

# TAG students progress at own rate

Jeremy disrupted the class. He never paid attention for extended periods and he just didn't seem interested. Along with other students he was given an achievement test and the results showed him to excel intellectually. Regular classwork, it turned out, was too slow for him. He was impatient and wanted to learn more, faster.

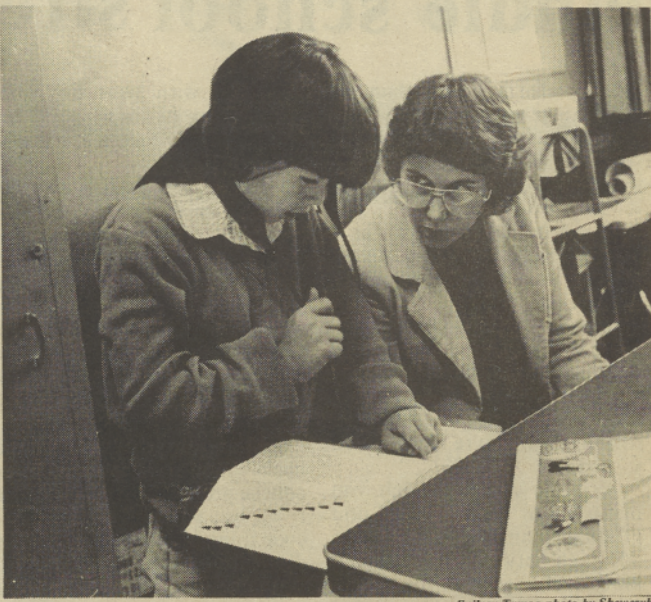
Until March 1983, the 509-J school district could not accommodate a student such as the boy described above. The needs of low achievers were met by public law but high achievers were ignored. Parents of these children insisted they should be allowed to progress at their own pace and were responsible for the inception of the Talented and Gifted (TAG) program in this district.

Three to five percent of all students show exceptional intellectual ability points out TAG instructor Margee Woods. These children "are thirsty for knowledge," she emphasized.

The program began with a part-time teacher but the demand for more time to spend with TAG students throughout the district created the necessity for full-time instruction. A grant running through the 1985-86 school year is currently providing funds for the program.

Students selected for the TAG program have been thoroughly tested with the aid of achievement tests and Intelligent Quotient tests as well as locator tests for determining intellectual grade level. They begin participation in the TAG program in the fourth grade. Woods helps in providing resource materials for students showing TAG characteristics in grades one to three.

Certain characteristics identify TAG children. Among those



TAG teacher Margee Woods assists student with dictionary work.

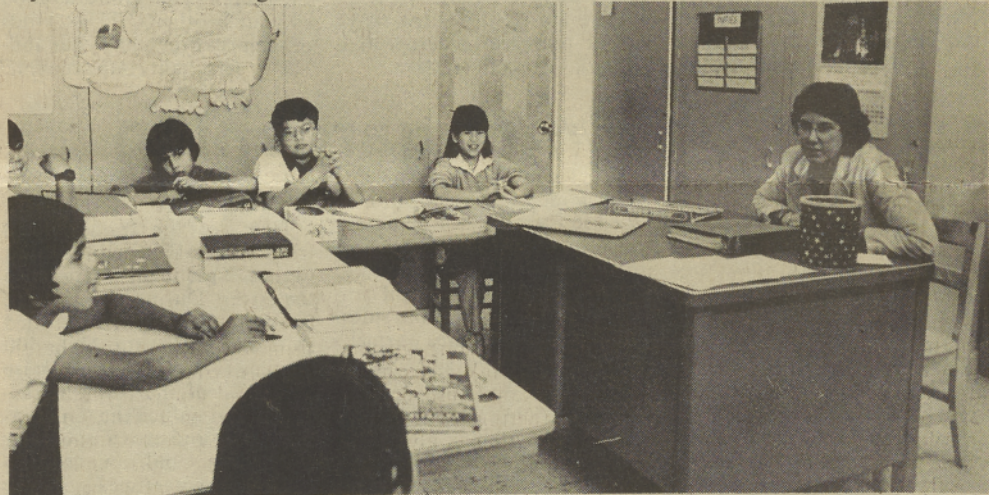
are: rapid answers, they want to get to the point; they ask questions; they like to solve puzzles; they read a lot; sometimes there are discipline problems; they daydream; they stick to a subject longer than normal; they are impatient; they like to make decisions; they have advanced comprehension; and, they dislike drill work.

