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ABSTRACT

When selected as a model program the main objective of the kindergarten Motor Facilitation Program (MFP) was to prepare a child in readiness skills which would make possible easier achievement in reading at the first grade level. The purpose of the additional-help phase of the MFP was to help children in grades one through six who continue to display poor perceptual-motor abilities or who display learning problems physically and academically. A junior high program for 24 students considered low achievers consisted of a sequence of motor skills used in combination with the language arts program. Indications are that there was more growth shown by the experimental group above the natural maturation development as shown by the control group. Test results for those in the additional help program were shown. In the junior experimental group, seven out of nine students improved their reading level, while only two in the control group improved their reading level. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (KJ)

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TITLE III

THE MOTOR FACILITATION PROGRAM OF
SCHOOL DISTRICT 21, WHEELING

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ACKNOWLEDGEMENTS

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To the local board of education and the administration of School District 21, a special thanks for supporting the Motor Facilitation Program.

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OVERVIEW OF THE MODEL PROGRAM

A. TITLE---MOTOR FACILITATION PROGRAM of School District 21,
Wheeling, Illinois

B. COMPONENTS OF THE MODEL PROGRAM

Activities

1. In-service training

In-service training was given to the kindergarten and first grade teachers of School District 21. The volunteer aides were also included in the training sessions held periodically throughout the school year. Four sessions were held during the school day which meant that substitutes were provided for the teachers. Released time funds were used for this purpose, and to allow teachers to participate in other training sessions or activities out of the immediate school district.

2. Demonstration

The Motor Facilitation Program was demonstrated at three levels--kindergarten, additional-help phase (selected children in grades 1-6), and junior high school. Tuesdays and Thursdays were demonstration days, however, individuals and/or groups who requested other days for visitation were also accommodated.

It was recommended that the visitors spend a half day within the program. A visitation included an orientation giving the background and rationale for such a program and how it was organized in Wheeling. A series of colored slides were used to show the content of the program.

Following the orientation, given by the Coordinator, the visitors observed the program in action. At this time they also had the opportunity to talk with the teachers, teacher-aides and even the students. A discussion or question-answer period was then conducted by the Coordinator of the Motor Facilitation Program.

3. Training

The training of persons, other than School District 21 personnel, was held during the summer school sessions. The "trainees" or "interns" worked within the summer school Motor Facilitation Program for a period of two weeks.

The activities of the training program included participation in the motor lessons as presented by a consultant, teaching and working with a group of children in the Motor Facilitation Program, and small group activities.

The small group sessions included discussions of such topics as techniques of implementation, self-assessment of personnel working within the program, and group

exercises pertaining to process observing, decision-making and motivation.

The trainees from the summer program were invited to attend the four half-day in-service workshops which were held periodically through the school year.

4. Consultant Services

The model program coordinator directed the Motor Facilitation Program in School District 21 and served as a trainer for the local teachers and volunteer aides.

During the second year of operation as a model program, an assistant to the coordinator was named. These two coordinators served as consultants and trainers to persons and schools wishing to implement a Motor Facilitation Program within their classrooms, schools or school districts.

Follow-up consultant services were also offered to persons who had received training and were implementing the program.

Additional consultants were called in for certain training sessions. These persons were authorities in the perceptual-motor area. A program specialist from the Follett Publishing Company was also consulted.

5. Seminar Services

All day seminar sessions were conducted for under-

graduate students in the physical education and education departments of the colleges. Students from Northern Illinois University and the University of Illinois participated in the four sessions which were held during the second year of the model program.

Personnel

1. Producers

The Coordinator of the Motor Facilitation Program was Miss Donna Obrecht and Mr. Ken Ward served as Assistant Coordinator during the last year as a model program. The secretary was Mrs. Lynn Kjellin. The names of other persons directly involved in the operation of the Motor Facilitation Program.

Advisory Committee: Mr. Ken Gill, Superintendent, Miss Phoebe Wienke, Mrs. Georgia Nicholson, Mrs. Irene Shumak, Mrs. Audrey Stanowski, Miss Minnette Sprain, Mrs. Cindy Milford, and Miss Marjorie Beu

Kindergarten Teachers: Miss Schiffgens, Miss Cromer, Mrs. Rasmussen, Mrs. Fumo, Mrs. Barden, Mrs. Goldstein, Mrs. Hick, Mrs. Kelly, Mrs. Sears, Mrs. Cody, Mrs. Holt, Mrs. Willoughby, Mrs. Seabaugh, Mrs. Ehnborn, Mrs. Milford, Mrs. Corday, Mrs. Lemm, Mrs. Dirks, Mrs. Molin, Mrs. Woods, Mrs. Lemmon, Mrs. Grooman, Mrs. Larson and Mrs. Wear.

Primary classroom teachers were indirectly involved in the Motor Facilitation Program.

Physical Education: Miss Greenlee, Miss Neuman, Miss Nawrocki, Mr. Guyer, Mr. Ward, Mr. Frost, Miss Honsa, Miss Poe

Principals: Mrs. Samsel, Mr. Boos, Mr. Nizzi, Miss Weiss, Mr. Geske, Mr. Lee, Mrs. Tins, Mr. Carpenter, Miss Wienke, Mr. Christ

Language Art Teachers: Mrs. Burke and Mrs. Raphael

Speech Teacher: Mrs. Shumak

Evaluators: Mr. Lowell Simmer, Training and Development Center; Mr. R. Wynn and Mr. R. Sorenson, School District 21

Teacher-aides: The number of volunteer aides is too numerous to list here. The kindergarten teachers and their principal recruited volunteer aides for their classes and attempted to get at least one aide for every seven children. During the first year as a model program only 25 aides were involved. Approximately 100 aides were used the second year and about 140 aides were working in the Motor Facilitation Program the third year.

Children: All of the kindergarten children of the elementary schools in Wheeling-Buffalo Grove demonstrated the Motor Facilitation Program. Selected students of grades 1-6 also demonstrated the additional-help phase of the program.

2. Consumers

Kindergarten teachers and administrators received brochures briefly describing the Motor Facilitation Program as it existed in School District 21, Wheeling,

Illinois. Therefore, these persons were most often the visitors to the program and the trainees within the program.

Other adult consumers of the model program included all levels of classroom teachers, physical education teachers, reading specialists, speech specialists, curriculum coordinators, psychologists, parents and college professors.

Many faculty associations within the state of Illinois were served as well as Northern Illinois University, University of Illinois, Council for Exceptional Children, Illinois Association for Health, Physical Education and Recreation, Association for the Study of Perception, Illinois Conference for Early Childhood Education and Councils for Learning Disabilities.

3. Location

The Motor Facilitation Program was operated and demonstrated in nine of the 10 schools of the elementary School District 21, Wheeling, Illinois. School District 21 serves the communities of Buffalo Grove and Wheeling which together have a population of over 22,000. Approximately 7000 students are enrolled in the school district and over 350 teachers are employed there.

The two communities are located about 30 miles

northwest of Chicago near and around state highways 45 and 68 in northeastern Illinois.

The Coordinator of the Motor Facilitation Program was housed in the school district Administration Building located at 999 W. Dundee Road in Wheeling. The board room was used for orienting the visitors and as the central meeting place for teachers and trainees within the model program.

The visitors and the trainees were taken into individual schools to observe and work with children involved in the Motor Facilitation Program. Throughout the school year every school had visitors at some time. During the summer school training sessions, each school had one or more trainees working within the Motor Facilitation Program.

4. Curriculum

The Motor Facilitation Program is a perceptual-motor development program with the primary purpose of helping each child to develop perceptual-motor abilities. At the kindergarten level each child participates in a series of motor activities in combination with the use of the Frostig visual-perception materials.

The additional-help phase concentrates on the development of perceptual motor abilities through better motor coordination. Referred children from grades 1-6

participate in this phase of the Motor Facilitation Program. The junior high school program consisted of a sequence of motor skills used in combination with the language arts curriculum. A group of 24 seventh grade students, considered low achievers with average or above academic potential, were selected to participate in the pilot study.

Please see Appendices for the motor lesson plans which were used in the three phases of the Motor Facilitation Program. Consider the plans as guidelines when implementing such a program. There is much room for individual creativity in selecting the physical activities the children should experience.

RATIONALE

There has always been a real concern about the slow learner in the school classroom. It has been estimated that approximately 10 to 20 percent of school-age children suffer from learning disabilities tagged with any of some 50 terms ranging from "aggressive behavior disorder" to "visual-motor perceptual lag". They can be helped if their problems are recognized and treated. (9) Concerned educators have tried various methods of helping these children at the different grade levels and in the various subject areas. Because of this concern, and with the belief that almost every child can be helped to better perceptual function, in 1965 plans were developed for the Motor Facilitation Program.

Following a visit to the Achievement Center for Children, Purdue University, Lafayette, Indiana, the superintendent, the chief psychologist and the physical education supervisor initiated the kindergarten Motor Facilitation Program which exists in School District 21, Wheeling, Illinois.

The primary purpose of the Motor Facilitation Program is to help each child develop perceptual-motor abilities. Improvement in motor ability will aid the child to function better socially and at the same time will contribute directly to certain components of classroom learning.

From recent studies it has been found that a long period of play is required before children can develop the concentration they will need for mastering the difficult abstractions of reading and arithmetic. The child must be exposed to things to see, hear and manipulate. According to Piaget, (7) during the sensory motor stage from birth to two years old, a child makes the fastest physical, mental and verbal advances. The infant discovers himself by seeing, hearing, touching, and tasting, and later he becomes aware of objects outside his own body. As a very young child he needs opportunities to exercise his powers of seeing, hearing, touching and manipulating.

From two years to seven years the child's play takes on symbolism and imagination. This period of perceptive play is a time of confidence building, of exploring the environment around him and of thinking through family relationships. Most children have opportunities for these experiences within each stage of play development in their home environment, however, many children must wait until they enter kindergarten.

The usual kindergarten curriculum demands a certain level of readiness on the part of each child in four areas of behavior---motor, symbolic, social and numerical.

Under motor behavior, a kindergarten boy or girl should be able to hop on one foot, skip, broad jump and high jump, throw a ball accurately; draw simple forms such as a circle, square or a cross; and build with blocks, among other things. Under symbolic behavior, we expect a kindergarten child to be able to tell a connected story recounting some experience he has had, to draw a crude but realistic

representation of a scene, to interpret the meaning of a simple picture, to identify missing parts of pictures, and so forth. Under social behavior, a kindergarten boy or girl is expected to dress himself, including lacing his own shoes, to cooperate with other children and to obey necessary commands. Finally, kindergarten children are supposed to be able to count to four, to repeat four digits that are told to them, such as 8-3-9-2, and to know the difference between large and small, big and little, many and few, and similar simple number concepts. (10)

Some children upon entrance to kindergarten, are behind what is expected of their age and never seem ready to assimilate what is being learned by the rest of the group at the grade level. It appears that there are some gaps in early visual-motor and language development as these same children have great difficulty in learning to read, to do arithmetic and to print or write, and even to play with members of the peer group. The development of readiness skills has become a primary concern of the kindergarten program---the kindergarten is attempting to supply whatever skills the child may not have developed.

Some researchers have suggested "that by achieving competency in motor tasks the child's self-image is enhanced, promoting him to strive harder in a variety of activities--both intellectual and physical."

(2) Further, perceptual and motor functions are inseparable, therefore, perceptual-motor training should improve the child's ability to structure, judge and place in order the events to which he is exposed.

According to Piaget (7) future perceptual learning is built on a sensimotor substructure. Marianne Frostig (4) states that accurate perception of objects and position in space depend fundamentally upon accurate perception of the body itself.

The kindergarten Motor Facilitation Program is a program to help each child develop perceptual-motor abilities through participation in a series of motor activities and through the use of the Frostig (see sample worksheets in the Appendix) visual-perception materials. The motor lessons have been designed in a developmental progression and the exercises should be performed correctly and repeatedly before the next lesson is presented.

Each child is exposed to the different motor activities and after experiencing various ranges of movement, motor tasks are presented with emphasis on listening to and following directions. Each task presented to the student should focus his complete attention on the information given and the advance planning of the appropriate response, control of the response, and increased auditory and visual discrimination, memory and fluency.

Perceptions of the body and of its positions in space are two important concepts presented in the Motor Facilitation Program. It has been reported by Silver (18) that 80% of the children with reading disabilities displayed body image distortion as studied by the Draw-a-Person test. "If a child is unaware of where he is, what he is doing with himself and where his body parts are, how can he be expected to engage in more exact judgements inherent in most classroom tasks?" (2)

Good body balance is an important concept which is emphasized in the program of activities. The child should be able to maintain good balance for periods of time and in various positions. Locomotor skills such as crawling, walking, hopping, jumping, galloping and skipping are presented to the students. To improve locomotion a cross-extension pattern should be evidenced at all times. To improve the skills of jumping, the arms should lift and extend at the same time the legs extend. Also many balance beam activities are experienced by the children. Such activities as roly-poly, log roll, jumps with turns, cross-lateral crawling and cross-stepping are used to help the child develop balance and agility. Agility is the extent to which a child can move quickly with accuracy and with purpose. Locomotor agility can be determined by whether the child can move forward and backwards equally well, or hop and jump with accuracy.

The improvement of the basic attributes of strength, endurance and flexibility is possible when the child is exposed to planned programs of exercise in which he is gradually "overloaded" and encouraged to extend himself. (2)

The social success of the growing child within the American culture is partly attributed to his ability to handle balls. (2) The students experience activities using balls and beanbags to emphasize eye-hand coordination. They receive instruction on the simple two-handed push pass with both arms used in unison.

Catching is a more refined action pattern because it combines the necessity to make various perceptual-judgements as the ball is visually

tracked, and the motor problems of getting the body in the proper position and of closing the hands properly. The kindergarten children use the larger balls for better success with this skill development. It is emphasized repeatedly that they use both hands when tossing and/or when catching the ball. Some children may use smaller objects and one hand or the other as they become more adept in their eye-hand coordination.

In School District 21 the program of Motor Facilitation is for all kindergarten children. This is based on the belief that even the normal, happy, healthy children could gain more from their initial school experience in learning and in pleasure if their basic skills were better developed. (10) The techniques used in the presentation of the motor program can be used with good effect and also with enjoyment by the children. No child is "frustrated" beyond his capacity. Most of the suggested activities can be easily performed by the child, though some children may feel a challenge when asked to perform certain difficult tasks.

The motor lessons begin with simple tasks and more difficult tasks are presented as the child becomes ready to perform them. A child "develops readiness of all kinds by piling one simple skill atop another." (10)

The Frostig worksheets for the development of visual perception focus on the five visual perceptual abilities that seem to have the greatest relevance to academic development. (4) The five areas with a brief description are:

1. position in space--relationship of an object to an observer.
2. spatial relationships--to perceive position of two or more objects to himself and in relation to each other.
3. perceptual constancy--seeing the same thing in all situations.
4. visual-motor coordination--coordinate vision with body movements.
5. figure-ground perception--to distinguish figure from surrounding stimuli.

A child who is deficient in any of the above abilities is likely to be handicapped in all academic subjects, however, his deficiency will probably be most apparent in his progress in reading. The Frostig materials are used in the regular kindergarten classroom as a preventive or developmental program. The worksheets for each of the five areas of visual perceptual training are used concurrently.

All behavior is movement of one kind or another and the movements made by a developing child constitute learning units that contribute to his total score of knowledge. (10) It was on this belief the Motor Facilitation Program was established at the kindergarten level and was extended into the first grade. However, at the first grade level it is offered only to students continuing to display learning problems.

"Learning disabilities" is an ever increasingly used phrase in our educational vocabulary. Teachers are becoming more and more concerned with factors which may inhibit a child, at any grade level, from learning at his intellectual capacity. Perhaps the most significant area of the elementary school curriculum which determines a child's academic success is the area of reading. Any factor or factors which may inhibit his progress in learning to read may hinder his total academic success.

There are several theoretical areas of causation of reading difficulties. One of the most controversial of these areas is lateral dominance. Lateral dominance means the preferred use or functioning of one side of the body over the other. Dominance is said to be crossed when the dominance hand and dominant eye are on opposite sides of the body. Dominance is said to be incomplete when an individual shows nearly equal use of both sides of the body. Many researchers have concluded that reading disabilities are less common among children with consistent dominance rather than crossed or incomplete dominance. Though this area has not been researched sufficiently to make any definite conclusions, it is considered to be a significant area of possible causation.

Directional confusion is another area of concern. Directional confusion is evidenced by left to right discrimination, and a confusion in body schemata. Directional confusion may be related directly to reversal tendencies in reading patterns of young children.

Muscular coordination may have some linkage to a child's reading ability. During the first few years of a child's life, muscular coordination is being developed primarily in the large muscles of the body. Yet in learning to read and to write, the small muscles of the body are used. For many children a lag in their cycle of muscular development or a deficiency in the development of some of their small muscles may impede progress in learning these skills.

Visual perception is another area which is related to success in reading. Being able to discriminate between shapes, and understand spatial relationships are just two of the various areas involved but

they help to illustrate the idea that if a child is unable to discriminate between forms his success as a reader will be limited. It has been reported by Silver (18) that nearly 92% of the children with reading disability show some visual-motor defects. In his study 92% of the children with reading problems were also deficient in figure-ground perception tasks.

Gallahue's (14) study showed that "as the figure and ground patterns became more distracting, adequate performance of the locomotor movement tasks diminishes." In other words, if there is a lack of contrast between the figure and its background, combined with cluttered walls, the child's gross motor performance may be affected. This conclusion may have important implications for the physical education teacher at the primary level.

The additional-help phase of the Motor Facilitation Program was designed to help children, grades 1-6, who continue to display poor perceptual-motor abilities. As time permits, the physical education teacher has groups of not more than five children assigned to him for extra help in the development of motor coordination. These children are usually selected from the primary grades and are children having difficulty with both their motor coordination and their academic achievement.

The physical education teacher is able to observe immature or uncoordinated movements of the child participating in the physical education class. A check-list is given to the classroom teachers to help them observe a child's behavior. The check-list includes such items as:

immature movement patterns, immature physically for chronological age, excess random movement, easily distracted, confusion of right and left, inaccurate concept of body, reversal of letters or words, unable to write on baseline, and poor spatial organization of writing on page. It should be noted that almost all children will have one of these problems. The additional-help phase program is concerned with those children who have several of these difficulties.

The motor lessons of the additional-help phase are based on perceptual-motor programs from Purdue University (20) and George Williams College. (21) These lessons were planned in a developmental sequence and the student does not go on to the next lesson until he has correctly performed the preceding one. When the student performs an activity incorrectly he is corrected by the teacher and then he is again given the same direction or command for action. The children are asked to listen to, think through, and then respond. Listening, thinking out commands and following directions provides essential training in self-discipline. These exercises are designed to improve the ability to listen to instructions, to follow instructions, and to develop the ability to concentrate on one idea to the exclusion of all others. The exercises are also developed to establish laterality, directionality, body image, and to provide the child additional work with spatial relationship.

There is evidence that such a program is of benefit to students whose full learning potential is not being utilized. It may be that the Motor

Facilitation Program will enable these students to perform or achieve at a higher level. A study reported by McCormick, Schnobrich and Footlik (16) concluded that "perceptual-motor training could be a useful adjunct to the regular physical education curriculum, contributing by increasing the child's capacity for academic achievement."

The four week summer school program includes the Motor Facilitation Program. A series of motor activities are given to all children enrolled in First Grade Readiness classes and to some children enrolled in Remedial Reading classes. A qualified physical education teacher works with these students for a period of 30 minutes daily during the four week session.

When selected as a model program by the Elk Grove Training and Development Center, the Motor Facilitation Program was operational and demonstrable in two phases: 1.) the kindergarten Motor Facilitation Program as a developmental, preventive program in which all kindergarten children participated and 2.) the additional-help phase which included remedial help with motor coordination for children in grades 1-6. There has been much concern about the junior high school student who continues to display severe learning disabilities. A Motor Facilitation Program was developed at the junior high level in September 1967 with 24 seventh graders involved in the pilot study. The program consisted of a sequence of motor skills used in combination with the language arts curriculum. Instruction in the Sullivan (25) curriculum materials of programmed reading was included in the language arts program.

The program was presented to experimental group of 12 junior high students who participated in the motor activities for 20 minutes daily. The motor activities were designed specifically for the Motor Facilitation Program and these lessons were presented in addition to the student's daily physical education instruction. The physical education teacher and the language arts teacher developed and presented the program.

The motor activities for the pilot study were based on perceptual-motor programs from Purdue University and George Williams College. The exercises were designed to improve ability to listen to instructions, to follow instructions, to translate abstract symbols and sounds into meaningful ideas, and to develop ability to concentrate on one idea to the exclusion of all others.

The motor lessons were planned in a developmental sequence and each student did not go on to the next lesson until he had correctly performed the preceding one. When the student performed an activity incorrectly he was corrected by the teacher and then he was again given the same direction or command for action.

Many of the concepts presented and practiced in the motor phase were reemphasized when working on the chalk board or when performing in the language arts phase of the curriculum. The language arts class included activities designed to improve ability to read, to write and to speak. The programmed reading instruction was a portion of the language arts session. Both the experimental and control groups participated in the programmed reading and both groups received speech

instruction from a speech specialist for two nine week sessions.

There was some evidence that such programs are of benefit to students whose full learning potential is not being utilized. It may be that the Motor Facilitation Program would enable the junior high students to achieve at a higher level. During the 1968-69 school year the program included seventh and eighth grade students.

It is hoped that the Motor Facilitation Program helps to eliminate some of the factors which may inhibit a child from succeeding in his academic endeavors. In the developmental stage at the kindergarten level, the motor activities and the Frostig materials help to develop a child's dominance, help to develop his muscle coordination, aid in establishing laterality and directionality, and develop the visual discriminatory abilities of the youngsters.

In the additional-help phase and the junior high school phase the work is done on a remedial level. With continued improvement of the kindergarten program and of the physical education programs at the elementary level, it is hoped that there will be no need for remedial Motor Facilitation Programs per se.

PURPOSE AND OBJECTIVES

Purpose

According to Piaget (7) a child's perceptual learning is built on a sensimotor substructure. Frostig (4) states that accurate perception of objects and position in space depend fundamentally upon accurate perception of the body itself. With these beliefs, the Motor Facilitation Program at all grade levels in School District 21 was designed, initiated and implemented. The general premise being that improvement in motor abilities aids the child to function better socially and at the same time contributes directly to certain components of classroom learning.

The primary purpose of the kindergarten Motor Facilitation Program was to help each child develop perceptual-motor abilities. This preventive program at the kindergarten level is a two part program with all the children participating in a series of motor activities and using the Frostig visual-perception materials.

Gross motor activities are experienced by the children prior to and along with the presentation of the worksheets from the Frostig materials. The motor tasks are presented with the belief that any child can gain more out of his initial school experience, both in learning and in pleasure if his basic skills are better developed.

The use of volunteer help allowed for more individualized instruction. The aides assisted only with the motor lessons, which were

presented for two 30-minute periods or three 20-minute periods per week. The children were grouped somewhat according to their motor ability as tested on a motor survey (Appendix B) early in September. Small groups of four to seven children were formed with teacher and volunteer mothers presenting the motor lessons (Appendix B) as designed for the Motor Facilitation Program.

On the alternate days the classroom teacher presented the Frostig materials as programmed in the Beginning and Intermediate books of Pictures and Patterns. (5) The Frostig worksheets for the development of visual perception focus on the five visual-perceptual abilities that seem to have the greatest relevance to academic development. The five areas with a brief description are:

Visual-motor coordination is the ability to coordinate vision with movements of a part or parts of the body. Adequate visual motor coordination is a fundamental requirement for a child's smooth development and normal functioning. Well directed eye movements are pre-requisites for success in reading and writing.

Perceptual constancy is defined as the ability to perceive an object as possessing invariant properties regardless of the variability of the impression on the sensory surface. A child who has difficulty in this area may, for example, learn to recognize a numeral, letter, or word when he sees it in a particular form or context, but may be quite unable to recognize the same symbol when it is presented in another manner.

Figure-ground is defined as the ability to distinguish the figure from the surrounding stimuli. The figure is that part of the field of perception that is the center of the observer's attention. A child with poor figure ground discrimination characteristically appears to be inattentive and disorganized. This is because his attention tends to jump to any stimulus that intrudes upon him.

Position in space is defined as perception of the relationship of an object to the observer. Spatially, at least a person is always the center of his own world and perceives objects as being behind, before, above, below, or to the side of himself.

A child who is weak in the development of position in space tends to be handicapped in many ways--his visual world is distorted, he is clumsy and hesitant in his movements, and has difficulty understanding what is meant by the words designating spatial positions. The simplest and most frequent example of a position in space disability displays itself in the problem of reversals. A child will not be able to perceive the difference between a "b" and a "d", a "p" and a "q". He may perceive the word "on" as "no", "saw" as "was", and so forth.

Spatial relationship is the ability of an observer to perceive the position of two or more objects in relation to himself and in relation to each other. A child who has difficulty with spatial relationships will have difficulty recognizing the sequence of letters in a word and the sequence of words in a sentence.

The Frostig visual perception worksheets are numbered according to the level of difficulty; thus, those with lower numbers are less challenging and are used at an earlier stage of development than those with higher numbers. The motor tasks and the Frostig visual perception tasks are very closely related. Very often the task that a child faced during the gross motor part of the curriculum would appear, very similar in nature, on a Frostig paper. Before a child can successfully achieve with fine motor skills, he must first be achieving with the gross motor skills.

The purpose of the additional-help phase of the Motor Facilitation Program was to help children in grades 1-6 who continued to display poor perceptual-motor abilities or who were displaying learning problems--physically and academically. The concentration was at the first grade level so that it was a follow-up of his kindergarten experience.

As time permitted, the physical education teacher and/or classroom teacher had groups of not more than five children assigned to him for extra help in the development of motor coordination. These children participated in two twenty-minute periods weekly in addition to their three 20-minute periods of physical education activities.

The characteristics most often observed in the children referred to the additional-help phase included distractability and hyperactivity. Therefore, the activities were designed to improve attentiveness and self-discipline. Listening to and thinking through commands and following directions provided the child with essential training in self-discipline and attentiveness. The exercises were also developed to establish laterality, directionality, body image and to provide the child additional work with spatial relationship.

At the junior high school level it was observed that students having difficulty in school displayed some of the same characteristics which have been mentioned above: hyperactivity, distractability, lack of awareness of body parts, lack of awareness of right and left, poor awareness of spatial relationship and poor listening ability.

The exercises were designed to improve ability to listen to instructions, to follow instructions, to read directions, to translate abstract symbols and sounds into meaningful ideas, and to develop ability to concentrate on one idea to the exclusion of all others.

The program consisted of a sequence of motor activities used in combination with the language arts curriculum. The purpose of the

program at this level was to enable the junior high school student to achieve at a higher level, particularly in reading.

A Model Program Coordinator was named shortly after the selection of the Motor Facilitation Program as a model program. The Title III funds allowed for a full-time person to serve in this capacity. It was apparent that there was a need for a person to coordinate the program within the school district, to train the aides to assist in the program, and to serve as the liaison person between the teachers and the administration.

The Coordinator had the responsibility of disseminating the idea of a Motor Facilitation Program to interested persons, and to provide training sessions for persons wishing to initiate such a program. The Coordinator also served as a consultant to persons or schools wishing to implement a similar program.

Perhaps the most significant educational change brought about by this model program was the use of volunteer aides to assist in the presentation of the motor phase of the program. Teachers have always been concerned about the child and learning problems he displays, but the large classes allowed for little individual instruction. Another educational contribution was the wide dissemination of the guide book which gave teachers a sequence of motor activities which could be used with the children at the various grade levels.

Objectives

When selected as a model program the main objective of the kindergarten Motor Facilitation Program was to prepare a child in readiness skills which would make possible easier achievement in reading at the first grade level. Over the two and one half years as a model program the objectives were expanded and refined to those which related to each of the groups of children, those which related to the adults teaching the program and those which related to the persons who train within the Motor Facilitation Program.

A. Kindergarten Children: Through participation in the Motor Facilitation Program the learner (child) will:

1. be able to identify and verbalize various parts of his own body and another child's body without copying from teacher or another child.
2. be able to balance his body while standing, sitting, kneeling with his eyes open, then closed.
3. be able to distinguish right side of body from left side of body.
4. be able to creep forward using a cross-lateral pattern.
5. be able to creep backwards in a cross-lateral pattern.
6. be able to hop on one foot, either right or left.
7. be able to hop in place, forward and backward, and to the right and left.
8. be able to jump using both feet to get body off the floor.
9. be able to jump in place, forward and backward, and to the right and left.

10. be able to crawl under a rope, jump over a rope, step over a rope, or hop over an object. He will be able to do these activities as well as others as the teacher directs him.
11. be aware and verbalize his own position (and objects) in space. Example: behind, beside, under, over, in, out, up, down, next to, in front of, etc.
12. be able to take slide steps in the left and right direction by the step-close pattern. Be able to clap hands as the step is taken.
13. be able to use the eyes ("keep the eyes on the ball") to follow the movements of a ball rolled, bounced or thrown.
14. be able to balance weight while walking on the balance beam.
15. be able to walk the balance beam forward, backward, and sideward with a minimum of steps off.
16. be able to gallop leading with the right foot and with the left foot.
17. be able to skip keeping the knees high in front of the body.
18. be able to make whole turns, half turns, and quarter turns moving both in the right and left direction.
19. be able to combine turns with steps, jumps, or hops.
20. be able to hold and pass balls of various sizes to classmates.
21. be able to catch a tossed ball from a partner.
22. be able to catch a bounced ball from a partner.
23. be able to identify right and left side of the body no matter which way one is facing. Orient world to the child.
24. be able to do the cross-step moving to the right and left on the floor and on the balance beam.

25. be able to listen to and follow a direction or a sequence of directions as given by the adult leader.
26. be able to do all written work in a left to right direction or progression.
27. be able to do satisfactory work (the worksheets should be correct with allowance of minimal error per sheet if this is not consistent) on the Frostig worksheets related to the following ability areas:
 - a. visual-motor coordination
 - b. figure-ground perception
 - c. perceptual constancy
 - d. position in space
 - e. spatial relationship

B. Children in grades 1-6: Through participation in the Additional-Help phase of the Motor Facilitation Program, the learner will:

1. be able to identify his own body parts while in different positions.
2. be able to identify another child's body parts.
3. be able to crawl under a rope, step over a rope, stand on a line, jump over a rope, etc.
4. be able to move in various ways with relationship to various objects.
5. be able to verbalize his own position (and objects) in space. Such as: over, under, in, out, up, down, behind, beside, etc.
6. be able to creep forward with a cross-lateral pattern done on command from the teacher, giving the command orally, giving himself the command silently.
7. be able to creep backwards using a cross-lateral pattern done on command by the teacher, giving himself an oral command, and giving himself a silent command.

8. be able to walk with the cross-lateral pattern done on command by the teacher, giving himself the command orally, and giving himself the command silently.
9. be able to walk backward using a cross-lateral pattern done on command from the teacher, giving himself the command orally, and giving himself the command silently.
10. be able to take slide steps (glide) in the left and right direction by the step-close pattern.
11. be able to glide in the left and right direction clapping to be coordinated with each step.
12. be able to glide and clap on two numbers in one direction and two different numbers in the other direction. Vary the commands.
13. be able to listen to and perform a series of four commands, using the cross-lateral walking pattern. Example: take two steps starting with your right foot. Come together. Take one step leading with your right hand. Come together. Take two steps starting with your left foot. Come together. Take one step starting with your right foot. Come together and hold it. Ready, begin.
14. be able to identify and reproduce different body positions of the teacher's body. (not a mirror image) Example: The teacher, facing the children, holds up her right hand and steps forward with her left foot; the child should hold up his right hand and step forward with his left foot.
15. be able to identify and reproduce a series of four different body positions. The same as above except the teacher does more than one move stopping between each separate move so the child can consider what was done.
16. be able to direct another student in and out among bowling pins or safety cones forming a maze, and giving the directions and distances in steps to his own right or left and backwards.

17. be able to jump using both feet to get the body off the floor---this is to be done in place, forward, backward and to the right and left.
18. be able to hop on one foot, either to the right or left, in place, forward and backward, using either right or left foot.
19. be able to gallop with either the right or left foot and leg leading.
20. be able to skip keeping the knees high in front of the body.
21. be able to balance using the sitting and standing position with the eyes open and closed.
22. be able to balance using the Spread Eagle and Hawk Dive with the eyes open and closed.
23. be able to walk the balance beam forward, backward, and sideward using the heel-toe pattern.

C. Junior high school students: Through participation in

Motor Facilitation Program the student will:

1. listen to and follow commands given by the instructor of motor activities.
2. verbally give himself the command and then proceed to do the activity.
3. silently give himself the command and then proceed to do the activity.
4. be able to skip, using good body posture and balance, for a distance of 25 feet or more.
5. be able to hop on each foot using good body posture and balance. He should be able to transfer body weight easily when changing from one foot to the other.
6. be able to pass the two Kraus-Weber Tests including: (15)
 - a. The student lies prone. A pillow is placed directly under the hips. The

administrator holds down the feet of the subject, and the task is to raise the trunk and hold it steady for 10 seconds. This test measures the strength of the upper back muscles.

b. The student lies prone. A pillow is placed directly under the hips. The administrator holds down the upper body of the subject. The task is to lift both legs, holding them raised for 10 seconds. This test measures lower back muscles.

7. be able to walk forward across the balance beam, using good body posture and balance, without stepping from beam.
8. be able to walk backward across the balance beam, using good body posture and balance, without stepping from beam.
9. be able to walk sideways across the balance beam, leading with the right or left side of the body; and maintain good body posture and balance when crossing the beam.
10. be able to perform a minimum of 10 good jumping jacks.
11. be able to jump, using two feet, a single rope for 25 jumps.
12. be able to alternate right and left feet as he jumps in a single rope.
13. be able to perform any number of movements in a turned rope.
14. be able to pass between any two objects without hesitancy.
15. be able to creep and walk forward and backward using the cross-lateral pattern.
16. be able to take glide steps in the left and right direction by the step-close pattern. Be able to perform various patterns.

