Guyana Education Access Project (GEAP)

Report of Consultancy to develop a Screening Test to identify Children with Unmet Learning Needs in Linden and Corriverton

Dr Brian O'Toole
Mrs Christine Brisport

Varqa Foundation

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Table of Contents

Acknowledgements	2
Executive Summary	4
1.0. Background	7
2.0. Objectives of consultancy	7
3.0. Method of study	7
3.1. Screening Tests	8
a) Screening of Vision	8
b) Screening of Hearing	8
c) Screening of Learning Difficulties	8
d) Screening of Reading Difficulties	9
3.2. Training of Research Team	10
3.3. Limitations of the Study	12
4.0. Results of the Screening	13
4.1. Screening of Vision	13
4.2. Screening of Hearing	15
4.3. Screening of Learning Difficulties	17
4.4. Screening of Reading Difficulties	19
5.0. Recommendations	24
5.1. Children with visual problems	24
5.2. Children with hearing problems	25
5.3. Children with learning difficulties	27
5.4. Children with reading problems	31
6.0. Conclusion	32

Appendices:

Appendix 1: Participant's evaluation of the training exercise 33

Appendix II: 36
Results of screening of vision in Corriverton schools
Results of screening of vision in Linden schools
Results of screening of hearing in Corriverton schools
Results of screening of hearing in Linden schools
Results of screening of reading in Corriverton schools
Results of screening of reading in Linden schools
Results of screening of learning difficulties in Corriverton
Results of screening of learning difficulties in Linden schools

Appendix III: List of teachers/ community researchers involved 54

Executive Summary

Introduction:

This report presents the results of a consultancy, conducted for GEAP, to develop a series of simple screening tests to identify children with special needs and reading difficulties in the Linden and Corriverton sub-regions of Guyana. Screening tests were developed to assess vision, hearing, learning difficulties and reading. Teachers and community researchers were trained to administer the tests in thirteen schools in the Linden area and fourteen schools in the Corriverton area.

Screening of Vision:

Screening of vision was carried out using the internationally accepted Sloan Chart. Teachers and community researchers were trained in how to administer and score the test. A total of 5,331 children were tested in the two regions. Of these 2,020 (37.9%) were judged to have visual problems and in need of further testing. Significantly more females (56%) were identified as having visual problems as compared with males (44%). The incidence of visual problems was greater in Linden (41.2% of the total) than in Corriverton (30.1%).

The children identified as having visual problems in this study should be re-tested. In Linden the re-testing could be conducted by a team of community researchers co-ordinated by the specialists attached to the Unit for the Visually Impaired. In Corriverton the VSO Remedial Teacher could monitor a team of community researchers who would undertake the re-testing. In the cases where the child again fails the screening s/he should be referred for a more in-depth assessment. This report offers recommendations to teachers concerning how to meet the needs of children with visual problems within the regular classroom.

Screening of Hearing:

In consultation with representatives of GEAP, the Special Needs Group in Linden and the VSO Remedial Teachers, a checklist was developed by which Form Teachers would be able to identify children with hearing problems in their class. If three, or more, of the warning signs listed in the Checklist were seen to be present over a period of time the child was judged to have some problem in the area of hearing and in need of further assessment. Of the 1,870 children who were assessed for hearing problems in the survey a total of 172 (9.2%) were judged to have problems. A significantly higher percentage of males (56%) were identified as compared with females (44%). The problem was far more serious in Corriverton (13.5% of the total tested) as compared with Linden (2.9%).

Those children identified as having a hearing problem should be visited by the VSO Remedial Teacher or by the writers of this report to confirm that a hearing problem exists and then to refer those in need to a health worker or doctor for an ear examination. S/he should be able to clear infections and excess wax.

Once the hearing problems caused by infections and excess wax are solved the remaining children with hearing problems can then be referred for testing by an audiologist. Arrangements

should be made with the Ministry of Health to have an audiologist visit each of the two sub-regions where the children would be gathered at one location for testing.

S/he will determine the precise degree and type of hearing loss experienced by the child. GEAP and the Regional Educational authorities should liaise with local service organisations to see what support may be available to families to purchase whatever hearing aids that may be needed. This report offers some recommendations to teachers concerning how to meet the needs of children with hearing problems within the regular classroom.

Screening of Learning Difficulties:

Again, in consultation with representatives of GEAP, the Special Needs Group in Linden and the VSO Remedial Teachers, a checklist was developed by which Form Teachers would be able to identify children with learning difficulties in their classes. Any child scoring 40 and below was considered to have a learning difficulty. A total of 4,122 children were screened for learning difficulties of these 1,474 (35.7%) were judged by the Form Teachers to have learning difficulties. Significantly more males (n = 917, 62.2%) were identified as having learning difficulties as compared to females (n = 557, 37.8%). A higher percentage of children were identified in the Corriverton region (39.5%) compared to Linden (32.3%). In a quarter of the schools surveyed the majority of children in the school were judged to have learning difficulties.

As the number of children identified as having learning difficulties is so high any form of institutional special education provision is impractical. Moreover even if such centres *were* available in great numbers, current thinking in special needs education argues for creating a more inclusive educational environment within the regular school system that can effectively respond to the diversity of the needs of *all* children. It is proposed that a training module be developed for teachers to promote more inclusive schools that are more responsive to the diversity of needs of the children. Suggestions are offered in the report concerning the form that such a training course could take.

Screening of Reading:

Members of the survey team were trained to administer the Schonell Reading Test, which is widely used in Europe and North America. A total of 5,334 children were individually assessed. In the Corriverton area a total of 137 children out of the sample of 1,212 (11.3%) were unable to read a single word on the test. They were incapable of reading words as simple as `tree, little, book, school, sit, bun.' Therefore more than one in ten of the children in primary schools in the Corriverton sub-region are totally illiterate. Each of these children had a minimum of five years of schooling. By contrast, in Linden, only 1.4% scored zero on the test. In the Corriverton region a total of 1,513 (79.2%) of the sample were three or more years behind in their reading ages as compared with their chronological age. 27% of the Corriverton sample were five or more years behind. The corresponding figures for Linden were 59.6% three, or more, years behind and 20% five, or more, years behind.

Whilst there was a wide range of scores between the various schools, reading clearly is a major problem. By far the majority of the children in the sample (n=3553, 66.6%) are three or more years behind in their reading. A total of 923 children (17.3%) are five, or more, years behind. These results suggest therefore that reading is perhaps the most urgent problem that needs to be addressed within the education system. Until the child can read they will be incapable of taking advantage of the other innovations that are on offer within the present climate of educational

reform. This report offers an outline of a plan of action to respond to the alarming figures presented above.

The target group for this study was students in Primary 3 and 4 in each of the primary schools and students in Forms 1, 2 and 3 of the secondary schools. Also included were students in all Forms of Primary Tops or form classes in the primary schools. The students in the Primary Tops are those who were unable to qualify academically for secondary schools in the Secondary Schools Entrance Examination given at the end of Primary 4. The corresponding ages of the students in the above-mentioned classes are:

Class	**Approximate age of children in Term 2**
Primary 3	10 - 11 years
Primary 4	11 - 12 years
Form 1	12 - 13 years
Form 2	13 - 14 years
Form 3	14 -15 years
Form 4	15 - 16 years

Consultancy to develop a Screening Test to identify children with unmet learning needs in the regions of Linden and Corriverton

1.0. Background

The primary purpose of the Guyana Education Access Project (GEAP) is to increase access to secondary education in two regions, Linden and Corriverton, as pilot schemes which should inform replication at national level. This consultancy is one aspect of the GEAP project. The consultancy investigated the overall number of children with special needs, learning difficulties and reading problems in both project areas and provided training for teachers and interested members of the community in special needs identification using simple screening tests. This report offers recommendations to meet some of the special needs identified and suggests measures to be taken in follow-up consultancies.

2.0. Objectives of the consultancy

The objectives of the consultancy were;

- to develop a screening test and a reading test to be administered in schools. The screening test should identify children with learning difficulties and sensory impairments, and the reading test should determine levels of reading achievement.
- to train a minimum of 20 teachers and 5 members of the local community in each of the two areas to administer the tests effectively in schools. These trained persons will then be prepared to brief teachers whose classes are to be screened.
- to provide support in schools during the administration period of the tests.
- to collect and analyse the data from the project areas.
- to prepare a report on the findings, to include recommendations for a further period of consultancy.
- to identify areas which need to be focussed on in the preparation of learning resources and teacher training.
- to quantify the number of marginalised children in each area who do not at present attend school and make recommendations for their re-entry into the school system.
- to quantify the number of children with special educational needs who are attending special educational establishments.

3.0. Methodology of the study

The consultants held a series of meetings with representatives of GEAP, the Special Needs Group in Linden and the VSO Remedial Teachers to develop simple screening tests to be implemented by teachers to identify children with problems in the areas of hearing, vision, learning and reading. The screening tests are included in the teacher's manual, *`Children with special needs - a guide for teachers'*, that was developed for this consultancy. A copy of the manual is attached to this report.

3.1. Screening Tests

a) **Screening of Vision: Sloan Chart**

The children's sight was assessed using the Sloan Chart (see page 8 of the manual). The Sloan Chart is used extensively by opticians in Guyana and internationally. The members of the screening team were trained in how to use the test. They were taught that the Sloan Chart should be placed at 3 meters from the child at eye level in sunlight. Each eye was tested separately. In cases where the child did not know the letters of the alphabet s/he was given a card with each of the letters and asked to match the letters on the Sloan Chart with the correct one on his/her card. If the child made mistakes on the 10^{th} line of the test s/he was re-tested. If the problems persisted the child's name was noted as having visual problems and in need of further assessment.

b) Screening of Hearing

The following checklist was developed to identify children with hearing problems. Form Teachers were asked to rate each of the children in their classes according to the criteria in the checklist. If three, or more, of the warning signs were seen to be present over a period of time the child was judged to have some problem in the area of hearing and in need of further assessment.

Signs of hearing problem	**Yes**	**No**
Child always has to look at your face to understand what you say		
Child often asks you to repeat what you say		
Child is often restless and inattentive when you speak to him		
Child `cups his ears' to hear better		
Child is unresponsive when spoken to in a normal voice		
Child talks loudly so as to hear own voice better		
Child has poor articulation of words and certain sounds		
Child is reluctant to participate in oral activities		
Child is socially withdrawn		
Child often thinks that others are talking about or laughing at him		
Total		

c) Screening of Learning Difficulties

The following checklist was developed to allow Form Teachers to identify children with learning difficulties in their class. The teachers completed the checklist using the following criteria, 1: very characteristic, 2: characteristic and 3: not characteristic.

	1	2	3
a) Listening skills * short attention span			
* forgets what is said			
* unable to follow more than one direction at a time			

	1	2	3
b) Reading * reading at a significantly lower level than peers			
* reading comprehension skills are low			
* reading very slowly			
c) Oral language * poor sentence structure			
* has difficulty speaking about a sequence of ideas			
* limited vocabulary			
d) Maths * poor knowledge of basic arithmetic facts			
* relies on the concrete (e.g. counts with fingers)			
e) Writing * problems copying from the blackboard			
* letters are badly formed			
f) Spelling * omits letters - (e.g. thee for three)			
* spells phonetically – sed for said			
g) Behaviour * over active or aggressive behaviour			
* very silent or withdrawn			
h) General appearance * child looks or behaves younger than his/her age			
* child looks undernourished			
i) Attendance * child is often absent			
Total score			

Any child scoring 40 and below was considered to have a learning difficulty. Children scoring between 41 and 46 were regarded to be in need of `observation' and those scoring over 47 were judged not to have learning difficulties.

d) Screening of Reading Difficulties

Members of the survey team were trained to administer the Schonell Reading Test, which is widely used in Europe and North America. The members of the survey team were guided that the test should be given to individual children in a friendly atmosphere in which the child is thoroughly at ease and that it should not take place within the hearing of other children. Testing is discontinued when ten consecutive words are failed. The testers were instructed that the temptation to help the child should be resisted. The child should not, for example, be asked to repeat a word s/he has almost, but not quite, pronounced correctly nor should s/he be given any clues as to how to attack a particular word. Credit was not given unless the word is clearly correct, e.g. `flowers' for `flower' is incorrect.

To get an approximate reading age, the number of words, which were read correctly by each child, was counted and then the table of norms (see page 22 of the manual) was used to convert

the raw score to the child's reading age.

3.2. Training of the research team

In each of Linden and Corriverton a group of teachers and community members was trained to administer the screening tests. More than 80 persons were therefore trained to gather the data. (The list of the persons who assisted with the testing is presented in Appendix III). A one-day training exercise on children with special needs was conducted in each region by the consultants.

The following table illustrates the numbers attending the workshops.

Table #1. Numbers of teachers attending the training workshops.

Region	**# teachers attending**	**# schools represented**
Corriverton	23	12
Linden	24	12

The topics covered in the training of the research team included: aims of GEAP project, perceptions of disability, concerns about Inclusive Education, overview of disabilities, guidance in how to administer and score the screening tests, and practical work with the tests. The participant's evaluation of the training exercise is included in Appendix I of the report. As can be seen from the evaluation, the participants felt generally well prepared for the screening exercise by the training workshop. The training workshop was rated highly by the participants. (See Appendix I).

Following the training the teachers returned to their schools to share information on the project with their colleagues and carry out the various screening tests.

In addition to the 47 teachers who were trained to administer the tests, a cadre of community researchers in both regions (10 in Corriverton and 32 in Linden) was also deeply involved in the screening exercises in the schools. The VSO Remedial Teachers in the regions trained the community researchers. Once trained, each of the survey teams was then visited in their schools by the consultants along with the VSO Remedial Teacher to support the teams in their work and to monitor the exercise.

The schools studied in this consultancy included the following:

Linden:

- Christianburg Secondary
- New Silver City Secondary
- Mackenzie High
- Linden Foundation Secondary
- Coomacka Primary
- Regma Primary
- One Mile Primary
- Mackenzie Primary
- Wismar Hill Primary
- St Aidan's Primary
- Christianburg Primary

Corriverton:

Skeldon Line Path
Skeldon High
Tagore Memorial
Crabwood Creek Primary
Skeldon Primary
Corriverton Primary
Massiah Primary
68 Primary
New Market Primary
59 Primary
56 Primary

- Watooka Day Primary
- Amelia's Ward Primary

48 & # 43 Primary
Leeds Primary

The goal was that the screening tests would be administered in all the above secondary schools (years 1-3), and in the years 3 and 4 in the primary schools and all years of Primary Tops.

Table 2 on page 12 below illustrates how far that goal was achieved.

