Chancellor's Honors Program Projects

Supervised Undergraduate Student Research and Creative Work

Spring 5-1995

Aware Information program for Childhood Disabilities

Sandi Iris Shore

_University of Tennessee - Knoxville_

Follow this and additional works at: https://trace.tennessee.edu/utk_chanhonoproj

**Recommended Citation**


https://trace.tennessee.edu/utk_chanhonoproj/137

This is brought to you for free and open access by the Supervised Undergraduate Student Research and Creative Work at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Chancellor's Honors Program Projects by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.
Aware: Information Program for Childhood Disabilities
University of Tennessee, Knoxville
College Scholars Program
University Honors Program
Sandi Shore
June 25, 1995
# Index

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>2</td>
</tr>
<tr>
<td>Methods</td>
<td>4</td>
</tr>
<tr>
<td>Discussion</td>
<td>8</td>
</tr>
<tr>
<td>References</td>
<td>10</td>
</tr>
<tr>
<td>Appendix</td>
<td>11</td>
</tr>
</tbody>
</table>
Abstract

The Aware Program was an educational tool directed toward public school teachers that may encounter and instruct children with disabilities. The program consisted of three short pamphlets that were distributed randomly to 100 teachers grades K through 12. Of these teachers, 91 returned a survey that evaluated the need, effectiveness and content of the pamphlets. Both subjective and objective evaluations were included in the questionnaire. The results described a need for information on disabilities, appreciation for information, and a desire for a personal approach to distribution of information.
Aware: Information Program for Childhood Disabilities

In the past several years, knowledge, attitudes, and acceptance of persons with disabilities has changed dramatically. Evidence of this change can be seen in the media in examples such as: the "L.A.Law" television show with a actress who is deaf and an advertisement for the yellow pages with an individual in a wheelchair. Legislation has also taken steps recently to help insure the rights of individuals with disabilities. Much of this change is "due in a large part to the efforts of handicapped people themselves" (Katz, Mathis, & Merrill, 1978, p. 11). The general public is now growing a greater appreciation for the needs and capabilities of persons with disabilities.

This change has also been seen in the public school system. Legislation has prompted the inclusion of students with disabilities; however, laws are only the beginning of the change. Inclusion should provide a favorable learning experience for both regular students and students with special needs (Katz et al., 1978). Change is not a simple process. Along with training and opportunity, a positive attitude is vital to successful integration (Willoughby, 1979). Under the proper conditions, educational institutions become "enabling environments" for the disabled (Schwartz, 1988). To reach these conditions several obstacles must be challenged.

One way to ease this change is reduce prejudice and misconceptions of the general public. These responses are
"often based on fear and ignorance" and can be overcome by personal experience and enlightenment (Scott, 1977, p. 109). One way to create knowledge about disabilities is an awareness program. An example of one successful program is described by Detwiler included movies, guest speakers, puppets, and field days all centered on the theme of physical disabilities (1987). With such a program students are able to accept and even advocate full integration (Schwartz, 1988). Programs must be well organized to promote education and acceptance rather than pity.

Some fear inclusion would put pressure on the student with the disability to constantly answer questions about the disability. However, many individuals with disabilities would rather have someone ask about their disability than ignore or avoid them (Rose and Edwards, 1989). Opportunities to interact with students who have disabilities enables a regular student to "grow up without prejudice" (Scott, 1977, p. 109) while allowing the student with a disability to learn socially acceptable behavior in the general public (Ross, 1990). In such a situation, both students with and without disabilities gain from the change. For this reason, an awareness programs in schools should facilitate the evolving education system.

The purpose of this project was to create an awareness program that presents information about disabilities and gives suggestions on how to interact with children with disabilities effectively. Included in the project was
research of literature on disabilities and organization of pertinent information into a distributable form. The result of the research was three pamphlets that briefly cover three different topics and the distribution of these pamphlets to public school teachers.

