

Foreword

The special education students that I have worked with in the elementary and secondary school systems as both a speech pathologist and a classroom teacher have presented a variety of teaching challenges. Some had auditory-perceptual or visual-perceptual disorders. Some were bilingual with a perceptual disorder. Others were environmentally depressed and simply had missed too much school. All of these students had at least two things in common. First, they functioned two or more years below grade level in reading, writing, or spelling. Additionally, they were frustrated because they knew their potential ability was greater than their actual performance.

I needed a thorough grammar program appropriate for older students (ages nine through adult) to develop their language skills properly. After much research, I came to the conclusion that a program that fit my specific needs did not exist. The programs I did find had one or more of the following deficiencies:

- The subject matter was too limited in scope.
- The print on the page was too small or too close together.
- The progression in difficulty level was too rapid.
- The reading level was too high.
- The directions for each exercise were too complicated.
- There were not enough practice exercises to completely master each concept.

Therefore, I was forced to piece together parts from many different grammar programs. The inconsistencies among the various programs only complicated matters. It was time-consuming to gather and review all these materials and, in many cases, I still felt I was not adequately remediating the students' language deficits.

No-Glamour Grammar provides a comprehensive solution to the problems outlined above. It is my hope that this program will help older students to master basic grammar skills and allow instructors to focus on their students rather than on gathering or developing materials.

SMW