Table #2 Screening Tests completed in each school

Region and School	**Vision screening**	**Hearing screening**	**Learning screening**	**Reading screening**
Corriverton Region				
Skeldon Line Path	yes	yes	yes	yes
Skeldon High	yes	yes	yes	yes
Tagore Secondary	yes	yes	yes	yes
Crabwood Creek Pr	yes	yes	yes	yes
Skeldon Primary	yes	**no**	yes	yes
Corriverton Primary	yes	yes	yes	yes
Massiah Primary	yes	**no**	yes	yes
# 68 Primary	yes	yes	yes	yes
New Market Primary	yes	yes	yes	yes
# 59 Primary	yes	**no**	**no**	yes
# 48 Primary	yes	yes	yes	yes
Leeds Primary	yes	yes	yes	yes
# 43 Primary	yes	yes	yes	yes
# 56 Primary	**no**	**no**	**no**	**no**
Linden Region				
Christianburg Sec	yes	yes	yes	yes
New Silver City Sec	yes	**no**	**no**	yes
Mackenzie Sec	yes	**no**	**no**	yes
Linden Foundation	yes	**no**	**no**	yes
Coomacka Pr.	yes	**no**	yes	yes
Christianburg Pr.	yes	yes	yes	yes
Mackenzie Pr.	yes	**no**	**no**	yes
One Mile Pr.	yes	**no**	yes	yes
Regma Pr.	yes	yes	yes	yes
St Aidans Pr.	yes	yes	yes	yes
Watooka Pr.	yes	yes	yes	yes
Wismar Hill Pr.	yes	yes	yes	yes
Amelia's Ward Pr	yes	**no**	**no**	yes

Data was submitted from all the schools with the exception of # 56 Primary. All the other schools completed the screening for vision and reading difficulties. Eleven of the schools (41%) failed to undertake the screening for hearing and seven (26%) did not undertake the screening exercise for children with learning difficulties. The screening for learning difficulties and hearing required the cooperation of classroom teachers in Primary 3 and 4, and Form Teachers in the Secondary Schools.

Vision screening and reading tests were primarily carried out by the community researchers. It was especially challenging for teachers to find time to fill out the screening forms for each student as the testing period coincided with the end of term, giving and marking of examinations and filling out reports. Many teachers no doubt saw the exercise as extra work.

3.3. Limitations of the study

The present study was an ambitious undertaking. Some of the limitations of the study include the following:

- **time constraints:** more time was needed to lay the foundation for the project and to ensure the support of all schools involved.

- **screening tests:** whilst the screening test for vision is an easily administered and widely used test there is no such equivalent, known to the consultants, for screening of hearing. The test that was devised relies therefore on the teacher's knowledge of the children. The screening test for learning difficulties also relies on the teacher's judgements. As far as the consultants know, there are no standardised tests on reading with Guyanese norms available. The Schonell Reading Test, used in this study, is standardised on an English sample. However the great majority of words used in the test are familiar to the children.

- **administration of screening tests:** the hearing and learning difficulties screening tests were administered by Form Teachers as they required detailed knowledge of the children. Some Form Teachers however were unable or unwilling to give the necessary time. By contrast, the screening of vision and reading was undertaken by the community researchers and was successfully completed in all schools.

- **timing of the screening exercise:** the exercise was completed near the end of the school term when children and teachers were focussed on school examinations. This may explain why some Form Teachers were unable to complete the screening exercise. In some schools students had completed their examinations and stayed home and were therefore not available for testing.

- **training:** in both Linden and Corriverton the community researchers were trained in the administration of the screening tests by the VSO Remedial Teachers. It would have been preferable for them to have attended the training exercise conducted by the consultants to ensure consistency in the use of the tests.

- **equity:** in a few cases, teachers expressed resistance to being asked to do the extra work which required their knowledge of the students. They were not pleased that community workers were receiving stipends for their work whereas teachers were not.

Despite these limitations the data is complete for 16 of the 27 schools (59.2%). In four of the remaining schools the data is missing for only one of the four areas of screening. A total of 5,334 children were assessed in the study.

4.0. Results of the screening tests

The results of the four screening tests are presented in this section for each region and each school. A more detailed presentation of the results of the classes in each school is presented in Appendix II for the benefit of each school.

4.1. Screening of Vision

The following table summarises the results of the visual screening tests in the regions.

Table # 2. Number of children identified with visual problems in the two regions

Region	**Schools**	**# tested**	**# with visual problems**		**% with visual problems**
			male	**female**	
Corriverton	Primary	1,300	166	194	27.6%
	Secondary	818	111	168	34.1%
	All schools	2,118	277	362	30.1%
Linden	Primary	2,202	414	494	41.2%
	Secondary	1,011	199	274	46.7%
	All schools	3,213	613	768	41.2%
Both regions	Primary	3,502	580	688	36.0%
	Secondary	1,829	310	442	40.8%
	All schools	5,331	890	1,130	37.9%

As can be seen from the above table a high number of children were identified as having visual problems (27.6% of primary children and 34.1% of secondary school children in Corriverton and 41.2% of primary children and 46.7% of secondary children in Linden). Significantly more girls (56%) than boys (44%) were judged to have visual problems. The screening test requires that each eye be tested separately. The high percentage of children identified in the test as having possible visual problems may not reflect children with serious difficulties as the two eyes working together may compensate for any deficiency in one of the eyes. However the results clearly indicate that further screening/testing needs to be done on those identified.

The following table illustrates the number of children identified as having visual problems in each of the schools.

Table # 3. Number of children identified with visual problems in Corriverton schools

Secondary Schools	**# Tested**	**# Visual problems**	**% with visual problems**	**Male**	**Female**
Skeldon Line Path	188	87	46.0%	42	45
Skeldon High	228	76	33.3%	21	55
Tagore Secondary	402	116	28.9%	48	68
Total	818	279	34.1%	111 (39.8%)	168 (60.2%)

Primary Schools	# Tested	# Visual problems	% with visual problems	Male	Female
Crabwood Creek Pr	232	44	18.9%	21	23
Skeldon Primary	157	32	20.3%	11	21
Corriverton Primary	233	90	38.6%	43	47
Massiah Primary	158	24	15.1%	9	15
# 68 Primary	119	37	31.0%	19	18
New Market Primary	158	80	50.6%	42	38
# 59 Primary	64	16	6.2%	7	9
# 48 Primary	76	7	9.2%	3	4
Leeds Primary	70	16	22.8%	8	8
# 43 Primary	33	14	42.4%	3	11
Total	1300	360	27.6%	166 (46.1%)	194 (53.9%)

Total	**2118**	**639**	**30.1%**	**277(43.3%)**	**362 (56.6%)**

As Figure #6 illustrates, there is a very considerable range in the number of children identified as having visual problems in the various schools, from 9.2% overall in #48 Primary to 50.6% in New Market Primary. This raises some questions as to how consistently the test was administered across the schools. The community workers were not present at the initial training conducted by the consultants. They were trained at a later date by the VSO Remedial Teachers. This may be partly responsible for inconsistencies in test administration.

Table # 4. Number of children identified with visual problems in Linden schools

Secondary Schools	# Tested	# Visual problems	% with visual problems	Male	Female
Mackenzie High	282	127	45.0%	56	71
Silver City	225	168	74.6%	64	104
Linden Fnd.	146	26	17.8%	13	13
Christianburg	358	152	42.4%	66	86
	1,011	473	46.7%	199 (42.0%)	274 (58.0%)

Primary Schools	# Tested	# Visual problems	% with visual problems	Male	Female
One Mile Pr.	298	93	31.2%	36	57
St Aidan's Pr.	341	144	42.2%	59	85
Amelia's Ward Pr.	187	61	32.6%	36	25
Coomaka Pr.	45	16	35.5%	9	7
Mackenzie Pr.	548	106	19.3%	56	50
Watooka Pr.	112	50	44.6%	22	28
Wismar Pr.	468	259	55.0%	122	137
Regma Pr.	113	76	67.2%	33	43
Christianburg Pr.	190	103	39.8%	41	62
	2,202	908	41.2%	414 (45.5%)	494 (54.6%)

Total	**3213**	**1381**	**42.9%**	**613(44.3%)**	**768 (55.7%)**

As can be seen from the above table, and Figure #11, there is a similar range in the number of children identified as having visual difficulties in the Linden schools (as high as 74.6% in Silver City Secondary and as low as 17.8% in Linden Foundation). Some of these results represent problems in only one eye and, as eyes were tested separately, a slight problem in one eye may not significantly affect visual acuity when both eyes work together and this may be one source of the high percentage figures. The Pie Charts presented in Figures #9 and #18 show that significantly more females than males were identified as having visual problems (57% female and 43% male in Corriverton and 56% female and 44% male in Linden).

Appendix II presents the data for the Primary 3 and 4 classes separately from the Primary Tops. In Corriverton visual problems were twice as common in Primary Tops (50% of the total) as compared with Primary 3 and 4 (25.4% of the total). In Linden there was no noticeable difference between the two groupings.

4.2. Screening of Hearing

The following table summarises the results of the hearing screening tests in the regions and in the individual schools.

Table # 5. Number of children identified with hearing problems in the two regions

Region	**Schools**	**# tested**	**# with hearing problems**	**# with hearing problems**		**% with hearing problems**
				male	**female**	
Corriverton	Primary	696	115	70 60%	45 39%	16.5%
	Secondary	413	35	15 42%	20 57%	8.5%
	All schools	1109	150	85 57%	65 43%	13.5%
Linden	Primary	690	20	9 45%	11 55%	2.89%
	Secondary	71	2	2 100%	0 0%	2.8%
	All schools	761	22	11 50%	11 50%	2.89%
Both regions	Primary	1,386	135	79 59%	56 41%	10%
	Secondary	484	37	17 46%	20 54%	8%
	All schools	1,870	172	96 56%	85 44%	9.2%

In Corriverton a total of 150 of the 1,109 children tested (13.5%) were judged to have hearing problems. As Figure #7 illustrates there was a significant variance between schools in numbers of children identified as having hearing problems, ranging from 36% in Corriverton Primary to 0% in Leeds Primary. The range was less acute in Linden as Figure #12 shows. The range spans 0.8% in Regma Primary to 4.5% in Watooka Primary.

The problem was more acute in primary schools in Corriverton region where 16.5% were judged to have hearing problems compared to a figure of 8.5% of children in secondary schools. Linden on the other hand (although only slightly less than half of the schools completed the screening exercise) showed a significantly lower percentage (2.9%) as having hearing problems.

It could be that in primary schools, without separate classrooms for each class which are found in many secondary schools, the noise conditions encourage behaviours that

resemble those of children with hearing problems, who in a quieter, less distracting environment actually hear quite well.

Table # 6. Number of children identified with hearing problems in Corriverton schools

Secondary Schools

School	# Tested	# with hearing problems	% with hearing problems	Male	Female
Skeldon Line Path	160	5	3.1%	3	2
Skeldon High	113	29	25.6%	12	17
Tagore Secondary	140	1	0.71%	0	1
Total	413	35	8.5%	15 (42.8%)	20 (57.2%)

Primary Schools

School	# tested	# with hearing problems	% with hearing problems	Male	Female
Crabwood Creek Pr	232	39	25.4%	21	18
Corriverton Primary	75	27	36.0%	18	9
# 68 Primary	52	14	26.9%	10	4
New Market Primary	158	27	17.1%	17	10
# 48 Primary	76	4	5.3%	2	2
Leeds Primary	70	0	0	0	0
# 43 Primary	33	4	12.1%	2	2
Total	696	115	16.5%	70 (60.1%)	45 (39.1%)

Table # 7. Number of children identified with hearing problems in Linden schools

Secondary Schools	# Tested	# with hearing problems	% with hearing problems	Male	Female
Christianburg Sec	71	2	2.8%	2 100%	0

Primary Schools	# Tested	# with hearing problems	% with hearing problems	Male	Female
Christianburg Pr.	190	8	4.2%	3	5
Watooka Pr.	112	5	4.5%	2	3
Wismar Hill Pr.	34	2	2.8%	2	0
St Aidan's Pr.	341	4	1.2%	2	2
Regma Pr.	113	1	0.8%	1	0
Total	690	20	2.9%	9 45%	11 56%

Although only half the schools in the Linden area responded, the percentage of students identified with hearing problems is relatively small. Figures #10 and #19 illustrate the proportion of males

and females identified as having hearing problems. In Linden the proportion is 50:50, in Corriverton 56% of those identified are male and 44% female.

4.3. Screening of Learning Difficulties

Table # 8. Number of children identified with learning difficulties in the two regions

Region	Schools	# tested	# with learning problems		% with problems	needs observ.	no problem
			male	female			
Corriverton	Prim.	1093	306	172	43.7%	224 20.4%	390 35.7%
	Sec.	870	154	144	34.2%	252 28.9%	320 36.7%
	All	1963	460	316	39.5%	476 24.2%	710 36.1%
Linden	Prim.	1759	410	230	36%	397 23%	687 39%
	Sec.	400	47	11	15%	62 16%	302 76%
	All	2159	457	241	32.3%	459 2 1.2%	989 45.8%
Both regions	Prim.	2852	716	402	39.2%	621 21.7%	1077 37.7%
	Sec.	1270	201	155	28.0%	314 24.7%	622 48.9%
	All	4122	917	557	35.7%	935 22.7%	1699 41.2%

As can be seen from the above table a high percentage of children were judged to have learning difficulties by their teachers. In primary schools in Corriverton the figure was 43.7% and in Linden 36% . The great majority of children identified were boys (62% compared with 38% girls). (See Figure #20).

Table #9 Number of children identified with learning difficulties in Corriverton schools

Secondary Schools	# Tested	# with Learning problems	% with Learning problems	Male	Female	Needs observ	No probs.
Skeldon Line Path	246	69	28.0%	34	35	82 33.3%	95 38.6%
Skeldon High	228	91	39.9%	41	50	65 28.5%	72 31.5%
Tagore Secondary	396	138	34.8%	79	59	105 26.5%	153 38.6%
Primary Schools							
Crabwood Creek Pr	215	73	33.9%	46	27	64 29.7%	78 36.2%
Skeldon Primary	83	43	53.7%	21	22	12 14.4%	28 33.7%
Corriverton Primary	235	136	57.8%	84	52	51 21.7%	47 20%
Massiah Primary	78	32	41.0%	22	10	14 17.9%	32 41%

# 68 Primary	119	48	40.3%	36	12	34 28.5%	37 31.0%
New Market Primary	158	83	52.5%	56	27	27 17.0%	48 30.3%
# 48 Primary	76	33	43.4%	21	6	6 7.9%	37 48.6%
Leeds Primary	96	27	28.1%	19	11	11 11.4%	58 60.4%
# 43 Primary	33	3	9.1%	1	5	5 15.1%	25 75.7%

From the above table it can be seen that the **majority** of children in three primary schools (Skeldon, Corriverton and New Market) were seen to have learning difficulties. In three more schools (Massiah, #68 and #48) the figure is over 40%. (See Figures #4 and #5).