17. be able to perform any number of eight-count series routines.
18. be able to perform any number of walking series.
19. be able to perform well when directing a maze or when doing the activity. Development of spatial orientation and depth perception is the purpose of such an activity.
20. be able to perform any number of body image movements.
21. be able to perform any number of image series routines.
22. be able to perform any number of turns.
23. be able to perform any number of angel movements.
24. develop the communication skills of reading, writing, speech and listening.
 - a. develop concentration skills
 - b. develop accuracy and fluency when using the communication skills of reading, writing and speech.
 - c. develop stability in stroke and position in handwriting and relationship to line.
 - d. develop ability to identify objects by sound, touch and sight.
 - e. develop listening skills to become more adept in following directions--both written and oral directions will be used in developing listening skills.

D. Adults: Teachers and teacher-aides working within the

Motor Facilitation Program will:

1. be able to participate in in-service training sessions designed for those who work within the Motor Facilitation Program.
2. be able to receive training at George Williams College if she desires.

3. be able to present to the students the motor lessons as they were developed for the Motor Facilitation Program.
4. be able to present the motor lessons knowing what deficiencies to look for as children attempt the activities.
5. be able to present the Frostig materials in the order of sequence as the schedule of activities is planned. (Refers to the kindergarten and first grade teachers only)
6. be able to determine the progress a child is making in the motor activities by using a check list (See Appendix B) of skills he can accomplish as the lessons are presented.
7. be able to determine the progress in development concerning the Frostig material by the consistency of performance. (Refers to the kindergarten and first grade teachers only)
8. be able to determine the next progression of skill the child should perform on the motor activities.
9. be able to demonstrate the program to visitors within the school district.

E. Adults: Teachers and other personnel being trained within

the Motor Facilitation Program will be:

1. participating in a two week workshop which gives some theory about the motor lessons as well as the sequence of motor activities.
2. working with groups of children in the Motor Facilitation Program for a scheduled time in the summer school organization.
3. able to experience various techniques of presenting such a program to children.
4. acquainted with organization of Motor Facilitation Program as it exists in School District 21. The

plan for inclusion of Frostig materials is discussed. The plan for motor lessons and their content is presented and discussed.

5. able to review the materials used in the evaluation with the existing Motor Facilitation Program.
6. able to consider methods of implementing the Motor Facilitation Program.
7. invited back to participate in half-day workshops held periodically throughout the school year. No substitute reimbursement is allowed for those who return for those workshop sessions.
8. acquainted with various leadership techniques.

Relation of the Model Program to the Training and Development Center

The following part of the report describes how the teacher and other adults were involved in the model program. Because of this involvement, role perceptions were changed--there was a cooperative effort made to design a good perceptual--motor program for School District 21, Wheeling, Illinois.

When selected as a Model Program, it was the Coordinator's understanding that the Motor Facilitation Program was in operation at the kindergarten level in the seven elementary schools of School District 21. However, it was not in full operation. Therefore, the second half of the 1966-67 school year was spent with the group of kindergarten teachers to bring the program into operation throughout the district.

Through the efforts of the kindergarten teachers and the Coordinator, plans were developed to inform the parents, to recruit and train the aides and to evaluate the child's progress as he participated in the motor lessons. It was with real enthusiasm and satisfaction that the teachers began the 1967-68 school year. The group as a whole seemed

to be anxious to implement the program on a full scale. The group continued to meet periodically to discuss any further revisions in the motor lessons and methods of checking the child's progress.

In the 1968-69 school year the kindergarten Motor Facilitation Program was in operation in the eight elementary schools of School District 21, Wheeling. The additional-help phase was serving approximately 250 students from grades 1-6, primarily first graders. The junior high school pilot study continued with seventh and eighth graders involved.

Adults, other than those directly involved in the Wheeling program, received direction and some participated in training sessions designed to assist them in implementation and presentation of such a program.

The training sessions for the volunteer mothers were held periodically throughout the school year with the teachers also participating in the sessions. It is the opinion of the Coordinator that the group of kindergarten teachers continued to work together to better the Motor Facilitation Program so that it eventually became a part of the kindergarten curriculum. The teachers' enthusiasm and creativity were extended to the aides who also contributed much to the improvement and success of the program.

Visitors and trainees within the Motor Facilitation Program were usually interested in the program content, but seemed reluctant to use the volunteer aides. Many of these adults implemented parts of or all of the program in their own teaching situations.

The summer training sessions for school personnel outside of School District 21 had three objectives. They were:

1. to acquaint teachers with the content of a developmental perceptual-motor program.
2. to give interested teachers practical experience within such a program.
3. to acquaint teachers with various leadership skills.

Following the training session the trainees or leaders would be capable of implementing the program as well as to train others to work within a Motor Facilitation Program.

The evaluation of the various programs in relationship to the child's performance will continue to be an important factor in determining the adult interest in learning about and implementing a Motor Facilitation Program.

If the enthusiasm expressed by the adults working with a Motor Facilitation Program was carried over into the techniques of presentation, the children receiving the instruction would certainly benefit from the program as it was implemented in many schools in the State of Illinois. (Appendix C) The adults report that the Motor Facilitation Program as it was written for Wheeling's situation is an excellent guide to the teacher interested in developing the child's perceptual-motor abilities.

ACTIVITIES AND TECHNIQUES

Program Development

1. Kindergarten students

To achieve the objectives of the Motor Facilitation Program, the kindergarten children participated in a program in which instruction in the Frostig curriculum materials was combined with a motor skills program. The kindergarten teacher presented the motor lessons (See Appendix A) and the Frostig materials (5) on an alternate day schedule to all the kindergarten children. At least twenty minutes per kindergarten session was given to the Motor Facilitation Program. Most of the kindergarten teachers had teacher-aides, volunteer mothers, in the class when the children were performing the motor lessons. This enabled them to work with smaller groups. Although teacher-aides were not available in all classes, an adult would work with groups of four to seven children.

In some schools both phases of the Motor Facilitation Program were presented in the kindergarten classroom. However, most of the kindergarten classes were scheduled for the gymnasium for the motor lessons. The children would be:

1. naming the various parts of his body and pointing or touching the same.

2. practicing balance standing on tip toes and on one foot with eyes open and with eyes closed. Experience balancing on the balance beam.
3. creeping using the cross-lateral pattern. He will move only on oral command from teacher, on oral command to himself and on silent command to himself. Child will creep forward and backward.
4. walking using the cross-lateral pattern. The same procedure and progression as used for the creeping.
5. hopping on one foot--should practice hopping on either foot so he'll become proficient on either the right or left.
6. jumping using both feet to get body off the floor. He will jump in place, forward, backward, and to the right and left.
7. crawling, stepping or moving over, under, or through an object.
8. stepping over and jumping over (using two feet) a rope.
9. experiencing the slide step by practice in small groups and moving only on direction.
10. handling (hold and pass) balls of various sizes in small groups so there would be many opportunities for each child.
11. rolling, throwing, bouncing and catching balls of various sizes in small groups or with just a partner so there will be many opportunities for each child.
12. walking the balance beam forward, backward keeping the whole foot on the beam. Also include walking the beam sideward, leading with the right or left side of the body.
13. skipping keeping the knees high in front of the body. One should be able to skip for a distance of 30 feet.
14. making whole, half quarter turns on direction from teacher in the right or left direction equally well.
15. making whole, half or quarter turns and combining steps and jumps to the direction from the teacher. Example of direction: quarter turn to the right, jump in place once, move.

16. following teachers' demonstration on moving various parts of the body; keeping in mind that they must not mirror the action.
17. practicing the cross-step (right foot in front of left, left foot pulled out and placed to the left side of the right foot) moving in the right and left direction on the floor as well as on the balance beam. Child will be doing the cross-step in front and back as he moves to the left or right.
18. working approximately 182 worksheets from the Frostig curriculum materials, Beginning and Intermediate programs, emphasizing the following concepts:
 - a. position in space
 - b. spatial relationships
 - c. perceptual constancy
 - d. visual-motor coordination
 - e. figure-ground perception

Two or three worksheets of the Frostig materials were presented on the alternate day schedule.

See Appendix A for an overview of the kindergarten program and for the calendar of activities for the school year.

2. Children in grades 1-6

The children involved in the Additional-help phase of the Motor Facilitation Program would be:

1. naming and touching and using the various body parts from different positions--on self and on a partner.
2. practicing balancing in various positions. Also will experience balancing on the beam. Balance beam activities will include walking forward, backward, and sideways leading with the left or right side.
3. creeping forward and backward using the cross-lateral pattern. He will move on oral command from teacher, on oral command to himself and on silent command to himself.

4. walking forward and backward using the cross-lateral pattern. The same procedure and progression as used for creeping.
5. experiencing activities requiring the use of basic locomotor skills including hopping, jumping, galloping, skipping and running.
6. experiencing movements in helping them to understand concepts of spatial relations--up, down, in front of, next to, etc.
7. glidding, sideways, leading with left or right side; clapping hands on each step.
8. handling balls and other objects of various sizes to increase eye-hand coordination.
9. performing the walking series exercises. Example: take 2 steps starting with the left foot, come together, take one step leading with the right hand, come together, take 3 steps leading with the left hand, come together.
10. performing the 4-6-8 count series exercises. This includes exercises to improve body image.
11. directing a partner through mazes which are used for developing spatial orientation and depth perception.
12. participating in maze exercises as a partner directs him through the pattern.
13. expected to listen to, think out, and then perform the activity.

See Appendix A for an overview of the Additional-help phase program and for the calendar of activities for the school year.

3. Junior high school students

The Motor Facilitation Program at the junior high school level would be considered a remedial program. During the year of the pilot study twenty-four seventh graders participated in the program which was conducted at Oliver Wendell

Holmes Junior High School, Wheeling, Illinois.

The participants were selected on the basis of reading scores, performance on a motor skill survey test and were students considered to have a learning potential higher than their academic achievement. Factors such as speech problems, poor writing skills, or recommendations of teachers helped determine the students enrolled in the particular class. The parents of the participants received a letter (See Appendix E) from the principal explaining the program, its reasons, and that it operated for their child.

During the 1967-68 and 1968-69 school terms, the Motor Facilitation Program was incorporated into the Language Arts class and included participation in a sequence of motor skills. Both seventh and eighth graders, selected on recommendation of teachers, were involved in the program which was taught by certified teachers. The activities were designed to improve ability to read, to write and to speak.

The motor skills included activities which were designed to improve ability to listen to instructions, to follow directions, to read directions, to translate abstract symbols and sounds into meaningful ideas, and to develop ability to concentrate on one idea to the exclusion of all others. The motor activities were presented daily for a period of 20 minutes for the seventh graders and on an alternate day schedule for the eighth graders. The motor activities were presented by a physical education instructor. The students

would be:

1. creeping using the cross-lateral pattern. The student will move on oral command from teacher, on oral command to himself and on silent command to himself. He will creep forward and backward. He will give arm or leg command first or combination of arm and leg. Nonsense symbols were used to mean the same as right or left. Students also gave each other commands while face to face.
2. walking using the cross-lateral pattern. The same procedure and progression as used when creeping.
3. gliding sideways, both left and right, for four counts while clapping hands on each step. Progressions include eliminating claps on varied glide counts in either or both directions, calling out varied numbers on glides in either or both directions, and moving as a group on silent commands.

Example: To your right, do not clap on number 1
and 3
To your left, do not clap on number 2 and
3
To your right, say number 1
To your left, say number 2
(Do both directions twice without stopping
would be another varied direction)

4. walking the balance beam forward and backward keeping the whole foot on the beam. Also will experience walking sideward. The beam will be used at different heights.
5. skipping keeping the knees high in front of the body. Good body posture is emphasized.
6. hopping on one foot; should be proficient using either the right or left foot.
7. jumping using both feet to get body off the floor.
8. performing the walking series, a student is given only half a command although there may be three to six commands given at once. The child must remember the entire series, repeat it from memory, and correctly perform the movements.

Example: Take 2 steps starting with the right foot
(the second step would start with the left
foot) Come together
Take one step leading with the right hand
Come together
Take 3 steps leading with the left hand
Come together

9. doing the eight count series consisting of eight separate movements performed one after the other with no "together" position between each command. Progressions include same commands with opposite limbs being used; with eyes closed, starting the series after 1/4, 1/2 or 3/4 turns, and moving the child directly to one of the eight count positions.

Example:

- a. Step 1 pace to the rear with the right foot and make a 1/4 turn right.
- b. Step 1 pace forward with the left foot.
- c. Raise the right arm shoulder high in a cross-lateral pattern.
- d. Raise the left arm straight over the head with fingers pointing toward the ceiling.
- e. Lower the right arm to your right side.
- f. Lower the left arm to your left side.
- g. Step back with the left foot.
- h. Turn left and bring the right foot forward next to the left.

10. facing the child, any movement of any part of the body in any direction is made with the child making the exact movement. For example: if the leader raises the right hand above his head, the child must raise his right hand above his head.
11. using progressions in School District 21 booklet (kindergarten motor lessons) for members of junior high group; VIII, IX, XI, XII.
12. participating in the language arts activities. The language arts phase of the Motor Facilitation Program was divided into three subject areas: spelling, reading, and grammar.

The text for spelling was Basic Goals in Spelling by Kollmeyer and Ware, published by McGraw-Hill Book Co., Inc. The students covered one unit per week. The units contained 20 words, the rules for spelling, suffix and prefix additions. The workbook dealt with the meaning of the words. In addition to the workbook each student looked up the definition of the word, wrote the dictionary pronunciation and two meanings which would help him to answer the questions in the work book. The students participated in several games using the words for each unit. An example of such games were:

- a. Scrabble--the class was divided into two teams and each team had a captain to check the spelling and direct the game. The captain began the game by writing the first word; across the room, the next student would write the next word down. Each turn the word changes direction. All words must be connected. The winning team had all the words correctly spelled and in alternate patterns.
- b. Story--the students looked at the word and imagined a setting that each unit suggested. They wrote a story using the words as they appeared in the list in the same order. The story should be logical and each word must be used correctly. The story must come to a conclusion with the last word in the list.
- c. The students also played charades and acted out the words.
- d. They had "spelling bee" games; they must say the word, spell the word, say the word. The word is considered incorrect if they do not follow the instructions.
- e. The students were given a pre-test that helped them recognize the words they did not know how to spell.
- f. The final test is a dictation of the 20 words and also five to ten sentences using the words. The dictation of the sentences was to develop their listening skills.

The text for the grammar area was Language Is You by Fred T. Elliott, published by Harr Wagner Publishing Company. In presenting grammar it is necessary to involve the student physically in the idea of the importance of structure. Every word has a place and if it is out of place the true meaning of what is said could be lost.

Examples of activities used are as follows:

- a. The students come to the front of the room taking the part of various parts of speech to form a sentence. The next step is to scramble the sentence and have the students say their words. Everyone can see that there is no meaning and each student is put back in order and the sentence is repeated. The next step is to show how the subject words go to one side of the room and the predicate words to the opposite side to show physically the importance of both the major parts of a sentence.
- b. The students must know the definitions of the various parts of speech and to show them how important this is, a corporation was formed. The eight parts of speech are the board of directors with the verb as the president of the board. The student must recognize the members of the board and define the jobs they do to produce the sentence.
- c. The students do the exercises in the work book and correct these in class. They are also required to use the correct forms in all their written work.

The students did supplementary reading in the Teen-Age Tales by Roberts and Barbe, published by D. C. Heath Company. These readers are low vocabulary with high interest level. Each story in the Teen-Age Tales is approached through the four components of the short story: theme, setting, character and plot. The feelings that the stories evoke are also discussed.

The eighth grade language arts texts were Wide Wide World of Literature and Language Is You. Additional materials from Barnell Loft's Specific Skills Series are also used at the eighth grade level.

13. participating in speech activities. A speech specialist presented the speech lessons. The first block of time was from December 5 to January 26th.

Winter block: 1967-68

I. Goals: Improve communication

A. To develop awareness of speech--specifically:

1. develop clarity
2. acquire fluency
3. achieve good quality

B. To improve listening skills

II. Procedures:

Lesson 1:

What is speech?

Theories about origin of speech

What is the need for speech?

How do humans communicate?

Lesson 2:

How does your posture communicate attitudes, physical well being, and emotions?

Use adjectives to pantomime the above with student participation.

Lesson 3:

What does your posture tell about you?

Students present adjectives and action phrases and then act them out.

Lesson 4:

What does your voice tell about you?

Production of speech and how different parts of the speech mechanism help us to speak.

Lesson 5:

How is the voice produced?
How should you use your voice?
Model of larynx
Tape recorder

Lesson 6:

How does your voice reveal your emotions?
Play tape, have students do analysis with
help.
Relate voice to holidays

Lesson 7:

Review posture and voice
Use tape recorder for phrases (nimble tongues)

Example of activities: Many mumbling men
Ninety-nine numbers
Twenty-two trees
Thrust through the thistle
Vivid violet velvet
Lippety, lippety lip

Lesson 8:

Short quiz
Distribute questions for conversation drill to
be recorded

Examples of conversation questions:
What was the most exciting thing that ever
happened to you?
If you could travel anywhere in the
world, where would you go and why?
Name the best pet in the world. Why?
Tell something about your favorite T.V. show.

Lesson 9:

Tape record answers to questions.

Lesson 10:

Evaluate answers to questions.
How could we improve our answers?

Lesson 11:

Introduce poetry for choral speaking.
Examples:

<u>Boys</u>	<u>Girls</u>
Whistle, whistle, old wife And you'll get a hen	I wouldn't whistle, thank you, sir If you could give the hen

An evaluation of the speech class was made by the students who participated during the winter block. The one significant result of the evaluation was that it pointed out the direction the class should take during the spring block of speech instruction. It was felt that more work on posture, voice and articulation was needed. This was the consensus of the student opinion too as indicated by their answers to questions 5, 6, and 9. See summary sheet of the evaluation tool. (Appendix C)

The language arts teacher indicated that for the first time during the school year, some of the boys actually contributed orally during the choral reading which was presented as a part of the speech lessons. The speech teacher felt that it was a worthwhile experience and the spring block was planned.

Spring Block: 1968

- I. Goals: Improve communication skills
 - A. Awareness of use of senses in communication
 - 1. Auditory
 - 2. Visual
 - 3. Olfactory
 - 4. Kinesthetic
 - 5. Gustatory

B. Improve listening habits

II. Procedures:

A. Use closed circuit video tape for physical and auditory awareness of communication.

B. Use commercials prepared by students. Discuss communication and messages, forms and techniques.

C. Use white colored samples for taste test.

- | | |
|-------------------|------------------|
| 1. salt | 5. garlic powder |
| 2. powdered sugar | 6. sugar |
| 3. flour | 7. saccharin |
| 4. baking soda | |

Used vinegar, lemon juice, and honey for taste test also.

D. Use Games Your Senses Play for visual awareness.

E. Use speech reading approach to improve lip movement and focus attention on the speaker.

See Appendix A for an overview of the junior high school Motor Facilitation Program and the calendar of activities for the school year. See Appendix B for additional materials used in the speech lessons.

Dissemination

Brochures were mailed to kindergarten teachers, primary teachers and principals of the surrounding school districts. Articles were printed in newspapers and journals which resulted in inquiries. A TV program was developed and presented on Channel 20, Springfield, Illinois. (Script seen in Appendix B) A radio program was presented over WGN, Chicago, Illinois, on Sunday, February 2. Miss Virginia Gale was the hostess of the interview program.

A three-page description (See Appendix B) was distributed at conventions and large organizational presentations. The brief description was available at the Training and Development Center throughout the two and one half years as a model program.

Demonstrations

Other means of dissemination included presentations to groups and organizations as well as demonstrations for visitors within the school district. See Appendix B for outline of presentations made to visitors and to organizations.

Training of Adults

1. The teachers and teacher-aides who worked within the Motor Facilitation Program would be:
 - a. participating in workshops to help them in planning the sequence of motor lesson presentations. Sharing ideas concerning motor lessons and techniques of presentation.
 - b. presenting the motor lessons to the children as designed for the structured Motor Facilitation Program for the kindergarten children, and for the students involved in the Additional-help phase of the program.
 - c. presenting the Frostig material to the kindergarten children as scheduled. (Refers to the kindergarten and first grade teachers only)
 - d. working with their volunteer mothers in planning group organization and in techniques in presentations of the motor lessons.
 - e. demonstrating the program to visitors within the model.

See Appendix B for information concerning the in-service training sessions.

2. Teachers and other personnel (trainees) being trained within the Motor Facilitation Program would be:
 - a. participating in a two week workshop which gives some theory about the motor lessons as well as the sequence of motor activities.
 - b. working with groups of children in the Motor Facilitation program for a scheduled time in the summer school organization.
 - c. acquainted with set-up of Motor Facilitation Program as it exists in School District 21. The plan for inclusion of Frostig materials is presented. The plan for motor lessons and their content is presented.
 - d. invited back to participate in half-day workshops held during the school year in Wheeling.
 - e. prepared to implement the Motor Facilitation Program in their school or in their school district.
 - f. acquainted with some leadership techniques and skills.

See Appendix B for information concerning the workshops for these groups of adults within the training program.

Consulting

Consultant services were offered to the trainees in their first experience of implementing the program and with the training of their personnel for such a program.

Individuals and schools did call for consultant services but because each situation was unique, a definite outline of activities used for consultant services was not available.

EVALUATION

The evaluation portion of this report will be divided into five parts in order to give a complete overview of the effect of the Motor Facilitation program. The divisions are 1) Students Within the Motor Facilitation Program, 2) Professional Staff and Aides Working Within the Motor Facilitation Program, 3) Trainees Within the Motor Facilitation Training Session, 4) Visitors Within the Motor Facilitation Program and 5) Miscellaneous Research Reports.

I. Students Within the Motor Facilitation Program

A. Kindergarten Children

All kindergarten children participated in the Motor Facilitation Program and an evaluation is made of their motor skill improvement and of their Metropolitan Readiness Test Scores.

Motor Skill Survey (1967-1968)

The motor skill survey was designed for the kindergarten children in School District 21, Wheeling, Illinois. Each kindergarten child was tested during the first week of school in September. The results of the first test helped the teacher group her class according to motor ability.

During the year as the motor activities were presented some children found them easy to perform, some found them very difficult to perform. It was possible to shift students from one group to another which might be moving more at his pace. The same motor skill survey was given to the kindergarten children in May 1968 after they had participated in the Motor Facilitation program.

A total of 320 boys received the test both in September 1967 and June 1968. There were 329 girls who received the test both times.

A control group was selected from School District #36, Wheaton, Illinois. The 53 kindergarten children (25 boys and 28 girls) in this group did not participate in a Motor Facilitation program such as that which is in operation in Wheeling, Illinois.

There were 11 items on the motor skill survey which were scored as "pass" and "fail". These 11 items were:

1. walk forward on balance beam
2. walk backward on balance beam
3. walk sidewise on balance beam - leading with right side
4. walk sidewise on balance beam - leading with left side
5. jump using both feet
6. hop on right foot
7. hop on left foot
8. skipping
9. Kraus-Weber (1)
10. Kraus-Weber (2)
11. Obstacle - Between

The results of the motor skill survey were recorded into four categories as to how the child scored from September 1967 to June 1968.

1. pass - pass (PP)
2. fail - pass (FP)
3. fail - fail (FF)
4. pass - fail (PF)

The boys' scores were kept separate from the girls' scores. Each school in District 21 has been recorded on a table which also gives the percentage of kindergarten children in that building that scored in each category for each test item. (See Tables 1-7). Table 8 gives the results as summarized for the whole district.

See Table 9 for the results of the control group. Table 10 shows the comparison of the experimental and control groups after taking a random selection of 53 subjects from the experimental group. The 649 tests were alphabetically stacked according to school and every 12th paper was chosen for the random selection to make this comparison. See Table 11 for the comparisons in performance between the boys and girls of the experimental group.

Indications are that there is more growth shown by the experimental group above the natural maturation development as shown by the control group. The items of the motor skill survey which indicate this are 2, 3, 4, 6, 7, 8, 9, 10 and 11. However, because the groups were not drawn from the same population statistical treatment was not possible.

In general, it was found that there was a greater percentage of girls than boys scoring a P-P on the motor skill test when presented in September 1967 and June 1968. A greater percentage of boys showed improvement on 9 of the 11 items by scoring an F-P. On two items there was identical percentages scored by the girls and boys.

Item #10 of the survey (Appendix B) was difficult for both

boys and girls. The results indicate this in that 31% of the boys and 20% of the girls failed it at both testings. A small percentage of the children passed the first testing and then failed it in June 1968.

The two test items which seemed to be the easiest to perform for both the boys and the girls were walking forward across the balance beam (Boys - 87% and Girls - 90%) and jumping using two feet (Boys 93% - Girls 96%). Forty percent or more of the boys showed improvement in item 2, walking backward across the balance beam (40%); item 8, skipping (59%); and item 10, Kraus-Weber 2, (41%). The girls showed the greatest improvement on the same three tests -- walking backward on the balance beam, skipping and Kraus-Weber 2.

TABLE I
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- ALCOTT

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	55	87%	54	6	9%	4	2	3%	2	1	1%	0	64	60
2	29	44%	25	18	31%	21	13	21%	13	4	4%	1		
3	46	75%	48	11	16%	9	1	2%	1	6	6%	2		
4	42	71%	46	13	16%	7	3	4%	3	6	9%	4		
5	62	98%	59	2	2%	1	0	0	0	0	0	0		
6	44	65%	37	14	24%	16	4	4%	2	2	6%	5		
7	38	69%	37	19	39%	17	7	7%	2	0	3%	4		
8	17	48%	42	36	41%	15	8	8%	2	3	3%	1		
9	42	67%	41	14	20%	11	7	8%	3	1	4%	5		
10	2	12%	13	29	42%	23	31	44%	24	2	2%	0		
11	30	52%	33	29	42%	23	3	6%	4	2	2%	0		

TABLE 2
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- FIELD

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	49	89%	60	8	9%	3	1	1%	1	0	1%	1	58	65
2	16	31%	22	27	51%	36	11	15%	7	4	3%	0		
3	35	68%	49	21	30%	16	2	2%	0	0	0%	0		
4	37	70%	49	19	28%	15	1	1%	0	1	1%	1		
5	58	99%	64	0	0%	0	0	0%	0	0	1%	1		
6	47	85%	57	8	11%	6	2	2%	1	1	1%	1		
7	43	83%	59	12	13%	4	2	3%	2	1	1%	0		
8	12	39%	37	38	51%	24	8	10%	4	0	0%	0		
9	38	67%	45	19	29%	16	1	1%	1	0	2%	3		
10	16	31%	22	31	56%	34	10	11%	8	1	2%	1		
11	35	64%	45	14	21%	12	5	7%	2	4	8%	6		

TABLE 3
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- FROST

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	27	88%	24	1	10%	5	0	0%	0	1	2%	0	29	29
2	14	43%	11	8	28%	8	3	17%	7	4	12%	3		
3	19	71%	22	6	19%	5	1	3%	1	3	7%	1		
4	22	69%	18	6	24%	8	0	3%	2	1	3%	1		
5	17	71%	24	11	26%	4	0	2%	1	1	2%	0		
6	14	53%	17	11	29%	6	3	15%	6	1	2%	0		
7	8	45%	18	16	40%	7	5	15%	4	0	0%	0		
8	10	52%	20	14	35%	6	5	14%	3	0	0%	0		
9	27	91%	26	1	5%	2	0	2%	1	1	2%	0		
10	33	33%	9	3	21%	9	15	43%	10	1	3%	1		
11	20	72%	22	2	7%	2	7	19%	4	0	2%	1		

TABLE 4
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- KILMER

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	29	93%	27	2	7%	2	0	0%	0	0	0%	0	31	29
2	10	30%	8	19	67%	21	2	3%	0	0	0%	0		
3	15	52%	16	16	47%	12	0	1%	1	0	0%	0		
4	14	53%	18	16	42%	9	1	5%	2	0	0%	0		
5	26	90%	28	5	10%	1	0	0%	0	0	0%	0		
6	13	41%	11	14	45%	13	4	10%	2	0	4%	3		
7	12	37%	10	13	42%	12	6	18%	5	0	3%	2		
8	8	32%	11	17	47%	14	6	17%	4	0	0%	0		
9	27	80%	23	3	12%	4	1	5%	2	0	0%	0		
10	7	32%	12	12	37%	10	12	32%	7	0	0%	0		
11	29	85%	22	2	15%	7	0	0%	0	0	0%	0		

TABLE 5
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- SANDBURG

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	38	87%	43	6	11%	4	0	0%	0	1	2%	1	45	48
2	16	39%	20	21	43%	19	5	12%	6	3	6%	3		
3	52%	27%	27	7	16%	8	5	10%	4	12	23%	9		
4	19	42%	20	9	25%	14	5	15%	9	12	18%	5		
5	44	98%	47	0	1%	1	0	0%	0	1	1%	0		
6	24	56%	28	9	19%	9	6	13%	6	6	12%	5		
7	21	53%	28	9	19%	9	11	18%	6	4	10%	5		
8	11	47%	33	23	38%	12	10	14%	3	1	1%	0		
9	37	89%	45	7	10%	2	1	1%	0	0	1%	1		
10	20	59%	35	12	25%	11	12	14%	1	1	2%	1		
11	34	75%	36	11	25%	12	0	0%	0	0	0%	0		

TABLE 6
RESULTS OF MOTOR SURVEY SKILL
KINDERGARTEN -- TWAIN

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	25	81%	31	5	10%	2	2	3%	0	2	6%	2	34	35
2	16	51%	19	16	42%	13	1	6%	3	1	1%	0		
3	25	77%	28	6	19%	7	0	0%	0	3	4%	0		
4	25	77%	28	7	20%	7	1	1%	0	1	1%	0		
5	30	90%	32	2	6%	2	0	0%	0	2	4%	1		
6	22	70%	26	6	13%	3	3	10%	4	3	7%	2		
7	24	68%	23	5	15%	5	4	10%	3	1	7%	4		
8	8	38%	18	22	51%	13	4	10%	3	0	1%	1		
9	29	84%	29	4	15%	6	0	0%	0	1	1%	0		
10	8	41%	20	20	49%	13	5	10%	2	1	1%	0		
11	31	95%	34	2	4%	1	0	0%	0	1	1%	0		

TABLE 7
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- WHITMAN

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	55	93%	59	4	6%	3	0	0%	0	0	1%	1	59	63
2	31	57%	38	19	28%	15	5	10%	8	4	5%	2		
3	54	88%	54	5	10%	8	0	1%	1	0	0%	0		
4	50	88%	57	9	11%	5	0	1%	1	0	0%	0		
5	52	94%	62	7	6%	1	0	0%	0	0	0%	0		
6	24	48%	35	29	43%	23	4	7%	4	2	2%	1		
7	28	48%	30	27	42%	24	4	8%	6	0	2%	3		
8	18	50%	42	39	48%	20	2	2%	1	0	0%	0		
9	38	67%	44	11	16%	8	10	16%	10	0	1%	1		
10	18	38%	28	26	40%	23	15	22%	12	0	0%	0		
11	42	68%	41	6	15%	12	7	8%	3	4	9%	7		

TABLE 8
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- TOTAL - SCHOOL DISTRICT 21

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	278	89%	298	32	9%	23	5	1%	3	5	1%	5	320	329
2	132	43%	143	128	40%	133	40	13%	44	20	4%	9		
3	215	71%	244	72	21%	65	9	3%	8	24	5%	12		
4	209	69%	236	79	22%	65	11	4%	17	21	5%	11		
5	289	92%	316	27	6%	10	0	5%	1	4	1%	2		
6	188	60%	211	91	26%	76	26	8%	25	15	5%	17		
7	174	58%	205	101	28%	78	39	10%	28	6	4%	18		
8	84	44%	203	189	45%	104	43	10%	20	4	1%	2		
9	238	75%	253	59	17%	49	20	6%	17	3	2%	10		
10	81	34%	139	133	40%	123	100	25%	64	6	1%	3		
11	221	70%	233	66	21%	69	22	5%	13	11	4%	14		

TABLE 9
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- CONTROL GROUP

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	15	51%	15	4	15%	4	5	13%	2	1	15%	7	25	28
2	1	2%	0	5	9%	0	18	77%	23	1	12%	5		
3	6	26%	8	0	2%	1	6	17%	3	13	55%	16		
4	6	25%	7	2	9%	3	4	19%	6	13	47%	12		
5	22	92%	27	1	4%	1	2	4%	0	0	0%	0		
6	7	28%	8	9	28%	6	6	26%	8	3	17%	6		
7	6	25%	7	10	30%	6	7	25%	6	2	21%	9		
8	8	51%	19	7	26%	7	10	21%	1	0	2%	1		
9	22	85%	23	2	11%	4	0	2%	1	1	2%	0		
10	3	21%	8	7	21%	4	14	51%	13	1	8%	3		
11	23	79%	19	0	11%	6	1	4%	1	1	6%	2		

TABLE 10
 KINDERGARTEN MOTOR SURVEY RESULTS
 COMPARISON OF CONTROL AND EXPERIMENTAL GROUPS

Test	P-P				F-P				F-F				P-F			
	Control		Exp.		Control		Exp.		Control		Exp.		Control		Exp.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1	30	57%	47	89%	8	15%	3	6%	7	13%	1	2%	8	15%	2	4%
2	1	2%	16	30%	5	9%	21	40%	41	77%	10	19%	6	12%	6	11%
3	14	26%	36	68%	1	2%	13	25%	9	17%	1	2%	29	55%	3	6%
4	13	25%	37	70%	5	9%	12	23%	10	19%	0	0%	25	47%	4	8%
5	49	92%	47	89%	2	4%	4	8%	2	4%	1	2%	0	0%	1	2%
6	15	28%	31	59%	15	28%	13	24%	14	26%	4	8%	9	17%	5	10%
7	13	25%	29	55%	16	30%	16	30%	13	25%	6	11%	11	21%	2	4%
8	27	51%	22	41%	14	26%	21	40%	11	21%	8	15%	1	2%	2	4%
9	45	85%	35	67%	6	11%	14	26%	1	2%	4	8%	1	2%	0	0%
10	11	21%	15	28%	11	21%	24	45%	27	51%	11	21%	4	8%	3	6%
11	42	79%	29	55%	6	11%	17	32%	2	4%	7	13%	3	6%	0	0%

Motor Skill Survey (1968-1969)

A total of 760 kindergarten students were tested on the Kindergarten Motor Skill Survey. This included 369 boys and 391 girls who were tested both in September 1968 and May 1969 during their kindergarten term.

