

ILS Partnerships and “The Integrated Learning Plan’s” Approach: Very little longitudinal research data exists on media training technologies. Through twenty-two years of modifications through test-retest iterations, *The Integrated Learning Plan’s* media-based methodology *obtained marked changes in learning ability across academic subjects with different populations and ages at multiple test sites.* Now, *The Plan* requires a broad scaling up to determine viability with diverse minority, rural, and low economic (SES - Social Economic Status) groups in four national geographical regions. The five-year plan will train two to three schools per year with a total of seven schools for grades three through six.

Published research reports document that *The Plan’s* training methodology helps average students accelerate to high achievement levels and have often surpassed gifted students’ test scores. Yet, gifted can become peer tutors while enhancing their own cognitive abilities. Learning, reading and math-disabled students accelerate to higher achievement levels and soon work at grade level proficiency with an increased desire to learn.

The current media platform of video-and audio- tapes with transparencies requires scaling up to DVD instruction projected by the school’s LCD projector for groups of children. *The Plan* implements a multi-media technology in whole classrooms, within existing curriculums, across curriculums, in cross-grade groupings, in large or small group settings, in multiple classrooms, in a library, or in After-School or Summer Enhancement Training. With the current platform, results are obtained in just 48 days (8-9 ½ weeks, 24 cumulative hours of training for 30-40 minutes daily, when instructed Monday through Friday.) Moreover, it is possible to streamline the platform for inter-class, inter-school and distance learning so more teachers and children can benefit. *The Plan* has other benefits such as: increasing motivation to learn, developing better focus and concentration with improved attention to detail, and developing higher self-esteem. To implement *The Integrated Learning Plan*, several partnerships and collaborations are in place.

Partnership Summary Chart: Project Collaboration Network

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|---|---|
| Innovative Learning Systems | <ul style="list-style-type: none"> • Serve as lead fiscal and administrative unit • Conduct research regarding student achievement and teacher effectiveness through media application • Train teachers in Brain-Based Learning practice • Refine video materials to DVD for LCD Projection for student and teacher training • Coordinate all project reports and evaluations • Provide supplies and equipment • Coordinate all site visits by university evaluators • Seek and continue to develop partnerships • Offer student internships for staff development • Train parents as partners on a pyramid framework • Create a quantitative model for future application • Continue to publish research reports • Create sustainability of this training model |
| The Jensen Group, LLC, Organizational Development (OD) Consultant | <ul style="list-style-type: none"> • OD advising for model change and performance management |
| Rutgers University's Education School of Excellence | <ul style="list-style-type: none"> • Assistance with Web-based on-line teacher training module, site selection, and program evaluation for East Coast schools (FL and NJ) |
| Knowledge Communications | <ul style="list-style-type: none"> • Assistance with integration of media technology into curriculum designed to be accessible and beneficial for all students of all ethnicity backgrounds. • Refinement of media technology, filming |
| Iowa Tests of Basic Skills (ITBS) Editorial Staff | <ul style="list-style-type: none"> • Technical Support |
| CTB/McGraw Hill Consultants | <ul style="list-style-type: none"> • Technical Support |
| Boys and Girls Club (each geog. area) | <ul style="list-style-type: none"> • Student mentors, tutoring and teacher support |
| Parents as Partners (each geog. area) | <ul style="list-style-type: none"> • Student support and family literacy • Assist in media presentations for parents • Dissemination of the concept through hierarchical communications |
| Big Brothers & Big Sisters (each geog. area) | <ul style="list-style-type: none"> • Student mentors, tutoring and teacher support |
| The University of Kansas Work-Study Program | <ul style="list-style-type: none"> • Financial reimbursement, and to provide interns and for office staff and teacher training module |
| The University of Kansas | <ul style="list-style-type: none"> • Provide quantitative analysis assistance and consulting |
| Partners in Children and Youth (each geog area) | <ul style="list-style-type: none"> • Provide literacy tutoring and assist in communications |
| ILS Governing Body | <ul style="list-style-type: none"> • Work to obtain project sustainability • Evaluate project research and accountability reports • Assist with media production decisions • Provide assistance with media promotions • Assist with dissemination reports on the concept • Provide guidance on policy development. |

