

*Workshop Guidelines  
for Laureate's New*

# *Sterling Editions<sup>TM</sup>*

*Featuring Optimized Intervention<sup>TM</sup>  
and  
The Sterling Administration System*

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*Introducing  
Laureate's New Sterling Editions™*

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The next generation in language intervention software

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# I. LAUREATE'S STERLING EDITIONS

The next generation in language intervention software

*Sterling Editions:*

- Computer-administered tutorial programs designed to facilitate the development of a productive and diverse lexicon, and promote the development of a complete and functioning syntax.
- First programs in the series introduce, train, and test comprehension of early-developing nouns and verbs
- Based on the original award winning First Words and First Verbs, but much more than an update.
  - New design informed by contemporary linguistic research
  - Highly adaptive instructional strategies
  - Comprehensive data collection and reporting tools

This presentation will focus on First Verbs *Sterling Edition*:

The underlying pedagogical goal of this program is not simply to increase the number of verbs recognized, but also to increase semantic and syntactic accuracy, promote the proper use of inflected verb forms, and facilitate future verb learning.

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## II. LINGUISTIC CONSIDERATIONS

### First Verbs *Sterling Edition*:

- Focuses on verbs that are semantically simple:
  - Meanings derive from easily accessible perceptual information.
  - Have only a single meaning component (e.g., an action with no reference to an outcome).
- New verbs are introduced using ostensive instruction and the present progressive form.
- Included in training are:
  - Intransitive verbs that require only a subject (e.g., *dance, walk*).
  - Transitive verbs that require a subject and an object (e.g., *open, push*).
  - Ditransitive verbs that require a subject and two arguments in the object position (e.g., *put, give*).
- Transitive verbs are deemed especially important because the sentences in which they appear illustrate the canonical syntactic and semantic frameworks of English; Subject-Verb-Object (SVO) word order, and the semantic schemas Agent-Verb-Patient and Agent-Verb-Theme.
- Two different illustrations are used to train each verb.
- Correct answers are rewarded with either simple or elaborate reinforcement animations.

The more elaborate reinforcement sequences are not simply reinforcements: they also highlight the morphological variety associated with verbs. These verb forms are part of the functional category Inflectional system (I-System). Each verb is associated with a unique skit that features several inflected forms of the verb being trained (e.g., past tense, simple present, third-person singular, and with future modal *will*).

## THE STERLING ADMINISTRATION SYSTEM MAIN MENU – THE CENTRAL OVAL

### III. THE CENTRAL OVAL ON THE MAIN MENU

Selecting a Student: Data collected by First Verbs *Sterling Edition* are associated with a student name. Existing students are listed in the Student pull down list in the center of the screen.

Setting up a New Student: If a new student is going to start using the program, click on “Add a New Student.” You may also find it convenient to include additional information in the student file. To do so, click on “Add More Info to Student File.”

Selecting a Program: Choose the Laureate program to run from the Program pull down list.

The “Go” button: After a student and program are selected, the activity currently being used by the student is listed under the program name. If you click “Go”, the program will begin.



## THE STERLING ADMINISTRATION SYSTEM MAIN MENU – THE STUDENT FILE

### IV. THE STUDENT FILE ICON

First Verbs *Sterling Edition* manages student information in the same ways as do most clinicians and teachers.

The screenshot shows the 'Student File' interface for Ashley Hughes. At the top, there are navigation icons for 'Add a New Student', 'Student File', 'Program Settings', 'Report Writer', and 'Help'. Below these is a search bar with 'Ashley Hughes' and 'First Verbs' selected, and a 'GO' button. The main area is titled 'Ashley Hughes' and contains a 'Student Log' table, 'Student Information' tabs, and 'Saved Reports' options. The 'Student Log' table has columns for Session, Date, Time, Duration, Program, Activity, and Results. A 'View Report' button is visible next to the table. At the bottom, there are 'Select All' and 'Print Log' buttons, a 'Main Menu' icon, and a note: 'Please hold down the (shift) key to highlight consecutive sessions.'

Session	Date	Time	Duration	Program	Activity	Results
8	04/22/02	2:07pm	5 min	First Verbs	Dot Routines	11/11
7	04/19/02	10:00am	1 min	First Verbs	Optimized Intervention	1/1
6	03/19/02	3:20pm	1 min	First Verbs	Optimized Intervention	1/1
5	03/19/02	3:16pm	1 min	First Verbs	Optimized Intervention	3/3
4	03/19/02	3:14pm	2 min	First Verbs	Optimized Intervention	4/4
3	03/19/02	3:08pm	4 min	First Verbs	Optimized Intervention	5/9
2	03/19/02	2:59pm	7 min	First Verbs	Optimized Intervention	5/14
1	03/19/02	2:42pm	10 min	First Verbs	Optimized Intervention	40/52

**The Student Log** - provides access to data from all previous sessions completed by the student. Session Summaries are saved in the Student Log and can be reviewed later as part of the student file.