Research by Woods indicated Native American talented and gifted children as having some different characteristics: They do not like to work as individuals. They are quiet about showing their leadership; Native American children will score low in semantic skills but very high in memory and visual skills; these students desire to excel and they are devoted to distant goals and they are very conscientious.

Teachers, Woods pointed out, must be aware that there are some cultural differences between Native American TAG students and other TAG students.

The two half days Woods spends with Warm Springs TAG students are spent in activities to increase reading, mathematical and problem solving skills. Libraries are visited to establish comfort in using this informational resource. Students are reading Steinbeck, Frost and Bradbury and interpreting this literature. They will be writing a research paper before the end of the school year.

"Parents have shown a real interest," adds Woods. Students receive encouragement and share their knowledge with other family members.



Warm Springs Elementary Gifted and Talent Program students spend two half days per week in class where they participate in activities to enhance their abilities.

## MHS annual offers ideas

The Madras Hi-Sage, the high school annual, is asking that parents take an active role in seeing that their youngsters buy their yearbook. A yearbook is a record of the school year which highlights events for students. Hi-Sage advisor Irene Conroy says that often students are very indifferent about ordering a yearbook until after the books are received from the publishers. Students don't really show an interest until it is too late.

Yearbooks can be ordered at this time through the Hi-Sage staff for \$15.

The yearbook is offering the sale of sponsor lines. Sponsor

lines can be a good way to praise the accomplishments of a student. The proceedings will go for the development of a better yearbook. A sponsor line will cost \$10. The deadline to order a sponsor line will be December 21.

The first 16 pages of the 1984-85 yearbook will be in color. The color pages add to the cost of publishing but the staff of the Hi-Sage elected to have the color pages. Sponsors and sponsor lines can help to defray the cost.

If you are interested in a sponsor line or in advertising in the yearbook contact Irene Conroy at the high school, 475-7265.

## Parents help in positive image

by Ed (Duso) Roley

While visiting a home in West Hills, I noticed a good example of what parents can do to help build a positive self-image in their children. Hanging on a wall were three certificates which indicate that this families' child is an outstanding citizen in his class at school.

The fact that there are three of them covering three years, leaves little doubt about this. It is a pattern of good responsible behavior. Cyril sees himself as someone who acts like outstanding citizens act.

It occurred to me as I noticed Cyril's award that this didn't happen by accident. His parents are reminding him about one of his great qualities.

Kids also feel good when they are complimented! Displaying awards may appear to be unimportant, but it pays big dividends in self-esteem building terms. Whenever that child looks at the wall, it reinforces his worth. We know that people act in accordance with the thoughts they have about themselves. If he sees himself as responsible, dependable, punctual, etc., then that's the way he is. If he sees himself possessing undesirable qualities, then that's also the way he is.

How many adults do you know who have an award they received in high school, college, or elsewhere prominently displayed? Did you ever wonder why such awards become so important to people? One reason is that they bring back the good feelings that accompanied the award when it was given.

A similar response occurs in children everytime they see the award. They flash back to the good feelings which accompanied the recognition they received.

## 31 maintain attendance

Thirty-one Warm Springs students attending Madras Jr. High maintained perfect attendance during the first quarter of the 1984-85 school year. These students include: Desiree Allen, Kendrick Arthur, Richard Briscois, Saphronia Coochise, Ryan Eagleheart, Roberta Heath, Elizabeth Histake, Rhonda Johnson, Dorothy Kalama, Danni Katchia, and Natalie Kirk.

Also maintaining perfect attendance during the first quarter are: Martha Littlecrow, Rachel Macy, Demus Martinez, Joel Martinez, Craig McIntosh, Jimmy Payne, Willard Poitra, David Ruiz, Monica Sampson, Tana Sixkiller, Jonathan Smith, Maurice Smith, Marcelene Stacona, Lori Switzler, Delton Trimble, Anthony Wells, Raymond Wells, Josephine Wyman, Pearl Wyman and Nicole Yaw.

## Survey assists in Indian education program

A successful Indian education program for the 509-J district schools prompts a parent, teacher, student survey to be distributed for evaluation of the upcoming year. The results of a survey involving 120 parents, 85 teachers and 126 students for use during the 1984-85 school year follows.

