Using Individualized Keyboarding for Personal Typing and Computing as a text for MAINSTREAMING students with learning problems

Public Law 94-142 has focused attention on the need to provide equal services for all—including the learning disabled. This means that more and more special education students will want to learn how to type or operate computer keyboards. They will also want to be able to learn to type in a regular typing classroom. With a traditional typing text, they are doomed to failure. See p. 24 for an experiment to test and explain this concept.

With Individualized Keyboarding as the standard introductory base to learning the keyboard, all students from the brightest to the slowest can function within the same room. The teacher can start all her students off together on Level One, Lesson One. The abilities of the students will determine how fast they proceed through the book. But speed of learning and speed of progressing and the speed of typing should not be used for grading purposes.

Grades can and should be based on: Attendance, attitude, and behavior.

If, however, the teacher prefers the traditional text and the traditional approach for most of her regular students—fine! All she has to do is to use AVKO's *Individually Guided Keyboarding* with those students who cannot handle the traditional materials. Now, her grading problems have been reduced. Those who cannot handle traditional typing and who make excessive errors that create headaches in correcting can be taken off the regular textbook and put on the AVKO program.

Instead of having 35 students with 35 grades given per day, the typing teacher would probably have only 20 students with daily grades and 15 more whose grades are given strictly on attendance, attitude, and behavior.

If you jumped immediately to this section on **mainstreaming**, go back and read Parts I, II, and III even though some of it will not apply to you. Then re-read this section and it will make more sense to you the second time around. We have deliberately said very little about how to handle specific **mainstreaming** problems and problem students. Each school and each classroom will have its own particular sets of problems. We fully believe that if the special education teachers, counselors, and consultants sit down and discuss with the typing teachers their mutual problems, **mainstreaming** can work.