Table # 10. Number of children identified with learning difficulties in Linden

Secondary Schools	**# Tested**	**# with Learning problems**	**% with Learning problems**	**Male**	**Female**	**Needs observ**	**No probs.**
Christianburg Sec.	422	58	15%	47	11	62 14.7%	302 71.5%

Primary Schools	**# Tested**	**# with Learning problems**	**% with Learning problems**	**Male**	**Female**	**Needs observ**	**No probs.**
Christianburg Pr.	203	104	51%	65	39	49 24%	50 25%
One Mile Wismar	421	117	28%	71	46	92 22%	212 50%
St Aidan's Pr.	334	149	53%	92	57	81 24%	71 21%
Wismar Hill Pr.	493	196	40%	133	63	120 24%	175 36%
Regma Pr.	112	20	18%	14	6	20 18%	72 64%
Coomaka Pr.	71	31	44%	22	9	14 20%	26 36%
Watooka Pr.	125	23	18%	13	10	21 17%	81 65%

It is interesting to note that in the two smaller primary schools the percentage of children identified as having learning difficulties was relatively low (18%) as compared with 4 of the 5 larger schools which showed 40% and above as having learning difficulties. (See Figures #13 and #17).

In most schools the number of boys identified as having learning difficulties far exceeds the number of girls. (See Figure #20).

The following questionnaire was devised to ascertain the number of marginalised children who do not, at present, attend school.

Marginalised children who do not, at present, attend school

Estimated number of children who have dropped out of your school in the past three years	
Estimated number of children who should be enrolled in your school but have never attended school	
Major reasons for non-attendance	

Only three schools in the study completed this questionnaire. The number of children who were estimated to have dropped out of the school was 15 in #48 Primary, 18 in Crabwood Creek Primary and none in #43 Primary. The estimated number of children who should be enrolled in the school but who have never attended school was 20 in #48 Primary, 27 in Crabwood Creek Primary and none in #43 Primary. Some of the reasons given for non-attendance included:

- lack of interest in school by the child and the family
- poverty
- neglectful attitude of parents
- transportation difficulties

This area needs to be researched in more detail. A longitudinal study would be needed to see what proportion of these children might have left school because of unmet learning needs.

Appendix II presents the data for Primary Tops and Primary 3 and 4 classes separately. It will come as no surprise that significantly more children are identified as having learning difficulties in the Primary Tops than in Primary 3 and 4. The following table summarises the data:

Corriverton	**# with L.D.**	**Needs Obs.**	**No problem**
Primary 3 and 4	348 (44.9%)	188 (24.2%)	313 (40.4%)
Primary Tops	140 (75.2%)	24 (12.9%)	34 (18.2%)
Linden			
Primary 3 and 4	305 (31.2%)	217 (22.2%)	419 (42.9%)
Primary Tops	335 (42.7%)	177 (22.5%)	268 (34.1%)

Suggestions are offered in section #5.3 of this report which outline ways in which to encourage the re-entry of school drop outs. Clearly children in the Primary Tops present a special challenge to teachers. In Corriverton more than three quarters of the children in Primary Tops were regarded by their teachers as having learning difficulties. Fundamental education reform is required if the children in Primary Tops are to be provided with a meaningful educational experience. Central to that reform is a systematic plan of action to promote literacy levels.

4.4. Screening of Reading

The following table illustrates the number of children with reading problems in each of the regions. The first category in the table `no problem' represents when a child is reading at an age appropriate level or above. The other categories in the table represent the difference, in months

and years, between the child's chronological age and their reading age as measured by the Schonell Test.

Table # 11 Number of children identified with reading problems in each region

Region & School	No prob. M F	Deficit 1 –11 months M F	Deficit 1.0.–1.11 years M F	Deficit 2.0.-2.11 years M F	Deficit 3.0.-3.11 years M F	Deficit 4.0.-4.11 years M F	Deficit 5.0.-5.11 years M F	Deficit 6.0.-6.11 years M F
Corriver								
Primary	9 14 1.9%	8 8 1.3%	14 32 3.8%	47 69 9.6%	139 200 27.9%	191 146 27.8%	151 72 18.4%	82 27 9.0%
Second.	18 13 4.4%	9 10 2.7%	20 14 4.8%	42 62 14.8%	61 102 23.3%	62 99 23.0%	82 90 24.6%	11 4 2.1%
All	27 27 2.8%	17 18 1.8%	34 46 4.1%	89 131 11.5%	200 302 26.2%	253 245 26.0%	233 162 20.6%	93 31 6.4%
Linden								
Primary	56 97 6.2%	51 67 4.7%	91 88 7.2%	146 185 13.4%	242 231 19.1%	301 263 22.8%	344 182 21.2%	96 28 5.0%
Second	74 116 19.9%	35 59 9.9%	40 64 10.9%	86 120 21.6%	87 111 20.8%	57 65 12.6%	15 16 3.3%	5 2 0.7%
All	131 213 10.0%	86 127 6.2%	131 152 8.3%	232 305 15.6%	329 342 19.6%	358 328 20.0%	359 198 16.2%	101 30 3.8%

Figures #1, 2, 3, 14, 15 and 16 on the following pages illustrate the magnitude of the problem in reading revealed in this study in the two sub-regions. In the secondary schools in Corriverton (See Figure #1), where 699 children were individually tested, only 31 (4.4%) were reading at an age appropriate level or above. Only another 19 children (2.7%) were from one to eleven months behind their chronological age in reading. A total of 19.1% were between 1.0 and 2.11 years behind. 46.3% were between 3.0 and 4.11 years behind. 26.7% were over 5 years behind.

The results are even more serious for the primary schools (See Figure #2). Only 23 children (1.9%) are reading at an age appropriate level or above. Only 16 children (1.3%) are less than one year behind in their reading. 13.4% of the sample was from 1.0 to 2.11 years behind in their reading. 55.7% were from 3.0 to 4.11 years behind. 27.4% were more than five years behind in their reading.

The results in Linden show a somewhat healthier picture where 19.9% of children in secondary schools (See Figure #14) were at an age appropriate reading level or above and another 9.9% were less than 11 months behind their chronological age in reading. However a total of 59% of the children in the secondary schools showed a deficit of two to seven years behind their chronological age in reading.

Linden primary schools overall showed that a total of 81.5% of the children tested were two to seven years behind their chronological age in reading. Only 6.2% were at or above an appropriate reading level.

Table # 12. Number of children identified with reading problems in each school in Corriverton

School	No prob.		Deficit 1 –11 months		Deficit 1.0.–1.11 years		Deficit 2.0.-2.11 years		Deficit 3.0.-3.11 years		Deficit 4.0.-4.11 years		Deficit 5.0.-5.11 years		Deficit 6.0.-6.11 years	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Line Path	16	9	6	4	12	6	16	29	20	30	14	17	3	5	2	0
Skeldon High	0	0	1	1	2	3	11	8	8	23	13	29	25	38	3	0
Tagore Memorial	2	4	2	5	6	5	15	25	33	49	35	53	54	47	6	4
# 59 Primary	0	0	1	0	0	1	0	6	7	16	16	4	3	1	5	0
#43 Primary	0	1	0	0	0	1	3	1	4	5	2	3	3	6	2	0
#48 Primary	1	3	0	2	3	6	5	7	5	12	7	4	5	3	4	1
New Market	1	3	1	1	3	4	2	7	16	22	29	11	31	11	12	6
Massiah Primary	0	0	0	0	2	2	6	8	20	31	29	19	8	3	7	0
Skeldon Primary	3	3	3	2	0	3	8	4	17	28	24	23	25	9	4	1
# 68 Primary	1	2	0	1	2	2	5	9	13	19	12	11	5	7	8	1
C/ton Primary	2	1	2	0	3	2	5	10	16	25	36	32	48	24	26	17
CWC Primary	1	1	1	2	0	9	8	14	27	34	24	26	15	3	9	0
Leeds Primary	0	0	0	0	1	2	5	4	14	8	12	13	8	5	5	1

In Corriverton the relative sizes of the primary and secondary schools does not seem to factor into results as both schools with large and small numbers of students have similar results with a large percentage of children having a two, or more, year deficit in reading. The results are even more alarming in that the youngest children tested have already received *at least* five years of formal education at the primary level.

Table # 13. Number of children identified with reading problems in each school in Linden

School	No prob.		Deficit 1 –11 months		Deficit 1.0.–1.11 years		Deficit 2.0.-2.11 years		Deficit 3.0.-3.11 years		Deficit 4.0.-4.11 years		Deficit 5.0.-5.11 years		Deficit 6.0.-6.11 years	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Macken High	38	52	16	15	2	4	20	27	18	16	4	14				
Silver City	12	24	10	14	7	6	21	25	21	33	12	23	5	7	1	2
Linden Found.	10	13	5	8	9	13	14	23	15	23	8	10	3	2	3	0
C/burg Sec	14	27	5	22	22	41	31	45	34	39	32	18	8	6	1	0
Wismar Hill Pr.	8	14	7	13	14	19	21	31	54	51	56	66	57	30	23	5
Coomaka Pr.	0	0	2	1	0	2	3	6	4	6	5	10	14	2	2	2
St Aidan's	1	3	1	3	12	7	18	16	33	44	50	41	61	37	19	3
Watooka Pr.	23	30	13	15	12	13	20	19	8	8	4	2				
Macken. Pr	8	10	11	4	16	18	31	34	49	45	72	55	96	45	30	3
Regma Pr.	1	14	2	11	7	11	14	9	12	12	9	8	2	1		
Christian. Pr.	6	9	3	4	5	8	6	16	20	12	26	16	25	18	8	2
Amelia's Ward	4	7	5	6	8	2	11	20	23	24	28	17	26	8	9	1
One Mile Pr.	7	10	7	10	17	8	22	34	39	29	51	48	63	41	15	2

The results at the high school level show that about 20% do not have a problem in reading and this holds true for both the large and small secondary schools. There are fewer children in Linden secondary schools with deficits exceeding 5 years, however there are enough children between two to five years behind as to be a cause for concern. Some of the larger primary schools (Wismar Hill, St Aidan's, Mackenzie and One Mile) show a significant number of children who are two to seven years behind in reading, whereas some of the smaller primary schools, especially Regma, Watooka and Coomaka, have significantly fewer children with deficits of over two years. Watooka Primary School in particular shows better overall results than other schools; only 13% of students have a deficit greater than three years.

Table #14 Children scoring zero on the Reading Test in Corriverton schools

	male	female	Total	% of children tested scoring zero
# 59 Primary	9	0	9	13.6%
#43 Primary	4	2	6	18.2%
#48 Primary	5	2	7	10.3%

New Market	24	3	27	16.8%
Massiah Primary	9	1	10	7.4%

	male	**female**	**Total**	**% of children tested scoring zero**
Skeldon Primary	9	1	10	6.4%
# 68 Primary	7	2	9	9.2%
C/ton Primary	30	12	42	16.9%
CWC Primary	9	1	10	5.7%
Leeds Primary	7	0	7	8.9%
Total	113	24	137	11.3%

Table #15 Children scoring zero on the Reading Test in Linden schools

	male	**female**	**Total**	**% of children tested scoring zero**
Christian burg Primary	5	2	7	3.8%
Regma Primary	1	1	2	1.7%
Amelia's Ward	6	0	8	4.0%
Coomaka Primary	1	1	2	3.4%
St Aidans Primary	4	1	5	1.4%
Mackenzie Primary	13	0	13	2.4%
Wismar Hill Primary	9	4	13	2.7%
Linden Foundation	2	0	2	1.2%
Total	41	9	50	1.4%

As can be seen from Table #14 a total of 137 (11.3%) from the sample of 1,212 primary children tested in Corriverton could not read even one word on the reading test. These children could not read words as simple as `tree, little, book, school, sit, bun.' More than one in ten of the children in primary schools in the Corriverton sub-region are totally illiterate. It should also be remembered that each of these children had a minimum of five years of schooling. The percentage of children testing zero on the reading test was significantly lower in Linden, with two primary schools recording no children scoring zero on the test.

Appendix II presents the data for Primary Tops separately from Primary 3 and 4. Once again it will come as no surprise that the results for the Primary Tops are significantly worse than for Primary 3 and 4, as the following table illustrates:

Region	**Deficit: 0-11 mths**	**Deficit: 1.0 years to 2.11 years**	**Deficit : 3.0 years to 4.11 years**	**Deficit : more than 5.0 years**
Corriverton				
Primary 3 and 4	39 (4%)	156 (16%)	655 (67%)	126 (13%)
Primary Tops	0 (0%)	5 (4%)	14 (12%)	103 (84%)
Linden				
Primary 3 and 4	238 (18%)	392 (30%)	566 (43%)	111 (8%)
Primary Tops	38 (3%)	116 (10%)	470 (40%)	540 (46%)

As can be seen from the above table 96% of the children in the Primary Tops in Corriverton are at least three years behind in their reading and the great majority of these are five or more years behind. The problem, whilst still very serious, is less apparent in Linden.

5.0. Recommendations

5.1. Children with visual difficulties

Re-testing:

- The children with visual problems identified on the Sloan Chart in this study should be re-tested. In Linden this testing could be conducted by a team of community researchers monitored by the teachers at the Unit for the Visually Impaired. In Corriverton the VSO Remedial Teacher could monitor a team of community researchers to undertake the re-testing. In the cases where the child again fails the screening test s/he should be referred for a more in-depth assessment.

Referral for more in-depth assessment:

- The child should be referred to a health worker or doctor to clear infections or to have their eyes checked
- The child's vision should be checked by an optician. Glasses may be prescribed and the child should be encouraged to wear them. But teachers may still need to take the actions noted in the following sections.

Classroom adaptations for children with visual impairments:

- The child should be seated in the front of the class so that they can see the chalkboard. The light should not reflect on the board and the teacher should ensure that the chalk appears clearly on the board.
- If children's eyes are sensitive to the light, move them away from the window. Have them wear a peaked cap to shade their eyes or give them a cardboard screen to use for shade when reading and writing.
- Ensure the child knows their way around the school and the classroom. Teachers and sighted pupils should lead them by walking in front with the visually impaired pupil slightly behind and to one side; holding on to the guide's elbow. Warn them of obstacles such as steps and narrow doorways.

Teaching strategies for children with visual impairments:

The following suggestions may be helpful for teachers of children with visual impairments in their class:

- Use large writing on the chalkboard or visual aids.
- Read aloud what is written on the blackboard.
- Prepare teaching aids that children can read more easily such as large print materials. Other children in the class could help prepare these.
- Children may have difficulty seeing the lines on writing paper. They can be given paper with thicker lines drawn on it.
- Some children will benefit from using magnifying aids. Two types are available, ones that enlarge the whole page or line magnifiers, which are a useful aid to reading.

- Children with poor vision need to learn through touch as well as through hearing. They should be given a chance to handle objects.