**Methods**

**Procedure:** Three pamphlets were copied and given to the Supervisor of Curriculum of the Dyersburg City School System who was responsible for their distribution. The distribution of the pamphlets was random and included teachers from Kindergarten through 12th grade. All the teachers who were included in the study were certified teachers. Along with the pamphlets, the teachers received a cover letter written by the supervisor describing the program and a survey written by the researcher. The teachers were given one week to read over the pamphlets and return the surveys. Approximately 100 teachers received the pamphlets, and 91 of these teachers returned surveys on the program. The survey had no identifying component, and was therefore anonymously returned. Neither the supervisor nor researcher could associate a particular survey with a certain teacher. Once the surveys were collected, the objective answers were analyzed. Surveys were divided into the following groups for analysis: (a) K-3; (b) 4-6; (c) 7-8; (d) 9-12; and (e) all surveys to insure consistency of answers among teachers at different schools.
Materials: The pamphlets were created as a result of reviewing literature on common childhood disabilities. Three topics were chosen: (a) general information about childhood disabilities; (b) visual impairment; and (c) hearing impairment. Each pamphlet included definitions of terms, helpful hints for teachers, related resources, and organizations for obtaining more information. The pamphlets are printed in the appendix. The information that was used was drawn either from the review of additional readings listed in Appendix C or from personal experience working with children with disabilities. Along with the pamphlets, the teachers received a survey including both subjective and objective questions. The survey is also included in the appendix. An example of an objective question is: How many pamphlets did you read? Answers for this question include one, two, three, or zero. All objective questions had possible answers printed below the question. The analysis of objective questions involved a frequency of each answer converted into a percentage. The subjective questions were incomplete sentences with a blank space to be filled by the subject. The subjective questions were read and summarized.

Results: The results of the survey are summarized in Appendix E. The table displays a consistency of answers among teachers at all grade levels. Many teachers indicated adequate knowledge of some disabilities (67%); however almost one fourth of the teachers indicated an inadequate
knowledge of disabilities (24%). Most teachers (87%) felt that an awareness program would benefit them, their fellow teachers, and their students, and further indicated that pamphlets were a good means of distributing information about disabilities (88%). In fact, around 70% of the teachers read all three of the distributed pamphlets. The information in these pamphlets was generally rated as helpful (80%). Only 2 of 91 teachers felt that the information was not helpful. Along with information about disabilities, the teachers indicated a desire to have a list of resources for gaining more information about physical disabilities and services offered within their community.

The preference for outlets of information were ranked in the following order:

1- In service/optional in-service seminar
2- Guest speakers
3- Videos

The least preferred outlets were literature and memos.

Several teachers commented that having individuals with disabilities as speakers would also be beneficial.

In addition to objective answers, the teachers made subjective comments about the pamphlets. They indicated that the information contained in the pamphlets was helpful, usable, intellectual, and informative. Others commented that they were well-organized and concise. A few, however, stated that the information was vague or something they already knew and therefore not that helpful. Furthermore,
most teachers felt the length of the pamphlet was adequate and appropriate. Several said, "it was not too long and not too short—just right." The most helpful information was the listing of additional resources and organization for services. The "Helpful Hints" and "Top Ten List" were also commonly listed as helpful. The information about Public Law 94-142 was the least helpful. Some teachers indicated that all the information was helpful in one way or another, even if it was something they already knew. Teachers, overall, enjoyed the pamphlets because they were a good reminder of information that they had once learned, but had not used recently. One teacher even stated that she had not received any information on children with disabilities in the last twelve years. They also enjoyed the pamphlets because they were easy to read and concise. The organization and color seemed to be an appealing factor.

The only question in which the teachers seemed divided was, "If similar pamphlets were available in the school office, I would/would not pick them up to read because:" About half the teachers said they would read similar pamphlets to obtain more information, stay up to date, and be a more effective teacher. Others said that they did not have experience with children with disabilities and need the information or would like to have the pamphlets as a resource. The other half said they would not read a similar pamphlet unless they had a student with the particular disability that the pamphlet addressed.
In addition, the teachers stated that they would like more information about several other topics. The most common topics were speech impairment, ADD/ADHD, emotional disturbance, and depression. Other topics that were mentioned included behavioral problems, diabetes, and child abuse. One teacher also commented that pamphlets directed to and available for parents would be helpful.

