

INSIDE THE COVERS: SEARCH and TEACH MANUALS

When you begin using the Search & Teach program, you will find the answers to many of the questions that come to mind in your manuals. The exercise below has been developed to acquaint you with key portions of the manuals. Cite the manual and page number where you find the answers to the following situations (for example **S-17** for Search page 17, **T-5** for Teach page 5, etc.).

pgs.

	1. Your kindergarten teachers do not understand the purpose of SEARCH scanning. What can you tell them?
	2. For which students is the SEARCH scan appropriate?
	3. Where should testing materials be kept while administering SEARCH?
	4. What aspects of behavior should be noted while SEARCH is being given?
	5. After recording a child's pencil grip during SEARCH, you aren't quite sure if it should be scored as 'normal' or 'abnormal.' Where can you find illustrations to help you decide?
	6. When completing the SEARCH face sheet, should you 'round off' any days remaining after subtracting the birth date from the testing date?
	7. Where can you find a list of steps to follow in order to score the SEARCH scan?
	8. A parent assumes that once enrolled in TEACH, his child will need to master all 55 tasks in the program. Is this correct?
	9. How do you determine if a child is vulnerable to learning failure given the total SEARCH score ?
	10. When a child has low scores in both auditory and visual subtests, which TEACH tasks should take priority ?
	11. How are the TEACH tasks organized ?
	12. What is the 'three by three' rule for determining mastery of individual tasks?
	13. If your student is having difficulty with a visual TEACH task, should you try to help him by offering auditory feedback?
	14. While manipulating TEACH materials, your student occasionally uses both hands (ex. removing pegs from a pegboard). Is this acceptable in the TEACH program?
	15. Were any follow-up studies done while SEARCH & TEACH was being developed?
	16. A kindergarten teacher in your school asks you if the TEACH program will teach a child to read . How do you respond?
	17. You need to keep teaching goals and learning progress in mind for each child with whom you work. What does the manual suggest as far as record-keeping is concerned?
	18. Putting the S&T kit together seems like a formidable task. Why is it so important that I go through the 'assembly process' and not have the option of purchasing the materials ready to use?