- Select any entry and click on “View Report” to display the associated Student Report.
- Select a series of summaries and click “View Report” to display a multi-session Student Report.
- Print Summary.
- Send to Report Writer.

**Student Information** - displays biographical information in the student’s file.

## THE STERLING ADMINISTRATION SYSTEM MAIN MENU – THE STUDENT FILE

The screenshot shows the 'Student File' interface for a student named Ashley Hughes. At the top, there are navigation buttons: 'Add a New Student', 'Student File', 'Program Settings', 'Report Writer', and 'Help'. The user's name 'Ashley Hughes' is displayed in a yellow banner. Below this, there are three tabs: 'Student Log', 'Student Information', and 'Saved Reports'. The 'Student Information' tab is active, showing a form with the following fields:

First Name:	Ashley	Interface:	Direct Select
Last Name:	Hughes	Diagnostic Category:	PDD
Date of Birth:	10-6-98	Annual Review Date:	10/3
ID Numbers:		Case Manager:	Roland George
Parent(s)/Guardian:	Amy and Eric Hughes	School:	Queerstown Elementary
Address:	28 Ulac Lane Henderson, NV 23001	Grade:	EEE
Home Phone:	310-454-7658	Comments:	
Work Phone:	210-345-1004	Other Information:	
Email:	amy0@k12nv.com		

At the bottom left, there is a 'Desk' icon. At the bottom right, there is a 'Main Menu' button with a star icon.

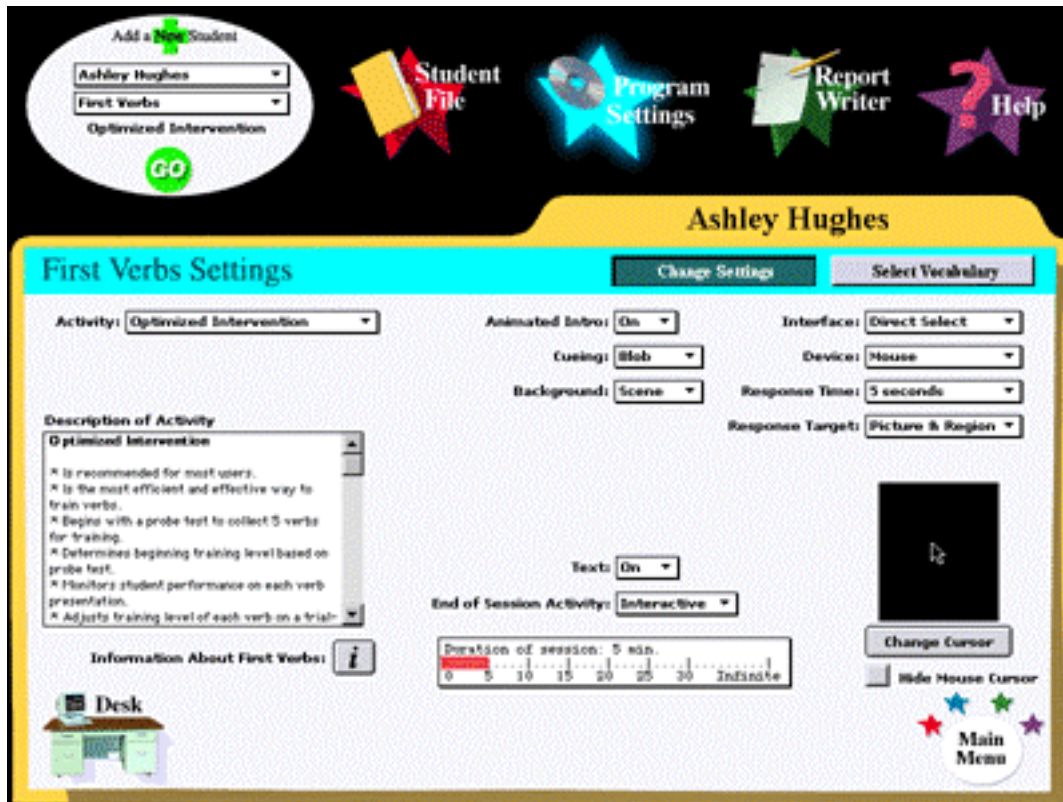
**Saved Reports** - displays reports created in the *Sterling Administration System* Report Writer and saved in a student's file.