Who Will Be Involved - Advisory Council and Steering Committee:

A **National Advisory Council** with expertise in education, research, statistical measurement and evaluation, psychology, business, media, the fine arts, and Special Education will form to select a **Steering Committee** to guide development and implementation of The Plan. The members of Innovative Learning Systems' advisory council represent a broad cross-section of persons interested in creating a new generation of American schools, including experts in curriculum, state and local government, technology, the media, education, psychology, business, and teacher training. They meet several times yearly for project planning and implementation. A **Director of Volunteer Recruitment** and training will be selected.

Project Staff and Adaptation:

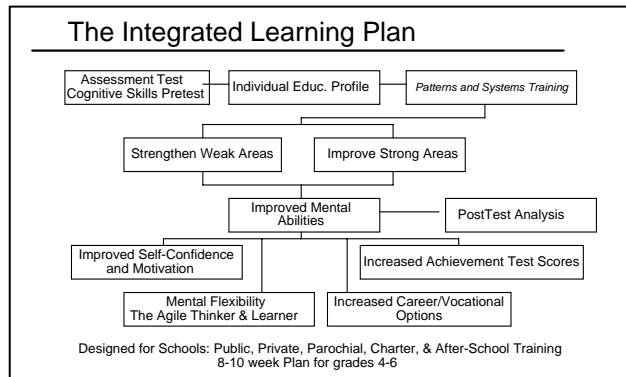
The **Project Director, with 26 years of experience in setting up thirteen national test sites**, will oversee this project and be responsible for ensuring that milestones and objectives are met. The project staff will respond to the recommendations of the Advisory Council and Steering Committee as a comprehensive resource for each dissemination site. **The Project Team** will be two on-site qualitative evaluators and recognized university quantitative analysis groups who will participate with the design and evaluation phases.

Summary of Effectiveness:

The Plan's methodology has been tested for twenty-two years at thirteen national test sites creating *four-generation levels of researched development*. All instruction was conducted with both small and large groups for twenty-four hours (10-Day and 15-Day intensives) of media-led instruction on varying time-frame formats with ages 9- to- adult. Training sites included public and parochial elementary schools, colleges, private settings, and in-house business and corporate training seminars.

This field research has involved both experimental and quasi-experimental designs with longitudinal follow-up studies of one-to-three-years for three out of four generational levels of development for all SES levels. This research demonstrated statistically significant gains for more than 2,500 Experimentals. Those with Special Needs reached posttest levels equaling the pretest scores of average students. Recognized standardized test measures were applied with

stringent quality control of data collection, scoring, and the evaluation was conducted by third party evaluators.



Training Description: The training focuses on improving weak learning pathways (modalities) while strengthening strong ones. Many students are not functioning at their highest capability, and are below average in visual and auditory

memory patterning and sequencing skill needed for reading, math and science.

The Integrated Learning Plan methodology utilizes a unique Right-Brain Left-Brain rehearsal paradigm (see figures) to improve information processing abilities through a mental scanning format that includes sequencing, pattern-detection, and logic exercises. The program improves visual and auditory short-term memory sequencing and communication skills. Problem-solving and critical thinking is enhanced. Creative puppet character facilitators on video- and audio-tape sharpen participants' focus and learning uptake, increasing their capacity to listen and learn new encoding-decoding skills rapidly.

The Integrated Learning Plan is a fusion of ten prominent theories/applications:

Guilford's Model of Intelligence (1967) Bandura's Social Learning Theory (1970), Piaget's Theory of Intelligence (1970), Skinner's Theory of Behavior Modification (1958), Lozanov's Accelerated Learning (1968), Sternberg's and Gardner's Theories of Intelligences (1991), Meichenbaum's theory of Cognitive Behavior Modification (CBM 1971), Ayres Sensory Integration (1968), and Gillingham's "Think, Say, Do" rehearsal model.

