collect books around the group. She moves to vicinity of (Simon) and (Gus) says loudly, "Those aren't the school's books."

(Y.B.) tells him they have to be closed and put aside.

(Gus) gives no response.

As (Y.B.) calls group to order, she tells (Gus) to be quiet (he is talking to (Wally)). He bats the dust which is visible in a streak of sunlight.

(Y.B.) runs through activities--paper marbling.

(Sean): What's that?

(Y.B.) explains process.

(Y.B.): I think most of you did it in (K.A.'s) group.

(Gus): (Loudly.) I did!

(Y.B.) asks group to repeat rules they went over last week.

(Y.B.): What are the three big rules?

(Gus) does not raise his hand but raises elbow of right arm. He has folded hands under chin, leans down to the right so one arm is up in the air.

1975-76

8:41

Sniffing, rubbing nose with mouth open. Gazes at (Y.B.). Huge yawn. Leans toward the wall but never rests against it.

Choosing Time

Scratches stomach, pulls, yanks shirt.

Observer's Note

In many of his movements during this group time, (Gus) appears not to make connection, not to follow through a motion--not to be involved, committed, relaxed enough to finish even a motion. He always gazes out--looks blankly out. He seems to want to raise his hand (my guess is that he doesn't really know the rules--can't recite them anyway, so does a half-raised hand).

Movements are frequent--lots of fidgeting with pants, shirt, scratches stomach, yawns, sniffs loudly (contorting face).

When choosing time begins, many start to note what they want to do, and about three or four kids leave the rug. (Gus) whispers to (Wally).

Holds comics upright as if they will balance--but they fall.

He then raises hand for an activity--as he does so, he gestures to (Wally) to raise hand with him (clasped). (Wally) doesn't. (Gus) looks toward him for a brief second, then looks toward (Y.B.).

Note: Two girls on rug have raised clasped hands--it is also a fairly common practice.

As hand is raised, (Gus) shifts around and looks at display on wall behind him for a moment.

(Y.B.) calls on (Gus).

(Gus): (Wally) and me want to look at my comics.

(Y.B.) directs them to library.

1975-76

8:45

About 5 minutes before 9:00 I looked in on (Wally) and (Gus) who are seated on pillows facing D'Ari's wall (west wall) of building.

(Gus): (Half chants, half sings.) Look how far we've come ...
(Repeats.) ... Do you know that? Don't you watch David Hobart?

(Wally) explains he doesn't have a T.V.

(Gus): You don't? Aren't you gonna get one?

(Wally) replies.

Silence for a moment.

(Gus): (Wally), (Wally). (No reply.)
(Through clenched teeth.) (Wally). D'Ari's itchy today.

(Wally): Look at his wing (bird has spread them).

(Gus): That's how he flies. They can talk when they ... (fly?).

Chants "Hello" to (Wally)--scoots toward (Wally)--still on floor.

(Gus): I started this last night and got to Chapter 2-1/2.

(Wally): (Laughs.) Chapter 2-1/2?

(Y.B.) comes in and reminds them not to go in other room ((K.A.'s) mixing room).

(Y.B.): Did you already try? Did (A.W.) (intern) ask you not to?

(Gus): She told me not to.

(Y.B.) leaves.

(Gus): (Leans over (Wally's) shoulder.) There's a ferry. Is that a real ferry? (Points to picture.) He's a mean guy.

(Wally): He's trying to rob ...

(Gus): The ferry boat.

(Wally) points out a character in comic, then asks (Gus) how he got his cut (the scrape mentioned before).

1975-76

(Gus) says he got it jumping a fence.

(Gus): I was diving over the fence head first ... got my feet caught.
I looked like this.

He lies flat on stomach in front of (Wally). Then he said he was diving over the fence while he was swimming (could I have misheard swinging??).

(Gus): It's a dangerous thing to do.

Quiet for moment.

(Gus): D'Ari's warmer than us in the winter. (Wally), (Wally), remember last winter when you got hit with a snowball in the nose? (He repeats this three times with variations.) You got hit right in the nose, it started bleeding; remember? And it was an iceball ...

(Wally) replies with a quiet yes.

(Gus): I saw (Ross) throw it. He went ... (in front of (Wally) doing action of making and throwing snowball).

9:05

I leave.

Observer's Note

(Gus) looks heavy this year--same square, chunky look.

He initiates talk with (Wally) who doesn't have too much to say in response. When (Wally) doesn't recognize him there is repetition (two times in the observation). It seemed surprising that he asked if "That's a real ferry." The picture in the comic is very realistic. It may be that (Gus) never saw a ferry boat, but he was familiar with the plot of the story (the ferry boat is robbed). He switches topics from comics, t.v., D'Ari, falling off fence, and (Wally) getting hit with snowball. The jump to the incident with (Wally) seemed to be linked to D'Ari's warmer than us in the winter (seemed "triggered" by word "winter"). The topics themselves sound rather helter skelter in that he doesn't stick to any one for very long time (doesn't seem compelled). His interest seems to be engaging (Wally) more than anything; but that, of course, is a guess based on repetition of (Wally's) name, movement to face (Wally), and the comments themselves.

1975-76

Interview with (I.P.)

September, 1975

Focus: (Gus)

Interviewer: (D.E.)

(I.P.'s) Descriptions of and comments to:

A. Physical Presence

It's important to his reading. He's bulky, blocky, doesn't know where his body is or his weight. The inappropriate (overdone) loving is not to get his way--twice it was to kiss and make up over naughtiness he didn't have real conviction about. He's different, less hanging on you than last year. He doesn't have to act out as much now that friendship is formed. There are certain understandings. I can refer to things in the past. He is responsive to clear structures--what is expected of him as a person, the structure of a working relationship that he knows. Relationships outside the program (involve) more pouting and slamming.

He has trouble (in that he) interprets things to his own disadvantage. He makes himself unpleasant to be around, kids tell him so, and he doesn't like to hear it.

Relationships

Overtures to (Wally). Checkers with (Hal). Friends at home-- (Jasper), (Sean). (Gus) said he has an imaginary friend--Peter from Ladybird book. Peter showed up in his treehouse (a couple of boards form a platform in the tree.)

He's not very fantasy-saturated with me. He could tell (stories) through drawings, but there's never imaginary play with made-up characters.

B. Emotional Style

People have their ways, as he sees it. He tries to make deals. I discourage it. It comes out of his sense of who's bossing.

Silliness--noises, faces, rolling eyes. Some days it's worse than others. Bad days may be bad all around, though he can get over a scene on yard. Some days he's weary--I can see his frustration and his willingness.

1975-76

READING AND LANGUAGE

A. General Comments

(Gus) can hold what he reads over a long series of days. He's not long at one sitting--fifteen to twenty minutes daily. He is conscientious. (Gus) just began (reading) three weeks ago. He had heard others read--knew names and beginning words of story. He can use phonics--first sound of word--if he's really off. He doesn't remember to use it himself, though.

He looks at books spontaneously--monster/hero comics.

(Gus) and I proudly tell (Y.B.) what he's done. He is aware of others' reading progress. He demands his full time--if he misses, he schedules make up time. He probably expected to read Peter and Jane (Ladybird series)--he picked it up and was readier than I thought.

(Gus) worked two times a week for six weeks during the summer--it was awful. He had to get along with (Andrea), (Annette), (Kay), and (Daphne). He couldn't listen, tried to make jokes. They picked on him.

Spoken Language

He thinks he's conveying a lot more than he is--the reference or meaning is not (always) clear--I attempt to interpret. If I guess right, he says, "Yeah, I said that." I only guess from knowing; sometimes it remains completely unresolved ...

I've never heard play with word meanings. There is sing-song rhyme stuff ...

B. Approaches to Deciphering

It's almost too soon to say this. He uses illustration clues, my "faces," initial sounds. He hopes I'll tell him but doesn't ask--guesses wildly. He reads with expression already.

C. Writing

(Gus) doesn't actually generate any writing. I ask him, encourage sentence label. He uses Ladybird to find and copy word (he is asked to). He uses words that he can find when asked what he has to say.

1975-76

He is more careful than others to use only known words. In Ladybird 1C book, (Gus) did scrambled order sentences, related to previous books, and initial letters without rest of word. He thought it the most amusing brain teaser ever. It was hard for him.

D. Other Comments on Skills Strengths

His capacity for the abstract is way ahead. He seems ready for fractions, understands lengths of time, and telling time. He responded to "an hour and a half from now" with "Oh, at 3?"

Letter-sound correspondence is occasionally mixed up. He uses that only when reminded. I'm not sure he understands the importance of it.

E. Instruction

We will continue building sight vocabulary. Next thing I'd like is (that he) write something of his own generating. That might take a long time. He works so willingly that we're always working lately. I've read to him only once or twice--maybe I should read to him more. (Gus) likes to hear a story. He looks for himself in the story. He likes it to be about a little boy, or the relationship between a young thing and an old thing, or a small thing and a big thing. By now he can almost read something he understood the theme of earlier.

F. General Impressions

All the kids respond to the one-to-one specialness of the situation. The relationship to me is not really a good example of the child's relationship to adults or people in general. (Gus) is never not distracted by someone passing, but not seriously distracted. He notices everything.

G. Themes

Himself in stories, pictures. Mechanical things, but not quite so enduring an interest. Motorcycles went into background (as an interest) and were not followed by anything else.

Big Red and Little Red books (written by (I.P.))--he likes to see himself related to other things. Charlie Brown, (I.P.), (Gus), Snoopy book--first time I've illustrated and (Gus) has dictated. He sticks to vocabulary he's had in his books. He tells me what to draw, and reads it back. He numbered the pages first thing. (In one) picture,

1975-76

he put another boy and some other characters, and dictated, "Peter and (Gus) are in the tree."

Social concern, as we discussed in staffing.

H. Capacity for Sustained Involvement

ABC book (1974-1975) took almost the whole year--a little almost every day. Everything (included) was "his."

I. Drawing Engagement

I would love to see it change. It could only grow, not get snuffed out. His style of making pictures is really different. Realistic subject, but not a message in any way in the sense other children represent or convey. Unusual fascination with tools of drawing. Endlessly experimental considering small variety of equipment we have. Consumed by it--it's different from any other engagement of his. It progresses the most evenly of anything he does. He knows what he's done, sets it aside--it's like finishing dinner.

J. Substance of Things Leading to Reading at School with (I.P.)

We're still doing them. We label pictures. If he wrote any stories, etc., about drawings, we would begin there and go somewhere else. I read to him, draw with him, play drawing games. In motorcycle books, he copied brand names of motorcycles. Letters went all over the page. Being able to converse at all (was a goal). He was all over, resisting. He didn't want to hear anything. Painting with me, and working upstairs out of the classroom, helped a lot. There was discussion over alphabet book drawing, humor over it. He knows his silliness, though doesn't always admit it.

K. Listening Patterns

(Gus) doesn't listen in group. He stares into space, pops fingers off his chin, etc. He listens very well to story--interrupts, questions.

I showed him "My Bookhouse" that I'd had as a child. (Gus): "These books are old. I love these old pictures (Art Nouveau style). Oh, it smells like a library."

1975-76

WEEKLY ACADEMIC RECORDS

Date	Reading	Numbers	Writing	Other
Oct. 6	(I.P.) five times a week 1a 22 finish	3's on 1 tangrams	draw/write	X
Oct. 13	(I.P.) 5 times 2a 8 They are 14	X	draw & write houses in a row	X
Oct. 20	(I.P.)	groups of 4 tangrams	write about teepee	X
Oct. 27	(I.P.)	counting by 4's add. pattern	draw finish drawing writing	X
Nov. 1	(I.P.) 5 times 2a 24 needs alphabet	ways to make 30	finish drawing write worked with alphabet	X
Nov. 10	21 28 30 plus extra y sound h	rice ways to make 24	draw Viking ships--write about them	X
Nov. 17	ABC chart 2a review + 34/40	Thursday count by 6's	draw teepee with (I.P.)	X
Nov. 24	2a review 42 (I.P.)	count by 6's on 2	pilgrim picture plus dictation	X

1975-76

WEEKLY DESCRIPTIVE RECORDS

OCTOBER 6-10: Did marbling. On the Group walk played chase ... He built a "road to the hospital" incorporating his glue building, with a "race way"--he tried working with (Brent), but the issue of sharing keeps coming up. (Hard for (Brent), too.) On Friday, missed out, because he was not doing work left over from previous afternoon. And several crying fits and also fights with sister, from which he recovers easily.

OCTOBER 13-17: (Gus) has several arm foldings and pouts a day, but quickly recovers. This week he was the "cousin" in a play in which he gets killed (off a cliff) and becomes a ghost. He also used the tinkertoys (assigned) and glued a new building--again different from the others, tall and airy. He was an unsatisfactory team captain: Loud, putting on airs, no sense of organization.

OCTOBER 20-24: (Gus) did two days of finger weaving which he used as a vehicle for bragging. Also got intrigued by the line designs and did several rather unusual ones. Is being minimally recognized by others as a goodish kickball player, but irritates them by bragging ...

OCTOBER 27-31: (Gus) has done several spectacular drawings of houses this week. Also started the knitting machine; gets a little mixed up, but is getting the idea.

NOVEMBER 3-7: Pretty much given up on knitting machine--fascinated with maze I brought in; also fold painting--on Friday extended it to regular painting. Also did paper dipping.

NOVEMBER 10-14: (Gus) has had a desultory week--games, maze, a little electricity. He helped make the macaroni-cheese and was as usual quite proficient. (I.P.) and I agreed he seems a little more difficult. I started reading with him more consistently. Drawings continue spectacular, especially color.

NOVEMBER 17-21: Did some pendulum paintings and some drawing--on Friday did a spectacular block building--also games and checkers--was withheld from kickball for bad sportsmanship.

THANKSGIVING HALF WEEK: Went shopping for dinner and made a Pilgrim figure.

1975-76

DAILY READING RECORDS

OCTOBER 1: At yesterday's staffing, I mentioned (Gus's) ordering, patterning, chanting, and shaking, some things he'd done last year and carried over. Hope I didn't over-emphasize these and thereby minimize his academic strides. Because he is doing very well indeed. Not just a sudden flash of enlightenment, but a greater capacity for effort and concentration. He worked a long time today in his handmade book, then let me know he was done by melting off his chair under the table and waiting for me to bring up the subject of fatigue.

OCTOBER 6: (Gus) is really excited about his reading. My main concern continues to be how to prevent rushing. He resists even interruptions. Today, read part of Ladybird lc. As soon as he has misread a word he realizes it and starts guessing every other word he knows, shaking his head and looking at me. I try to cut in on that immediately. Sometimes he doesn't want to stop guessing. He always gets the word after I set a rational tone (don't necessarily even have to supply clues) but has a really hard time setting the mood for himself.

OCTOBER 7: (Gus) read several more pages in lc and then was quite amenable to my interrupting him for something else. I drew a boy in a tree, and he said, "Peter - is - in - the - tree!" I put blanks to fill in (like in the book lc), and he did without hesitation. Wrote "is," "in," and "the" without looking them up. Nice conversation today, too, about the Pink Panther, an anteater, and (Gus's) treehouse. Then he used my ruler to measure the tree in the picture. "What is showing of this tree is 26 millimeters or 10-1/2 inches high."

OCTOBER 8: In Ladybird there are scrambled sentences I thought would really scramble (Gus). I tried to keep him from getting into them, but no use. And to my surprise he loved them. Example: "dog I the like." He considered them quite the amusing brain teasers. Got them all but never on the first try. His sense of confidence must be pretty healthy to have carried him through those without frustration. Then he unscrambled one in writing: "Here is Peter and Jane." His letters went up. So I circled the names and made them into balloons held by their namesakes only Jane's was floating away. He took the mild criticism well.

OCTOBER 9: Told (Gus) he'd been working so hard, it was time for a break. Gave him a number of choices--he chose to make a book of his own. We put it together, and he numbered all the pages with much pomp and circumstance.

OCTOBER 10: Big pow-wow. What should the book be about? Hmm. Final decision: Snoopy, Charlie Brown, (I.P.), and (Gus) is the catchy title. He dictated the first page.

1975-76

OCTOBER 13: (Gus) showed up in high spirits and sang me everything we'd written in his book so far. He is dictating and sticks to vocabulary from the Ladybirds he's familiar with. Wish I could get him to write somehow. We did four more pages, then looked at other people's books on the table here. Then he asked about an alphabet list I was making and added his own suggestions--snake, x-ray, zipper, Indian.

OCTOBER 14: More work in his own book. His vocabulary is a sight vocabulary except for initial sounds.

OCTOBER 15: Missed for square dancing.

OCTOBER 16: More very pleasant and conversational work in his own book. Also read Two Little Reds. Glad we had this break from Ladybird texts.

OCTOBER 17: Short time--movie day. Some silly business I cut through. Did two pages in his book and left marching.

OCTOBER 20: I had prepared a very work-booky thing (sentences with fill-in blanks) for (Gus) today. Still banging at the Ladybirds 1a and 1b vocabulary. Which is fine. He understood and enjoyed the problem; but once he found the word he wanted in the book, would have forgotten the sentence's original meaning, so wind up writing, "The a ball is in the tree."

OCTOBER 21: Showed (Gus) my vowel cards, and he immediately organized them all by initial letter, giving a commentary as though it were a horse race: "Oh the E's are ahead by two! But the U's are doing nicely." "Nicely!" What a word for (Gus)! We enjoyed ourselves. Then he wanted to understand the sounds in the middle. I tried to explain. He was nodding, but I think it was too hard for him.

OCTOBER 22: Yesterday I'd given (Gus) a sort of practice sheet with a list of words he could (and did) read, then asked him to copy the words right next to my originals. This because he expressed concern and frustration over his letters not coming out "right." He completed the list today and asked me to add the words "a" and "church" for some reason. His writing was QUITE orderly. He liked the lined paper and was generally satisfied. Got out thumbtacks and hung the thing up.

OCTOBER 23: (Gus) requested more writing practice today. I can see where he'd like to reduce all writing to a matter of ordering and repeating forms so today I mixed it up by giving him words to rearrange and rewrite into a sentence. Only took him two tries to arrange them. Hung it up. Also dictated another page in his own book.

OCTOBER 24: (Gus) had brought a lovely color design he'd done earlier as a gift. I asked him to label. He wrote "Here is (Gus's) drawing." and

1975-76

dated it. And hung it up. Wrote "Here" autonomously. Also "is." He made a mistake while writing his name. He said, "Looks like he's carryin' his gun on his shoulder. Hup, two, three." (¢)

OCTOBER 27: We continued chattily in (Gus's) own book. Did two pages after having (Gus) read vocabulary list in back of Ladybird lb.

OCTOBER 28: I asked (Gus) if he'd mind helping me with some homework for my reading class. I explained what I was doing in such reasonable detail, (Gus) finally said, "C'mon. Come on." What I was doing was the Spache Diagnostic Reading Scales Test. A test I think is fairly gentle, non-competitive, etc. (Gus) did just as I knew he would on the word list; and then, even though he was wiggling all over, humming, tapping, and so on, was able to answer correctly all listening comprehension questions up to what the test calls a mid-fourth grade level and then he asked to stop only because he was sick of it. I really think he could've gone on. It struck me funny how (Gus's) response to these arbitrary paragraphs using the all-purpose name "Bob" was an amused, "Who's this Bob, anyway."

OCTOBER 29: Asked (Gus) to draw a scary picture while I read him selections from Whistle in the Graveyard.

OCTOBER 30: Today we both drew, sang, hummed, and talked.

NOVEMBER 3: Talked with (Y.B.) today. We both commented again on (Gus's) good attitude toward his work. Also about his style of pictures, color in particular. He wanted more ghost stories today so I read a few. Then I asked him to caption a picture I drew, and he did very well. Got shaky when I expected him to participate in sounding out the unknowns, but knew what was going on, understood the process.

NOVEMBER 4: (Gus) asked, "Can we draw today?" "Sure." for a long time I'd been meaning to ask people to draw on my book bag which I made out of plain white canvas purposely. (Gus) thought it was a great idea. Immediately launched with one of his famous prismatic houses and a vehicle that's either race car or fire engine, depending when you ask him.

NOVEMBER 6: Got out a page full of word families based on some Ladybird vocabulary and with exception of a few unreasoned guesses, (Gus) got the point quickly and well.

NOVEMBER 7: More rhymey timey wordy birdy family bamily worky lurky.

NOVEMBER 10: Read me "letter" I sent him, reviewed word cards, and talked.

1975-76

NOVEMBER 12: Introduced Fujikawa ABC book. (Gus) really enjoys it, but feels he must name each thing on each page. (Y.B.) had mentioned he was not at all that sure of his letters always.

NOVEMBER 13: After going over some NEW words we began Ladybird 2b. He did very well. Stopped himself after 12 pages. More ABC.

NOVEMBER 14: More 2a (review). More ABC.

NOVEMBER 17: (Gus) socially shaky lately, but his work remains good. Today he worked very long and hard at reading all the labels of things in the Scarry book. Looked at 2a again but only read a page. Got off on subject somehow.

NOVEMBER 18: Asked (Gus) to make sentences (at least two) with all the word cards, that now includes new 2a vocabulary, and copy; he did (has resisted that once or twice before). But the sentences he conjured up were "Come like Peter and this ball" and "This is Jane and Peter are having fun." Even on rereading they sounded fine to him. I asked what they meant, and he acted like he didn't hear me. I tried again, and he acted like the question was absurd. These sentences sound to me like a parroting of the voice of the Peter and Jane books without the meaning. And yet, whenever I ask him, he always has a very lively understanding of the meaning when he's reading them. (?)

NOVEMBER 19: Worked on that lovely teepee picture and dictated about it.

NOVEMBER 20: I asked (Gus) if he was ready for some really hard work. He felt he was so I asked if he could use what he knows about some words to write some other words he may not have seen yet. He did beautifully. Also went through all the word cards, and I used each in a sentence.

NOVEMBER 21: I had more word work in mind for today, but (Gus) said he'd prefer to just read. He picked up 2a, sat back, crossed his legs, held the book up, and read 22 pages. I hardly peeped, except to praise him.

NOVEMBER 24: (Y.B.) was wondering how much from discussions (Gus) was picking up. I asked him all about Pilgrims today, and he was quite happy. Got very silly. Then he asked if I would make him a picture like I made for (Sean)--a block of city buildings with a zillion empty windows to fill in. So I did, to his prescription, and we talked about what (Gus) thinks a city is (he's never seen one except he rode through (nearby city) once on way to airport).

1975-76

OBSERVATION 2

(Gus)

For ETS Reading Research

November 25, 1975
About 8:25-9:50

The Prospect School
(C.G.)

Before morning group meeting, (Gus), like others, is seated at rug and holding a book: (Jeremy), (Gus), (Carin), (Kay), and (Andrea).

As (Jeremy) comes into the room, (Gus) asks, "Did you bring your lunch?" to no person in particular. There are only two people who brought their lunch.

He is opening and shutting his book rhythmically and talking to (Carin).

(Carin): I can open ...

(Gus) watches. The game is to open the book to the page you want without looking. (Gus) tries.

(Gus): Am I cheatin', (Kay)? (She looks.) I didn't cheat. This is the page I wanted to open to.

He flops the closed book back and forth between his two hands, then holds it up with both hands.

(Andrea): No, it's not.

(Carin) talking to (Gus). He resumes the rhythmical opening and shutting. (Carin) says she got the page she wanted.

(Gus): That's easy, that's the last page. That's the very last page.

(Carin), to demonstrate that she's not looking, opens her book again with her eyes closed--she blinks rapidly. (Gus) looks skeptical.

(Gus): I can open to the ... page.

(Kay) talking to (Carin).

(Gus): See, (Carin), I can open to the middle of it.

He turns his head 180 degrees as he opens his book, to show he's not looking. He looks at pictures in the book. He is leaning on one hand and rubbing his eye with the same hand. He points to a picture.

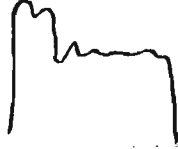
1975-76

(Gus) goes to the block room, returns to ask (Y.B.) where the big roll of paper is.

(Y.B.): Behind the door.

(Gus): Where? (Y.), there's a roll of paper on the stairs (in the block room).

This turns out to be the needed roll of paper. (Gus) rolls it out, straightens a wrinkle, and lies down on it. The roll is below his feet. He feels the top of his head (and the paper beneath his hand, I suppose) and gets up. There is extra paper at the end, and he tells me that they will have to cut off the piece up there.