Discussion

The purpose of this study was to create and distribute an awareness program and evaluate its effectiveness. The results show that the pamphlets satisfied a need by providing concise information about disabilities. Most teachers found the information to be helpful. However, no program is without flaws. An awareness program should be appealing to its audience while providing needed information. The pamphlets were generally acceptable, but the information might be more effectively presented in a more personal form such as in-service training. Information should also be age-appropriate. The information is these pamphlets was general enough to be distributed to teachers with students from five-years-old to teenagers. Improvements to this program might include a division of information to different stages based on age and development. The study does show that an awareness program is beneficial for teachers, and could be expanded to include students and parents. An important part of this awareness
program that seemed to be vital was the listing of resources and organizations. Many teachers are familiar with disabilities, but they could also benefit by knowing places to go for more information.
References


List of Appendices

Appendix A: Cover Letter from supervisor that accompanied surveys
Appendix B: Survey formats
Appendix C: Additional Readings
Appendix D: Survey
Appendix E: Table of Results
MEMO

TO: Certified Staff
FROM: Ann Thompson, Supervisor of Special Education
DATE: May 1, 1995
TOPIC: AWARE Brochures and Survey

Former student, Sissy Shore, is attending UTK and participating in the Whittle and College Scholar Program. She is majoring in Kinesiology, completing her senior project and needs our help. As part of her senior project, Sissy compiled the information and had the AWARE brochures printed for your information and use.

Here's how you can help. You can complete the survey and turn in to the principal's office as soon as possible. The surveys turned in will be picked up in the principal's office on Friday morning May 5th and mailed to Sissy in order for her to complete her senior project. Sissy and I will appreciate your assistance with this project.
How will other students be affected by a child with disabilities in the classroom?

The answer to this question lies mostly in you, the teacher. Other children will respond in the same manner that you do. Students should be able to establish positive attitudes about children with disabilities by getting to know them. Misconceptions are usually because of fear and a lack of knowledge. Opportunities to be friends with an individual with disabilities reduces fear and prejudice. In fact other students should benefit from the experience and from the diversity a student with disabilities adds. They can also benefit by creative teaching methods.

What resources are available to assist me and the child with disabilities?

People are the number one resource. School volunteers, social workers, therapists, doctors, or disabled adults can all provide information, advice or assistance. And don't forget the parents. Communication with the parents is often a key ingredient to successful integration. Parents might also be aware of services and organizations that can help you. (Some helpful books and organizations are listed on the back of the pamphlet.)

Helpful Resources


Helpful Organizations

National Information Center for the Handicapped
PO Box 1492
Washington, DC 20013

National Organization on Disability
2100 Pennsylvania Avenue
NW Suite 234
Washington, DC 20037
(free quarterly newsletter)

Aware: Information Program for Childhood Disabilities
Sandi Shore
What is meant by physical disability?

Physical disability or impairment refers to the inability of the body or a body part to function effectively. A physical disability can be a muscular, nervous, or structural dysfunction. Disabled does not mean helpless. The dysfunction of one skill can be compensated by enhancement of other skills or by use of aids or other equipment. A handicap refers to attitudes, feelings, and barriers that increase the effect of a disability and put a person at a disadvantage.

Knowledge about disabilities helps reduce the chance of people with disabilities from being handicapped.

What is Public Law 94-142?

Public Law 94-142 is the key legislation that makes free, appropriate education available for all children with disabilities and has been in effect since 1977.

Points to Remember
1) It makes available free, appropriate, education in the least restrictive environment.
2) It requires due process; parents can and should be actively involved in the placement and the education of the child.
3) It maintains confidentiality.
4) It promotes non-discriminatory testing.

Although some questions have arisen about the law, most people are concerned about how to use the law to work for the child and other students.

Top Ten List
General Guidelines for incorporating a child with disabilities into the classroom

1) Look up to the child. Realize the special challenges that the child must face and respect "best attempts". The child may be slower or clumsier, but is still a child. Encouragement and positive reinforcement are needed.

2) Look at the child; not the disability. Remember the student is a child first. Then see the special needs of the child. Many times a student with disabilities is classified and referred to by only what the student cannot do. Be sure not to miss what the student can do.

3) Look down on misbehavior. A disability is not an excuse for bad behavior. Children with disabilities should learn socially acceptable behavior just as other students.

4) Know the child's limits. This comes from communication with the parents and by observation. Underestimation of abilities can be just as detrimental to a child's education and growth as overestimation of abilities.