- Pair the pupil with a seeing classmate who can assist them to organise their work. The partner can help the child find the correct page; repeat the teacher's instructions etc.
- Use verbal praise or touch to give the child encouragement.
- Use the name of the pupils during class discussions so that the child knows who is talking.
- Make an abacus available to the child in maths lessons.
- Lessons can be taped using a cassette recorder for later playback at home or as revision. Students who experience difficulty in writing can also provide information on audiotape.

Teaching strategies for blind children:

The good work done by the Unit for Visually Impaired Children in Linden clearly demonstrates the practicality of integrating children with visual problems into the regular school system. The following suggestions are offered to the class teacher to help facilitate this process. To further expand that integration GEAP and the Ministry of Education should consult with the Caribbean Council for the Blind to see whether the support they have offered to the Unit for Visually Impaired could be repeated in the Corriverton region.

- Blind children should learn Braille. This gives them a means of reading and writing. Braille texts can be produced from computer text-file format and printed out using a Braille printer.
- Tactile images can be drawn on Braille paper using a special mat and stylus, which produces a relief image that can be felt. Similar images can be produced using locally available materials such as string, sand, sticks and seeds.
- The GEAP project should consult with the Teacher-in-Charge of the Centre for the Unit for the Visually Impaired in Linden to see what equipment is needed to help them meet the needs of visually impaired children in the region.
- Blind children need to learn to orientate their bodies and to move confidently. Physical activities and group games will provide good practice. At first children need to be moved through the activity in order to understand what they are to do. Teachers should insist on proper posture.
- Blind children should be encouraged to walk independently around the school using a cane. It should be the same length as the distance from the ground up to halfway between the person's shoulder and waist. A cane that is too short will force the user to bend over when walking. Do not remove obstacles all the time, as children have to be trained to move around them. Expect bumps and falls; do not fuss when they occur.
- Daily living skills such as cooking pose particular challenges for blind persons. However children need to acquire these skills in a graded manner, starting with low risk activities before moving on to activities in which there is a risk of burning themselves.

5.2. Children with hearing difficulties

Referral:

- The children identified as having hearing problems in the screening test should be visited by the VSO Remedial Teacher or by the writers of this report to confirm that a hearing problem exists and then to refer those in need to a health worker or doctor for an ear examination. S/he should be able to clear infections and excess wax.

- Once the hearing problems caused by infections and excess wax are solved the remaining children with hearing problems can then be referred for testing by an audiologist. Arrangements could be made with the Ministry of Health to have an audiologist visit each of the two sub-regions where the children would be gathered at one location for testing. S/he will determine the precise degree and type of hearing loss experienced by each child. Hearing aids may be prescribed. These amplify the sound for the child but they are not suitable for certain types of hearing difficulties. Also they can be expensive to purchase and maintain as they require batteries.
- GEAP should liaise with local service organisations to see what support may be available to families in need to purchase the aids.
- The Ministry of Health has been collaborating for the past several years with the Commonwealth Society of the Deaf. One aspect of the programme is to provide support to those in need in the rural areas. GEAP and the Regional Educational Officers should consult with the Ministry of Health to see how best to meet the needs of those identified as having hearing problems from the screening test.

Classroom adaptations:

The following suggestions could be helpful for the classroom teacher as they adapt the classroom to meet the needs of children with hearing problems.

- The child should be seated as close as possible to the teacher (no more than three metres away)
- The teacher must make sure to stand or sit facing the pupil. They should not cover their face with a book when reading; or talk when writing on the blackboard.
- Some pupils benefit from seeing both the teacher and their classmates at the same time. They can learn from seeing other pupils responding to the teacher.
- The teacher should try to minimise classroom noises. Wherever possible they should use a room that is in a quieter part of the school.

Teaching strategies for pupils with hearing difficulties:

- If a hearing aid has been prescribed for the child the teacher needs to make sure it is worn; that it is switched on and that the batteries are good.
- The teacher needs to work in good light so that the child can see the teacher's face, hands or lips.
- The teacher should use simple words along with gestures or pictures to help the child understand what they are saying.
- The teacher needs to speak clearly and loudly but without shouting or exaggerating.
- Children with hearing impairments learn from *seeing* rather than listening. The teacher should show them what they expect them to do. They should use pictorial material or symbol cards.
- The hearing-impaired pupil should be with a hearing student. The partner can help find the correct page; repeat the teacher's instructions etc.
- The teacher needs to check with the pupil that s/he understands what they are expected to do.

Teaching strategies for pupils who are deaf:

No deaf children were identified in the schools in the survey. There will however be deaf children who remain at home. In the absence of specialist teaching provision in either of the sub-regions the following suggestions are offered to help teachers meet some of the needs of deaf children within the regular school system.

With children who are deaf; the main means of communication has to be through sign language and lip reading. All of the above suggestions apply but in particular:

- Teachers need to learn sign language. Adult deaf persons are the best teachers. Teachers can then sign as they talk to the class or recap the lesson through signs for their deaf students.
- As children's language skills develop, teachers should introduce reading as this offers a most important medium of learning for the child in communicating with others.

5.3. Children with learning difficulties

Provision for children with special needs within the Linden and Corriverton areas

There is a unit for children with special needs in Linden, the Linden Centre for the Disabled, which is run by the community with the assistance of Omai. Whilst it is not a government institution the government pays the salaries of the three staff working at the Centre. The Centre has an enrollment of 25 children and youth (10 males, 15 females) most of whom have either hearing problems or mental retardation. None of the staff are trained teachers. A resource unit for children with visual problems is established at Wismar Hill Primary School. The unit has 12 pupils (8 males and 4 females). All the pupils are attached to regular schools, 8 are at the Wismar Hill Primary and 4 others attend local secondary schools. The person in charge of the unit is a trained graduate in Special Education (with an emphasis on the visually impaired) of Mico College in Jamaica. His assistant at the unit has no formal training as yet, but receives on-the-job training. The Linden Unit for the Visually Impaired provides in-service training in reading.

There is no centre for children with special needs in Corriverton. The only provision in the county of Berbice is the government-run Centre for the Disabled in New Amsterdam, which is almost 50 miles from Corriverton. No child from the Corriverton sub-region makes the 100-mile round-trip journey each day to attend the centre in New Amsterdam. A placement at a special education unit for those identified in the survey is not therefore an option. Moreover even if such centres were available current thinking in special needs education argues for creating a more inclusive educational environment within the regular school system that can meet the diversity of needs of children.

Provision for children with special needs within the regular school system

The following suggestions are offered to meet some of the needs of the children identified as having learning difficulties.

Classroom adaptations:

The following suggestions are directed to individual class teachers:

- Sit the child close to the front so that the teacher can assist the child or discourage inappropriate behaviours.
- Reduce distractions - keep the desk clear.
- With children who are inclined to run around, seat them by the wall with bigger children beside them.
- Try to recruit a volunteer who will come to the class on certain days to provide one-to-one help for the child.
- Pair the child with a peer who can help to focus the child's attention and assist with activities given to the class.

Teaching strategies:

- Ensure that all students are included in classroom activities; make the necessary adaptations/modifications in both subject content and activities.
- Show the child what you want him or her to do rather than simply telling.
- Use simple words when giving instructions and check that the child has understood.
- Use real objects that the children can feel and handle rather than doing paper and pencil work.
- Do one activity at a time. Make clear when one is finished and another one is starting.
- Break the task down into small steps. Have the child start with what s/he can do before moving on to a harder step. Go back to an easier step if the child encounters problems.
- Give plenty of praise and encouragement when the child is successful.
- The children need to practice the skill with different materials, e.g. reading words when they are written on flash cards, on worksheets and reading books.
- Enlist the help of a family member who will do homework with the child; revising what has been done in class that day.
- Ignore undesirable behavior if the child is doing it to get attention. Give praise and attention when the child's behaviour is acceptable.

Whilst the above suggestions will be of value on an individual level, a more radical approach is needed if a serious attempt is to be made to meet the magnitude of the challenge of children with learning difficulties within the school system.

As can be seen in section #4.3 the percentage of children identified as having learning difficulties in the project area is very high (35.7% of the sample of 4,122 children). This may be a reflection of several things:

- feelings on behalf of the teachers that they do not have the training to meet these special needs of their students
- general attitude of teachers towards children who are `hard to teach'
- lack of sufficient materials, alternative strategies or classroom management techniques that would help teachers cope with the diversity of needs within their classrooms.

A systematic plan therefore needs to be adopted to help teachers meet the diversity that exists within their classrooms. A programme of in-service training should be carried out to meet some of these needs of the teachers.

The screening process in vision and hearing aimed to identify individual children with special needs in these areas and then examine ways in which their needs can be further assessed and interventions made. By contrast the number of children identified as having `learning difficulties' by their teachers is so high (35.7% overall) that the necessary intervention should be focussed on the wider education system rather than the individual child.

There is a need for a reconceptualisation of what we mean by educational difficulty. Traditionally such difficulties have been regarded as the limitations of particular pupils. Something is regarded as `wrong' with the child. Intervention is then conceived in terms of withdrawing the child for special help or providing remedial education. The problem is regarded as the child's. The organization and curriculum of schools remain broadly the same as they are presumed to be appropriate for the majority of children. There are a number of negative consequences from this approach. The child may be labeled, thereby producing low expectations by the child, teachers and parents. The conception of `specialist provision' encourages teachers to pass on to others responsibility for children they regard as being special. Resources that might otherwise be used to provide more flexible and responsive forms of schooling are channeled into separate provision.

Therefore we need to find better ways of conceptualising and responding to educational difficulties. We need to reflect on the fact that we continue to conceptualise educational difficulties in ways that may harm our children.

The reality is that it is becoming increasing difficult for teachers to provide classroom experiences that are meaningful and relevant to the interests and experiences of children. The very high numbers of children perceived as having `learning difficulties' in this study can therefore be seen as indicators for the need for fundamental educational reform. Such reforms will benefit *all* pupils. The aim therefore, as UNESCO term it, is `effective schools for all.'

Some of the features of effective schools as observed by UNESCO include:

- effective leadership from a headteacher who is committed to meeting the needs of all pupils.
- confidence amongst staff that they can deal with children's individual needs.
- a sense of optimism that all pupils can succeed.
- arrangements for supporting individual members of staff.
- a commitment to a broad and balanced range of curriculum experiences for all children.
- systematic procedures for monitoring and reviewing progress.

UNESCO also outline some of the features of effective teachers, which include:

- having high expectations
- presenting a consistent approach
- giving pupils the opportunities to choose
- setting tasks that are realistic and meaningful
- providing a variety of learning experiences
- creating a positive atmosphere
- encouraging pupils to work cooperatively.

The goal therefore is not to define special teaching methods for special children, but effective teaching and learning for *all* children. Teachers need to be encouraged to see schools as problem-solving organisations and see themselves as reflective practitioners.

School should be places where pupils and teachers are engaged in activities that help them to become more effective at dealing with the problems they encounter. We need to encourage collaborative problem solving in schools. One key to developing a culture of collaboration in schools is through staff development. One of the major goals of that training should be to examine ways in which to accommodate the diversity of needs within the classroom. A second key ingredient of that staff development training is the nurturing in teachers of a reflective attitude towards their own practice.

It is therefore proposed that the present consultants, in collaboration with the GEAP team in the sub-regions, develop a training module that will help nurture these skills. It is proposed that the UNESCO Resource Pack, `Special Needs in the Classroom' and the video-training pack `Introducing Children with Special Needs into the Regular Classroom' by Brian O'Toole and Roy McConkey (copy attached) be used as the basis for this training. The key elements in the training would include:

- introduction to the course, participant's expectations of the course, the process of learning, looking at classrooms, how children learn
- defining special needs, what can regular schools do about special needs, examples of Inclusive Schools, attitudes to special needs, dealing with special needs. These sessions would be illustrated with video case studies of children with special needs attending regular schools in Guyana which forms part of the video-training package mentioned above.
- identification and management of children with special needs within the regular classroom
- needs of teachers
- assessing and recording progress
- making lessons more meaningful
- process of change in education
- analysing classroom practice
- co-operative learning and promotion of group learning in the classroom
- how to promote a classroom which encourages learning
- problem behaviour and ways to deal with behaviours which interfere with learning
- peer tutoring
- partnerships in teaching, promotion of collaboration between teachers
- parents as partners, ways of promoting positive relationships between home and school
- community involvement

It is suggested that this module be shared as a course once per week for 15 weeks. The course could be offered in collaboration with the Institute of Distance and Continuing Education of the University of Guyana so that the teachers can earn a Certificate from the University for the participation in the course.

5.4. Children with reading problems

It would be valuable to examine the programme for early reading instruction in the (few) schools in which reading does not seem to be a major problem, e.g. Watooka Primary in Linden. If a systematic and structured reading programme is developed in the early primary, then problems needing remediation will be far fewer and the needs will be more easily met.

However, regardless of the obvious variation in test results from school to school and even from region to region information from each school indicates that there are a large number of children with unmet reading needs within the system. Therefore teachers and administrators, parents and community workers should be concerned with helping these children reach an appropriate reading age as soon as possible. Because the children tested are already nine years and older, urgent remedial instruction is needed. Schools should adopt a systematic programme of remediation either within the school system or in informal education outside of their regular school programme. The numbers of children needing remediation, especially in the Corriverton area, seem to indicate that if school teachers were presented with a systematic programme of remedial instruction in reading the needs of more students would be met in a structured way.

As community researchers, especially in Linden, played a significant role in the screening process, these human resources could also be trained to assist with remedial reading instruction.

Several organised groups in Guyana are working on literacy. However, perhaps the most systematic and widespread programme, which has proven its effectiveness over time, is the `On the Wings of Words' Literacy Programme, which has now trained over 1,600 facilitators throughout the country. This approach uses a combination of phonics and 'look and say'. (A copy of the `On the Wings of Words' materials is attached). It is therefore recommended that the `On the Wings of Words' programme, run by VARQA Foundation, be implemented in both the Corriverton and Linden regions for a one-year period. The intervention would include the following:

- a thirty-hour training programme for teachers and community workers / researchers who would be the implementers of the programme. Whilst the training would be offered concurrently, the training would be offered separately for lower primary, upper primary, secondary and community workers.
- monthly `Look Back Step Ahead' training sessions for the implementers of the programme where goals will be set and progress monitored
- in addition to support offered by the VSO Remedial Teachers, monthly field visits by members of the Varqa Foundation to observe the work in the classrooms
- production of a monthly newsletter for children and another for the implementers providing feedback and teaching suggestions
- implementation of a `Festival of Words' at the end of the year in which samples of the children's work will be on display. This will be in the form of a wide range of written and creative media.
- production of a series of videos supporting the training materials
- production of `On the Wings of Words' reading books and workbooks for children, and manuals for facilitators and teachers (copies attached)
- creation by teachers and community workers of teaching aids and games to promote literacy

- the existing Schonell Reading Test scores will be used as the baseline data against which to evaluate the effectiveness of the intervention. The children would be re-tested at the end of the year using the Schonell Test.