The Warm Springs Elementary counselor is: very helpful-85; somewhat helpful-69; not very helpful-29. Madras Jr. High counselor is: is very helpful-82; somewhat helpful-75; not very helpful-24. Warm Springs Elementary classroom aides are: very helpful-91; somewhat helpful-60; not very helpful-21. Alternative Education Program teacher: very helpful-93; somewhat helpful-51; not very helpful-28.

Indian students have a special need to: improve their basic skills: All Indian students-102; most Indian students-142; some Indian students-70; few Indian students-3.

Indian students have a special need to improve their study skills; all Indian students-122; most Indian students-144; some Indian students-43; few Indian students-2.

Indian students have a special need to improve their attendance: All Indian students-122; most Indian students-115; some Indian students-71; few Indian students-4.

Indian students have a special need to learn more about tribal history and customs; all Indian students-66; few Indian students-20.

Indian students have a special need to learn more about tribal government and current events: all Indian students-151; most Indian students-96; some Indian students-57; few Indian students-8.

Indian students have a special need to learn to become leaders and problem solvers: all Indian students-129; most Indian students-123; some Indian students-54; few Indian students-8.

Indian students have a special need to participate more in school activities: all Indian students-108; most Indian students-116; some Indian students-73; few Indian students-11.

Indian students have a special need to learn more about community citizenship: all Indian students-115; most Indian students-122; some Indian students-65; few Indian students-10.

Indian students have a special need to learn more about college and careers: all Indian

students-154; most Indian students-90; some Indian students-65; few Indian students-10.

Indian students have a special need to learn more about jobs on the reservation: all Indian students-162; most Indian students-90; some Indian students-43; few Indian students-6.

Indian students have a special need to learn to deal with drug and alcohol problems: all Indian students-166; most Indian students-73; some Indian students-26; few Indian students-6.

Indian students have a special need to improve self-confidence: all Indian students-170; most Indian students-89; some Indian students-45; few Indian students-5.

Indian students have a special need to get along better with other students: all Indian students-140; most Indian students-85; some Indian students-76; few Indian students-15.

Indian students have a special need to get along better with teachers: all Indian students-121; most Indian students-78; some Indian students-82; few Indian students-14.

Indian students have a special need to get their parents involved in school: all Indian students-131; most Indian students-100; some Indian students-66; few Indian students-14.

Parents listed other special needs of students in particular educational careers. At Warm Springs Elementary parents listed: teach them what job they feel good doing, writing, Indian dancing, break dancing, traditional war dance outfits; more computers for first grade; learn to take orders as given; interaction with Madras students; raise GPA to pass students equal to the rest of the state; counselor work with parents and students of reservation counseling sys-

tem; some children should be dealt with in early childhood as they are in a drug related, alcohol situation; involving sixth grade with Jr. High students for Jr. High preparation; applying school skills to the household environment.

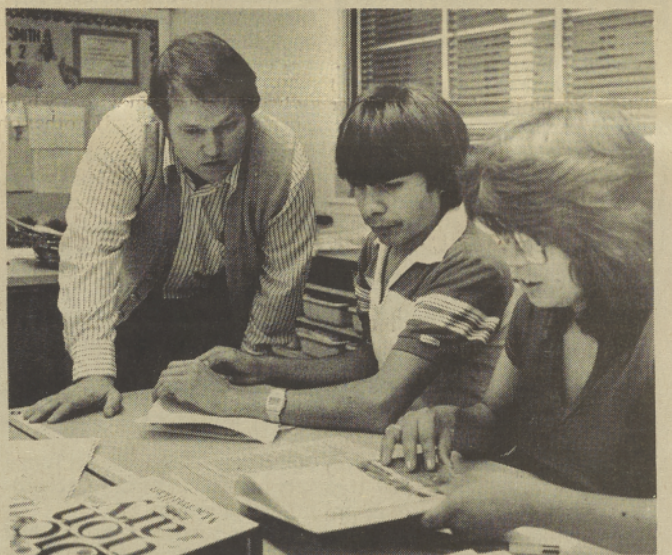
Students at Madras High listed: get to know the teachers better; basketball is important; skipping school to go hunting; help with drug problems; build a high school on the reservation. Teachers at Madras High School emphasized the needs as: improve attitudes towards education; fund a reading teacher at the high school; Alternative education is a place students can continue to slide and not really work; Some white students are more difficult than the Indian students.