5) Know characteristics of the disability. Knowledge helps eliminate fear and misconceptions. It also helps you feel more comfortable around the child (and the child around you).

6) Know resources- both literature and people. You are not expected to be an expert on every disability. Others can help answer questions, relieve responsibility, and ease everyday activities.

7) Adjust the child to the classroom. Make sure the student is aware of general locations, rules, schedules, and expectations. Also help the child become familiar with the other students in the class. A buddy system for the first few weeks might really help.

8) Adjust your classroom to the child. Special seating arrangements may need to be made. Also be aware of placement and accessibility of books, supplies, TV or videos, and the blackboard. Many times we overlook what soon becomes an obstacle or hazard for a child with disabilities.

9) Have a positive attitude. Your attitude toward the child is a key factor for incorporation. Other students are likely to respond the way you respond.

10) Relax, enjoy and have fun!!
What if I do not have a student who is visually impaired in my classroom?

Teaching about disabilities should not be limited to only the classrooms with students who have disabilities. All students (and teachers) can benefit by learning about disabilities. Just be careful to give an accurate picture. Look at the following classroom experiment.

The blindfold experiment:
Blindfold a few students and have them perform everyday tasks. Allow them to have a friend without a blindfold help them. After the tasks are complete remove the blindfolds. Let them discuss their feelings and experience. Common feelings probably include helplessness, dependence on sighted friends, and self-pity. These feelings are common misconceptions. A blind person with training and experience can be capable and independent.

Here's a way to modify this experiment: Tell the students that you are teaching about a specific color, for example, red. Have them list things that they associate with the color. Then blindfold the students and allow them to use their other senses to "see" the color. Example: taste a cherry drink, feel something hot or warm, listen to a fire engine siren, talk about emotions such as love or anger. Remove the blindfold and allow them to color or paint with red. Older students could even write creatively about different shades of "red" in their life, or they might discuss a story that uses red as symbolism. Students will better understand how to "see" without using their eyes-and hopefully be able to express more creativity.

Helpful Resources


Helpful Organizations

National Center for the Blind, Inc.
1800 Johnson St.
Baltimore, Maryland 21230

American Foundation for the Blind
15 W. 16th Street
New York, NY 10011

Tennessee Department of Education
Resource Center for the Visually Handicapped
(Carol McCarroll)
1210 Foster Ave.
Nashville, TN 37210

Tennessee Services for the Blind
1979 Saint John Avenue
Dyersburg, TN 38024
(901-285-4220)

West Tennessee Talking Library
1850 Peabody Avenue
Memphis, TN 38104

Aware: Information Program for Childhood Disabilities
Sandi Shore
What is 'Visual Impairment'?

Although definitions may vary, visual impairment usually refers to a dysfunction causing visual acuity with or without lenses of less than 20/200. Visually impaired refers to both blindness and partially sightedness.

- Blind refers to a condition in which a person has minimal or no vision.
- Partially sighted refers to a condition in which a person has some useful residual vision, but has a visual acuity of 20/200 or less even with lenses.

Sometimes, blind and visually impaired are also used interchangeably. "The experiences of thousands of blind people have shown that neither the amount of vision nor the timing of blindness is what really matters in regard to success in life. The most important factor is attitude, together with training and opportunity which are so vital." Willoughby 1979

If a child is partially sighted, what can the child see?

Each child is different. A general rule cannot be given. It is best to discuss the extent of the child's impairment with the parent. It is also important to ask the child what can or cannot be seen but you must ask specific questions. Take into consideration the placement of books (using a stand could help) and the closeness of the student to the board.

Helpful Hints:

1) Expect progress and work toward specific goals.

2) Principles of discipline are the same for the child with blindness as for the sighted child.

3) A child should not be allowed to use a disability to escape responsibility.

4) Pathways should be kept clear and the child should have easy access to a chair or desk. Advise the student of the surroundings and of changes in the surroundings.

5) A buddy could help the student learn where things are around the classroom, but eventually the student needs to be encouraged to be independent.

6) Instructions should be verbal and descriptive. For example: Instead of saying, "Put the book over there," be more exact and say, "Put the book on my desk."

7) Make sure your presence is known (along with your absence). Tell the child when you are leaving or entering a room.