6.0. Conclusion

The screening/testing exercise that has taken place in Corriverton and Linden in a collaborative effort including the GEAP team, consultants, teachers, administrators, Ministry of Education personnel and community workers has demonstrated unequivocally that there is a high incidence of children with unmet needs within the schools in Linden and Corriverton. For most of those involved in education in these two areas; the results will not be a complete surprise - however the magnitude of the problems will perhaps be sobering to many. Urgent action is required to meet the challenge.

On a positive note, the participants in this exercise have demonstrated their abilities to work together in a collaborative effort towards improving educational standards. That same spirit of collaboration can be a strength that will propel those same collaborators forward into positive action aimed at improving education for all with some of the specific recommendations contained in this report.

Appendix I Participant's evaluation of training workshop

The workshop participants were asked to complete an evaluation questionnaire at the end of the training workshop. The following is a summary of their responses.

1. How would you evaluate the workshop?

Comment	Linden		Corriverton	
	#	%	#	%
Very good	8	40%	19	90%
Good	11	55%	2	10%
Satisfactory	1	5%	0	
Poor	0	0	0	0

2. How well prepared do you feel you are for the screening exercises a result of the training course?

Comment	Linden		Corriverton	
	#	%	#	%
Well prepared	4	19%	5	25%
Prepared	16	76%	14	70%
Unprepared	1	5%	1	5%

3. What areas of the workshop were most helpful?

Comment	Linden		Corriverton	
	#	%	#	%
screening tests on disabilities	8	40%	3	15%
screening of reading	6	29%	4	20%
lecture on causes/solutions of reading problems	-	-	9	42%

4. What areas should be examined in future workshops?

Comment	Linden		Corriverton	
	#	%	#	%
learning disabilities	7	33%	6	30%
promotion of integration	6	29%	4	20%
More information on reading	6	29%	10	50%

Evaluation of screening exercise by Members of the Community who assisted in the screening of the reading and the screening of the eyes

(The following comments are presented in the words of the community researchers and teachers)

1. Logistics

	Very good	Good	Below average	Not good
Explanation of the testing before the start	11	5		
Organization of the testing in the school	7	8	1	
Planning of time of the testing	5	2	3	5
Amount of work	6	9		

Organization of payment	3	6		
Assistance of GEAP during the testing	9	7		
Assistance of Varqa during the testing	9	6	1	

2. Working together

	Very useful	Useful	Of little use	Not useful
Did you feel welcome in the school?	12	3	1	
Working together with teachers from the school	6	8	2	
Role of group leader	9	6		
Was the work divided equally in the group?	9	7		

3. Usefulness of the tests

	Very useful	Useful	Of little use	Not useful
Test for the eyes	14	2		
Reading test	16			

4. Comments or suggestion on logistics:

- The time the testing commenced at the school, was not the best time
- The children had term examinations. Some children were very timid, while others were restless and some showed no interest.
- Techniques used for screening students with special needs were appropriate.
- Relevant data could have been collected for each student
- Logistics were good
- Screening tests were relevant and appropriate
- Time for testing was bad, Testing should have been done earlier in the term.

5. **Your observations during the eye testing (how did it go?)**

- Some children seemed to have bad or even very bad eye-sight
- Some children couldn't call the letters
- Most children having visual problems can't afford the treatment or spectacles
- Children were cooperative
- I became aware of how poor our community health for students is
- Children tried to memorize the letters
- Students were anxious to know if their eyes had any problems
- About 50% or more in every class tested had a visual problem

6. **Your observations during the reading test (What did you notice?)**

- those children that read above average have positive approach to the test
- They listen to instruction, but those below average start skipping words and say: I don't know.
- The outcome of the reading test was very poor
- Some of the children can't read and don't know the letters (prim and primtop)
- Children in the primary can't say sight words. They are spelling and using syllabication to say the words
- The reading material should not be the same for all the schools
- I think that the school curriculum needs to be reviewed: reading needs to be a priority
- I have noticed that most of the children in the upper levels cannot say the words correctly. They have to look and spell out first, then say the words.
- Some students recognize words at sight while others use word attack skills to do so.
- Children were spelling the words before they could call them
- Much improvement is needed
- Some fourth and fifth formers couldn't make the grade
- There is a gap or a break down in the school from form 1 to 4
- Most students recognized the words but didn't actually know the word

7. **Suggestions as follow up to the testing**

- Screening should be held the first term of the school year,
- Because parents make that effort to see their children attend school those who were absent should be able to get their chance to be tested
- I would like to know what would happen after the testing
- I think that GEAP should have a follow-up testing as often as possible
- After testing action is needed
- I would like to recommend help in getting spectacles for students
- Reading teachers should give a little more interest
- I suggest that there be periodical testing in the schools to check on the remedy that is put in place to effect the present situation
- Regional Education Officers and GEAP personnel should come together to decide upon programs to help students with reading
- I think the testing should be done more often, like every year
- By mid-term another test should be administered to evaluate students' progress
- I think this test was very good and should be an ongoing process every school year
- Glasses should be provided were needed
- My suggestion is a follow up on the testing. We should recheck two times a year
- More literacy tests should be done in secondary schools
- Pupils with visual problems should be helped making parents aware of providing the necessary assistance

8. **How can you assist the school in their education?**

- Make this screening once per term
- Let the teachers become aware of the school code of conduct and implement the standard if it is not active.
- By bringing in text books for children from Prep to Primary Top
- I can assist the school in what ever way I can, especially in the reading
- That all schools should have reading books. I realize that GEAP is looking at Secondary Schools, but without firm foundation in Primary we would have no Secondary.
- By offering my assistance to a school for a few hours each week, working with a small group of children in the neighborhood at my church' literacy class.
- I can help by giving five hours per week to help with the reading (after personal training)
- I think you should put more reading books in the schools
- Advise schools to keep record of students work
- Expose students to better level of instruction
- Plan activities to cater for individual differences
- Start reading or home work clubs
- Parents can work along with the teachers voluntary
- Researchers can assist in the schools
- By assisting in carrying out reading programs complied by GEAP and monitoring and analyzing Term tests and recommend whether program is suitable or change needed, etc.

9. **Any other comments or suggestions you would like to make**

- Special Teaching, help the children
- I'm willing to work with you at any time
- Arm the Primary with reading books, material
- Even Primary schools should have special (reading) teachers. Some teachers neglect reading.
- I suggest that reading materials be made available to volunteers by the Min. of Ed.
- I think the screening was timely. Community workers and parents have become aware of some of the social problems facing the schools
- Using various teaching strategies to bring out concepts effectively in classrooms
- Teachers training needs improvement to support students that are low on the reading scale.

Appendix II - a) Screening of Vision in Corriverton Schools

School	Class	# Tested	# with visual problems	male	female
A. Secondary schools:					
Skeldon Line Path	1A	29	6	4	2
	1D	31	14	5	9
	1C	29	18	8	10
	2A	27	8	6	2
	2B	24	13	5	8
	2C	26	21	10	11
	2D	22	7	4	3
Total :		**188**	**87 (46%)**	**42**	**45**
Skeldon High	2A	29	13	0	13
	2B	26	7	2	5

	2C	28	8	1	7
	2D	28	4	3	1
	3A	30	8	2	6
	3B	28	17	3	14
	3C	31	9	5	4
	3D	28	10	5	5
Total:		**228**	**76 (33.3%)**	**21**	**55**
Tagore Secondary	F1	140	37	20	17
	F2	145	41	16	25
	F3	117	38	12	26
Total:		**402**	**116 (28.9%)**	**48**	**68**
B. Primary Schools:					
Crabwood Creek	Std 3	89	16	8	8
	Std 4	126	24	9	15
	Forms	17	4	4	0
Total:		**232**	**44 (18.9%)**	**21**	**23**
Skeldon	Std 3	83	8	3	5
	Std 4	74	24	8	16
Total:		157	32	11	21
Corriverton Pr.	Std 3	93	13	6	7
	Std 4	61	24	9	15
	Forms	79	53	28	25
Total:		**233**	**90 (38.6%)**	**43**	**47**
Massiah	Std 3	52			
	Std 4	85	24	9	15
	Forms	21			
Total:		**158**	**24 (15.1%)**	**9**	**15**

# 68 Primary	Std 3	52	30	14	16
	Std 4	50	5	4	1
	Forms	17	2	1	1
Total:		**119**	**37 (31.0%)**	**19**	**18**
New Market Primary	Std 3	55	21	11	10
	Std 4	71	31	17	14
	Forms	32	28	14	14
Total:		**158**	**80 (50.6%)**	**42**	**38**
#59 Primary	Std 3	37	12	5	7
	Std 4	18	3	2	1
	Forms	9	1	0	1
Total:		**64**	**16 (6.2%)**	**7**	**9**
#48 Primary		**76**	**7 (9.2%)**	**3**	**4**
Leeds Primary	Std 3	27	6	5	1
	Std 4	36	8	1	7
	Forms	7	2	2	0
Total:		**70**	**16 (22.8%)**	**8**	**8**
# 43 Primary		**33**	**14 (42.4%)**	**3**	**11**

b) Screening of Vision in Linden Schools

School	Class	# Tested	# with visual problems	male	female
Silver City Secondary	1A	24	19	6	13
	1B	25	20	3	17
	1C	22	16	7	9
	2A	30	25	11	14
	2B	25	21	12	9

	2C	24	18	10	8
	3A	26	18	6	12
	3B	23	16	3	13
	3C	26	15	6	9
Total:		225	168 75%	64 38%	104 62%
Mackenzie High School	1E	34	18	8	10
	1O	32	15	5	10
	1T	34	19	6	13
	2E	27	8	5	3
	2T	27	12	5	7
	3E	44	17	9	8
	3O	40	20	12	8
	3T	44	18	6	12
Total:		282	127 45%	56 44%	71 56%
Christianburg Secondary	F1	121	52	23	29
	F2	124	66	32	34
	F3	113	34	11	23
Total:		358	152 42%	66 43%	86 57%
Linden Foundation	1A	28	14	5	9
	1B	24	1	1	0
	2A	35	1	1	0
	2B	34	3	3	0
	3A	25	7	3	4
Total:		146	26 18%	13 50%	13 50%

One Mile Primary	Pr 3	80	27	10	17
	Pr 4	92	21	11	10
	F1	59	11	5	6
	FII	26	12	5	7
	FIII	20	10	3	7
	FIV	21	12	2	10
Total:		298	93 31%	36 39%	57 61%
St Aidan's Primary	Pr 3	99	38	15	23
	Pr 4	44	18	3	15
	FI	73	38	16	22
	FII	55	27	14	13
	FIII	26	11	5	6
	FIV	44	12	6	6
Total:		341	144 42%	59 41%	85 59%
Amelia's Ward Primary	Pr 3	67	17	10	7
	Pr 4	54	6	3	3
	FI	28	4	4	0
	FII	18	15	8	7
	FIII	22	4	2	2
	FIV	18	15	9	6
Total:		187	61 33%	36 59%	25 41%
Coomaka Primary	Pr 3	16	3	2	1
	Pr 4	19	11	7	4
	FI-4	10	2	0	2
Total:		45	16 35%	9 56%	7 44%
Watooka Primary	3a	39	21	10	11
	3b	37	10	5	5
	4a	36	19	7	12

Total:		112	50 45%	22 44%	28 56%
Mackenzie Primary	Pr 3a	30	13	8	5
	Pr 3b	27	10	3	7
	Pr 3c	25	11	9	2
	Pr 3d	25	2	0	2
	Pr 3e	28	1	0	1
	Pr 4a	18	4	3	1
	Pr 4b	17	4	0	4
	Pr 4c	20	5	2	3
	Pr 4d	19	6	3	3
	1a	31	2	2	0
	1b	29	4	3	1
	1c	29	2	1	1
	2a	30	3	2	1
	2b	31	4	3	1
	2c	30	10	8	2
	3a	21	3	2	1
	3b	22	2	0	2
	3c	21	5	3	2
	4 Ag	21	1	1	0
	4 Cr	25	6	3	3
	4 H.Ec	15	8	0	8
Total:		548	106 21.8%	56 53%	50 47%

Wismar Primary	Pr 3a	34	19	6	13
	Pr 3b	32	19	11	8
	Pr 3c	27	16	5	11
	Pr 3d	34	23	13	10
	Pr 4a	35	21	4	17
	Pr 4b	33	20	9	11
	Pr 4c	32	20	9	11
	Pr 4d	31	17	10	7
	F1a	35	19	12	7
	F1b	30	8	5	3
	F2a	37	12	4	8
	F2b	32	16	5	11
	F3a	31	17	10	7
	F3b	30	14	8	6
	F4a	20	11	7	4
	F4b	25	7	4	3
Total:		468	259 55%	122 47%	137 53%
Regma Primary	Pr 3a	34	24	12	12
	Pr 3b	31	24	9	15
	Pr 4a	25	13	7	6
	Pr 4b	23	15	5	10
Total:		113	76 67%	33 43%	43 56%
Christianburg Primary	Pr 3a	31	13	7	6
	Pr 3b	37	5	0	5
	Pr 4a	34	23	3	20
	Pr 4b	14	2	2	0
	F1	24	19	11	8
	F2	27	20	7	14
	F3	23	20	11	9
Total:		190	103 55%	41 40%	62 60%

Summary of results of Vision Screening for Primary 3 and 4 classes in Corriverton

School	Class	#Tested	# with Visual Problems	Male	Female
Crabwood Creek	Pr. 3/4	215	40 18.6%	17 42.5%	23 57.5%
Corriverton Primary	Pr. 3/4	154	37 24%	15 40.5%	22 59.4%
Massiah	Pr. 3/4	137	24 17.5%	9 37.5%	15 62.5%
#68 Primary	Pr. 3/4	102	35 34.3%	18 51.4%	17 48.5%
New Market Primary	Pr. 3/4	126	52 41.2%	28 53.8%	24 46.1%
#59 Primary	Pr. 3/4	55	15 27.2%	7 46.6%	8 53.3%
Leeds Primary	Pr. 3/4	63	14 22.2%	6 42.8%	8 57.1%
Total	**Pr. 3/4**	**852**	**217** **25.4%**	**100** **46%**	**117** **53.9%**

Summary of results of Vision Screening for Primary Tops in Corriverton

Schools	Class	#Tested	# with Visual Problems	Male	Female
Crabwood Creek	Forms	17	4 23.5%	4 100%	0
Corriverton Primary	Forms	79	53 67.1%	28 52.8%	25 47.1%
Massiah Primary	Forms	21	0%	0	0
#68 Primary	Forms	17	2 11.7%	1 50%	1 50%
New Market Primary	Forms	32	28 87.5%	14 50 %	14 50 %
#59 Primary	Forms	9	1 11.1%	0	1 100%
Leeds Primary	Forms	7	2 28.5%	2	0
Total all Primary Schools	**Forms**	**182**	**90** **50%**	**49** **54%**	**41** **45.5%**

