

Appendix D

Table 5.1: Number and Percentage of Returned Teacher Program Diaries for Music Only, Story Only, Music and Story Programs

Table 5.2: Mean Score of Teacher Weekly Self-Ratings for Music Only, Story Only, Music, Story, and Control Lessons

Table 5.3: Daily Music Only, Story Only, Music and Story Lessons Schedule over the Intervention Period

Table 5.4: Time Spent on Music Only, Story Only, and Music and Story Lessons Daily During the Intervention Period

School A - music only program

School C - music program (alternating with story-telling)

School B - story-telling only program

School C - story-telling program (alternating with music)

School D - control JAC

Table 5.1

Number and Percentage of Returned Teacher Program Diaries for Music Only, Story Only, Music and Story Programs

Return	School				Total (339)
	A (music only)	C (music)	B (story only)	C (story)	
number	105	51	85	49	290
%	93	94	75	83	86

Note. Total = 113 possible returns from each of Schools A, B, and C.

Table 5.2

Mean Score of Teacher Weekly Self-Ratings for Music Only, Story Only, Music, Story, and Control Lessons

Term	School				
	A (music only)	C (music)	B (story only)	C (story)	D (control)
Two	5	5	5	4	5
Three	6	5	4	5	5

Note. A 7 point rating scale was used; 1=very poor; 7=excellent. The number of weeks in Terms Two and Three were 12 and 11, respectively.

Table 5.3
Daily Music Only, Story Only, Music and Story Lessons Schedule over the Intervention Period

Time	School			
	A (music only)	C (music)	B (story only)	C (story)
Before recess 9:00 - 11:00	21	0	99	0
After recess 11:15 - 12:30	75	14	1	12
After lunch 1:30 - 3:00	4	86	0	88

Note. The values, rounded to the nearest integer, represent the percentage of time the lesson was scheduled daily.

Table 5.4.
Time Spent on Music Only, Story Only and Music and Story Lessons Daily During the Intervention Period

Minutes	School			
	A (music only)	C (music)	B (story only)	C (story)
10	4	4	21	45
15	31	27	65	32
20	37	45	13	13
25	17	8	1	4
30	7	12	0	6
30+	4	4	0	0

Note. The values, rounded to the nearest integer, represent the percentage of minutes spent daily on programs over the intervention period.

School A - music only program

Musical activity - active participation:

Musical Bingo, was a "real hit" (Teacher A, Week 17 interview tape). The Bingo cards picturing a variety of percussion instruments, initially made were by the teacher and later by the children.

Teacher A. When the children made their own Bingo cards they realised they had to make their drawings as close to the instruments as possible. There was some confusion when they first started to play as some of the children hadn't done their drawings clear enough for others to see (Week 17 interview tape).

The activity involved the children each having a Bingo card and a set of smaller blank cards with which to cover the pictures on the Bingo card. The children took it in turns to hide behind a screen in the room with a number of different percussion instruments. The children with the Bingo cards had to listen to the instruments played one at a time by the child who was hiding and respond by covering the matching picture on the Bingo card with a blank card. The child who covered all of the Bingo card with blank cards first and called out "Bingo", was the winner. The week this activity was introduced was rated "excellent" (7) by the teacher:

Teacher A. The children were really "tuned" in to it all this week. They had a chance to have some input because they made their own cards and had a chance of playing [the instruments], and a turn at listening. That really appealed to them. I'm really pleased at the way they all are able to recognise the instruments and know the names of them. We hadn't done this sort of an activity before but they were all able to distinguish and recognise them. They were so highly motivated for all the sessions. It gave them a chance to be independent and organise themselves. I just sat back this morning and asked a couple of children to give out the cards and then they organised it all themselves. They made sure they had counted out the right number of cards and covering cards and told the player when they were ready to go. It was great (Week 17 interview tape).

Teacher A recognised that a numeracy activity also was incorporated in the musical activity with the children counting out the cards and making sure that everyone had the correct number.

Musical activity - inactive v active participation:

In Weeks 19 and 20 the children sat still on the floor for a period of time and listened for something that they had difficulty in understanding. The difficulty experienced was related to applying the sound concepts of same and different to same and different sections of music in songs such as "Twinkle, twinkle, little star". The children knew this song and other songs introduced in these two weeks, but they found this activity very difficult to do especially when the words of the songs were sung. The children demonstrated that they knew the concepts of same and different in relation to sound when involved in other musical activities during Weeks 19 and 20, such as Musical Sandwiches. In this activity, the children drew pictures of musical instruments similar to a sandwich such as a triangle for the outer sides of "bread" and a drum as the "filling" in the middle, and played these to partners and the class group. The children responded positively when engaged in this activity and also when moving to music using the concepts of same and different in actions to the songs. Copies of Musical Sandwiches drawn by the children are attached.