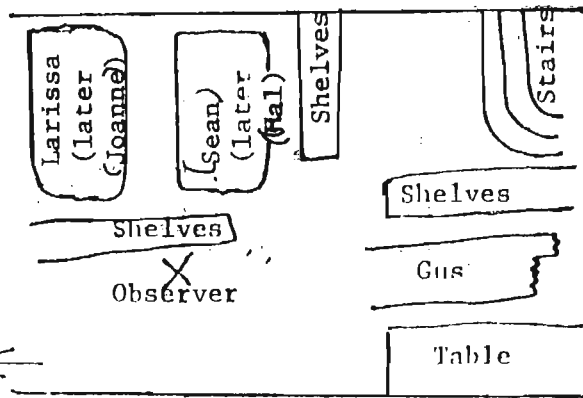
(Gus): (To (Sean), who is drawing in his Pilgrim's face.) Hey (Sean), your face is neat ... How come he's coloring in? ... (Sean), guess who gave me some raisins.

(Y.B.): Okay, (Gus), lie down.

She asks if he would like to be sideways. He nods.

(Y.B.): You'll look like you're walking.

She moves his legs. He seems very malleable. (Y.B.) outlines him. He smiles as she traces the back of his head and his arm. (Sean) and (Larissa) are watching.



(Y.B.): Okay, hop up. Careful, this paper tears.

He sees the outline and laughs.

1975-76

(Y.B.): Okay, (Gus). Look at (Sean's). They wore knee breeches. (She marks the knees.) Make sure you make ... stockings.

She leaves the room.

(Gus) kneels on the paper and makes lines for clothing with pencil. He rubs the line with his finger, puts the pencil point to his nose, seems to be thinking. He walks to (Sean's) figure and stoops.

(Gus): You don't got a hat same color. I'm gonna color mine black.

He sits.

(Sean): Oh, just cause I did.

(Gus): No, it's a good color.



He watches (Sean) paint shoes on his Pilgrim.

(Gus): Sometimes you like a few, sometimes you make a few accidents. That foot looks more narrow. This foot right here.

He returns to his own figure, kneels, draws one shoe line. He continues an imaginary line across to draw the other shoe at the same height. He looks at (S.W.) (intern) and points something out to her. (S.W.) comes over to his drawing.

(S.W.): Your leg is actually bent.

(Gus): I'm walking.

He sits on the step. (S.W.) draws the bottom lines of the breeches' legs.

(Gus): That's not the way (Y.B.) done it.

(S.W.): (To (Y.B.), who has just come in.) I drew in the legs.

(Gus) gets off the step.

(Y.B.): Oh, good!

(Gus) goes to the shelves and watches (Sean).

(Y.B.) asks (Gus) more of what the Pilgrims wore.

(Gus): A leather jacket.

1975-76

(Y.B.) tells him to draw 3/4 of a line rather than a full line. He scratches his back. His stomach protrudes.

(Y.B.): (To (S.W.).) You might help him draw the line down.

(S.W.) draws; (Gus) watches.

(Gus): Mine's different than all of them.

(Sean): (Gus), just paint over them.

(Gus) is lying on his stomach and drawing.

(Larissa) steps backward and knocks over a wall of blocks. (Gus) turns head and torso towards her.

(Gus): (Larissa)! (He makes a fist.)

(Larissa): What?

(Gus): You're not going in that building.

(Larissa): I know.

(Gus): You fix it.

He turns back and draws buttons of jacket; he draws them round and very small. They more or less follow the line down the jacket front.

He goes to (Sean's) figure.

(S.W.): (Gus), you've got work to do ... pants, legs ...

(Gus) is eating a cookie.

(Gus): Start paintin'?

He walks into the rug room.

(S.W.) (Calling.) Get a paintbrush, get a paintbrush.

(Gus) returns with a brush. He feels the tip, then holds it toward (S.W.) but keeps it from her reach.

(Gus): Is this a paint brush (as opposed to a gluing brush)?

(S.W.): Yes.

1975-76

(Gus) leaves the room, says, "Hi" to (Rainer) as he passes him on his return. (Paula) comes into the room.

(Gus): (To (Paula).) Mine is over here.

(Sean): (Coming over.) You've got too much buttons.

(Gus): I know that ... and then I'll make bigger ones.

(Y.B.) tells him to start painting and asks what colors the Pilgrims wore.

(Gus): (Naming them.) Blue and green and red and brown because leather ...

He is outlining the breeches with blue paint. (Sean) is drawing on them and talking. The conversation is about the length of the breeches again.

(Sean): (Y.)! (Y.)! Don't they tie their pants down there?

She says they did, but it wouldn't show. The room empties--the others follow (Y.B.) into the kitchen to see the turkey.

(Gus): Where did everybody else go?

He joins them. (Gus), (Sean), (Annette), and (Joanne) are watching (Y.B.) baste the turkey.

(Gus): We got, we got a thirty pound turkey and we got a ten pound turkey. (Y.B.), we got a ten pound turkey and a thirty pound turkey ... Twenty-two and a half ... ((Y.B.) asks if anybody knows the weight of this turkey.) Twenty-two and a half. Each class gets eleven pounds of it.

(Y.B.): (Amused.) That's right, (Gus).

(Gus): Twenty-two and a half, and we're only supposed to get a twenty. I'm the one who knows most of it because I carried it. I carried it right from ... to ...

(S.W.) is looking for him; (Y.B.) tells him, and he walks back into the block room.

(S.W.): (Gus), you're supposed to be ...

(Gus): I wanted to see that ...

1975-76

He gestures toward the kitchen as he passes her. He paints--outlines, then fills in a way that looks random, then fills the spaces created by that. (Annette) with (Joanne) is watching him.

(Annette): That's so greasy.

He asks (S.W.) to cut off the extra top of paper. She says that will be done after he finishes painting.

(Gus): There, the pants are done ... No, I gotta do the stockings.

(S.W.): Well, you can use red or green or ...

(Gus): Yellow. (He gets it.) I'm usin' yellow.

(Joanne) is starting a Pilgrim and is lying down on her paper.

(Gus): (Joanne's) shorter than me.

He outlines the stocking with yellow, glances at (Joanne). (Paula) comes in to watch the tracing, and (Gus) calls her. She comes over.

(Paula): Oh, nice.

(Gus): Guess what I am, a Pilgrim.

(Paula): Yeah, a Pilgrim.

(Paula) observes and (Y.B.) agrees that the clothes are the same style as in Obadiah the Bold.

(Y.B.): Careful, (Gus), don't go out of your lines.

(Gus): There. I done mine yellow instead of green (returns the paint). Now what do I gotta do? We gotta draw the lines of the jacket.

He stands by (Y.B.) and draws around his (real) thumb with his pencil. He draws a wrist line with pencil.

(Gus): (S.W.), I'm gonna rinse this brush out.

He leaves the room with a paintbrush. He returns, saying, "Whoa, (Rainer)," as (Rainer) bumps him in the hall, and begins painting jacket. The brown paint is much wetter and fuller in color than the yellow seemed. (Gus) crosses the paper with heavy steps. He is trying not to rip it. He paints without wiping excess paint off of brush.

1975-76

(Observer in another room for several minutes.)

The jacket is painted--not dense. (Gus) is painting shoes. Again, the paint seems thick and flowing. The shoes are densely painted.

(Kay) stands by the painting and appears to want something from the shelves behind (Gus).

(Gus): You're not goin' over to there (he points to the corner).

He crosses the painting twice in moving up to the head end. He pencils in curling hair and two eyes--outline and eyeball circle.

(Gus): (To observer.) Can you get me an eraser?

Observer: Can you get one yourself?

(Gus): You got an eraser. (I loan him my pencil.) Cause I'm not lookin' that way, I'm lookin' that way. (He erases left eye, then eyeball of right eye. He erases and erases. I slow him down, saying that it will do a better job.)

(Gus): You can use that.

He hands me his pencil. He erases hair. He is lying full out on his side, with his arm stretched above his head, and his head resting on his arm.

(Annette) stops at the foot of the painting.

(Annette): How come your feet are like that? Are you walking or are you like that (she stands knock-kneed)?

(Gus): Walkin'. (Not a friendly exchange.)

(Annette): Don't paint his face. Don't do that.

(Gus): (C.G.).

We trade pencils. He goes over to (Joanne's) figure and stands eating his raisins. He moves away, to the far side of the bookshelves, and watches from there. He puts the raisins away but continues chewing. He's craning his neck to see.

(Hal): (Gus) is runnin', ain't cha?

1975-76

(Gus): Walking. Walking. Walking. (He walks from near observer across toward (Hal) and stops, knees together, in demonstration. He beckons and calls (Y.B.) who comes over.)

(Y.B.): Nice, (Gus).

(Gus): Now I need to do the face and I can't.

(Y.B.): (Gus), what we're doing ... (is painting and then crayoning).

(Gus) has crossed the room to stand by (S.W.), by (Joanne) and (Hal).

(Gus): (S.W.), can I have a green face? (He stirs the green paint.)

(S.W.): No, (Gus), use flesh color.

He does--outlines and then fills in the whole head surface, from edges toward the center. He stops.

(Gus): (S.W.), how we gonna put my cape on? (He continues painting the face.)

(Joanne): (Probably to (Hal).) Don't you think we should have done this in the Big Room?

(Gus): Yah, I think we should of.

(S.W.) tells him he can do his hands while he's waiting.

(Gus): I need them a flesh color, too. (Paints.) (S.W.), look. Look, (C.G.).

(S.W.) comes and draws in the cape. (Gus) points to area beneath arm.

(Gus): Can I have purple?

(S.W.): Yeah, you can go and get some purple. (He leaves and returns with red paint.)

(Gus): I'll have a red cape. (He waits by (S.W.).) Where's the brush? (He takes and washes the brush from the white paint.) He returns to the room.) I'm gonna have a red cape.

The red is drier than the brown or black. He outlines, fills so that two areas are created, fills each of these from its edges and then painting straight across. He paints another section of cape. (H.S.) (school secretary) passes through the room.

1975-76

(Gus): I'm doin' my cape (there is a lilt in his voice).

(Joanne): Who's got a white paint brush?

(Gus): I do (he raises it), but I washed it out.

He continues painting. He gets red onto the jacket sleeve and wipes it with his thumb, which doesn't change a thing. He walks over to (Hal's).

(Gus): (S.W.), look.

He returns to the foot of his own painting and takes out his raisins.

(Joanne): (Passing by.) I hate raisins. Yuck, yuck, yuck.

He walks to the trash can. (Y.B.) is nearby. He looks up at her.

(Y.B.): Nice, nice, nice.

They talk about color of hair.

(Hal): I wanna be a doctor. ((Gus) responds.)

(Gus) stands by the shelves nearest (Hal) and handles a collage there.

(Gus): I want that kind. (Hal), this ... fly. (He lifts part of the collage off. His hand is on his hip; his stomach is out. He moves--now he is across the shelves from me.) How many pages have you filled up from this class?

We count them together, one to nine. He turns the page.

(Gus): There's the tenth page. That's a lot of pages.

(C.G.): And I'll have to write it all out so that other people can read it.

(Gus): Are you gonna write that in the office? On the typewriter?

(C.G.): Yes, but probably not on the typewriter.

(Gus): On the copier? (I don't know which machine he meant.)

(C.G.): No, I'll probably write it.

(Gus): On a bigger piece of paper.

1975-76

(Gus): I have to fix ...

He paints in hair behind the ear. As he returns the black, he gets the brown paint.

(Gus): Now I need to color my hat brown.

* * * * *

1975-76

Interview with (I.P.)

December 3, 1975

Focus: (Gus)

Interviewer: (C.G.)

A. Physical Presence

(Gus's) relationship with things is of clanging into everything, not knowing or holding where the boundaries are--a lack of awareness. Sweeping gestures hit me. Drawings go off the edge of the paper. Painting on the floor (ETS Observation #2) and trying to be careful made him heavy footed. He could keep from ripping the paper. It is a good example of where his attention is--he is careful about the project, not about table, floor, ...

(Gus) believes he is better at kickball than he is. Part is bragging, and part is not having a clear picture of his own physical skills. ...

He's in constant motion. There are strangely adult gestures--he has held a book so that he sat with one leg crossed over the other. There are adult gestures of concern--hand to forehead, "worried father" look. There are (young) gestures--rocking, pouting, slumping, arm crossing, ... Particularly at a time when others might be very still. There are also moments of stillness.

Switching colors is his main activity while working (with me). Loud, long, heavy breathing--he sounds like a sleeping person.

Fine coordination is definitely growing (as is) his sense of what is parallel or perpendicular to him. Orientation of writing on paper is straight--he couldn't do that before (description of a drawing from last year). The ghosts were leading from their shoulders. Writing was all over the place--not arcing, as happens when the elbow is stationary. After being teased once, he stopped. ...

He became conscious that his writing was not up to par and was frustrated--a small amount was too much. Now it has improved, and he likes to write, likes to show it off.

B. Emotional Style

He wants it to look like he's in school. He's concerned with competence, smart and dumb, what others think of him. (At his 9th birthday, he said), "I'm supposed to be in Group III, not Group II."

1975-76

He seemed to feel he hadn't been able to do something, was being held back.

Anything done showably well is to be shown. Not generous with compliments to others. In the observation (#2), (Sean) was his model, (Gus) complimented his work, shared equipment, checked in there, not proceeding on his own. (His question about painting the Pilgrim's face green remains puzzling. ...)

Bragging, social problems in class, yard, are not affecting his work. Bragging is hard to address in one-to-one. He's competitive about who's reading where in Peter and Jane. He's tight on compliments. He ignored (Janet's) paper dipping, which was brought especially for his appreciation--he pretended he didn't hear. ...

C. Relationships

(Gus) carries the favor of (Eli). "That's my best friend right there." (Eli) can't stand him. It's been going on for years that he thinks someone his buddy who you could imagine is out to get him.

(Interviewer: Does the drawing table where (Eli) works enhance his image of (Eli)?) (Gus) sees him there every day ...

He's not as babyish as he used to be--there's less pouting, he can stop. ...

READING AND LANGUAGE

A. Pace and Energy Flow

He's reading Peter and Jane (Ladybird series) 2a. He almost never refuses to work. When there was a break in regular straight reading work (four of eight to ten days), (Gus) got discombobulated. He apparently missed the feeling of progress. (Y.B.) and I make a point of regularity now. (Gus) makes sure that (Y.B.) and I each know what page he's in in 2a with the other (he reads 2a with each). There's never a lack of energy for it. ...

B. Interests and Comprehension

The ordering of things--returning them to original places--is just part of him. (He takes) no end of pleasure in attribute game people pieces. Pattern blocks; making up designs, which he copies onto graph paper. He uses his sense of order to complain he's not getting fair

1975-76

share of time to the minute. He's always watching the clock for that reason. He thinks ahead and back and to the minute. He can add hours and minutes. An attempt to use ordering was a December calendar. (Gus) finally got the order of days of the week--it was bugging him, to be able to say what day it is.

I made him a drawing where you fill in the windows. He was mad, insulted. He remembered (Sean's) exactly. The particulars were important as well as or more than the general.

He makes himself a bookmark every time. On second time through a book, he must stop in same places as first reading. He had to do everything on the page of Richard Scarey's Best Word Book Ever, or nothing (skip the page).

(Gus) likes the ruler. He understands fractions beautifully. He can add combinations of integers and fractions in his head. He measured a 14-inch paper with just a hint. In the observation (#2) where he says, "The turkey is 22 lbs. ... we get 11 lbs. ... I carried it," that's part of bragging--always saying something that puts him at the center of the event.

Balance. Everything gets the same weight of attention, as in a picture. Not necessarily symmetry; rather covering the surface, taking care of all parts. Nothing is left undefined. He's not much concerned with expression of emotion, suggestion of feeling, motion, or action. Importance seems thinned down because spread over all the parts. That's why he loses track of meaning when writing, sometimes when talking. His speech falls into chants. Sentences fall apart into separate words. He loses the thrust.

(Gus) made sentences with word cards to 2a: "Come like Peter and this ball. ... This is Jane and Peter are having fun." They sounded fine to him on rereading. He had taken care of all the parts. It sounds like Peter and Jane. When I asked what it meant, (Gus) acted like he didn't hear me, like the question was absurd.

He always has a lively understanding of Peter and Jane when reading. He makes extra comments. Reading is not word by word in his mind's ear.

((I.P.) while taking a reading course, administered a diagnostic test to him (without scoring, recording, etc.))

He did not do so well on the word list. I read the comprehension paragraphs to him. He sat right up and wanted to shine. (Gus) looks like he's not there, and really doesn't hear a lot at group times and other times. Here, with clear expectations, it was like a game, and

1975-76

he answered to fifth grade, when he got sick of it. It was as nothing to him, and they weren't that easy.

C. Approaches to New Material

First he guesses wildly. He stops when stopped. Once he knows words, he hardly ever forgets. It's sight vocabulary, though. I press the most noticeable sounds, and dictate by sounds. He knows the principle, but it's hard to do on his own initiative. He forgets letters, mixes them up (not reversals), so it's too soon to do much sound work. He made a notebook to copy words off of things at home. ...

D. Drawing

Colors seem interchangeable to (Gus) as far as reality (correspondence with anything outside him), but not as to taste. He doesn't pick randomly. He knows better than most of us what colors things are. He will say, "No, that orange is too peachy." He can't substitute. (Gus) had been borrowing magic markers to use at home--his crayons weren't bright enough. His sister told on him. He had already slipped them back in.

(Description of a recent drawing of a) house--his house. How to put roof on, that triangle sitting on top of that box. Accidentally, I think, he drew it right--it had a perspective--(Gus) was really surprised. "How am I going to get the other end of the house in?" ("Now I'm stuck" implication.) "It's there, and it's got to show. It gots to have that other point." Real belligerent. He couldn't ignore that other side; leaving nothing to suggestion.

(This incident brought to mind (Gus's) drawing his fort last year--he kept removing and moving things on the fort itself so they would appear in the drawing as they were in the room. ...)

Drawing people--he doesn't much draw them, though I often suggest it. His interest is in designs and houses, more in the large geometric. Faces are young (drawing shown of two people in a house. The people were stick figures).

(Interviewer: The Pilgrim (Observation #2) has a pumpkin-like face--spooky, childish. (Gus) traced the body, then made lines for the pants, etc., after much deliberation on where to put the straight line. He did the face in a jiffy, the ear, then finished the hair. He was aware of the orientation of the face, body--did it by gesture; maybe not prepared to say, but showed it.)

1975-76

He filled in randomly, filled area created by that. It sounds representative of him--the thing plotted itself out. Parts or process, not the end or whole. (Gus) doesn't seem to have an overview of what he wants to evoke. He just begins and ends. It's a style that leaves you open to experiment. It's more playing. The intention is not to depict. The thing which other people strive to depict is a source of entertainment for him, not communicative. (Reference to another drawing, of two pumpkins.) One pumpkin caused the other--they became very interesting shapes. Each step dictates the next step, but no more than that.

(Interviewer: (Sean) commented in the observation, "Too much buttons." (Gus) already knew it; it sounds as if he could have said it himself, and yet he had drawn them all.

Did the line form itself? Maybe he couldn't stop. He painted over those, and drew only a few. Willing to agree with any of (Sean's) criticism.)

E. Play with Sounds

(Gus) likes rhyming. He appreciated a pun for the first time the other day.

F. Power of Words

Not too much. He seems powerless verbally somehow. He can't defend himself when accused; is it due to language or something else? He looked left high and dry when getting a runaround.

G. Use of Language as Expression of Self

(I realize) how much I think of (Gus) as being a very expressive person. Why? I have to constantly interpret everything he says to myself, as though he were speaking a poor translation from a foreign language. Speech is chopped; words are missing from spoken language, which sounds young, and bogs down. The adult can offer him three possible endings. It's hard not to put words in his mouth. No dictation, story telling--he hasn't wanted to. His best recently was, "This is (Gus's) drawing," or "Here is (Gus's) drawing." His mind seems to make horizontal connections. He thinks you've followed it, and you haven't. Truncated is the word I'd use for his speech. He starts off wrong, and starts again all the time. It seems to me as if

1975-76

he's said it to me, but actually I've pulled it out. He starts a lot of conversations. If the conversation died, he couldn't figure what he had to say.

1975-76

WEEKLY ACADEMIC RECORDS

Date	Reading	Numbers	Writing	Other
Dec. 1	2a review 48	count backwards from 100's by 3's	draw Christmas tree	cubes own design
Dec. 8	2a review and finish--much smoother 2b/22/32	100 - 4	finish tree	X
Jan. 5	2b 38	backwards by 3's	tried to do independent writing	draw
Jan. 12	2b 44 finish	ways to make 36	X	X
Jan. 19	X	count by 7's	writing about Leif	draw

1975-76

WEEKLY DESCRIPTIVE RECORDS

DECEMBER 1-5: Made a block structure with (Jeremy), but lost interest after the first day--quite interested in the "burning" (experiments)--also made a maze.

Parent Conference

Agreed that (Gus) continues to hold his own with some lapses. Apparently quite a bad lapse about four weeks ago at home, but not so noticeable in school.

DECEMBER 8-12: Increased amounts of sulking, crying, and bad sportsmanship--did a continuation of last week's block structure. Made Christmas tree animals. Is one of the Birds in the play and finds it hard to speak up without embarrassment.

JANUARY 5-9: Lots of game playing (a game he "gave" to the school)--also some collage and a complex floor block project. Several incidents of cheating at cards.

JANUARY 12-16: Still game playing a lot--also some manipulating if not cheating--doesn't seem to get into anything. Some sulks. Made orange bread.

JANUARY 19-23: Still lots of games and very little productivity except for some tie-dye. Several go-rounds of being silly and collapsing into tears when reprimanded. Finally was able to talk with (or possibly at) him, outlining several positive aspects of his work (reading, drawing) as well as negative (cheating, crying). Talked about having friends.

1975-76

DAILY READING RECORDS

DECEMBER 1: Talked about Thanksgiving and read in 2a. You know it's funny, but I have a general impression of (Gus) as an expressive person; but I think I'm often not conscious of how much translating and interpreting I have to do to talk to him.

DECEMBER 2: Review in 2a.

DECEMBER 3: Made a calendar for December. What a pleasure.

DECEMBER 4: I asked (Gus) about the notebook he'd made for home. He'd lost it. So we made a newie. He wanted to entitle it (name of local newspaper) and wanted us to write about the night I saw a barn burning about a month ago. He remembered my telling about it and wanted it included in his newspaper. Then WHAT A BEAUTIFUL illustration he did: "Barn fire in the night."

DECEMBER 5: This time (Gus) told a story (as though it were news) about a house fire and illustrated it. Also reread part of 2a.

DECEMBER 8: Wanted to hear Popeye book I'd gotten over the weekend so we began that. He copied a couple of sentences from it. Then got very silly, kept interrupting me till I quit finally, then said he wouldn't leave till I read more but left when I insisted.

DECEMBER 9: Told a story in his (local newspaper) book. I read Popeye.

DECEMBER 11: I asked (Gus) to draw and write about Christmas. He began by drawing a page full of three grimacing Santas drawn in light grey crayon and going over them with a white crayon broadside, then a beige one, explaining, "It's a foggy Christmas Eve." Then I started singing Rudolph the Red Nosed Reindeer. He joined. Then he sang a new version of Jingle Bells--"Jingle bells, Batman smells, Robin laid an egg ... " I urged him to return to the original lyrics. We sang for awhile, but it got boring so I said, "Why don't you make up your own words?" and darned if he didn't. We went upstairs, he helped type it on a copysheet, and boy was he thrilled.

DECEMBER 12: (Gus) gladly finished that foggy picture he'd started. We put the song words with it (he also dictated a third verse) and hung it up.

DECEMBER 15: We typed up the third verse.

DECEMBER 16: Watched (Gus) singing Christmas carols. He was well-directed and sang loud (though flat) making up some words. Drew in his calendar today, listened to some Popeye, and showed me the one new word in

1975-76

his 2a not listed in the glossary, "say." Sure enough, they had "says" and no "say."

JANUARY 5: Lovely talk about Christmas. (Gus) seemed genuinely glad to be back in school. Right away he wanted to look at and bring up to date his (local newspaper) book. I suggested his writing the next story himself right in the book. He seemed excited.

JANUARY 6: (Gus) certainly was excited and eager to write a story in his (newspaper) book. At first though, he didn't seem to realize just how possible it was. I told him to look words up in Peter and Jane, find words in word cards or sound out--whatever he needed to get what he wanted. He seemed exhilarated.

JANUARY 8: (Gus) began a lovely picture and also wrote first part of a story to go with it. What a good memory. As I've said, what he knows, he KNOWS.

JANUARY 9: Wrote the rest and proudly hung it up. Resourceful chap. Checking his own calendar for spelling of word "day."

JANUARY 13: Began introducing some new vocabulary from 3a. (Gus) did very well showing some independence at sounding out. I knew it was hard but I kept pushing him, he kept struggling and succeeding. Finally when he got one he said, "Phew! I was just getting it up to here" (gesturing up from stomach with both hands, up to chest) "and I tried and tried and finally I go it up to here" (indicates throat) "and so I could get hold of it."