Each school in School District 21 has been recorded on a table which gives the percentage of kindergarten children in that building that scored in each category for each of the 11 test items. (Tables 12-19). The boys' scores are recorded separately from the girls' scores. Table 20 presents the data as summarized for the entire school district.

In general the results were similar to those of the 1967-1968 testing. The test items which seemed to be the easiest to perform for both the boys and the girls were walking forward across the balance beam (Boys--84%, Girls--77%) and jumping using both feet (Boys--93%, Girls--98%).

The boys showed a 51% improvement from fall to spring testing on the skipping. The girls showed the greatest improvement (35%) on three of the test items--hopping on left foot, hopping on right foot, and the Kraus-Weber (2) test which was a leg lifting exercise for the development of the lower back muscles.

It appears that the Motor Facilitation Program contributes to the development of skills required for good body coordination--skipping and hopping on either foot. Table 20 shows this evidence in the district summary of test items 6, 7, 8 and 10 in the F-P category. Table 21 shows comparison of girls and boys within School District 21.

TABLE 12
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- ALCOTT

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	33	89%	37	7	11%	2	0	0%	0	0	0%	0	40	39
2	10	34%	17	18	38%	12	9	23%	9	3	5%	1		
3	32	77%	29	7	15%	5	0	3%	2		5%	3		
4	25	66%	27	12	24%	7	0	4%	3	3	6%	2		
5	35	94%	39	5	6%	0	0	0%	0	0	0%	0		
6	19	50%	21	15	32%	10	3	8%	3	3	10%	5		
7	21	49%	18	14	37%	15	4	8%	2	1	6%	4		
8	13	46%	24	16	37%	13	10	14%	1	1	3%	1		
9	32	82%	33	8	18%	6	0	0%	0	0	0%	0		
10	11	24%	8	18	56%	26	9	16%	4	2	4%	1		
11	33	81%	31	6	15%	6	1	3%	1	0	1%	1		

TABLE 13
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- FIELD

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	35	89%	52	3	3%	0	0	0%	0	5	8%	3	43	55
2	12	40%	17	12	29%	17	14	29%	14	5	12%	7		
3	24	63%	38	10	22%	12	3	4%	1	6	10%	4		
4	33	71%	36	8	22%	14	1	3%	2	1	4%	3		
5	42	99%	55	0	0%	0	0	0%	0	1	1%	0		
6	23	44%	20	16	49%	32	2	4%	2	2	3%	1		
7	24	51%	26	16	43%	26	2	2%	0	1	4%	3		
8	16	52%	35	22	43%	20	5	5%	0	0	0%	0		
9	38	90%	50	4	6%	2	1	1%	0	0	3%	3		
10	21	56%	33	8	20%	12	11	15%	4	3	9%	6		
11	20	43%	22	15	40%	24	3	7%	4	5	10%	5		

TABLE 14
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- FROST

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	55	87%	49	6	10%	6	1	3%	2	0	0%	0	62	57
2	13	27%	18	36	55%	30	7	13%	9	6	5%	0		
3	33	61%	39	23	33%	16	3	3%	1	3	3%	1		
4	30	50%	30	26	41%	23	3	5%	3	3	3%	1		
5	52	91%	56	7	7%	1	2	1.5%	0	1	.5%	0		
6	16	41%	33	34	45%	20	10	12%	4	2	1.5%	0		
7	14	39%	32	34	46%	21	12	13%	4	2	1.5%	0		
8	12	44.5%	41	37	44.5%	16	13	11%	0	0	0	0		
9	41	75%	48	7	11%	6	13	13%	3	1	.5%	0		
10	13	29%	21	13	30%	22	36	40%	12	0	1.5%	2		
11	34	59%	36	21	31%	16	6	9%	5	1	.5%	0		

TABLE 15
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN --KILMER

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	52	93%	56	5	6%	2	1	1%	0	0	0%	0	58	58
2	34	58%	33	13	28%	19	8	9%	3	3	5%	3		
3	39	79%	44	13	10%	7	3	3%	1	3	8%	6		
4	40	62%	31	14	28%	19	1	2.5%	2	2	7%	6		
5	55	97%	57	3	3%	1	0	0%	0	0	0%	0		
6	23	48%	32	25	37%	19	6	9%	4	4	6%	3		
7	26	49%	30	23	36%	20	6	7%	2	3	8%	6		
8	22	48%	34	27	41%	20	8	10%	4	1	1%	0		
9	25	46%	29	25	43%	25	6	8%	3	2	2.5%	1		
10	20	43%	29	24	36%	19	10	15%	7	4	6%	3		
11	44	73%	41	8	19%	14	1	2.5%	2	5	5%	1		

TABLE 16
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- POE

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	25	93%	28	1	7%	3	0	0%	0	0	0%	0	26	31
2	13	43%	11	5	26%	10	6	26%	9	2	5%	1		
3	24	77%	20	1	17%	9	1	2%	0	0	4%	2		
4	20	70%	20	5	21%	7	1	7%	3	0	2%	1		
5	26	100%	31	0	0%	0	0	0%	0	0	0%	0		
6	10	42%	15	16	53%	14	1	5%	2	0	0%	0		
7	11	46%	15	14	49%	14	1	5%	2	0	0%	0		
8	10	51%	19	11	37%	10	5	12%	2	0	0%	0		
9	23	89%	28	3	11%	3	0	0%	0	0	0%	0		
10	17	63%	19	6	32%	12	3	5%	0	0	0%	0		
11	21	85%	27	5	15%	4	0	0%	0	0	0%	0		

TABLE 17
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- SANDBURG

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	30	83%	36	1	5%	3	1	4%	2	2	8%	4	34	45
2	10	20%	6	10	23%	8	10	42%	23	4	15%	8		
3	18	48%	20	6	16%	7	4	14%	7	6	22%	11		
4	21	53%	21	6	25%	14	2	4%	1	5	18%	9		
5	33	97%	44	1	3%	1	0	0%	0	0	0%	0		
6	22	67%	31	7	22%	10	2	3%	0	3	9%	4		
7	22	69%	33	9	23%	9	1	4%	2	2	4%	1		
8	12	59%	34	15	30%	9	7	11%	2	0	0%	0		
9	29	88%	41	2	8%	4	0	0%	0	3	4%	0		
10	12	45%	23	5	20%	11	11	20%	5	6	15%	6		
11	28	83%	38	2	10%	6	2	3%	0	2	4%	1		

TABLE 18
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- TWAIN

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	32	83%	33	6	14%	5	0	1%	1	1	1%	0	39	39
2	14	46%	22	14	27%	9	6	15%	6	5	9%	2		
3	25	53%	17	13	37%	16	1	6%	4	0	3%	2		
4	26	58%	20	13	35%	14	0	5%	4	1	3%	1		
5	39	99%	38	0	1%	1	0	0%	0	0	0%	0		
6	24	53%	18	11	33%	15	3	8%	3	1	5%	3		
7	18	46%	18	12	33%	14	2	8%	4	7	13%	3		
8	10	36%	18	25	56%	19	4	8%	2	0	0%	0		
9	29	79%	33	7	17%	6	0	0%	0	3	3%	0		
10	9	31%	15	17	44%	17	13	24%	6	0	1%	1		
11	35	92%	37	2	5%	2	0	0%	0	2	3%	0		

TABLE 19
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- WHITMAN

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	48	74%	51	15	22%	15	4	4%	1	0	0%	0	67	67
2	26	37%	24	27	39%	25	13	22%	16	1	2%	2		
3	31	54%	40	23	31%	19	8	11%	7	5	4%	1		
4	26	47%	37	26	33%	19	12	16%	9	3	4%	2		
5	61	93%	63	3	5%	4	3	2%	0	0	0%	0		
6	25	44%	34	23	30%	17	9	13%	9	10	13%	7		
7	27	45%	33	23	30%	17	9	15%	11	8	10%	6		
8	20	45%	39	37	46%	25	9	8%	2	1	1%	1		
9	16	28%	22	21	33%	23	27	35%	20	3	4%	2		
10	18	28%	20	15	25%	8	31	43%	27	3	4%	2		
11	47	71%	47	19	28%	19	1	1%	1	0	0%	0		

TABLE 20
RESULTS OF MOTOR SKILL SURVEY
KINDERGARTEN -- TOTAL - SCHOOL DISTRICT 21

Test	P-P			F-P			F-F			P-F			No.	
	B	%	G	B	%	G	B	%	G	B	%	G	B	G
1	310	80%	301	44	12%	45	7	5%	32	8	3%	13	369	391
2	132	37%	148	135	35%	130	73	21%	89	29	7%	24		
3	226	67%	247	96	25%	91	23	6%	23	24	7%	30		
4	221	58%	222	110	30%	117	20	6%	27	18	6%	25		
5	343	95%	383	19	3.5%	8	5	1%	0	2	.5%	0		
6	162	48%	204	147	37%	137	36	8%	27	24	6%	23		
7	163	48%	205	145	37%	136	37	8%	27	24	6%	23		
8	115	47%	244	190	42%	132	61	10%	13	3	1%	2		
9	233	68%	284	79	20%	75	47	10%	26	10	2%	6		
10	121	38%	168	106	32%	137	124	25%	65	18	5%	21		
11	262	71%	279	78	22%	91	14	4%	13	15	3%	8		

TABLE 21
COMPARISON OF BOYS AND GIRLS
SCHOOL DISTRICT #21

Test	P-P				F-P				F-F				P-F			
	B	%	G	%	B	%	G	%	B	%	G	%	B	%	G	%
1	310	84%	301	77%	44	12%	45	12%	7	2%	32	8%	8	2%	13	3%
2	132	33%	148	38%	135	37%	130	33%	73	20%	89	23%	29	8%	24	6%
3	226	61%	247	63%	96	26%	91	23%	23	6%	23	6%	24	6%	30	8%
4	221	60%	222	57%	110	30%	117	30%	20	5%	27	7%	18	5%	25	6%
5	343	93%	383	98%	19	5%	8	2%	5	1%	0	0%	2	1%	0	0%
6	162	44%	204	52%	147	40%	137	35%	36	9%	27	7%	24	7%	23	6%
7	163	44%	205	52%	145	40%	136	35%	37	9%	27	7%	24	7%	23	6%
8	115	31%	244	62%	190	51%	132	33%	61	17%	13	3%	3	1%	2	1%
9	233	63%	284	73%	79	21%	75	19%	47	13%	26	7%	10	3%	6	1%
10	121	33%	168	43%	106	29%	137	35%	124	33%	65	16%	18	5%	21	6%
11	262	71%	279	72%	78	21%	91	23%	14	4%	13	3%	15	4%	8	2%

Metropolitan Readiness Test - Kindergarten

Since the ultimate objective of the Motor Facilitation Program was to achieve a benefit to the children involved, evaluation of outcomes in addition to the development of physical competencies was needed. If we assume that the development of skills through the Motor Facilitation Program has an impact upon school performance, evaluation should take the form of measurement of differences in school performance between those who had gone through the Motor Facilitation Program and those who had not.

School District 21 regularly administers the Metropolitan Readiness Tests, published by Harcourt, Brace and World, to all children at the end of the Kindergarten year in May. Using a "t" test, comparison was made between mean scores for the District for 1967 and 1969, in addition to some individual schools for which the 1967 Metropolitan Readiness Scores were available. Figures 1, 2, and 3 present frequency polygons of the distributions of scores for the Metropolitan Readiness Test administrations of 1967, 1968 and 1969. Since the Motor Facilitation Program was fully implemented in the District 21 schools by the 1968-1969 school year, the May, 1969 Metropolitan scores were used for the "t" test comparison.

Significant differences at the .01 level were found between the District 21 scores for 1967 and 1969. Also, significant differences at the .01 level were found for three of the five schools for which 1967 Metropolitan Readiness Tests scores were available. Since no other change in the Kindergarten program had been made, the nature of the student population had not altered, the argument in favor of

FIGURE 1

1967 METROPOLITAN SCORES - DISTRICT 21
M = 61.03 σ = 16.3

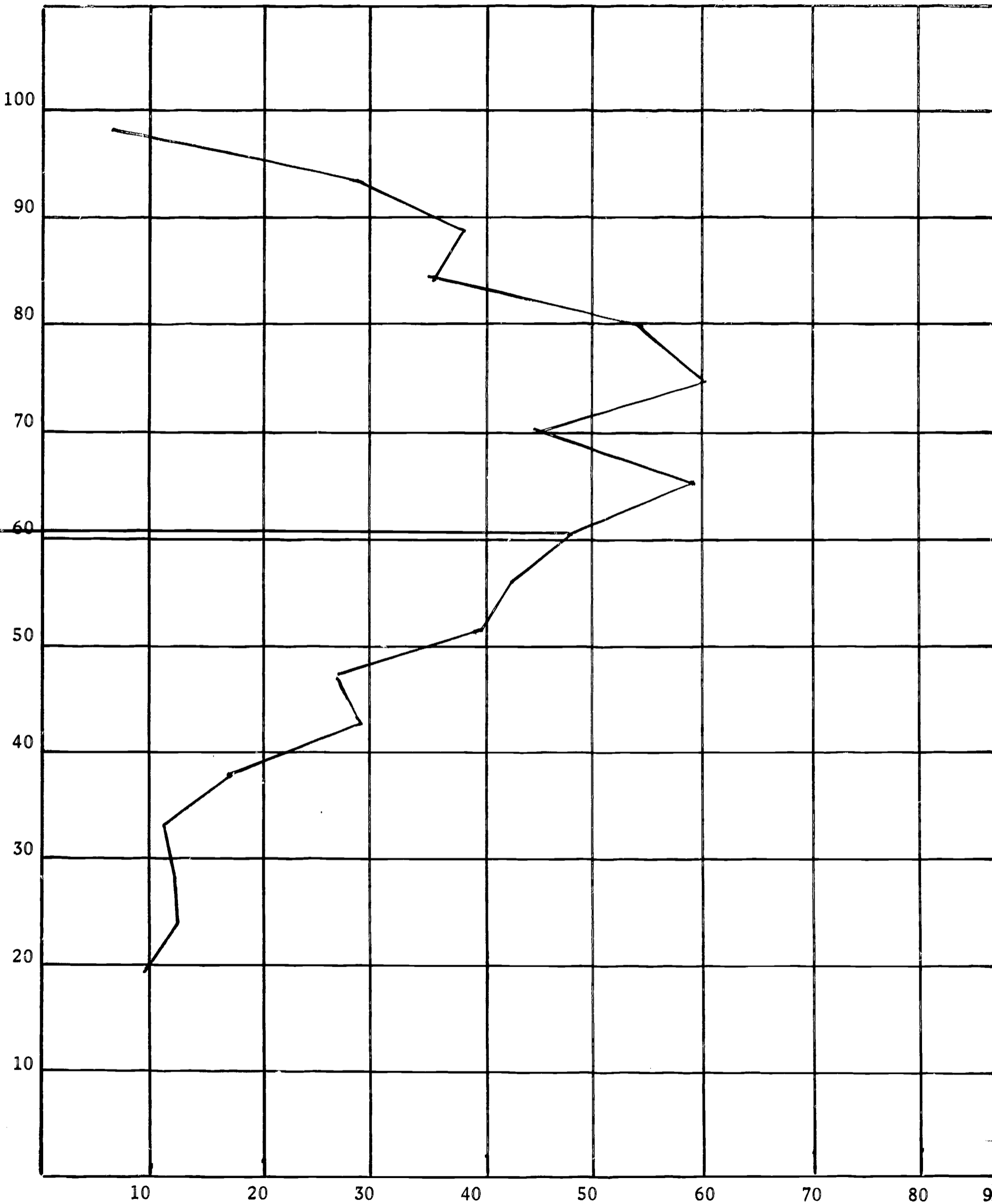


FIGURE 2

1968 METROPOLITAN SCORES - DISTRICT 21
M = 65.55

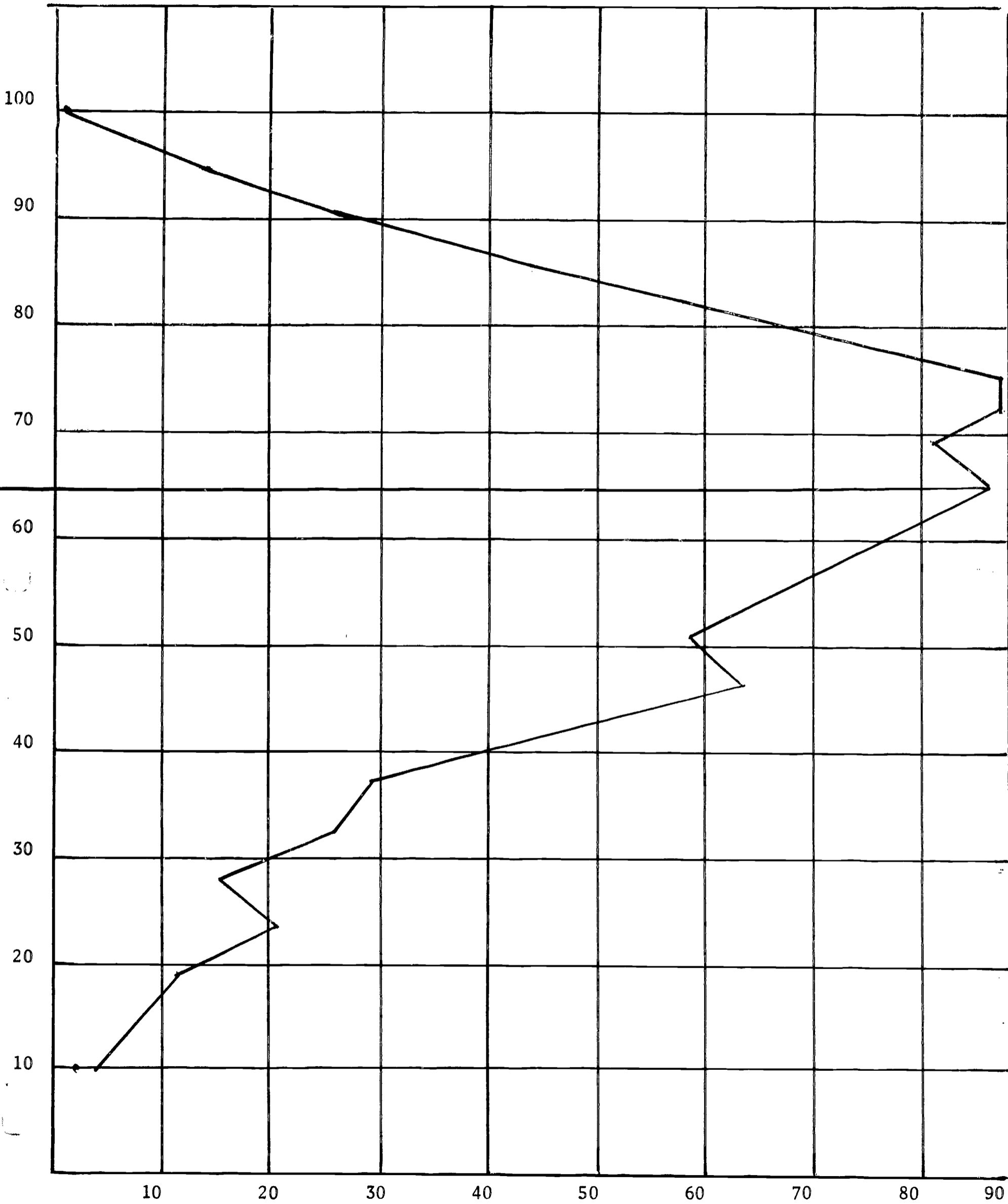
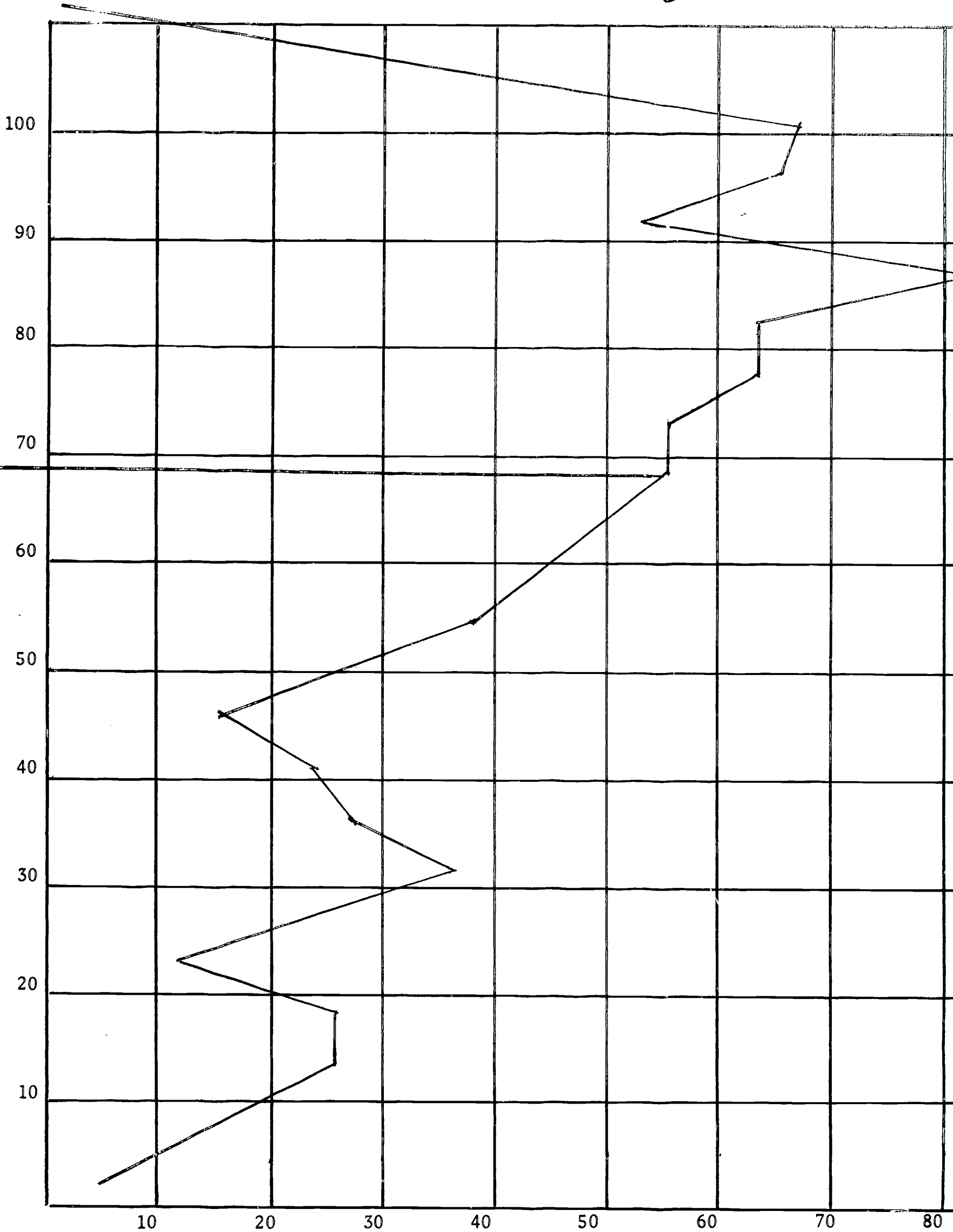


FIGURE 3

1969 METROPOLITAN SCORES - DISTRICT 21

M = 66.78

σ = 29.44



the Motor Facilitation Program as the treatment effecting the change is persuasive.

Data on the "t" tests is presented in Tables 22-27.

In order to develop a more conclusive test of the impact of the Motor Facilitation Program on scores on the Metropolitan Readiness Tests, evaluation for the 1969 - 1970 school year will involve use of experimental and control groups randomly assigned within the same school. This greater control over the variables involved will enable us to make even more confident judgments. Also planned are pre- and post-tests of the same children, and follow-up comparisons of the two groups.

The last check will be the type of evaluation that is most meaningful but, unfortunately, least possible in a short-term funded project such as the Motor Facilitation Program. If provisions are not made to determine the impact on school achievement over a long period of time, the real impact of such a program may never become visible.

Lacking this evidence, the most conclusive argument we can present at this time is that of the "t" test for the 1967, pre-Motor Facilitation Program student group, and the 1969 group. We feel that these results alone are sufficient to justify an intensive evaluative study.

TABLE 22
 "t" Test for Difference Between Means of Metropolitan
 Readiness Tests Scores, School District 21, for the
 Years 1967 and 1969

School District 21 1969	School District 21 1967
$N_1 = 1000$	$N_2 = 510$
$M_1 = 66.78$	$M_2 = 61.03$
$\sigma_1 = 29.44$	$\sigma_2 = 16.3$
$\sigma_{M_1} = \sqrt{\frac{\sigma^2}{N-1}} = .93$	$\sigma_{M_2} = .72$
$\sigma_{M_1}^2 = .86$	$\sigma_{M_2}^2 = .52$
$\sigma_{\text{diff.}} = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2} = 1.17$	
$t = \frac{M_1 - M_2}{\sigma_{\text{diff.}}} = 4.91$ (significant at .01 level)	

TABLE 23
 "t" Test for Difference Between Means of Metropolitan
 Readiness Test Scores, Alcott School, for the Years
 1967 and 1969

<u>Alcott, 1969</u>	<u>Alcott, 1967</u>
$N_1 = 123$	$N_2 = 129$
$M_1 = 61.97$	$M_2 = 47.53$
$\sigma_1 = 6.96$	$\sigma_2 = 21.36$
$\sigma_{M_1} = \frac{\sigma}{\sqrt{N-1}} = .63$	$\sigma_{M_2} = 1.88$
$\sigma_{M_1}^2 = .396$	$\sigma_{M_2}^2 = 3.53$
$\sigma_{\text{diff.}} = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2} = 1.92$	
$t = \frac{M_1 - M_2}{\sigma_{\text{diff.}}} = 7.52 \text{ (significant at .01 level)}$	

TABLE 24
 "t" Test for Difference Between Means of Metropolitan
 Readiness Tests, Field School, for the Years 1967 and
 1969

<u>Field, 1969</u>	<u>Field 1967</u>
$N_1 = 120$	$N_2 = 137$
$M_1 = 72.5$	$M_2 = 59.17$
$\sigma_1 = 18.96$	$\sigma_2 = 23.56$
$\sigma_{M_1} = \frac{\sigma}{\sqrt{N - 1}} = 1.73$	$\sigma_{M_2} = 2.02$
$\sigma_{M_1}^2 = 2.99$	$\sigma_{M_2}^2 = 4.08$
$\sigma_{\text{diff.}} = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2} = 2.66$	
$t = \frac{M_1 - M_2}{\sigma_{\text{diff.}}} = 5.01 \text{ (significant at .01 level)}$	

TABLE 25
 "t" Test for Difference Between Means of Metropolitan
 Readiness Tests, Frost School, for the Years 1967 and
 1969

Frost, 1969	Frost, 1967
$N_1 = 141$	$N_2 = 69$
$M_1 = 68.2$	$M_2 = 57.77$
$\sigma_1 = 28.92 = \sqrt{\frac{efd^2}{N} - \frac{efd}{N}}$	$\sigma_2 = 26.52$
$\sigma_{M_1} = \frac{\sigma}{\sqrt{N-1}} = 2.44$	$\sigma_{M_2} = 3.21$
$\sigma_{M_1}^2 = 5.95$	$\sigma_{M_2}^2 = 10.30$
$\sigma_{diff.} = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2} = 4.02$	
$t = \frac{M_1 - M_2}{\sigma_{diff.}} = 2.59$ (significant at .01 level)	

TABLE 26
 "t" Test for Difference Between Means of Metropolitan
 Readiness Test Scores, Kilmer School, for the Years
 1967 and 1969

<u>Kilmer, 1969</u>	<u>Kilmer, 1967</u>
$N_1 = 157$	$N_2 = 83$
$M_1 = 69.10$	$M_2 = 55.43$
$\sigma_1 = 18.64$	$\sigma_2 = 87.44$
$\sigma_{M_1} = \frac{\sigma}{\sqrt{N-1}} = 2.29$	$\sigma_{M_2} = 9.66$
$\sigma_{M_1}^2 = 5.24$	$\sigma_{M_2}^2 = 93.31$
$\sigma_{\text{diff.}} = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2} = 9.93$	
$t = \frac{M_1 - M_2}{\sigma_{\text{diff.}}} = 1.38 \text{ (not significant)}$	

TABLE 27
 "t" Test for Difference Between Means of Metropolitan
 Readiness Test Scores, Twain School, for the Years
 1967 and 1969

<u>Twain, 1967</u>	<u>Twain, 1969</u>
$N_1 = 89$	$N_2 = 84$
$M_1 = 62.19$	$M_2 = 59.5$
$\sigma_1 = 31.16$	$\sigma_2 = 24.88$
$\sigma_{M_1} = \frac{\sigma}{\sqrt{N - 1}} = 3.32$	$\sigma_{M_2} = 2.73$
$\sigma_{M_1}^2 = 11.02$	$\sigma_{M_2}^2 = 7.45$
$\sigma_{\text{diff.}} = \sqrt{\sigma_{M_1}^2 + \sigma_{M_2}^2} = 4.29$	
$t = \frac{M_1 - M_2}{\sigma_{\text{diff.}}} = .63 \text{ (Not significant)}$	

When the Motor Facilitation program was initiated into School District 21, Wheeling, Illinois, at the kindergarten level, the American School Reading Readiness Test (25) was administered to all first graders early in the 1965-66 school years. The results were not conclusive, therefore the test has been discontinued. The summaries of the testing are found in Appendix C along with the recommendation from the Elk Grove Training and Development Center to discontinue the test or find a replacement instrument to measure any possible differences between groups.

Recommendations

In any future evaluation of the Motor Facilitation Program careful attention should be given to the research design. The Coordinator of the program and the Testing Director of the School District will be setting up a design to be used for the 1969-1970 school year.

B. Children in grades 1 - 6.

Approximately 250 students participated in the Additional-Help phase of the Motor Facilitation Program. A survey (Appendix C) was given to a selected number of students (participants and non-participants) as to their awareness of the special program.

STUDENT AWARENESS OF THE MOTOR FACILITATION PROGRAM

To determine the student awareness of the Motor Facilitation Program in grades 1-4, the Additional-Help phase of the program beyond the kindergarten level, a survey (Appendix C) was conducted using 84 students from Whitman School, Wheeling, Illinois.

The experimental group consisted of 42 students, 34 boys and 8 girls, who had been participating in the Motor Facilitation Program under the direction of Miss Joy Greenlee and Mr. Ken Ward. These students ranged in age from six to ten years old.

The selection of names for interviews of students, control group, who did not participate in a Motor Facilitation Program was based on the Table of Random Numbers in Samuel M. Selby's Standard Mathematical Tables, 16th Edition, The Chemical Rubber Company, 1968, pp. 595-598. A sample of 42 was drawn from the population of 504, yielding 42 choices well distributed over the population.

<u>Category</u>	<u>N--42</u>
1-99	8
100-199	6
200-299	11
300-399	8
400-499	9

Table 28 shows distribution of experimental and control group participants by sex and age.

TABLE 28
DISTRIBUTION OF STUDENTS BY SEX AND AGE

AGE	EXPERIMENTAL			CONTROL			TOTALS		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
6	4	3	7	3	1	4	7	4	11
7	8	1	9	1	12	13	9	13	22
8	11	1	12	5	4	9	16	5	21
9	7	2	9	5	5	10	12	7	19
10	4	1	5	2	3	5	6	4	10
11	0	0	0	1	0	1	1	0	1
TOTALS	34	8	42	17	25	42	51	33	84

As observed on Table 28 there are 34 boys and only 8 girls involved in the Motor Facilitation Program. This seems to reinforce a commonly held belief that more boys than girls encounter learning problems during the primary grades.

TABLE 29
RECOGNIZE NAME "MOTOR FACILITATION"

<u>CONTROL</u>			<u>EXPERIMENTAL</u>			<u>TOTAL</u>		
<u>Yes</u>	<u>Boys</u>	<u>Girls</u>	<u>Yes</u>	<u>Boys</u>	<u>Girls</u>	<u>Yes</u>	<u>Boys</u>	<u>Girls</u>
8	4	4	19	16	3	27	20	7
<u>No</u>	<u>Boys</u>	<u>Girls</u>	<u>No</u>	<u>Boys</u>	<u>Girls</u>	<u>No</u>	<u>Boys</u>	<u>Girls</u>
34	13	21	23	18	5	57	31	26

Though many did not recognize the name of the program as "Motor Facilitation", there was an overwhelming favorable response from the children who were involved and participating in the Additional-Help phase of the program. Perhaps this indicates that the social implications of a remedial program were not sensed by the students participating. Of the 42 children participating only one girl did not like the teacher of the program. (Table 32)

TABLE 30
PARTICIPATED IN KINDERGARTEN MOTOR FACILITATION PROGRAM

CONTROL			EXPERIMENTAL			TOTALS		
Yes	Boys	Girls	Yes	Boys	Girls	Yes	Boys	Girls
18	8	10	18	14	4	36	22	14
No	Boys	Girls	No	Boys	Girls	No	Boys	Girls
24	9	15	24	20	4	48	29	19

As indicated in Table 30, 57% of the students of the experimental group, 20 boys and 4 girls, did not participate in the Wheeling Kindergarten Motor Facilitation Program. The same percentage (57% with 15 girls and 9 boys) was true of the control group.

TABLE 31

TEACHER OR VOLUNTEER MOTHER TAUGHT MOTOR
FACILITATION AT THE KINDERGARTEN LEVEL

	CONTROL	EXPERIMENTAL	TOTAL
TEACHER	3	4	7
VOLUNTEER MOTHER	14	6	20
TOTAL	17	10	27

Table 31 indicates whether the leadership at the kindergarten level was given by the kindergarten teacher or a volunteer mother. Only 27 of the 84 students responded to this question. About 57% had not participated in the kindergarten Motor Facilitation program and some of the students could not remember who had been the leader of the small group session.

Of those responding, the majority of the students liked their leader of the small group at the kindergarten level. Table 32 shows the responses as to whether the children liked or disliked the kindergarten Motor Facilitation Program and Table 33 shows how the 25 students responded to liking or disliking their small group leader.