Musical activity - singing:

In Term Three Teacher A described the "highly motivated" response of the children in the music sessions involving a rhyming song, "Mrs. White had a fright":

Teacher A. They [the children] absolutely loved this song. They were able to choose the words that rhymed and I wrote them on the board and they read them as a class. Then we sang the song in small groups according to who was singing the verse (on the recorded tape) whether it was the children, the men or the woman. They had to sing in a voice that was appropriate to that. They did that really well. Each group had a turn in doing each verse and they enjoyed changing from group to group. The words of the song they enjoyed mostly. They also liked deciding who was going to sing and whether to be a child, a man or a woman singing. These were active sessions (Week 16 interview tape).

Musical activity - performing:

Teacher A first reported in Week 2 that the children had asked if they could perform a song learnt in the first week of the music program, "Alison's Camel", at the school assembly. The children again asked to perform another song, "Okki Tokki Unga" in Week 11. An opportunity to present this song at assembly did not occur until Term Three. The school's annual Book Week was in Week 15 and a special assembly was held during the week. Although "Okki Tokki Unga" was a song, the children suggested to Teacher A that they could make the song into a story. Actions showing an Eskimo building an igloo were worked out by individual children to the words of the song and the children sang the song with the appropriate movements as their class contribution to the school's Book Week.

Teacher A. They [the children] painted a backdrop of an igloo and pinned this to the curtain at the back of the stage and they performed it to the other parents and children. A couple of teachers really enjoyed it the day before at the rehearsal. The song had stuck in their minds and they had been singing it all night. One of the parents came up after the concert and said she was really impressed at the way the children had performed and done the actions and got it all together. The children were a bit stage struck at the beginning but they thought they were wonderful when it was finished (Week 15 interview tape).

Evaluations of musical activities:

Musical activities evaluating the children's understanding of the concepts of the music components of beat, pitch, tempo and dynamics were included in the music program. Some of the activities involved the children listening to recorded tape music and responding on an appropriate evaluation sheet. The concepts such as high, low, same and different associated with the music component of pitch, fast and slow associated with the music component of tempo, loud and soft associated with the music component of dynamics, were all evaluated in this way.

Comparisons made between weeks of the music sessions by Teacher A:

Teacher A's response to the comparison between Week 2 and Week 1, was that both weeks rated "good" and were equal in terms of the involvement of the children. In Week 6 when asked to compare that week to Week 4, Teacher A responded that Week 4 was less successful as it had been more teacher-directed. In Week 6 there had been more variety in the activities such as playing the percussion instruments. The instruments had caused some management problems, however, for the teacher:

Teacher A. The children can't resist playing when it's not the right time. This is frustrating. I need to have a routine of where to put the instruments when they are not to be played, and to convey the idea of when people perform in a concert or a band they use their instrument when it is their turn to play (Week 6 interview tape).

When Teacher A was asked to compare Week 1 with Week 12, she responded that Week 12 was the "best week as far as the children's learning goes" (Week 12 interview tape). Teacher A

elaborated further on the overall response of the children and herself to the music program:

Teacher A. The children's response overall has been enthusiastic and I'm really pleased I took the program on. It's given me confidence in teaching music. At the beginning I thought, I hope there isn't anything I can't handle or, I won't know because I lack a music background but, I'm learning at the same time as the children (Week 12 interview tape).

Teacher A placed an emphasis on lesson-organisation when comparing Week 1 to Week 12. In Week 12 Teacher A felt the children knew what to do in relation to the routine of the lesson, and now had prior knowledge of some concepts which could be built on when new knowledge was introduced.

In comparing Week 9 to Week 12, Teacher A had found the period around Week 9 "difficult". Although the children had grasped the concepts of high and low sounds they were unable to relate these while listening to excerpts of music. A similar period of difficulty was experienced by Teacher A in Term Three. When Teacher A was asked to compare Week 18 with Week 16, she responded that the children were more motivated in Week 16 when they had been involved in choosing their favourite songs to sing and could remember them. In Week 18 activities were associated with the concepts of same and different, and although the children knew these concepts they could not apply them to listened excerpts of a familiar song - "The children find it very difficult to hear that the sound and the music are the same" (Week 19 interview tape).

In Week 23, Teacher A again emphasised the need for active involvement of the children in the music sessions when comparing Week 20 to Week 23. The sessions in Week 20 had revolved around "too much time spent in passive listening when they (the children)

had to listen to other people perform or in waiting to take their turn" (Week 23 interview tape). Teacher A responded that although the children were "quite interested" in all the sessions in Week 20, they were not as actively involved as in Week 23 where "they (the children) were active most of the time and had a chance to have their own input" (Week 23 interview tape).

When asked in Week 23 to compare Week 1 and Week 13, the second term of the intervention period, to the final week of the music program, Teacher A made the following comments:

Teacher A. In Week 1 the children were really keen to find out what songs they would be singing and what activities they would be doing. Starting off with something they knew [song] and working from there was perhaps the best way to introduce the program but they were enthusiastic about having music every day. They enjoyed the activities and actions in relation to songs such as "Alison's camel". The words of this song appealed to their sense of humour.

The children did lots of movement in Week 13. Anything to do with movement or with singing and doing actions appealed to them. Interest was as sustained in this week as in the first week of the program. Week 13 was probably better than Week 1. Week 13 showed that the children could actually work independently and that they had come a step further from just enjoying it [the music] and taking part in the actions and things. They were actually able to produce their own material.