JANUARY 14: He wanted to hear rest of Pooh story we'd started, so finished that, then more very alert work in 3a.

JANUARY 15: We found his (newspaper) book (YAY!), and he wrote another whole page and included a picture, too. (Mostly a list of names.) Couldn't wait to take it home and show his mom.

JANUARY 16: Wanted to hear more Pooh (short time after singing) so that's all we did. Oh yes--for fun I gave him a homework--some lined paper--a pencil, and said write down all the words you can find that you know in the (local newspaper).

JANUARY 19: He looked in the (newspaper) and in some books of his sister's and found quite a few. Nice writing, too. He was tickled--asked for more homework and if he could borrow Pooh so his mother could read to him. Gave him some homework only find words in Pooh. Also today he insisted while I read Pooh, that I stop and let him read every word he was capable of. So I did. Even let him read a few new ones.

1975-76

JANUARY 20: Had forgotten homework and Pooh but worked willingly and hard in 3a.

JANUARY 22: Gus's birthday (recently). I'd made him a card which he read. Then--his choice--I read in Pooh with him filling in. Also he brought in two sheets FULL of words which he'd written at home. Found them in Pooh and in the paper. Was he tired of it? No, he likes it.

1975-76

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: January, 1976

By: (Y.B.)

(Gus) has had a mixed fall. On the one hand he has been substantially productive with marked areas of competence. On the other hand, his situation socially, while showing signs of progress, is not as markedly strong as his general level of productivity. (Gus's) ability with color has always been pronounced; in the last year a sense of form and space has developed as illustrated both in his drawing and block work. In both these areas he shows individuality and inventiveness plus a developed sense of structure. (Gus) has painted quite a bit this fall, and has been engaged with paper marbling, fold painting, paper dipping, pendulum painting, gluing and collage, as well as block construction. He has shown himself to be a competent cook and has also done some weaving.

Socially, (Gus) has had lots of stops and starts. He has obviously made efforts and in general seems more relaxed, but often a situation that starts well ends poorly because (Gus) has had difficulty sharing either objects or credit. Yet, there has been gradual improvement in this respect, and (Gus) is certainly responsive to direct statements from his teachers about this matter. (Gus) has had the greatest difficulty in this respect on the ball field. It is hard for him to refrain from boasting of his own achievements or to refrain from sulking should the other team win. It should be noted that sports are important to him and that his efforts to play well are gradually resulting in greater skill, and a slowly developing sense of teamwork.

(Gus) has worked on reading with (I.P.) every day this fall as well as working regularly in class with his teachers. He is working hard and has mastered the vocabulary from the Peter and Jane books plus some other words of importance to him. He has been practicing word attack skills, both in phonics and word families, but does not, as yet, have any independence in these skills. (Gus's) writing is still somewhat limited, being largely dictated sentences about his drawings. I am asking him to try to do some independent spelling.

(Gus's) number work is fairly strong. He seems to have a good sense of pattern and is quick to pick up variations. He has been doing lots of groupings, addition and subtraction patterns, tangrams, and counting by

1975-76

~~groups. He's quick~~ at all this and shows signs of being ready for place value.

(Gus's) contributions at group time are minimal, and he has sometimes shown signs of not paying attention. I have been pressing him on this, and he has seemed more attentive lately.

1975-76

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: January, 1976

By: (I.P.)
reading teacher

(Gus) is making enormous strides in reading this year. It seemed he was ready and eager for the beginning Peter and Jane readers and so we began those in the fall, and have made continued steady progress since then. He has learned not to be flustered by new words and has developed a steadily growing sight vocabulary. He is learning to use phonic and other kinds of clues as well.

We have varied the work in the readers with drawing and captioning, and dictating and writing our own books, made up mostly of familiar words.

Once (Gus) has a word, he really has it. He is just beginning to realize, with great pleasure, the degree of reading/writing independence this gives him.

1975-76

OBSERVATION 3

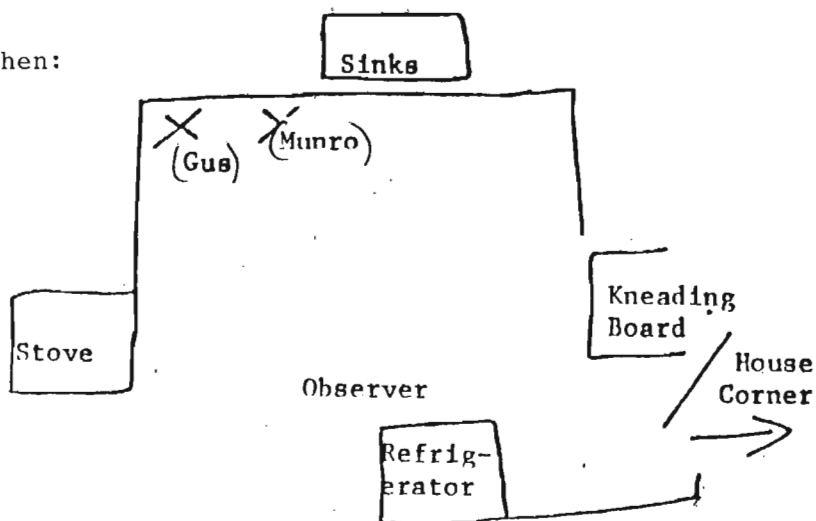
(Gus)

For ETS Reading Research

January 22, 1976

The Prospect School
(C.G.)

School kitchen:



(Munro) measuring flour.

(Gus) mixing dough.

(Gus) scrapes mixing spoon with soup spoon--holding both back side up and each stroke ending awkwardly.

(Gus): (Sending (Munro) to get (Y.B.).) Tell her to come look at the bread. (To Observer.) It's orange bread. It didn't come out of a cookbook though.

Observer asks what he means.

(Gus): It came out of our class.

Again, what does he mean.

(Gus): We made it up. (He is stirring and looking over his shoulder to talk. He handles the orange rind on plate.)

Observer: It looks like coconut.

(Gus): You mean roasted/grated coconut?

1975-76

(Gus) leaves to get (Y.B.) and (Munro).

(Y.B.) says it's (Gus's) turn to measure and (Munro's) to mix, and (Gus) should measure two cups of flour.

(Y.B.): Don't shake your cup, remember.

She points to the two-cup label on measuring cup and asks (Munro) how many cups two measuring cups full will be. He answers, "Two." She asks how many cups the measure is, and he answers, "Two" (reads it). She asks again how many cups two measures will be.

(Gus): Four.

(Gus) begins ladling flour into measure.

(Munro): (Watching.) That's the third.

(Gus): Umhum. There, and that's enough.

(Munro) stirs.

(Gus): (To observer.) You know what he said? Pizza, spaghetti, and brown sugar.

(Munro) says that he didn't say all mixed together, but he likes those three things.

(Gus) is scraping and licking the tablespoon he had used.

(Gus): Four coups of flour in there.

(Y.B.) comes to check on their dough and says they may use one more cup of flour. (Y.B.) puts kettle of water on and leaves. (Gus) ladles flour. (Munro) tastes dough, says it's good, says it's yugh, says it's yeasty, it looks like a lot of yeast. (Gus) says something about killing yeast.

(Gus): (To observer.) Yeast is a plant, you know. (Observer nods. (Gus) picks up a one-cup measure.) I'm gonna rinse this out and dry it 'cause it's one cup.

He rinses it and dries it with paper towels, stuffing first one and then the other into the cup.

(Munro): (Singing.) Mix it and bake it and ... it with care and mark it with ... for (Munro) and (Sean) (which he changes to (Gus)). He sings it again and (Gus) joins.

1975-76

(Gus): ... mark it with M for (Munro) and (Gus) ... for (Munro) and me ... (talking) M for me. M-E is me.

(Y.B.) returns, and he asks if they can add flour now. He has poured the flour from the two-cup measure into the one-cup measure, which seemed to puzzle (Munro). They add the flour, (Y.B.) clears off the cutting board, and turns a round table off of it onto the floor before turning the dough out of the bowl onto the board. (Gus) kneads first.

(Y.B.) has him roll up his sleeves. He is standing on a chair. He folds and pushes, folds and folds and folds. (Munro), as well as (Y.B.), leaves the kitchen. (Gus) kneads and occasionally looks at observer.

Observer: I like kneading.

(Gus): I do it at home with my mother and father.

(Munro) returns. They empty dough scraps from bowl onto board, with (Munro) holding bowl and (Gus) scraping. (Munro) runs water into the bowl.

(Munro): It's like ice breaking.

(Gus) continues kneading (folding a small amount of dough into the rest of it.)

(Gus): (To observer.) Do you got a dog? (He nods as she answers.) I think it's got enough. (He continues squeezing and folding the dough. He watches activity in the house corner through the doorway as he kneads.) (To (Munro).) Doesn't this look like it's done? Go and get (Y.B.).

(Munro): Is this stuff wincing (rinsing)? Yeah. (He paper towels the bowl. He doesn't leave the room.) It would be fun to have one of those things you hold and the water squirts (a sprayer hose on the sink).

(Gus): But'cha don't have one, do you? (Here at School?)

(Munro): I do. (At home?)

(Gus): Yah, so don't we at our house. Get (Y.B.). I think this bread's kneaded more than enough.

(Hal): (As he walks past.) Why don'tcha stop kneading it, dummy? (In a friendly/mild tone.)

(Gus): (To observer.) How's that look? I'm gonna knead it 'til (Y.B.) comes in. We didn't put no eggs or butter in.

1975-76

Observer: Did you use oil?

(Gus): Yeah. Oil's related to butter.

He rubs flour into his hands (second time he's done so, and continues kneading.

(Y.B.) comes in. (Gus) kneels on the chair. She asks if (Munro) has had a turn, and (Gus) answers no. (Munro kneads while (Gus) washes the bowl.

(Munro): (Gus), we get to take one home.

(Gus): We do?

(Munro): Half and half.

(Y.B.): One large and two little.

(Gus): Oh good, one (large) and one for me, one for me and (Munro).

(Gus) carries the bowl to (Munro) and (Y.B.).

(Gus): How'd you get that clean so fast?

(T.M.) (teacher from another group) comes into the kitchen and comments that they should get Dunkin' Donuts to make this. (Munro) says it would taste more like bread than like doughnuts. He plays with the ball of dough and says it's the world's biggest doughnut.

(Gus): I'm gonna call it to the company today. I'll say will you please make some orange doughnuts, we made 'em at school today. (He is drying bowl. He carries it to (Y.B.) and (Munro).) I know the bowl's already dry. I can't believe how fast I got that done.

(Y.B.) asks if they want to go out at recess. (Gus) wants to. (Munro) doesn't answer.

(Gus): (Munro) wants to go out too, he said.

(Munro) looks undecided as (Y.B.) looks at him, then nods.

1975-76

WEEKLY ACADEMIC RECORDS

Date	Reading	Numbers	Writing	Other
Jan. 26	Put Me in the Zoo 7	groups in	X	tangrams
Feb. 2	Put Me in the Zoo <u>with</u> 15 all	X S H O R T	X W E E K	draw houses with design
Feb. 9	Put Me in the Zoo 19	groups in 34	write about drawing	draw house three plain with scribbles fill in
Feb. 16	Put Me in the Zoo 25	ways to make 45	write about teepee picture	dominos

1975-76

DAILY READING RECORDS

Snow Day--Absence

JANUARY 28: This morning (Gus) asked if I had gotten Come and Have Fun for him yet. I apologized. He was disappointed. But said later confidentially, "You know I started Put Me in the Zoo, this morning with (Y.B.)." I said, "Yes, that's wonderful. (Y.B.) told me you did very well." He was shaking his head no and said very low, "No. I had problems." He'd thought it was proof that he couldn't make it in a real book. I nearly hooted--"No. No. Don't let that bother you. Of course the words are hard. Peter and Jane were hard words for you awhile back." I got out his folder, we looked over some of his old work, and he was so nostalgic, so amazed, and so encouraged.

JANUARY 29: Began Come and Have Fun. He did fine. He said, "I'm a fast learner, hunh?"

JANUARY 30: More in Come and Have Fun. He's learning word family--word attack--fun run sun.

FEBRUARY 3: He balked a bit but then relaxed into working in 3a.

FEBRUARY 4: Extremely jittery today. We did a few bits of things. I read Pelles New Suit at his request, but he could hardly listen.

Furnace weekend (breakdown).

FEBRUARY 9: Somewhat less jittery. Still had trouble focusing. Worked well in Come and Have Fun eventually. Went over his homework of finding readable words in the kitchen and praised him. He said with frustration, "But the one I wanted to find was cream-style corn, and I couldn't!" Lots of ordering lately, especially in discussion of a calendar he'd brought in.

FEBRUARY 10: We FINISHED Come and Have Fun. Wish that book didn't have a sudden burst of new vocabulary at the end. Still he was very proud. Wrote more on list of new words in Come and Have Fun.

FEBRUARY 11: (Gus) worked in 3a, and we played a little game with the word cards--"Find a word that ends with "shhh."

FEBRUARY 12: (Y.B.) had said she was a bit concerned about (Gus's) writing in that he seemed to name and list but not compose when asked to write (or dictate). So I gave him a new blank book and said it was for him to write and draw in; he titled it "(Gus) and the Three Kids" and wrote on the first page, "Once upon a time there was three kids." Sounds great.

1975-76

FEBRUARY 13: Valentine's party.

FEBRUARY 16: Chose to work in 3a over writing today so we did. Then I began first in a series of little lectures on vowels. After some genuine confusion he sorted it out and did okay.

FEBRUARY 17: (Gus) silly today. Told him flatly I was not amused by his tricks--particularly closing eyes while writing and drawing and covering ears while I'm talking. He wasn't mad. Thought it funny. Did illustration in new story and reviewed sounds of "a."

FEBRUARY 18: Silly again. But we did break through it for work on sounds of "e."

FEBRUARY 19: Had this and that planned for (Gus) today, but he came in early and watched (Ross) and I working at reading (local newspaper). He was VERY interested. So we went through it and landed inevitably on the T.V. listings. THAT BOY IS INCREDIBLE. He knows what is on each channel during each time slot each night!, and therefore he found he could read most T.V. show names. So we did. Assigned more of same for homework. Also looked at Sesame Street Alphabet book.

FEBRUARY 20: He'd forgotten to do his homework. That's okay. I had the (newspaper) with me. We did it right then. Good exercise for him. Really excites him.

1975-76

OBSERVATION 4

(Gus)

For ETS Reading Research

March 4, 1976

The Prospect School

About 11:08-11:32

(C.G.)

About 11:00.

(Gus) and (Munro) sitting side by side against the wall beneath bulletin board--at rug--reading Tin Tin books.

(Y.B.): (Calling.) O.K., Group Time, please.

(Gus) is turning pages, seems to be counting frames of cartoon. He gets to his knees, looks at (Brent) (next to him), and returns book. He crosses the rug on his knees. There is a thin, flat, broken sheet of burnt sugar on the Interest Table above the books. He fits it together with quick hand movements, but leaves the whole hanging slightly over the counter edge.

He crosses to his former seat. He has his fingers to his tongue. He crosses again on his knees and sits by (Hal):

Counter Sugar
(Gus) (Hal)

(Gus): How come you're always lickin'? (He licks a piece of the sugar. (Larissa) turns toward him.)

(Larissa): Did you?

He licks it again. (Y.B.) returns to room and starts meeting with the question, "What ingredients are in the pizza?"

(Gus's) hand stays up while (Annette) answers.

(Y.B.) What plant is flour made of?

(Gus) switches arms (raises the other) and looks toward (Sean). He folds his arms around his head (that is, they're overhead, then folded across the top of his head). Hand up. (Y.B.) asks for other ingredients. Tomato sauce is mentioned. (Gus's) fingers are to his mouth; he bites the side of his fingernail. Eyes are focused distantly. (Y.B.) asks what else. His hand goes up. It goes down while group talks about ingredients in pepperoni. Hands are between legs. He sways forward. He seems to be gazing at the wall across from him.

1975-76

(Y.B.) asks if there are any eggs in pizza. Uncertainty among children.

(Y.B.): (To (Gus).) Don't you know for sure? How come you know?

(Gus): Cause we made it. Cause I made it.

(Y.B.) repeats, no eggs. (Gus) repeats, "... eggs," and shakes his head.
(Y.B.) asks for other ingredients.

(Y.B.): (Gus)?

(Gus): Oil.

(Y.B.): Now, here's the real question. That was (just the beginning).

(Gus): Uh oh.

(Y.B.) How many of these ingredients did Tabitha and Nathan have?
(Wilderness Family series.)

First answer given is salt. (Gus's) fingers to his mouth. He sways. He sits back off his knees onto his rear end.

Other answers: Water--to use as oil? Bear fat. (Gus) mouths "Butter."
Did they have yeast? (Gus) raises his hand. He leans back on his other hand. He wipes the side of his nose with a finger. Mouth is slightly open. He sways.

(Y.B.) asks if they had cheese. (Gus) raises his hand. Could they have had cheese? (Gus's) hand is half raised. Then he winds his hand into the tail of his sweatshirt.

(Y.B.): Raise your hands about tomato sauce (did Tabitha and Nathan have it?). (Gus)?

(Gus): No.

(Y.B.): What about tomatoes?

(Gus) runs a finger along his lips or teeth. He bites side of finger.

(Y.B.): What about flour? What did they have that was like flour?

(Gus) attempts to answer. Others answer: Cornmeal. (Gus's) eyes close and open.

(Gus): (In a low voice.) That's what I meant.

1975-76

He straightens his back (he is kneeling), lifts neckline of sweatshirt up so that it covers mouth and nose, drops it. (Y.B.) asks what they ate that we don't eat much--deer meat is one answer. (Gus) nods and bites fingertip. He clasps his hands behind his neck (elbows out). He lifts sweatshirt neckline again.

Discussion compares Wilderness Family to Little House in the Big Woods family. (Gus's) sleeve is over his hand; his hand is to his mouth. Odd grin. Picks tiny piece of something off the rug. Sits on his feet.

(Brief interruption.)

11:24

(Gus) is rubbing his leg with a six inch ruler. (Y.B.) asks who had most things to eat (we do). She walks to time line and locates 1771 there. (Gus) watches (Y.B.) write. He rubs ruler against shoe sole--leg--shoe sole. Other members of the group are recalling dates of these two stories.

(Gus) sits back, ties shoe, switches positions of his legs, shrugs, and moves his mouth. He moves his legs out in front of him and ties other shoe. Tucks foot under himself, picks up six inch ruler, tucks his legs other way round. He is kneeling. He scrapes the side of his shoe with the ruler.

(Y.B.) asks which cities were alive in 1771. Was (Boston)? Was (New York)? (Gus) looks up. He looks at (Simon) as (Simon) answers. (Hal's) feet roll the edge of the rug up.

(Gus): (Hal)!

(Gus) fixes the rug and holds the edge of it down as (Hal) runs his feet against it again. (Y.B.) explains dismissal procedure for pizza meal.

11:32

(Gus) is sitting up on his knees. The ruler is on the rug. Bird-like movements of his head. (Y.B.) is dismissing "people who made the pizza." (Gus) is looking at (Simon).

(Gus): Me. (He points at himself.) I made the pizza.

He is dismissed. He drops a six inch ruler on the rug as he leaves.

* * * * *

19775-76

Interview with (I.P.)

March 11, 1976

Focus: (Gus)

Interviewer: (C.G.)

A. Physical Presence

His age is 9;2 months. He's a big, chunky nine. He continues to be clumsy and insensitive about things and people around him, and the space around him. He's the one who always bumps the doll house and knocks the books off my desk. Every day he precedes me and slams both doors in my face. "Oh, I'm sorry!" I really made an issue lately, because he's so available to trouble starting--things get started with him as he walks through (T.M.'s) area or the rest of his own area--he's open to any friction that might be flying through the air. I tell him, "(Gus), can we walk from here to where we're going, just plain walk?" He can't do it. He hops on both feet or walks on his toes, making a face like this or stretches his face out or walks backwards. He comments to anybody who's nearby. I remind him. He says, "Oops!" and walks plain until he goes around the corner.

He's sloppy ... I have to ask him to cover his mouth when he's coughing, to blow his nose when it's running, to stop wiping his nose, to try to keep his clothes on. His shoes are always untied, he kicks his feet around, and his shoes fly off.

He's had a bad cold. When he's sick, sickness lingers. He often talks about being tired--"The little kids kept me up"--and always knows exact number of hours of sleep.

(Interviewer: What about his appetite?) He's interested in food, and knowledgeable about food and nutrition a little bit. He likes to cook. Never comes bringing snacks along with him.

I think all these things are the same as they were. I mean, he certainly hasn't improved. He still does this ... thing of blinking or just closing his eyes when in a silly frame of mind. A lot of times, he reads covering his right eye. There's a strange gesture of having his head vibrate from side to side in a horizontal plane that looks involuntary to me--he has had it since last year--there's less than last year. That, eye covering, and eye blinking (occur) on more distractable days. I usually find out talking to (Y.B.) those are days rough for him socially, too. I don't know if general fatigue, or social issues, bring it on, or if it's something in him that's off. It disturbs me that the shaking does look involuntary. (It's) while

1975-76

he's talking to you. It doesn't have to be a moment of stress. We almost never have those anyway. He's a very willing worker.

(Interviewer: Large motor? Yard?) Clumsy there. Seems to be an important thing to him. (Y.B.) and I have noticed he brags a lot ...

B. Relationships to Others

Peers--I don't see him in the group. He seeks friendships, states he has friendships that don't exist, and continues to do that. He'd like to be more in demand than he is. (Y.B.) and I recently developed the policy of telling him when he's doing things that put people off and make them not want to be with him. ... He really seeks, compliments people on their work--it has its other side, too.

The relationship with me is healthy. When I criticize him, he takes it well, though he forgets and repeats the things very easily. He enjoys but I don't think he's terribly dependent or possessive about our time together. He's doing well, and he knows it; this carries it now more than the relationship.

Interaction over different tasks: His first reaction if I ask him to do something he doesn't feel like fulfilling at that moment is to pout and cross his arms, put his head down, cover his face. I tell him how silly that is, and he stops. I don't accept any of that.

C. Emotional Tenor

His emotional style lately is of seeing himself incorrectly--immediately interpreting things as injustices to him or an omission of critical acclaim he should have gotten. It gives him an aggressive style that is unpleasant, expressed in pouting.

(Interviewer: How is anger expressed and controlled?) Not well. For all his bigness, he certainly isn't bullish. (Recently) (Marty) burst in and said, "Oink oink pig face" and ducked out. (Gus) jumped up so as to knock his chair back against the wall and said, "Oooh! Oooh!" and that's all he did ...

D. Interests and Themes

They are still pretty close around himself, home, family; his corner on (name of street) is a big thing. He gets as far away as the cemetery and the little grocery store across the street. He gets sent on his own--he figures the change on his own (as you might imagine), adds

up prices in his head. He's open and curious about things that are presented to him, but curiosity doesn't project itself out of him onto things. He doesn't desire to have an aquarium, any of the science-y, project-y, questioning interests a lot of other nine-year-olds have. Doesn't go very far socially or geographically. It's sort of like his not defending himself ... He's perfectly willing to talk about it, learn about it ... I've tried several times to ask him about group discussion. He hasn't done very well, but I can't describe him there. Once he knows something, he knows it. He has it like concrete. I can't characterize what the difference is. I think it has to do with the situation in which he picked it up; and the degree of appeal in numbers, patterns, colors, and order certainly takes precedence.

(Interviewer: Reactions to other people's work, or their expressions of interest or recognition that he might like something?) He's possessive, proud, jealous of the fact that he's accomplishing stuff in reading. He is. We keep telling him. We know he tells (Sean) that he admires (Sean's) art work when (Sean) is right there, but he won't say it to me. (He'll ask), "Whose marker is that on page 26? Let's see, 26; that's 8 pages ahead of me." He thinks of it very competitively. I try to discourage it. It's hard to. He really seems to know where everybody is.

Interviewer: Contrast of generosity to competitiveness? He has both sides. Both come out of making friends. Generosity is genuine. He doesn't see himself very clearly, doesn't know competitiveness doesn't really add to him.

READING

A. Involvement

His involvement with his reading work has been excellent. He has been really working hard. Occasional pouting--very rare. He accepts any suggested assignment with enthusiasm--he enjoys it. I think he's a natural decipherer, a decoder, but he reads for meaning and for pleasure. When he has done enough he stumbles--(there is) something tired about his voice--he says right away, "I think I've done enough. I'm tired." He's always right. Never, ever uses it as an excuse.