### Student Reports

- “Student File” management tool enables easy maintenance of comprehensive records documenting software use and student performance.
- After each session, a detailed performance database is saved and a Student Report is presented.
- Student Reports can also be exported to the “Report Writer” where a student's performance within or across sessions can be reviewed and analyzed in detail.
- Reports can be printed out directly or exported to a word processor, or the Report Writer can be used to export data sets into a spreadsheet for further analyses and graphing.
- The database is queried when a new session starts so students can always continue their lessons from the point where they left off previously.

## THE STERLING ADMINISTRATION SYSTEM MAIN MENU – PROGRAM SETTINGS

### V. PROGRAM SETTINGS ICON - INSTRUCTIONAL CONTROL



Activities in First Words, First Words II, & First Verbs *Sterling Editions*:

#### **Optimized Intervention**

- The most efficient and effective way to train words with this program.
- When this option is selected, the program uses artificial intelligence methodology to monitor student performance and adjust program variables accordingly.

#### **Training by Level**

- Enables training using a fixed level of instructional support.

#### **Testing**

- Useful as a pre- and/or post-training assessment.

#### **Supplemental Activities**

- “Word Introduction” and “Slide Show” - Word pictures are presented. The program then identifies the word and shows an animation featuring the noun or the verb action.
- “Zot Routines” – This activity offers an opportunity to review material while providing enriched language experience.

## VI. TRAINING LEVELS FOR OPTIMIZED INTERVENTION

**Level 1 - Instructional introduction:** One verb picture is presented in the center of the screen with a cue above it, and instruction is provided (e.g., “Here, the woman is running... running”). The student is then asked to find the verb picture (“Find running”). On levels 1-3, the two different examples of each verb are always presented on successive trials.

**Level 2 - Single picture training:** One verb picture is presented in the center of the screen with a cue above it, and instruction is provided (e.g., “Here, the man is opening the window... opening”). The picture and cueing stimulus then relocates to either the left or the right side of the screen. The student is then asked to find the verb picture (e.g., “Find opening”). The student responds by selecting the verb picture.

**Level 3 - Basic two-picture training** (*with instruction, cueing, and feedback*): One verb picture is presented in the center of the screen with a cue above it, and instruction is provided (e.g., “Here, the boy is eating pizza... eating”). The picture and cueing stimulus then relocates to either the left or the right side of the screen, and a second picture illustrating a different verb (the “foil”) appears on the other side of the screen. The student is then asked to find the verb picture (e.g., “Find eating”). The student responds by selecting the verb picture.

**Level 4 - Intermediate training** (*with instruction and feedback*): One verb picture is presented in the center of the screen, and instruction is provided (e.g., “Here, the woman is washing a car... washing”). The picture then relocates to either the left or the right side of the screen, and a second picture illustrating a different verb (the “foil”) appears on the other side of the screen. No cue to the correct response is provided. The student is then asked to find the target verb (“Find ... washing”).

**Level 5 - Advanced training** (*with feedback alone*): Two verb pictures are presented on the left and right sides of the screen. One illustrates the target verb and the other is a “foil.” The student is asked to find the target verb (e.g., “Find ... driving”). No antecedent instruction or cue to the correct response is provided.

## THE STERLING ADMINISTRATION SYSTEM MAIN MENU – PROGRAM SETTINGS

### VII. OPTIMIZED INTERVENTION – FIRST VERBS

Laureate's *Sterling Edition* programs monitor student performance and adjust the training levels and program variables accordingly.

#### Probe Testing

Optimized Intervention begins with a short probe test to identify five verbs that the student doesn't already know. Two examples of each verb are presented. On each trial, a verb picture and a foil appear on the screen, and the student is asked to identify the target verb without instructional support.

- If the student does not respond or if an incorrect response is provided, instructional feedback is provided and the verb is added to the list of verbs to be trained.
- Verbs that the student does identify correctly on two trials are set aside until five more verbs have been probe tested, and then they are probe tested again. If they are again identified correctly, they will be classified as verbs the student knows.

#### Entering Training

- Once the program has collected a set of five verbs that the student did not identify correctly, the program begins to train these verbs.
- The instructional level on which training begins depends on how the student performed during the probe test:
  - If the student failed to respond on several trials during the probe test, training commences with Single Picture Training and features maximum instructional support.
  - If the student identified just a few verbs during the probe test, verbs are introduced with Basic Two-Picture Training.
  - If a student does correctly identify many verbs during the probe test (more than 60 percent), training will commence on the Intermediate training level.
  - As training continues, the entry level is reevaluated based on the levels of other verbs currently being trained.

## THE STERLING ADMINISTRATION SYSTEM MAIN MENU – PROGRAM SETTINGS

- **Feedback** - Instructional feedback is provided on all training levels
- When the student responds correctly, the foil is removed and the narrator acknowledges the correct response (“Good!”). Instructional feedback is provided, the stimulus picture animates, and the verb is repeated.
- If the student does not respond correctly, the correct response is cued and the question is repeated. A correct response elicits the same feedback as a correct response on the first try. If there is a second incorrect response, the target verb picture relocates to the center, the instructional sentence is repeated, and the verb is repeated.