The children's music abilities and their ability to organise themselves to do activities are skills that have developed over the six months of doing the music program. There are times when the concepts the children have learned have spilled over into areas such as organising any sort of activity whether it be music or something else. Their co-operation, and the fact that they can work so well together has also spilled over into other areas such as group work in maths and language. Some of the children have shown that they have really grasped the concepts by recognising things done in music outside music activities. They are commenting on the beat of the music played on the car radio when we're going to swimming lessons and relating parts of the verse in "The Candy Man" song about red and green lights to the traffic lights on the overpass (Week 23 interview tape).

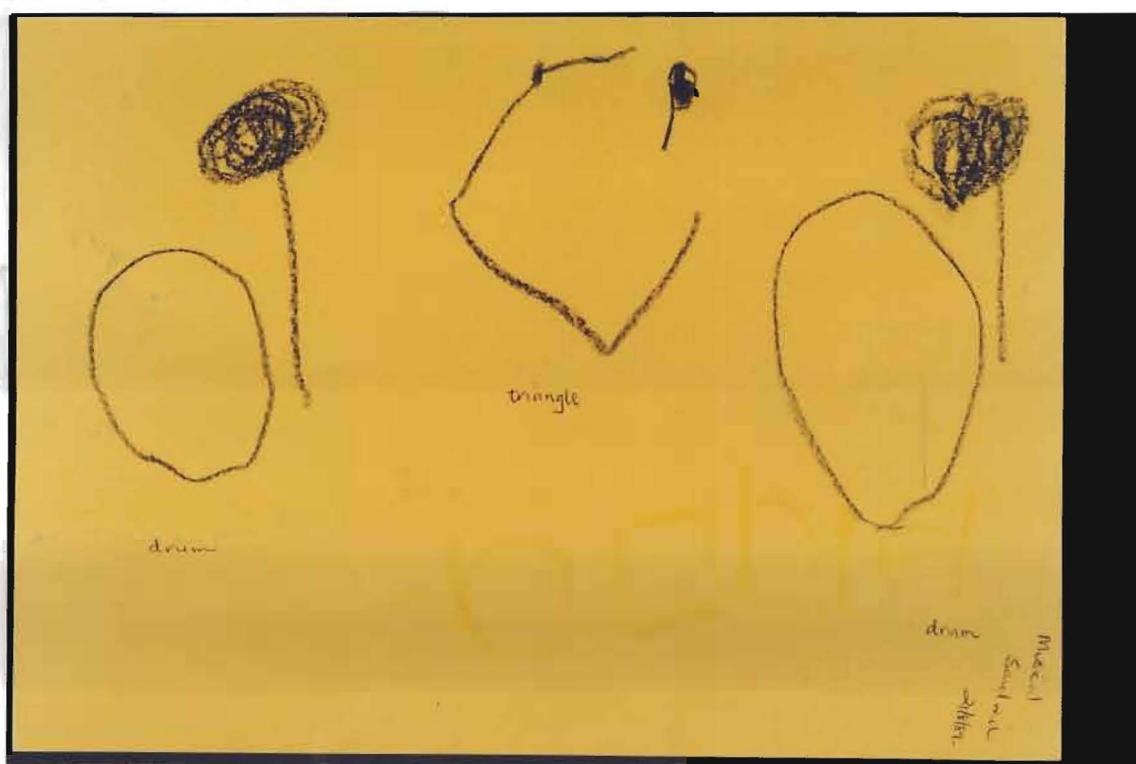
Comments by Teacher A on the teachers' rolling strikes:

Teacher A felt that the strikes had not affected the program except that it was not undertaken on the strike-days. The children had been restless on two of the days following the four strike-days, but it appeared to her that this could be due to difficulties encountered during the sessions such as understanding concepts or waiting to take a turn in an activity.

Springtime Sound-Picture Story



Musical Sandwiches



School C - music program (alternating with story-telling)

Reading activities in association with singing activities:

When a new song was learnt, the children would first listen to the song recorded on the tape, read the words of the song on the chart, listen to the song again and then sing the song using appropriate actions. In Week 8 one of the new songs, a lullaby, introducing the sound concepts of slow and soft, was printed in a favourite class Big Book. The children were able to follow the words of the song from the book as they sang. A rhyme also was introduced in Week 8 through a chart prepared by Teacher C. One of the children asked what the quotation marks were for on the chart. This question turned the session "into a reading lesson. Commas, fullstops, and question marks were all on the chart. Then the children began to find little words in bigger words. This was quite something, especially for one child just becoming aware of print who found 'to' in 'toes' " (Week 8 interview tape).

A music notation activity by the students (Week 9):

By playing notes on the glockenspiel, the two children worked out notes to write on the lines they had drawn on the chalkboard. To the teacher's surprise musical signs were added such as a bass clef, time signature, flats and rests. While these children were writing the music notation on the chalkboard, several of the other JAC children were playing percussion instruments on their own. One of these children began to organise the children playing percussion instruments into a class-group to play the notes on the chalkboard.