B. Influence of Setting

Curiosity is there, and his willingness to figure the words out is there constantly. He figures out everything he sees, and tells me words he figured out at home. If I'm reading from a book way beyond

1975-76

him, he's pointing out words all the time. Progress in general in reading has been great, distinct. He was a non-reader all last year, though he was working at it.

C. Approaches to Reading

He's read a lot of things--Put Me in the Zoo, with (Y.B.); Come and Have Fun, with me. He's up to 3B in Ladybird's. He read The Funny Baby (very simple). He recognized it right away. "Oh, this reminds me of The Ugly Duckling." Today he started Tales to Read--it must be first grade level.

For a person who can be so flighty, he is not in the face of new words--he has a bag of tricks--it doesn't throw him at all. When he figures out a word, he tells you how he figured it out. Like "M-E spells me." You don't know sometimes how he means it.

He has taken work home. He loves it. He already knew--memorized--what is on any of the three major channels for any time slot from around the time he gets home to (about 9:30). I point to 9:30, Channel 3, Thursday evening. "What's it going to say?" "Well, Chico and the Man." He looks at the words. "... and-the-man. Oh, this must be Chico." He can read them all. We did that forwards and backwards for quite awhile.

He likes the book Winnie the Pooh--he took it home and just copied words. Some he could read and some he couldn't. He went home with the assignment of copying words he could read out of the (newspaper) and got quite a few. (The same for the kitchen); he got six or eight. He was displeased, "I was looking for cream-style corn. That's my favorite. I couldn't find it anywhere. I know I can read it, too. Really I can." He was really peeved.

He is definitely a decipherer. He regards it to a great extent as a fascinating puzzle, this business of reading. What used to be a page full of chaos to him, he puts right. That's fine with me.

He's very honest and realistic about what he can and can't read. He doesn't mind saying, "I think this book is really too hard. We should try something else." He doesn't feel discouraged by that. It doesn't embarrass him.

D. Writing and Drawing

(Y.B.) and I are trying to get him to dictate. ... His classic story to go with a beautiful, beautiful painting last year was, "The house

1975-76

gots red on it, blue on it, brown on it." He has continued to do that. We wondered when he would ever narrate, or there would be an inkling of composition there, putting parts together rather than just listing. We've both been really trying to squeeze it out of him. I know he can do it. He can retell incidents but never seemed to want to just generate anything for the fun of making it up.

He made this book called (name of local newspaper). It has a variety of things in it. I told him a story about how (my husband) and I were driving at night and saw a barn fire from a distance. He thought it was really exciting ((I.P.) shows picture). That's a barn fire in the night. First he did the fire, and then he covered all but part of it with night. Isn't that something? He loves, he understands. ... This (another) is a story he told. So many pictures have house and hill. He lives where (his) street goes up at a 45 degree angle. Look at his yard, at an angle. He likes the subjects of disaster, fire, people hit by cars, auto accidents. Here we are, back to lists again. Here's another house on a hill. Isn't that pretty? He gets so side-tracked by the design of the thing. He starts off with representation and then he starts--this is not a criticism--he forgets that and starts designing into the space and filling it out with colors and stripes and sectioning it off and forgets about it being a house.

He's not listing colors, but listing.

Yesterday (Gus) met a new friend.
And (Sean) met my new friend.
And (Paxton) met my new friend.
And (Philbert) met my new friend.
My godfather's son (Pedro) met my new friend.
And then another friend of (Sean).
Then 3000 friends met my new friend.
And Peter Jane Pat the dog (in Peter and Jane)
(Timmy) (Tom) (Jerry) (J.D.) (John) the other (Tom) and (Jerry)
and (Munro) ...

And he got sick of it--"The end." That was more like him.

Me and (I.P.) and (Humphrey) and me and
Peter and Jane and (Winslow)
everybody lives in this house.

This one is about a Christmas present and playing.

Look here, (I.P.). Here I am, says (Gus).
The dog is with me. We play toss-across.

That's a game he got for Christmas.

1975-76

He made this up at Christmas. We were doing nothing one day--coloring?--and we started singing Christmas songs. He didn't know the words to "Jingle Bells" exactly so he started making some up. So I wrote them down, and then he was so tickled he made up another verse and then made up another; I let him type them on (H.S.'s) typewriter, and was he thrilled!

Isn't that beautiful. He wanted me to xerox it, and I kept telling him it wouldn't be the same; finally I did, and boy, was he disappointed!

This is a new one--he began this one a month ago and then was suddenly interested again yesterday, so we got it out. This is "(Gus) and the Three Kids." This is going to be very narrative: "Once upon a time there was three kids." By this time he didn't know "car" but we figured it out. He sounded out "hit" with prodding but not really me telling him. He wrote "The car hit the kids" by himself. There are words in the kids' mouth, and the words are "No" and "Stop."

((Gus) said), "I draw good cars, right? Watch, on the next page I'm gonna draw even gooder cars.

Here's an ambulance. I had to keep saying it, "A-am-amb." He can identify sounds and is proud of it, glad to do it. "The (ambulance) went to the hos pitl."

All this fur is light coming from the (sirens)--light rays.

There are other little captioning things. An abortive motorcycle book--I ran out of pictures:

I like Yamaha.
I like to be a motorcycle rider.

Other brief writings on pictures; I ask him to caption, tracing pictures of Bert and Ernie (two Sesame Street puppets; episodes about their lives together are on it).

E. Summary of Reading Work

I try to mix it up. We always have two or three things going. He knows he can choose--his own books, Peter and Janes, and whatever else is reading, that he's working hard on. I haven't read to him much, although he asked for Winnie the Pooh--he hasn't been in the mood so much this year as last. It's such a pleasure to him to use this new skill that he has, that he wants to read all the time.

1975-76

F. Other General Reading Patterns

Listening patterns: He tunes in and tunes out. I have a general tendency to trust his goodwill and that he listens. Sometimes the look on his face makes me ask ... I make him repeat things back some-times.

Metalinguistic information--Use of language as expression of self: He's not really an articulate person. He really struggles with it. He doesn't enjoy it in that sense, doesn't play with sounds particularly, or word meanings. He does chant at times. Not big on swearing, especially. The (observation's) description of him trying to knock dough off one spoon with another spoon, holding both backwards, and the clumsy, ineffectual gestures sounds like him when he's trying to express himself verbally (ETS Observation #3).

Oral/written language: Especially orally, his language is so ..., unformed. I really think seeing written language is opening up real new vistas for him. He's suddenly realizing words as separate entities. He's been holding whole phrases run together in his mind as having meaning ... ((I.P.) described a phrase her brother had had and its variety of meanings and references.) Not very discriminated use of words--poor grammar, babyish construction and substitutions. Reading, I can see it amazing him, I can see him getting it suddenly, "Oh!" and say the words very separately. I think he realizes then that they're interchangeable parts. I don't know what else is being realized.

We have done so much less drawing lately--so much more reading. I didn't realize it. More drawing and writing in his new book maybe.

Story telling: Not really one of his big things.

Mediated strategies--How does he get it, get to it? He uses all the clues we've helped him learn so far, very resourceful, including wild guessing. If he can't get it, he can't get it--he isn't discouraged.

(I.P.) finds his representing of people younger than many and noted the person (in a particular drawing) was askew on the page. The page is not a context--he goes off the edges.

He's orderly but not neat.

* * * * *

1975-76

WEEKLY ACADEMIC RECORDS

Date	Reading	Numbers	Writing	Other
Mar. 1	Put Me in the Zoo 35 41	backwards by 4's	about ?	draw flowers A-blocks
Mar. 8	Put Me in the Zoo 49	100 - 4	about tree house	draw tree house dominos
Mar. 15	Put Me in the Zoo finish	X	tree house finish	draw
Mar. 22	4a 6 p. 8	groups of 6	write about cars	draw/finish
Mar. 29	A B	continue 6 S E N	T	
Apr. 5	4a 10	X	about interest table	
Apr. 12	4a 14	X	about ?	draw whales

1975-76

WEEKLY DESCRIPTIVE RECORDS

MARCH 8 AND 15: Pretty involved with sap, measuring, counting, adding up, boiling, and finishing. Also did a wax hand and made candles--suddenly picked up speed in Put Me in the Zoo; still lots of contact with (Munro), largely games.

APRIL 5: Chicken pox last week--working a little in the sand--now that ball is beginning again, having some problems with boasting. Reading good. Was the official stone soup cook.

1975-76

DAILY READING RECORDS

MARCH 1: Absent.

MARCH 2: Talked about vacation. Seems he's fascinated with reading the T.V. listings. Told him to keep it up. Then he wanted to trace in a Popeye book. We did. He labelled. How does he know about the difference between sea and see?

MARCH 3: Much involved tracing from Sesame Street Book of Letters with promise he'll caption tomorrow. Both (Gus) and his sister seem to have a kind of disconcerting wiggling or jiggling--no, more like trembling or twitching. All their own. Jerky movements involuntary in a horizontal plane.

MARCH 4: We labelled, "K is for Kermit, D is for Dinosaur, E is for Ernie, B is for Bert," and he showed me how well he's doing in Put Me in the Zoo with (Y.B.) by reading ten pages.

MARCH 5: A rather silly (Gus) at first but eventually settled down to a spelling test. Did very, very well, writing all the words from memory. Got into rhymes a little, too.

MARCH 8: (Gus) and I began The Silly Baby, first telling ourselves the ugly duckling story (which it is, rewritten), then he launched into reading. Nearly finished it.

MARCH 9: (Gus) was really in the mood for reading. Read the rest of The Silly Baby, discussed it, says he prefers the original, then read about ten pages in Put Me in the Zoo before he announced he was tired.

MARCH 10: (Gus) was quite even today. Drew and captioned with much independence, two more pages in (Gus) and the Three Kids.

MARCH 11: Gave (Gus) a choice for what to read next. He picked Tales to Read and made a good strong beginning.

MARCH 16: Short time--he'd been finishing up the maple sap calculations with Phillip. So he chose to just hear the Big Brown Bear, a story he already knew and loved.

MARCH 18: (Gus) was a bit of a silly today. Very wiggly. Slightly pouty. But read in Little Red Riding Hood and read well.

MARCH 19: Wanted to play with the vowel cards which for him means ordering them, arranging them, counting them, but I pressed for more; and he

1975-76

read them all and even found he now understands the isolated sound principle behind them.

MARCH 22: Between reading in Tales and playing cards, (Gus) chose cards and BOY did he do well. He really surprised me. He won quite honestly and enjoyed himself.

MARCH 23: At my insistence (Gus) read two pages in Tales, then (what he was really looking forward to) beat me once and tied me once at cards.

MARCH 24: Gave (Gus) a list of new words he could get using the cards. He got them all but it was hard. I kept pushing, and he made it. We played again, and he won again.

MARCH 25: Read four or so pages in Tales and played cards with much bragging and score counting.

MARCH 26: Read again--confidently, satisfyingly, in Tales, finishing Little Red Riding Hood. Then a short game of cards with yet more obnoxious countings and comparing which I call him on right away.

Chicken pox.

APRIL 5: Welcome back, (Gus). Great game of vowel cards. We're real equals at it now. Then he took Tales to Read home to prepare two pages for tomorrow!

APRIL 6: (Gus) had prepared four hard pages on his own and read very confidently. I feel so good about him. And tell him so. He saw some new little books on my desk and immediately sorted them by color, then counted each pile, then lined them up precisely, compared (AGAIN) our card game scores (each total, total of ties, total points, how many scores the same) then wanted to know what he'd be reading next. Stories to Remember? "Okay, oh it gots 96 pages just like Tales to Read! But it gots 4 more letters in the name. Look 'to' and 'to' and 'R' and 'R' and 'E,' 'E'!"

APRIL 8: (Gus) read in Tales, rubbing his right eye constantly, seemed tired but tried. Took book to read a couple of pages at home. Then got into comparing Tales to Stories to Remember, "Oh the first story in this one gots 14 pages and the same in here."

APRIL 12: Began story "The Gingerbread Man" in Tales. (Gus) doing beautifully. Every now and then he'll whip off a word I didn't know he knew. "(Gus)," I'll say, "You surprise me all the time. How did you know that?" And he always knows exactly where he first saw it. "Oh that was in 2b" or "I wrote that in my (newspaper) book."

1975-76

APRIL 13: Had to call (Gus) on an outright lie today, hard for him to look at me but didn't really seem chastened. Then he wanted to try a monster book. Did quite well in Monster Meets Lady Monster and in Tales. Wants to take Tales home over vacation.

APRIL 14: A bit grumpy about writing, then got interested in a book about motorcycles and wrote "I like motorcycle races." Ho hum.

VACATION

1975-76

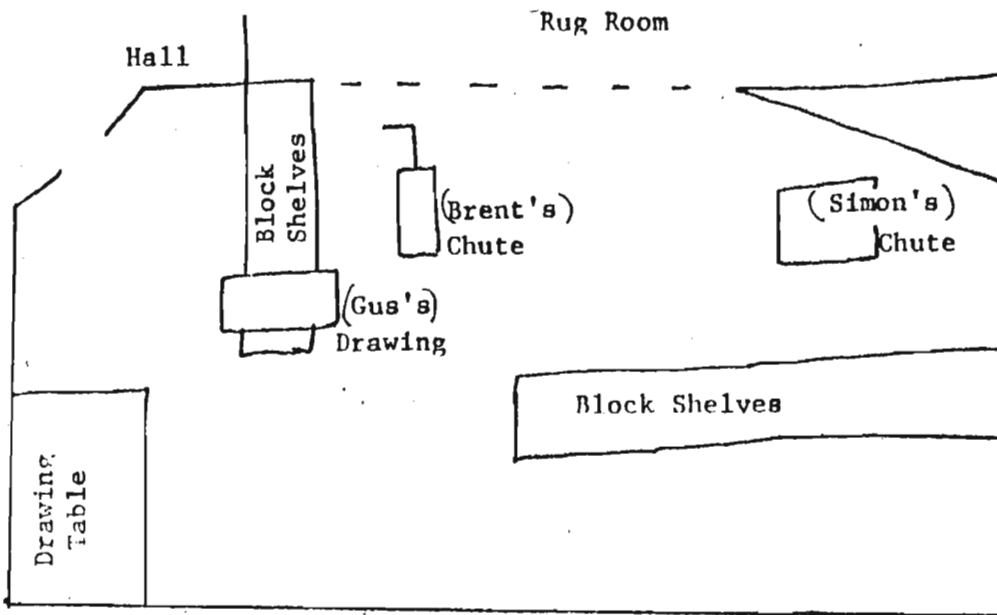
OBSERVATION 5

(Gus)

For ETS Reading Research

April 29, 1976
25 minutes

The Prospect School
(C.G.)



(Gus) is moving between blocks and drawing at table--blocks table.

(Munro) (Gus) (Wally) (Rainer)

(Gus) is drawing:



The apartment house has floors, flights of stairs indoors, and two pairs of ground level doors, one set marked "in" and the other marked "out."

1975-76

(Gus): Where is the crayons?

(Munro) is leaning way over his drawing and this hides the crayons.

(Munro): I have 'em. What do you need?

(Gus): (Responding to (Rainer).) Them ain't payons. (They're cray-pas.)

(Gus) crosses to floor blocks, where (Simon) and (Brent) have built and are using marble chutes. He stands with his thumbs hooked in his pockets. He is just inside the block area, and his back is to the drawing table.

(Wally): (Low voice.) (Gus), if you're going to draw, draw.

(Gus) returns to the table and gets his drawing. As he passes me, he stops and says, "(C.G.)! See."

Observer: It's an apartment house?

(Gus): (Nods.) I finished one side.

He tells me he's going to do the other side later. He leaves the drawing on the shelf top.

He stands watching in marble chute area (who, which chute?). His hands are on his hips, his tummy juts out (it's an adult looking posture). (Gus) walks through rug area--table area--hall back into block room. He enters with one arm held rigidly out in front of him and a straight-legged walk--playing zombie or robot. He sits near entrance to floor block area in a spot with a view of both chutes.

He is closest to and watching (Brent's), and is sitting cross-legged and on his feet. He tips forward, he sits back, so he's not on his feet. He folds his hands and rests chin on backs of hands, elbows on knees. (This is a posture he also takes at groups. His mouth seems a little formless, neither open or closed.)

(Simon) and (Sean) are experimenting with their chute--they are putting marbles in, crawling around it, and generating a lot of excitement. (Gus) moves in that direction--still staying on the floor--and keeps crawling around (Simon) to have a view of what they're seeing--(Simon) seems to be blocking that, disregarding (Gus's) interest.

When (Gus) is next turned in my direction, he has a plastic army man in his mouth. He sits cross-legged on his feet by (Brent's) chute again. He leans, rising off one leg, to the right, then leans over onto his hand to see (Simon) and (Sean's) chute.

1975-76

(Gus): Know what? We should build a ramp right here. (Brent),
(Brent). I want to tell you something! (Beginning to sound
insistent or distressed.)

(Brent): No, you're not.

(Gus) turns toward (Simon's) chute. He watches, and spins a block around
with one hand. He slides back toward (Brent's). Both put marbles in the
chute. They spill out near the top.

(Sean): You should put more ...

(Brent): You should see what it's like inside!

(Gus) moves to peer up the chute.

(Gus): Put these in.

(Brent): No.

(Y.B.) has stopped to watch.

(Brent): Um, (Gus) is bugging me a little bit.

(Y.B.): Well, you have a solution to that one. ((Gus) is on his side
and watching the chute exit. (Brent) sends marbles through.)

(Gus): It came out in a straight line. You know what? Can we make a
longer row now? (Exit ramp.)

(Gus) has moved on his feet to the other end of the chute. (Brent) takes
a block from (Gus's) hand. He is adding and enclosing another level of
ramp. (Gus) watches.

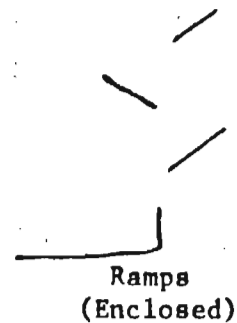
(Gus): Ooh that's gonna be ... (lost it). You gotta do the back up
(build the chute back higher).

(Brent) in passing from shelf to chute has to step over (Gus's) hand,
etc., because (Gus) is sitting in his path to getting blocks.

(Gus): You stepped on my finger. (Part of Brent's building tumbles.)
(Louder.) There, that's what you get for (stepping on my
finger).

(Brent): Stop it, (Gus). (Y.B.), watch right in there.

He and then (Gus) put a number of marbles in at the top. They fall out of
the chute at openings near the top and have to be collected.



1975-76

(Brent): Yikes! (They try again--same.) Yikes!

While (Brent) is picking up the marbles, (Gus) finds the hole at one side, and builds a three-block pilaster which blocks the hole with a small cube supported on two longer blocks.

(Brent): I'll clog it up with ... oh, he's got a good idea.

He builds a similar structure on the other side. (Rainer) and (Munro) bring their drawings to the block area to show (Y.B.). (Gus) has to turn his head almost right on its side to see (Rainer's). There is smoke in it that spells, ("Rainer") as (Rainer) points out (I couldn't see it myself).

(Gus): That's nice, (Rainer).

I don't think (Gus) noticed (Munro's). ((Munro) is blocked from view by (Y.B.).) (Brent) is building at chute exit--a cul-de-sac, and a slat propped up by a triangle block at the outlet.

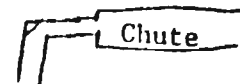
(Brent): There, I'm gonna have a gate.

(Gus): Oh, that's gonna be hard to stand up.

He is sitting near it, and pushes it over with his hand to demonstrate.

(Brent): I know. Would you cut it out?

(Brent) builds a ramp at the end.



(Munro) comes into block area and puts a cardboard tube on his arm.

(Munro): (Gus!) (Gus!) (Gus!!) Bionic arms.

All three put tubes on. (Brent) goes to see the other marble chute. (Gus) and (Munro) put more tubes on their arms--(Munro's) more precarious than (Gus's).

(Gus): I can knock off yours. (He does this by swatting it.)

Clean-Up/Recess announcement.

(Gus): (Munro), you gonna play ... ?

(Munro): Are you?

(Gus): Put our bionic stuff away.

1975-76

They stack tubes and then begin shelving blocks. (Brent) sets a block at the foot of his topmost chute and shows them, by announcing it, how that keeps his marbles on that chute. (Gus) crawls around the blocks--seems to be pulling himself by his arms. (Y.B.) asks him to help (Munro) put the drawing materials away. He puts several crayons one at a time into the box, with much tapping and shaking so they'll slip in. There is a painted cardboard box which he turns to sit squarely on the table before he leaves the room. He puts crayons and felt-tip pens away and comes to rug.

(Gus): (Heartily.) (Brent), my buddy.

(Munro) comes to rug and sits between (Gus) and (Brent)--There is space left for him.

(Gus): (Munro), my buddy (he has his arm around (Munro's) shoulder briefly). My buddy (gesture to (Brent)), my pal (gesture to (Munro)).

(Y.B.) asks why they aren't looking at books; she had told them to, she says. (Gus) crosses the room to pick out a Tin Tin book.

(Gus): Well, you didn't tell us.

(Simon) and someone else sat down in their places while they were choosing books.

(Gus): (Brent), I mean (Simon), will you please move?

(Simon) moves. He sits. He bounces the closed book on his hands.

(Gus): I can remember my page.

He opens it. He seems to look back and forth between the two pages.

He is talking to (Munro). He rubs (Munro's) back (brief, round). He tosses people's work folders into their boxes. He looks at the two pages he has opened to.

(Y.B.) asks how many want peanut butter crackers. He and (Munro) do. How many want plain crackers? Raised hands.

(Gus): Sixteen people want plains today.

(Kay) is collecting books and stops in front of (Gus).

(Gus): Oh, can I just finish it?

1975-76

He flips pages to the end and then hands it to her. He picks at the back of one hand with his thumb as he sits.

* * * * *

1975-76

Staff Review (Summarized)

Child: (Gus)
Age: 9;4

Date: May, 1976
Entered: 1972

Presenting Teacher: (Y.B.)
Chair: (D.E.)

Presenting Question: There is continued social difficulty. We are not getting to the root of it.

Physical Presence: Has been gaining weight. Stands with his stomach thrust out, slouches. Playing kickball eagerly and is better at it. Playing with his eyes is less than before. He strikes postures to show how he's feeling. Voice often sounds young.

Disposition: On the surface there is an almost impenetrable cheerfulness. Anger is expressed by a loud voice. There is boasting that comes and goes. Is it because he is told not to? It bothers the other children. He has to win or feel that he did. He controls it, but it is because he gets disciplined.

Social Relationships: He can work comfortably with (Owen)--they play chess, blocks. Children let (Gus) get involved with them in blocks. Boasting or argument over blocks can mess it up.

Activities and Interests: Loves to cook, fascination with food. Eats often--others comment on that. He's a good cook. Games, chess, checkers, or watching them. Comfortable with other activity. Blocks--competent and enjoys. Painting--very articulate about kind of painting and experimenting. No arts and crafts. Sand--would choose that before games, especially to be with (Munro). Game playing in spans of two to three weeks.

Academics: Reading has come very far. Ladybird 4a. No problems--knows how to approach and get words. Can be praised for it. Focuses really hard on it. Less so on writing, numbers. Writing is beginning to be independent but is spotty--words sometimes rather than sentences. Number work is fine--invested in counting and ordering. Always knows the time and the date. At group meeting doesn't appear to focus on the subjects. Nothing to say about the shell for instance. In twenty questions, gets no clues from previous questions.

Discussion: He's not clinging. Difficulties in compromising continue, but he responds to a direct statement. There are less blowups in the block room in the last months. There is a low level teasing on the yard; (Jeremy) jumps on him. The behavior is contradictory--friendly, then

1975-76

wants it all. There've been no complaints about cheating at chess or checkers. Passive is a good description ...

The reading has developed. There are no clues to the "inner" (Gus). The way he approaches and retains words is unchildlike, mechanical. Remembers where he first saw each word he knows and has to tell you. Iron grip once he has it. Reading developing in a vacuum. Enjoys it. Constantly informing himself how far along he is, it's very serious to him. He's a T.V. watcher--its subjects and themes are important to him. Can read the T.V. listings because he knows them ...

Changes in behavior feel external. He's very teachable which makes it easier for him socially, etc. He's not comfortable during private disciplinary discussions with (Y.B.), but he's "there." Not interested in theme of relationships through literature (recommended earlier). Spontaneous expression of interest is difficult. We don't have much access to what is going on for him internally.

Recommendations: Continue private personal contact around his place in relation to other children and his behavior. Have him tape record and listen to himself recounting his own past, with a variety of questions to help him record it. Work with maps, encouraging him to represent physical space, both from his experience and imaginary. A project that would involve ordering (and variation) to give the fascination with it more meaning. Encourage physical activity--running, jumping, obstacle course. Provision the classroom to support his talents.