8) Show approval by touch or with words. Disapproval can often be detected by a change in voice. Remember that you must verbalize what you normally say with body language.

9) Don't exclude words such as "see" and "look". A child with visual impairment can look and see - just not by using eyes.

10) If you wonder if a child understands - just ask. The student might not know facial expressions that normally indicate various emotions such as confusion.

11) Encourage the student to adopt socially acceptable behavior. Teens with visual impairments often stress the importance of being able to do things in the same way as their sighted peers.

12) Don't feel sorry for "the poor little blind child". This behavior could encourage the student to manipulate adults through their pity.

13) Remember the philosophy "abilities count". Focus on what the child can do rather than what the child cannot do.

14) Use special guests to help the children learn more about blindness. Have an adult bring a seeing-eye-dog and explain its use, or have a doctor come to explain how the eye works.

15) Relax - you are not expected to be an expert. Just keep a positive attitude and don't be afraid to ask for help when you need it.
TEACHING TIPS

1. See the student as an individual. Try not to stereotype the student by the disability.

2. Be available and dependable. Especially at the beginning, a student with hearing impairment might need a little extra help or motivation. Show the student that you are there for support and guidance.

3. Be honest about personal limitations. Don't try to take on too much. Be honest with the child and the child's parents about your knowledge and experience with hearing impairments. This will enable them to help you and prevent misunderstandings. Remember that you are not expected to be an expert- it is o.k. to ask for help.

4. Be willing to change your opinions when presented new facts. Open-mindedness is a key factor when working with students who are hearing impaired. Change is inevitable, and should be expected as you try new things to make the experience better for the child.

5. Be able to explain decisions, policies, and technical terms to parents. Communication is key to a good education experience. Just as you do not know everything about deafness, a child's parents may not know or understand everything about teaching. Explaining what you are doing and why can help parents reinforce the same principles rather than counter them in the home environment.

6. Last, keep your smile. A positive attitude makes everything work better.

Helpful Resources


Helpful Organizations

American Society for Deaf Children
814 Thayer Avenue
Silver Spring, MD 20910

Tennessee Speech-Language-Hearing Association
P.O. Box 121255
Nashville, TN 37212
(615) 254-3687

National Information Center on Deafness
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002-3625
(202) 651-5051

Aware: Information Program for Childhood Disabilities
Sandi Shore

Aware Information Program
Topic: Hearing Impairment

Aware: Information Program for Childhood Disabilities
Sandi Shore
What is 'Hearing Impairment'?

Definitions about hearing disorders are often confusing and inconsistent. For use in this pamphlet, hearing impairment will refer to both deafness and hard-of-hearing conditions. Individuals with deafness are those who cannot understand speech through ear alone even with a hearing aid. Persons considered hard-of-hearing are those who find difficulty understanding speech through ear alone with or without hearing aids, but hearing is not impossible.

What causes deafness?

There are three classes of causation:
1) acquired or environmental causes that affect the child after conception; (examples of acquired causes are: drugs such as antibiotics or infections such as rubella in mother during pregnancy, meningitis in the child, or injury to the brain or ear during or after birth)
2) hereditary or genetic causes that take effect at conception
3) unidentified causes

Can deafness be "cured"?

There are two types of deafness. Generally defined, they are:
• sensorineural deafness- Some sensory mechanism that changes sound waves to electrical energy is dysfunctional. This condition cannot be changed.
• conductive deafness- The mechanism which conducts sound waves through the ear is dysfunctional. This condition can sometimes be improved or alleviated.

Common Myths

Myth #1:
People with hearing impairments cannot learn to talk.
Fact: With speech therapy some individuals can learn and communicate effectively through speech. Speech abilities differ by degree of hearing impairment, training, and experience.

Myth #2:
The use of sign language by a child who is deaf will prevent speech development.
Fact: Sign language does not prevent speech development. Instead it allows a child to communicate during early years of life. It also allows the person to communicate effectively throughout life.

Myth #3:
Sign language is not a "real" language- it is just a bunch of hand motions.
Fact: Sign language has all the characteristics of a "real" language. It is systematic, symbolic, learned, evolving, and has its own grammar and structure. It should not be looked down upon as an inferior language, and it is definitely not an organized system of charades. It is the native language of many individuals and should be respected as a meaningful language and communication tool.