When asked by the researcher, where the children may have acquired the music notation knowledge, Teacher C initially thought they could have seen it in the music program's teacher's book kept

on her desk which the children often looked through. Towards the end of the intervention period Teacher C discovered, however, that the two children had borrowed a book of songs from the school library and had got their ideas from there. The attached photo illustrates the music notation activity on the chalkboard.

Activities for understanding same and different, high and low sound concepts:

The children sat facing the classroom wall and listened to high and low notes being played on a xylophone by the teacher or a child. If high notes were played the children stood up and if low notes were played the children crouched on the floor. The first child to respond to a different change in sound took over the playing of the xylophone.

Patterns of high and low notes were introduced through listening and movement activities with the children tapping their heads for high notes and their knees for low notes. Most children had little difficulty in recalling a pattern of three notes such as a low note followed by two high notes. However, Teacher C found that a pattern of four or five notes was too difficult for many of the children to remember:

Teacher C. The children could not remember the first note by the time the last note was played. If the first or last note was different and the other notes the same it was not too bad (Week 5 interview tape).

This activity of listening to patterns was repeated at other times during the music program. By Week 7 most of the children were familiar with the concepts of high and low but still could complete only a sequence of three notes.

The children learnt an action song in Week 6 in association with pitch concepts of up, down, step and leap. The song "Me So Lah", also introduced the children to solfa - a system used for sight singing at different pitch levels.

Teacher C. The children love the actions of "Me So Lah". They're getting the idea of high and low going up gradually and in leaps and bounds. The children's general knowledge is increasing too and their attention is better (Week 6 interview tape).

Another musical activity which expanded the children's understanding of pitch concepts was soundshapes (see 5.2.3). The children "were fascinated by sounds having shape" (Week 7 interview tape). The shapes that some sounds can make were discussed as a class group and the children listened and responded individually on paper to recorded soundshapes. Copies of the children's responses to the recorded soundshapes are attached.

Evaluation of musical activities:

The children participated in two listening evaluation activities associated with the music components of pitch and tempo. One evaluation activity measured the children's understanding of high and low sounds through listening in Week 7 of the music program. The other evaluation activity measuring fast and slow sounds through listening was undertaken in Week 10 of the music program.

A comment was made by Teacher C with regard to the examples used in the program for high-pitched and low-pitched music - "These could have been clearer with the same instrument being used. The differences [between high-pitched and low-pitched music] were not great enough for these children" (Week 7 interview tape).

Comparisons between weeks of the music sessions by Teacher C:

In Week 12 of the intervention period, Teacher C compared Week 6 the last week of the music program in Term Two, with Week 1 and Week 4 of the music program:

Teacher C. Week 1 and Week 6 were both very good. They [the children] were very enthusiastic in Week 1, and I was a little unsure of myself but on the whole it was good. In Week 6 the children haven't lost their enthusiasm for the music program. They know a lot more, what's expected of them, the terms used - which is a different type of language, and their listening skills have improved (Week 12 interview tape).

Week 4 was described by Teacher C as a "floating spell after a real teaching spell. The children were working well but floating by revising a lot of things and not doing so many new things" (Week 12 interview tape).

At the end of the intervention period, Teacher C was asked to compare Week 11, the final week of the music program (Week 22 of the intervention period), with Week 10 (Week 20 of the intervention period):

Teacher C. Week 10 was an exciting week. The children were probably at their peak during that time. They were suggesting a lot of the time could we have music. Even when going to the hall to have gross motor skills one child suggested we bring the tape recorder and the tape along so we could do some movement in the hall where there was more space. It was great.

Teacher C also was asked to compare Week 1 and Week 7 of the music program with Week 11, the final week of the music program:

Teacher C. The children responded extremely well right from the beginning in Week 1. I was amazed at the amount of work we got through and the songs, in that week. Their musical knowledge

was extremely limited and the children found it very difficult to maintain even a steady beat and to just concentrate.

At the beginning of Term Three, they [the children] knew a lot more immediately. They were certainly familiar then with the steady beat, the high and the low. The children were concentrating a lot better and were able to carry out instructions and respond better.

In the final week of the music program, the children had no trouble in listening to music and concentrating for that period of time. The music also has carried over to other areas. The idea to write music on the chalkboard from the book of songs from the library. The children discovering things for themselves, like writing the beat circle in a line because there were too many beats for a circle. A child who often appears not very interested, remembering after several weeks that a rest sign should be included in a beat circle. The children asking for music or favourite songs to listen to while doing quiet craft activities. These have been high spots (Week 23 interview tape).

In Week 4 and Week 6 of the music program the student with disruptive behaviour was absent from the school on informal suspension. When Teacher C was asked to compare these weeks she replied that "the class organisation was more normal and relaxed" (Week 6 interview tape).

A legal case over the custody of a student again affected the class organisation during Term Three. The teacher had to be aware of the class participating in activities outside School C and of her own personal safety. When asked in Week 9 of the music program to compare that week with Week 8, the week after the custody court case, Teacher C replied - "The children are more settled this week and there are fewer interruptions" (Week 18 interview tape).