1975-76

WEEKLY ACADEMIC RECORDS

Date	Reading	Numbers	Writing	Other
Apr. 26	4a 16 18	groups in 36	X	draw
May 3	4a 20 22	X	about picture of building	draw (house and flag)
May 10	4a 24 26	extended notation		X
May 17	4a 28 30	extended notation	X	draw
May 23	4a 32 34 36	extended notation adding vertically	about the map	mapping of school and (local market)

WEEKLY DESCRIPTIVE RECORDS

APRIL 26: Up to a few days ago, was really increasing boasting, whining, needed to be pushed into productivity--then he seemed to straighten out--on the edge of the marble chutes, also drawing.

1975-76

DAILY READING RECORDS

APRIL 28: Glad to see the boy again. He was happy to be reading, too, I think. He remembered where he'd been in Monster Meets Lady Monster--polished it off.

APRIL 29: Insisted we not let (Gus) and the Three Kids just molder so he thought up and wrote "One day (Gus) died. One of the kids stabbed him." Drew himself with a knife in his stomach, talked about his fat stomach.

MAY 3: "Polished off" (again) "The Gingerbread Man" in Tales to Read. Very smooth.

MAY 4: Taped for ETS. He was fascinated, and a bit unnerved by the machine.

MAY 6: Insisted he draw and write about their outing yesterday. Resisted, saying, "I diten see nothin'! I played kickball," but then drew the house and labelled, "This is (Dan's) home. The out sid was mad of rok."

MAY 10: Helped him finish a written assignment about their trip. First time he seemed to enjoy writing--though it's still a lot of work.

MAY 11: I was coloring in posters when (Gus) arrived. He was so enthralled we put Tales to Read off till tomorrow and just colored side by side, having the most pleasant time we've had in a long time.

MAY 13: A little more coloring and finished Tales.

MAY 17: Discussion of group discussion about population. Fine reading in Stories to Remember. Discussion of Table of Contents. He drew and labelled an apple tree.

MAY 19: We played twenty questions. I thought of banana and these were (Gus's) questions:

- Does it have purple on it?
- Does it have orange on it?
- Does it have brown on it?
- Does it have glass on it?
- Does it have plastic on it?
- Does it have paper on it?
- Does it have wood on it?
- Does it have cardboard on it?
- Is it made out of clay?
- Does it hold gas?

1975-76

Is it a wagon?
Does it have black on it?
Does it eat bones?
Is it a soccer ball?
Does it have red on it?
Does it have metal on it?
Does it have steel on it?
Does it have rock on it?
Does it have white on it?

We then had a good discussion of more helpful kinds of questions. We switched and I guessed his motorcycle. He was amazed (and annoyed, feeling he was "losing"), but then he tried again and did better, with help.

MAY 24: Finished his written assignment for (Y.B.) re: The Secret Garden.

MAY 25: Drew a lovely picture about himself at the dart game at the fair. Wrote "(Gus) hit the bord three times" independently.

MAY 26: What a reading appetite. Worked in both Stories to Remember and Peppermint Fence.

JUNE 1: Worked on a group written assignment (Y.B.) had given re: moths and butterflies.

JUNE 3: Finished that written page. By the end he could read the whole thing, not just the blanks he'd filled in. My husband and a co-worker stopped by to tell me something, and (Gus) proudly offered to read to them from "The Three Bears" in Stories to Remember. He got stage fright suddenly, was reading in a loud, high voice, flubbing words he knows quite well.

1975-76

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: June, 1976

By: (Y.B.)

(Gus's) record this Spring continues to show a series of ups and downs. He has demonstrated his capacity for concentration (notably in reading) and for the inventive (notably in blocks and drawing). Block constructions in the form of marble chutes and race tracks, construction with sand and wood, wood gluing, and sports continue to be his most consistent interests. His skill in sports has developed somewhat, though his difficulty with team work has hindered him. He has also done tie-dyeing and candle making, plaster, some evaporation experiments, and modeling with baker's clay. His involvement in all aspects of maple sugaring was thorough (gathering, measuring, boiling, keeping track of the weather), and, in general, he continues to show real competency in the kitchen. However, it should be said that (Gus) sometimes has to be pushed into activity, and sometimes spends too much time playing games or following others about. He seems to understand when he needs to be directed and accepts the direction without protest.

Socially, (Gus) is slightly ahead of where he was in January. He has developed one good friend and several other associates, but his relationships (and his work) continue to be interrupted by difficulties in sharing, boasting, or sulking should things go against him. We have had several straightforward conversations about his behavior, which seem to help him for the time being. As yet, I do not think that the deeper concern governing his behavior has been addressed by him. I have thought a great deal about (Gus), and I wonder whether he remains unclear about the extent of his own achievements, which are good. If he could not concern himself about who is better or best, this achievement could be greater still.

Academically, I am glad to report that (Gus's) progress has been extremely rapid--especially in reading. He has become quite independent in word attack skills, has read several I Can Read books and is now reading 4a of the Ladybird series with an ease and fluency that is almost astonishing.

(Gus's) progress in writing has not been quite so spectacular, but still is satisfying. He is now able to write sentences independently and should show even more progress next year.

1975-76

In numbers, (Gus) has progressed to beginning fractions and place value.

(Gus) has begun to show a little more activity at group and story time.

1975-76

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: June, 1976

By: (Y.B.)
reading teacher

This Spring, (Gus) has continued the very strong reading progress he began making in the Fall. He has completed the first four levels of Peter and Jane readers. He has also completed the book Tales to Read, and he has read parts of both Stories to Remember and Peppermint Fence.

(Gus's) approach to reading, in general, has been responsible and hard-working. His attention to written words is growing, and he is beginning to recognize and read words all around him, not just in school readers. His approach to new words, in particular, is calm and resourceful. He makes good use of what he has learned from playing our vowel-sound card game. As I mentioned in his Winter report, his hold on words is a strong and stable one--that is, once he has a word, he has it for good.

I would like to see (Gus) balance his good work at analyzing written language with more writing of his own. That will be one of our first priorities for next year.

(Gus)

Teacher(s): (T.M.)

reading teacher: (I.P.)

Group III 1976-77

Age 9;8-10;5

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 10-14: (Gus) spent three mornings either watching others play games or setting up a game all by himself and seeking others to play with him. After overtures high and low, (Simon) and (Wally) let him join their Sorry game. (Gus) was quite ... stubborn about my requests ("Please get out of my chair," etc.) which called unfortunate attention to him. During kickball he seemed to be all over the field.

SEPTEMBER 17-21: (Gus) made bread and butter pickles with (Sean) and eventually (Barry). (Gus) seemed to be making a lot of comparisons. He cut thick slices. He helped a bit the next day to wash the jars but (Sean) and (Barry) did most of the work. (Gus) chose to play Sorry with (Humphrey) and returned a bit later to find the rest of the pickle making done. He was plaintive but (Sean) and (Barry) reserved a big jar for (Gus) to appease him. He began eating them on the rug. (Gus) played many Sorry games with (Humphrey), also Monopoly. There is lots of talk about how much property, how much money. (Gus) fiddles with the games during group, picks up cards or books just when I ask them to be put away. Then I must ask a few more times for him to put them back. Immediately after I had asked the group not to call to D'Ari, (Gus) did it. (Gus) laughs inappropriately, and I have been addressing him about it each time it occurs. He (calls attention to himself). (Gus) does numbers quickly and is good at calculating in his head. At group, (Gus) extends his legs and flops his feet back and forth, often hitting somebody.

SEPTEMBER 20-24: (Gus) brought his football. He played catch with (Dwight) and was joined by (Marty) and (Ash). I asked him the most important parts of his life. They are football, number work, soccer, and getting his bike fixed. (Gus) wanted to join the play and was finally given the chance. Unfortunately, (Gus) couldn't hold directions. He was to be shot by a firing squad and grinned the whole time. He left the bigger production because he wanted to go outside to play and had to be retrieved. (Gus) ... didn't seem to have a sense of the play as a whole. (Gus) had a fight with (Humphrey). On the hike at my house, (Gus) would charge ahead, bumping people and then slow down. Others were edgy about this ...

SEPTEMBER 27-OCTOBER 1: (Gus) was out on Monday. He returned with a cough, sore throat, circles under his eyes, and looking gray. He played alone in the little blocks and was told he couldn't choose to watch or play games. He also did finger weaving in order to weave on the flat loom. He tried clay. He wandered. He complained about not being allowed

1976-77

to go outside and play with the football. From the staff review, it would seem that it is best to insist on projects, on quality--preferably those which require several steps such as color wheels, printing, silk-screening, mosaics. Will try to slow him down. Also will try to get more dictation from him.

OCTOBER 11-15: (Gus) played Sorry with (Humphrey). Has also done finger weaving for us on the loom, playing with legos, string painting. When he was mixing colors, he said, "You know I used to do this in (K.A.'s) class. I'd pretend I was a scientist." He drew cars and a black monster. He's writing sentences about it. At legos, he irritated (Dwight) ... (Gus) started on his diet. He was wrestling with (Dwight), (Barry), and (Sean). He gets people around the neck but is still a pretty good wrestler.

OCTOBER 18-22: (Gus) was working on numbers, but didn't maintain his focus. He wandered a lot. His attention is everywhere. I spoke to him privately about fiddling. He rocks when he reads aloud. He also continues to fool on rug ... (Gus) insisted on making the pepperoni pizza and whined when it seemed as though he couldn't get his way. He did get to cut out and assemble the pizza.

OCTOBER 25-29: (Gus) worked on drawing. He is producing more specific pictures. In (I.P.'s) opinion they are something new--landscapes and Halloween scenes. I have asked (Gus) to write three sentences three times a week. In kickball, (Gus) has been told that if he shrieks he's out of the game. He shrieks if a play goes by, with intolerance for anyone else's playing ability ... This is exaggerated when he's captain. I have told him that it is irritating. I pulled him out of a dodgeball game with (Hal) ... He overreacted extremely. (Gus) has been in a play with (Ash), (Marty), and (Humphrey). He made it through, but held the same smile through much of it. When performing with catsup as a prop, the audience laughed--(Gus) had catsup on his face and hand where he had been "shot"--and he laughed, too. He made a funny comment to (Dwight) who had said BC instead of CB: "Hey, you know they didn't have them back then." If (Gus) makes a good catch in ball, he will attempt to carry on the conversation about it to an extreme. He keeps score of whose kick he blocks and how many times.

NOVEMBER 1-5: (Gus) has been working on a good project--sprouting beans in a variety of situations--especially under dark and light. The idea came from a drawing he did of an underground cave where people who don't like light live. He has also done some crayon resist, started a mosaic, and looked at a button book. (Gus) asked (Barry) to work on kickball with him. Also (Wally) and (Simon). He also played catch with (Barry) and soccer. He has been eating a lot. (Gus) has been stubborn. He went outside without permission. (Gus) drew a maze and asked me to work it out. He's worked on mazes from various books.

1976-77

NOVEMBER 15-19: (Gus) did some drawing and dictated. He copied and typed his story. His crayon resist design was slow. He read aloud in Watch Me. I told him to sit down in front of me and prepare again, because he hadn't done it properly the first time. (Gus) glazed his clay head but was sloppy with the paint. (Gus') responses were stubborn. He wouldn't sit in his assigned seat. He took out a maze to do when he'd been given specific instructions not to.

NOVEMBER 29-DECEMBER 3: (Gus) worked on groups of 10 in math. He also did drawing and another crayon resist piece. He colored posters for the concert. His procrastinating was bad! He had to prepare his reading over again. He is not focusing on his reading. He looks all around. (Gus) played Monopoly with (Humphrey). He couldn't stay away from the game.

DECEMBER 6-10: (Gus) spent four days working on an adjective sheet. He wouldn't try to spell on his own and eventually got (Sean) to help him. He continues to be unsettled during quiet reading and still is not preparing as asked. His reading is all over the place. He looks for clues anywhere but in the book. I pushed him to finish his mosaic, and he did. He cooked Christmas bread with (Sean). He stuck fast to (Sean) a bit too much. He spent a couple of days playing on (Sean's) pinball machine, mimicking (Sean's) gestures to a tee. He was finding the same books and turning the page precisely as (Sean) does. He made this comment to (Sean): "I thought you were going to be my friend and then ... " (Gus) played Monopoly with (Humphrey) and Risk with (Wally), (Simon), and (Humphrey).

1976-77

READING TEACHER'S RECORDS

SEPTEMBER 14: Good to see (Gus). Talked a bit about summer but really he was eager to get back in a reader and chose a new one--Amigos and Ups and Downs. He did very well. Drew an odd picture of himself in his football uniform.

SEPTEMBER 16: Fine reading in Amigos. Too easy? Not quite but almost. OK for a starter. Drew--his request--a pink house. Told him we'd be doing more writing this year. He groaned.

SEPTEMBER 21: Oh boy, lots of silly grinny, head shaking resistance to writing assignment. I gave lots of possible topics. He wrote "Sorting bottles is my job." We also stepped out front to look at my husband's motorcycle. This kid needs some tightening up as compared to the end of last year. Or is that just my memory? I don't think so ...

SEPTEMBER 23: Insisted he finish writing assignment ((I'd) asked for two sentences). Grudgingly he did. "Me and my brother played football." Played vowel cards and afterwards though I protested he recounted the whole game--who got how many of what, when.

SEPTEMBER 28: (Gus) popped in this morning to say, "I bought these shoes myself! \$8.23! \$7.99 plus \$.24 tax. I had \$12; now I got 3 somethin'." Later he wrote about his shoes. But OH his behavior! And eating! Brought an apple I made him put outside. Says his mom is buying him a box of candy bars because he's so good about saving his money.

SEPTEMBER 30: As per Staff Review suggestions I read to (Gus) today. "The Bear and the Fox." Then we "discussed" it. It was really like pulling teeth. Every question I asked first elicited something like ("Why did the duck say that?") "Uh the duck and the tree are talking to each other?" Some guessing, some pinched-forehead struggle. All very well-meaning but awash. We worked hard at it and after a great deal of explanation and example (given by me) he wrote "The fox helped the man even when he dnt have to the end." He forms his letters SO slowly.

OCTOBER 5: Silly resistance to assignment. Write description of my little desk toy--what you see in it, what it looks like, what it makes you think of, etc. But then he tried. Came up with "Fire, cnu (canoe), ilands, fingers, misls, lava." Not bad, actually got enthusiastic toward the end.

OCTOBER 7: I began reading him The Door in the Wall. I don't know. He was well intentioned but fidgety.

OCTOBER 12: Is he listening? He fidgets, fumes, but seems to be.

1976-77

OCTOBER 19: Yes, he does listen. I let him color while I read. Then at the end we got off into the World Series, and MY GOODNESS what a fund of knowledge he has about baseball! Amazing!!

OCTOBER 21: Left the book in my car today. Had him draw and write instead. Drew self in football uniform again. "This is (Gus). He plays football for the tibolts."

OCTOBER 26: (Gus) up to his old trick today, interrupting my reading once per sentence to say, "You got two purples (markers) just alike," or "(T.M.) gots three like this only different colors,?" or "I'm putting all the ones with wrong tops over here," and so on. I kept saying, "Are you listening? Do you want me to stop?" "No, no, I'm listening, etc." In the end I just stopped and asked for his opinion of the book so far. He had little to say. Not that he hadn't heard--he knew the plot so far. He just had no idea if he liked it or not or if he would like to hear more or what. I asked what kinds of stories he thought he might like to hear. No idea. Yes to all my suggestions. He was drawing Big Foot. Suddenly I thought of Tin Tin in Tibet for the monster, the mystery, the pictures, AND the theme of helping a friend. He thinks that will be great, too.

NOVEMBER 9: Today was our third time of reading Tin Tin in Tibet. He was very impatient the first time but by now has relaxed, and we really enjoyed it together today I am glad to say. He said at the end, "I love Tin Tin in Tibet" and genuinely, too. Poor kid has a terrible chest cold and continues consciously and unconsciously to bait his peers into a fever ...

NOVEMBER ?: We played cards at his insistence. He has read A New Home for Little Pig on his own.

NOVEMBER 23: I read Tin Tin. Boy was he impatient at first, preferring to be playing Monopoly with (Simon). But finally he relaxed into it unconsciously, I think, holding my finger as I read about Tin Tin's scary encounter with the yeti and his fall into a crevasse.

DECEMBER 2: We went through the same routine of a lot of resistance of various kinds gradually changing to a real absorption in the story. Even though he does get truly absorbed, his attention span is still remarkably short.

DECEMBER 7: Asked Please could he trace from Charlie Brown book for a change. Okay. He colored and traced. We talked and sang Christmas carols.

DECEMBER 14: We had a terrible scene. Well, not so terrible. (Gus) apparently has weekly homework he's supposed to do in his religion work-book and never does them. I'd said I'd help if he needed it. I guess

1976-77

he's been called on the rug, was panicked about finishing some coloring in it during our time. Nix!! I said and was he mad!!! Coloring he should have done on his own. Upshot was we settled down, finished Tin Tin, (Gus) commenting, "Oh that yeti's not so bad of a guy. No wonder Captain Haddock was crying." I think I should start giving regular homework after vacation.

DECEMBER 16: Again, an awful struggle at the beginning, pouting over nothing, etc. I finally coerced him into doing a Christmas picture. He did a car crash on Christmas under a lovely clouded sky.

1976-77

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: December, 1976

By: (T.M.)

There have been several factors which have affected the focus and quality of (Gus's) endeavors this Fall. (Gus) compares everything in terms of better-best, winner-loser, stronger-strongest, what page so and so is on, how many magic markers somebody's got compared to the number he's got ... In the more competitive realm of sports, this aspect of (Gus's) life makes him a ... poor sport. When his team is ahead, he brags and runs it into the ground which irritates not only the other team but his team as well. When he's on a losing team, he complains and shrieks about unfair calls and bad plays by fellow team members, swears, or tries to play every position on the field, doing just as he chooses--no matter what. He has been called on all of these things, has been put on the fence for his behavior, and addressed in private about his general attitude. He has been able to sustain only a small part of the suggestions and warnings, continuing to attract unfortunate attention from the other children. His playing ability on the other hand has improved significantly; and if it weren't for his sportsmanship, he would be a sought-after player.

(Gus's) presence in the classroom is also of some concern. He has now been given a place right next to me on the rug and told that he may not fiddle with things or leave the rug without permission. Even given this structure and others like it, he is at times unbelievably stubborn about doing what is asked of him. When asked to do something, he either continues what he is doing or does the opposite. If I ask another child in the group not to do something, then (Gus) mimics it. It seems unnecessary and ridiculous to make repetitive demands--the structure and expectations have been given to him firmly, and he is asked to leave when he does not comply. (It is the possibility of restriction during recess which is most effective.) It is puzzling that he perpetuates the things which annoy the other children. If I have to ask (Gus) twice to do something and he doesn't do it, then many of the other children pipe up and tell him to do what I've asked him to do; and things become publicly unpleasant. It is almost impossible to discipline (Gus) in private, he doesn't give me much chance to help him save face ...

This seems a bit harsh, but it is necessary to be explicit about (Gus's) interactions within the group. He very much wants to have a buddy or buddies and is successful from time to time in quietly working himself

1976-77

into positive workings with other boys. (I have tried to point this out to him.) At other times, he makes himself a bother by turning around and watching somebody instead of paying attention to his own work. He has played board games with many of the children in the group and will choose to do so to the exclusion of all else. I have told him that he may not take out a game unless I have seen his completed academic work, and that he may only choose games two times a week as an activity. ...

I have pressed (Gus) into activities other than games; he possesses a good imagination and a lovely sense of color and design. I have tried to think of activities which involve a number of steps and an insistence upon care and quality. It has been observed that (Gus) needs to be slowed down, to focus on what is going on--in all aspects of his life. He worked on fold and string painting, making interesting comments about the images and colors produced. He made a rather revealing statement about his fascination with mixing paints--"I used to do this all the time when I was in (K.A.'s) group ... I'd pretend that I was a scientist." I have planned a project for him to grow seeds in the light and darkness in various colored mediums and record his observations. He worked on several crayon resist and etchings and was joined by others to complete them. He worked on a long finger weaving and wove it into a square piece on the flat loom. He did a mosaic with colored paper but short cut the assignment by ripping the paper in half. He has done a bit of block building, legos, clay work, and design with the various pattern blocks in the classroom.

He likes to cook and is competent in the kitchen. (Gus) has been involved in dramatic play, but finds it difficult to be comfortable in that context.

In academics, (Gus) has some difficulty focusing on his own work. He is strong in numbers, and finds it easy to learn a process and to figure in his head. He has been working on borrowing and carrying, fractions, patterns, and multiplication. He likes to participate in group number games and is quick with the right answer. He also is good at estimations and mazes.

(Gus) has tried to resist writing, but I have insisted upon his writing three times a week. He has been quite responsive although some assignments take a bit too long. He has done several drawing dictations, specific grammar exercises, and descriptive pieces. His drawings have taken on new, personal qualities and are more varied in content. His letter formation is more fluid and smaller in size although he can still take forever to put down a sentence.

(Gus's) reading is progressing but is not as far along as it could be. I have heard him at least twice a week, and it is a bit frustrating that he doesn't try to prepare or to practice when he is asked. I have had to be rather short with (Gus) about his reading; he has all the tools and yet does not pay attention to what he's doing--he finds any number of

1976-77

distractions or excuses to wander off. He has read Sam and the Firefly, and is now reading in Watch Me. It would be good for (Gus) to appreciate his own reading capabilities. He listens to group story but needs to learn not to fiddle while listening.

1976-77

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: December, 1976

By: (I.P.)
reading teacher

(Gus) made tremendous progress in reading last year and lost very little ground over the summer. This term, he has read Amigos and Ups and Downs (two primers). He is now working in Watch Me and has read several teacher-made readers. He feels proud of his competence in this.

His phonic skills remain strong when he's reading but sometimes fail him when he's writing. Writing is much harder for him. It's harder for him technically, and it's hard for him to decide what to say. His resistance to writing can certainly be stubborn, but he has managed to do some independent writing, some labelling of his drawings.

I have also been reading to (Gus). I've read several shorter stories and now a longer one, Tin Tin in Tibet, which (Gus) genuinely enjoys. Discussion of the story is intended to help (Gus) in generating and expressing opinions and feelings for the story, its characters, and its values.

I think (Gus's) progress in reading this term could have been greater. His preoccupation with determining where he stands compared to others prevents him from applying his whole, relaxed attention to the work in the way he should and could.

1976-77

WEEKLY DESCRIPTIVE RECORDS, CONTINUED

JANUARY 3, 1977: (Gus) played Monopoly with (Humphrey). I heard him read in Watch Me. He did several house drawings, a dictation and copied it. He worked on some word families. (Gus) looked at (Marty's) monster book, but (Dwight) alerted (Marty), and there was a fuss. (Gus) is still stubborn. He doesn't do things when asked the first time. I had a chance to tell (Gus) what I see him doing in being so competitive. I don't know if it sank in.

JANUARY 12: Drew a winter picture. He read in Watch Me, did word families, and dipped candles. (Gus) splashed water at (May) and (Wally) and was sent from the activity. (Gus) wrestled and complained about not getting to wrestle enough--(Dwight), (Reuben), and (Humphrey) were a bit rough. (Gus) was overreacting a bit.

JANUARY 17: (Gus) worked on word families, grammar sheet, numbers. He played Monopoly--he'll go for that game as if magnetized. He played a game with (Hal) but got fooling. Did plaster casts upstairs with (Reuben). Some fooling around upstairs with (Zeke). He was stubborn about things but not as provocative as he often is.

JANUARY 20: (Gus) was alone doing games, drawing designs. He worked a bit alone in Watch Me. (Gus) got a kick out of the title of his book, UFO's, Monsoons, and Monsters. He was eager when looking at a movie book. It was not a bad week, though the other kids are still unkind.

JANUARY 31: (Gus) was absent three days ... He colored in bird posters, drew with the craypas on turquoise paper, and said the work was going to be a cave. Played Monopoly with (Humphrey) and had a couple of scraps. He joined enthusiastically the discussion of movies while looking at a book on films. Worked a bit on his monster book. Enjoyed the movies and calisthenics.

FEBRUARY 7: A striking week. (Gus) very involved in his writing. He copied a lot from the Movie Monsters book and was proud of his work. He started some finer weaving to back his other piece and made pretzels with (Sean). He joined the exercises and enjoyed them no end. The return of (Dwight) caused increased difficulty.

FEBRUARY 14: (Gus) was absent two days ... He danced a small bit at the Valentine's party. He did numbers, Monopoly. He went through his work and organized it.