Summary of results of Vision Screening for Primary 3 and 4 classes in Linden

School	Class	# Tested	# with Visual problems	Male	Female
One Mile Primary	Pr.3/4	172	48 27.9%	21 43.7%	27 56%
St. Aidun's Primary	Pr.3/4	143	56 39.1%	18 32.1%	38 67.8%
Amelia's Ward Primary	Pr. 3/4	121	23 19%	13 56.5%	10 43.4%
Coomaka Primary	Pr. 3/4	45	16 35.5%	9 56.2%	7 43.7%

Watooka Primary	Pr.3/4	112	50 44.6%	22 44%	28 56%
Mackenzie Primary	Pr. 3/4	209	56 26.7%	28 50%	28 50%
Wismar Primary	Pr. 3/4	258	155 60%	67 43%	88 56.7%
Regma Primary	Pr. 3/4	113	76 67.2%	33 43.4%	43 56.5%
Christianburg Primary	Pr. 3/4	116	43 37%	12 27.9%	31 72%
Total	**Pr. 3/4**	**1289**	**523 40.5%**	**223 42.6%**	**300 57.3%**

Summary of results of Vision Screening for Primary Tops in Linden

School	Class	#Tested	# with Prob	Male	Female
One Mile Primary	Forms	126	45 (35.7%)	15 (33.3%)	30 (66.6%)
St. Aidun's Primary	Forms	198	88 (44.4%)	41 (48.2%)	47 (55.2%)
Amelia's Ward Primary	Forms	86	38 (44.1%)	23 (60.5%)	15 (39.4%)
Coomaka Primary	Forms	10	2 (.2%)	0	2
MacKenzie Primary	Forms	305	50 (16.3 %)	28 (56%)	22 (44%)
Wismar Primary	Forms	240	104 (43.3%)	55 (52.8%)	49 (47.1%)
Christianburg Primary	Forms	74	59 (79.9%)	29 (49.1%)	31(52.5%)
Total all Primary Schools	**Forms**	**1039**	**386 37.1%**	**191 49.4%**	**196 50.7%**

c) Screening of Hearing in Corriverton Schools

School	Class	# Tested	# with hearing problems	male	Female
A. Secondary schools:					
Skeldon Line Path	1A	29	0	0	0
	1C	29	0	0	0
	2A	27	0	0	0
	2B	24	5	3	2
	2C	26	0	0	0
	2D	22	0	0	0
Total :		**160**	**5 (3.1%)**	**3**	**2**
Skeldon High	2A	29	2	0	2
	2B	26	6	3	3
	3B	28	5	1	4
	3C	30	16	8	8
Total:		**113**	**29 (25.6%)**	**12**	**17**
Tagore Secondary	F1	140	1	0	1
Total:		**140**	**1 (0.7%)**	**0**	**1**
B. Primary Schools:					
Crabwood Creek	Std 3	89	24	12	12
	Std 4	126	12	7	5
	Forms	17	3	2	1
Total:		**232**	**39 (16.8%)**	**21**	**18**
Corriverton Primary	Forms	75	27	18	9
Total:		**75**	**90 (36%)**	**18**	**9**
# 68 Primary	Std 3	52	14	10	4
Total:		**52**	**14 (26.9%)**	**10**	**4**

New Market Primary	Std 3	55	12	8	4
	Std 4	71	3	3	0
	Forms	32	12	6	6
Total:		**158**	**27 (17.1%)**	**17**	**10**
#48 Primary		**76**	**4 (5.3%)**	**2**	**2**
Leeds Primary	Std 3	27	6	5	1
	Std 4	36	8	1	7
	Forms	7	2	2	0
Total:		**70**	**16 (22.8%)**	**8**	**8**
# 43 Primary		**33**	**4 (12.1%)**	**2**	**2**

d) Screening of Hearing in Linden Schools

School	**Class**	**# Tested**	**# with hearing problems**	**male**	**female**
Christianburg Secondary	F1	21	1	1	0
	F2	30	0	0	0
	F3	20	1	1	0
Total:		71	2 2.8%	2 100%	0
Christianburg Primary	Pr 3a	31	2	1	1
	Pr 3b	37	0	0	0
	Pr 4a	34	0	0	0
	Pr 4b	14	1	1	0
	F1	24	4	1	3
	F2	27	1	0	1
	F3	23	0	0	0
Total:		112	5 4.5%	2 40%	3 60%

Regma Primary	Pr 3a	34	0	0	0
	Pr 3b	31	1	1	0
	Pr 4a	25	0	0	0
	Pr 4b	23	0	0	0
Total:		113	1 0.8%	1 100%	0
Watooka Primary	Pr 3a	39	3	0	3
	Pr 3b	37	1	1	0
	pr 4a	36	1	1	0
		112	5 4.5%	2 40%	3 60%
Wismar Hill Primary	Pr 3d	34	2	1	1
Total:		34	2 5.8%	1 50%	1 50%
St Aidan's Primary	Pr 3	99	1	1	0
	Pr 4	44	0	0	0
	F1	73	2	1	1
	F2	55	0	0	0
	F3	26	0	0	0
	F4	44	1	0	1
Total:		341	4 1.2%	2 50%	2 50%

e) Results of Reading Tests for Schools in Corriverton

School	**No prob. M F**	**Deficit 1 –11 months M F**	**Deficit 1.0.–1.11 years M F**	**Deficit 2.0.-2.11 years M F**	**Deficit 3.0.-3.11 years M F**	**Deficit 4.0.-4.11 years M F**	**Deficit 5.0.-5.11 years M F**	**Deficit 6.0.-6.11 years M F**

Line Path																				
1A	0	0	0	1	3	2	1	8	8	4	2	0	0	0	0	0				
1B	0	0	0	0	1	1	2	4	3	5	3	7	1	2	2	0				
1D	4	1	2	0	3	0	2	5	1	4	1	3	0	2	0	0				
2A	10	7	2	2	2	3	1	0												
2B	0	1	0	0	1	0	2	2	4	5	4	4	1	0						
2C	1	0	1	1	1	0	6	5	3	6	2	0								
2D	1	0	0	1	1	0	2	5	1	6	2	3	1	1						
Total	16	9	6	4	12	6	16	29	20	30	14	17	3	5	2	0				
Skeldon High																				
2A	0	0	0	0	1	0	3	0	1	4	3	3	1	9						
2B	0	0	0	0	0	0	3	0	0	5	4	5	3	2						
2C	0	0	0	1	1	0	1	0	0	2	2	9	4	7	2	0				
2D	0	0	0	0	0	0	0	1	0	2	0	5	0	6						
3B	0	0	1	0	0	1	2	3	3	6	1	5	2	2						
3C	0	0	0	0	0	2	1	3	3	4	2	1	6	5						
3D	0	0	0	0	0	0	1	1	1	0	1	1	9	7	1	0				
Total	0	0	1	1	2	3	11	8	8	23	13	29	25	38	3	0				

School	**No prob.**		**Deficit 1 –11 months**		**Deficit 1.0.–1.11 years**		**Deficit 2.0.-2.11 years**		**Deficit 3.0.-3.11 years**		**Deficit 4.0.-4.11 years**		**Deficit 5.0.-5.11 years**		**Deficit 6.0.-6.11 years**	
	M	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
Tagore Memorial 1	0	0	0	0	0	0	0	2	1	2	2	7	8	5		
1E	1	1	0	0	2	0	2	5	3	12	5	8				
1G	0	0	1	0	1	0	1	0	1	3	3	6	7	9		
1T	0	0	0	0	0	0	0	0	4	3	4	6	8	4	0	1
2A	0	0	0	0	0	0	1	1	1	4	3	3	8	7	2	0
2E	0	1	1	3	2	2	8	4	10	0	0	1	1	1		
2G	0	0	0	0	0	0	1	3	1	5	7	3	3	5	1	0

School	**No prob.**		**Deficit 1 –11 months**		**Deficit 1.0.–1.11 years**		**Deficit 2.0.-2.11 years**		**Deficit 3.0.-3.11 years**		**Deficit 4.0.-4.11 years**		**Deficit 5.0.-5.11 years**		**Deficit 6.0.-6.11 years**	
	M	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**	**M**	**F**
2T	0	0	0	0	0	0	0	0	0	1	1	6	6	3	0	3
3A	0	0	0	0	0	0	0	0	0	1	6	6	7	6	1	0
3E	1	2	0	1	0	3	1	4	2	2						
3G	0	0	0	1	1	0	1	6	10	16	4	7	6	7	2	0
Total	2	4	2	5	6	5	15	25	33	49	35	53	54	47	6	4
# 59 Primary Std 3	0	0	1	0	0	0	0	5	5	8	7	3				
Std 4	0	0	0	0	0	1	0	1	0	3	6	1	0	1		
Forms	0	0	0	0	0	0	0	0	1	1	1	0	1	0	5	0
Unspec.									1	4	2	0	2	0		
#43 Primary Std 3	0	1	0	0	0	1	2	1	3	3	2	1	1	1		
Std 4	0	0	0	0	0	0	1	0	1	2	0	2	2	5	2	0
# 48 Primary Std 3	1	1	0	1	0	2	4	5	4	7	1	0	2	0		
Std 4	0	2	0	1	3	4	1	2	1	5	6	4	2	1		
Forms	0	0	0	0	0	0	0	0	0	0	0	0	1	2	4	1

New Market Primary Std 3	0	0	0	1	2	1	1	6	13	16	11	3	1	0		
Std 4	1	3	1	0	1	3	1	1	3	6	17	8	17	5	5	0
Forms	0	0	0	0	0	0	0	0	0	0	1	0	13	6	7	6
Massiah Primary Std 3	0	0	0	0	1	2	5	2	11	17	11	2				
Std 4	0	0	0	0	1	0	1	5	8	14	16	17	2	3		
Forms									1	0	2	0	6	0	7	0
Skeldon Primary Std 3	1	2	2	1	0	0	7	4	12	16	12	8	0	2		
Std 4	2	1	1	1	0	3	1	0	5	12	9	15	15	4	0	1
Forms											3	0	10	3	4	0
#68 Primary Std 3					2	1	3	5	10	12	7	2				
Std 4	1	2	0	1	0	1	2	4	3	7	5	9	3	7		
Forms													2	0	8	1
C/ton Primary Std 3	1	1	2	0	3	2	5	8	14	15	15	6	0	1		
Std 4	1	0	0	0	0	0	0	1	2	9	20	17	2	10	1	0

School	**No prob. M F**		**Deficit 1 –11 months M F**		**Deficit 1.0.–1.11 years M F**		**Deficit 2.0.-2.11 years M F**		**Deficit 3.0.-3.11 years M F**		**Deficit 4.0.-4.11 years M F**		**Deficit 5.0.-5.11 years M F**		**Deficit 6.0.-6.11 years M F**	
CWC Prim. Std 3	1	0	1	0	0	2	4	8	25	21	9	6	0	2		
Std 4	0	1	0	2	0	3	3	6	12	13	13	19	12	1	2	0
Forms						4	1	0	0	0	2	1	3	0	7	0
Leeds Prim. Std 3					1	1	5	4	12	6	6	2				
Std 4					0	1	0	0	2	2	6	11	8	5		
Forms															5	1

f) Results of Reading Tests for Schools in Linden

School	**No prob. M F**		**Deficit 1 –11 months M F**		**Deficit 1.0.–1.11 years M F**		**Deficit 2.0.-2.11 years M F**		**Deficit 3.0.-3.11 years M F**		**Deficit 4.0.-4.11 years M F**		**Deficit 5.0.-5.11 years M F**		**Deficit 6.0.-6.11 years M F**	
Mack. High 1E	5	5	1	2	6	5	4	2	0	2						
1O	4	4	2	5	2	5	1	2	1	5						
1T	4	10	3	4	1	3	3	2	0	1						
2E	6	6	2	1	1	3	1	2								
2O	0	5	1	1	3	5	2	2	0	2						
2T	1	5	2	2	2	1	2	4	0	2						
3E	10	9	5	1	4	2	2	2	1	1						
3O	8	8	2	3	1	3	3	0	2	1						

Silver City 1A	0	3	3	1	0	2	4	5	0	3	1	1				
1B	2	1	3	3	1	0	1	8	1	5	0	0	1	2		
1C	0	0	1	3	2	2	0	4	1	4	2	0				
2A	2	0	1	0	1	3	4	5	3	6	1	4				
2B	1	2	1	4	4	3	4	2	3	1						
2C	3	3	3	2	5	2	1	2	1	0	0	2				
3A	0	8	2	2	4	7	1	1	1	0						
3B	1	4	2	4	0	3	3	3	0	2						
3C	3	3	1	1	4	3	3	3	2	2	1	0				
Linden F. 1A	0	0	1	0	1	1	5	5	6	5	0	1	0	0	1	0
1B	3	6	2	2	1	2	1	1			5	0				
2A	0	1	1	2	1	1	3	2	3	7	0	6	1	2		
2B	0	2	0	3	1	4	1	6	3	5	3	0	2	0	2	0
3A	4	2	1	1	3	0	1	7	2	1	0	2				
3B	3	2	0	0	2	5	3	2	1	5	0	1				
Christian. Sec. F1	3	6	0	6	7	12	10	14	12	17	15	4	6	2	1	0
F2	7	13	4	4	9	14	7	16	13	14	11	5	2	2		
F3	4	8	1	12	6	15	14	15	9	8	6	9	0	2		
W. Hill Pr. Pr3a	0	3	0	1	0	1	1	2	7	3	4	8	3	1		
Pr 3b	0	1	0	1	3	4	2	3	7	4	3	3	1	0		
Pr 3c	0	1	0	1	2	2	2	1	7	6	4	2	2	0	0	2
Pr 3d	2	0	1	1	1	1	2	4	8	5	5	3	1	0		
Pr 4a	1	0	2	3	1	6	0	6	4	4	2	2	1	1	0	2
Pr 4b	2	3	2	2	1	0	2	4	4	3	2	5	2	0	1	0
Pr 4c	1	3	0	1	1	2	3	2	3	6	5	2	1	0	2	0
Pr 4d	1	2	1	1	0	2	2	2	0	5	7	7	1	0		
F 1a	0	1	0	0	0	0	1	1	2	2	4	7	9	2	4	0
F 1b	0	0	0	0	1	0	2	0	1	0	5	4	9	6	2	0