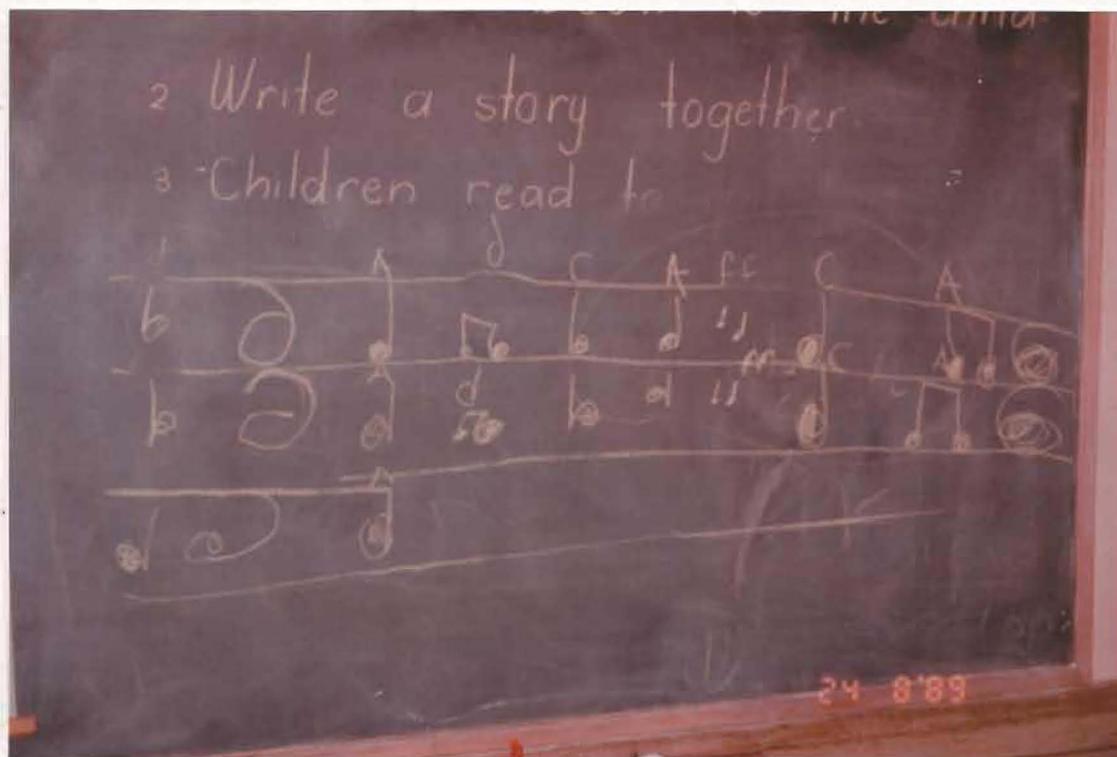
Comments on the rolling strikes:

When asked whether the teachers' rolling strikes had affected the program and the children, Teacher C's response encompassed

the effect of the strike on the JAC childrens' learning and the children and teachers at School C:

Teacher C. We are really feeling the effect of the rolling stoppages at the moment. The children are not coming back to school in the afternoons [of the strike days] and the teachers are restless about it all. I think it's showing up in our teaching (Week 23 interview tape).

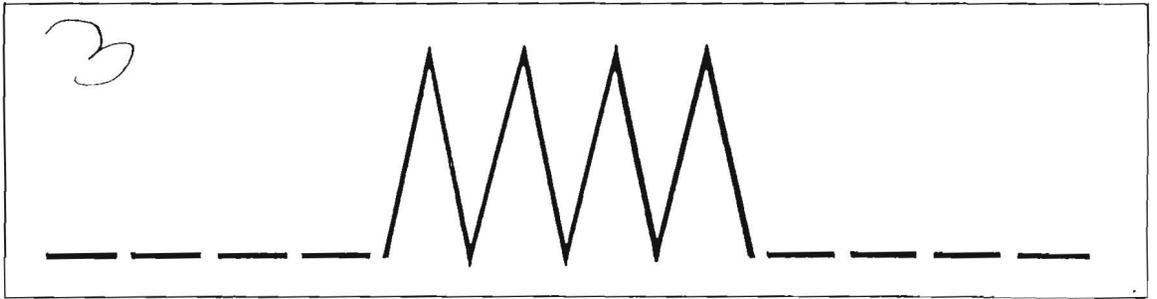
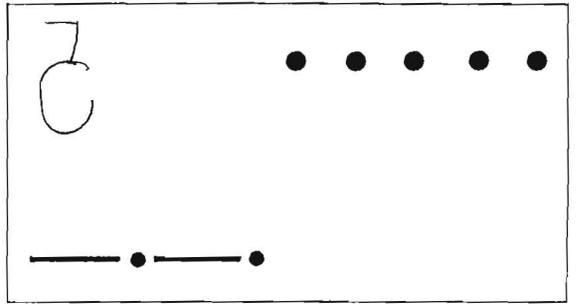
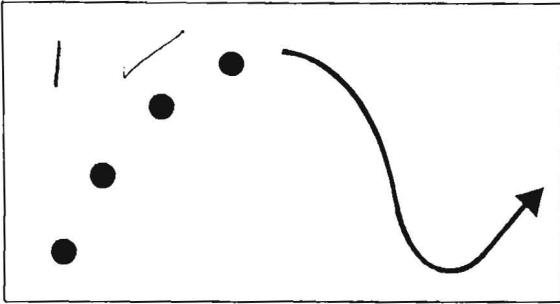
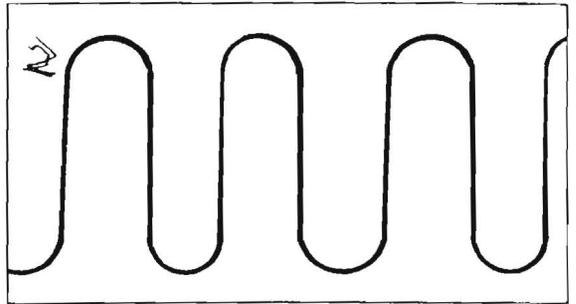
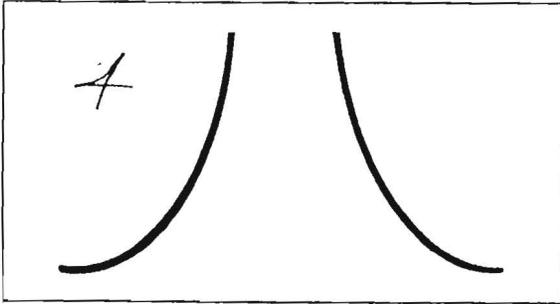
Music Notation Activity