Myth #4:
Children who are deaf have needs that are no different from those of all children with hearing impairments.
Fact: Children with deafness are just as individualistic as hearing children, and therefore each child has different needs. The children may vary in degree of impairment, training or educational background, and effective teaching approach. Each child who is considered deaf or hard-of-hearing also has an individual personality, just as every other child.

Myth #5:
Children with deafness are naturally impulsive or limited in attainment, and behavior problems are always caused by brain damage.
Fact: Actions in the classroom may stem from a variety of reasons, not necessarily brain damage. In fact, many children with deafness have no "brain damage". Get to know the child, and expect and encourage disciplined behavior. Remember that an impairment is never an excuse for bad behavior. Just make sure the child knows clearly what is right and what is wrong in the classroom.

Myth #6:
Most intelligent children who are deaf can function fully in the "hearing world" and will not need to associate with other individuals with deafness.
Fact: Interacting with others who are experiencing or have experienced the challenges you face can be a very rewarding experience. Telling a child not to associate with individuals who are deaf is just like saying, "Deafness is a bad thing and should be avoided." This can make a child feel inadequate and ashamed of deafness.
Additional Readings

*see also those listed in "References"


Survey

Grade(s)

Have you taught a child with disabilities before? Yes / No

Please answer the following questions about the information program.

1) Do you feel that you have adequate knowledge about physical disabilities?
   1-Yes  
   2-Some disabilities  
   3-No

2) Do you feel that an awareness program would benefit you, your fellow teachers, and your students?
   1-Yes  
   2-No  
   3-Don't know

3) How many of the pamphlets did you read?
   1- one  
   2- two  
   3- three  
   4-zero

4) Was the information in the pamphlets helpful?
   1- Yes  
   2- No  
   3- Some was helpful, other was not

5) Do you feel that pamphlets are a good means of distributing information about disabilities?
   1-Yes  
   2-No

6) Are you familiar with resources for gaining more information about physical disabilities and services offered in your community?
   1-Yes  
   2-Some, but would like to have a resource list  
   3-No

Rank your preference of information outlets:

a) In-service seminar  
b) Optional in-service seminar  
c) Literature  
d) Memos  
e) Videos  
f) Guest speakers  
g) Other (please list)
Please write brief comments about the pamphlets.

The information in the pamphlets was:

The length of the pamphlets was:

The most helpful information was:

The least helpful information was:

I did/ did not enjoy the pamphlets because:

If similar pamphlets were available in the school office, I would/ would not pick them up to read because:

Topics that I would like more information about are:
<table>
<thead>
<tr>
<th>Grades</th>
<th>K-3</th>
<th>4-6</th>
<th>7-8</th>
<th>9-12</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Q1 A1</td>
<td>18</td>
<td>11</td>
<td>21</td>
<td>26</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
<td>56</td>
<td>43</td>
<td>42</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>33</td>
<td>36</td>
<td>32</td>
<td>11</td>
</tr>
<tr>
<td>Q2 A1</td>
<td>90</td>
<td>72</td>
<td>86</td>
<td>95</td>
<td>87</td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>7.5</td>
<td>22</td>
<td>14</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Q3 A1</td>
<td>2.5</td>
<td>0</td>
<td>7</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>12.5</td>
<td>5.5</td>
<td>50</td>
<td>42</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>82.5</td>
<td>89</td>
<td>43</td>
<td>53</td>
<td>71</td>
</tr>
<tr>
<td>4</td>
<td>2.5</td>
<td>5.5</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>A4 A1</td>
<td>80</td>
<td>78</td>
<td>79</td>
<td>84</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>22</td>
<td>21</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Q5 A1</td>
<td>90</td>
<td>89</td>
<td>86</td>
<td>84</td>
<td>88</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>11</td>
<td>14</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Q6 A1</td>
<td>25</td>
<td>17</td>
<td>43</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>57.5</td>
<td>66</td>
<td>21</td>
<td>63</td>
<td>55</td>
</tr>
<tr>
<td>3</td>
<td>17.5</td>
<td>17</td>
<td>36</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>No.</td>
<td>40</td>
<td>18</td>
<td>14</td>
<td>19</td>
<td>91</td>
</tr>
</tbody>
</table>