**Reinforcement Types** - On all training levels, a correct response on the first try initiates an animated reinforcement sequence:

- Simple reinforcement routines are provided by an amusing character called “Blob.” These animations do not include dialogue.
- “Zot” and his family and friends provide more elaborate reinforcement sequences. These feature verb-specific skits that reiterate the meaning of the target verb. The skits also include narration illustrating the use of the verb in diverse grammatical contexts (e.g., past tense, simple present, third person singular, and with future modal *will*).

### **Instructional Support based on Performance**

- If, during training, the student does not correctly identify either of the two examples of the verb being trained, the verb “moves down” one level. In other words, instructional support is increased.
- If the student correctly identifies both examples of the verb being trained, the verb “moves up” one level. In other words, instructional support is reduced.
- If the student correctly identifies only one example of the verb being trained, the verb stays on the same level.

## **THE STERLING ADMINISTRATION SYSTEM MAIN MENU – PROGRAM SETTINGS**

### **Verb Selection**

By default, Optimized Intervention trains all 50 verbs included in the program in developmental order. The selection of verbs can, however, be edited to exclude particular verbs or to limit the total number of verbs trained.

### **Mastery**

If both examples of a verb are identified correctly on four consecutive trials without instructional support, the verb will be regarded as having been mastered. Mastered verbs are removed from regular training, but are reintroduced at a later time to confirm retention of the verb.

### **Problem Verbs**

Once a student has mastered several verbs, the program expects that other verbs will be mastered in roughly the same number of training trials. If a particular verb does not meet this expectation, i.e., does not “move up” nearly as fast as other verbs that the student is working on, then the verb may be set aside as a “problem verb”. Similarly, a verb will be considered a problem verb if, over a series of trials, a student does not respond when that particular verb is presented. Such verbs are not reintroduced until later sessions, after remaining verbs have entered training.

### **Optimized Intervention - Summary**

Optimized Intervention increases the efficiency of verb training by keeping the focus on material that has not yet been mastered, and by providing the minimum amount of instructional support required for each verb on each trial. We expect speech-language pathologists and special educators will find that this more effectively maintains student interest and leads to faster and more effective verb learning.

## VIII. OTHER ACTIVITIES

### Training by Levels

First Verbs *Sterling Edition* can also be configured in a traditional manner to train a selection of verbs using a fixed level of instructional support (as in Laureate's classic *First Verbs* program).

Training levels are the same as those used in Optimized Intervention:

1. Instructional Introduction - *interactive instruction*
2. Single Picture Training - *instruction, cueing, and feedback, no "foil"*
3. Basic Two-Picture Training - *with instruction, cueing, and feedback*
4. Intermediate Training - *with instruction and feedback*
5. Advanced Training - *with feedback only*

### Testing

This activity setting can be used for pre- and post-training assessment.

Two verb pictures are presented on the left and right sides of the screen. One illustrates the target verb and the other is a "foil." The student is then asked to find the target verb. The student responds by selecting the verb picture. The student is given only one opportunity to respond. No instructional feedback is provided. The program does, however, provide intermittent praise for on-task behavior (e.g., "You're doing a good job!").

## THE STERLING ADMINISTRATION SYSTEM MAIN MENU - PROGRAM SETTINGS

**Supplemental Activities:** These activities present one verb at a time and do not require verb discrimination. They can be configured to require student input after each presentation (“Interactive”), or to continue automatically (“Continuous”).

- **Word Introduction:** A verb picture is presented in the center of the screen against a black background, and the student is asked about it (e.g., “What’s she doing?”) Either automatically or following a student response, the verb is then identified (e.g., “This woman is driving.”), the verb picture animates, and the verb is repeated. Another verb picture is then displayed.
- **Slide Show:** Zot presents verb pictures on a projector screen as a “slide show.” When each picture is presented the student is asked about it (e.g., “What’s he doing?”). Either automatically or following a student response, the verb is then identified (e.g., “They’re hugging.”), the verb picture animates, and the verb is repeated. Another verb picture is then displayed.
- **Zot Routines:** Zot appears in a scene on the screen, and the student is asked, “What’s Zot going to do?” Either automatically or following a student response, Zot and his friends then perform an animated skit revolving around one verb. The skits include dialogue and narration that feature the verb in an assortment of grammatical contexts (e.g., past tense, simple present with infinitival “to,” third-person singular, and with future modal *will*).