Soundshapes

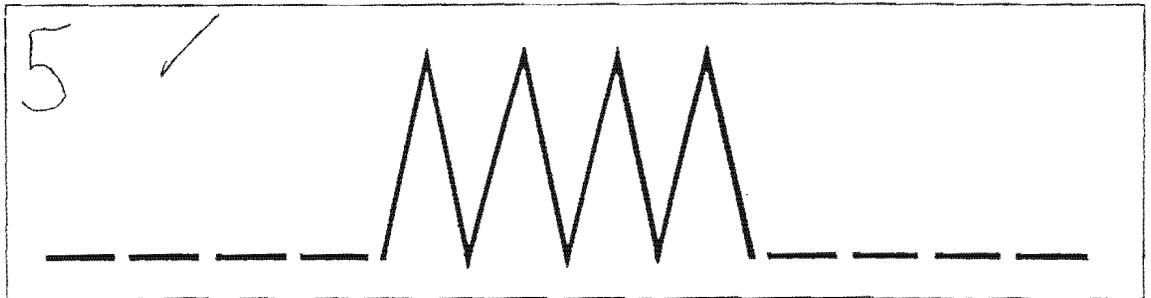
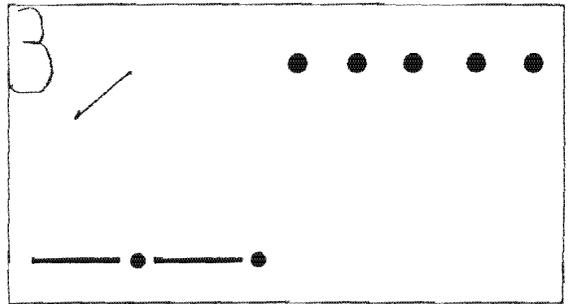
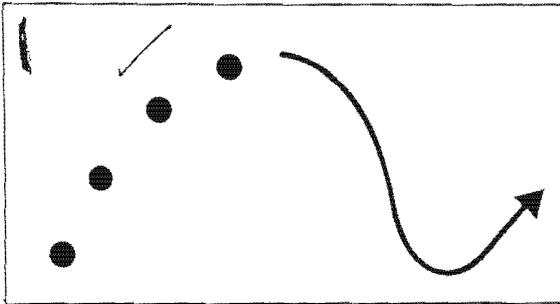
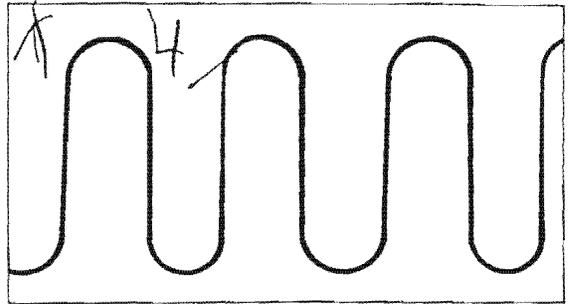
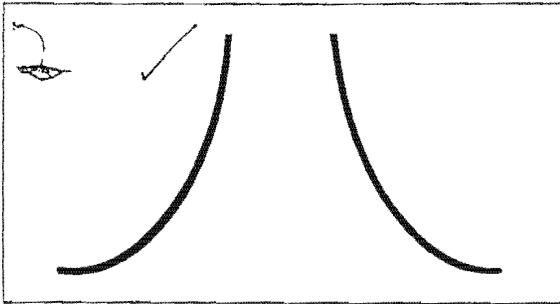
"Point to the shape which matches the sound you hear."