FEBRUARY 28, MARCH 4: (Gus) had a lot of fights. He would not sit where he was supposed to on the rug and was making grins at everybody.

1976-77

MARCH 7-11: (Gus) went to the veterinarian and had a good time. He was with (Marty). They stayed a long time and seemed to be having a good conversation. (Gus) went on a walk with (Dwight), (Barry), (Marty), (Bess), and me; and it was the first subdued situation that (Gus) has been in, especially with (Marty), for a long time. All seemed to be having good conversations. When they came back, I could see that (Gus) was getting too close to (Marty)--pressing too hard. (Marty) played catch with him. On the walk back to my house, (Dwight) picked on him ...

MARCH 15: (Gus) was a bit overpowering at the pool. Others were going after him, and he was full of grins, etc. He drew a large monster picture and did finger paint prints. He made some good comments about these to (Sean). His reading seems smoother. He did multiplying facts and devised a game using the phone numbers of the kids in school. He adds them up, and whoever has the largest number is ahead.

MARCH 21-25: (Gus) started a craze for coloring in his composition book. He did some numbers and played soccer with (Owen).

MARCH 28: There was quite a bit of shrieking this week, especially on the kickball field. (Gus) also played basketball. He didn't play Monopoly this week--(Humphrey) was too busy writing letters although (Gus) had the game set up. (Gus) wrote (copied) from his King Kong cards but was stubborn about getting his writing done. Instead he sorted magic markers. So concerned about numbers and their relationships! About winning and losing. (Gus) drew a maze and sought comment throughout.

APRIL 4: (Gus) spent a lot of time working on a maze. He often called me over to look at it. He added a few words like pit stop, dead end to his reading vocabulary. It's coming along. He wants separate readers for (I.P.) and me. He started in Downy Duck. (Gus) went to the vet's. He colored Easter eggs. He had trouble with (Dwight) outside. He, (Dwight), and I practiced yelling as opposed to screeching. He can't be kickball captain for awhile, especially when there are younger kids on his team.

APRIL 18: (Gus) sorted the magic markers. He worked on subtraction patterns, and I began him on multiplying and carrying. He made applesauce cake with (Sean). He started a water color, a picture of a snake-like creature attacking a house. (Gus) procrastinated in his writing. The week was marred by much shrieking, dawdling. I had (Gus) read No Fighting No Biting. He took on a young look. He'd search everywhere for a context clue and was giggly when he made a mistake. (Gus) tie-dyed a shirt and decided not to be in the movie. He helped with the tortillas for group lunch.

MAY 2: (Gus) was involved in a big fight. I called his mother. (Gus) hadn't said anything to her. We scheduled a conference. (I.P.) was at the conference, too. The family is seeking some outside support for (Gus).

1976-77

MAY 9: (Gus) slid all over in freeze tag, hitting into people ... They got angry. At the Indian photograph exhibit which the class went to see, (Gus) paid little attention to the photographs themselves but rather to the dates they were taken or the number of the print. He drew the house with totem pole door (from the exhibit) and dictated about it. I pressed him for a fuller description of the images and had him write as well what makes him happy, scared, mad. (Gus) did lots of sports--played baseball with the Middle School and encountered no big problems ...

MAY 23: (Gus) colored in posters, did abstract designs, went swimming, wrote, played soccer. He visited Group I while everyone else was doing the movie. Out for one day.

MAY 31: Absent one day. Pressed and pressed (Gus) to write about the iris. He delayed much too long. (Gus) was restricted from kickball every day. (Gus) played croquet with (Humphrey) and (Sean).

1976-77

READING TEACHER'S RECORDS

JANUARY 6, 1977: I asked (Gus) to write two sentences about the holiday and my goodness! He did! No resistance. Wrote "I played a new game. The name of the game was go to the head of the class." It went smoothly. Also, he read pretty well in Watch Me!

JANUARY 18: Very, very nice time together. What a relief it can be. He's reading about Big Red and Little Red books, doing well, and knowing he's doing well.

JANUARY 20: Again, pleasant reading! Big Red, a chapter in Watch Me!, and playing a game of vowel cards.

FEBRUARY 8: Offered to write! Wrote about Big Red. Then asked to play vowel cards. Played a good long game.

FEBRUARY 15: Snagged (Gus) at lunch before swimming. He showed me all his collection of cards of info on the metric system from Freihofer bread bags. We looked over the new Arrow News book order sheet, (Gus) totaling up the combined cost of any given group of books. Then we read two chapters in Watch Me! It's getting very easy for him. Would like to push him through it faster.

MARCH 3: Some VERY good hard reading in Watch Me! Gave a word-finding homework.

MARCH 15: More fine, conscientious reading in Watch Me! But socially--this kid!

MARCH 22: We're nearly finished in Watch Me! Very solid.

APRIL 5: Finished Watch Me! Had yet another serious talk about the still forgotten homework. Calling his mom today.

APRIL 13: Homework showed up. Kind of spare, ahem. Read aloud to me very smoothly from Downy Duck.

APRIL 26 AND 28: Reading well in Downy Duck and finished a letter to Telly Savalas.

1976-77

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: June, 1977

By: (T.M.)

(Gus) has been able to respond well to the academic expectations made of him, but has otherwise made no significant improvement in those areas which are of the most concern since January, despite the tight and consistent structures that have been established. (Gus's) position in the group has been restated to him and attempts have been made to show him how he can be included in positive ways. He has also been told--again--after an incident of striking another child ... , that however difficult, he was going to have to change, with our support. I pointed out to him examples of how he has changed his behaviors in the past.

(Gus) has been given no second chances and should not have to be told twice to do something. He has been given an assigned seat on the rug for his academic work and for group discussions and story ... He is not allowed to go outside unless I go out with him and once outside, he knows that a teacher is watching him. He is pulled from games when he swears, shrieks, tries to boss or control other children, brags or criticizes someone's playing ability. It seems impossible for (Gus) to yell without shrieking, we have actually tried coaching him to change his tone of voice. If he grumbles or starts to complain, pout, argue, then he is taken out for the whole game. It appears difficult for other children not to immediately become irritated with (Gus), and there has been considerable teasing and punching. These children have been disciplined for their behavior, and the close supervision of (Gus) has helped to calm their feelings a bit. (Gus's) playing ability has definitely improved; and this is recognized, but his sportsmanship and presence continue to affect his desirability as a teammate. (Gus) has not been allowed to be a captain for some time because it exaggerates his tendency to become pushy, especially when there are younger or smaller children on his team. ...

I have tried to limit and redirect (Gus's) constant comparative comments of more, most, bigger, better, faster, strongest (all the numerical, superficial orderings) and press him for more content and description.

At an exhibit of Indian photogravures, he didn't mention anything about the pictures except the number of the print or the date taken, and he compared them from one to the next. (Gus) can become genuinely conversational and engaged in the images created in his prints or paintings and

1976-77

has had pleasant interactions with other children talking about these. Projects which require a series of dependent steps, or others which tend to slow (Gus) down are valuable. (Gus) must be held to a standard of quality and caring--in his work and in his own perception of himself. There have been times, deliberately structured to be noncompetitive, when (Gus) has practiced soccer or baseball and has sustained himself smoothly. It's very good for (Gus) to have physical exercise, a proper diet, and to learn to respect his body, but team sports must be carefully structured and supervised.

(Gus) has worked well on occasion with several of the boys in the group and with boys in Group II. He has cooked quite competently and been involved with all the arts and crafts projects: Tie-dying, candle making, wire and bubbles, cornstarch bombs, finger paint printing, water colors. (Gus's) Monopoly playing has subsided recently in favor of playing sports and being outside. (Gus) has visited the veterinarian hospital a few times, and has discussed with interest the operations he has observed. (Gus) has not worked on any plays this Spring and chose not to be in the Middle School movie.

(Gus's) reading has continued quite steadily, his attack skills are much more sound, and he can read more seriously without giggling and staring around the room. He looks at a variety of books during the day as well as finishing Watch Me!, Downy Duck, and two readers. He has taken books from the library and should be encouraged to do so during the summer. I have insisted that he prepare well and that he cares about his reading. He has been pleased with his progress.

(Gus) has been asked to write three times a week and has resisted or postponed his work a bit. I have recently given him specific outlines for how he is to answer the assignment. (For example, in describing a dandelion--write two things about its shape, two about its color, two about its smell, and three things it reminds you of.) He has been asked to use fuller descriptions and think of better ideas within these outlines. It seems to support his responsiveness. (Gus) spent quite a bit of time writing in his monster book, and the time and effort were concentrated.

He has joined group grammar lessons and has completed all the work sheets as someone reads them aloud.

Most of (Gus's) drawings have been of monsters, sports cars, houses, or abstract designs. I have asked him to pay attention to the way things look--such as a tree--and to try and represent them more accurately. His sensitivity to color remains strong.

In numbers (Gus) is quick, especially in calculating in his head, finding patterns, and grasping explanation. He has worked on borrowing, carrying,

1976-77

multiplying with carrying, fractional parts of large numbers, mazes, and puzzles.

(Gus) enjoys discussing monsters, movies, T.V. shows, sports, and he has quite a bit of information. At times, he offers rather exaggerated stories which are difficult to believe. His participation in group discussion varies, as does his focus during story.

1976-77

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: June, 1977

By: (I.P.)
reading teacher

(Gus's) progress in reading skills has been steady. He completed his reader, Watch Me, and is now midway through the next in that series, Downy Ducks Grow Up. His good memory stands him in good stead with regard to his reading. He rarely forgets words once he's gotten them. His approach to new words has been somewhat impatient lately, and he turns quickly to me for help when he should and can be helping himself. Still, I think (Gus) is very strongly motivated in reading. He desires the competence but is not always willing to do the work necessary to achieve it.

After a long period of pouty resistance, (Gus) has begun accepting small writing assignments. When he is set to work on his own (e.g., homework assignments), the results are always brief, sometimes mechanical, and too frequently forgotten or lost.

(Gus's) exaggerated interest in competition and comparison continue as strong or stronger than before and is of no help to the reading process. Often this blots out his understanding and enjoyment of the real content of what he is reading.

(Gus)

Teacher(s): (K.D.)
reading teacher: (P.N.)

Group III 1977-78

Age 10;8-11;5

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 9-13: (Gus) tried to play Monopoly with two other children but the game fell apart. He began to weave, but did little. He did crayon resist, fairly successfully once he got started. (Gus) reacted with complaints and arguments to most of my requests for compliance to rules. He responded poorly to discipline. He didn't seem to have any significant peer contacts except for one conversation with (Joanne) over lunch ...

SEPTEMBER 16-20: (Gus) leaf-printed with some nice products. He made a whale for the mural that he drew on his own. He read three I Can Read books and began some sports books. He was argumentative quite often, most dramatically on the yard when he thought I made a mistake. In most group times, he would make noise or inappropriate movements resulting in his having to leave. (Gus) usually obeyed when he was disciplined; but it was done reluctantly, and I felt that he really didn't care if I was angry or not. (Gus) did fairly well with math and made some interesting colorful drawings in his journal. He wasn't talked to by anyone although he tried to speak to people and angered people when he tried to get his whale to eat another child's shark on the mural.

SEPTEMBER 23-27: (Gus) worked on two god's eyes. He worked slowly and complained about the difficulty of the second one. He drew more designs. He didn't really stick with a book very well. He looked worn out all week. When I would discipline him, he almost always would find some reason that it was unfair to him. I ignored this, but he kept it up. At the same time, he seemed better able to control himself at group time.

SEPTEMBER 30-OCTOBER 4: (Gus) wrote a story about football. It was very short. He did more designs in his journal and finished his god's eye. He spent the rest of the week building a series of marble chutes, simple in design. (Gus) was fascinated with how the marbles would go over certain obstacles. (Gus) played well in soccer. He is disruptive with little bothersome behavior in group (e.g., poking). He still claims I am unfair when I discipline him. (Gus) did marble chutes with (Glen) and (Cary) for quite some time. It seemed to be going well, but when I went by, I heard (Gus) ordering them around.

OCTOBER 7-11: A terrible week as far as cooperation goes--complaining that I am unfair. Good in that (Gus) worked on some line drawing with success and did some nice felt designs.

1977-78

OCTOBER 14-18: (Gus) made one marble chute in which he rolled marbles and had winners and losers. He did cutout design and line drawing. But on each of the days that I asked him to do these he at first refused to do them. The cutout design was cut very poorly, and the line design was done carefully. (Gus) addressed the whole group in a discussion of a play we saw. His answer indicated that he hadn't quite understood my question, but he had the whole group really listening to him. He spent some time with (Jeremy).

1977-78

Description of Work and Staff Review (Condensed and Summarized)

Child: (Gus)

Presenting Teacher: (K.D.)

Age: 10;8

Date(s):

September 20, 1977

October 11, 1977

There was a reflection on the word "pattern" prior to the description of work. The drawing described was two houses, heavily and brilliantly colored with magic marker and with a design or geometric character.

In the reflection, attention was drawn to pattern as a rhythmic grouping that can be applied to time or events. Pattern also creates order. Pattern can be repeated infinitely. It depends on the juxtaposition of contrasting elements. A pattern can be static or changing. It can also be soothing, boring, or jarring. Pattern can highlight elements or it can mask them. Pattern is a grasp of relationships.

In the first impressions of the drawing, it was noted that the houses are very colorful, striped with color, reminding us of boxes of ribbons. The trees contrast with each other: One has a bulky trunk, the other a very big top. There is a furnace in the attic or top of one house. Besides house, trees, sky and sun, the furnace is the only other thing in the picture. Color and line are pure, well-defined; space is clearly delineated. There is no ground-line.

In further description, the following comments were made: This is a vertical drawing--the elements rise from the bottom of the page. Yet, there is also a strong left to right motion. The picture is symmetrical, but the two sides are different--for example, the tree on the left is dense and outlined; the tree on the right is scribbly and has no outline; the house at the right is elaborated, and the house on the left is unfinished looking. Each house divides into nine parts. The color is very hot and glaring. These houses don't look like the kind you live in--possibly because of the brilliant, overpowering color. Intense heat is also connoted by the furnace and smoke. The furnace and its pipes are mechanical as well as geometric. Yellow is the color that carried through most consistently. Only the tree doesn't have yellow. Red can also be followed as a pattern. The combination of red and yellow is hot and powerful. The line in one tree suggests flame. All the significant detail in the drawing is in the tops of things. Intensity increases from left to right. The unusualness of a furnace in an attic was noted. It was also observed that (Gus') block buildings have a lot going on on the tops; and, like these houses, they don't usually have a "way in."

In the Staff Review, (Gus) was described as large and rounded (but not in any sense obese). He takes up a lot of space and often slouches over into

1977-78

other people's space which irritates them. Comes alive in sports and demonstrates a lot of energy. Socially, he is on the outside. He bosses other children, intrudes on them, and does quite a lot of complaining. He likes to talk with adults and especially one on one. He talked to the lifeguard at the pool for about ten minutes the other day. With (K.D.), he complains about unfairness and is only minimally responsive. Interests so far this year have been strongest around marble chutes. Here he has an elaborate system of teams of marbles with much attention to winners and losers based on which went farthest. He is also passionate about football. On (K.D.'s) request he has also done line drawing and designs (mixed results). Academically, math is a strength. Reading and writing do not sustain in a group, but he is usually focused with (P.N.).

(Gus) has a history of ups and downs at school: A difficult beginning each year, often a period of increased productivity and cooperation, and then falling back again. There have been no consistent social relationships. There has been consistent emphasis on winning, losing, and on comparison. He often expresses that he has "been bad" or "been good" but doesn't usually specify what he has done or seem to find that a question to be addressed. There are some sharp contrasts between competence and an excellent memory for fine detail and global responses together with dependency on the teacher. Last year (and before) there have been repeated incidents of poor sportsmanship.

The discussion brought out (Gus') focus on outcomes--especially winning or being best--to the exclusion of attention to process and the "insides" of things. He is also often quite angry so it would seem, since explosions can occur around very little; but that is not easy to see at the time because he often diverts attention through complaints or being silly. His intellectual ability and competence were identified as real strengths. It was felt that unless he can be less bossy and competitive, it will be hard for other kids to relate in a positive way. Yet relationships are what he wants. It was again noted that he does well in one to one conversation with adults. It was the feeling of the group that he would do well in a counseling situation.

Recommendations included the following: Reading books to (Gus) about valor and strength and ones that deal with loss as a way to invite some internal focus and self-reflection; to continue the work with (P.N.) in the classroom by having him draw parts of the Gilgamesh story--especially incidents that have to do with anger and loss; to focus him on process by slowing him down and encouraging attention to high quality of work at each step; to praise him a lot for positive efforts; to speak with his parents to see if earlier suggestions of finding a counselor have been possible to work out; to find a way for (K.D.) to have some outside contact with (Gus) to strengthen their relationship through one-to-one conversation.

1977-78

WEEKLY DESCRIPTIVE RECORDS, CONTINUED

OCTOBER 25-29: (Gus) did a play in the Big Room with five other children. He worked well with the group, and it seemed that the other children were genuinely seeking him as someone who was O.K. to work with. He did more line drawing. (Gus) typically complained when he had to miss a chip-trading game in order to work with (P.N.) on reading. He seems to be a bit more quiet and more group-oriented, but still behaves in ways that are irresponsible (with respect to the group). (Gus) drew a whole series of orange, purple, and brown monsters--or football players (I'm not sure which). In the talks I have with him, he easily admits that he was "bad" and "shouldn't be bad," but the next minute he will argue with me again. As is often the case, when I forced him to make a choice (because he hadn't found anything to do), he refused and yelled. He said (Humphrey) is his only friend now.

NOVEMBER 11-15: (Gus) drew more monster-football players, cooked with (Sean) and started electricity. In group, he is still making inappropriate comments and movements. During activity time he sometimes walks around and bothers other people in their work by playing with what they have been making or making silly comments. When given a narrow choice of activities, (Gus) will complain and refuse to do it for awhile. He will often resist or ignore my instructions ... However, at the beginning of the week and to a lesser degree later on, (Gus) was very cooperative. He would say yes when I asked him to do something and would clean things up as a favor to me. This was great, and I told him so.

NOVEMBER 18-22: (Gus') complaining behavior continued, and after each incident I restricted him until he could tell me what he had done wrong. He complained loudly that I was unfair. He wasn't really aware that he'd done anything wrong and couldn't listen to my explanations or understand what he'd been doing wrong. When that became apparent, I loosened up and gave him some choice the next day. He was quiet and hard working. (Gus) continued to work on his boat and is able to sustain his work with interest. After a subdued period, (Gus) had another blowup of complaining in mid-week. The blowup was over something someone accused him of, and which he denies.

1977-78

Review of Recommendations of Earlier Staff Review (Summarized)

Child: (Gus)

Presenting Teacher: (K.D.)

Age: 10;10

Date:

November 29, 1977

(Gus) is still reading Gilgamesh with (P.N.) and has done some illustrations for it. He always knows what is going on in the story. (K.D.) has had a hard time finding books that will hold (Gus') interest and would like some concrete suggestions. (Gus) is more accepted in the room. Yet his behavior is not necessarily more appropriate; the other children are simply being nicer and not holding grudges. In terms of slowing him down, there has been some success. He did a project on electricity; but his current boat making project is going really well, and he is excited about it. It has been possible for (K.D.) to praise him for this and for cooperation. The parent conference occurred, and (Gus') mother reported that she has found a (local support group) that is very helpful. She is now spending a half hour each day with (Gus) without interruption. (K.D.) has not been able to establish an outside contact due to lack of time. (K.D.) feels that while (Gus) is complying more, there has not been as yet much internalization.

Book Suggestions: The Scholastic Books on fairy tale and myth; "The Three Billy Goats Gruff," "Stone Soup"; Daulaire, Norse Gods and Giants, Greek Myth; Five Chinese Brothers.

Further Comment and Recommendations: We need to keep in close contact with (Gus') mother. "Internalizing" can be a long, slow process. (K.D.) and all of us need to keep in mind that (Gus) may need to protect himself and may well have more insight than he cares to show. Situations that arise need to be kept retrievable. Small conversations are valuable. (Gus) needs to say what he thinks is unfair; (K.D.) needs to keep the expectation that he will say.

Process Activities Involving Water that Would be Useful: Melting/freezing; water wheels; color mixing; siphoning; capillary systems with celery, etc., litmus paper experiments.

1977-78

WEEKLY DESCRIPTIVE RECORDS, CONTINUED

DECEMBER 2: (Gus) continued working on his boat. He wanted to get it just right, so he asked me about it quite a lot. He was generally cooperative this week, and did little arguing. On Friday, he was trying really hard not to argue and was pleased when I said he hadn't. Finally argued over the fact that I wouldn't see him right away with his math and someone butted in front of him in the line to see me.

DECEMBER 16: Sanded his boat all week. (Gus) was fairly calm and cooperative. He responded well to my encouragement and support.

DECEMBER 21: (Gus) worked on his boat some more. He had trouble sustaining himself with a book. (Gus) did a lot of complaining this week. He said that it was unfair that I had asked him not to "lean" in group but let others do it. In the middle of an important group story time during the last hour of the week, (Gus) threw a tantrum when I asked him to sit up. It is as though the quality of everything that is being presented or experienced doesn't get through to him, but instead the fact that he is "good" or "bad," or does or does not get what he wants, is most important.

1977-78

READING TEACHER'S RECORDS

SEPTEMBER 14: When I came to pick (Gus) up for class, he was alone in the classroom (class had gone out to play soccer). He was angry, and I was firm with him. To my surprise his bad mood seemed to vanish. Beamed and agreed when later in the period I told him that both (I.P.) and (Y.B.) had told me he didn't usually forget words he'd once learned. (Gus) read from Downy Duck--read rather well, trouble with only a few words which he worked hard to figure out. What a presence. That kid is right there every minute. We had a very good period.

SEPTEMBER 16: Did some spelling and explained the system of vowel review we'll be using. (Gus) did pretty well. He writes too slowly. It seemed difficult for him to have control. He forms all his letters from the bottom up.

SEPTEMBER 19: First showed him a list of words he'd encounter in reading today. (Gus) was a bit discouraged toward the end of the list--it was hard to sound some out. When he read from Downy Duck, however, he was so pleased about how smoothly the reading went. I started reading Gilgamesh to (Gus). He was most interested in the date it was due back to the library.

SEPTEMBER 21: WRAT testing day. (Gus) was more anxious to tell me the directions for the tests than to have me tell him. I asked him to slow down a bit; and he seemed to. He took the test, and did not want to guess at any he didn't know. His sounding out skills need help. More Gilgamesh. He does like that book.

SEPTEMBER 23: Did some short vowel review, and (Gus) really took hold of it. If I spell a word orally, he knows what word it is. He has more trouble spelling on paper. I gave him a reading assignment in Downy Duck. (Gus) wanted to take the book home, saying he'd read far, far ahead. Told him I was more interested in his understanding the pages assigned well. He's always agreeable.

SEPTEMBER 26: (Gus) hadn't done the written part of his homework, but said he'd done the reading. In class reading, he got stuck on a few words, but did a pretty good job. When he's stuck, he's really stuck.

SEPTEMBER 28: (Gus) read all of a story in Downy Duck, a large effort. He needed some word help after he'd gone past some of the pages he'd practiced in class. He chatted a lot, gave information he knows about the kinds of animals in his story. (Gus) was very interested in who was going to win the Gilgamesh/Enkidu battle. He had no comment when it ended in friendship and a tie.

1977-78

SEPTEMBER 30: (Gus) did vowel review easily. He talked about football; we read Gilgamesh. He was quite pleased with the homework he'd done.

OCTOBER 3: I just noticed that (Gus) always sits in my chair--the one with the slightly cushioned seat. I sit in it when working with anyone else but (Gus). (Gus) mentioned today that he was disappointed because I was sitting there. He must always get to my space before I do, so he sits in that bigger seat. (Gus) plugged along steadily with his reading today. He noted with interest the other reading series in my room, but said he wanted to stay in the series he's in now.

OCTOBER 5: Charged through another story; good reading. (Gus) sometimes had a hard time blending the letter sounds of a word together.

OCTOBER 10: (Gus) does retain his new words well. He read a twelve page story this period, and pointed out the length, of course. I read more in Gilgamesh. (Gus) is very aware of everything that's happening in that tale. No confusing construction in its prose seems to stump him.

OCTOBER 11: (Gus) and I read part of a story in Downy Duck, and as we were about to put it down, (Gus) said that he really wanted to finish it today because it was his favorite story. (Here, a giant snowball appears to the characters, and it turns out to be the rabbit who was just rolling in the snow and rolled a little more and further than usual.) It was humorous, and (Gus) appreciated it. We took out Gilgamesh, and I started to talk about the part we just finished reading, where Enkidu, Gilgamesh's friend, dies. I mentioned that besides being upset, Gilgamesh probably feels angry. (Gus): "Mad." Me: "Frustrated." (Gus): "I'd kill him. I'd kill the person that did it." Later (Gus) added, "He probably wants another friend." (Gus) got a drawing assignment and a big piece of paper on which to do it. The subject is "How angry Gilgamesh was when Ishtar made Enkidu die."