School	**No prob. M F**		**Deficit 1 –11 months M F**		**Deficit 1.0.–1.11 years M F**		**Deficit 2.0.-2.11 years M F**		**Deficit 3.0.-3.11 years M F**		**Deficit 4.0.-4.11 years M F**		**Deficit 5.0.-5.11 years M F**		**Deficit 6.0.-6.11 years M F**	
F 2a							1	2	1	6	2	6	11	6	2	0
F 2b			0	1			0	1	3	1	4	5	6	4	4	0
F 3a			1	0	1	0	0	1	2	2	3	4	8	3	4	1
F 3b					2	1	1	1	3	0	5	6	2	6	3	0
F 4a	1	0	0	1	1	0	2	1	2	4	1	2	0	1	1	0
Regma Pr. Pr 3a	0	2	1	3	2	5	8	2	1	4	4	2				
Pr 3b	0	2	0	3	0	3	4	2	5	4	2	4	1	1		
Pr 4a	0	5	1	3	3	1	1	2	4	1	2	1	1	0		
Pr 4b	1	5	0	2	2	2	1	3	2	3	1	1				
Christian. Pr Pr3a	1	3	1	1	0	2	1	4	3	2	4	1	7	1		
Pr 3b	0	1			1	0	1	4	7	4	6	2			1	0
Pr 4a	3	5	2	2	1	3	1	4	1	2	1	5	1	0		
Pr 4b									4	0	1	1	1	0	2	1
F1					1	0	0	2	3	1	2	3	6	2	0	1
F2	1	0	0	1	0	1					4	2	7	12	3	0
F3	1	0	0	1	2	2	2	3	1	3	2	1	2	0	1	0
F4							1	0	1	0	6	1	1	3	1	0
Amelia's Ward Pr																

Pr 3a	0	3	1	0	2	0	3	5	6	1						
Pr 3b	1	0	1	3	2	0	2	4	7	8	3	0				
Pr 3r									2	1	4	3	1	0	2	0
Pr 4	1	4	2	2	4	2	3	7	4	8	11	4	2	0		
F1	2	0	1	1			1	3	2	2	5	1	6	2	1	0
F2											1	4	8	2	3	0
F3							1	1	1	1	1	2	2	3	3	1
F4									1	3	3	3	7	1		
One Mile Pr 3a	1	0	0	1	1	2	2	3	1	3	1	0	1	0		
Pr 3b			0	2	2	2	4	3	3	2						
Pr 3c					0	1	1	2	3	2			1	0	0	1
Pr 3d			1	0	1	0	2	4	3	4	1	1	1	0		
Pr 3e							2	1	2	1	4	3	2	2		
Pr 4a	0	1	0	1	3	0	6	7	8	3	3	5				
Pr 4b	2	5	4	2	5	3	1	5	3	1	1	1				
Pr spec											1	1	12	1	7	1
F1a	3	0	1	0			0	1	5	1	7	4	10	15	3	0
F1b			2	0	1	0			2	1	5	9	15	6	5	0
F2					2	0	0	2	2	0	6	6	16	9		
F3							1	2	3	5	13	12	3	6		
F4	1	4	0	4	2	0	3	4	4	6	9	6	2	2		
Coomaka Pr Pr 3			1	1			0	3	2	1	0	2	2	0	0	1
Pr 4			1	1			2	2	0	2	0	3	3	1	2	0
F 1									1	1	4	1	3	1	0	1
F 2					0	1	0	1	0	1						
F 3									0	1	1	3	2	0		
F 4					0	1	1	0	1	0	0	1	4	0		

School	**No prob. M F**		**Deficit 1 –11 months M F**		**Deficit 1.0.–1.11 years M F**		**Deficit 2.0.-2.11 years M F**		**Deficit 3.0.-3.11 years M F**		**Deficit 4.0.-4.11 years M F**		**Deficit 5.0.-5.11 years M F**		**Deficit 6.0.-6.11 years M F**	
St Aidans Pr. Pr 3a					1	0	2	1	4	7	2	2				
Pr 3b					2	1	1	1	2	6	3	2	2	0	0	1
Pr 3c			0	1	2	1	1	2	4	6	3	0	1	0		
Pr 3d	0	1			0	1	4	2	7	3	2	3	4	1		
Pr 4a			1	1	1	0	0	3	0	5	7	5	3	0		
Pr 4b	0	2			0	2	3	2	2	4	4	2	1	3		
F 1C							0	1	1	1	4	5	8	3	2	0
F 1G			0	1	0	1	2	1	0	3	3	1	6	4	3	0
F 1O									1	1	3	3	8	8	3	1
F 2G									1	2	2	6	7	4	6	0
F 2O							1	1	2	1	3	2	8	9	2	1
F 3G					1	1	1	0	4	1	4	4	5	4	2	0
F 4A					1	0	1	0	1	2	4	2	4	0		
F 4G					1	0	1	2	0	2	4	4	4	1	1	0
F 4C					3	0	1	0	4	0	2	0				
Watooka Pr. Pr 3a	3	8	5	1	1	1	6	3	4	3	2	2				
Pr 3b	2	5	1	3	5	4	5	6	3	3						
Pr 4a	4	4	3	8	2	6	3	5	0	1						
Pr 4b	4	3	2	2	3	0	2	1	0	0	2	0				
Pr 4c	9	10	2	1	1	2	4	4	1	1						

Macken. Pr. Pr 3a	1	1	1	2	3	0	4	5	5	3	3	2				
Pr 3b					1	1	5	4	8	3	2	2	0	1		
Pr 3c	0	1	1	0	1	6			4	1	6	4				
Pr 3d					1	0	3	4	3	1	4	5	3	1		
Pr 3e	0	1			1	2			2	2	9	5	3	0	1	0
Pr 4a	3	2			0	1	1	0	3	3	1	2	1	0	1	0
Pr 4b	2	2	1	0	2	1	0	5	2	1					1	0
Pr 4c	0	2	3	1	1	4	2	1	2	2	1	0			1	0
Pr 4d			1	1	3	1	2	0	1	4	1	4	1	0		
F 1A			1	1			1	0	1	3	7	3	9	4	1	0
F 1B	1	0					3	3	1	2	0	2	10	4	1	2
F 1C							2	0	3	2	4	2	11	2	3	0
F 2A	0	1	1	0			0	1	2	2	3	2	7	6	5	0
F 2B							0	1	2	2	6	5	6	7	2	0
F 2C							0	1	3	3	1	3	10	2	6	0
F 3A							0	1			5	1	6	6	1	1
F 3B							1	1	2	2	2	3	6	4		
F 3C							1	2	1	2	5	0	5	4	2	0
F4 Ag					1	0	4	0	0	1	8	2	4	0		
F4 Te	1	0	2	0	2	0	2	2	3	2	3	1	4	0	1	0
F4 HE					0	2	0	3	0	4	0	4	1	2		
F4 Cr									1	0	1	3	10	2	4	0

Results of reading tests for Primary 3 and 4 classes in Corriverton

School	No Prob		Deficit 1 - 11 months		Deficit 1.0-1.11 years		Deficit 2.0-2.11 years		Deficit 3.0-3.11 years		Deficit 4.0-4.11 years		Deficit 5.0-5.11 years		Deficit 6.0-6.11 years	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
# 59 Pr.	0	0	1	0	0	1	0	6	5	11	13	4	0	1	0	0
#43 Pr.	0	1	0	0	0	1	3	1	4	5	2	3	3	6	2	0
#48 Pr.	1	3	0	2	3	6	5	7	5	12	7	4	4	1	0	0
N Market	1	3	1	1	3	4	2	7	16	22	28	11	18	5	5	0
Massiah	0	0	0	0	2	2	6	7	19	31	27	19	2	3	0	0
Skeldon	3	3	3	2	0	3	8	4	17	28	21	23	15	6	0	1
#68 Pr.	1	2	0	1	2	2	5	9	13	19	12	11	3	7	0	0
C/ton Pr.	2	1	2	0	3	2	5	9	16	24	35	23	2	11	1	0
CWC	1	1	1	2	0	5	7	14	37	34	22	25	12	3	2	0
Leeds	0	0	0	0	1	2	5	4	14	8	12	13	8	5	0	0
Total	**9**	**14**	**8**	**8**	**14**	**28**	**46**	**68**	**146**	**194**	**179**	**136**	**67**	**48**	**10**	**1**

Results of reading tests for Primary Tops in Corriverton

School	No Prob		Deficit 1 - 11 months		Deficit 1.0-1.11 years		Deficit 2.0-2.11 years		Deficit 3.0-3.11 years		Deficit 4.0-4.11 years		Deficit 5.0-5.11 years		Deficit 6.0-6.11 years	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

#59 Prim	0	0	0	0	0	0	0	0	1	1	2	0	1	0	5	0
#48 Prim	0	0	0	0	0	0	0	0	0	0	0	0	1	2	4	1
New Market	0	0	0	0	0	0	0	0	0	0	1	0	13	6	7	6
Massiah	0	0	0	0	0	0	0	0	1	0	2	0	6	0	7	0
Skeldon	0	0	0	0	0	0	0	0	0	0	3	0	10	3	4	0
#68 Prim	0	0	0	0	0	0	0	0	0	0	0	0	2	0	8	1
CWC	0	0	0	0	0	4	1	0	0	0	2	1	3	0	7	0
Leeds	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	1
Total	**0**	**0**	**0**	**0**	**0**	**4**	**1**	**0**	**2**	**1**	**10**	**1**	**36**	**11**	**47**	**9**

Results of reading tests for Primary 3 and 4 classes in Linden

School	No Prob		Deficit 1 - 11 months		Deficit 1.0-1.11 years		Deficit 2.0-2.11 years		Deficit 3.0-3.11 years		Deficit 4.0-4.11 years		Deficit 5.0-5.11 years		Deficit 6.0-6.11 years	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Wism. H.	7	13	6	11	9	16	14	24	40	36	32	32	12	2	3	4
Regma	1	14	2	11	7	11	14	9	12	12	9	8	2	1	0	0
Chris'bg	4	9	3	3	2	5	3	12	15	8	12	9	9	1	3	1
Amelia's	2	7	4	5	8	2	8	16	19	18	18	7	3	0	2	0
One Mile	3	6	5	6	12	8	18	25	23	16	11	11	17	3	7	2
Coomak	0	0	2	2	0	0	2	5	2	3	0	5	5	1	2	1
StAiduns	0	3	1	2	6	5	11	11	19	31	21	14	11	4	0	1
Watooka	22	30	13	15	12	13	20	19	8	8	4	2	0	0	0	0
Mackenz	6	9	7	4	13	16	17	19	30	20	27	24	8	2	4	0
Total	**45**	**91**	**43**	**59**	**69**	**76**	**107**	**140**	**168**	**152**	**134**	**112**	**67**	**14**	**21**	**9**

Results of reading tests for Primary Tops in Linden

Wismar	1	1	1	2	5	1	7	7	14	15	24	34	45	28	20	1
Chris'bg	2	0	0	2	3	3	3	5	5	4	14	7	16	17	5	1
A. Ward	2	0	1	1	0	0	2	4	4	6	10	10	23	8	7	1
One Mile	4	4	3	4	5	0	4	9	16	13	40	37	46	38	8	0
Coomaka	0	0	0	0	0	2	1	1	2	3	5	5	9	1	0	1
Macken.	3	1	4	1	3	2	14	15	19	25	45	31	89	43	26	3
St.Aidans	0	0	0	1	6	2	7	5	13	13	29	27	50	33	19	2
Total	**12**	**6**	**9**	**11**	**22**	**10**	**38**	**46**	**73**	**79**	**167**	**151**	**278**	**168**	**85**	**9**

g) Screening of Learning Difficulties

Results for schools in Corriverton

School	**Class**	**# tested**	**# with learning difficulties**	**males**	**females**	**needs observing**	**no problem**
Skeldon Line Path	1A	29	8	3	5	17	4
	1B	32	25	9	16	2	5
	1C	29	4	3	1	12	13
	1D	31	10	7	3	14	7
	2A	27	0	0	0	9	18
	2B	31	10	7	3	14	7

	2C	26	8	4	4	11	7
	2D	24	4	0	4	7	13
	3A	23	10	8	2	7	6
Total:		**246**	**69 28.0%**	**34**	**35**	**82 33.3%**	**95 38.6%**
Skeldon High	2A	29	26	10	16	3	0
	2B	26	17	5	12	8	1
	2C	28	5	3	2	9	14
	2D	28	14	9	5	7	7
	3A	30	0	0	0	5	25
	3B	28	6	1	5	7	15
	3C	31	6	4	2	16	9
	3D	28	17	9	8	10	1
Total:		**228**	**91 39.9%**	**41**	**50**	**65 28.5%**	**72 31.5%**
Tagore Mem.	1T	34	8	8	0	6	20
	1G	34	17	10	7	14	3
	1A	32	28	14	14	4	0
	1E	40	0	0	0	5	35
	2A	36	8	6	2	13	15
	2G	40	13	7	6	15	12
	2E	34	1	1	0	0	33
	2T	33	7	5	2	25	1
	3E	20	0	0	0	0	20
	3G	33	3	2	1	19	11
	3A	28	21	10	11	4	3
	3T	32	32	16	16	0	0
Total:		**396**	**138 34.8%**	**79**	**59**	**105 26.5%**	**153 38.6%**

School	**Class**	**# tested**	**# with learning difficulties**	**males**	**females**	**needs observing**	**no problem**
Primary schools							
CWC	5A	45	25	12	13	11	9
	5B	43	19	11	8	11	13
	6A	40	7	5	2	13	20
	6B	36	2	2	0	13	21
	6C	32	5	13	2	3	1
	Forms	19	15	13	2	3	1
Totals:		**215**	**73 33.9%**	**46**	**27**	**64 29.7%**	**78 36.2%**
Skeldon Pr.	3A	43	23	11	12	8	12
	3B	40	20	10	10	4	16
Totals:		**83**	**43 53.7%**	**21**	**22**	**12 14.4%**	**28 33.7%**
Corriverton	5A	31	12	8	4	10	9
	5B	28	12	7	5	4	11
	5C	34	19	12	7	7	8
	6C	30	12	8	4	14	4
	6D	31	22	15	7	4	5
	Forms	81	59	34	25	12	10
Totals:		**235**	**136 57.8%**	**84**	**52**	**51 21.7%**	**47 20%**

Massiah Pr.	Std 3	57	19	12	7	11	27
	Forms	21	13	10	3	3	5
Totals:		**78**	**32 41%**	**22**	**10**	**14 17.9%**	**32 41%**
# 68 Primary	Std 3	52	24	17	7	11	17
	Std 4	5	12	10	2	18	20
	Forms	17	12	9	3	5	0
Totals:		**119**	**48 40.3%**	**36**	**12**	**34 28.5%**	**37 31.0%**
New Market	Std 3	55	26	16	10	6	23
	Std 4a	39	19	13	6	15	5
	Std 4b	32	15	12	3	6	11
	Forms	32	23	15	8	0	9
Totals:		**158**	**83 52.5%**	**56**	**27**	**27 17.0%**	**30 30.3%**
#48 Primary	Std 3		6	5	1	4	20
	Std 4	76	15	8	7	2	17
	Forms		12	8	4		
Totals:		**76**	**33 43.4%**	**21**	**12**	**6 7.9%**	**37 48.6%**
Leeds Pr.	Std 3	39	4	4	0	3	22
	Std 4	41	17	9	8	7	17
	Forms	16	6	6	0	1	9
Totals:		**96**	**27 28.1%**	**19**	**8**	**11 11.4%**	**58 60.4%**
# 43 Primary		**33**	**3 9.1%**	**1**	**2**	**5 15.1%**	**25 75.7%**