1/5



"Point to the shape which matches the sound you hear."

5/5



School B - story-telling only program

Activities associated with story-telling

Student news items: At the end of Week 7, a new baby arrived in a family of one of the children in the group. Prior to the telling of a story from the story-telling program, Teacher B used this news for the literal recall of facts about the new baby. The children responded with such interest to this activity that a news segment was incorporated into the story-telling period for the remainder of the intervention period.

Question charts: In Week 8, a lesson on "who" questions was related to a chart on living things such as "Who helps if there is a fire?" This activity of using a chart was expanded over the weeks with the other five fact-related questions. The teacher found that the children had difficulty in answering "when-questions". Most children could relate to lunch-time or dinner-time but did not have a good concept of time in "remembering things that were not of relevance to them, like what happened yesterday or last Friday, " (Week 15 interview tape). In Week 12, a chart of who, what, how, where, when and which questions was constructed and the question-activity was reversed. It became the childrens' turn to ask the teacher the questions and for the teacher to reply. The children then had to try and respond with a question to go with the teacher's answer:

Teacher B. This was very difficult but some [children] worked well. The kids are always interested in doing anything new (Week 12 interview tape).

Stories presenting difficulties:

Difficulties arose over answering the questions of the story "Going Hunting":

Teacher B. It was a long story and some of the language was a bit difficult. At first I thought it was a problem of lack of experience. But what happened was that there were a lot of little details in the answers. For example, "What did Rodney see inside the tyre?" Answer - "Three big green frogs". They [the children] had to recall 4 things. I lost them at the answer level of the story (Week 15 interview tape).

Another problem related to questions, occurred in Week 18 with the story "Sailing on the harbour". In previous stories, the main characters were identified in the first or following sentence of the story and the first fact-question about the story related to who was the main character/s in the story. In "Sailing on the harbour" the names of the main characters were not mentioned until near the end of the story, and it was not until Question 16 that the name of one of the main characters was asked for. This change in story-format "threw the children" as they were used to "focussing in on what was going to be the name at the beginning of a story" (Week 18 interview tape).

Comparisons between weeks of the story-telling sessions by Teacher B:

When Teacher B was asked to compare Week 1 with Week 12, she responded:

Teacher B. Week 1 was highly exciting and motivating with "The Hiding Story". The children loved it. It was the first time they had sat down as a group, except for bits and pieces, to do things. It paved the way for a lot of other discussions and things. In Week 12, they were doing what they were supposed to be doing. I think that's the best kind of teaching. You can have your highs and lows

but it's really comforting to move along steadily and to know where you're going and what you are doing (Week 12 interview tape).

Teacher B discussed the overall response of the children and herself to the story-telling program:

Teacher B. I say the kids are interested. Others would probably call them highly motivated. They just are good kids. They know what to expect and get in there and do it. I have found the program good. If I can have a program which works so easily with the kids then I'm thrilled. It's varied, I don't get bored, it's there and it happens (Week 12 interview tape).

In comparing Week 9 with Week 12, Teacher B found both weeks "much the same", apart from the stories in Week 12 being longer and more difficult - "The children were now getting used to this and were more relaxed about it" (Week 12 interview tape).

During Term Three in Week 18, Teacher B was asked to compare the progress in that week to Week 16. Teacher B responded that the progress in Week 18 was better to that of Week 16. In Week 16 there had been many interruptions to the program due to the teacher's absence from school for two days and to discussions regarding changes to the existing integration model for the JAC children. When asked at the end of the intervention period whether the changes from the old model to a new model and then back to the old model had affected the children, Teacher B replied it hadn't. She expanded on this reply - "It may be mattering now. The continuity of the program has dropped off in the last two or three weeks. There seems to be all this stuff going on with children coming and going and interruptions when they (the children) come in at 9 a.m. I'm not as locked into doing the program" (Week 23 interview tape).

In Week 23, Teacher B described Week 20 as "a nice average week. We are just going along doing the stories and the kids are going well".

When asked to compare Week 23 to Week 1 and Week 13, Teacher B responded:

Teacher B. Week 1 was a wonderful week; the initial glow of a new program. I was a bit nervous about how structured "The Hiding Story" was but once I got into it it wasn't too bad and the kids loved it.

In Week 13, we were well into the swing of things with the stories. That week we realised that the stories were harder if the kids didn't have any experience of what was being talked about like names.

The program has gone really well over the six months. I can see the kids in general making progress. We haven't had those incredible rages of enthusiasm but they just get in and do anything. They like some of the stories and they want to tell you a lot about their experiences. Some of the stories are beyond the realm of their experience so we've been able to look into that and talk about it . . . I was thinking today, we've been hanging back since we got to Story No. 42 which we did ages ago. But, we keep ducking back to an earlier story. If I felt they were a 100% ready I'd go onto the next one. We're just not ready. I sort of need another three or four stories where the levels jump up . . . the story [Story No. 43] is suddenly long plus the questions so there's a lot of facts. So what I'm doing is doubling back and doing the other stories (Week 23 interview tape).