# THE STERLING ADMINISTRATION SYSTEM MAIN MENU - PROGRAM SETTINGS

## IX. SELECTING VERBS TO INCLUDE IN A SESSION

You can edit the selection of verbs used in each activity. Select or deselect verbs using the check box beside each verb.

- Selecting and Sorting Verb Lists:
- Verbs can be displayed in alphabetical order or training (developmental) order.
- An additional display shows the verb list together with the subjects and objects (when applicable) used with each verb.
- Verbs are also labeled to enable the educator to quickly select verbs based on their argument structure:
  - Intransitive
  - Transitive
  - Intransitive and transitive forms
  - Ditransitive
- Verbs are also labeled to indicate past tense form (regular / irregular)

**Verb Details** Ashley Hughes Optimized Intervention

<input checked="" type="checkbox"/> kiss [MP-C] T 1.girl/boy T 2.man/woman	<input checked="" type="checkbox"/> open [T1] T 1.boy/window T 2.woman/jars	<input checked="" type="checkbox"/> rain* I 1.nonthematic it/(city) I 2.nonthematic it/(puddle)	<input checked="" type="checkbox"/> fall I 1.man/ I 2.girl/	<input checked="" type="checkbox"/> jump* I 1.girl/ I 2.dog/
<input checked="" type="checkbox"/> eat [MP-C] T 1.boy/pizza I 2.panda/(bamboo)	<input checked="" type="checkbox"/> blow [T4] T 1.boy/horn T 2.boy/bubbles	<input checked="" type="checkbox"/> snow* I 1.nonthematic it/(forest) I 2.nonthematic it/(house)	<input checked="" type="checkbox"/> hit T 1.man/balls T 2.girl/pinata	<input checked="" type="checkbox"/> kick* T 1.man/ball I 2.horse/
<input checked="" type="checkbox"/> drink [MP-C] T 1.girl/water I 2.boy/(soda)	<input checked="" type="checkbox"/> break [T3] T 1.girl/sticks T 2.baby/crayons	<input checked="" type="checkbox"/> slide I 1.children/(down slide) I 2.boy/(across ice)	<input checked="" type="checkbox"/> wipe* T 1.mother/baby's nose T 2.woman/mouth	<input checked="" type="checkbox"/> clean* T 1.girl/fish bowl T 2.man/glasses
<input checked="" type="checkbox"/> hug [MP-C] T 1.girl/father I 2.people/(each other)	<input checked="" type="checkbox"/> throw [T5] T 1.girl/stones T 2.boy/snowballs	<input checked="" type="checkbox"/> hold T 1.boy/cat T 2.mother/baby	<input checked="" type="checkbox"/> put D 1.girl/books/on shelf D 2.children/apples/in bowl	<input checked="" type="checkbox"/> drive I 1.man/(car) T 2.woman/truck
<input checked="" type="checkbox"/> dance [MP-C] I 1.people/ I 2.girl/	<input checked="" type="checkbox"/> play* I 1.children/(game) T 2.boy/piano	<input checked="" type="checkbox"/> close* T 1.boy/door T 2.boy/window	<input checked="" type="checkbox"/> watch* T 1.father/children T 2.cat/bird	<input checked="" type="checkbox"/> swim I 1.fish/ I 2.girl/
<input checked="" type="checkbox"/> walk [MP-C] I 1.boy/ I 2.elephant/	<input checked="" type="checkbox"/> get T 1.girl/toys T 2.boy/cookies	<input checked="" type="checkbox"/> clap* I 1.boy/(hands) I 2.children/(hands)	<input checked="" type="checkbox"/> touch* T 1.baby/mother's nose T 2.girl/ear	<input checked="" type="checkbox"/> help* T 1.woman/girl T 2.father/son
<input checked="" type="checkbox"/> wash [MP-C] T 1.girl/car T 2.mother/baby	<input checked="" type="checkbox"/> look* I 1.girl/ T 2.man/birds	<input checked="" type="checkbox"/> cook* I 1.man/(dinner) T 2.girl/hot dog	<input checked="" type="checkbox"/> show* D 1.girl/father/picture D 2.boy/girl/teeth	<input checked="" type="checkbox"/> push* T 1.man/car T 2.mother/son
<input checked="" type="checkbox"/> give D 1.mother/baby/present D 2.man/girl/teddy bears	<input checked="" type="checkbox"/> bring D 1.boy/grandma/flowers D 2.dad/child/glass of water	<input checked="" type="checkbox"/> carry* T 1.man/groceries T 2.woman/suitcase	<input checked="" type="checkbox"/> catch T 1.girl/balls T 2.boy/frog	<input checked="" type="checkbox"/> sing I 1.boy/ I 2.woman/
<input checked="" type="checkbox"/> cry [T2] I 1.girl/ I 2.baby/	<input checked="" type="checkbox"/> splash* I 1.baby/ I 2.children/	<input checked="" type="checkbox"/> fix* T 1.mother/wagon T 2.man/chair	<input checked="" type="checkbox"/> climb* T 1.woman/cliff I 2.man/(ladder)	<input checked="" type="checkbox"/> pull* T 1.man/bed T 2.baby/boy duck
<input checked="" type="checkbox"/> tickle* T 1.father/baby T 2.boy/father's foot	<input checked="" type="checkbox"/> ride T 1.woman/bike I 2.man/(horse)	<input checked="" type="checkbox"/> swing I 1.boy/ I 2.monkey	<input checked="" type="checkbox"/> run I 1.horse/ I 2.woman/	<input checked="" type="checkbox"/> pour* T 1.woman/juice T 2.father/milk