OCTOBER 14: (Gus) and I talked about the drawing he'd done. In it, Gilgamesh is shouting. (Gus) says that at first he drew a sad mouth, but then made it a yelling one. Gilgamesh's arm is bloody from killing Humbaba and the bull. The hole in the tree pictured is where Frisky squirrel might live. (Frisky Squirrel is a character in Downy Duck.) "Two stories in one drawing," says (Gus). (Gus) announced that he had been as angry as Gilgamesh when (Glen) said he'd play a game with him, and then didn't. I wondered if that was disappointment, and (Gus) said he was "mad." He agreeably nodded when I said that being sad or disappointed can be mixed with being mad. (Gus) continued to talk about Gilgamesh's mouth.

OCTOBER 17: (Gus) was momentarily sulky about not getting to do something in class because he had to come to reading. He had recovered by the time we got to the reading room. We talked about what had happened in the Gilgamesh story thus far; and (Gus) drew a picture of the sad Gilgamesh who

1977-78

has "lost a friend," as (Gus) explains it. When he drew the sad Gilgamesh, he drew the "fat tummy" in black and talked about it as he drew. I asked why such a tummy. "Because it's strong," which reminds me of the way he talks about the strength of football players.

OCTOBER 26: Hooray! (Gus) and I found a reader that he hadn't yet read. It's Doorways to Adventure, and the vocabulary looks just about right for him. (Gus) peeked at the pictures and announced that "It looks like a good book." It was the King Midas story that caught his eye.

NOVEMBER 2: Finished some pages in "The Ugly Duckling" and discussed them. (Gus) says it is ugly because it is young, but didn't really seem to tune in to the fact that the young swan is not with its own kind--birds who would not think it was ugly. He says he's reading Sea Hunt in class but could give only the sketchiest version of what the book is about. He says, "They're hunting sharks." No idea of why or who "they" are. Gus says he's been drawing football teams, people who look like football players in class.

NOVEMBER 7: (Gus) had a recess time lesson so he wouldn't miss the class soccer game. He read irregularly and was stumped by quite a few words. Kept watching children on the yard.

NOVEMBER 11: Played Scrabble with (Annette) and me. (I was helping a lot in figuring out words to put on the board.) (Gus) was into the spirit of the game, but he didn't draw good letter combinations, so getting words was hard.

NOVEMBER 16: I asked (Gus) to tell me about what he'd read to himself in "The Princess on the Glass Hill," which he said he'd read, but he couldn't tell me a thing. I suggested that he read it (again!) more carefully and went over some of the new words in the story with him.

NOVEMBER 18: A difficult day. (Gus) read and worked well. He knew what he'd read to himself in the story,, but was full of interruptions about how much, how many, how good, what time, etc. (Gus) agreeably says "Yes"; he understands when I complain about this. He then proceeds to do it again.

NOVEMBER 21: (Gus) finished "The Princess on the Glass Hill" and announced what would happen before he read it in the story. He also said that Boots, the prince, would win the princess over the other suitors because he was "strong." "He'll kick those other guys." I asked why else Boots would win, and (Gus) told me it was because of his association with the magical horse--an answer more along the lines of what the book says. Also, an answer less like (Gus).

1977-78

PARENT CONFERENCE: I visited the home with (K.D.). (Gus') mom talked much about her attendance at (local support group) She has decided to spend one half hour a night with (Gus). She does this after all the other children are in bed. She sees an improvement in (Gus') manner as she (spends this time). She is very anxious to be kept informed about (Gus') "progress" in school ...

NOVEMBER 28: (Gus) is reading "The Magic Tinderbox." He says he read to the end of the story on his own, but it appears that most of his familiarity with the story is based on what he gets from looking at the illustrations. So he's not comprehending the story or not reading it. My bet is on the not reading.

NOVEMBER 30: (Gus) was in a good mood today. He had done a picture of Gilgamesh in the Eastern Garden which includes two of his characteristic trees and Sabitu, the wind maiden, with her jug. Shamash, the sun god, is also in it. Gilgamesh's face is hidden by a dark color. (Gus) says the face he'd drawn didn't come out right. When I told him it looked like a disguise, he agreed that it might be. I noted the Frisky Squirrel hole in the tree, and (Gus) said, "Of course." He says he likes Frisky a lot because he is "a good squirrel. He made a garden by himself and usually you have to have help." (One of the stories in Downy Duck was "Frisky Squirrel's Winter Garden," which I remember was his hoard.)

DECEMBER 2: Pleasant period. (Gus) had prepared four pages carefully, and he did well reading. We talked about mysteries, and (Gus) mentioned that he liked that kind of story very much. Maybe I can put him in one when he finishes this book.

DECEMBER 12: We reread a page in "The Magic Tinderbox." (Gus) had some (unusual) ideas about the part of the story where the queen puts an X on the soldier's door. He was (convinced) of the idea of X's on everyone's door (which the dog does to protect the soldier). I think the illustration given in the story had made (Gus) jump the gun a little in developing the story to himself, and things--especially his idea of the motives of the characters--got very confused. It took some hard rereading to get things straightened out.

DECEMBER 14: Choppy reading, which (Gus) himself commented on. (Gus) had to look back in the story to remember some of the details--same confusion as last time. I am not wild about this story and may have transferred some of my feelings to him.

DECEMBER 16: (Gus) had asked to play Scrabble again, so we did. A great game which included some 27 and 24 point words. Lots of ideas for words to use were coming from (Gus); he was helping (Annette) with her words. Tie game.

1977-78

DECEMBER 19: (Gus) dictated a story (after some trouble thinking of what to say). It is the story of a boy who gets "the most" presents at Christmas, and whose brother wrecks something. (Gus), in the story, gets revenge by wrecking something of his brother's.

1977-78

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: November, 1977

By: (K.D.)

(Gus) started out this Fall in ... rough shape. He was teased a lot, teased others a lot, was disruptive in or out of the group, and complained excessively. Now (Gus) can be cooperative and productive although the complaining and disruption persist. When (Gus) applies himself, he does very good work. He is able to stick with an activity when he is continuously pressed. (Gus) has made simple marble chutes and has not carried the possibility for design very far. He has done some very colorful patterned drawings, and some complex line drawings. He likes drawing football players, houses, and people. He has leaf printed, drawn a whale, and made some colorful felt collages. He has difficulty with detailed handwork, displaying trouble with cutout designs and god's eyes. He was in a play, played soccer and kickball, cooked, and did some electricity experiments. (Gus) enjoys and does very careful work in drawing and other color mediums. I am encouraging work further in this area as well as helping (Gus) with his handwork.

(Gus) needs constant reminders to adhere to the classroom structures. His response to the reminders ranges from not listening to outright yelling and defiance. Then (Gus) is often seriously restricted. After a disciplinary situation, (Gus) will say "I've been bad." However, because of his actions and attitude, it does not appear that (Gus) really understands the need for rules and sees them as arbitrary. (Gus) in the past few weeks has been cheered up some and has been somewhat more cooperative and less complaining ...

In September (Gus) was virtually isolated and had no friends, but in the past few weeks, (Gus) seems more conversational with people in the group. He is able to cooperatively work with children on plays, play soccer without arguing, and work alongside with and talk with other children at activity time. (Gus) does not have any one friend ...

In reading (Gus) reads or looks at a lot of sports books. He works with our reading teacher. (Gus's) writing is minimal, fluidity being the major obstacle. In number work, (Gus) has been working with place value and grouping with practical application to multiplication. He does well in number work and keeps up a high interest in numbers.

1977-78

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: November, 1977

By: (P.N.)
reading teacher

I have enjoyed working with (Gus) this Fall. He is eager to read, and a hard working student.

(Gus) was proud to finish the reader Downy Duck Grows Up, and has just started Doorways to Adventure. His reading vocabulary increases at a steady rate, and he seems to learn and remember new words easily.

(Gus) is dependable about preparing his reading assignments, and works hard at sounding out words on his own. He sometimes gets frustrated when he's not successful. We have done some vowel-sound review and spelling work, and will continue to do so in order to give (Gus) more confidence in his phonetic skills.

I have been reading Gilgamesh, a Babylonian myth, to (Gus). He is attentive and interested in the book, and readily discusses it. He is fascinated by the book's illustrations, and has done some pictures of his own which portray the main character of the story.

I am pleased to see that (Gus) has also been doing some reading on his own, and occasionally talks about his book to me.

I am happy with (Gus's) attitude and progress, and feel he is well on his way to being a good reader.

1977-78

WEEKLY DESCRIPTIVE RECORDS, CONTINUED

JANUARY 13, 1978: (Gus) came back from vacation silly and unable to pay attention in group or to listen and cooperate with my requests and instructions. When I would speak to him, he would say I don't let him have what he wants, and I am unfair. He was also absent several days ... (Gus) built with blocks (a cabin) with (Hal), and seemed to be his friend for one day, but it didn't last. Toward the end of the week he really moved along and was pleasant and focused. I made him work with clay, so he made patterns in the clay and enjoyed it very much.

JANUARY 27: (Gus) drew some, was very disruptive, yet did occupy himself with a Scrabble game. He seems quite withdrawn from the room and from me.

FEBRUARY 3: (Gus) was very proud of a writing assignment he did where he completed a story starter about throwing snowballs at cars (his idea). It is the longest story he's done all year, and he even added more on to it during the activity period. (Gus) likes to play Scrabble by himself. He enjoyed working on the cabin and on his wooden tug boat.

FEBRUARY 10: (Gus) worked on his boat some. He enjoyed sledding. He reads the newspaper in his spare time; and leaves the room when frustrated.

FEBRUARY 17: (Gus) did blocks with (Hal). He worked on his boat. Was absent a few days. It was a better week for (Gus). He is very cooperative in cleaning up and in working on things.

MARCH 10: (Gus) took his boat home because he was finished. Had a parent conference at home. His parents are pleased with his progress and writing. (Gus) helped a lot with different things for the play. He sawed the guns that were used as props.

MARCH 17-30: (Gus) has been teased quite a bit, but has held up, rarely getting out of hand. He has been remarkably reliable and industrious, particularly helping out with the play, making sure the props were in place and being inside the dragon. He did a bright painting of a dragon. He's built with wood--helped me make a frame. He still reads the newspapers, plays Scrabble by himself. He has watched a lot of the Stratego games going on. He and I have an excellent relationship. He is a likable kid to me.

1977-78

Review of Recommendations from Earlier Staff Reviews (Summarized)

Child: (Gus)

Presenting Teacher: (K.D.)

Age: 11;2

Date:

March 21, 1978

There is continuing improvement in some areas. He is being more productive, doing some good painting, finished his boat, and was very proud of it. His writing has come along. He can sit down and get it done. He showed some of what he'd done to his mom, and she was pleased. (K.D.'s) last conference with the parents was very productive. (Gus) has been very cooperative when group things need to be done. He was a great help during the class play. There was no hysteria, and he helped all the time. In the play, he was one of those inside the dragon. This involved real teamwork, and he pulled it off. He still has no friends but (Hal). When they work together, they always end up arguing. He's not teased as much by the rest of the kids. Evidently he has good friends at home in his neighborhood. He reads sports books, books for (P.N.), and the newspaper. His mother says that for the first time, he picks up the newspaper and reads it (sports page).

Comments from (P.N.): He has done some good writing, and sometimes now asks to write--a real change from what his reaction to writing assignments used to be. He has also done some painting--a picture of a spaceship with lots of protective lines and barriers.

Comments from (Y.B.): The other day he cleaned up the kitchen spectacularly. He's evidently holding himself up in group, and did in the play. ... Now what matters is that he be able to be recognized as a responsible member of the whole.

Other Discussion and Recommendations: The friendship with (Hal) is not substantial. It is important to continue to praise him whenever that is possible and to keep up the contact with the home. (K.D.) thinks that contact along with the play and along with just plugging away has really helped. It was noted that he is also looking older and is generally easier to be around.

1977-78

WEEKLY DESCRIPTIVE RECORDS, CONTINUED

APRIL 14: (Gus) has been on-and-off friends with (Hal). One minute they are doing something together, like a game; the next minute they are fighting. (Gus) did a numbering project to help me out. He did a plaster hand and cooked. He has again been getting a lot of teasing, but holding up ... (some alternating between tears and fighting when it happens).

APRIL 28: (Gus) has been awfully tense, but not yelling ... He has been reading a lot and drawing. He has cooked with (Hal).

MAY 5: Has trouble with writing. Really enjoyed recorder with (volunteer). Took interest in wax. Still, major interest is sports. He is friendly and handles teasing from others very well--he's a great deal more sure of himself now than he was in the fall.

MAY 12: A lot of time writing down and working with baseball cards. Spending a lot of time with (Hal). Made longest pencil with balsa wood. In kickball, really gets worked up about winning. At the pool, worked up about making basket.

1977-78

READING TEACHER'S RECORDS

JANUARY 4, 1978: (Gus) wanted to discuss lots of things rather than get down to reading--bruises from last ice hockey game, how long the story he was about to read was, where "Black Beauty," his favorite story in this book, started, how his sister and brother had torn up his Black Beauty book at home. His reading hadn't been prepared and was choppy at first. It got better as he warmed up. (Gus) commented that he was reading one word at a time; he's perceptive about his reading. He knows what he wants it to be like.

JANUARY 9: (Gus) was itchy today. He leaned and swayed throughout the period, and I had to speak to him about it several times. He finished "Bambi," and he had a hard time discussing it. Latched onto a part of the story where a fox being chased by a dog acts as if it isn't afraid and turns around in its flight to hiss at the dog and scare him. This seemed to be the only part of the story that had impressed (Gus), and he said that the lesson Bambi learned, in this story, was "not to act afraid and you aren't." It's funny. That seemed like such a small detail in the story.

JANUARY 11: I had him write today--an activity which sparked a great amount of conversation, which he admitted was calculated to avoid writing. I was pleasantly surprised by (Gus') ability to spell. (Gus') assignment was to write about a friend. (Gus) had no response to this or any of my elaborations and suggestions until I mentioned being mad at a friend. Then (Gus) wrote about a fight with (Humphrey). He said that the story was half true and half made up. (Gus) seems more relaxed, less the person that asks to irritate, today.

JANUARY 13: (Gus) was excited about playing rhyme rummy. He needed a bit of review on the words used in the game, then beat me in the first game!

JANUARY 16: Since (Gus) has been so excited about reading "Black Beauty" in his reader, I thought I'd find out what he thought about or liked about the story. I had him dictate his own Black Beauty story. Was he pleased with it!! He wanted me to hang the picture and the story on my wall, and couldn't wait to show (K.D.). He mentioned with wonder that when he started, he knew only part of the story he was going to use, but as I wrote, he thought and came up with more.

JANUARY 23: (Gus) looked good and seemed quite calm today. As soon as I saw him, he reminded me that he was now eleven, and said that he'd eaten pizza for his birthday. Also said that four people at his party had consumed 16 quarts of soda. (Gus) had definitely prepared his reading. He knew all about the story, even where he was confused about it. He had

1977-78

trouble remembering what had happened last time in Gilgamesh--the Utnapishtim/Noah story.

FEBRUARY 1: We somehow began talking about sports, and Gus fountained wins, losses, scores, and standings in the NBA. I didn't think I could find a second to slow or stop him or get a word in edgewise. He asked to go ahead to read a page of short sayings in his reader. He did and could explain what they meant (without rewording much). He said, "I knew all of those, didn't I? My reading's really gettin' good isn't it?" It is.

FEBRUARY 3: (Gus) had evidently been waiting for me while I was in Group III looking for him. Did some reading, then Gilgamesh. We talked about why you learn reading, and (Gus) said, "It's so you won't be dumb." Then we talked about reading for pleasure. For (Gus), that's reading the sports page in the paper.

FEBRUARY 10: (Gus) came running in as soon as his class got back from sledding--soaked and shivering. He did a beautiful reading job, but would begin talking about what he was reading, about sounds, or about how he knew a word and would continue his monologue until I suggested that he get back to reading. I read the first chapter of White Bird, the book he's going to be reading with me, and (Gus) was absolutely still and attentive.

FEBRUARY 13: (Gus) had understood what he'd read on his own in White Bird, and he continued the reading in our class, doing beautifully. Much speculation about what'll happen further on in the story.

FEBRUARY 15: (Gus) was so excited that this was a writing day. I showed him the story starter I'd written, and he wilted. He had a brief reaction of "I don't know what to write," and then began telling me his ideas for the story which I thought was a fine one. I warned him that this was a short period so he couldn't take time to yack, and boy did he get to work. Intense concentration, then ta da! Great pleasure. He decided to erase "the end" so he could write more on Friday. I think he just wants it longer or wants to do more writing; he doesn't seem to have a particular idea in mind that he wants to develop.

MARCH 1: (Gus) painted a picture to go with his newly-finished story. He was determined to make the sky as black as possible, so he got the water color paint on his brush as thickly as possible. He then went over the sky with thick blue. He drew two red control tower lights--one on each side. The rocket is enclosed by brown beams to "keep the fire from burning people." As (Gus) drew an enclosure over the top of the rocket launch area, he told me to pretend the top was open. I asked why he'd closed it, and (Gus) said, "Because it's too big." (??) And, "Because I couldn't (leave it open)." He then went over the top line enclosure and made it thicker. He says he likes the color of the sun in his work and that yellow is his favorite color.

1977-78

MARCH 3: (K.D.) warned me that (Gus) was having a bad day; and when he came, (Gus) was hanging and leaning all over his chair. I had to be firm with him. We reviewed White Bird, then drew and painted more. (Gus) drew "force fields" around the control lights and around the rocket, "except for the top so it can blast off." He says the "force fields" keep anyone from getting in. (Gus) colored in another half layer of black in the sky. (Gus) is pictured in the rocket, and the words, "(Gus)" and "Good-bye, (P.)" are written in the corner.

MARCH 20: Much mention of the gingerbread men he'd made this morning and showed me. He's pleased he'll get to take them home. Read three good pages in White Bird, then said he was tired.

MARCH 27: Was excited about writing. We reminisced about previous stories he'd written, and he wrote a couple of sentences. "That's all for today." He looks great.

MARCH 29: Added to story he'd begun.

MARCH 31: Good reading in White Bird. Seems calm, in good shape. Still full of stories about games he played outside and who won.

APRIL 7: He'd read and knew about the chapter in White Bird, so we just reviewed one part he said he was confused about and went on farther. Then Gilgamesh. Talked about spring renewing the earth, the magic plant of that story doing the same thing to humans. (Gus) was really taken with that idea and repeated it several times.

APRIL 24: More reading from White Bird. Lots of sports talk, mostly about how he'd been wounded in recent games.

APRIL 28: Asked hopefully when I went to get him, "Is this a writing day?" So of course it was. (Gus) knew what he wanted to write, so he got to work, after some teasing from me to stop talking and start writing. He seems to need that reminder and quite willingly accepts it. In fact, he teases himself, saying, "Stop avoiding work" or some such thing.

MAY 3: We read about Gilgamesh finding Enkidu, and (Gus) was so excited that he had me continue reading until after lunch had begun.

MAY 5: (Gus) had read a couple of chapters in White Bird, and though he said he was confused, it turned out that he did know what had happened in them. He just needed a little prodding to dredge it up. At the beginning, (Gus) was teasing and joking, which was funny for a time. I had to stop him and get him to reading.

MAY 10: Lots of effort in White Bird. Reading still somewhat choppy.

1977-78

MAY 15: Finished White Bird. (Gus) did some good reading, for the most part. It was a rather emotional section--where John Thomas returns home to Luke, his foster father. (Gus) said Luke (who in the story "sounded like he could barely speak") was that way because he was getting laryngitis. He had a hard time saying how John Thomas and Luke felt. Of course, he agreed when I told him what I thought. Through the discussion, (Gus) would stop to make comments about finishing the book today--so pleased with himself. Then he was anxious to know what he'd read next. I showed him what I'd been thinking of, and he went through my books looking for more by Bulla. With great excitement he picked out The Ghost of Windy Hill, and said fervently, "I hope it's as good as White Bird."

MAY 22: Shared reading from Windy Hill. (Gus) saw a list of Bulla books, and said he wanted to read "all of them." He says he'll start at the beginning and read through ...

MAY 24: Finished Gilgamesh. (Gus), at first playing with cards while I read, was rapt by the end. He had me read the author's notes and her comments on the illustrations. He was fascinated by the idea of archeology--digging up lost cities.

MAY 31: (Gus) asked to do writing. I gave him a racing car theme, and he took off. It had the oft-repeated framework of (Gus) in a race/game with other famous sports personalities, and (Gus) being on the winning side--winners and losers listed.

JUNE 5: More story writing.

1977-78

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: June, 1978

By: (K.D.)

(Gus) has settled into a state where he is able to become quite involved and productive in his work. Once engaged with a project that interests him, he is able to do sustained, concentrated work. This was notably illustrated by a carved tugboat (Gus) made with great care and accuracy. The boat took several weeks; and at its completion, (Gus) was quite proud of it. (Gus) has demonstrated a continued interest in paints and painting, being deliberate in the combination of colors he uses. He also has spent a lot of time playing or watching board games like Stratego. He has done a great variety of clay printing, making many variations in the possible patterns that could be made. He also has built with blocks, tried various woodworking projects, cooked, and made hands. For our class play, (Gus) was an active responsible participant by helping with a lot of the details that needed to be taken care of and by being part of the dragon. (Gus) has shown his capacity to be reliable and industrious. This capacity can be maintained as long as he is carefully and continually focused into his work. (Gus) continues to enjoy sports of all kinds and has improved in his sportsmanship.

(Gus) has become more settled and is able to accept group structures and expectations with a minimum of problems. He occasionally initially presents difficulty when a demand is made of him, but he is very available to conversations about what he is doing and will consequently react in a positive manner. He is an active listener at group time and will make occasional comments.

(Gus) has generally been more pleasant to be with in the room this term. He has engaged a friendship with one particular child and is respected by others. His emotional outbursts have greatly lessened, and he is able to deal with his anger in a much more calm manner.

(Gus) worked with (P.N.) this year in reading. While in my class, he spent a lot of time reading sports books, sports cards, and newspapers. A real shift has been in (Gus's) writing. He has, with my support, been able to write substantial stories that are coherent and complete. He now needs work in filling in details and sentencings. In math, (Gus) has firmed up his skills in addition and subtraction and is now working in multiplication.

1977-78

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: May, 1978

By: (P.N.)
reading teacher

As I think of what (Gus) was reading at the time of his last report, I realize he has come along quite well in that skill. He's spent most of the spring reading White Bird, which was difficult for him at first. Now, the quality of his reading is variable. When he has carefully read a section to himself beforehand, his reading aloud is great. He understands what's happening or can point to what needs to be explained. Times of little concentration or sloppy preparation show themselves accordingly.

Suddenly (Gus) has become quite pleased with his writing and looks forward to the days when he works on that. He's done a number of short stories. It takes him awhile to get started; he often stalls. Once he gets going, he seems delighted at the result--though surprised, as if he didn't know where those ideas appeared from.

(Gus) is very much interested in Gilgamesh, which I am still reading to and discussing with him. He has produced some expressive drawings, both about that book and about his stories.

(Gus)

Teacher(s): (R.G.), (S.O.)
reading teacher: (P.N.)

Middle School 1978-79

Age 11;8-12;5

The WEEKLY DESCRIPTIVE RECORDS are missing from the file; and also, the fall semester PARENT REPORT from (R.G.).

1978-79

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: November, 1978

By: (P.N.)
reading teacher

Whether it happened this summer or this fall I don't know, but (Gus) is now able to glide smoothly and confidently through his present reader. It is called Ghost of Windy Hill and was quite a challenge when he started it last spring. Needless to say, (Gus) is proud; and I am pleased. He will finish it soon and is eager to do more reading.

(Gus's) ability to figure out new words, both from sentence context and through letter-sound clues, has come along well. As always, he has great interest in the story and reads meticulously. When he arrives in my class, he likes to glance back at what he read the day before so he remembers it fully when talking about it with me.

I have begun helping (Gus) learn cursive writing which he is anxious to know. We have done some work in spelling, mostly as a practice in listening to sounds in words.

1978-79

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: June, 1979

By: (R.G.)

(Gus') first year in Middle School shows a consistent pattern of his challenging rules and authority, combined with a difficulty in forming relationships with his peers. He is becoming more aware, however, of his part in these difficulties. (Gus) needs to recognize the value of his work and the contribution he can make to the group.