Parents of Alternative Education students cited needs as being: list standards and awards students who achieve those standards. Challenge them to seek opportunities, don't make them; many Indian students seem to need more basic academic improvements and more counseling with more interest shown not just pushed through as a formality; activities to combat and prepare them for lesser prejudice.

Students of Alternative Education saw the program as helping them to understand the reasons for attending school.

Madras Jr. High parents list the needs: children need to learn to read and write, comprehend and teachers should be more understanding to students problems and affairs.

Teachers at Madras Jr. High feel students need: more family and home security for some; noted improvement in basic skills and attitudes notices over the past years; and great improvement over the last five years.



Madras Jr. High Title IV counselor Steve Sammler helps students during evening study time. Study hall is held every Wednesday at Warm Springs Elementary.

## Students make honor roll

Eight Madras High School Indian students earned grade points of 3.0 or higher and were named to the first quarter honor roll. A 3.0 grade is equal to a B average with a 4.0 being an A average. To be eligible for the honor roll students must average a 3.0 with no grade lower

than a C in any class. The students represent the "best in academic achievement" for that grading period according to the November high school newsletter.

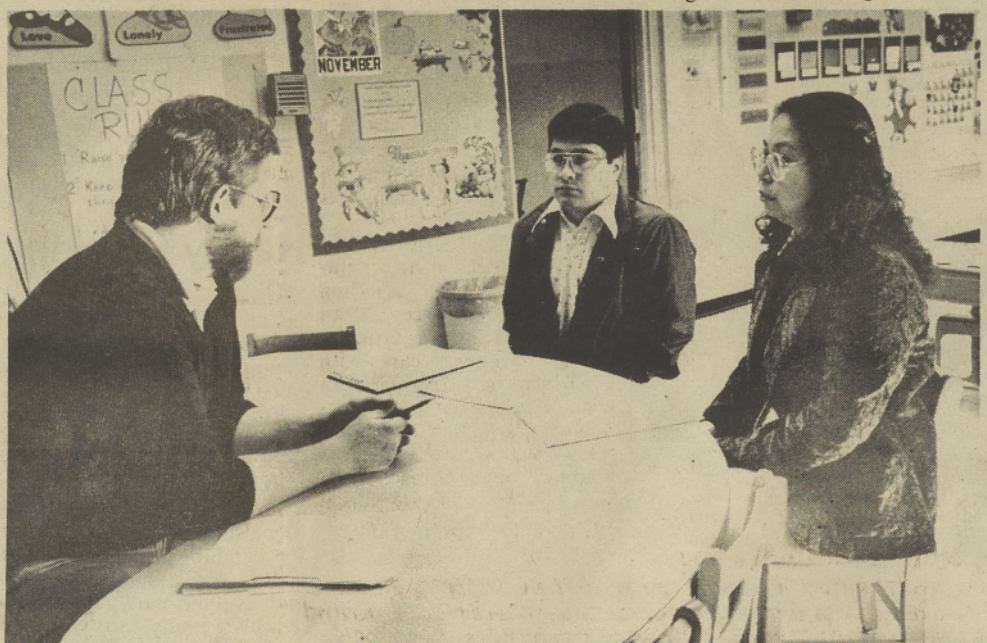
Named to the honor roll were senior Lyman Jim; juniors Alvis Smith, Aurel Surface and Danell Tailfeathers; and freshmen Annette Archer, George Ike, John Katchia and Clinton Switzler.

## MJH honor roll

Warm Springs students at Madras Jr. High recognized for academic achievement during the first quarter of the 1984-85 school year include seventh graders: Desiree Allen, Raefield Benson, Kahseuss Jackson, Rachel Macy, Jocelyn Mosés and Tyrone Smith.

Eighth grade students achieving a 3.00 to 3.49 grade point average are: Shauna Craig, Debra Doney, Richard Hoaglin, Demus Martinez, Marceline Stacona, Denys White and Lalani Wolfe.

Top honor roll students with a 3.50 to 4.00 grade point average are Tracie Quam, Lori Switzler Nicole Yaw. Nicole achieved a straight A grade point for the term.



Conference discussion  
Joey and Dorena Surface discuss their child's school progress with first grade teacher Russell Keizer during Parent-Teacher Conference Day, November 9.