Verb Forms  
I Intransitive  
T Transitive  
D Ditransitive

\* Regular Past

TB In Training (current level)  
MP Mastery demonstrated during Probe Testing  
MT Mastery demonstrated during Training  
C Mastery Confirmed  
PV Problem Verb

Clear All  
Choose All  
OK

## THE STERLING ADMINISTRATION SYSTEM MAIN MENU - PROGRAM SETTINGS

### X. SESSION PREFERENCES

First Verbs *Sterling Edition* includes an assortment of options governing the user interface and various features of the training environment:

#### Input

- Just about any common input device can be used - mouse, keyboard, touch screen, or single switch.
- Input settings can be adjusted to accommodate the requirements of students with diverse motor and cognitive abilities (response time, region, cursor, scan timing and duration).

#### Training environment

- Session variables, such as background and reinforcement complexity.
- Use of text and speech.
- Lesson duration.
- Animated Introduction for capturing the student's attention before training begins.
- End of Session Activity to allow a student to continue using the computer after the session has ended.

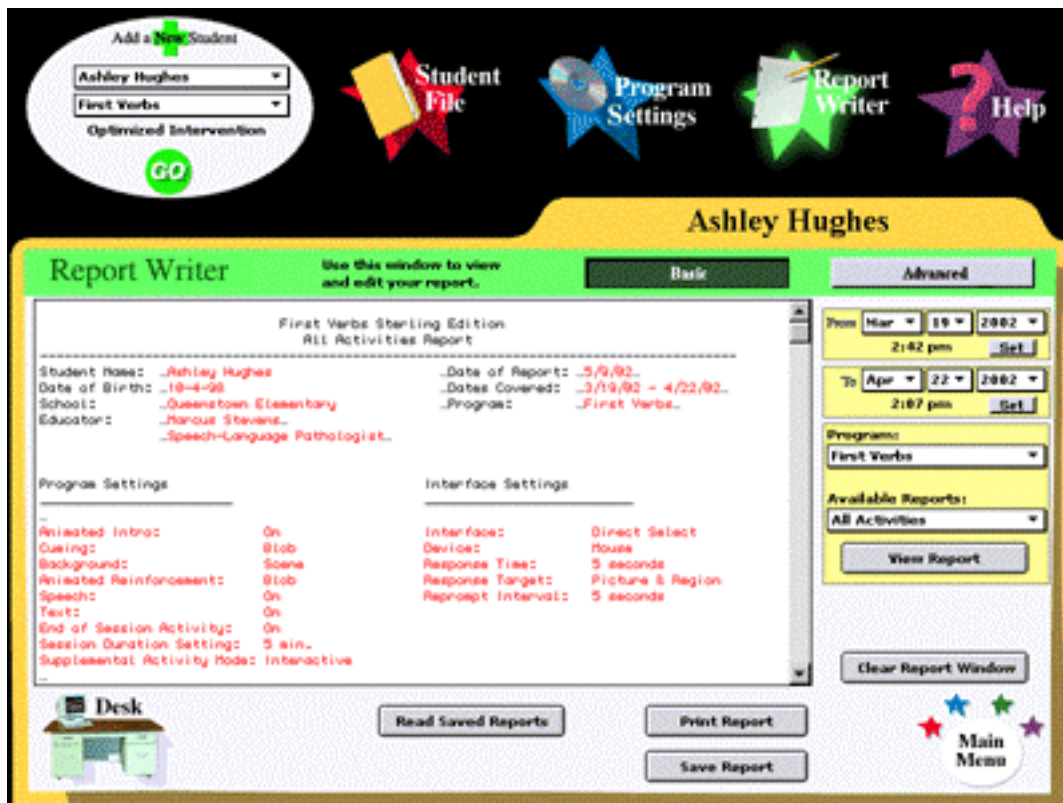
#### Duration of Session

- End after a specified length of time.
- End after a specified performance criterion is met.
- A session can be terminated at any time by pressing the [ESC] key.