Comments on the teachers' rolling strikes:

When asked about the possible effects the teacher's rolling strikes may have had on the program and on the children, Teacher B replied that the strikes "haven't made a lot of difference as most of the JAC children have not come to school on those days. The assistant was available for those that did and they went to their regular classes" (Week 23 interview tape). It would appear from the

interviews with Teacher B in the weeks the strikes were on, that the strikes had little overall effect on the program or the children.

School C - story-telling program (alternating with music)

Gross motor activities:

These were initiated to improve memory skills and began with one instruction to do some action such as hop to the door. This was gradually extended to three and four instructions. Instructional type motor activities were implemented throughout the school day during Week 4 in the form of games, and alternated between the teacher and individual children giving instructions.

Dramatisation of stories:

News of the success of the dramatised story-telling sessions had spread to the school librarian. She asked Teacher C if she could take a session with the JAC children. The librarian read the children a story from a Big Book and the children responded by dramatising and re-telling the story (the librarian's comments were noted in 5.5). The librarian later tried the same procedure with other classes in the school from Grade 3 to Kindergarten, and told Teacher C - "The JACs were outstanding and the best compared to the other classes especially in the way all the children joined in" (Week 6 interview tape).

Comparisons of the weekly story-telling sessions by Teacher C:

In Week 12 of the intervention period, Teacher C compared Week 6 the last week of the story-telling program for Term 2, with Week 1 and Week 4 of the story-telling program:

Teacher C. In Week 4 of the program when I started to tell the children a story I expected the children to be able to re-tell the story but the children couldn't do it. They had trouble in re-telling.

The children are more competent now than then and in Week 1. The children's ability to listen over a longer period of time is good. I have their attention throughout the whole of the lesson.

When reading through the story-telling program at the beginning I was not enthusiastic. I thought it very structured and not much scope for doing different things. But, it hasn't turned out like that. Maybe it's because I've deviated from the program slightly, but it's gone quite well (Week 12 interview tape).

At the end of the intervention period Teacher C was asked to compare Week 12, the final week of the story-telling program with Week 1, Week 7 and Week 10:

When we started this term [Week 7], I was a bit despondent that the children couldn't listen to a short story and I had to go back and read a sentence and ask questions. I didn't like doing that. It was breaking up the story too much. To my surprise the children didn't mind it. They quite liked it, giving a response immediately and experiencing success. The children realised they had to listen for a certain time and were listening better.

More was expected of the children in Week 10. The stories were a lot longer, the names were unfamiliar, like the name of the pig, and there were more questions. The children became restless and I lost their attention during that week.

The general improvement in the children being able to sit down now and listen to a story is tremendous. They know they have to listen and they know they can do it. A couple of the children, one with ESL problems, are using the sequencing cards for their story writing. They [sequencing cards] are concrete material and the children are developing nice story writing techniques by using these (Week 23 interview tape).

School D - Control JAC

Comparison between weeks of the intervention period by Teacher D:

From Week 2 it was apparent from the comments of Teacher D that the atmosphere changed in the JAC with the student exhibiting behavioural problems being absent for four of the school days. Teacher D's response to the other students' learning for the two weeks following Week 2, was that it was "above average". By Week 4, the students had "settled down to average learning" (Week 4 interview tape). Week 6 was seen as a better week than Week 4 by Teacher D as the students were "on-task" and the level of lessons was easier. Another student who was often disruptive also was absent for two weeks at this time. The effect of the degree of difficulty of the lessons on whether it was a better or worse week, in relation to the students' learning, again was evident in Week 12 when Teacher D was asked to compare that week with Week 9. In Week 9 the students were reaching the end of a theme and the lesson was becoming more difficult whereas in Week 12 the students were commencing a theme and this was not as difficult. In Term Three, there was a similar response from Teacher D when comparing Week 18, the second lesson of a theme with Week 16, the last lesson of a theme. When comparing Week 12 with Week 1, Teacher D reported:

Teacher D. The children have been doing it for so long now they know what is expected of them. It's much easier to get through the tasks than it was in the beginning when the children wouldn't settle down. They now see it is not so hard and that it can be interesting. We get through it a lot quicker than we did in the beginning (Week 12 interview tape).

At the end of the intervention period in Week 23, Teacher D was asked to compare that week with Weeks 1, 13 and 20. It was apparent from Teacher D's response that from the initial unsettled weeks through to the end of the intervention period there had been a gradual improvement in the children's progress:

Teacher D. Their [the childrens] attention has become better. The program allows them to get it right all the time They can repeat the question on the tape a hundred times until they get it right. I think they're getting less wrong with less repeats now than they were back then. It's mainly because they're concentrating more and not mucking-up. There were some behaviour problems and problems with cheating, but the children have responded to the program quite well (Week 23 interview tape).

Comments on the teachers' rolling strikes:

Teacher D did not think that the teacher's rolling strikes had affected the children in the final weeks of the intervention period. It had been a disruptive period as during those weeks some of the children had been integrated into ordinary classes in School D and most were involved in rehearsals for the school concert in the final week of the term.