Media Materials and Teacher Training:

Media DVD-video and audiotapes, teacher manuals, transparencies, and student daily worksheets are ready for curriculum duplication and e-Learning refinement. The current video-audiotape media, using puppet faces and voices in a parallel scanning method, will be converted to facilitator-assisted DVD visual projections. By streamlining the current program, classroom implementation will be made easier for use by the teacher.

A Teacher Training program has been written, and is ready to be tailored for on-line lessons for course credit. Worked into the budget will be six laptop computers per school for use with instruction and with group testing and measurement applications. In addition, each student will have an audio assistive device with headphones to use for speaking and listening re-auditorization memory purposes. This device is held as a hand microphone to speak and listen to oneself reciting and role-playing with the puppets, forming an auditory-vocal sound loop. This drama-filled role-playing develops memory, attention, and focus.

*Relationship Between Learning Abilities, Theory,
and Application for Outcome Effect*

EDUCATIONAL THEORETICAL DISCIPLINES

The Mental Foundation Requirements

Baddeley, A. D., (1993); Kahmi & Catts (1989); Kirk & Chalfant (1984); Reid & Hresko, (1981); Meeker (1991)

Key cognitive areas:

| | |
|--|---|
| Visual Sequential Memory | Immediate Recall that Transfers Info |
| Auditory Sequential Memory | Short and Long Term Memory |
| Visual and Auditory Closure for Details | Auditory / Visual Integration |
| Symbolic and Figural Content | Auditory / Vocal Input Modes |
| Auditory and Visual Memory for Words | Perceptual Motor Control |
| Classifying Information | Grammatical Closure |
| Encoding and Decoding Information | Auditory Figure Ground |
| Spatial and Directionality Skills | Visual Figure Ground |
| Verbal Comprehension and Relations | Notational Processes |

Instructional Content

The video-and audio-tapes include sequenced instruction from the following areas:

- Sight words and Reading comprehension** (Deschant, E. V. 1991; Cairney, T., 1990; Kamhi, A. G. & Catts, H. W., 1989; Just, M & Carpenter, P. A., 1987; Rumelhart, D. E., & McClelland, J. L., 1986)
- Spelling words and non-related letter sequences** (Rumelhart D. E., & McClelland, J. L., 1986)
- Vocabulary and Latin root words** (Gardner, H., 1991; Sternberg, R. J., 1985; Devine, T. G., 1982)
- Math computation** (Gardner, H. 1991; Sternberg, R. J., 1985; Kline, M., 1985)
- Grammar and syntax** (Kess, J. F., 1992; Kamhi & Catts, 1989; Goodman, K. 1987)
- Numerical digit spans** (Kline, M., 1985; Hessler, 1982; Woodcock, 1978)
- Following oral directions** (Simpson, G. B., 1991; Hammill, 1985; Erway, E. A., 1984; Devine, T. E., 1982)
- Following figural sequences** (Jackendoff, R. S., 1992; Meeker, 1991; 1969; Woodcock, 1978)
- Spatial and directionality skills** (Meeker, M., 1991, 1969; Margolis, H. 1987; Hessler, 1982)
- Poetry repetition, listening training** (Gardner, H. 1993; Hessler, 1982; Hammill, 1985)

Patterns and Systems Multi-Media Training



The Integrated Learning Plan with Increased Academic Achievement

ILS has a diverse consortium of seven schools desiring *The Integrated Learning Plan*:

| School | Geographical Area | Ethnicity | SES |
|--|---------------------------|-------------------------------------|------------|
| Baldwin City Elementary, KS Public | Midwest Rural, Kansas | Caucasian | Low |
| Council Grove Elementary, KS Public | Midwest Rural, Kansas | Caucasian | Low |
| South Pasadena, CA, Monterey Hills, Elementary, Public | West Coast, California | 60% Asian, 10% Hispanic, 30% White | High |
| Orlando, FL Mollie E. Rae Public | South East, Urban Florida | 98% African American 2% Hispanic | Low |
| Orlando, FL Rio Grande Charter | South East, Urban Florida | 100% African American | Low |
| Camden, New Jersey RC Molina Public | East Coast Urban | 100% Hispanic | Low |
| Newark, New Jersey Miller Street Academy Public | East Coast Urban | 50% Hispanic 50% African American | Low |

Four Generations of Empirical Effectiveness: The Integrated Learning Plan has one, two and three-year longitudinal published quantitative report documentation for three Generation Levels documenting that the cognitive skills and academic learning benefits are maintained.