Summary

Schools	**# tested**	**# with learning problems**	**% with learning problems**	**male**	**female**	**need observ.**	**no prob.**
Secondary schools	**870**	**298**	**34.2%**	**154**	**144**	**252 28.9%**	**320 36.7%**
Primary schools	**1093**	**478**	**43.7%**	**306**	**172**	**224 20.4%**	**390 35.7%**
Total	**1963**	**776**	**39.5%**	**460**	**316**	**476 24.2%**	**710 36.1%**

Results for Schools in Linden

School	**Class**	**# tested**	**# with learning difficulties**	**males**	**females**	**needs observing**	**no problem**
Christianburg Sec. F1 London		27	5	5	0	6	16
F1 Ruther.		26	4	3	1	5	17
F1 Allicock		23	1	1	0	2	20
F1 Dean		29	1	1	0	3	25
F1 Corlette		28	0	0	0	2	26
F2 London		21	3	3	0	0	18
F2 Ruther.		33	0	0	0	0	33
F2 Corlette		31	0	0	0	0	31
F2 Dean		26	11	11	0	3	12

F2 Allicock		29	9	8	1	6	14
F3 London		12	0	0	0	1	11
F3 Ruther.		19	0	0	0	0	19
F3 Corlette		23	1	1	0	4	18
F3 Dean		22	0	0	0	0	22
F3 Allicock		29	16	9	7	9	4
F3 Arokiu.		22	6	5	1	12	4
F3 McKen.		22	1	0	1	9	12
		400	58 15%	47 81%	11 19%	62 16%	302 76%
St Aidan's Pr	Pr 3	95	27	15	12	36	0
	Pr 4a	25	14	9	5	2	9
	Pr 4b	23	12	8	4	6	5
	FIG	26	14	9	5	9	2
	F1 O	20	6	4	2	7	7
	F 1C	25	18	10	8	5	2
	F2 O	31	29	18	11	1	1
	F2 G	27	22	15	7	4	1
	F3	26	1	1	0	2	23
	F4 Cae.	13	5	2	3	4	4
	F4Tho	16	1	1	0	1	14
	F4 C	7	0	0	0	4	3
		334	149 44.6%	92 62%	57 38%	81 24%	71 21%
One Mile Pr	Pr 3a	16	4	2	2	5	7
	Pr 3b	18	1	0	1	5	12
	Pr 3c	11	5	3	2	2	4
	Pr 3d	19	5	4	1	6	8
	Pr 3e	17	9	6	3	4	4
	Pr 4a	39	4	4	0	13	22
	Pr 4b	32	8	5	3	3	21
	Pr 4 Sp	23	10	8	2	3	10
	F 1a	52	18	12	6	14	20
	F 1b	49	25	7	18	9	15
	F 2	47	18	11	7	13	16
	F 3	55	3	3	0	8	44
	F4	43	7	6	1	7	29
		421	117 27.7%	71 61%	46 39%	92 22%	212 50%

School	**Class**	**# tested**	**# with learning difficulties**	**males**	**females**	**needs observing**	**no problem**
Christian. Pr	Pr 3a	34	15	13	2	6	13
	Pr 3b	26	11	6	5	5	10
	Pr 4a	34	15	5	10	4	15
	Pr 4b	14	9	7	2	2	3
	F 1	25	11	5	6	11	3
	F2	32	21	12	9	9	2
	F3	23	11	9	2	9	3
	F4	15	11	8	3	3	1
		203	104 51.2%	65 63%	39 38%	49 24%	50 25%
Wismar Hill Pr	Pr 3a	34	19	12	7	8	6
	Pr 3b	35	10	6	4	7	18
	Pr 3c	32	11	7	4	12	8
	Pr 3d	36	18	13	5	10	8
	Pr 4a	35	11	5	6	4	20
	Pr 4b	34	14	7	7	7	13
	Pr 4c	32	11	9	2	4	17
	Pr 4d	33	6	3	3	14	13
School	**Class**	**# tested**	**# with learning difficulties**	**males**	**females**	**needs observing**	**no problem**
Wismar Hill Pr	F 1a	36	10	8	2	14	12
	F 1b	29	6	5	1	5	18
	F 2a	38	16	11	5	16	6
	F 2b	33	18	14	4	5	10

	F 3a	32	19	15	4	2	11
	F 3b	30	10	6	4	5	15
	F 4a	-	-	-	-	-	-
	F 4b	24	17	12	5	7	0
		493 .	196 39.7%	133 68%	63 32%	120 24%	175 36%
Regma Pr.	Pr 3a	34	2	1	1	10	22
	Pr 3b	31	5	3	2	2	24
	Pr 4a	24	6	6	0	1	17
	Pr 4b	23	7	4	3	7	9
		112	20 17.8%	14 70%	6 30%	20 18%	72 64%
Coomaka Pr.	Pr 3	21	9	6	3	1	11
	Pr 4	20	4	4	0	7	9
	F 1	15	12	8	4	2	1
	F 2	3	0	0	0	1	2
	F 3	12	6	4	2	3	3
		71	31 43.6%	22 71%	9 29%	14 20%	26 37%
Watooka Pr.	Pr 3a	18	9	4	5	1	8
	Pr 3b	37	13	8	5	9	15
	Pr 4a	34	1	1	0	10	23
	Pr 4b	36	0	0	0	1	35
		125	23 18.4%	13 57%	10 43%	21 17%	81 65%

Results of children with learning difficulties in Primary 3 and 4 in Corriverton

School	Class	# tested	# with L.D.	Males	Females	Needs Obs.	No Prob.
CWC	Pr. .3/4	196	58	43	25	51	64
Skeldon	Pr. 3/4	83	43 53.7%	21 48.8%	22 51%	12 14.4%	28 33.7%
Corriverton	Pr. 3/4	154	77 50%	50 64.9%	27 35%	39 25.3%	37 24%
Massiah	Pr. 3/4	78	32 41%	22 68.7%	10 31.2%	14 17.9%	32 41%
#68 Prim.	Pr. 3/4	57	36 63.1%	27 75%	9 25%	29 50.8%	37 64.9%
New Market	Pr. 3/4	126	60 47.6%	41 68.3%	19 31.6%	27 21.4%	39 30.9%
#48 Prim.	Pr. 3/4	unclear	21	13 61.9%	8 38%	6	37
Leeds Prim.	Pr. 3/4	80	21 26.2%	13 61.9%	8 38%	10 12.5%	39 48.7%
Total	**Pr. 3/4**	**774**	**348 44.9%**	**230 66%**	**128 36.7%**	**188 24.2%**	**313 40.4%**

Results of children with learning difficulties in Primary Tops in Corriverton

School	Forms	# tested	# with L.D.	Males	Females	Needs Obs.	No Prob.
CWC	"	19	15 78.9%	13 86.6%	2 13.3%	3 15.7%	1 5.2%
Corriverton	"	81	59 72.8%	34 57.6%	25 42.3%	12 14.8%	10 12.3%
Massiah	"	21	13 61.9%	10 76.9%	3 23%	3 14.2%	5 23.8%
#68 Prim.	"	17	12 70.5%	9 75%	3 25%	5 29.4%	0 -
New Market	"	32	23 71.8%	15 65.2%	8 34.7%	0 -	9 28.1%
#48 Primary	"	no info.	12	8	4		
Leeds Primary	"	16	6 37.5%	6 100%	0 -	1 6.2%	9 56.2%
Total all schools	**Forms**	**186**	**140 75.2%**	**95 67.8%**	**45 32.1%**	**24 12.9%**	**34 18.2%**

Results of children with learning difficulties in Primary 3 and 4 in Linden

School	Class	# tested	# with L.D.	Males	Females	Needs Obs.	No Prob.
St. Aidun's	Pr. 3/4	143	53 37%	32 60.3%	21 39.6%	44 30.6%	14 9.7%
One Mile	Pr. 3/4	175	46 26.2%	32 69.5%	14 30.4%	41 23.4%	88 50.2%
Christianburg	Pr. 3/4	108	50 46.2%	31 62%	19 38%	17 15.7%	41 37.9%
Wismar Hill	Pr. 3/4	271	100 36.9%	62 62%	38 38%	66 24.3%	103 38%
Regma	Pr. 3/4	112	20 17.8%	14 70%	6 30%	20 18%	72 64%
Coomaka	Pr. 3/4	41	13 31.7%	10 76.9%	3 23%	8 19.5%	20 48.7%
Watooka	Pr. 3/4	125	23 18.4%	13 57%	10 43%	21 17%	81 65%
Total	**Pr. 3/4**	**975**	**305 31.2%**	**194 63.6%**	**111 36.3%**	**217 22.2%**	**419 42.9%**

Results of children with learning difficulties in Primary 3 and 4 in Linden

St Aidan's	Forms	191	96 50.2%	60 62.5%	36 37.5%	37 19.3%	57 29.8%
One Mile	Forms	246	71 28.8%	39 54.9%	32 45%	51 20.7%	124 50.4%
Christian	Forms	95	54 56.8%	34 62.9%	20 37%	32 33.6%	9 9.4%
Wismar Hill	Forms	222	96 43.2%	71 73.9%	25 26%	54 24.3%	72 32.4%
Coomaka	Forms	30	18 60%	12 67%	6 33%	3 10%	6 20%
Total all schools	**Forms**	**784**	**335 42.7%**	**216 64.4%**	**119 35.5%**	**177 22.5%**	**268 34.1%**

Appendix III Teachers and Community Researchers who gathered the data

a) Linden:

Teachers:

Name:	School:
1. Ruby Bakker	Coomacka Primary
2. Joan Monkhouse	Regma Primary
3. Marcia Barclay	Christianburg Secondary
4. Carlyn Britton	One Mile Primary
5. Vanessa Glasgow	One Mile Primary
6. Roxanne Bacchus	Christianburg Primary
7. Greta Carew	New Silver City Secondary
8. Florence Moffett	Mackenzie Primary School
9. Shirley McKenzie	Wismar Hill Primary
10. Abigail Ralph	Watooka Day Primary
11. Colin Ault	Wismar Hill Primary
12. Joan Rigby	Regma Primary
13. Gem Sancho Carryl	Wismar Hill Primary
14. Clarice Budzilowicz	Mackenzie Primary
15. Dwayne Whittaker	Mackenzie High
16. Orson Blair	Linden Foundation Secondary
17. Mitchellene McPherson	Linden Foundation Secondary

18. Pansy Hinckson	Coomacka Primary
19. Mona Campbell	St. Aidan's Primary
20. Claudia Wishart	Mackenzie Primary
21. Melissa Larose	Christianburg Primary
22. Debra Bayley	New Silver City Secondary
23. Maylene Loncke	St. Aidan's Primary

Community Researchers:

Group 1:
Watooka Day
Teacher: Abigail Ralph
Headteacher: Ms. Thomas

Amelia's Ward
Teacher: Jennie Seales
Headteacher: Ms. MacClean

Linden Foundation
Teachers: Orson Blair, Mitchellene Mc Pherson
Acting Headteacher: Ms. Doris

Community Reserachers:
Yvonne La Farque (Melrose)
Coretta Langhorne
Keith Long
Ann Lyken

Group 2:
MacKenzie Primary
Teachers: Florrence Moffet, Clarice Budzilowicz, Claudia Wishart
Headteacher: Ms. Thompson

Community Researchers :
Brenda Stull
Trudy Scott
Rona Dowden
Gem Elliot

Group 3:
Regma Primary
Teachers: Joason Rigby, Joan Monkhouse
Headteacher: Ms. Butcher

Mackenzie High School
Teacher: Dwayne Whittaker
Headteacher: Ms. Gibson

Coomacka Primary School
Teachers: Ruby Bakker, Dansy Hickson
Headteacher: Ms. Henry

Community Researchers :
Celestinia Jordan, Lorna Goliah
Jean Wagner, Ann

Community Researchers: *(cont.)*

Group 4:
One Mile Primary
Teachers: Carlyn Britton, Vanessa Glasgow
Headteacher: Ms. Campbell

Community Researchers :
Lynette Ross, Jaqueline
Vanessa McGregor, Allison Duncan

Group 5:
St. Aidans Primary school
Teachers: Hona Campbell, Maylene Loneke
Headteacher: Ms. Sam

Community Reseachers:
Ruth Mentore, Janice Duje
Paulette Sydney, Troy Daniels

Group 6:
Christianburg Primary School
Teachers: Roxanne Bacchus, Melissa Lahose
Headteacher: Ms. Stewards

New Silver City Secondary Schol
Teachers: Greta Carew, Debra Bayley
Headteacher: Ms Gillis

Community Researchers:

Lola Daniels
Wendy Bristol Wellington
Pamela Campbell
Veronica Frederques

Group 7:
Wismar Hill Primary School
Teachers: Shirley MacKenzie,
Colin Ault, Gem Carryl

Community Researchers
Magnel Beete, Ernestine Logan
Doreen Duke, Sherron St Louis

Group 8:
Christianburg Secondary School
Teacher: Marcia Barclay
Headteacher: Ms. George-Albert

Community Researchers:
Hector Parris, Ulric Harmon
Lindon Beckles, Janelle Hintzen

b) Corriverton

Teachers:

Name	**School**
1. Anita Ragnauth	Skeldon Line Path
2. Alice Chow	Skeldon Line Path
3. Bonny De Andrade	Skeldon Line Path
4. Devindra Nakhul	Skeldon High
5. Ahasan Latief	"
6. Andrea Pooran	"
7. Umawattie Sangotar	Tagore Memorial
8. Akshai Jattan	"
9. Darveena Prananand	"
10. Indranie Mahadeo	Crabwood Creek
11. Babita Basdeo	Corriverton Primary
12. Michelle Mayid	"
13. Vimala Devi Pranand	Massiah Primary
14. N. Looknauth	No. 68 Primary
15. Ahmad Khan	No. 56 Primary
16. Joyce Rohamed	No. 48 Primary
17. Bodhram Bharrat	Heeds Primary
18. Sabita Riaram	No. 43 Primary
19. Shakuntala Bajnath	Skeldon Primary
20. Sarah Wood	VSO
21. Naomi Wallace	VSO
22. Bernadette Higgins	VSO
23. Norma McKenzie	VSO

Community Researchers:

1. Alison Bowlin
2. Lynn Newland
3. Georgina Charles
4. Beverley Daniels
5. Savitri Ramdas
6. Cynthia Itwaru
7. Fanell Vewey
8. Deserene Sandy
9. Natasha Corlette

10. P. Ramlall

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(GEAP Final report June26.doc)