## THE STERLING ADMINISTRATION SYSTEM MAIN MENU – THE REPORT WRITER

### XI. THE REPORT WRITER ICON - Overview

- At every step along the way, First Verbs *Sterling Edition* carefully tracks all variables related to a student's progress through the curriculum. It only stands to reason then that the same data ought to be made available to the educator in a form that can easily be included in student reports and other documentation.
- When Student Reports are processed in the Report Writer, the result is an attractive report providing information about student's use of the program and a summary of his or her performance.
- You can choose to use a predefined report format selected from a list of available reports, or edit and customize a report and perhaps save the result as a custom template for future report writing.
- After creating a report, it can be saved in the student's file, printed out, and/or exported to a word processor.



## THE STERLING ADMINISTRATION SYSTEM MAIN MENU - THE REPORT WRITER

### XII. THE REPORT WRITER

- **Student & Program**
- **Range of Sessions to Include** (all, range of dates or sessions)
- **Select an Available Report**
  - Optimized Intervention
  - Training by Level
  - Testing
  - Supplemental Activities
  - Spreadsheet Data
- **Edit Report** - Reports can be used as is, or headings, labels, and other text, other than student data, can be edited or deleted, and comments can be added.
- **Output** - Use the buttons at the bottom of the display to print the report, save the report in the student's file, and/or export the report as a text file that can be opened in a word processor.
- **Advanced Report Writing** - Includes all of the features of Basic Report Writer with these additional options:
  - Custom Report Items - This button allows you to view a wide variety of data items that can be inserted into your report. This is helpful if you would like to analyze one particular aspect of a student's performance or combine a number of items to create a truly customized report. There are custom report items that pertain to biographical information, program information, and each training activity.

## THE STERLING ADMINISTRATION SYSTEM MAIN MENU - THE REPORT WRITER

- Save Report as a Template - If you have created a report has been customized in ways that you wish to repeat in the future (e.g., personalized header information, changed variable names, rearranged presentation), the report can also be saved as a report template. Just go to the "View as" pull-down menu and select "Template." Then choose "Save as Template" and give your template a name to identify it. This template will then be added to your list of available reports and you can use it with different dates and/or students.
- Multi-Student Reporting - This options enables you to run the same report on more than one student. Just choose a report and run it with one of your students. Then click on the "Multi-Student Reports" button and choose the students that you would like the report for. Press "Continue" and the Report Writer will process a report for each student. You can review the reports one at a time, and then press "Save All Reports," "Print All Reports" and/or "Export All Reports."
- Import text - If you have written text in your word processing program that you would like to include in a student's report, you can import the text into the Report Writer. Just save your word processing document as a text file and then click on the "Import" button.
- Export numerical data for graphing - If you want to export raw trial-by-trial data that can be used in a spreadsheet for graphing and further analysis, select "Spreadsheet Data" from the available reports list. Next, click the "Export" button to save the data file. This file can then be opened in many common spreadsheet programs, such as Microsoft Excel. Once you have the data in your spreadsheet, you can graph the data however you want. We've provided step-by-step instructions on the Sterling Editions website at [www.LaureateLearning.com](http://www.LaureateLearning.com).

## First Verbs Sterling Edition Optimized Intervention Report

Student Name: (first) (last)  
 Date of Birth:  
 Educator: (log in name), (title)  
 School:

Date of Report:  
 Program:  
 Activity:

Current Program Settings

Animated Intro:  
 Cueing:  
 Background:  
 Animated Reinforcement:  
 Text:  
 End of Session Activity:  
 Session Duration Setting:

Current Interface Settings

Interface:  
 Device:  
 Response Time:  
 Response Target:

**Performance Summary**

	<b>Session(s) Selected</b>	<b>Cumulative</b>
Session Date(s):	3/03/01-6/29/01	1/3/01-6/29/01
Number of Sessions:	45	80
Total Session Time:	4:04:13	7:45:03
Average Session Time:	0:05:22	0:05:50

**Number of Verbs**

Probe Tested	15		24
Mastery Demonstrated in Probe Testing (MP):	3		5
Mastery Demonstrated in Training (MT):	4		8
Mastery Confirmed (MP-C & MT-C):	5		7
Problem Verbs (PV):	-		-
Number Correct / Probe Trials:	8/15	53%	14/24 58%
Number Correct / Training Trials:	187/247	76%	396/632 63%
Number Correct / Mastery Confirmation Trials:	<u>7/7</u>	<u>100%</u>	<u>14/16 88%</u>
Number Correct / Total Trials:	202/270	75%	424/672 63%
Average Time to Master a Verb:	0:1:02		1:45:02
Average Number of Responses to Master a Verb:	32		42