TABLE 32

LIKED OR DISLIKED KINDERGARTEN MOTOR FACILITATION PROGRAM

<u>CONTROL</u>			<u>EXPERIMENTAL</u>			<u>TOTAL</u>		
<u>Like</u>	<u>Boys</u>	<u>Girls</u>	<u>Like</u>	<u>Boys</u>	<u>Girls</u>	<u>Like</u>	<u>Boys</u>	<u>Girls</u>
16	7	9	11	9	2	27	16	11
<u>Dislike</u>			<u>Dislike</u>			<u>Dislike</u>		
<u>Boys</u>	<u>Girls</u>		<u>Boys</u>	<u>Girls</u>		<u>Boys</u>	<u>Girls</u>	
0	0	0	1	0	1	1	0	1

TABLE 33

LIKE LEADER OF SMALL GROUP - KINDERGARTEN LEVEL

<u>CONTROL</u>			<u>EXPERIMENTAL</u>			<u>TOTAL</u>		
<u>Yes</u>	<u>Boys</u>	<u>Girls</u>	<u>Yes</u>	<u>Boys</u>	<u>Girls</u>	<u>Yes</u>	<u>Boys</u>	<u>Girls</u>
10	2	8	9	7	2	19	9	10
<u>No</u>			<u>No</u>			<u>No</u>		
<u>Boys</u>	<u>Girls</u>		<u>Boys</u>	<u>Girls</u>		<u>Boys</u>	<u>Girls</u>	
4	3	1	2	2	0	6	5	1

The 42 students actively involved in the Additional-Help phase of the Motor Facilitation Program were asked what they were learning from the special class. Their responses included learning right and left, good rhythm, body parts, walking like soldiers, games, and learning where I am in space--forward, backward, up, down. Other responses included learning to move on command, to listen and attend to teacher, to learn the correct use of body, how to follow directions, balancing, eye-hand coordination activities, and learning to remember and do several directions in order as given by the teacher.

Recommendations

Distribution of the Iowa Test of Basic Skills scores of the children in the experimental group is skewed because selection was based on observed academic and motor based problems. A program should be designed for the 1969-70 school year which would involve pre and post testing of matched control and experimental groups within School District 21. A motor skill pre and post test should also be given to the same children of the matched groups.

C. Junior High School Students

Twenty-four seventh graders participated in a pilot study on a Motor Facilitation program at Oliver Wendell Holmes Junior High School in Wheeling. The purpose of the study was to discover if a motor facilitation program improved the reading abilities of seventh grade students.

The group (N = 17) was divided into two equal size groups-- control and experimental--using IQ scores and reading scores to equalize the groups. The average age of the subjects was 12 years and seven months. Both groups received the same seventh grade language arts program curriculum and both groups participated in the programmed reading program of the Sullivan Curriculum Materials. Both groups also received speech instruction from the speech specialist.

In addition to the above, the experimental group received instruction in motor activities daily for a period of 20 minutes. These special activities were in addition to the students' daily 40 minute physical education class. The parents of the experimental group received a letter describing the program and its purpose. (Appendix C).

To measure reading skill or level, the Metropolitan Achievement Test (Forms Am and Bm) was given in September 1967, January 1968, and April 1968 to both groups. The motor skills survey was given at approximately the same times. Seventeen students (9 experimental and 8 control) were involved in both tests at all administrations.

The Metropolitan Reading Achievement Test (22) was selected as the testing instrument for evaluating the Motor Facilitation program at the junior high school level. This test was selected because it is considered one of the best survey tests of reading achievement. It serves as a rough measure of reading achievement for comparative purposes and as a tool of identification upon which further evaluation may be based. Though it is not a diagnostic instrument the test offers possibilities for analysis of weaknesses and strengths of individuals and/or classes.

Seven students in the experimental group improved their reading level, one student stayed the same and one student's reading level went down between September 1967 and April 1968 according to the standardized norms. (Table 34) Two students in the control group improved their reading level; two students stayed the same while four students' reading levels went down between September 1967 and April 1968 according to the standardized norms. (Table 35)

TABLE 34
EXPERIMENTAL GROUP

STUDENTS	MOTOR SKILL SURVEY			READING TEST STANDARD SCORES		
	Test 1	Test 2	Test 3	Test 1	Test 2	Test 3
1	11	12	11	32	34	41
2	9	12	11	40	42	50
3	11	10	10	52	49	52
4	12	9	12	47	60	57
5	8	10	10	42	43	43
6	10	10	11	38	46	42
7	10	12	12	38	37	36
8	9	9	11	33	37	35
9	10	9	11	44	49	51

TABLE 35
CONTROL GROUP

STUDENTS	MOTOR SKILLS SURVEY			READING TEST STANDARD SCORES		
	Test 1	Test 2	Test 3	Test 1	Test 2	Test 3
1	10	10	7	43	44	42
2	11	9	11	43	38	43
3	11	11	11	38	45	36
4	11	13	11	32	41	40
5	10	11	12	52	50	52
6	10	10	12	47	50	52
7	13	10	13	45	47	44
8	9	10	8	38	37	35

The average standard score using national norms for the experimental group in September 1967 was 40.64; in January 1968 it was 44.11; and in April 1968 it was 45.22. This was an increase of 4.58 points from September to April.

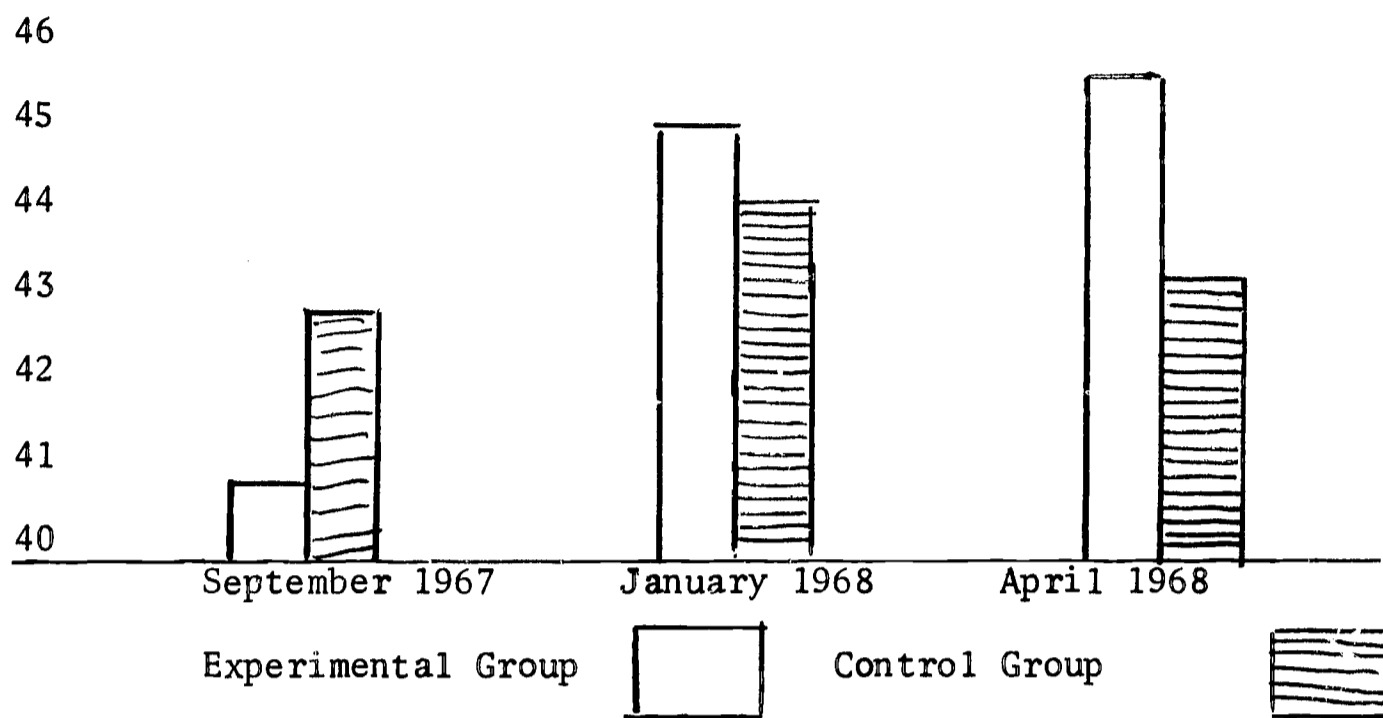
Using national norms the average standard score for the control group in September 1967 was 42.25; in January 1968 it was 44.0; in April 1968 it was 42.50. This showed an increase of .25 points from September to April. It is interesting to note a decrease from January to April of 1.50 points on the standard scale.

There is an increase and positive shift in the score range with the experimental group while the control group just condensed its range. (Table 36) This would be expected in that some students are not affected by the program according to Dr. Delacato. He also states some are slightly affected and some greatly. The results of this study tend to support this point.

Of greater significance is the fact that three students in the experimental group improved their reading score by almost one standard deviation. (10 points on the standard scale) while only one student in the control group had a similar increase.

The experimental group as a whole had a much greater increase than the control group. One could not call the increase significant in that it is only half a standard deviation but it is enough of an increase to warrant further study.

TABLE 36
STANDARD SCORES



The motor skill survey was found to be too easy for the junior high school students. There were 13 items which were scored as "pass" or "fail". Six of the nine students of the experimental group showed improvement from September to April. Two students scored the same number of "passes" and one student went down. (Table 34)

In the control group only two students improved their scores on the motor skill survey from September to April. (Table 35) Four students scored the same number of "passes" and two students went down.

An interesting factor is that five students of the experimental group who improved their total score on the motor skill survey also showed improved reading levels. Only one student of the control group showed improvement in both his reading level and total score on the motor skill survey.

GENERAL OBSERVATIONS MADE BY THE TEACHERS OF THE JUNIOR HIGH SCHOOL
MOTOR FACILITATION PROGRAM

The group of students involved in the experimental group of the program were considered low achieving students with average or above potential as shown by their IQ scores which ranged from 80-115. Two teachers, one in language arts and one in physical education, worked daily with this same group throughout the school term.

The following observations were made by the two teachers:

Language Arts Teacher: (Taught the language arts, conducted the reading program and assisted with the motor activities.)

"At the beginning of the year both groups were about the same in behavior. Both groups seemed to have many emotional problems and had difficulty getting along with other students in the class. As we progressed through the motor program, the behavior of the students in the experimental group seemed to improve. Only a single word now and again to correct them and call their attention to getting back to the task at hand was all that was needed.

"The behavior of the control group stayed about the same. In fact, I took several of those from the control group and went through a series of exercises to explain that I, as the teacher, was going to have control of the class and at that point they capitulated to my discipline.

"The attitude of the class remained about the same---they rejected the whole idea of learning from the very beginning. They felt that they knew everything there was to know and they just weren't about to put forth any effort. Some of them felt they were in a "dumby" class

so they might as well act as such.

"As the year progressed the motor group thought they had improved and some of the control group asked if they could get into the motor program because it sounded like a good deal. When questions were asked, members of the experimental group were first to respond. The students in the control group could see that members of the experimental group were answering more of the questions and seemed to be catching on to ideas and answers and holding onto them longer than they were able to do. They also felt that members of the experimental group enjoyed the language arts class and seemed to get along better with the teacher.

"The motor group seemed to want to pull the control group into the class and there was a better rapport between the two groups as the year moved along.

"In addition, the control group was given a 20 minute period each day in which to do their homework or to do extra assignments. They didn't seem to use this time wisely. In fact, they often handed in assignments late. The motor group had no extra time in which to do their homework--the majority of them did hand their assignments in on schedule.

"In the control group I found no improvement over and above that which I would find in a slow class of students during the regular school year. In the motor class I saw the personalities of children emerge, I saw some of the frightened looks removed from their faces, I saw them begin to trust each other a little bit more, and they were also more willing to participate in more school activities. They

seemed to find it a little bit easier to communicate with their fellow students, and they were a lot more outgoing at the end of the school year as opposed to the control group."

Physical Education Teacher: (Developed and conducted the motor activities phase of the Motor Facilitation Program.)

"I feel that the crawling movements were rejected by the group ---probably because it seemed childish to them. It took a while for them to realize what we were really trying to do in this program. After the crawling activities, their behavior improved tremendously. Most of them tried quite hard--most of them thought very much--whether their movement was correct or not, they put a lot of thought into it. Often they would comment to fellow students "think it through, you'll probably be able to do it better".

"Probably the biggest problem I found in the crawling, walking, and the walking series was their inability to hold their position. It was a great effort for almost all of the students. It was as though they were going to fall apart when they had to hold a position quietly and for any length of time.

"The program had to be revised in some areas as the pilot study was carried out over an 8 month period. They really enjoyed the parts where they became the correction teacher---they worked in partners quite often.

"Toward the end of the year a unit was included on use of jump ropes, balance beam, and ball gymnastics and they all thoroughly enjoyed these activities. It was amazing to see the boys put forth a lot of effort to learn how to jump rope correctly. Timing was a

real concern in many of the activities. The balance beam activities should be performed on a beam which is at a 3 foot height.

"The mazes were probably enjoyed the most---they did good work on the maze with less pressure put on them by the instructors. They prided themselves when they were able to catch a mistake in another person's directions. They prided themselves in directing someone correctly which most of them did most of the time.

"At the beginning of the chalk board work they seemed to have the attitude that this was something silly. After some pressure from the teachers, they seemed to put forth much more effort and try much harder to make the lines straight and to remember the words to be put into the squares. A few of the students did not progress very much at all on the board work---as I observed most of them, it was amazing to see their writing become legible, their memories become better, their effort become a 100% on listening, thinking, and remembering and then writing.

"The last day of each week was a fun day for these students. Some of the fun day activities were obstacle courses, relay races, twister game, soccer, softball, and bombardment.

"In general, the program was probably the greatest thing these particular students had during their school year. First of all, the small number made it personal---they were given special attention. The strictness of the program was probably the only way these students could be dealt with. However, at no time during the program was a student moved by the teacher. He did not manipulate any body parts. Though the teacher's attitude was extremely strict, it was a "firmness" with

a "care for" attitude--no screaming, just a strong use of words and voice. When a student accomplished or achieved the activity, he was complimented by the teachers."

RESULTS OF QUESTIONNAIRE GIVEN TO THE SEVENTH GRADE STUDENTS OF
THE EXPERIMENTAL GROUP IN MOTOR PROGRAM

The students of the experimental group of the junior high school pilot study in Motor Facilitation were given a questionnaire. The questionnaire was used to find out some of their attitudes concerning the Motor Facilitation program. The results of the ten who responded to the questionnaire are as follows:

1. Six students reported that they did not like being in the motor class at the beginning of the year. The four remaining answered "sometimes". By the semester break there were still six students who did not like being in the motor class. The other four responses were "sometimes". At the end of the year only one student responded that he did not like being in the motor class. Six students responded "sometimes" and three students responded that they liked "very much" being in the motor class.
2. Six of the students reported that they never practiced any of the motor activities at home. The other four students reported "sometimes".
3. The following responses were given to the question stated, "In which of the following areas do you think you improved most because of the daily motor activities?"

6---spelling	6---listening to the directions and following directions
4---better balance	5---thinking out what I heard and then performing
4---writing	4---understand what I read
2---speech	2---better coordination
1---walking	1---know right and left

4. The students responded in the following way on question four which was "Check the body parts where you think you improved most."

<u>3</u> eye-hand	<u>2</u> hands	<u>2</u> trunk-body
<u>2</u> legs	<u>1</u> eyes	<u>1</u> ears
<u>1</u> mouth	<u>0</u> feet	

5. The teachers were rated as follows by the students:
Each of the teachers received six responses on "strict but understanding and fair". Each received two responses that they were "too strict and too demanding". Each received a "just right" response and one student rated Miss M. as "too easy".
6. Eight students reported that they did not like having visitors observing the motor class. Two students did like visitors.
7. The favorite "fun day" activities were listed as follows:
 - bombardment ---- 9
 - soccer kick ball ---- 8
 - obstacle courses
 - twister
8. In the students' opinion they were to judge whether they thought additional motor classes would be helpful for them and how much more time they thought would be helpful. Only four students responded to the question with three saying "occasionally for one year" and one saying "daily for one semester".
9. When asked if they could name any classmates who might be helped by being in the motor class, they listed some (they will not be named here) and in most cases they named members of the control group.
10. Four of the students responded that they did not know how their parents felt about the motor program. Two reported that their parents thought the motor program was "OK". Three reported that their parents "disliked" the motor program, and one reported that his parents were "unconcerned".
11. The students were asked to rate their reading material to their like or preference. Adventure stories, science fiction and animal stories were rated highest on the responses.
12. The students were asked to relate their favorite activity in the language arts classroom. The responses were as follows:
 - 6--Playing Hangmen
 - 6--Scrabble
 - 1--Being on closed circuit TV
 - 1--Crossword puzzles on the chalk board
 - 1--Telling ghost stories

II. Professional Staff and Aides Working Within the Motor Facilitation Program.

A survey (Appendix C) was conducted within School District #21, Wheeling, Illinois, to determine some feeling about the Motor Facilitation Program as it existed within the schools. Those surveyed included administration, kindergarten teachers, classroom teachers, physical education teachers and the aides (Motor Moms) who assist in the kindergarten program. The following is the "Qualitative Evaluation of the Motor Facilitation Program".

Responses to an evaluative survey of District 21's Motor Facilitation Program are presented and discussed on the following pages. Virtually all of those concerned with this program completed the questionnaire. In addition, some non-teaching professional staff members completed questionnaires at the request of Miss Obrecht and Mr. R. Wynn, Director of Research of School District #21.

Tables 37, 38, 39, 40 and 41 present data about the sample: In this case, 72 professional staff members and 90 Motor Moms. Of the professional staff members, 53 are teachers, the remaining 19 being administrators, psychologists and other non-teaching specialists. All but 14 of the respondents are female.

Professional staff members have averaged 2 years of involvement with the Motor Facilitation Program, and the Motor Moms have an average of 1.1 years of experience.

Table V presents the first qualitative response summary. The Motor Facilitation Program received a 58% response in positive and

successful terms by members of the professional staff. This figure was obtained by totaling the two ratings on the evaluation form closest to the positive terms, as opposed to the two ratings closest to the negative terms. Only 12% of the responses were in negative terms.

TABLE 37

Responses to the question: How have you been involved in the Motor Facilitation Program? (N=162)

Specialties of Respondents	N=	%=
Administration and other non-teaching specialists	17	11
Kindergarten teachers	24	15
Physical education teachers	9	05
Psychologists	2	01
Classroom teacher	20	12
Motor Moms	90	55
TOTALS	162	100%

Of the 162 respondents:

Administration, other non-teaching specialists and professional staff	<u>N=</u> = 72
Motor Moms	= 90
TOTAL N	<u>=162</u>

Of the 162 respondents:

Male = 14

Female = 148

Total N= 162

TABLE 38

Responses to the question: How many years have you been involved in the Motor Facilitation Program? (N=162)

Classification	Number of Years					Mean	No Resp.
	1	2	3	4	Less than 1		
Professional Staff	12	20	14	9	15	2	2
Motor Moms	7	10	0	0	69	1.1	4
Totals	19	30	14	9	84		6

TABLE 39

Responses to the question: How many years have you been involved in the Motor Facilitation Program? (N=162)

Classification	Number of Years					No Resp.
	1	2	3	4	Less than 1	
Administration & Nonteaching spec. (N=19)	4	5	4	6	(combined with category "1 year")	0
Classroom teachers (N=21)	13	4	2	1		1
Kindergarten teach- ers (N=23)	10	4	7	2		0
Physical Education Teachers (N=9)	1	7	1	0		0
Total (N=72)	28	20	14	9		1

TABLE 40

Responses to the question: How many years have you been involved in the Motor Facilitation Program?

Classification	Number of Years					
	1	2	3	4	Less than 1	No Response
Combined teachers (classroom and Kindergarten, N=44)	11	8	9	3	12	1

TABLE 41

Qualitative Evaluation of the Motor Facilitation Program by the Professional Staff (Staff N=72)

N Respond- ing	Characteristic	Ratings					Characteristic
		1	2	3	4	5	
70	essential	19	20	21	7	3	nonessential
72	useful	30	19	16	7	0	wasteful
67	active	20	24	14	4	5	inactive
61	successful	15	21	19	1	5	failure
71	challenging	22	23	16	8	2	uninspiring
69	systematic	15	29	17	6	2	inefficient
69	interesting	25	17	18	8	1	boring
72	valuable	19	25	19	3	4	useless
67	general use- fulness	9	12	41	1	4	specific use- fulness
66	student-good use of time	12	21	20	9	4	student-too time consuming
Sub-totals:	N =	186	211	201	54	30	
	% =	29%	30%	29%	08%	04%	
Sub-totals:	N =	397			84		
	% =	58%			12%		

In Table 42 and Table 43, the qualitative evaluation is viewed from two additional perspectives. The data in Table 42 includes those items descriptive of program outcomes, while those in Table 43 include terms related to personal reactions to the program.

Thus, the Table 42 data could be interpreted as more of an evaluation of the program itself, and the Table 43 data as an indication of how the respondents felt about their own involvement in the Motor Facilitation Program.

The totals do show differences whose quantitative direction is of particular interest. Those terms concerned with the outcome of the program received a 55% favorable qualitative evaluation, and those terms concerned with personal reactions were given a 63% favorable rating. Only 12% of the terms concerned with outcomes (Table 42) tended toward an unfavorable rating, and 14% of the personal reaction items were ranked as unfavorable. In the cases both of evaluation of outcomes and personal reaction, the favorable rating was 4 to 1 over unfavorable ratings.

A similar, though somewhat higher percentage of Motor Moms responded favorably to the two sets of items that were selected to elicit personal reactions (Table 44). Favorable reactions were 67%; unfavorable 8%. Since the Motor Moms were not professional educators, it was felt that they could not evaluate the success of the program in the framework of the educational process.

TABLE 42

Qualitative evaluation of the Motor Facilitation Program
concerned with the importance and outcomes of the program:
Professional Staff. (N=72)

N Respond- ing	Characteristic	Ratings					Characteristic
		1	2	3	4	5	
70	essential	19	20	21	7	3	nonessential
72	useful	30	19	16	7	0	wasteful
61	successful	15	21	19	1	5	failure
70	valuable	19	25	19	3	4	useless
67	general useful- ness	9	12	41	1	4	specific useful- ness
66	student-good use of time	12	21	20	9	4	Student-too time consuming
Sub-totals	N =	104	118	136	28	20	
	% =	25%	29%	33%	07%	06%	
Sub-totals	N =	222			48		
	% =	55%			12%		

TABLE 43

Qualitative evaluation of the Motor Facilitation Program concerned with personal reactions to the program: Professional Staff.
(N=72)

N Responding	Characteristic	Ratings					Characteristic
		1	2	3	4	5	
67	Active	20	24	14	4	5	inactive
71	Challenging	22	23	16	8	2	uninspiring
69	Systematic	15	29	17	6	2	inefficient
69	Interesting	25	17	18	8	1	boring
Sub-totals N =		82	93	65	26	10	
% =		29%	33%	23%	09%	05%	
Sub-totals N =		175			36		
% =		63%			14%		

TABLE 44

Qualitative evaluation of the Motor Facilitation Program concerned with personal reaction to the program: Motor Moms (N=90)

N Responding	Characteristic	Ratings					Characteristic
		1	2	3	4	5	
83	successful	33	28	20	2	0	failure
87	interesting	40	13	23	5	6	boring
Sub-totals	N =	73	41	43	7	6	
	% =	42%	24%	25%	05%	04%	
Sub-totals	N =	<u>114</u>			<u>13</u>		
	% =	67%			08%		

Table 45 stresses the factors having a positive effect on the success of the Motor Facilitation Program. These factors include such things as: time scheduled, place scheduled, size of group, building administrators' support, teacher attitude, student attitude, physical arrangement of the room, and teacher-aides. With the exception of two factors, "teacher attitude," and "teacher-aides," there was close agreement between the responses of the professional staff and the Motor Moms. For "teacher attitude," 69% of the professional staff identified this factor as being important, but 91% of the Motor Moms indicated that this factor was important. There was a somewhat smaller difference of opinion with regard to the importance of "teacher-aides," professional staff, 76%, Motor Moms, 87%. The four most important factors, ranked in diminishing importance, were: student attitude, size of groups, teacher-aides, and teacher attitude.

In interpreting this data we must recognize that there were several approaches to identifying criteria as having a positive effect upon the success of the Motor Facilitation Program. One approach would be that a specific criterion would be important in general terms for such success. Another approach is that these are factors that are important in the Wheeling Motor Facilitation Program, with which the respondents had had immediate experience. Another could be that the factor was important for success because the "time scheduled" in a particular building, for example, was good; where, in another building, "time scheduled" was an important factor for success because their program was scheduled at a poor time, thus ,

"it is important for us to schedule time carefully in order for the program to be a success." Whatever the approach taken in responding to these items, it would seem that the net effect would be the same, i.e., to identify factors that could operate positively in making the program successful.

3

TABLE 45

Factors specified as having a positive effect upon the success of the Motor Facilitation Program. (N=162)

Item	Number of Responses			Number of responses expressed as a percentage of the total N for each classification		
	Prof. Staff	Motor Moms	Total	Prof. Staff	Motor Moms	Total
	N=72	N=90	N=162			
Time scheduled	51	70	121	71	77	75
Place sched.	47	57	104	65	63	64
Size of Group	59	74	133	81	82	82
Building Administrator's Support	50	65	115	69	72	71
Teacher Attitude	50	82	132	69	91	81
Student Attitude	59	80	139	82	88	86
Physical arr. of room	43	58	101	60	64	62
Teacher-Aides	55	78	133	76	87	82

Table 46 presents the data displayed in the "professional staff" column of Table 45, breaking down these data according to professional specialities. There was only a minor variation among the factors ranked as most important by each of these professional specialities, five of the six groups having ranked each of the four factors listed below as most important for positive effect upon the success of the Motor Facilitation Program. The four factors are: teacher attitude, student attitude, teacher-aide, and size of group.

Table 47 presents another approach to personal reaction to the Motor Facilitation Program. In response to the question, "do you like working in the Motor Facilitation Program," responses varied to a considerable extent. All of the Kindergarten teachers and all but two of the Motor Moms responded to this question. All of the kindergarten teachers except three (87%) and an almost unanimous 97% of the Motor Moms answered "yes." One-third of the classroom teachers did not respond to this item, presumably because they were not directly involved in work in the Motor Facilitation Program. Of the 14 responding, 38% (N=8) answered "yes," and 29% (N=6) answered "no." With all the Physical Education teachers responding (N=9), the vote was 5 to 4.

All of the Motor Moms and Kindergarten teachers indicated that they thought the Motor Facilitation Program should be continued (Table 48). The smallest "yes" response to this question was given by the Physical Education teachers, being 77% (N=7) of their total number.

TABLE 46

Factors specified as having a positive effect upon the success of the Motor Facilitation Program by Professional Staff Members.
(N=72)

Item	Number of Responses					
	Total Class- room teach. N=44	Class- room teach. N=21	Kinder- garten teach. N=23	Phys. Educ. teach. N=9	Admin- istrat- ors & special N=19	Total, Col's. 2-3-4-5 N=72
Time Sched- uled	34	13	21	5	12	51
Place Sched- uled	29	13	16	8	10	47
Size of Group	37	20	17	8	14	59
Building Administra- tor's Support	26	14	12	9	15	50
Teacher Attitude	39	19	20	7	13	59
Student Attitude	38	17	21	6	14	58
Physical Arrange- ment of Room	28	11	17	5	10	43
Teacher Aides	38	18	20	3	14	55

TABLE 47

Responses to the question: Do you like working in the Motor Facilitation Program? (N=162)

Item No.	Prof. Staff N=72	Motor Moms N=90	Kind. Teach. N=23	Class. Teach. N=21	Phy. Ed. Teach. N=9	Admin. & Spec. N=19	Total Class. & Kind. T. N=44
31-Yes							
N=	45	86	20	8	5	12	28
%=	63	97	87	38	56	63	64
32-No							
N=	14	2	3	6	4	1	9
%=	19	02	13	29	44	05	20

TABLE 48

Responses to the question: Do you think the Motor Facilitation Program should be continued? (N=162)

Item No.	Prof. Staff N=72	Motor Moms N=90	Kind. Teach. N=23	Class. Teach. N=21	Phys. Ed. Teach. N=9	Admin. & Spec. N=19	Total Class. & Kind. T. N=44
33-Yes							
N=	63	90	23	8	7	16	41
%=	87	100	100	86	77	84	93
34-No							
N=	7	0	0	3	2	2	3
%=	10	0	0	14	22	11	06

About half (46%, 44%, 48%, 52%, 55%, 32%, 50%) of the respondents believed that the Motor Facilitation Program should be modified in some way (Table 49). There was considerable variation in the suggested changes.

The Motor Moms suggested modifications to include "longer length of time per session but only one day", "smaller groups of children", "insure adequate gym facilities and equipment", "more workshops", "parents advised as to what needs to be done at home in addition to the scheduled time at school", "more detailed instructions for presenting the motor lessons", and "regrouping more often" and "teachers take group if an aide is absent".

The kindergarten teachers suggested modifications similar to those of the Motor Moms. These included "own personal equipment", "more aides", "increased for slower students, decreased for faster students", "longer kindergarten sessions", "gym should be available for all the Motor Facilitation activities", and "more skills". One modification which was made for the present school year was that the workshops for each building is much better than the mass ones held before.

The administrators responded with suggestions such as "must go beyond kindergarten level in all schools--where the need arises", "change teacher attitudes, help them become better informed", and "should be continually re-evaluated and improved by teachers and coordinator". Other suggestions were to "possibly have a resource person make more visits to the groups of each building" and "perhaps more time could be given to children with learning problems and motor problems or both, and less time spent with those who have no problems in these areas".

Classroom teachers who responded indicated the need for such a program and suggested such considerations as "more teacher involvement", "more time should be scheduled for these children", "be more selective in the children", "a suitable place should always be available," and "to develop a better system of testing for results and follow-through".

The physical education staff who responded to this question felt that the Additional-Help phase of the Motor Facilitation program "should have more specific goals, guidelines", "should be a program to include more fine motor activities", and "more qualified teachers should work with the referred children".

Visitors were not regarded as a serious deterrent to the effectiveness of the Motor Facilitation Program. Only 26% of the Motor Moms, 04% of the kindergarten teachers, and 19% of the classroom teachers answered "yes" to this question (Table 50).

The aides who responded felt that visitors were distracting to the children but only if there are too many and too often. Some felt that even if it was distracting, it was necessary to expose the program to other people. Two aides indicated that visitors made them (the aide) feel "self-conscious and nervous", however others indicated that if the aide is well prepared the group functions with little attention given to the visitors especially at the kindergarten level.

The general feeling of the kindergarten teachers was that "occasionally the visitors will distract the children, but I do not feel that it is a serious problem."

There were no responses from the administration or the physical education people concerning the question about visitors.

The classroom teachers responded that "as long as there is no interruption due to their presence", "teacher feels restricted", "the older children do not take to being observed because they feel foolish", and that "visitors will cause the children to be excited, therefore their behavior will not be normal".

Two-thirds of the professional staff (kindergarten teachers = 69%, classroom teachers = 62%, administration and specials = 63%) felt that the Motor Facilitation Program had resulted in some effect upon the students' learning (Table 51). The physical education teachers gave a 55% "yes" response to this item, although they were not in a position to make as confident an observation of students' academic learning.

The responses from the Motor Moms concerning the student outcomes from participation in the Motor Facilitation Program included "they learn to listen carefully, follow directions", "children gain confidence", "basic skills are better developed", "it improves coordination, retentiveness, respect for others abilities", and "children feel a sense of pride in their physical accomplishments". A common response was "develops muscular coordination, balance of his body and to perform according to one or more given instructions". Others included "learning left and right", "an awareness of himself", and "learns to cooperate with other children and adults".

The kindergarten teacher responses were similar as to the student outcomes. In summary they indicated that "child has better awareness of himself, his drawings show more maturity, he knows most of basic motor skills, he is almost certain of left and right, and he can follow

directions better whether it is for an assignment or a physical activity". Besides the outcomes stated above, the child's performance "helps teacher detect children that need extra help earlier."

The administrators' responses are summarized in that the Motor Facilitation Program "helps the student in his physical coordination, listening skills and in general prepares him for reading readiness". Other comments were similar to those of the kindergarten teachers and the aides but the administrators indicated that the student outcomes were "improved over-all adjustment and improved perceptions and usage of learned skills".

The classroom teachers responded similarly to the student outcomes of the Motor Facilitation Program in relation to coordination, attentiveness, knowledge of left and right, and development of self-confidence. One teacher stated "I see fewer children who need to be taught left-right progression in activities and paper work as well as reading. They are aware of it by first grade time--I spend less time on readiness, going right into reading with most children".

The general comment from the physical education staff concerning the student outcome was "he benefits from the individual help and in attention span". Others included "greater awareness of spatial concepts", "more aware of body, its parts and uses", "better self-control", and "increase in motor coordination".

Most of the professional staff (82%) and the Motor Moms (75%) felt that the Motor Facilitation Program is most beneficial for

specific types of students (Table 52 and Table 53). Kindergarten and classroom teachers were in close agreement on this question (kindergarten teachers = 91%, classroom teachers = 90%).

As stated above, all groups felt that the program is most beneficial for specific types of students. The specific type of student was named as "the slower child", "awkward child", "the slower child whose coordination needs developing", "the shy child", "the immature child", "child with specific problems", "the inactive child", "boys", and "the restless, unattentive, and uncoordinated child". Kindergarten teachers and aides indicated that at the kindergarten level every child benefits from participating in the program.

However, when the question concerns whether the Motor Facilitation Program is least effective for a specific type of student, the response is much less definite. In this case the "yes" votes were: Motor Moms = 24%, Kindergarten teachers = 39%, Classroom teachers = 19%, and Physical Education teachers = 55%.

As expected then, the specific type of student who would least benefit from the Motor Facilitation Program would include the "mature, well-coordinated child", "one who is good in motor skills and has a long attention span", and "the child who has good small muscle and eye coordination, who has kinesthetic sense, and whose large muscle movements are good".