Four Generational Implementation Summary Chart:

| Generation | SES Level & Type | Design | Longitudinal Evidence | Results |
|--------------------|--|---|--------------------------------|--|
| First (1984-1995) | All SES Levels - High to Low | Quasi-Experimental MANCOVA | 1-3 years Longitudinal Reports | All ages, ability levels had significant gains which maintained |
| Second (1987-1991) | High SES, Business groups | | Summative Reports | Careers improved, many success stories |
| Third (1986-1989) | Low SES, two Title I Schools, fifth grades, including a Remedial Reading class | Quasi-Experimental, ANCOVA and Intra-analyses of seven Special Needs Students | 2 years Longitudinal Reports | Large gains in Reading +3.76 annual gain, and Math +3.22 GE gain which maintained. Special Needs reached grade level. |
| Fourth (1996-2000) | High SES, two Parochial Schools, grades 4-8 | Experimental and Quasi-Experimental, 248 subjects, eleven experimental classes, two Control Groups (grades 5 & 6) Alternate Media Activity (AMA) and one comparison group (grade 4) | 2 years Longitudinal Reports | Top five training classes, grades 4-6, had +3 to +4 year's gain across academic subject levels that maintained longitudinally. Low performing students reached, and went beyond grade level one-to two- years post |

The Integrated Learning Plan's Rationale for Population Sample Selection, 7 Schools
Previous studies included four schools with the following performance, SES and demographic criteria:

| Name of School (s) and Geographic Location | Performance Level | SES | Urban or Rural | Minority or Caucasian | Number of Ss |
|---|--|-------|------------------------------|-----------------------|---------------|
| Individuals ages 9-55, at 13 Test Sites | All Levels: High to Low | Mixed | All Areas | Mixed -All | 2500 |
| Ottawa, KS, Midwest Public | Satisfactory to Low | Low | Rural | Caucasian | 20, grade 5 |
| Grandview, MO, Midwest Public | Low | Low | Urban Suburb | Minority & Caucasian | 7, grades 5-6 |
| Cedar Rapids, IA Midwest, two Parochial Schools | All Levels: High, Satisfactory, to Low | High | Urban, Small Midwestern City | Caucasian | 268, gr. 4-8 |

Proposed study of seven schools were chosen with the following SES and demographic criteria:

| Name of School and Geographic Location | Performance Level | SES | Urban or Rural | Ethnicity | Number of Ss 1700 Students |
|--|-------------------|------|----------------|---------------------------------------|--|
| Baldwin City. KS, Public Midwest | Low | Low | Rural | Caucasian | 240 grades 3-6 |
| Council Grove, KS, Public, Midwest | Satisfactory | Low | Rural | Caucasian | 200 grades 3-6 |
| Orlando, FL, Public- State, South East Coast | Low | Low | Urban | Black, 95% Hispanic 5% | 300 grades 3-5 |
| Orlando, FL, Rio Grande, Charter, South East Coast | Low | Low | Urban | Black 97% Hispanic 3% | 60 grades 3-5 |
| So. Pasadena, CA Monterey Hills, West Coast | High | High | Urban | Asian 57% Caucasian 30%, Hispanic 13% | 225 gr. 3-5, and 6 th grade |
| Newark, NJ Miller Street School, Public East Coast | Low | Low | Urban | Minority, 50% Hispanic, 50% Black | 300 gr. 3-6 |
| Camden, NJ RC Molina Public East Coast | Low | Low | Urban | Hispanic 100% | 375, gr. 3-5 |

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