**Performance by Verb (selected sessions: 3/3/01-6/29/01)**

Verb	Verb		Probe Test (PT)	Number Correct / Number of Trials & % Correct				
	Level	Start End		Training Level 1 (T1)	Training Level 2 (T2)	Training Level 3 (T3)	Training Level 4 (T4)	Training Level 5 (T5)
kiss	PT	MP	4/4	-	-	-	-	-
dance	PT	MP	4/4	-	-	-	-	-
rain	PT	MP	4/4	-	-	-	-	-
clean	T5	T5	-	-	-	8/9 87%	4/6 78%	1/2 50%
climb	T4	T5	-	-	-	8/9 84%	1/2 50%	1/1 100%
close	T4	T4	-	-	2/2 100%	6/8 75%	-	-
cook	T4	T4	-	-	-	3/4 75%	1/2 50%	-
cry	PT	T4	3/4	-	-	2/3 66%	1/3 33%	-
drink	PT	PT	2/2	-	-	-	-	-

**Performance by Verb (cumulative: 1/3/01-10/29/01)**

Verb	Current Status	Date Probed	Training		Date Mastery Confirmed	Became Problem Verb	Number Correct/ Total Trials & %
			Entry Level	Date Mastered			
kiss	MP-C	3/12/01	-	3/12/01	3/28/01	-	6/6 100%
hug	MP-C	3/12/01	-	3/14/01	3/28/01	-	6/6 100%
dance	MP-C	3/12/01	-	4/10/01	4/14/01	-	6/6 100%
break	MP-C	5/14/01	-	5/18/01	-	-	6/6 100%
give	MT-C	3/12/01	T3	4/10/01	4/14/01	-	27/31 87%
blow	MT-C	3/12/01	T3	5/18/01	5/22/01	-	30/36 83%
catch	MT-C	3/12/01	-	5/19/01	-	-	33/36 91%
bring	MT	3/12/01	T3	5/18/01	-	-	24/31 77%
close	T5	4/10/01	T3	-	-	-	12/17 70%
climb	T4	4/10/01	T3	-	-	-	8/14 57%
clean	T3	3/14/01	T3	-	-	-	12/17 70%
cook	T3	5/18/01	T3	-	-	-	3/7 42%
cry	T3	6/14/01	T3	-	-	-	4/8 50%
carry	PV	3/12/01	T3	-	-	3/14/01	25/33 75%
clap	PV	3/12/01	T3	-	-	3/16/01	5/18 27%

Key:

- T1 – Level 1: Instructional introduction (single picture, centered)
- T2 – Level 2: Single picture training (single picture, on left or right)
- T3 – Level 3: Basic two-picture training (two pictures, instruction, cueing, feedback)
- T4 – Level 4: Intermediate training (two pictures, instruction, feedback)
- T5 – Level 5: Advanced training (two pictures, feedback only)
- PT – Probe Test
- MP – Mastered during Probe Test (4/4 correct on PT)
- MT – Mastered during Training (4/4 correct on T5)
- C – Mastery Confirmed (2/2 correct)
- PV – Problem Verb

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 Comment(s):

## THE STERLING ADMINISTRATION SYSTEM MAIN MENU – THE DESK

### XIII. THE DESK - LAUREATE'S ADMINISTRATIVE INTERFACE



#### Student Files

The Student Files item provides quick access to information about each of the students in a selected group:

- Click on Student Files to view a list of the students associated with the currently selected educator's name and student group.
- Choose a student from the list and click "Continue" to view the student's log, access student information, or examine saved reports.

## THE STERLING ADMINISTRATION SYSTEM MAIN MENU – THE DESK

### Student & Group Lists

When First Verbs *Sterling Edition* is being used with a large number of students, it may be convenient to organize the students into groups, classes, or other appropriate classifications. Click on the Student & Group Lists icon to display the workspace used to create and edit student groups.

### Educator Options

Clicking on “Educator Options” provides access to three control panels.

- Educators control panel: Displays information and controls for managing the educators who use the program.
- Students control panel: Displays information and controls for managing student data files.
- Programs control panel: Displays a list of the currently installed Laureate *Sterling Edition* programs.

### Report Writer

While the session data summaries displayed after each session are useful for reviewing progress on a daily basis, you may also want more comprehensive reports that characterize performance in greater detail. Laureate's Report Writer has been designed for this purpose.

Clicking on the “Report Writer” icon displays a list of students. Choose a student and click on “Continue” to display the tools needed to generate reports summarizing performance. Reports can be saved, printed, and data can be exported for graphing and analysis. You can generate single reports or batch reports for an entire group of students.

### Link to Laureate's Sterling Editions Online

Click to check for the latest news, updates, and free materials.