TABLE 49

Responses to the question: If the Motor Facilitation Program is continued, should it be modified in any way? (N=162)

Item No.	Prof. Staff N=72	Motor Moms N=90	Kind. Teach. N=23	Class. Teach. N=21	Phys. Educ. Teach. N=9	Admin. & Spec. N=19	Total Class. & Kind. T. N=44
35-Yes							
N=	33	39	11	11	5	6	22
%=	46	44	48	52	55	32	50
36-No							
N=	23	45	10	6	2	5	16
%=	32	49	43	29	22	26	36

TABLE 50

Responses to the question: Are visitors a deterrent to the effectiveness of the program? (N=162)

Item No.	Prof. Staff N=72	Motor Moms N=90	Kind. Teach. N=23	Class. Teach. N=21	Phys. Educ. Teach. N=9	Admin. & Spec. N=19	Total Class. & Kind. T. N=44
38-Yes							
N=	5	23	1	4	0	0	5
%=	07	26	04	19	0	0	11
39-No							
N=	53	56	20	9	9	15	29
%=	74	63	87	43	100	79	66

TABLE 51

Responses to the question: Do you feel that there has been any effect on the learning by students as a result of the Motor Facilitation Program? (N=162; Motor Moms were not included in this tabulation, resulting in an effective net N of 72)

Item No.	Prof. Staff N=72	Motor Moms N=90	Kind. Teach. N=23	Class. Teach. N=21	Phys. Educ. Teach. N=9	Admin. & Spec. N=19	Total Class. & Kind. T. N=44
41-Yes							
N=	46	0	16	13	5	12	29
%=	65	0	69	62	55	63	66
42-No							
N=	10	0	3	3	2	2	6
%=	13	0	13	14	20	11	13

TABLE 52

Responses to the question: Do you feel that the Motor Facilitation Program is most beneficial for any specific type of student? (N=162)

Item No.	Prof. Staff N=72	Motor Moms N=90	Kind. Teach. N=23	Class. Teach. N=21	Phys. Educ. Teach. N=9	Admin. & Spec. N=9	Total Class. & Kind. T. N=44
44-Yes							
N=	59	67	21	19	7	13	40
%=	82	75	91	90	78	68	91
45-No							
N=	5	15	1	1	1	2	2
%=	07	17	05	05	11	10	05

TABLE 53

Responses to the question: Do you feel that the Motor Facilitation Program is least effective for any specific type of student? (N=162)

Item No.	Prof. Staff N=72	Motor Moms N=90	Kind. Teach. N=23	Class. Teach. N=21	Phys. Educ. Teach. N=9	Admin. & Spec. N=19	Total Class. & Kind. T. N=44
47-Yes							
N=	31	22	9	4	5	3	13
%=	43	24	39	19	55	15	29
48-No							
N=	30	58	13	11	3	3	24
%=	41	65	56	52	33	15	54

In response to the question concerning which personal characteristics affect the success of the Motor Facilitation Program, the professional staff and the Motor Moms were in agreement in their comments. Some of the characteristics included were "enthusiasm", "personality of teacher", "patience", "consistency of discipline", "concerned principal", "true believer in the program", "strong, firm desire to help the children", "feeling of responsibility on the part of the volunteers and the teachers", "a smile", "cooperation between teacher and her aides", "like children", "positive mental attitude", and "being prepared and still be flexible in presentation of motor lessons". Other personal characteristics cited were "vitality, friendliness", "commitment", "involvement", "compassion", and "perseverance".

In responding to the last statement on the survey relating to strengths and weaknesses of the program, the administrative group indicated that the "kindergarten program is good and all encompassing. The success of the kindergarten and primary programs has been due largely to the volunteer program". One administrator responded that the Motor Facilitation program "doesn't really extend beyond the kindergarten as it should." The junior high school program was considered weak by those responding at the administrative level.

The classroom teachers responded with "this program is most beneficial at the kindergarten level for learning skills and pointing out children who may possibly have perceptual problems", but they had "doubts about effectiveness in the first grade especially if it must be taught by the classroom teacher..."

The physical education staff expressed opinions relating satisfaction with program but not feeling "qualified to teach it past the beginning skills or to choose those who belong in the program...should be correlated with the reading teacher and/or the classroom teacher." The physical education staff did feel a "need for more instruction and training in this field."

The kindergarten teachers "feel it is a worthwhile program and has many benefits to the children...", and one teacher felt that the "motor program is of great value to the kindergarten curriculum and I think Donna Obrecht, the coordinator, has really made the program click". Other strengths related by kindergarten teachers was that the "building workshops were an excellent idea", "obtaining equipment was easier this year" and one teacher stated, "...an excellent example of the

current educational trends of helping the child to strengthen abilities and to succeed early enough in school...BEFORE he is met by difficulty and failure".

The kindergarten teachers expressed the weaknesses of the program as being "equipment and facilities are not always easily accessible", "the building administrators need some communication on what the program is all about", "keeping teacher-aide enthusiasm up", and "needing more time to discuss problems and plans with their teacher-aides".

The teacher aides working within the program expressed the same desire to have more opportunity to discuss and plan with the kindergarten teachers. Many of the aides expressed a need for more workshops and assistance from the teachers in the day by day presentations. If the kindergarten Motor Facilitation Program was not scheduled in the gym, both the aides and the kindergarten teachers felt this was a real hindrance to the success of the program. Both groups also felt a real need for more aides to make the program even better and more individualized.

Many aides responded with favorable remarks about the Motor Facilitation program. Their comments included "program is basically good", "program is great and should be continued", "program has improved since last year", "worthwhile program", and "enjoyable and profitable to the children".

III. Trainees Within the Motor Facilitation Training Program.

As of the writing of this report three summer training programs had been conducted by the Coordinator of the Motor Facilitation Program. The trainees were selected from the applications submitted. A list of the participants in each of the training sessions is presented in Appendix E. Selection was based on interest and desire to implement such a perceptual-motor program in their own classroom, their school or within their school district. Approximately six months after the training session, a follow-up form (Appendix C) was sent to each trainee. The data obtained is summarized on the following pages.

Table 54 indicates the number of participants in each training session. The table also shows the number who did implement a similar program in the "back home" situation.

TABLE 54

IMPLEMENTATION OF PROGRAM AS REPORTED BY THE TRAINEES OF THE THREE TRAINING WORKSHOPS.

	Summer 1967	Summer 1968--1	Summer 1968--2
Schools with population under 500	2	9	8
Schools with population over 500	0	14	4
Total	2 of the 14 participants	23 of the 29 participants	12 of the 20 participants

The trainees reported the number of additional teachers and aides working within their Motor Facilitation Programs. Table 55 shows a total of 55 teachers and 211 aides in addition to the person who initiated the program. Table 56 shows the analysis of data about the personnel teaching the program. As anticipated, the kindergarten teachers, with assistance from volunteer aides, are implementing a Motor Facilitation Program. Physical education teachers are often involved in a Motor Facilitation Program particularly with children in the primary grades.

TABLE 55

ADDITIONAL TEACHERS AND TEACHER-AIDES WORKING WITHIN THE MOTOR FACILITATION PROGRAM IN TRAINEE'S IMPLEMENTED PROGRAMS.

Schools	Teachers	Aides
Under 500	25	108
Over 500	30	103
TOTAL	55	211

TABLE 56

PERSONS TEACHING THE PROGRAM AS IMPLEMENTED BY THE TRAINEES.

Schools	Kindergarten Teacher	Classroom	P.E. Teacher	Aides	Other
Under 500	12	1 2	3	8	2
Over 500	4	3 0	6	10	3
TOTAL	16	4 3	9	18	5

To further show that the program was in operation at the kindergarten level, Table 57 shows the greatest number of children involved are in kindergarten. The trainees reported beginning of Motor Facilitation Programs in grades 1-4 also, however, no programs were initiated above the fourth grade.

TABLE 57

CHILDREN INVOLVED IN TRAINEES' INITIATED MOTOR FACILITATION PROGRAMS.

Schools	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	TOTAL
Under 500	1011	35	60	None Reported	None Reported	1106
Over 500	713	180	150	145	155	1343
TOTAL	1724	215	210	145	155	2449

The length of time and number of days per week scheduled for the Motor Facilitation Programs are reported in Table 58. The most often reported schedule is for motor activities for two-20 minute periods per week. Twenty-four trainees reported that they were using the Wheeling motor lessons exclusively. (Table 59) These were being used in combination with Frostig materials and other readiness materials. Other written and fine-motor activities included the use of Continental Press materials, Winterhaven materials and McGraw-Hill "Movable Melvins."

TABLE 58

SCHEDULED DAYS AND LENGTH OF TIME FOR THE MOTOR PHASE OF THE IMPLEMENTED MOTOR FACILITATION PROGRAMS.

Schools	Length of class			Number of days per week				
	15 min.	20 min.	30 min.	1	2	3	4	5
Under 500	1	6	3	0	2	5	1	2
Over 500	0	7	5	1	6	2	1	2
TOTAL	1	13	8	1	8	7	2	4

TABLE 59

CONTENT OF IMPLEMENTED MOTOR FACILITATION PROGRAMS

Schools	Wheeling Motor Lessons	Frostig Materials	Other
Under 500	13	9	3
Over 500	11	9	1
TOTAL	24	18	4

Those who participated in the summer training program were obligated to initiate a motor facilitation program. To do so they would probably have had to train other persons to assist in the program. As shown in Table 60, the trainees reported the number of persons being trained included a total of 159 who were trained in 12 different sessions which varied in length of time and number of days. Perhaps those who did not report the training of additional personnel were personally involved in a program in their own classroom and preferred their first experience to be in such a program on their own.

TABLE 60

TRAINING SESSIONS AND NUMBER TRAINED CONDUCTED BY THE TRAINEES OF THE SUMMER TRAINING SESSIONS IN MOTOR FACILITATION.

Schools	Training Sessions	Number trained
Under 500	7	82
Over 500	5	77
TOTAL	12	159

The first training workshop was held for one week--three half-day sessions and two full-day sessions. As indicated in Table 61, eight of the 13 trainees responding felt that a longer training session was necessary. The Coordinator of the Motor Facilitation Program also felt that it was necessary. Therefore, in 1968 two two-week sessions were conducted. (See Appendix B for outline of the training sessions).

The majority of the trainees recommended that the training sessions be longer. Suggestions included from one week to six weeks and one said a semester would be good. Only 17 of those responding felt that the two week, half-day sessions were adequate for the training. Two persons stated that the two week session was adequate, however, a follow-up session would be helpful. The 1969 summer training workshop will be for two weeks with all day sessions.

TABLE 61

RESPONSES TO QUESTION: WOULD YOU HAVE PREFERRED A LONGER TRAINING SESSION?

Session	Yes	No	Other	Total
1967 Session	8	5	0	13
1968 Session 1	18	8	2	28
1968 Session 2	16	4	0	20
TOTAL	42	17	2	61

On the last day of the workshop session a "participant critique form" (Appendix C) was given to those in attendance. The responses were considered by the Coordinator in planning and improving other training sessions. In summary, the critique form gave the information which follows.

As shown in Table 62 nearly all of the trainees felt that the workshop sessions were well organized. All of the trainees indicated as shown in Table 63 that they would repeat and/or recommend that others should participate in the Motor Facilitation Workshop training sessions.

TABLE 62

RESPONSES TO QUESTION: IN GENERAL, WAS THE ENTIRE TRAINING EXPERIENCE WELL ORGANIZED?

Session	Yes	No	Other	Totals
1967 Session	13	0	0	13
1968 Session 1	28	0	0	28
1968 Session 2	19	0	1	20
TOTALS	60	0	1	61

TABLE 63

RESPONSES TO QUESTION: IF TRAINING SESSIONS SUCH AS THIS ARE HELD AGAIN, WOULD YOU RECOMMEND TO OTHERS LIKE YOU THAT THEY ATTEND?

Session	Yes	No	Other	Total
1967 Session	13	0	0	13
1968 Session 1	28	0	0	28
1968 Session 2	20	0	0	20
TOTALS	61	0	0	61

All participants stated that the reproduced materials which they received were very helpful, clarifying, valuable, resourceful, explicit, and so necessary to help one understand the Motor Facilitation Program as it was to be considered during the training session.

There was an overwhelmingly favorable response to question eight. "Do you feel that your understanding and skills regarding a Motor Facilitation program have been considerably enriched in this training session?" Every participant answered positively. However, seven of the participants did not feel adequately trained to help or train others to begin such a program.

Each participant was asked to indicate which parts of the workshop session were not adequate or conducive to learning. Thirty five responses indicated that all parts of the training session were good and useful. The features of the workshop which were most facilitative to the

trainees are listed as follows:

1. working with the children in a Motor Facilitation program
2. group interaction and discussions
3. observing and working with the master teachers
4. participating in the actual activities to be used with the children
5. the open feeling, constant personal involvement

The participants were invited to give further suggestions to the Coordinator to improve the training sessions. At the close of the sessions the suggestions which were given by more than one person included the following:

1. more observation of teachers working with students to see variety of techniques and methods of presentation
2. more time for master teacher and trainee to evaluate child's progress and trainee's lessons
3. an opportunity to work with more than one master teacher
4. more time for self-assessment techniques
5. more complete demonstrations of the Frostig materials

The above suggestions have been considered. The training session for 1969 will be scheduled for a full day which should allow for more time to observe and work with master teachers during the morning. Also a consultant, program specialist, from the Follett Publishing Company will assist in the demonstration and use of the Frostig materials.

In addition to the critique forms which were used to plan and

improve other training sessions, each participant was asked to write a cinquain (Appendix C) about the workshop in general. Some of the cinquains presented to the Coordinator at the close of the sessions are included on the following pages.

Cinquain 1

Workshop
Talking, acting
Participate, read, evaluate
Relaxed, happy, informative, motivating
Experience

Cinquain 2

Workshop
Good, beneficial
Crawling, walking, jumping
I am very enthusiastic
Worthwhile

Cinquain 3

Workshop
Knowledgeable, beneficial
Gliding, walking, crawling
Optimistic, confident, sincere, concerned
Happening

Cinquain 4

Workshop
Informative, interesting
Crawling, skipping, hopping
Involvement, enthusiasm, friendliness, fatigue
Worthwhile

Cinquain 5

Workshop
Informative, excellent
Thinking, learning, enthusiasm
Enthusiastic, anxious to start
Excellent

Cinquain 6

Workshop
Illuminating, rewarding
Exciting, stimulating, movement
Hope for the future
Vital

Cinquain 7

Workshop
Motor Facilitation
Learning, working, meeting
Confusion, progression, understanding, satisfied
Training

Cinquain 8

Workshop
Most worthwhile
Discussion, participation, learning
Interested, enthused, eager, confident
Training

Cinquain 9

Workshop
Beneficial, informative
Participate, cooperating, broadening
Invigorating, inspirational, security, enthusiasm
Remarkable

Cinquain 10

Workshop
Highly motivating
Lef, right, move
Enthusiastic, empathy, creative, self-assessing
Enrichment

Cinquain 11

Workshop
Help children
Observation, discussion, participation
Informative, interesting, useful, organized
Worthwhile

Cinquain 12

Workshop
Informative, organized
Seeing, hearing, doing
Anticipation, encouraged, pleased, satisfied
Seminar

Cinquain 13

Workshop
Thinking, doing
Busy, moving, gliding
Frustrated, fun, friendship, feelings
Beehive

Cinquain 14

Workshop
Fun, informative
Work, thinking, talking
Interesting, enjoyment, like, warmth
Pepshop

Cinquain 15

Workshop
Motor Facilitation
Visual, tactal, manipulative
Understanding, enthusiasm, patience, and realization
Learning shop

Cinquain 16

Workshop
Fabulous, dynamic
Conference, talk, compromise
Happy, confident, thoughtful, sad
Trainshop

Cinquain 17

Workshop
Enlightening, challenging
Participation, frustration, evaluation
Stimulated, challenged, excited, worried
New-vista

Cinquain 18

Workshop

The greatest

Listening, looking, doing

Sincere, practical, professional, enjoyable

Opportunity

IV. Visitors Within the Motor Facilitation Program.

Visitors were invited to become acquainted with the Motor Facilitation Program by actually observing the children in action. It was recommended by the Coordinator that the visitors plan to spend about three hours within the district to receive a complete orientation to the program and to observe the program in action.

Each visitor was asked to fill in a Registration Form (Appendix C) which gave the Coordinator some background concerning the visitor and his teaching situation. A complete list of the visitors to the Motor Facilitation Program is included in Appendix E. In summary, there were 102 administrators, 122 kindergarten teachers, 146 classroom teachers, 41 special education personnel, and 60 parents. Others included 107 physical education teachers, 153 college students, 18 college professors, 21 Training and Development Center Staff members, 7 nurses, 26 reading specialists and another 30 from various areas of education.

During the first one and one-half years each visitor was also asked to fill in an After Visit Evaluation Form (Appendix C). The information gleaned from this form gave the Coordinator additional names of people who should receive information about the Motor Facilitation Program. The Coordinator also received some feedback from the visitors

concerning her presentation and/or orientation. Suggestions were considered to make the orientation session more meaningful to the visitors.

Thirty days after the visitation a Follow-up Evaluation Form (Appendix C) was sent to each visitor. From this form it was possible to learn if a Motor Facilitation Program was being considered or if one was being initiated in the visitor's "back home situation" following his visit to Wheeling. From these forms it was shown that the following classrooms, schools, and/or school district adopted parts of or all of the Wheeling Motor Facilitation Program:

MOTOR FACILITATION IMPLEMENTATION
IN-STATE

<u>SCHOOL and/or DISTRICT</u>	<u>TEACHER</u>
1. Devonshire School	Mary Beth Brown, PH
2. Dempster Junior High	Karen Perrigo
3. Juliette Low School	Gail Goodman and Pat Riggs
4. Ridge School	Barbara Huebner - Carol Piller
5. John Jay School	Diane Keesling
6. Clearmont School	Lydia Erikson-B. Taylor-J. Rizzuto
7. Brentwood School	Glenda Hoeting - Lois Michalsen
8. Edison School, Skokie Summer School "Primary Skills Dev."	Beth Lighthall
9. Shafer School, Lombard To begin Sept. 1968 Kindergarten classes	Roberta Prestiss
10. Bush School - TMH Libertyville, Illinois	Mrs. C. Weir and Mr. Plummer
11. Cardinal Drive School	Miss Jackie Bensen

SCHOOL and/or DISTRICT	TEACHER
12. Sanford-Merrill School Park Ridge, Illinois	Mr. Don Franke
13. Franklin School Park Ridge, Illinois 6 - 1st graders (special help)	Helen Wilson
14. Field School Park Ridge, Illinois (1st grade)	Judith Monz
15. Calumet Park School	Ervin R. Thomas, Principal
16. Pleasant Hill School Palatine, Illinois (Kindergarten)	Mary Ann Johnson, p.e. teacher
17. Jackson School Elmhurst, Illinois (Kindergarten)	Betty J. Fordyce
18. Emerson School Elmhurst, Illinois (Kindergarten)	Karen McCabe
19. Eldridge School Elmhurst, Illinois (Kindergarten)	Linda Barnes
20. Lincoln School Downers Grove, Illinois K-1, a few 2nd and 3rd graders	Robert Shepherd, Principal Anne Miller
21. Joseph Sears School Kenilworth, Illinois Kindergarten classes	Diane Taylor Jack Simms, Physical Education Betty Arney
22. Highland School Downers Grove, Illinois Kindergarten	Judy Corbeille Ronald Hale, Principal
23. Marion Jordan School Palatine, Illinois	Virginia Tolk
24. Hubbard Woods School Winnetka, Illinois Kindergarten and 1st grades	Rosemary Beyer, Principal
25. School District #70 Lisle, Illinois Kindergarten - Primary Grades	John Tarter, Asst. Supt. Kindergarten teacher, aides
26. Vandalia School Dist. #203 Kindergarten and 1st grade	T. H. Bannister

SCHOOL and/or DISTRICTTEACHER

- | | | |
|-----|---|--|
| 27. | Warrenville School Dist. #31
Kindergarten - 6th grade | B. Klug, Curriculum Coordinator |
| 28. | Greeley School
Winnetka, Illinois
Kindergarten | Barbara Levy
Mary Costa, Kindergarten teacher
Miss Lucille Murray, Principal |
| 29. | Fairview School
Mt. Prospect, Ill.
Kdgn. Room | Patricia Kudla |
| 30. | Clinton School
South Elgin, Ill.
1st Grade Reading Readiness
Program | Mrs. Rae
Mrs. Nicholas |
| 31. | Smith School
Primary physical education | Peg Steinhebel |
| 32. | Wilson School
Bellwood, Illinois
Summer School Program | George Cole, Principal |
| 33. | Columbus School
Ottawa, Illinois
1st Grade | Mary Kowalski |
| 34. | Westbrook School
Mt. Prospect, Illinois
Kindergarten | Mary Beth Carby
Marilyn Ziekell |
| 35. | Forest School
Des Plaines, Illinois | Kindergarten teacher
L. D. Teacher |
| 36. | Countryside School
Barrington, Illinois | Mrs. Dorothy Fisher
Mr. James Otis, P.E. |
| 37. | North School
Waukegan, Illinois
Kindergarten | Mr. Frank Stritar |
| 38. | Thomas Lane
Country Club Hills, Ill. | Mrs. Helen Diamond & 2 other
Kindergarten Teachers |
| 39. | Lincoln Way Cooperative Area
Kindergarten | |
| 40. | Northlawn School
Streator, Illinois
Kindergarten | Sheila Campbell |

SCHOOL and/or DISTRICT

TEACHER

- | SCHOOL and/or DISTRICT | TEACHER |
|---|--|
| 41. St. Paul Lutheran
Mt. Prospect, Ill.
Kindergarten & 2nd grade | Marciel Hermmeter |
| 42. Grace Lutheran
Northbrook, Ill.
Kindergarten | Helen Hill |
| 43. Grayslake Elem. School
1st Grade | P. E. Teacher |
| 44. Beach Park School
Zion, Illinois
K-1-2 | Kindergarten teacher
Classroom teacher |
| 45. Bartlett School
Bartlett, Illinois
Kindergarten | Mary Barber
Joyce Gray |
| 46. Longfellow School
Wheaton, Illinois
Kindergarten | Kdg. Teacher |
| 47. Putnam Com. School
5th Grade | Mrs. Schertz |
| 48. Orland Park Jr. High
Orland Park, Illinois
Jr. High Phys. Ed. | P. E. Teacher |
| 49. Leland Comm. Unit Dist.
Leland, Illinois
Kindergarten | Kdg. Teacher, aides &
Speech correctionist |
| 50. Clinton School
So. Elgin, Illinois
Kindergarten | Kdg. Teacher |
| 51. Ancona School Society
Chicago, Illinois
Limited basis. | Classroom teacher &
teacher trainee |
| 52. Greenbrier School
Arlington Heights, Ill.
Kindergarten | Physical education teacher |
| 53. Olive School
Arlington Heights, Ill.
Kindergarten and 1st Grade | Special Education teacher,
Kindergarten teachers and
teacher aides |

SCHOOL and/or DISTRICTTEACHER

- | <u>SCHOOL and/or DISTRICT</u> | <u>TEACHER</u> |
|---|---|
| 54. Wayne Thomas School
Highland Park, Illinois
Using parts of Wheeling
M.F. Program in Kdg.
and in P.E. classes. | Kdg. Teachers & Physical
Education teachers |
| 55. Putnam County Com. Unit
Hennepin Attendance Center
EMH Class of 10 students | EMH teacher and aide |
| 56. Orchard Place
Des Plaines, Illinois
Kindergarten
Learning Disabilities | Kindergarten teachers and
Learning Disabilities Teachers |
| 57. Lafayette School
Kankakee, Illinois
Beginning Primary groups | Clinical aides work with two
groups of 7 children |
| 58. Addams School
Moline, Illinois
Kindergarten | Kindergarten teacher |
| 59. Washington School
Moline, Illinois
Kindergarten | Kindergarten teacher |
| 60. Johnson School
Bensenville, Illinois
L.D. Dev. Class | L. D. Teacher |
| 61. Lake Forest Country Day
Deerfield, Illinois | Doris Zenko (program used but
strengthened by visit to Wheeling) |
| 62. Ridge School
5300 S. Kolin
Chicago, Ill.
Incorporated parts of Wheeling
M.F. Program into Kdg. Classes | Joan Powers |
| 63. Freeport School Dist. #145
1205 S. Chicago Ave.
Freeport, Ill. | Kindergarten teachers
Volunteer aides |
| 64. Coal Valley - North
Coal Valley, Illinois
Lower elementary | Marilouise Simpson |
| 65. St. Rita School
7810 Valley Knoll Dr.
Rockford, Illinois | P. E. Classes - P. E. Teacher |

SCHOOL and/or DISTRICT	TEACHER
66. Cherry Hill School New Lenox, Illinois 1st Grade	Anne McAlvey
67. Adler School Libertyville, Illinois Kindergarten	Drusilla Delaney
68. Parkside School Thornton, Illinois Kindergarten - limited and used in combination with Lippincott Readiness program.	Gertrude Grossner
69. Terrace School Des Plaines, Illinois Kindergarten with 6th graders as helpers. (continued program)	Ruth Ralph
70. Marion Jordan School Palatine, Illinois Kindergarten	Bonnie Huss
71. Silver Spring Madison, Wisconsin Kindergarten (limited basis)	Betty Cerniglia
72. Terrace School Des Plaines, Illinois Kindergarten	Teacher & 6th graders
73. Glenside-Weldon School Glenside, Pennsylvania Kindergarten, Transitional 1st and 2nd grade (limited)	Teachers of such classes
74. Logan School Moline, Illinois 1st grade & Pre-School Parent Ed.	First grade teachers
75. Bethany Lutheran Naperville, Illinois Pre-K, K, & 1st Grade (since visit, have elaborated existing program)	Mrs. Walters

SCHOOL and/or DISTRICT

TEACHER

- | SCHOOL and/or DISTRICT | TEACHER |
|--|---|
| 76. Jefferson School
Moline, Illinois
K, 1st, & 2nd
Modified - individual
children | Classroom teachers |
| 77. Shorewood Hills
Madison, Wisconsin
Had a type of program hope
to continue & improve. | |
| 78. Mann School
Moline, Illinois
Pre-school deaf & hard
of hearing
Kindergarten | |
| 79. Schafer School
Lombard, Illinois
Kindergarten (1969) | |
| 80. Salk School
Rolling Meadows, Illinois
Kindergarten - Spec. Ed. | Kindergarten teacher, aides |
| 81. School District #228
Geneseo, Illinois
Elem. P.E. program
altered.
Kindergarten (1969) | P. E. Supervisor |
| 82. Washington School
Villa Park, Illinois
Pilot program at K level. | Kindergarten teachers |
| 83. Kildeer
Long Grove, Illinois
K class - some ideas | Kindergarten teacher Gladys Busch |
| 84. Carpenter St. School
Mokena, Illinois
Kindergarten class - expect
to expand to all kdg. classes
in district for 1969-70. | Mrs. Carmen Windle,
Kindergarten teacher |
| 85. Sibley School
Dolton, Illinois
In 1969-70 a P-M program
within the regular P.E.
program. | Julie Griewek
P. E. Teacher |

SCHOOL and/or DISTRICT

TEACHER

- | | | |
|-----|---|---|
| 86. | Special Education
Madison, Wisconsin
Psychologist | Screen Kdg. children who
will receive M.F. |
| 87. | Lincoln School
Villa Park, Illinois
P. E. Classes-partially
implemented. | P. E. Teacher |
| 88. | District #59
Pre-School Project 444
Elk Grove Village, Ill. | Patricia Peacock
Project Coordinator |

MOTOR FACILITATION IMPLEMENTATION
OUT-OF-STATE

<u>SCHOOL and/or DISTRICT</u>	<u>TEACHER</u>
1. Brentwood School Austin, Texas	K. R. Isbel
2. Cypress-Fairbanks Houston, Texas 7 Kindergarten and 22 first grades	Mr. C. Killough
3. Abington County School Dist. McKinley School Abington, Pennsylvania Kindergarten classes - motor activity only.	Billie Curran, Principal
4. Redonda Beach City California Kindergarten Class	J. McLaughlin, Supt.
5. Lessinger School Madison Heights, Michigan Additional activity for Kindergarten program, 1st and 2nd grades	Julie Baker, reading Marion Michael, Kindergarten Jeanne Boyse, 3rd grade
6. Maywood School 902 Nichols Road Monona, Wisconsin Kindergarten- some 1st grades	Barbara Jick P. E. Teacher
7. Cedar Road School Abington School District Abington, Pa. September, 1969 - K.	Kindergarten teachers

V. Miscellaneous Research

In this section of the evaluation chapter will be found some results as reported from:

- A. Research Projects conducted within the School District by out-of-district personnel.
- B. Speech Correctionist of the School District.
- C. Outside Evaluation Team to the Motor Facilitation Program.

A. Research Projects

During the school year of 1967-68 a study was conducted by Dr. Gibson and Dr. Murray, students of the Illinois College of Optometry Eye Clinic. The purpose of the study with a group of 50 kindergarten children was to determine a possible relationship between the performance of motor and perceptual abilities to visual skills.

The results indicated a positive correlation (.557 and .335) between gross motor, fine motor and perceptual abilities to visual skills.

During the 1968-69 school year Mr. William Molin and Mr. Paul Hakes conducted a study at Whitman School, Wheeling, Illinois. The two gentlemen did the project as a part of their studies for Illinois College of Optometry.

The paper was "Research Regarding the Correlation Between Gross and Fine Motor Performance and Visual Skill Performance". The purpose of the research was to compare motor performance with visual skill achievement at the kindergarten level. A positive

coefficient of correlation of .202 was found to exist between the two abilities.

The writers recommended that since a positive correlation does exist between motor development and visual skill achievement that any program working to improve a child's visual perception or visual skills would be justified in including a thorough Motor Facilitation program. The above studies are on file in the office of the Coordinator of the Motor Facilitation Program.

B. Speech Specialist's Report

Two schools in District 21, Wheeling, are involved in a six year program to discover the relationship between developmental speech inaccuracies and school achievement. This research is being sponsored by the Department of Health Education and Welfare and is conducted with the cooperation of the University of Chicago and the school district speech correctionists.

TABLE 64
SUMMARY OF SPEECH SPECIALIST'S REPORT 1967-68.

Schools	Children Surveyed	Given Therapy	Children Dismissed	Percentage Dismissed
Alcott	402	52	24	46%
Field	305	59	27	46%
Frost	347	39	14	36%
Holmes	195	11	4	36%
Kilmer	595	45	23	51%
London	410	26	8	30%
Sandburg	640	56	12	21%
Twain	345	56	25	43%
Whitman	713	81	21	26%
Totals	3,952	425	158	37%

TABLE 65

Speech Problems - Grade One - 1966-67, 1967-68
and 1968-69

	1966-67		1967-68		1968-69	
	S	W.L.	S	W.L.	S	W.L.
Total	166	229	160	195	157	173
Percentage	24%	31%	20%	24%	19%	23%

The "S" column indicates the number of children with speech problems that are not necessarily developmental and will require individual therapy. The W.L. column indicates the number of children with speech differences that many authorities say are developmental and may or may not require individual therapy.

In the 1966-67, 229 children had what are considered developmental speech problems. This number dropped to 195 in 1967-68 and to 173 in 1968-69. Considering the increase in enrollment over the past three years there was still a number drop of 56 and/or a 15% drop in first graders needing special speech help.

C. Outside Evaluation Team's Report

In the first semester of operation as a model program of the Elk Grove Training and Development Center, an outside evaluation team visited and evaluated the Motor Facilitation Program as it existed in School District 21, Wheeling, Illinois. The following is the report, in part, from the evaluation team:

"The Motor facilities project was by far one of the outstanding programs visited by the evaluation team... In collecting data, again we used three techniques. These were interview, examination of printed information, and observation of the program...The following recommendations were given:

Recommendations

1. The T and D Center should extend help to the MPC and her advisory staff in measurement techniques. These can be very unsophisticated at first and as the project develops more sophisticated measures may be introduced.

2. Since the program is already district wide, any potential control-experimental examinations would seem to suffer from contamination. However, the evaluation team recommends comparison studies conducted with other districts of the Center or districts outside the geographical boundaries of the Center. The Center can give assistance in this evaluation through its evaluation team.

3. In the Leadership Program now underway at the Center, one of its foci should be directed toward assisting the MPC, or some staff member selected by the MPC, in measurement and evaluation techniques. In this way the Center does not do the evaluation (since it does not see this as its role) but assists the Model Program in self-evaluation.

4. Dissemination procedures and responsibilities are in need of clarification. Who does what? Is this a school district project or part of the role of the Center in its capacity as sponsoring agency of a model program?"

One year later in 1968 an evaluation team again visited the Motor Facilitation Program. The data collected were gleaned from monthly reports, from the "well-written publication, MOTOR FACILITATION", from an interview with the program coordinator, and from observation of an orientation and demonstration session as a participant observer.

The following recommendations were given by the second evaluation team:

1. Although the program is focused upon demonstration, consideration could be given to collecting evaluative feedback as well as feedback from related programs for continued refinement of the curriculum and guide materials.

2. The MPC's and/or the T and D administrators should formulate guidelines for systematically phasing programs from one stage to another with deliberate plans to replace programs when an adequate number or proportion of schools have adopted the program for it to be "self-sustaining".

3. The evaluation team should work with the MPCs and their staffs to identify, coordinate, and implement common evaluative data needs, forms, and collection (and to share specifically oriented evaluative experiences.)

A more thorough evaluation was made by the team visiting the Motor Facilitation Program in 1969. The data collected were obtained from an interview with the program Coordinator, written documents and records on the program, observation where parent aides and teachers worked in the Motor Facilitation Program, and certain published program materials.

There was agreement that the program for the kindergarten children was at a level of maturity, however, the Additional-Help phase and the Junior High School programs were still in a developmental stage. The team reported that an interesting facet of the program was the use of parent aides in implementing the sequential motor activities. So far no data (statistics or hard data) has been gathered to substantiate whether the total program in fact accomplishes what it generally purports to do.

The evaluation team felt that the training of personnel for diffusion of the program appeared to be very thorough. The program

"The Coordinator is to be commended for her efforts to build the training aspect of her model program. From all available evidence she has been outstandingly successful in gaining widespread support and participation in the program. The use of parent aides in implementing the program under the guidance of the professions has assured broad parent interest and appreciation of the project. It is the Evaluation Team's judgement that despite the product evaluation weakness in the programs, the local school board is to be commended for continuing the project and is generous in their contribution to education in supporting dissemination and diffusion of the program."

