

**A DESCRIPTION AND EVALUATION OF THE REDDING-
EASTON TUTORIAL SUMMER PROGRAM FOR YOUNG
ADOLESCENTS AND PRIMARY SCHOOL
CHILDREN**

**AN ABSTRACT OF
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**REFERENCE—NOT TO BE
TAKEN FROM THIS ROOM**

**by
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During the summers of 1967 and 1968, a six week tutorial program involving fifty children with language deficits was organized for primary school children and young adolescents in the Redding-Easton School District. Based upon extensive pre-testing intended to reveal educational and social needs, a young child and a teen-ager were coupled into a reciprocal teaching-learning pair designed to help both children overcome language deficits.

The organization of, techniques, and practices carried out during the Redding-Easton Summer Program are presented for examination and evaluation in this study. In addition, it attempts to evaluate this project from the standpoint of learning gains made by young children and teen-age tutors. Although the prime focus is upon the young adolescents, the study cannot entirely separate the two groups as the teaching-learning techniques were carried on simultaneously for both primary children and young teen-agers.

The objective of the study is to examine existing evidence gathered over a two year period from the Redding-Easton Summer Program and ascertain whether a group of adolescents exhibiting serious language disabilities were able to improve on these deficits given a special learning environment. It points out those practices which seem

significant and suggest possibilities for inclusion in the regular school curriculum.

Although the Redding-Easton Summer Program has operated for four years under Title I funds, this study focuses on the first two years presenting quantitative data gathered through pre-and-post-testing of primary school children and young adolescents.

The first section presents a detailed report of how the program was organized. Several illustrative teaching units describing how the perceptually oriented program is coordinated and sequenced into interdisciplinary areas are presented. Detailed tables showing gains and losses in reading, spelling, and perceptual areas are included. The final chapters concern themselves with an evaluation of the program documented by test results, written reports, and tape recordings gathered from students, tutors and teachers.

The question posed by the writer is: Did the summer program help to alleviate language deficits? The writer concludes that a highly individualized language development program, based in multi-sensory experiences, close human relationships, and a program which places the responsibility upon a teen-age tutor to teach one young child, can go a long way to remediate the language deficits of the young adolescent.

Concomitant social, emotional and positive value gains are also observed. Conversations of students, tutors and teachers, taped and excerpted reveal that the

human values experienced through the summer program were as important to the adults and pupils involved as the academic gains. The elements in the summer program most highly valued were: patience, understanding, self-determination, self-responsibility, individual attention, and the respect given to each individual's social, emotional and learning needs.

Finally, the writer singles out the fact that based on existing evidence, the summer program succeeded in helping to alleviate language deficits, not because of what was taught, but because of how individuals were taught. A number of suggestions for carrying over the methods and philosophy of the summer program into the regular school program are outlined, and teacher suggestions as to how the present school organization might be altered to encompass a more flexible teaching-learning situation are cited.