(Gus) is capable of a considerable contribution to the group. In sports, (Gus) is knowledgeable about rules, statistics, and strategy--a valued asset in group games. He continues to argue the rules with the umpire, the score with the other team and strategy with his own teammates. (Gus') inability to accept his and others' mistakes causes problems on the playing field.

(Gus) has a great memory for statistical detail. (Gus') change in moods is remarkable. He can be relaxed and laughing one minute, then reacting to an off-hand joke or gesture, be enraged the next. (Gus') anger, although less frequent than earlier in the year, knows no reason until it has spent itself. Consistent conversations about these outbursts have helped (Gus) to recognize the inappropriateness and destructive quality of his responses.

(Gus') attitude towards academic work has changed during the year. In the fall and winter (Gus) showed little interest in his work, was usually late and/or unprepared for reading periods with (P.N.), and couldn't find his folder, pencil, or paper in the classroom. As the year has progressed, (Gus) has become more responsible for his work and aware of his schedule. He is now sustaining his work over several days and even asking for specific kinds of work. He takes pride in a finished project and welcomes comments.

In math, (Gus) has enjoyed reviewing multiplication and long division. He's done some adding of fractions but is reluctant to try new things.

Writing is a difficult process for (Gus), but he is considerably more interested in "trying" than he was earlier. His stories are short and usually related to sports, particularly baseball. (Gus) will make

1978-79

corrections and takes pride in neat, careful work. He needs and is willing to accept support in spelling, punctuation, and grammar.

During the year (Gus) has become more responsible for his reading assignments and uses quiet reading time to prepare his work for (P.N.). (Gus) also loves reading visually-oriented books on sports. Some of his reading includes Ghost of Windy Hill, by Robert Clyde Bulla; U.S. Olympics, and The Clue in the Embers.

(Gus) has explored several art mediums and techniques this year. He has worked with clay on the wheel and has made a flute. He has worked with paint and pastels on landscapes, portraits, and still life. Color continues to appeal to (Gus) in all of his work.

Other activities include photography, wood carving, candle making, and participation in the play "King Lear." (Gus) is self-conscious in his role, but the support from the group has helped him to overcome his nervousness.

This has not been an easy year for (Gus), but he has made the transition to Middle School and has a place within the group. Continued support and structure will help (Gus) to find the control he needs.

1978-79

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: May, 1979

By: (P.N.)
reading teacher

(Gus') reading is still coming along steadily. It took a big leap when he began The Hardy Boys: The Clue in the Embers. The language of that book is more complex than anything (Gus) had previously read, and reading at first was almost painfully difficult. (Gus') skill quickly picked up, however; and he has been going through the book with lively understanding. He reads both aloud to me and silently on his own.

Longer words that are unfamiliar are still unsettling to (Gus). With some encouragement he can sound them out, and we are working on increasing his word attack skills and the number of words he's familiar with.

(Gus) has been doing some writing. It is gratifying to see him able to express what he wants to in written form. His punctuation, capitals, and spelling need lots of work, but his written language flows clearly and logically.

(Gus)		Teacher(s): (S.O.), (R.G.)
		reading teacher: (P.N.)
Middle School	1979-80	photography volunteer: (C.R.)
		volunteer: (W.R.)
Age	12;8-13;5	principal: (V.L.)

WEEKLY DESCRIPTIVE RECORDS

SEPTEMBER 5-7, 1979: Entered smiling and bubbling with information about baseball championship which he willingly shared with group to which the kids warmly responded. Has been involved in disagreements with (sister) which were resolved ... Others--(Munro), (Gerald). Stays on the fringe. His behavior continues to annoy many. Tried hard and enjoyed theater games and mime. Asked to paint. Worked on math puzzles--mazes, etc. Worked hard and finished time line; no argument and did ask for help when he needed it. Seems more cheerful than I remember him to be.

SEPTEMBER 10-14: Mostly I'm thrilled with (Gus') exercise of control over his temper. He still gets angry quickly, yet he doesn't overreact and can be talked out of the temper. He, too, seems pleased with himself. He's very serious and loyal about whatever his clean-up job is, often doing much more without being asked. (Gus) wrote a description of a game BLOB for the paper. He was extremely willing to work on his rough draft (he always wanted to be published last year). He was angry that a picture was added at the bottom of his story instead of a strategy illustration, but accepted the notion of error and not intentional elimination. (Gus') reading has improved. He read to the small group--Old Yeller. It's slow, but he seems pleased to be part of a group. He'll continue to work with (P.N.), and we'll coordinate books and schedule. (Gus) needs to review two digit multiplication and long division and do some practice. He is careless in his work, but enjoys one-to-one comments. Sports remain a BIG THING for (Gus). He does get angry when shots are called against him, but he has so far remained in control.

SEPTEMBER 17-21: While (Gus) continues to lose his temper often during group sports and be the subject of sarcastic comments because of his bad sportsmanship, he is in general so enthusiastic and cheerful in his work. (A real change from last year.) He listens to direct comment about his behavior without argument (another change). He is very available through humor. Couldn't wait to begin story and picture for the paper. It was a space war theme which is a new subject for (Gus). Very anxious to have the work edited. He needs work in sentence structure and proof reading, spelling, capitalization, and periods. Will suggest a dictionary. Finished two sheets of double digit multiplication and asked for more. He was adding rather than multiplying although he knows both tables and process. Went back and multiplied. Didn't want to help set up tie-dying

*Records all written by (S.O.)

1979-80

although joined the group later. Didn't like his results. Commented cheerfully. Refers to going to (local high school) in October???

SEPTEMBER 24-28: Except for group sports where (Gus) often loses his temper and some spats with (sister), (Gus) is happy (visibly smiling, chatty, etc.) and very pleased with himself. He does all his work, asks for more, and keeps talking about how much he's doing. He's really proud! So nice to see. Is quite proficient with two digit multiplication. Will start three digit and division review. Had some difficulty with word problems. More practice. Pleased about project on the night sky. Made a list of definitions from recall of readings: Astronomer, observatory, gravity, light years, star clusters. Made diagram of autumn night sky for paper. Eager to participate. Made dictionary for misspelled words. Working on board game he designed.

OCTOBER 8-12: (Gus) has been doing a lot of different things this week and is working hard. He settles into his seat when he works and concentrates until he is finished. He is very proud of his work and needs to have adult recognition. He worked on making multiplication task cards and was disappointed when he was not able to do more tables because other kids were working on them. He worked alone rather than with a partner. (Gus) talks with excitement about math and offers to do extra work. During activity time one day he asked if he could make up math problems to put on a master. He proceeded to take out four or five math books to search for problems he wanted to include. (Gus) participated in a poetry group with me this week. He listened intently when I read poetry aloud and made sure to sit next to me during those times. He wrote initial poems (using one initial for each key word in the poem). He also wrote a poem about his "third eye" which he was pleased to put in the newspaper. He also drew a maze for the newspaper. Several times during the week, during sports, (Gus) would get angry and stamp away from the game muttering. We have discussed this behavior, and I told him that when he acts like that and storms off, I will not attempt to convince him out of it. When he is calmer, we can talk about it. So far this has worked well. He gets angry and storms off and only a few minutes later he is standing beside me talking calmly. He is working on the play "Echo and Narcissus."

OCTOBER 15-19: (Gus) has been enjoying school a lot. He comes in smiling and is diligent when working on a project or his work. He is very proud of what he does. In math, he participated in two games of multiplication baseball, which he adored! He did well, enjoying the status of a knowledgeable player. He worked on a word game for the newspaper but didn't get much writing done. He is in the play "Echo and Narcissus"--but there hasn't been time for practice lately.

OCTOBER 29-NOVEMBER 2: (Gus) listens well in group although the content of the lectures on the Mayans seems to escape him at times. He is very generous about helping others in the class as well as myself. He

1979-80

volunteered to wash the windows after Halloween. He also single-handedly ran off the entire newspaper. He is very cooperative and works hard doing his math as well as his other work. This week we had discussions, gym, and a party for activity times so he did not have a chance to choose. He is interested in participating in karate. He seems to enjoy his placement in this group.

NOVEMBER 5-9: (Gus) tends to sit in corners and during group discussions he sometimes turns his body and taps on a table or looks away. I don't press him to get involved all the time; but when we do group games he is required to join, he does extremely well, and is very proud of himself. He continues to enjoy the newspaper; he both draws and writes for it. He also begs to run it off. He spent from 11:15 through part of lunch running off pages on Thursday. He works with (P.N.) and during writing time he often continues his spelling work. In math he is enthusiastic and will be doing division and leading groups on baseball multiplication. He spends a lot of time drawing and on his journal. He makes blocks and forms of color on the page. He can spend long periods of time doing this.

NOVEMBER 12-16: I find that (Gus) continues to be watchful and careful in group. He doesn't lose his temper but also doesn't get very involved with anyone. During lunch he spends time with (Gerald) and (Gregg). His work with (P.N.) is going slowly. He needs reminders to read his required reading during silent reading time in order to finish his work. He enjoys his journal although he doesn't always write; does drawing with markers instead. He is working on long division--needs practice. He enjoys practicing multiplication. He listens well and prefers to work one-to-one with me.

NOVEMBER 20-30: Getting quieter in group, only whispers answers to me when called on during a lesson. Working on division and practices multiplication when he's frustrated. He's excellent at multiplication. He enjoys games--Mastermind, Othello. He thinks through strategy well. Finished Old Yeller--very excited! Started with Julie of the Wolves--may be difficult for him. Wrote for the newspaper--needs lot of support to lengthen his writing. Works on spelling--needs support. Did photography with (C.R.)--very enthusiastic. He did a lot of bright colored water colors and painted in his journal.

DECEMBER 3-8: Did an incredible piece of writing on a fantasy: In newspaper. Division is getting easier and easier. He will begin a new book with (P.N.). Works hard on spelling, puzzles; worked on sentences and punctuation. Did clay (three beautiful flower containers), silk-screening, water colors.

DECEMBER 11-20: In math, is finishing work on long division, multiplication, and decimals. Is working independently and concentrates well. Is reading with (P.N.) and is very proud of his reading, has finished several

1979-80

books, but can get distracted during silent reading. Is doing very well with writing. Has begun to criticize his own writing and suggest changes and improvements. Still alone in the group--will speak up more, but prefers to speak privately.

1979-80

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: January, 1980

By: (S.O.)

(Gus) has been productive and cooperative in school this fall. He has a strong sense of pride in his work and needs to be acknowledged and recognized. At times he will initially refuse to begin a new project or participate in a group game, but when he is pressed, he complies and ultimately enjoys himself. When he knows he does something well, he prefers to do it over and over again rather than begin something new. (Gus) needs to always be working on a balance of familiar and unfamiliar projects. He needs a lot of support and encouragement to begin new things. (Gus') temper will occasionally flare up when he feels he has been treated unfairly or hasn't gotten enough attention. He folds his arms and turns his body, fumes, and complains. It's a very short lived gesture, as he now knows that with patience and a reasonable attitude, he will be able to talk about it.

(Gus) is a quiet member of the group, although he is generally attentive. He consistently contributes to the writing and producing of the newspaper which is appreciated by everyone. He is also a valued member of any sports team, as he is strong and competent. He is very good at strategy games, such as Mastermind, Touche, and Othello.

(Gus) often chooses to do his work alone and concentrates well. He needs a lot of support and responds extremely well to affection and praise.

(Gus) is passionate about sports. He participates in every sport with a great deal of energy. He can get angry easily in a game, stomps around when he thinks a call is unfair, and argues with everyone around him. He has difficulty accepting his or anyone else's mistakes. Winning is very important to him, and he is constantly keeping track of the score and how many points he has scored.

Academically (Gus) is working consistently and with a burning determination to learn. In the last few weeks, his writing has developed into a process which he has been able to work on structurally. He changes phrases and sentences in order to improve the work. His descriptions are clear, and his handwriting is improved. He has written about his fantasy house, a fantasy boat trip, the Mayan culture which we studied, and various descriptions. He loves to work on the newspaper in every capacity, running

1979-80

off the pages, collating, and putting his own work on masters. His journal has drawings and paintings, using lots of bright colors.

(Gus) enjoys math, especially working on those concepts with which he is familiar and competent. He is a whizz with the most difficult multiplication problems and acknowledged as the best player in baseball multiplication. He is currently becoming fluent in long division and doing very well.

(Gus) has been reading with (P.N.) and is generally prepared with his work. He finished Old Yeller, The Black Pearl, and will begin a new book this week. He seems to enjoy reading and often comes to me to discuss what and how much he's read.

He has been involved in various activities during the fall, sometimes with a reluctant beginning but ending with strong enthusiasm. (Gus) has painted many bright, colorful water color paintings and marker drawings. He has worked with clay, perspective drawing, silk-screening, and a project on the constellations in the autumn night sky.

(Gus) has been generally calm and productive this fall. He is cheerful and determined to work hard and do well. (Gus) has begun photography which he is very excited about. He is a very important group member, involved in and enthusiastic about group projects such as the newspaper, group games, and sports activities.

1979-80

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: January, 1980

By: (P.N.)
reading teacher

(Gus') reading skills have taken him into more complex books this year. He spent most of the fall reading in Old Yeller, a book he enjoyed very much. My concern for (Gus) is that he read carefully enough to digest what he reads. I have sometimes found him unable to retell what he read in a way that makes sense. One confusion about the story builds on another, so (Gus) finds himself piecing together a story that has little to do with what he's reading. When this problem occurs, (Gus) has never gone back to reread and sort out on his own. He seems to accept the incongruities blithely and only notes confusion when I question him about it. A second reading helps (Gus) a lot in this case. It seems that more recently, he has worked at doing careful reading. A quiet place to work always helps him a lot.

Spelling has been another focus this fall, and (Gus) agreeably added to and studied his lists.

(Gus) is certainly a more able reader this fall. I would like to see him be a more independent one.

1979-80

WEEKLY DESCRIPTIVE RECORDS, CONTINUED

JANUARY 1980: (Gus) is warm, lively, and needs a lot of affection, attention, and acknowledgement. He doesn't have friends and so works alone. He is intimidated by groups and sometimes doesn't speak up or tries to sit behind someone. He gets involved (reluctantly) in group games and eventually seems glad he did. He doesn't make transitions easily by himself--needs to be told that it's time for math, journals, or whatever. He likes one-to-one contact. In reading there needs to be work on comprehension. In grammar and writing, there needs to be attention to restructuring sentences. He loves math! He will be working on fractions, decimals, and word problems. He expresses himself well in art--loves paint, drawing, clay. It could be interesting to expand art into 3-D--mobiles, sculpture. He is very interested in photography.

JANUARY 14-18: Excited to be back; quiet in group. Wants one-to-one academic contact. Began fractions, used cuisinaire rods, and did equivalent fractions. He is reading Prince Caspian with (P.N.). Didn't finish his science write-up; did experiments with yeast alongside (Bess), (Annette), and (Beth). In activities--blocks, painting.

JANUARY 21-25: Spent a lot of time alone; tried to get involved with (Ash), (Barry), and (Simon) using cuisinaire rods, but they excluded him. He maintains control and has talked to me about how he feels about being excluded. Math continues with fractions and reading--Prince Caspian. For writing, he's doing a sports article for the newspaper. In activities, photography and decoupage.

JANUARY 28-FEBRUARY 1: This was a difficult week--got into several fights during recess in nerf football games. He seemed distant. Needed a lot of prodding to stick with his work--writing in particular. His writing project is on schools in Russia and reading is on same topic. Math--fractions. Activities--cooking, science experiments with sugar and honey--making rock candy.

FEBRUARY 4-11: Another difficult week. He has been disagreeable on the yard, and his stubborn self has come out several times in regard to not wanting to continue his work--especially in writing. He has been working with (W.R.) which he loves. She has done perspective drawing with him and worked with him on his science experiment. Writing--two letters, to and from a Russian student; also science reports. Reading--Prince Caspian. In math, the fractions are going very well. Has also done "blind" portraits, drawing of faces; enjoys running with the group.

FEBRUARY 11-15: Absent one day. (Gus) finished his science project with (W.R.'s) help. She also spent some time teaching him perspective drawing. He loves the attention. This week he has been more temperate and

1979-80

cooperative. He has come to me several times with information on current events issues and opinions on life in Russia. More fractions; Prince Caspian--finally has his copy; science report; photography; play with (Sean).

FEBRUARY 25-28: (Gus) has been less cooperative and has occasionally reverted to outbursts, refusing to do work or leaving the scene altogether. He remains quiet in group and quiet when insulted by (Rita)--for which she apologized, but not sincerely. After he needed support and attention. During gym and a game of dodgeball, (Gus) left after a comment. He came back after I spoke to him. Fractions; Prince Caspian; writing a baseball story (illustrated) and about sports in Russia; painting.

MARCH 3-7: A difficult week--lost his temper on several occasions. He needs a lot of attention and acknowledgement during work time or he doesn't always focus on what he is expected to do. We had to go back over work on fractions. Is working on the punctuation of the baseball story. Drawing; charcoal.

MARCH 10-14: There were few people here this week. (Gus) seemed more relaxed. When (Ash) returned on Wednesday and (Simon) also, (Gus) asked not to participate in group. Not allowed. He has also set up a place to work upstairs. He still needs a push to do what he is expected to do when it's time. In math he has worked with cuisinaire rods making designs and figuring out $1/2$, $1/4$, $1/8$ of different color combinations. He also did practice work with division, multiplication, and word problems. Some fractions and common denominators. In reading, can't find his book again. Started two stories in writing, but didn't finish them--one on a baseball team and one on the "biography" of a player--Catfish Hunter.

MARCH 17-21: (Gus) has tried to isolate himself since (Ash), (Barry), and (May) have returned. He has gone upstairs to work several times. He has not been very productive this week although he has been practicing cursive and has almost finished his story. He was the captain in basketball during gym and had a great time. He has not been misbehaving or lashing out at others in any way. In writing is finishing a story and in reading has been reading The Olympics and also Prince Caspian. Math continues with fractions. Also photography and painting.

MARCH 31-APRIL 4: These two weeks have been better. I've spoken to his mother about his not doing enough work; and although she missed several meetings, she and (Gus) had a talk and (Gus) seems to be happier and more productive. He got a good start on his research paper, taking notes and reading about baseball players. (P.N.) has been helping. He has also been able to speak more freely in group, stating his opinion when asked. Math--working hard on fractions, going slowly. Reading--books on baseball and Prince Caspian, also working hard. In writing, he's taking notes for

1979-80

his project. He also wrote and copied in cursive an essay on education. He is Joe Crowell in the play ("Our Town") and loves it; he definitely wants to be very involved.

APRIL 7-11: (Gus) has been more verbal in group, but mostly negative. He has been working harder though and getting his work done. He's working on his research slowly but doing well. He's been playing basketball before school with (Munro). In fractions is doing unlike denominators. Reading continues to be baseball books and Prince Caspian. The writing assignment was to use quotations--but he didn't use any. Also kites, drawing, cards.

APRIL 28-MAY 2: Continues to be shaky or erratic. He sometimes will repeat what (Barry) has said or use a tone which is disruptive like, "No, make me do that ... " I remark that that is inappropriate and later when we talk about his work or anything he responds warmly and cooperates. Other kids laugh when he copies them. Fractions are going very well. He is working hard on his research project on baseball, and it will be very good. Also play, drawing landscapes.

MAY 5-9: Less shaky, more willing to work. Started new theme which he seems to enjoy. Loved the work with the microscopes. There still are minor blowups where he refuses to participate or leaves the area, stomping. A brief word and patience usually work. He knows his lines for the play. His writing on water is short but good. Has actually almost finished Prince Caspian. Play takes up activities.

MAY 12-16: (Gus) has periods of huffiness and refusal to participate. He needs affection and acknowledgement, and then he comes around. He knows his lines and is ready to participate. He wrote about ponds but didn't do the drawing on The Light Princess. Besides the play has done posters for the fair.

MAY 19-23: Had difficulty on the yard--bad sportsmanship in kickball. He has been accepted on a local baseball team and is very excited about that. He is good in the play--the play took up much of the week.

MAY 26-30: Play--good participation, prepared and ready to go! The trip was good--went to (city), talked a lot with him, he spent part of an afternoon with (V.L.) (principal) and walking around town; bought two baseball hats. Decided not to rock climb unfortunately.

JUNE 2-6: Mornings with (Y.B.); afternoons were more calm than last few weeks. Quiet and participative--really tried to make the bake sale work to no avail! Cooperative in extra cleaning of the kitchen. Hiked on Thursday--had a wonderful time.

1979-80

Text of letter sent to (Gus') parents by (R.G.)* following the performance of "Our Town":

I feel it important to comment specifically on the very fine job (Gus) did in the play. He was nervous, but once on stage before an audience he demonstrated a presence I hadn't seen in other situations. (Gus') hard work preparing for the part was apparent and appreciated by the whole group!

1979-80

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: June, 1980

By: (S.O.)

(Gus) continues to be involved in his work, but his behavior has been more erratic than it was in the fall. He has been more moody, and his anger is apt to flare up at a slight provocation. These spurts are short lived as he is very available to affection, attention, and a quiet, reasonable response. He needs to be acknowledged and recognized for what he does well, and he will be cooperative and productive.

The newspaper and participation in sports have continued to be valuable contributions that (Gus) makes to the group. He has consistently been involved in all facets of the paper and appreciated for it. His knowledge of and enthusiasm in sports make him a valuable player, but he has a tendency to be preoccupied with the score and argumentative with the referee and other players. This makes others uncomfortable in his presence on the field. He loves baseball, basketball, dodgeball, and football. He keeps track of all the latest scores and averages of every team and loves to share that information.

(Gus) has been interested and involved with a variety of activities and mediums throughout the year. His interest in science experiments led him to working with lemon juice and alcohol, a project with yeast and baking bread, and an experiment with making rock candy using honey, sugar, and brown sugar to compare the differences in consistency. (W.R.) worked with him individually on some art projects, teaching him perspective drawing and clay. He has done charcoal and pencil drawing, painting, portraits, and loves cooking. He enjoyed making kites and is especially interested in photography where he can't seem to get enough time in the darkroom. (Gus) is also fascinated with microscopes and was absorbed with the work we did at the college looking at pond creatures. Drama is also a strong interest for (Gus). He chose to be Joe Crowell in the play "Our Town" and has learned his lines thoroughly as well as his character.

Academically (Gus) needs support, direction, and encouragement. When he is focused he can be especially productive and involved. There are times when he works slowly and needs constant reminders to finish his work. (Gus') writing has come a long way. He has worked diligently on his spelling as well as on punctuation and grammar. He is able to proofread his own work with some help. Themes in his writing include: Sports events,

1979-80

schools in Russia, sports in Russia, basketball stories, and a biography of Catfish Hunter. His research paper is on the lives and careers of three baseball players. He has worked extremely hard on organizing the facts and wrote much of the information from his own knowledge. He has also been practicing his cursive and has become much more comfortable with it.

Math is enjoyable for (Gus). He loves puzzling out problems and practicing skills that he already has. He will sometimes spend free time doing difficult multiplication problems or practicing adding and subtracting fractions. He has been working on fractions throughout the spring and doing well. He has also done some work with decimals.

Reading has been slow this spring. (Gus) has been reading Prince Caspian since January. He has also read for his baseball project and some on the history of the Olympics.

(Gus) has grown a great deal this year. He has developed stronger writing and language skills. His interest in math has been consistently productive and involving. (Gus) has been able to explore his interest in science and photography and also continue trying new things. Although his behavior can be erratic, he has maintained a consistent amount of control and can be brought out of an angry incident by quiet attention, an affectionate gesture, and time to cool off. Continued support and acknowledgement will help (Gus) maintain control and sustain involvement in his work. This has been an important year for him.

1979-80

PARENT REPORT

The Prospect School
North Bennington, Vermont

(Gus)

Date: May, 1980

By: (P.N.)

(Gus') entrances to reading class this spring have often been sulky, angry, or inappropriate in tone. Once he's there, however, he settles down to a productive period of work. (Gus) has worked on his reader, Prince Caspian, as well as some grammar, spelling, and vocabulary review. He also worked with me on beginning his research report.

When (Gus) reads aloud, I realize what an able reader he has become. He still needs to watch punctuation so that what he's reading doesn't run together and become confused. (Gus) usually has a good understanding of what he reads--aloud or to himself. He sometimes needs to slow down or return to a passage he's read to untangle his perception of events or details. (Gus) needs to learn to do this on his own when something doesn't make sense. Instead at this time, he tends to fill in from his imagination, and confuse things further.

When (Gus) reads with care, he understands the story's events well, although he himself may or may not have an easy time explaining what happened. He sometimes needs support in recognizing hints and nuances in the story.