The one recommendation given by the Evaluation Team in 1969 pointed out the need for evaluative data. "The T and D evaluation section should give renewed attention to preparing an adequate evaluation design that would gather data that would test the assumptions of the program and the project as a model for dissemination. The MPC is making considerable effort to remedy these weaknesses, however, it is recommended that assistance in curriculum evaluation be made available."

The complete report of each Evaluation Team to the Motor Facilitation Program is on file in the office of the program Coordinator.

APPENDIX

A. Chronological Overview

1. Program Content

During the spring semester of the 1966-67 school year, the kindergarten teachers and the Coordinator of the Motor Facilitation Program designed the motor activities, the techniques of presentation, and the ways of evaluating the child's achievement in the program.

Some of the kindergarten and physical education teachers were involved in orientation sessions at the Achievement Center for Children, Purdue University. A consultant from the Center was also in School District 21, Wheeling, for two days to evaluate the plans for implementation of the Motor Facilitation Program. Other classroom teachers observed similar programs in action in the Wheeling vicinity.

The scope and sequence which follows gives an overview of the school year and how the Motor Facilitation Program activities are scheduled.

All children in the kindergarten classes in School District 21 participated in the Motor Facilitation Program. The kindergarten teachers, first grade teachers, physical education teachers and teacher-aides participated in a workshop during orientation week in late August. The workshop presented the basic theory

Appendix A

and techniques concerning the Motor Facilitation Program.

The motor skill survey test (Appendix B) was given to each kindergarten child during the first two weeks of school. The same survey was given to the children in late spring after participation in the program. The pre-survey helped the teacher identify the children and determine groups for the motor activities. The motor lessons began on an alternate day schedule by the fourth Monday of September.

The children experienced actual movement in the motor lessons. The lessons were planned in a developmental sequence and a child should not go on to the next lesson until he has performed the preceding one correctly. When a child performs the activity incorrectly he should be corrected by the teacher, and given the same direction for action.

The motor lessons were presented to small groups of not more than seven children. Each kindergarten teacher, usually with assistance from volunteer mothers, taught the motor lessons and the Frostig materials. The concepts presented in the motor lessons were re-emphasized when using the worksheets from the Frostig program. When doing the worksheets fine motor skill was required as well as visual-motor coordination. The worksheets were presented to the whole class and they performed this activity seated in a chair and working at a table.

The following is a calendar of the year's activities:

CALENDAR OF ACTIVITIES
KINDERGARTEN MOTOR FACILITATION

August-Sept.	October	November	December	January
workshop	Alternate Day schedule of motor lessons and instruction in Frostig curriculum materials			
Pretest of kindergarten children on kinds of motor activities he can do on entrance to kindergarten		Workshop		Workshop
Feb.	March	April	May-June	June-July
Evaluation of Frostig materials children have performed during first semester.	Alternate day schedule of motor lessons and instruction in Frostig curriculum materials--Intermediate		Post-test of motor skills the child can now accomplish at end of kindergarten year.	Summer school Motor Facilitation Program--all children enrolled in First Grade Readiness
		Workshop	Metropolitan Readiness Test to Kindergarten children.	Summer workshop for persons to be trained in activities of a Motor Facilitation program

Appendix A

The Additional-help phase of the Motor Facilitation Program included children referred because of both motor coordination and academic problems. Children in grade one were considered for scheduling before the second through sixth graders. The classroom teachers and/or the physical education teachers worked with the children referred to the additional-help phase. After referral to the program, the teacher gave the Perceptual Motor Scale (See Appendix B) and evaluated the teacher's referral sheet (Appendix C) to help in determining groups and to determine the area in which the child showed the greatest weakness.

The motor lessons (Appendix B) were planned in a developmental sequence and the child should not go on to the next lesson until he had performed the preceding lessons correctly. These lessons included the cross-lateral crawl, cross-lateral walk, the walking series, the image series, the eight-count exercises and the mazes. The child was expected to listen to, think through, and then perform. When a child performs the activities incorrectly he was to be corrected by the teacher, and then given the same direction for action. The motor lessons were presented to small groups of not more than five children.

The children in the first grade who had been selected for the Additional-help phase also received instructions from the Advanced Pictures and Patterns (5) booklet of the Frostig materials. The materials were used as a follow-up to the kindergarten Frostig materials. The concepts presented in the motor lessons were re-emphasized when using the worksheets. The following is a calendar of the year's activities.

CALENDAR OF ACTIVITIES
FOR THE ADDITIONAL-HELP PHASE OF THE
MOTOR FACILITATION PROGRAM

August - September	October	November		December
<p>Workshop for first grade teachers and physical education teachers</p> <hr/> <p>Observation of and selection of children who will be involved</p>	<p>Survey of motor coordination by physical education teacher.</p> <hr/> <p>Motor lessons two or three twenty minute periods per week.</p> <p>Frostig materials presented by the first grade teacher on alternate days.</p> <p>Continuous evaluation of child's progress</p>	<p>Workshop for teachers of the motor lessons</p> <hr/>		
January	February	March	April	May
<p>Workshop for teachers involved in the program</p>	<p>Motor lessons for two or three twenty minute periods per week.</p> <p>Evaluation of progress-possibility of dismissal to include other children from the waiting list</p>			

CALENDAR OF ACTIVITIES FOR THE
SUMMER SCHOOL MOTOR FACILITATION
PROGRAM

June	July
<p>Motor lessons daily for a thirty minute period</p> <p>Use of scheduled Frostig materials</p>	<p>Evaluation of child's performance during the First Grade Readiness program which is a four week session.</p>

Appendix A

Approximately 24 seventh graders participated in the Motor Facilitation Program pilot study at Oliver Wendell Holmes Junior High School, School District 21, Wheeling, Illinois. Each of the students was given a motor skill survey test. (Appendix B) The same survey was given to the students at the end of the first semester and at the end of the school year. The group was divided into an experimental group and a control group.

The control group participated in the regular language arts class and the daily physical education class. The experimental group experienced the above and in addition received instruction in the developmental motor activities designed specifically for the Motor Facilitation Program. The lessons were planned in a developmental sequence and each student should not go on to the next lesson until he had correctly performed the preceding one. When the student performed an activity incorrectly he was corrected by the teacher and then given the same direction or command for action. At all times the participants must listen to commands before performing the activity---listening to, thinking through and following directions provides essential training in self-discipline.

Many of the same concepts presented and practiced in the motor phase were emphasized when working on the chalk board or when performing in the language arts phase of the curriculum. During the 1968-69 school year, seventh and eighth graders were in the Motor Facilitation Program. The program was operational and demonstrated

Appendix A

to visitors. The calendar of the year's activities is as follows:

CALENDAR OF ACTIVITIES FOR THE
JUNIOR HIGH SCHOOL MOTOR
FACILITATION PROGRAM

August	September	October	November	December	January
Selection of students to be involved in the Motor Facilitation Program	Motor Skill Survey ----- Reading Test	Participation in the motor lessons and the normal language arts class			----- Motor Skill Survey ----- Reading Test
February	March	April	May	June	July
Participation in the motor lessons and the normal language arts class				Motor Skill Survey ----- Reading Test ----- Summer School Program (if time and staff are available)	

2. Dissemination

During the first year as a model program, a brochure was designed which briefly described the Motor Facilitation Program as it existed in School District 21, Wheeling, Illinois. The first mailing of the brochure was in August 1967. Kindergarten teachers and principals of schools within the Cook County suburban area were the recipients of the brochure.

Teachers and administrators of schools within surrounding counties---Will, Lake, DuPage---also received the brochure. These were mailed in October 1967. Any persons requesting information received the brochure and any specific material they requested.

Other means of dissemination included seminars for students in college, presentations to various groups and organizations, and the mailing of the Elk Grove Training and Development Center brochure. Newspaper articles were also published. The TV and radio program presented were means of dissemination. A three page description was available at the Training and Development Center and it was distributed at conventions and at large organizational meetings.

3. Demonstrations

The Kindergarten Motor Facilitation Program was open for demonstration from the time it was selected as a model program. Beginning in October and through May 15 visitors were accepted on most any day which they requested.

The Additional-help phase and the junior high school program began demonstrating for visitors in the fall of 1967 and continued the last two years as a model program.

4. Training of Adults

In-service training sessions were held four times during the school year. School District 21 teachers and their aides participated in these in-service sessions.

In the summer of 1967 fourteen persons (Appendix E) from out of School District 21 were involved in a one week summer workshop on the Motor Facilitation Program.

In the summer of 1968 two two-week workshops were held for 50 persons (Appendix E) from outside the local school district. Only one two-week workshop session was conducted during the summer of 1969 with 30 persons participating. (Appendix E)

B. Syllabi Used in the Model Program

1. Program Content

The suggested guidelines and the supplementary materials that could be used in the presentation of the motor lessons and in the presentation of the Frostig materials were distributed to the teachers and their aides. These materials included the following:

- a. Kindergarten motor lessons and suggested activities
- b. Kindergarten Frostig schedule
- c. Additional-help and summer school program motor lessons
- d. Perceptual - Survey Rating Scale
- e. Check list for observation of students' progress in the motor phase of the program
- f. First grade Frostig schedule
- g. Summer school Frostig schedule
- h. Junior high school motor lessons
- i. Junior high school motor skill survey
- j. Additional Speech information for the Junior High school program

MOTOR FACILITATION PROGRAM

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 1</u></p> <p>Class is standing in front of the teacher, Child touches parts of his body as the teacher indicates where the parts are on her own body.</p> <p>"This is my head . . . touch your head."</p> <p>Include the following body parts: leg, arm, foot, hand, ear, nose, mouth.</p> <p>Have child verbalize the part he is touching.</p> <p>Arm circles--can be called propellor or airplane wings.</p> <p>Child puts his arms straight out to the side, shoulder level, then makes big circles with the arms moving from the shoulders.</p>	<p>Nonsense words-touching parts of the body.</p> <p>Example: sticky, sticky stumble</p> <p>Nursery rhymes, clapping, etc.</p> <p>Creative rhythms</p> <p>1) <u>Rhythms Today</u></p> <p>2)</p> <p>Simon Says</p> <p>For children having difficulty--move arms vertically and horizontally (up and down, forward and backward). Then move into the arm circles.</p> <p>How many different things can you do with your arm?</p> <p>How many ways can you reach?</p> <p>In which directions can you reach?</p>	<p>Hesitation in identifying.</p> <p>The child copying from classmates.</p> <p>Arms working simultaneously.</p> <p>Chopped off circles--try to circle their arms far enough back to touch their fingers together may help them to stretch and reach behind their bodies.</p>

MOTOR FACILITATION PROGRAM

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 2</u></p> <p>Similar to first lesson only the parts included are more subtle--include the following body parts: elbow, shoulder, neck, hips, knees, ankles, wrist, toes, fingers, thumb, heels, eyebrows</p> <p>Review body parts from Lesson 1</p> <p>Arm Circles (review Lesson 1)</p>	<p>"This is my neck.."</p> <p>"Where is your ankle?"</p> <p>Identify body parts on a partner.</p> <p>Problem-solving activities:</p> <p>Put <u>one</u> hand and <u>both</u> feet on the rug.</p> <p>Put your <u>head</u> and <u>both</u> knees against the wall.</p> <p>Using wands--touch both knees with stick; touch chin and one knee; etc.</p>	<p>Hesitation in identifying</p> <p>Not recognizing body part on partner.</p> <p>Overflow of muscle action--when L arm is circling the R arm should not move.</p> <p>Hands in pocket to avoid moving.</p>

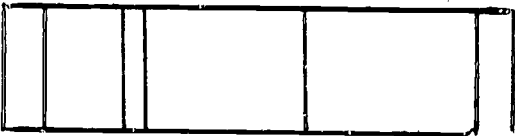
MOTOR FACILITATION PROGRAM

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 3</u></p> <p>Have class lie down on the floor on their backs with their eyes closed. Call out the various body parts presented on the first two lessons and have the children locate these parts with their eyes closed.</p> <p>Shoulder Elbow Neck Leg - R or L or both Arm - R or L or both Waist Etc.</p>	<p>"Wiggle" or "touch" the various body parts. Could also "move" or "raise" or "bend", etc.</p> <p>Check in various positions-- face down on the floor, hands and knees, sitting, kneeling, standing.</p> <p>Simon says</p> <p>Did you ever see a Lassie?</p> <p>Hokey Pokey</p> <p>"Army"--drag one leg, both legs, one arm, etc.</p> <p>On back--inch under a "barbed wire" (rope)</p>	<p>Hesitancy in identifying</p> <p>Unable to identify body parts in all positions.</p> <p>Unable to apply to game-like situations.</p> <p>When R side (part) moves does the L side also move? Each part should be moved independently.</p>

MOTOR FACILITATION PROGRAM

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 4</u></p> <p>Equipment: Chair or a box</p> <p>Arm Circles--concentrate on making smaller arm circles.</p> <p>Introduce the concepts of:</p> <p>front/behind, beside under/above, above, below, etc. Also up/down.</p>	<p>Begin with large circles originating from the shoulders and work down the arm to smaller circles made by the fist and finally very small circles made by the fingers.</p> <p>"Stand ON your chair" "Step DOWN from your chair" Step UP on your chair" "Crawl UNDER your table" "Step OVER the line"</p> <p>Put two hands under the table Put your head on the floor Put one hand under your foot Place your feet between the chairs Walk between two chairs Using a wand (broom stick) have child hold onto it with both hands. Touch head with the stick, his knee and chin, etc.</p> <p>Give two or more directions at a time--"Step OVER the line, crawl UNDER the rope."</p> <p><u>Obstacle Course</u> 1-Step over line 2-Crawl under table 3-Walk between 2 chairs 4-Step up on chair and step down 5-Run to starting line</p>	<p>Can they point to objects behind them, to the side, etc. without turning around.</p>



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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 5</u></p> <p>Equipment: Rope</p> <p>In previous lessons the concepts of up/down, under/over, above/below and beside were learned; while the child was either standing or sitting. These concepts may appear completely different to the child if the plane of his body is changed in relation to the earth. Therefore, the same type of directions given before should be repeated while the child is in a sitting position, lying down, standing on hands and knees, or kneeling.</p>	<p>Hold a long rope waist high and have the children go under it. Then lower the rope to knee high and continue to lower it until the child has to get all the way down onto his stomach to go under the rope without touching his body. Try head first then feet first with child either on his stomach or on his back.</p> <p>Stepping over the rope at various heights.</p> <p>Rope obstacle course:</p>  <p>Over thru under over Child should have many opportunities to do this. When it appears to be a memorized movement, change the order in which the activities should be performed.</p>	<p>Is he aware of where his body is at all times-- if he touches the rope with his body, can he make the adjustment.</p> <p>Can the child make the adjustment to lift their leg enough higher to step over the higher rope or does the toe get caught? Can he duck his head so as not to touch the above rope?</p>

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<u>Lesson 6</u> Equipment: rope or chalk, or tape, mat Balance-- 1. Close to the floor 2. Standing	Roly Poly, rocking on back with knees brought to chest, log roll Walking on knees Animal walks--bear walk, lame dog Sitting Stand on tip-toes and hold the position for 10 seconds with the eyes open. Raise the arms above the head and stand on tip-toes for 10 seconds. Stand on tip-toes with the eyes closed and hold for 10 seconds. Then stand on one foot (not on tip-toes) for 10 seconds. Lift the oppo- site knee high in front of the body. Finally, try this with the eyes closed. Point in the right direction with either hand. (correct them if they are wrong.) With their hands, draw a "line" up to the ceiling and down to the floor. Really stretch the body and empha- size the concept of up/down. (eyes are not closed) Do the same thing with a long line away or OUT from the body and back INTO the body. Move away from the body by stretching both arms OUT to the sides and IN to the chest.	Good spacing of children in the room. One should do this stand- ing in one place without alot of pracing around trying to cover up for a loss of balance. Looking at one spot on the wall will help to maintain balance. Peeking at neighbor. Good complete stretch Straight arms-whether moving one or both arms

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<u>Lesson 6 (continued)</u>	<p>Make a circle with a rope or chalk, or use one on the gym floor. Have the class stand around the circle and step IN and OUT. Vary by jumping, or hopping INTO the circle and OUT of the circle.</p>	
	<p>Have child stand in center of circle, bend over keeping feet placed at middle, walk with hands on circle.</p>	
		
	<p>Give two or more directions to be performed in sequence- example: Step IN, step OUT, and turn around.</p>	<p>Perform in order of command.</p>
	<p>Might add--climb the mountain, using your hands only moving from left to right.</p>	
		

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 8</u></p> <p>Continue to work on the balance begun in previous lesson. The terms right and left should now be used frequently.</p> <p>The kicking motion will change the child's center of gravity and will increase the tendency to lose balance.</p> <p>To reinforce the concept that right and left are two different sides of the body:</p>	<p>"Stand on your left foot" (lift knee high and hold)</p> <p>"Stand on your right foot"</p> <p>Kick your left (right) foot forward and backward.</p> <p>Swing leg (right and/or left) sideways.</p> <p>Then with eyes closed.</p> <p>"Touch your left foot with your right hand."</p> <p>Touch your left elbow with your right hand.</p> <p>Touch your right shoulder with your right hand, etc.</p> <p>In sitting, kneeling, lying down and standing positions.</p> <p>Identify right and left body parts on a partner.</p>	<p>Hesitancy in identifying right from left.</p> <p>Copying from neighbors. (try blindfold)</p> <p>Good balance as the child performs.</p>

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 9</u></p> <p>Crawling--cross-pattern movement should be used. Have children take only one step at a time and only when you give the command "MOVE". Then left knee must move as the right hand is moved. Then the right knee moves with the left hand. Be sure the child is on his hands and knees and not sitting back on his heels.</p> <p>Head (eyes) on the forward hand.</p>	<p>Oral command from teacher</p> <p>Self command</p> <p>Silent command</p> <p>Children giving commands to a partner or to a small group.</p> <p>Crawling--relay across mat</p> <p style="text-align: center;"> x x x x Team 1 </p> <p>Crawl (cross-pattern movement) up the stall bars.</p> <p>Crab walk - upside down but still using cross-pattern.</p> <p>The crab walk--the performer squats and reaches backward until hands are on the floor. Straighten his back and walk forward or backward. There should be no sag in the body.</p> <p>Using scooters: lying on scooter using only hands to propel one forward. Both hands used simultaneously or alternate use of hands.</p>	<p>Correct starting position</p> <p>Normal crawling stride (9")</p> <p>Simultaneous movement</p> <p>Child moves only after command</p> <p>Copying from neighbors</p>

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 10</u></p> <p>Children must learn to jump from both feet</p>	<ol style="list-style-type: none"> 1 - Stand up and raise and lower their heels from the floor. 2 - Increase the speed and then finally jump right off the floor. 3 - Have them jump and land on the same spot. 4 - Jump over a line on the floor. 5 - Jump over the Candlestick (bowling pin) <p>Suggest using arms to help the child jump higher and higher.</p> <p>Jump over a rope at various heights--also emphasizing right and left side to rope as he jumps) over the rope. Jumping forward will be easiest, but insist on jumping from both sides.</p> <p>Also include jumping backwards--children may suggest this themselves.</p> <p>Long Rope Activities (two persons turning)</p> <p>Long rope:</p> <ol style="list-style-type: none"> 1. step up to rope--give assistance to child to learn when to jump. 2. Run into a turning rope. 3. See Suggested Activities for rhymes. <p>Rope jumping--individual ropes--7' and 8' long.</p> <p>See suggested activities for kindergarten program.</p>	<p>The child who does not leave the floor with both feet at the same time.</p> <p>You may have to hold the child's hand until he has the confidence to leave the ground.</p> <p>The child who avoids jumping over the rope from his weak side.</p>

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ABILITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 11</u></p> <p>Introduce the hop as the same as a jump only it is done on only one foot at a time.</p> <p>Some children will not be able to hop for any distance because they do not lift their feet off the floor. To help them, indicate a point on the floor and tell them to hop to that spot with one big hop. You may have to stand on that spot and reach forward with a hand to give them confidence to actually leave the floor and hop to cover distance.</p>	<p>Hop on the left foot, then the right, and then alternate feet.</p> <p>Hop across the floor--emphasize good body posture.</p> <p>Hop over a low rope</p> <p><u>Moving forward</u></p> <p>A sequence: two hops on right foot, three hops on left foot.</p> <p><u>Moving side to side</u> (actually in one place): one hop, one hop then make it more difficult by two hops on right, one on left, etc.</p> <p><u>Moving backward</u></p> <p>Hop backward on the left foot then the right, and then alternate feet.</p> <p>Sequence: two hops on right, three hops on left.</p> <p><u>Problems:</u></p> <ol style="list-style-type: none"> 1. How many hops on the right foot to get from here to there? 2. How many hops around the circle? 	<p>Good hop on either foot using good body posture. Opposite leg is in front of body with knee bent.</p> <p>Equally proficient with either right or left foot.</p> <p>Able to shift weight without losing balance.</p>

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 12</u></p> <p>Equipment: rope, line, stick, or broom handle</p> <p>Use any of above equipment to do the following actions: (again emphasizing the concepts and practicing the skills)</p> <p>Continue to give similar commands.</p> <p>Alternate lefts and rights</p> <p>Only one exercise is given in this lesson to allow time for every child to have turns.</p>	<p>"Face the rope", "Step over the rope", "Jump over the rope", "Turn around and hop over the rope on your left foot", "Stand with your right side to the rope", "Hop side-ways over the rope".</p> <p>Two or more commands given consecutively.</p> <p>Set up obstacle course -- children are told what to do at each station. (Below are some suggestions):</p> <ol style="list-style-type: none"> a. folding chair--crawl thru b. step over a rope (tied to two chairs) c. go between two ropes d. drawl to a line e. run to a designated point <p>If possible, include the Lind Climber: crawling up ladder, bear walk across top two bars.</p>	<p>Doing correct activity at each station.</p>

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 13</u></p> <p>Review Forward Crawl</p> <p>Backward Crawl--organize in the same manner as done in the 12th lesson. The same cross pattern movement is used. As you say, "Right arm, left leg...Move," those parts are moved backwards. Do it slowly so you can watch.</p>		

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 14</u></p> <p><u>Crawling sideways</u></p> <p>This is done on the hands and knees, but is not exactly like crawling. A cross pattern movement can not be used. The right hand and knee are both moved to the right at the same time. Then the left side is brought together. Move in both directions.</p>	<p>Interchange the directions one is to move.</p>	<p>Make sure the child moves directly sideways and not a little forward or backward.</p>

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 15</u> Equipment: Ball</p> <p>1. <u>Introduce the slide.</u> This should follow easily after the lesson on the preceding page. The slide enables one to move sideways. Place one foot to the side and slide the other foot to it. Again, place that first foot to the side and slide the opposite foot.</p> <p>2. <u>Left to Right Eye Movement</u></p> <p>Place the class in a straight line. Roll a ball from the left side of the line (children's left) to the right end. Have them follow the movement of the ball from left to right with their eyes. They should not try to touch the ball.</p> <p>3. <u>Visual Fixation</u></p> <p>Begin visual fixation training--student uses both thumbs as the fixation targets, the arms are extended in front of body with thumbs up. Allow the student to turn his head as he looks from L thumb to R thumb and vice versa. The child should improve until he can repeat the above movements using eye movements only.</p>	<p>Reverse the direction and go to the opposite direction.</p> <p>1 - Roll ball 2 - Bounce ball 3 - Toss ball 4 - Roll several balls, one at a time, from the left side. Don't roll them from right to left. Get their eyes used to traveling in a left-right movement.</p> <p>1 - Both arms are extended with the hand closed and the thumb on top. The two thumbs should be about 16" apart. As leader calls out "right" or "left" the child looks from thumb to thumb. 2 - Put the right hand lower than the left hand so that they are in a diagonal position. Leader calls out "right", "left" and the child looks from one thumb to the other. 3 - Put the left hand lower and continue the fixation changes as in No. 2. 4 - The left hand, with thumb up, should be about 6" out from and lined up with the center of the body. The right hand is moved backwards along the right side. As the distance is increased (left hand moved toward the left side) the difficulty of the fixation change increases. Leader calls out "right", "left" as child looks from thumb to thumb.</p>	<p>The child who has difficulty going in both directions.</p> <p>Toes should not turn to the side, should be pointed forward.</p> <p>Are all eyes on ball?</p> <p><u>Precautions:</u></p> <p>1. Not more than one minute for each of the 5 procedures.</p> <p>2. Discourage use of head movements as soon as possible.</p> <p>3. The child should not make move until he hears the command to make the fixation change.</p> <hr/> <p>Suggestions for Progression <u>Continued:</u> 5. This procedure is the same as No. 4 except the right hand is in front of the body.</p>

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 16</u></p> <p>Review the slide from Lesson 15. Introduce patterns.</p>	<p>Two slides right, two slides left.</p> <p>Four slides right, four slides left.</p> <p>Add claps on each slide to a given direction.</p> <p>"Do not clap on two and 4 as you slide to the left, do not clap on two and four as you slide to the right."</p> <p>Variations of above commands.</p>	<p>Should be able to move easily in R or L direction.</p> <p>Can follow order of directions as given by leader.</p>

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 17</u></p> <p>Introduce the balance beam. Many of the beam activities that will be done are the same as those done on the floor, but the height will make the skill more difficult.</p> <p>The beam has a 2" side and a 4" side...it can be changed by simply turning it over in the supports. You should work toward doing the activities on the 2" side, but use the 4" side first so that the children feel successful on the equipment.</p>	<p>Line several children up in front of the beam...give them the following directions and correct them when they have trouble.</p> <p>Face the beam.</p> <p>Step on the beam.</p> <p>Step off the beam.</p> <p>Place your right side to the beam.</p> <p>Place your left side to the beam.</p> <p>Step over the beam.</p>	<p>Hesitation in performing activity.</p> <p>Poor balance:</p> <p>a - always stepping off the beam.</p> <p>b - tying one arm to side of body.</p>

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 18</u></p> <p>Introduce galloping. Galloping is the slide step done in a forward direction with right or left foot leading. Bring left foot to right foot (not passing beyond the leading foot) and transfer weight.</p>	<p>Walk through slowly.</p> <p>Speed up movement as they move forward.</p> <p>Try galloping on lines, around circles, and in various other patterns.</p> <p>Alternate using right and left foot as leaders.</p>	<p>Children who will not easily learn the transfer of weight and therefore, will have difficulty doing the gallop.</p> <p>Should be able to gallop equally well leading with R or L foot.</p>

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 19</u></p> <p><u>Introduce Skipping</u></p> <p>Skipping is merely combining a step with a hop. A step is taken with either foot and immediately followed with a hop on that same foot. Then a step is taken with the other foot and a hop. Bring the knees high in front of the body.</p> <p>Progress slowly until a smooth even rhythm develops. With those who can't skip, hold their hand and skip slowly with them. It may help to put a skipper on either side of that child to help him feel the rhythm.</p> <p>At any rate, it will take individual attention to help a non-skipper. Many can grasp the rhythm in a short time.</p>	<p>Skip individually.</p> <p>Skip with partner.</p> <p>Skip - following lines, around circles, etc.</p> <p>Relays.</p>	<p>Child who cannot keep an even rhythm as he skips.</p> <p>Child who cannot maintain good body posture when skipping.</p>

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 20</u></p> <p><u>Walking on the balance beam</u></p> <p>Begin with the 4" side until the children are ready to try the 2" side. More than one child can be on the beam at one time. The toe and heel must touch the beam.</p>	<p>Walk forward with good body posture and good balance.</p> <p>Walk forward-do not look at feet.</p> <p>Step over a rope held slightly higher than the beam approximately half way across.</p> <p>Put a piece of tape on the beam. When the child gets to the tape, he squats down, stands up and continues to walk forward.</p> <p>Have child carry something in a designated hand--</p> <p>Toss a ball to self while walking forward--toss and catch on given steps.</p>	<ol style="list-style-type: none"> 1. A child who is having difficulty with his balance may try to cover up by racing across the beam. 2. A child may continue to step off the beam and back on again while all the time moving closer to the end. That is, he could do this enough times to avoid having to walk the beam at all. 3. A child may also walk the beam on the arches of his feet. 4. Poor balance. 5. A child who ties one arm to the side of his body. 6. No use of the arms for balance.

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 21</u></p> <p><u>Turns</u></p> <ol style="list-style-type: none"> 1. Introduce whole turns - making a complete circle. 2. Introduce $\frac{1}{2}$ turns. Explain what you mean by half (turning around, your back will be where your front was). 3. Introduce $\frac{1}{4}$ turns to children who are able. Stress where the child will be facing after completing the $\frac{1}{4}$ turn. Emphasize the 4 turns will get them back to where they started. Try turns to both directions. 4. Combine turns with steps or jumps. When doing this the children must listen to you and remember the directions. Example: "Make 1 quarter turn and jump 1 step forward." "Quarter turn right and hop 2 hops forward." Make up various combinations. 	<p>You may wish to have fun by using Army terms - right face, left face, about face)</p> <ol style="list-style-type: none"> 1. Drawing - draw a circle or square, divide it in half by drawing one line through the middle. Make quarters by drawing 2 lines. (Can be done with paper or on chalkboard) 2. Cutting - same as above. 3. Squares or tiles on the floor - stand on one and show which side you are facing when you make a $\frac{1}{2}$ or $\frac{1}{4}$ turn. 	<ol style="list-style-type: none"> 1. Hesitancy in performing. 2. Consistency in performance. 3. Copying from other children. 4. Be sure the child is listening and remembering the exact command.

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ACTIVITY

SUGGESTIONS FOR PROGRESSION

WATCH FOR

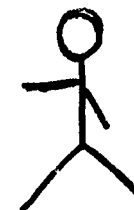
Lesson 22

Eye-hand Coordination Skills

One-handed toss:

Equipment: beanbags, balls
Targets - "X" marker,
boxes or waste-
baskets.

The child stands facing the box or wastebasket which is about 8' away. Hold the beanbag in the dominant hand (the one he writes with). The child aims for the container and steps (R) forward and swings his arm (R) forward. The beanbag is released when the child thinks he has enough motion to carry it to the container.



To accurately locate objects in space the child should have the opportunity for tossing an object at a target.

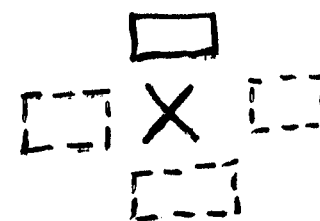
The activities suggested should also aid in developing directionality and laterality.

Scoring: Allow the child to have 20 tosses -- score 3 points if he gets the beanbags into the container and 1 point if the beanbag is within one foot of the container.

Repeat the above with the opposite leg and arm combination.

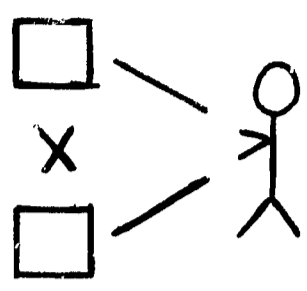
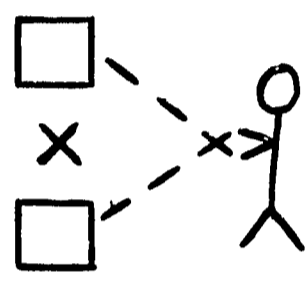
When a total score of 50 has been scored with the R-hand -- R-leg and L-hand and L-leg combination then proceed to the next activity.

Place an "X" (about 6") on the floor and place the container either to the right, left, above or below the marker. The child looks at the "X" at all times-- he should be aware of the container out of the corner of his eyes. After every 5 tosses of the beanbag (R-hand, R-leg; L-hand, L-leg) the position of the container should be changed by a few inches so that the child will develop peripheral positioning.



Scoring: Twenty tosses is one series and is scored as above activity. When a total of 50 has been reached move on to next procedure.

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 22 (continued)</u></p> <p>1. Toss a ball across the room and have the class follow it with their eyes. Do this several times having them follow the ball until it stops bouncing. Next have the class concentrate on 1 particular section of the room. Toss a ball into that area and have them "catch" the ball with their eyes. Try this with different size balls and different colored balls.</p> <p>2. Have the children sit in a circle. Pass various size balls around the circle. Emphasize holding the ball and passing it to the next person. Don't let them just throw the ball around without feeling the size of the ball and actually handing it to the next person. Can do this for speed by passing a large ball one direction and a small one the other.</p>	<p><u>Two-handed toss</u> - the marker "X" is placed on the floor and a box an equal distance on each side of the marker. The child holds a beanbag in each hand. The child looks at the "X" but should be aware of the boxes out of the corners of his eyes. The child swings his arms and tosses both bags at the same time so they will move toward their respective boxes.</p> <p><u>Scoring:</u> Same as on the previous activities. When a total of 100 points has been scored advance to the next activity.</p> <p><u>Cross two-handed toss</u> -- Procedure is the same except that the R-hand beanbag is tossed into the left box and the L-hand beanbag is tossed into the right box. Score as previously described.</p> <ol style="list-style-type: none"> Roll ball from L to R Bounce ball from L to R Tossing a ball Game: (sitting and standing) <p>"Chase the Animals around the Corral"</p> <p>"Stop the Music" and identify objects one is holding.</p> <p>"Call Ball" tossing ball up in air and catching after one bounce.</p> 	<div style="text-align: center;">  </div> <div style="text-align: center; margin-top: 20px;">  </div> <ol style="list-style-type: none"> Child who does not keep his eyes on the object. Proper way of catching- <ol style="list-style-type: none"> use 2 hands, not chest body gives when ball is caught. Eye closing and head turning - can have child work alone, bouncing and catching ball off the wall. Proper way of rolling ball by bending knees to lower body. Proper way of bouncing - <ol style="list-style-type: none"> don't bounce too hard bounce ball so partner can catch it at about their waist level. Proper way of tossing- Work for fingers up with thumbs together (push pass or chest pass) above the waist. Underhand toss is acceptable.

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 22 (continued)</u></p> <p>3. Have class stand in a circle. Use 8½" ball. Stand inside the circle and bounce the ball to each child. Tell all the children to follow the ball with their eyes even if they are not catching it.</p> <p>4. Use all ball sizes in the circle (5", 7", 10" and 16"). Break the class into more circles and continue bouncing as teacher did.</p> <p>5. Divide the class into 2's and 3's. Roll, bounce and toss the balls to each others.</p>	<p>5. Sequence drills - Circle Example: 3 passes to L then pass to another person. Everyone counts aloud.</p> <p>6. Hand-eye coordination activities out in space: a-with both hands Bounce ball from different positions --sitting, kneeling, and standing.</p> <p>b - with one hand Students practice bouncing the ball until he is able to make 50 successive bounces without error. Bounce the ball with: (both eyes open, right eye closed, left eye closed,) two hands; (right hand, left hand, alternate)</p> <p>Bounce balls from different positions -- sitting, kneeling, and standing.</p>	

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 23</u></p> <p>1. Have the children lie on the floor on their backs with their heads all pointing toward the same wall. On signal (hand clap or whistle) have them get up and run toward the wall to which their head was pointing. Reverse this and have them run to the wall their feet are facing. Have them do the same thing from a prone position.</p> <p>2. Sometime when outside, have class run to a very distant point and return. Have them make estimates of how many giant steps it would take to get to a point. This activity can be converted for use in the gym. For example: How many steps is it to the black line on the floor? Try to go from this point in 10 steps.</p>	<p>Could kneel in crawling position giving same command.</p> <p>Sit with legs straight but in front of body.</p> <p>Standing.</p>	<p>Be sure they run the direction you have given and not any old way. Some may have difficulty turning their bodies to go in the direction you have said.</p>

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ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 24</u></p> <p>Balance Beam (Backwards)</p> <p>Equipment: Balance Beam</p> <p>Walk backwards on the beam. The toe should touch the beam first and then the heel.</p>	<p>Use suggestions for walking forward (lesson 20) only walking backward.</p>	<ol style="list-style-type: none">1. Some children will have to look over their shoulder or "feel" for the beam with their toe. Work toward simply placing the foot behind and walking.2. Hesitancy in performing.3. Poor balance - always stepping off to cover up.4. Tying one arm to the side of the body rather than using both arms for balance.5. Is whole foot placed on board or do toes tend to veer out?

MOTOR FACILITATION PROGRAM

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 25</u></p> <p><u>Balance Beam (Sideways)</u></p> <p>Equipment: Balance Beam</p> <p>Walk sideways on the beam. Use the slide as learned on the floor. Try going both directions. This is done on the arches of the foot.</p>	<ol style="list-style-type: none">1. Clap on all steps, clap hands on certain steps.2. A sequence command as: 4 steps left 3 steps right 2 steps left Step off3. Toss a ball or beanbag up on each step.4. Toss a ball or beanbag up on certain steps. For example: "Toss ball up on steps 1, 3, 5"5. Bounce ball down on floor and catch it.6. Use music.	<p>Can the child move in both directions equally well.</p>

MOTOR FACILITATION PROGRAM

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 26</u></p> <p><u>Right and left with non-mirror image.</u></p> <p>1. Stand with your back to the children, hold up your right hand. Ask them to hold up their right hands. Turn and face them. Ask if you still have your right hand raised. Explain that you both have your right hand up, but they are pointing to different walls. Why? Because the right side of the body never changes, it is always right no matter what direction you are facing.</p> <p>2. Then repeat above using left.</p>	<p>1. Raise 1 arm and have them copy exact position. Ask them what arm is raised. Try many different positions and body parts and have them duplicate them exactly.</p> <p>2. Stand with either side to the class.</p> <p>3. Divide children into 2 groups and have them face each other. Give body image directions. Be sure both groups do exactly as told while looking at each other. Ex. "Point to the wall on your left." "Point to the ceiling with your right arm." "Stand on your left foot." Demonstrate positions and have them copy them. Stand at different places in the room so that their perspective of you will change. While giving directions, have 1 group stand and the other kneel. Try other positions.</p> <p>4. Have children give each other directions concerning R and L and not mirroring.</p> <p>5. Use patterns, such as: "right foot forward left arm up - right foot back - left arm down."</p> <p>Begin with two actions and progress to 4 or more if possible.</p>	<p>1. Children copying from other children.</p> <p>2. Hesitancy in performing.</p> <p>3. Child who is not duplicating positions, but is instead mirroring them.</p> <p>4. Child who is just performing by rote memory realizing that he should just do the opposite of the person in front of him. Make sure he is <u>thinking</u> what is his left side, etc.</p>

MOTOR FACILITATION PROGRAM

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 27</u></p> <p><u>Cross-Stepping</u> - in this movement the child must completely cross his body with his legs. Place right foot across the left. The left is now behind, move it and bring it next to the R foot.</p> <p>Command will be: front or back cross-step left</p> <p>Movement will be: right leg crosses left, bring left foot to side. Child would move toward the L.</p>	<ol style="list-style-type: none"> 1. Introduce front cross-step, first, moving both left and right. 2. Introduce both left and right. (The back cross-step to the left is: Right foot behind and to the side of left foot. Bring left foot out and place beside right.) 3. Do front and back cross-steps keeping toes on a line. 4. Give sequence commands: 2 front cross-steps left 4 back cross-steps right etc. 5. Do cross-stepping on the balance beam. Use same movements as done on the floor. Go both directions. 6. Grapevine: Starting with the right foot cross over in front of the left leg. Move the left leg to the side. Cross the right foot in back of the left leg. Move left leg to the side. You may find it helpful to say, "Front, side, back, side, front, side, back, side. etc. Do this in both directions. 	<ol style="list-style-type: none"> 1. Correct performance according to command given. 2. Can the child move equally well to both right and left. 3. Good body posture -- not bent over watching feet.

MOTOR FACILITATION PROGRAM

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 28</u></p> <p>Equipment: Ball</p> <p>In a small group, have children stand with their backs to you. Toss a ball over their heads so that it will land in front of them. Call a certain child's name to catch the ball before it bounces a second time. Emphasize not looking until the ball simply appears in their line of vision.</p>	<p>Equipment: beanbags, waste baskets, balls, bowling pins, balloons, strings, broom handle.</p> <ol style="list-style-type: none"> 1. Throwing beanbags into a wastebasket - use both hands, then right, then left hand. 2. Roll a ball into the waste basket. 3. Roll a ball to knock down pins. 4. Crawl and push a beanbag with hands along a line. 5. Push beanbag along a line with a broom. 6. Hang a string horizontally above the child's head. Have him bat a balloon back and forth over the string. <p>Game: "Spud" using the names of the children.</p>	

MOTOR FACILITATION PROGRAM

ACTIVITY

SUGGESTIONS FOR PROGRESSION

WATCH FOR

Lesson 29

Swagger Walk: Place right foot behind the left. Then take the left and move it behind (around the back) and to the right of the right foot. The right leg is now in front. Move it around the back and to the left of the left foot. Continue.

1. Walk on a line - circle
2. Relays

1. Good body posture.

SUGGESTED ACTIVITIES FOR MOTOR FACILITATION PROGRAM

KINDERGARTEN LEVEL

I - Games

A. - JUMP THE SHOT

Circle formation with a player standing in the center holding a shot. He swings the shot around so that it makes a complete circle close to the floor. As the shot is circled, the circle players jump over it to avoid being hit on the ankles. Players hit must leave the circle - winner is the last one or whoever is left when you stop the game.

B. - STOP THE MUSIC

Scattered position or in a circle a leader playing the music and giving the direction "Stop The Music". Players may move about in any way following two rules:

1. Keep time to the music
2. Stop right where he is and not move at all when the leader says "Stop The Music"

Children must do the activity and listen!

C. - JUMP THE CREEK

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X X X X |
X X X X | CREEK
X X X X |

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Run and jump over creek--
widen the creek when most
children can do it.

D. - FOLLOW THE LEADER

Leader leads the class --class follows him doing whatever he does.

E. - DUCK, DUCK, GOOSE

Circle formation (standing or sitting) -- one child is IT who runs around the outside of the circle, touching each player as he goes by, and saying "Duck". When he wants to, he calls out "Goose" and then that player chases IT around the circle, trying to tag him before he reaches the Goose's empty place.

F. - BIRDS FLY

Leader in front of children. Leader calls out things that can fly and things that cannot fly -- when he speaks, he always raises his hands. If any child raises his hands when the leader names something that cannot fly, he sits down.

Fly
Do not fly

G. - ANIMAL CHASE

Large circle. Leader (teacher) holds up a ball (Cat). Start the ball around the circle to see how fast it can go. If you drop it pick it up. When ball gets back to leader, he sends it around again and follows with another ball (Dog). See if you can have as many as four animals chasing around the circle. If one ball catches up with the one in front of it, it is eliminated.

H. - BUSY BEE

Partners -- Leader says "face to face", "back to back", "busy bee" -- change partners. An extra child makes the game fun -- when changing partners he tries to get one.

I. - SKIP TAG

Circle -- One child skips around the outside of the circle and touches another child as he passes by. The tagged child skips after the first player and tries to tag him before he gets back to the vacant place in the circle.

J. - JACK BE NIMBLE

An object -- block, bowling pin, etc. Children take turns jumping over it in response to the Mother Goose rhyme "Jack Be Nimble".

II - OBJECT HANDLING

- A. How many times can you bounce and catch the ball?
- B. Can you toss the ball into the sky?
- C. How many times can you throw it high and catch it?
- D. How many times can you clap your hands before catching it?
- E. How high can you bounce the ball?
- F. Can you pat bounce it with one hand? How long?
- G. Can you pat bounce the ball around objects?
- H. Target games -- balls
 - 1. roll ball at target on wall
 - 2. roll ball into basket
 - 3. roll ball at pins
 - 4. toss ball into basket
- I. Bean bag activities
 - 1. Walk or run with bean bag on head
 - 2. Jump with beanbag between feet, ankles, knees
 - 3. Hop with beanbag balanced on free foot
 - 4. Jump or hop over beanbags scattered over floor
 - 5. Toss beanbag into basket or into circle drawn on floor
 - a - right hand
 - b - left hand
 - c - both hands

III - ROPE JUMPING RHYMES

- A - Chickity, Chickity, Chop
How many times before I stop?
- B - Charlie Chaplin sat on a pin
How many inches did it go in? 1, 2, 3, 4, 5, 6, & etc.
- C - Teddy Bear, Teddy Bear, turn around
Teddy Bear, Teddy Bear, touch the ground
Teddy Bear, Teddy Bear, say your prayers
Teddy Bear, Teddy Bear, climb the stairs
Teddy Bear, Teddy Bear, show your shoes
Teddy Bear, Teddy Bear, now skid-do

IV - WANDS

- A - Jump, hop over the wand held by partner
- B - Balance end of wand on tips of finger while walking
- C - Holding wand in front of body, paralalled with floor. Step over wand one foot at a time.
- D - Jump over it as held in C

V - HOOPS

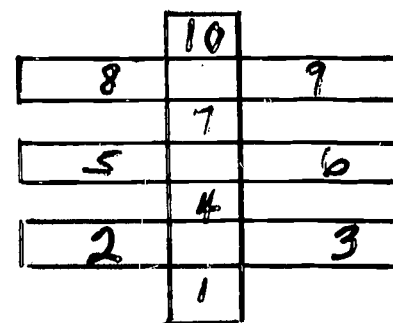
- A - Roll the hoop while running
- B - Use hoop as a jump rope, skip in place turning hoop forward and backward
- C - Spin hoop -- how many times can you run around it before it falls down.

VI - SCOOTERS

- A - On stomach, use only arms
- B - Sitting on it, use feet only
- C - Follow floor patterns while on scooter

VII - HOP SCOTCH

Use beanbags, eraser as object to be tossed into square



VIII - STUNTS

- A - Duck walk
- B - Puppy run
- C - Bear walk
- D - Crab walk
- E - Rabbit hop
- F - Seal walk
- G - Turk stand
- H - Elevator
- I - Log Roll, Egg Roll
- J - Forward roll

IX - MOVEMENT EXPLORATION

Perception of space

- A - Child's own space - stretching, bending, walking to and from
- B - Direction and range
Skywriting of a jet -- making a floor pattern from an air pattern
- C - Level -- on the ground (snakes), very high (stilts, planes,) and middle (train, car). Moving from low, to middle, to high, etc.
- D - Circular patterns on floor making different sizes of circles using your feet in different ways. Include circular movement of own body.
- E - Straight lines -- making a straight line with the body. Moving in straight lines using the feet in different ways.

Points of balance

1. Balance on one foot (stork stand)
2. Balance on one foot, lean upper body forward

X - OBSTACLE COURSES

Using lindclimber (if it's in your building)
Rope climbing (be sure there is an adult at that area)
Chairs are useful -- folding chairs

Maybe more than 5 stations need to be used for your groups

KINDERGARTEN FROSTIG SCHEDULE (1968-69)

Sept. 17 - VM 1, 2, 3	Mar. 4 - PC 28, 33, 34
19 - VM 4, 5, 78	6 - SR 41, 42
Sept. 23 - VM 79, 80, 6	Mar. 10 - FG 32, 55, 57
25 - VM 7, 8, 11	12 - FG 58, 59, 63
27 - VM 81, 82, FG 2	14 - FG 33, PC 35, FG 34
Oct. 1 - FG 1, PC 1-2	Mar. 18 - FG 36, 41, VM 36
3 - VM 13, 14, 15	20 - VM 37, 40, FG 42
Oct. 7 - VM 16, 83, 84	Mar. 24 - FG 45, 46, PC 46
9 - FG 3, 4, PC 4	26 - PC 67, 47, VM 41
11 - PC 5, 6, VM 17	28 - Conference Day
Oct. 15 - VM 18, 85, 86	Apr. 1 - VM 43, PC 50
17 - FG 22, 23, PC 7	3 - PC 51, FG 47
Oct. 21 - PC 9, 10, 11	Apr. 9 - SR 51, PC 52
23 - VM 87, 88, 20	11 - PC 54, 55
25 - VM 22, 23, 19	Apr. 15 - PS 22, VM 47
Oct. 29 - FG 35, PC 12, 13	17 - VM 48, 50
31 - PC 14, 15; PS (monkeys)	Apr. 21 - FG 49, 50
Nov. 4 - PS cups, VM 41	23 - PS 25, FG 53
6 - VM 42, 43, 44	25 - PC 56, FG 56
8 - VM 89, 90, PC 18	Apr. 29 - PC 57, FG 58
Nov. 12 - PC 31, 38, 39	May 1 - FG 59, SR 56
14 - PS-giraffes, cups	May 5 - SR 61, 63
Nov. 18 - VM 46, 65, 66	7 - SR 64, PC 60
20 - VM 67, 68, PC 40	9 - SR 69, VM 52
22 - PC 41, 42, 43	May 13 - FG 60, 62
Nov. 26 - PS -cats, flags	15 - FG 65, 65a
Dec. 2 - PS 5, VM 9, PS 1	May 19 - SR 70, PC 63
4 - VM 21, PC 8, PC 3	21 - FG 67, 67a
6 - SR 2, 3	23 - SR 71, VM 54
Dec. 10 - FG 5, Sr 7	May 27 - VM 62, 73
12 - SR 19, FG 11	29 - PC 70, VM 74
Dec. 16 - FG 12, PS 3, 15	June 2 - VM 76, SR 5
18 - PS 16, 4, VM 24	
20 - SR 21, PC 19	
Jan. 7 - PC 21, FG 14, PS 7	
9 - VM 25, SR 28	
Jan. 13 - PC 22, PS 9, 14	
15 - VM 26, PS 18, 19	
17 - SR 33, FG 18	
Jan. 21 - FG 16, 17, VM 32	
23 - FG 21, PC 23, 24	
Jan. 27 - FG 24, PS 20, FG 25	
29 - FG 26, PC 27, FG 27	
31 - FG 29, 30, VM 34	

February--evaluation of the work done by the children. Use this time for review of first semester works.

ADDITIONAL - HELP PHASE IN MOTOR

FACILITATION PROGRAM

ACTIVITIES TO REVIEW

Body Image

1. Identifying body parts
 - a. tactually
 - b. verbally
 - c. visually
2. Use of body parts - problem solving or exploration
 - a. one hand and both feet on line or rug or mat, etc.
 - b. arm circles
 - c. include use of right and left sides
 - d. review use of jump, hop, gallop, skip

CONCEPTS OF SPATIAL RELATIONSHIP

1. Concepts of on, up, down, over and under
2. Problem solving - body relationship to various objects.
 - a. stand on line
 - b. step over rope, etc.
 - c. use of obstacle courses
 - d. use of lind climber
 - e. use of tunnel if available

ACTIVITY PROGRESSION	WATCH FOR	DEVELOPMENTAL ACTIVITIES
<p><u>CRAWLING</u></p> <p>Crawl position Together position Cross-Pattern position</p> <p>1. Cross pattern crawling naming the arm first.</p> <p>Explain the command, "MOVE"</p> <p>Command would be "Right Arm leg, (wait 3 or 4 seconds), MOVE".</p> <p>Keep stressing "Think before you move."</p> <p>2. Cross pattern crawling naming the leg first. Command would be "Left Leg, Right Arm, (wait a few seconds) MOVE".</p>	<p>Head up Fingers forward</p> <p>Body in a square position</p> <p>Commanded limbs move 8 to 10 inches.</p> <p>Both named limbs forward at the same time.</p> <p>Head up.</p> <p>Eyes are looking straight ahead.</p> <p>Command is not followed.</p> <p>Head moves toward the extended arm.</p> <p>Strides are slow and rhythmic.</p> <p>Automatic response.</p>	<p>Unilateral movements--immature and may indicate need for work on cross-lateral movement. This may be worked through on crawling progression.</p> <p>Angels--in these exercises child lies on his back and moves his limbs on command to indicate position and holds the position until a new command is given. Movement starts from the closed position and returns to the closed position after each other position.</p> <ol style="list-style-type: none"> 1. Give tactual clues 2. Give visual clues (point) 3. Give verbal clues <p>See page 1 of supplementary materials which might be used with the angel exercises.</p> <p>Changing right and left with change in crawling direction needs work on laterality - directionality and needs work on orienting world to self, not self to world.</p> <p>Laterality-Directionality</p> <ol style="list-style-type: none"> A. Stationary position <ol style="list-style-type: none"> 1. seated 2. standing 3. eyes open 4. eyes closed <ol style="list-style-type: none"> a. raise right hand b. raise left hand c. raise right leg d. raise left leg

ACTIVITY PROGRESSION	WATCH FOR	DEVELOPMENT ACTIVITIES
<p>3. Cross pattern crawling alternating arms and legs. Command would be "RIGHT arm, left leg, MOVE." "Right leg, left arm, MOVE."</p>	<p>Incorrect movement</p> <p>Body position, eye position. Stride is 9 inches. Stride is slow and rhythmic.</p>	<p>Laterality-Directionality (continued)</p> <p>Combinations of these with younger child stress sidedness: Rights all on same side always, etc.</p>
<p>4. Cross pattern crawling using the oral command. The child gives himself the command.</p>	<p>Response is automatic. Moving before he has told himself to move.</p> <p>Moving too quickly.</p> <p>Automatic response.</p>	<p>B. Orient body to object (wall)</p> <ol style="list-style-type: none"> 1. Put right side toward wall 2. Put left side toward wall 3. Back to wall 4. Face wall
<p>5. Cross pattern crawling with the eyes closed, no verbalization.</p>	<p>Child opens eyes.</p>	
<p>6. Cross pattern crawling backward, arm first then leg. Explain that the word "BACK" means move backwards. Command would be "Right arm, left leg, "BACK".</p>	<p>Commanded limbs move backwards. Head turns toward the extended (forward) limb.</p> <p>Automatic response.</p>	<p>C. Turning to left and right -</p> <ul style="list-style-type: none"> ½ turns in each direction full turns ¼ turns <p>At first it may be necessary to orient child to four sides of room. Have child perform with eyes open and with eyes closed.</p>
<p>7. Alternate arm and leg commands.</p>	<p>Good posture. Head turns toward the arm that is extended. Arm that is not extended grabs the leg (pants or skirt.)</p>	
<p>8. Oral commands, arm first then leg, then alternate.</p>		<p>D. Concepts of spatial relationships. Get beside an object, beneath, over, under, on top of, behind, in front, etc.</p>
<p>9. Cross pattern crawl backwards with no verbalization.</p>		<p>Wide base of support, extremely long steps or marked deterioration in performance from crawling may indicate balance problems.</p>
<p>10. Cross pattern walk naming the arm first. Command would be "Right arm, left leg, MOVE".</p>		<p>See parts 2, 3, 4, and 5 in the supplementary materials.</p>

ACTIVITY PROGRESSION	WATCH FOR	DEVELOPMENTAL ACTIVITIES
<p><u>WALKING</u></p> <ol style="list-style-type: none"> 1. Cross pattern walk naming the leg first. Command would be "Right leg, left arm, MOVE" 2. Cross pattern walk: oral command, arm first, then leg, then alternate. 3. Cross pattern walk with eyes closed. 4. Backwards cross pattern walk; arm is named first, then the leg and then alternate. 5. Oral command to self-- cross pattern walk backwards, naming the arm first and then the leg first. Alternate. 6. Cross pattern walking backwards with no verbalization. <p><u>GLIDES</u></p> <p>The starting position is feet together, hands at the side. On the count of "one" the child moves his right foot directly to the side with the toes pointed forward. He then brings his left foot up to the right foot. At this same time that he makes these foot movements, he claps his hands once. This is a four count exercise. The child moves to his right four steps and then to his left four steps.</p>	<p>Moving before he has completed the command.</p> <p>Automatic response. Movement is slow and rhythmic.</p> <p>Child keeps eyes closed.</p> <p>Arm named goes back. Arm not named goes forward shoulder high. Head is turned toward the extended arm.</p> <p>Steps are short. Good body posture. Movement is slow rhythmic.</p> <p>Movement before command is completed.</p> <p>Automatic response.</p>	<p>Wear a mask.</p>

ACTIVITY PROGRESSION	WATCH FOR	DEVELOPMENTAL ACTIVITIES
<p><u>GLIDES</u> (continued)</p> <p>Have the child glide and clap right and left. (four counts both directions)</p> <ol style="list-style-type: none"> 1. Glide--clap on first three steps in each direction. 2. Glide--clap on two numbers in both directions. 3. Glide--clap on one number in one direction and another number in the other direction. 4. Repeat #3 twice without stopping. 5. Clap on two numbers in one direction and two different numbers in the other direction. 6. Repeat #3 having the child count to himself. 	<p>Clap must be coordinated with each step. Start from beginning when one makes a mistake.</p> <p>Stress good posture, eyes straight ahead.</p> <p>Following command.</p>	<p>Clapping with hands below waist and/or straight leg and arm movement may indicate lack of differentiation--again a unilateral movement.</p> <p>Body turning, especially in one direction indicates avoidance of midline problem.</p> <p>Lack of simultaneity, increasing or uneven speed of claps may indicate inadequate rhythm structure. See parts 6, 7, and 8 of supplementary materials.</p>

ACTIVITY PROGRESSION	WATCH FOR	DEVELOPMENTAL ACTIVITIES
<p><u>WALKING SERIES</u></p> <p>The child is given a series of commands that are changed after each successful completion of the exercises. Each step the child takes is in a cross-pattern. Write down the directions. Below are a few examples:</p> <ol style="list-style-type: none"> 1. Take two steps starting with your right foot. Come together. Take one step with your right hand. Come together. 2. Take two steps starting with the left foot. Come together. Take two steps starting with your right hand. Come together. Take one step with the left foot and hold it. <p>Begin with two commands and go up through four.</p> <p><u>BODY IMAGE</u></p> <p>The leader stands facing the child. First raise the right hand over the head, and ask the child to say what you did. He should say "you raised your right hand over your head". Then have him raise his right hand. Next raise your left hand and have him do it without saying what you did. If the child makes a mistake have him come to attention and state what you did. You maintain your position throughout the entire time.</p> <p><u>IMAGE SERIES</u></p> <p>The same as above except you do more than one move, stopping between each separate move so the child can consider what you did.</p>	<p>Average size steps.</p> <p>Coming together after completed command unless otherwise directed.</p> <p>Using good body posture.</p> <p>Eyes straight ahead.</p> <p>Movement is slow and rhythmic.</p> <p>Head turns toward extended limb.</p> <p>Not thinking before moving.</p> <p>Moving after a mistake without coming to attention.</p>	

ACTIVITY PROGRESSION	WATCH FOR	DEVELOPMENTAL ACTIVITIES
<p><u>MAZES</u></p> <p>Bowling pins arranged in an irregular pattern make a good maze for developing spatial orientation and depth perception.</p> <p>Two children are needed. The person being directed stands in front of the pins with his eyes closed or masked. The director must direct the student in and out among the pins. The director states directions and distances in steps to his own right or left and backwards. The student must visualize the command and reverses it right or left because he and the director are facing each other.</p>	<p>Child being directed keeps his eyes closed.</p> <p>Use average size steps.</p>	<p>Use mask.</p> <p>Changing background and distance from pins is a check for size constancy.</p>
<p><u>JUMPS</u></p> <p>Using two feet</p> <ol style="list-style-type: none"> 1. Stand up and raise and lower their heels from the floor. 2. Increase the speed and then finally jump right off the floor. 3. Have them jump and land on the same spot. (Bend knees and ankles.) 4. Jump over a line on the floor. 5. Jump the Candlestick (bowling pin) 6. Jump over a rope at various heights--also emphasizing the right and left side to rope. <p>Jumping forward, backward, and to the right and left.</p>	<p>Using just one foot and dragging the other foot.</p> <p>Use of entire body and to make all of the movements vigorous but free.</p>	<p>Add rope jumping using a long rope turned by two persons.</p> <p>Use individual ropes for practice in getting rhythm of <u>Jump - jump</u>.</p>

ACTIVITY PROGRESSION	WATCH FOR	DEVELOPMENTAL ACTIVITIES
<p><u>HOPPING</u></p> <p>Introduce the hop as the same as the jump only it is done on only one foot at a time.</p> <p>Hop on the left foot, then the right, and then alternate feet.</p> <p>Hop over a line on the floor.</p> <p>Hop over a low rope.</p> <p>Hop forward: remember a sequence such as two hops on right foot, three hops on left foot.</p> <p>Moving side to side (actually in one place): sequence of one hop on left foot, one hop on right foot; or one hop on left and two hops on right.</p> <p><u>GALLOP</u></p> <p>Galloping is the slide step done in a forward direction with the right or left foot leading.</p> <p>Bring left foot to right foot (not passing beyond the leading foot) and transfer weight.</p> <p>Gallop on lines, around circles, and other patterns.</p>	<p>Using good body posture.</p> <p>Equally good performance with either right or left foot.</p> <p>Able to shift weight without losing balance.</p> <p>Child can alternate using right and left foot as leaders---</p> <p>The child can shift weight of body without losing balance.</p>	Hop Scotch

ACTIVITY PROGRESSION	WATCH FOR	DEVELOPMENTAL ACTIVITIES
<p><u>SKIPPING</u></p> <p>Combining a step and a hop leading with the right foot, then left foot.</p> <ol style="list-style-type: none"> 1. Develop pattern of skip. 2. Progress until a smooth rhythm develops. 3. Skip individually and with partner. 4. Skip - following lines, circles, etc. 5. Skipping relays. 	<p>Alternating of right and left foot.</p> <p>Bring knees high in front of body - good body posture.</p> <p>Development of a smooth rhythm.</p>	<p>Use a good skipper to help him feel the rhythm.</p> <p>Use of music.</p>

SUPPLEMENTARY MATERIAL
FOR DEVELOPMENTAL ACTIVITIES

PART I - ANGELS IN THE SNOW

Use tactile, auditory and visual cues.

1. Ask the child to lie on his back on the floor with arms at side, legs extended and feet together. Ask him to move his arms up over his head. Arms are to remain on the floor with elbows straight and are to move up until the hands touch.
2. Next tell him to move his legs apart as far as possible without bending the knees, and keeping the heels on the floor.
3. Now put him through the following movements: do not have the child always perform in the following order. Vary the order of the below performances.
 - a. Say, "move just this arm" (point to the left arm). Now back.
 - b. Move just this arm (pointing to right arm). Now back.
 - c. Move just this leg (pointing to right leg). Now back.
 - d. Move just this leg (pointing to left leg). Now back.
 - e. Move both arms. Now back.
 - f. Move both legs. Now back.
 - g. Move this arm and this leg (pointing to left arm and left leg.) Now back.
 - h. Move this arm and leg (pointing to right arm and right leg). Now back.
 - i. Move this arm and this leg (pointing to right arm and left leg.) Now back.
 - j. Move this arm and this leg (pointing to left arm and right leg). Now back.
4. If the child cannot perform by visual clue alone, then add a tactual clue--touch the part or parts to be moved. For some it may even be necessary to help him make the initial movements.
5. When the child can perform above #3 reasonably well, add variations. Have him perform:
 - a. on his stomach
 - b. across a low hassock or bench
 - c. in the water--If the water is deep, support him with your hand under his chest or back.
 - d. as you ask for the movements by naming left and right instead of pointing.
 - e. perform while standing.
6. Jumping jacks performed in various positions as suggested in #3 above. Example: Jump out and in with both feet and right arm, etc.

NOTE: If child shows continued difficulty in keeping his arms straight, he may need to learn the difference between a bent and straight arm. To teach this, use arm-bending exercises. Add tactual, auditory and visual cues to help the child understand what he is to learn from the performance. Begin with elbows bent and:

- a. hands on shoulder--Unfold arms until they are perfectly straight then return hands to shoulder. Repeat.

- b. begin as above but extend hands up over head.
- c. extend hands out in front.

PART II - ACTIVITIES TO DEVELOP BALANCE AND POSTURE

I - Sitting

A. On Floor

1. Sit and sway from side to side (first with legs crossed, then with legs extended).
2. Sway fore and aft.
3. Encourage child to reach out in all directions while maintaining balance. Encourage movement as the waistline. Bending, stretching, and turning.
 - a. Have him reach bilaterally - using both hands simultaneously.
 - b. Have him reach unilaterally.
4. Encourage child to sit perfectly still in each position.
5. Encourage child to scoot across floor by thrusting one leg forward, then the other.

- B. On chair or stool - legs crossed - legs dangling: a. Follow directions under III.A - 1 through 5.

C. On Knees

1. Same as B above.

II - Standing

- A. Place the child on a wooden block, stool, etc. that elevates him 4 to 6 inches off the floor. Surface should be narrow enough that if the child steps, he will be required to step down to the floor and narrow enough to discourage a wide stance.

1. Encourage the child to stand erect and still.
2. Encourage him to manipulate parts of his body as he balances.
 - (1) Pat-a-cake - move arms up and down.
 - (2) Reach out into all areas and grasp objects (he is to reach with arms and trunk): a. Bilaterally; b. Unilaterally.
 - (3) Swing arms and body from side to side.
 - (4) Touch toes.
 - (5) Stoop.
 - (6) Catch and throw ball; bounce it.
 - (7) Stand on one foot; each foot. a. Project elevated foot into variety of positions. Have him direct it at an object as with arms in b. (2).
 - (8) Sway--right and left; fore and aft.
 - (9) Twist.
 - (10) Have the child place one foot on the block - stand erect and balance. Perform with each foot - use a variety of heights.

PART II - ACTIVITIES TO DEVELOP BALANCE AND POSTURE (continued)

II - Standing

- (11) Have child stand as in #10, then lift foot from floor to block--up and down, sideways, forwards, backwards.
- (12) Have child walk up and down steps. Discourage shifting from side to side with hips and swaying of body from side to side. The lead leg and hip should do all of the work. Eventually, the child should be able to balance a bean-bag, then a book, on his head.
- (13) Variations: The following activities require a combination of coordinated movements and will therefore encourage the child to apply his newly learned movements:
 - a. Walking board with all it's variations including items under II - Standing, as listed before.
 - b. Balance board - variations as above.
 - c. Inclined plane - begin with 18 to 36 inch width.
 - 1. Standing still facing up, down, right, left.
 - 2. Walking up and down, forward, backward, sideways.
 - 3. Perform items under II - Standing.
 - d. Hiking over non-familiar terrain.
 - e. Running, jumping, balancing on one foot, galloping, skipping, alternate jumping, etc.
 - f. Many suggestions can be found in any elementary physical educational curriculum.

PART III - ANIMAL WALKS

1. Bunny - Raise the hands to the side of the head. Hop on both feet. Wiggle the ears as you hop by moving the hands. (4) *#
2. Baby Chicks - Stoop low to the floor. Hold hands facing down. Join thumb and second fingers. Open and shut the hands as the chicks peck around.
3. Rocking Horse - Stand with hands on hips and legs astride. Rock forward lifting heels from the floor, rock backward lifting toes and continue. (4)
4. Rooster Walk - Holding the head and chest high, strut forward with knees straight and hands at the side of the chest. Wiggle elbows as flapping wings. (4)
5. Bear Walk - Bend over from the waist and touch the floor with the hands. Keep the legs stiff. Move forward walking the hands and plod the feet behind in a cross-lateral fashion. Keep the head up. (4)
6. Birds - Stand on tip toe and wave the arms slowly up and down. As the "wings" move faster run tippy-toe around as if you were flying. As the flapping slows down the bird comes slowly to a stop. (4) *
7. Elephants - Bending forward at the waist allow the arms to hang limp. Big, lumbering steps should sway you from side to side as you walk, imitating an elephant and his trunk. (4) *
8. Ostrich - Bending forward at the waist, grasp the ankles. Keep the knees as stiff as you can. Walk forward stretching your neck in and out. (5)
9. Kangaroo - Stand with the feet together. Bend the elbows out from the body. Leave the hands dangle limply. Do a deep bend with the knees and jump forward. (5)
10. Frog - Do a deep knee bend with your hands on your hips. Extend one leg to the side and return. Extend the other leg to the side, and return. (5)
11. Prancing Horses - Standing, fold arms across the chest. Throw the head upward and back. Prance around lifting feet high and pointing toes.
12. Crane - Standing, raise one leg off the floor, keeping the knees straight. At the same time raise both arms out to the side to shoulder height. Hop on one foot in a circle turning to the left and then to the right. (6)
13. Stork - Stand on one foot and grasp the opposite foot in the back. Hop forward a few steps and then backward. Use the free arm to balance. (6)
14. Rabbit - Squat low on the heels. Place the hands palm down, fingers pointing toward the floor. In this position, move the hands forward, and bring the feet forward between the hands with a little jump. Continue moving about in this fashion simulating a rabbit. (8)
15. Crab - In a squatting position, reach backward with the arms and put both hands flat on the floor behind you. Raise up until the head, neck and body are in a straight line. The head etc. should be parallel with the floor. Walk or run in this inverted position. (8)
16. Dog Run - Gallop by running forward with both hands on the floor and the knees slightly bent. (8)

PART III - ANIMAL WALKS (continued)

17. Gallop Horse - Stand on the right foot, raise the left knee. Step forward on the left foot bringing the right foot to the heel of the left. Then raise the left knee and continue to step with this lead. Change and lead off with the right foot. (8)
18. Measuring Worm - Support the body by the hands and toes. Hold the arms straight, shoulder width apart and directly under the shoulders. Keep the body in a straight line from head to toe. With the hands remaining stationary, walk the feet up to as close to the hands as possible taking tiny steps. The body is not to sag. Next, keeping the feet stationary, walk the hands forward in tiny steps until the first position is reached. (8)
19. Bear Dance - Squat on one heel and extend the other foot forward. With a firm straight back and arms stretched forward balance. Rapidly change the extended foot. (8)
20. Seal or Walrus Walk - Assume a position flat on the floor. Push up the entire body with the arms keeping the knees straight. Walk forward with the arms while the feet drag behind. (8)
21. Frog Hop - Assume a squat position. Place the hands on the floor outside of the feet. Leap forward several times landing on both feet. (8)
22. Caterpillar - Lying face down on the floor, raise yourself up on your hands. Keep the elbows and knees stiff. Walk the feet two steps, walk the hands two steps, continue. (8)
23. Chicken Walk - In a squatting position, reach around the outside of the leg and grasp the ankle. Move forward and backward in short quick steps. (8)
24. Swan Dive - Kneel down on one knee. Extend the opposite leg backward. Stretch the arms out to the side for balance. Bending forward, touch the chin to the floor. Return to the original position without touching the floor with the extended foot. (9)

For variation, fold a piece of paper and stand it upon the floor to be picked up as the "swan dives". (10)
25. Mule Kick - Drop to a squat position. Place the palms of the hands on the floor, between the knees. Immediately bear the weight on the hands and push the feet backward vigorously, fully extending the body. When the feet hit the ground, push the hands until the body is erect. This should be done rapidly. (10)
26. Monkey Clap - Place hands on the floor and extend the body stiffly to the toes. Keep the back straight and the knees stiff. In this position raise the hands off the floor and clap quickly. (11)
27. Human Fly - Lie flat on the floor, face down, with the feet against a wall. Creep toward the wall and "walk" the feet up the wall. At full height, turn around into a hand stand. (11)

NOTE: The numbers at the end of each task is the age which the child should be capable of performing the task.

* Give music for the walks marked in this manner.

Give poems for those marked in this manner.

Taken from: Growth Through Play, by Farina, Furth, Smith; Prentice Hall

PART IV - WALKING BOARD

- A. The walking beam is a section of two by four measuring eight to twelve feet long and laid along the floor initially with its wider edge down. Later, as the child's ability develops, the board is elevated at least six inches from the floor. Later still, the board can be turned so that the child must maneuver his balance on the one inch edge of the beam. For the child who is having extreme difficulty, lower the board and widen it up to eight inches if necessary.
- B. Have the child walk forward, backward, and sidewise leading with each foot, and looking straight ahead or at a distant object. Add variations. Have him:
1. extend arms
 2. swing arms in a circular motion
 3. carry a pole in both hands like a tightrope walker
 4. carry a weight, raised umbrella, etc. in one hand then the other.
 5. sudden stops and starts
 6. make sudden directional changes
 7. vary speed of the performance.

PART V - BALANCE BEAM EXERCISES

1. Walk forward on beam, arms held sideward.
2. Walk backward on beam, arms held sideward.
3. With arms held sideward, walk to the middle, turn around and walk backward.
4. Walk forward to the middle of the beam, then turn and walk the remaining distance sideward left with weight on the balls of the feet.
5. Walk to center of beam, then turn and continue sideward right.
6. Walk forward with left foot always in front of right.
7. Walk forward with right foot always in front of left.
8. Walk backward with left foot always in front of right.
9. Walk backward with right foot always in front of left.
10. Walk forward with hands on hips.
11. Walk backward with hands on hips.
12. Walk forward and pick up a blackboard eraser from the middle of the beam.
13. Walk forward to center, kneel on one knee, rise and continue to end of beam.
14. Walk forward with eraser balanced on top of the head.
15. Walk backward with eraser balanced on top of the head.
16. Place eraser at center of beam. Walk to center, place eraser on top of head, continue to end of beam.
17. Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over the wand.
18. Walk backward and step over wand.
19. Hold wand at height of 3 feet. Walk forward and pass under the bar.
20. Walk backward and pass under the bar.
21. Walk the beam backward with hands clasped behind the body.
22. Walk the beam forward, arms held sideward, palms down, with an eraser on the back of each hand.
23. Walk the beam forward, arms held sideward, palms down, with an eraser on the back of each hand.
24. Walk the beam backward, arms held sideward, palms up, with an eraser on back of each hand.
25. Walk the beam backward, arms held sideward, palms up, with an eraser on back of each hand.
26. Walk the beam sideward, right weight on balls of feet.
27. Walk the beam sideward, left weight on balls of feet.
28. Walk forward to middle of beam, kneel on one knee, straighten right leg, forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
29. Walk forward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to the end of the beam.
30. Walk backward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to the end of beam.
31. Walk backward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
32. Hop on right foot, the full length of beam.
33. Hop on left foot, the full length of beam.
34. Hop on right foot, the full length of beam, then turn around and hop back.
35. Hop on left foot, the full length of beam, then turn around and hop back.
36. Walk to middle of beam, balance on one foot, turn around on this foot and walk backwards to end of beam.
37. Walk to middle of beam left sideward, turn around and walk to end of right sideward.

PART V - BALANCE BEAM EXERCISES (continued)

38. With arms clasped about body in rear, walk the beam forward.
39. With arms clasped about body in rear, walk forward to the middle, turn around once, walk backward the remaining distance.
40. Place eraser at middle of beam, walk out on it, kneel on one knee, place eraser on top of head, rise, turn around and walk backward the remaining distance.
41. Walk the beam backward with an eraser balanced on the back of each hand.
42. Walk to the middle of the beam, do a right side support, rise and then walk to end.
43. Walk to middle of beam, do a left side support, rise and walk to end.
44. Place eraser on middle of beam. Walk out to it, kneel on one knee, pick up eraser and place it on the beam behind pupil, rise and continue to the end.
45. Walk to middle of beam, do a balance stand on one foot, arms held sideward with trunk and free leg held horizontally.
46. Place eraser at middle of beam, walk beam left sideward, pick up eraser, place it on right side of beam, turn around and walk right sideward to the end of beam.
47. Hold wand 15 inches above beam. Balance eraser on head, walk forward stepping over wand.
48. Hold wand 15 inches above beam. Balance eraser on head, walk backward stepping over the wand.
49. Hold wand 15 inches above beam. Balance eraser on head, walk sideward right, stepping over wand.
50. Hold wand 15 inches above beam. Balance eraser on head, walk sideward left, stepping over wand.
51. Hold wand 3 feet high. Walk forward, hands on hips, and pass under the bar.
52. Hold wand 3 feet high. Walk backward, hands on hips and pass under the bar.
53. Hold a piece of paper at the right angle so it will stand on the beam at the middle. Walk to paper, kneel, pick it up with teeth, rise and walk to end of beam.
54. Place paper as in 53, walk out to it, to a left side support, pick up paper with teeth and walk to end of beam.
55. Place paper as in 53, walk out to it, to a right side support, pick up paper with teeth and walk to end of beam.
56. Hop to middle of beam on left foot. Turn around on same foot and hop backward to the end of the beam.
57. Hop to middle of beam on right foot. Turn around on same foot and hop backwards to the end of the beam.
58. Walk beam forward, eyes closed.
59. Walk beam sideward, eyes closed.
60. Walk beam backward, eyes closed.
61. Stand on beam, feet side by side, eyes closed, and record number of seconds balance is maintained.
62. Stand on beam, one foot is advance of the other, eyes closed, and record number of seconds balance is maintained.
63. Stand on right foot eyes closed and record number of seconds balance is maintained.
64. Stand on left foot eyes closed and record number of seconds balance is maintained.
65. Walk beam sideward left, eyes closed.
66. Partners start at opposite ends walk to middle pass each other and continue to end of beam.
67. Place hands on beam have partner hold legs (as in wheelbarrow race) and walk to end of beam.
68. Same as 67, but partner walks with his feet on the beam, instead of the ground, straddling the beam.
69. "Cat Walk" on beam, walk on "all fours" hands and feet on beam.

PART VI - SEQUENTIAL DEVELOPMENT OF ARM MOVEMENTS

I. Shoulders

- A. Circular Motion - Keep elbows straight and omit trunk movements.
1. Circular motion of total arms in front of body (as in exaggerated chalkboard movement).
 2. Circular motion of total arms at the side of body going from back to front.
 3. With arms held horizontally at sides, make small circular movements in both directions.
- B. Swinging Motion
1. Swing arms front to back.
 2. Arms at side, palms down, swing arm out to shoulder level and back.
 3. Swing arms above head and down to side.
 4. Swing arms side to side.
 5. Do not bend elbows or rotate arms.
- C. Weights - Unilateral, bilateral tasks
1. With child sitting at a table which is shoulder level, put his arms extended straight in front of his body and resting on table, then put weight of your hand or a weighted object on outside edge of child's wrist--have child push weight along table surface to point where arm is extended horizontally at side, keeping body still. Do each arm separate and then together. Then change; extend arms out to the edge of the table, put weight to inside of wrists and push weight to front of body. Again do unilaterally and bilaterally.
 2. Raise one arm above the table and down to its surface; other arm then, both arms up and down. Keep upper chest tight against table edge so that movement is coming from the shoulders.
 3. These may also be done on the stomach while on the floor.
- D. Angel Wings - -
- Hold arms out to sides horizontally, bend elbows and touch the finger tips in front of chest, then throw elbows back towards child's back, then forward to touch finger tips. Repeat several times. Keep back and head straight. May be done standing and sitting.
- E. Hunch Shoulders
- With arms at sides raise shoulders and lower them. Then rotate the shoulders in circular movement to the front, then to the back.
- F. Hands Behind Head
- Bring elbows in front of the face, then throw them back as far as the child can, return to front. Keep head and back straight.
- G. Shoulder Twist
1. Twist whole arm--elbow straight, palm faces forward, then backward from body. This can be done with arms out to sides, above head, down at sides, in back, to front, etc.
 2. Lie on back, arms at shoulder level, palms on floor, rotate arms bringing palms up, then back down.
 3. As range may be limited, do not force this motion.

PART VI - SEQUENTIAL DEVELOPMENT OF ARM MOVEMENTS (continued)

II. Elbows

A. Sit at a table shoulder level and put a weighted object directly in front of the child. Have the child push the weight straight out away from him, then pull it back. Vary the weight and the distances so that the movements can be controlled, not bursts of pressure.

B. Weights--bilateral, unilateral tasks

1. With weights in each hand, touching shoulders, elbows flexed, lift weights above head, arms fully extended, then back down to shoulder, up, etc.

2. With weights in each hand touching shoulders, extend arms horizontally at sides and back to shoulders, then with hands on shoulders, extend hands out to front of body and back, etc.

3. Lie on back, arms extended at right angles to body, palms up, bend elbow and back down.

4. Tasks may be done at table or on floor.

C. Twist

With elbow on table or floor and palm down, twist the forearm so that palm faces up from the table, then down on the table, etc. Thus moving wrist and hand with forearm, but do not move shoulder and upper arm.

III. Wrist--Stabilize the arm, hand extended beyond the stabilizer.

A. With forearm stabilized on table, move the hand up and down (like a paint brush in vertical stroke) freely over the edge of the table.

B. Move the hand vertically from side to side.

C. Rotate the hand in circular motion to the right and then to the left.

IV. Hands, Fingers

A. Free manipulation of fingers, as in finger play, while the child watches himself. Encourage this.

B. Make a fist and open.

C. Spread fingers apart and back together.

D. Move thumb across palm, touch each finger tip, beginning with the little finger.

E. Extend fingers and thumb to maximum, then relax fingers.

F. Bend knuckles, so that finger tips touch down as far to the lower palms edge as possible.

G. Place hand on table, palm surface down. Point to one of the child's fingers without touching it, and have the child raise that finger from the table keeping the other fingers and palm on the table.

H. With back of hand on table, have child raise the fingers only, keeping the back of the hand on the table, then include raising the thumb. Again have him push his fingers up against the weight of your hand.

PART VI - SEQUENTIAL DEVELOPMENT OF ARM MOVEMENTS (continued)

V. Generalized Activities Involving Variations of Above:

- A. Grasp and release
 - 1. Palmer
 - 2. Pincer
- B. Ball Play
 - 1. Throwing and catching
 - 2. One hand and two hands
- C. Push and Pull Activities
- D. Block Stacking
- E. Finger Play
 - 1. Finger puppets
 - 2. Walking fingers along various surfaces
- F. Hand Puppets
- G. Rowing and Swimming
- H. Water Play
 - 1. Pouring from a pitcher to a glass
 - 2. Pushing or pulling floating object
 - 3. Pushing object like a ball under water
 - 4. Pulling weight out of water, etc.
- I. Chalkboard
- J. Activities of Daily Living
 - 1. Bathing
 - 2. Stirring
 - 3. Rolling
 - 4. Reaching--hanging clothes
 - 5. Ironing, etc.

VI. Crafts Media's that Involve the above Exercises:

- A. Those least resistive
 - 1. Wood shavings
 - 2. Finger paint
 - 3. Confetti
 - 4. Paper clips, etc.
- B. Those more resistive
 - 1. Clay
 - 2. Sand (wet and dry)
 - 3. Paper mache, etc.

PART VII - SEQUENTIAL DEVELOPMENT OF LEG MOVEMENTS

I. Pelvic Girdle and Hip Joint

A. Combined Movements

1. Combine pelvic girdle and hip joint movements with musical rhythms in activities such as hokey-pokey or a modified hula. Keep the back straight.
2. Place 2 inch high blocks in an alternating pattern across the room or use a long 2 inch board. Have the child alternate stepping on and off the 2 inch blocks keeping his back straight, head up and moving only the pelvic girdle. Have him walk along the board with one foot on and the other off, again keeping the back straight. Then change sides.

B. Hip Joint

1. Flexion or Forward Movement of the Hip
 - a. Have the child lie on his back. Draw a leg up with the knee bent. Bend the thigh closer to the body against resistance, i.e. a hand, towel, or strap placed just above the knee. Alternate legs, then perform bilaterally.
 - b. Lie on back, legs extended, knees straight. Lift each leg up and lower. Each leg should be raised to a right angle with the rest of the body, if possible. Resistance applied at the thigh just above the knee may also be added when raising leg.
 - c. Stand and kick one leg forward, keeping the knee straight, then down and alternate. Give the child a goal as to how high to raise the leg, and as the movement becomes smoother, increase the range of the goal. Perform in a slow, smooth motion as well as a quick, short movement. Keep back straight.
 - d. March or run in place - raise the knees as high as possible and keep the back and shoulders straight.

NOTE: The above tasks emphasize hip flexion but also include the downward movement of hip extension.

2. Extension or Downward and Backward Movement of the Hip
 - a. Lie on stomach. Stabilize the pelvis and have the child raise a leg as high as possible, with the knee straight, up from the floor. Alternate legs, then raise both legs at the same time.
 - b. Lay on the side. With knees straight and body in total alignment, stabilize the pelvis, keep upper trunk immobile and extend lower leg back as far as possible--or set a physical goal the child must touch with his heels. Then extend both legs back together. Roll over and do the same task on the opposite side.
 - c. Standing--hold onto a chair, table top, etc., keep back straight, stabilize upper trunk and arms, then extend a leg away from body to the back--keeping knees straight and foot on floor. Alternate sides. Then kick to the back--establish a goal so that the kick gradually becomes higher. Weights may also be used and the speed of the movement varied.
 - d. Walk Backwards--keep back straight, arms down to the side. Put a weight on the floor, ask the child to push the weight back with each foot as he walks backward. Keep knees straight so emphasis is on hip extension.

PART VII - SEQUENTIAL DEVELOPMENT OF LEG MOVEMENTS (continued)

- e. Lie on stomach on table. Let legs hang over the table edge. Swing legs up so that body alignment is straight then back down. Alternate legs and perform bilaterally.
3. Abduction or Movement of One Limb Out to the Side Away from the Other Limb (Toes Turned Outward or to the Front)
 - a. Have the child lay on his back with legs extended. Stabilize pelvis. Have him slide one leg out to the side and back, then one other leg and finally both. A guide may be placed at various distances away from the leg so that the child must slide his leg out to touch the guide. Place a weight at the child's ankle and ask the child to slide the weight out to a designated goal. These tasks may also be done while the child lays on his stomach, with toes out to the sides, so that the inner foot lies flat on the mat.
 - b. Side Lying--have the child lay on one side with lower knee slightly flexed for balance. Ask the child to raise the upper leg as you apply resistance, above the knee joint. Roll over and try this on the other side.
 - c. Standing--ask the child to slide one leg out to the side with the toe of that foot facing forward keeping the foot on the ground. Then do the same thing with the toe turned out to the side. Reverse sides. Set markers for the child to reach with the free leg as the other leg remains fixed, or push a weight out to a goal. Make the weight ankle or knee high. Keep the knees and trunk straight.
 4. Abuction or Movement of One Limb Across the Front or Back of the Other Limb, or Pulling Both Limbs in Together.
 - a. Side Lying--place the foot of the upper leg on a hassock, chair, or supported by parent. Then ask the child to raise the lower leg until it touches the supported leg. Reverse sides.
 - b. On back or stomach--have the child spread his legs apart or swing one leg out to the side. Place a weight slightly above the knee or ankle of one leg and ask the child to slide the weight with his leg into the other leg. Slide two weights one with each leg simultaneously to touch each other.
 - c. Standing--with feet apart, ask the child to slide one leg in next to the fixed leg. Again a weight placed at the inner surface of the foot may be pushed past the other leg. Alternate sides with feet apart.
 - d. Exaggerated Walk--forward and backward. Set up markers, i. e. stepping stones, etc., which if the child follows, will make the child cross one leg in front of the other or behind one another as he walks over the marks, forwards and backwards.
 5. Rotation Outward on Inward According to Way Toes are Turned.
 - a. On back, legs extended, keep knees stiff, rotate leg on heel of foot turning toes right and left. Do not allow the leg to remove from side to side. The leg rolls, but does not move. Same task may be done on the stomach, rotating leg on toe, so that heel moves side to side. Stabilize hip.
 - b. Standing--stabilize the heel and have the child keep knees and body straight, rotate toes from as far to right and left as possible. Each foot separately.

PART VII - SEQUENTIAL DEVELOPMENT OF LEG MOVEMENTS (continued)

- c. Standing--legs slightly spread apart, stabilize heels, turn toes into touch each other, turn toes out as far as possible away from each other. Maintain balance and upright position. Final Stage--movement of toes parallel to one side and the other, or toe heel movement as feet alternate above patterns. Alternation, i.e. right foot toe to right, left foot heel to right, etc. as you cross floor--moving continuously to the right, change direction. Omit excessive hip and upper trunk involvement.

II. Knee Joint

A. Knee Flexion

1. Lay on stomach, legs straight. Stabilize hip and bend knee, drawing foot slowly up to the buttock. After doing this with each foot, perform with both legs together.
2. Place a weight over the ankle and ask the child to flex the knee while lying on stomach, raising the weighted ankle. Watch for substitution from the hips.
3. Stand and without bending at hips, flex the leg at the knee, kicking the foot back and up as far as possible.

B. Knee Extension

1. Lying on side--lower knee flexed, upper leg supported, place a weight in front of the flexed leg and have the child push the weight, until the lower leg is fully extended. Lay on the other side and repeat above.
2. With child on his back, knees flexed and feet on the floor with toes against the woodwork, have the child push his body along the floor away from the wall--extending his legs.

III. Ankle and Foot

1. Stand on one foot, knee straight. Ask the child to raise heel from floor, three to four times in good form, on both feet, knees straight and legs together, raise up on toes then back down--try this same thing with legs spread slightly apart.
2. Sitting on floor, legs out in front, ask the child to push toes and upper foot away from his body and against the palm of your hand. Keep the heels on the floor and then relax--thus extending the ankle. Alternate task and perform bilaterally.
3. With child sitting on floor, legs apart, place your hand over the top of the child's foot and ask the child to push, keeping the heel on the floor against your hand--thus flexing the ankle. Alternate and perform bilaterally. Then ask the child to stand--put pressure on the top of the foot and ask the child to push up against this pressure--keeping the heel on the floor.
4. Sitting on the floor--extend one foot as in (2) above while flexing the other as in (3) above. Continue this alternation 6 to 8 times.
5. Sitting on a chair with feet dangling--invert the foot so that the bottom of the foot is facing the opposite leg. Invert both feet with bottoms facing each other. Keep legs straight so that inversion isn't coming from the knees.
6. Sitting on Chair--evert the foot so that the big toe side is down and the bottom of the foot faces out away from the body. Evert both feet with bottoms facing away from each other.

PART VII - SEQUENTIAL DEVELOPMENT OF LEG MOVEMENTS (continued)

NOTE: The before named two exercises numbers 5 and 6 may be done with the child sitting on the floor and inverting and everting both feet in parallel or opposite directions.

IV. Toes

1. Place the palm of your hand under the ball of the child's foot (just under the toes) and ask the child to flex his toes down to your hand.
2. Stabilize the foot and ask the child to extend his toes or raise them up. This may be done while standing. The child raises his toes up from the floor while keeping the rest of the foot flat.

NOTE: These tasks may be done while lying or sitting on the floor, in a chair, etc.

V. Generalized Activities Involving Variations of Above.

A. Hip and Knee

Crawling
Marching
Walking
Running
Skipping, etc.

B. Knee and Ankle

Knee Bends
Various Animal Walks

C. Combination of all Three

Tumbling	Climbing
Swimming	Stairs
Kicking	Ladder
	Over Rough Terrain

PART VIII - ACTIVITIES TO TEACH RHYTHM

1. Leg Activities

a. Bilateral jumping

1. Sustained, in one spot
2. Across the room
3. Off objects of various heights.

b. Bilateral toe tapping

While sitting tap toes then heels in rhythm, heel-toe, heel-heel - toe-toe, etc.

c. Unilateral Balance

1. Stand on each foot and balance

Child should practice until he can hold his balance for at least 20 to 30 seconds.

2. Hop on each foot for 20 to 30 seconds.

- a. While remaining in one spot.
- b. Across a room.

d. Alternating Rhythms

1. Sitting-tap feet to following rhythms and maintain each for 10 or 15 seconds. r-l, l-r, rr-ll, ll-rr, r-ll, l-rr.

2. Jumping - use rhythms listed above.

e. Skipping

If child has difficulty teach him to gallop.

PART VIII - ACTIVITIES TO TEACH RHYTHM (continued)

2. Arm Activities

a. Bilateral rhythms

1. Clap hands - slap knees with both hands 1-1, 2-2, 3-3, 1-2, 2-1, etc.
2. Clap hands, slap knees, clap hands, touch head add variations.

b. Unilateral Rhythms

Beat out rhythms on table top, drum, bongo, etc., with each hand alone. 1-1, 2-2, 3-3, 1-2, 2-1, 2-3, 3-2, etc.

c. Alternating

r-1, 1-r, rr-ll, ll-rr, r-ll, l-rr, rr-lll, ll-rrr.
Maintain each of above rhythms 20 to 30 seconds.

3. Combined Rhythms

a. Jumping snow angels

b. Jump legs out and in as you perform arm movements below.
Maintain each combination 15-20 seconds.

1. Hands on shoulder then far out to the sides and back.
2. Hands on shoulder then far out front and back.
3. Hands on shoulder then far up over head.

PART IX - ACTIVITIES TO HELP DEVELOP BODY IMAGE (IMITATION)

1. Awareness of Movement in Other People

Encourage the child to watch you move.

- a. Here, too, it may be necessary to use unusual means of attracting the child's eyes to your movements.
- b. Experiment to see if the child will attend better when you are at a distance or close by.

2. Imitation

If, as the child attends to your movements, he tries to imitate, well and good, encourage him to carry through. If he seems frustrated and unable to reproduce the same movement in his body, help him move or have another person direct his movements. Let the child do as much as he can for himself. The directing hands should prevent wrong movements rather than perform the movements for the child.

Have him copy you as you.

- a. Touch the parts of your body (Name them as you do). The child should touch paired parts with both hands.
- b. Rub parts of the body--ex: The whole head, up and down the arm or leg, tummy.
- c. Move body parts--head, arm, legs, arm and leg, trunk, etc., and reach, kick, clap, stoop, sit, stand, hop, jump, shake head, etc.

3. Movement upon Command

- a. Ask the child to look for, find and touch body parts, eyes, neck, seat, etc.
- b. Ask the child to move "that" arm or "that" leg -- indicate by pointing (for the older child name right or left.)
- c. Ask the child to move part or parts into a given position. Arms up head back and forth, leg out, etc., etc., etc.
- d. Ask the child to move and manipulate his whole body upon command, ex: reach, kick, clap, swing his arms, stoop, stand, sit, hop, jump, shake his head--no--, etc., etc., etc., etc.
- e. Ask the child to identify the part by its use, ex: What do you eat with, sit with, lick with, smell with, reach with, kick with, etc.
- f. Ask the child to relate the parts of his body to other objects in space. Touch the table with your nose, touch the wall with your back, touch the floor with your knees.
- g. Ask the child to use parts of his body to propel objects through space, ex: Kick the ball with your left foot, catch the ball with both hands pull the wagon, push the chair, push the ball with your elbow, head, knee, pick up the block--put it here, etc., etc., etc.

"KEEP THE CHILD'S EYES IN THE TASK AT ALL TIMES"

4. Reproducing (Projecting the Body Image into Space)

A. In Imitation

- (1) Add one or more features to a face.
- (2) Copy the whole face.

PART IX - ACTIVITIES TO HELP DEVELOP BODY IMAGE (IMITATION) (continued)

- (3) Add parts to a body--use just trunk, head, arms and legs at first.
 - (4) Copy a whole man from a group of parts
 - (5) Add neck, feet, and hands. Use a variety of media for all the activities, styrofoam, cardboard, man puzzle, drawings in chalk, crayon, pencil, clay, etc.
 - (6) Use picture identification of not only people and parts, but of facial expressions so that the child develops an awareness of emotional expression as well as the sounds of these emotions.
- B. On Command
Same as in Imitation, except that the child works from a command.
- C. From Memory
Child is told to finish the man,
 Make a man,
 Draw a man, etc.

MOTOR SKILL SURVEY

General Directions:

1. Ask child to stand at a distance of 10 feet facing tester.
2. Ask child to do the activity; do not demonstrate.
3. Observe how the child performs the task and check the space which applies to the response.
4. Under remarks write any other pertinent observations concerning the performance of the task.

1. Say to the child, "Touch your shoulders."

Decisive in response _____				
Hesitant in response _____				
Touched both parts _____				
"Felt around" for parts _____				

Remarks:

2. Say to the child, "Touch your Hips."

Decisive in response _____				
Hesitant in response _____				
Touched both parts _____				
"Felt around" for parts _____				

Remarks:

3. Say to the child, "Touch your head."

Decisive in response _____				
Hesitant in response _____				
"Felt around" for part _____				

Remarks:

4. Say to the child, "Touch your ankles."

Decisive in response _____				
Hesitant in response _____				
Touched both parts _____				
"Felt around" for parts _____				

Remarks:

5. Say to the child, "Touch your ears."

Decisive in response _____				
Hesitant in response _____				
Touched both parts _____				
"Felt around" for parts _____				

Remarks:

6. Say to the child, "Touch your feet."

Decisive in response _____				
Hesitant in response _____				
Touched both parts _____				
"Felt around" for parts _____				

Remarks:

7. Say to the child, "Touch your eyes."

Decisive in response _____				
Hesitant in response _____				
Touched both parts _____				
"Felt around" for parts _____				

Remarks:

8. Say to the child, "Touch your elbows."

Decisive in response _____				
Hesitant in response _____				
Touched both parts _____				
"Felt around" for parts _____				

Remarks:

9. Say to the child, "Touch your knees."

Decisive in response _____				
Hesitant in response _____				
Touched both parts _____				
"Felt around" for parts _____				

Remarks:

WALKING BOARD AND JUMPING ACTIVITIES

General Directions:

Ask the child to do the activity, do not demonstrate
Check the space which applies to the response.

WALKING BOARD: 2" x 4" at least 8 feet long
Test for laterality and directionality

Dates

1. Directions: Walk forward to opposite end of board
Observe: 1. Well balanced and walks with ease
2. Steps off board more than once
3. Uses one side of body more than other
4. Uses body too symetrically
5. Tries to place feet crosswise
6. Walks too fast or hesitantly

Remarks:

2. Directions: Walk backward to opposite end of board
Observe: 1. Well balanced and walks with ease
2. Steps off board more than twice
3. Twists to see where going

Remarks:

3. Directions: Walk sideways to opposite end, return without turning.
Observe: 1. Steps sideways with one leg, brings other leg to it
2. Crosses legs when walks
3. Steps off board more than once
4. Can walk in one direction on board only

Remarks:

JUMPING ACTIVITIES: Be in large uncluttered area. Test for laterality, body image, rhythm

1. Directions: Jump forward one step with legs together
Observe: 1. Jumps with both feet together
2. Cannot get both feet off ground together
3. Is jerky, stiff motion

Remarks:

2. Directions: Jump on right foot holding left off the floor.

- Observe: 1. Shifts body weight to right, does with ease
2. Left foot touches the floor
3. Cannot get the right foot off floor

Remarks:

3. Directions: Jump on left foot holding the right off floor

- Observe: 1. Shifts weight to the left side, does with ease.
2. Right foot touches the floor
3. Cannot get the left foot off the floor

Remarks:

4. Directions: Skip, alternating one hop on each foot

- Observe: 1. Alternate feet in smooth, rhythmic pattern
2. Stops before changing feet
3. Does not bounce on alternating feet, but walks or runs

Remarks:

5. Directions: Hop twice on the right foot and once on the left

- Observe: 1. Smooth rhythmic motion, done with ease
2. Cannot shift body weight

Remarks:

6. Directions: Hop once on the right and twice on the left

- Observe: 1. Smooth rhythmic motion done with ease
2. Cannot shift body weight

Remarks:

7. Directions: Hop twice on the right foot and twice on the left foot

- Observe: 1. Smooth rhythmic motion done with ease
2. Cannot shift body weight

Remarks:

8. Directions: Hop once on the right foot and once on the left foot

- Observe: 1. Smooth rhythmic motion done with ease
2. Cannot shift body weight

Remarks:

PERCEPTUAL SURVEY RATING SCALE

Obstacle Course Obstacle Course and Visual Achievement Form

Date

1. Directions: Step over yardstick placed across seat of two chairs
- Observe: 1. Steps over with adequate estimation of height
2. Knocks off yardstick
3. Steps too high

Remarks:

2. Directions: Go under yardstick placed between 2 objects about 2 inches lower than shoulder
- Observe: 1. Bends under yardstick with proper estimate of height
2. Knocks off yardstick
3. Bends too low

Remarks:

3. Directions: Squeeze through narrow opening. (Use 2 chairs closely placed back to back)
- Observe: 1. Able to squeeze through without touching with proper estimate of space
2. Touches a chair
3. Tries to go without turning sideways

Remarks:

Visual Achievement Form

- Directions: Sit directly across from child
Give him plain piece of paper 8½" x 11"
Say, "I want you to copy these 7 drawings on this sheet of paper." Give no other directions.
Present drawings one at a time, begin with 1.

This is a test for figure-ground relationships

Shifts or turns paper

Completes form as a whole

Completes segmentally

Size near size of material

Remarks:

○	+	□	△	◇	□	◇

CHECK LIST FOR ADDITIONAL-HELP PHASE
OF THE MOTOR FACILITATION PROGRAM

The check list for the additional-help phase has been designed to assist the teacher to evaluate the student's progress. The date will be recorded as to when the student achieves the activity.

The following scale will be used in evaluating the performance of the students:

- 1---needs more work
- 2---inconsistent performance
- 3---prompt, definiteness in movement

When a student has performed an activity three days in a row with a "3 rating", he will be considered "ready" to go on to the next activity. However, it may be necessary to go back and review activities which have been passed.

**CHECK LIST FOR ADDITIONAL-HELP PHASE
OF MOTOR FACILITATION PROGRAM**

NAME DATES	Body Parts	Crawling Forward- arm named first	Crawling Forward- leg named first	Crawling Forward- Alternate legs & arms	Crawling Forward- oral com- mand arm named first	Crawling Forward- oral com- mand leg named first	Crawling Forward- Oral com- mand alternate

Check List - AH - 2

	Crawling Forward-eyes closed alternate	Crawling Backward-arm named first	Crawling Backward-leg named first	Crawling Backward-alternate	Crawling Backward-oral com-mand-leg named first	Crawling Backward-oral com-mand-arm named first	Crawling Backward-oral com-mand-varied command
NAME							
DATES							



Check List - AH - 3

	Crawling Backward-thinking, responding no verbal-ization	Crawling Forward arm named first	Walking Forward arm named first	Walking Forward leg named first	Walking Forward Alternate commands	Walking Forward Oral command arm first	Walking Forward Oral command leg first	Walking Forward Oral command alternate arm & leg	Walking Forward Oral command eyes closed alternate arms & legs
NAME									
DATES									

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Check List - AH - 4

	Walk- ing Back- ward Arm First	Walk- ing Back- ward leg first	Walk- ing Back- ward Alter- nate	Walking Backward- Oral command arm 1st	Walking Backward- Oral command leg 1st	Walking Backward- Oral command alter- nate	Walking Backward- no verballi- zation	Glide same num- ber both dir- ections	Glide same two numbers both dir- ections	Glide two in one dir- ection and two in the other direction
NAME										
DATES										

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Check List - AH - 5

	Repeat Glide- twice with- out stopping	Repeat Glide- student counts to himself	Walking Series Two com- mands	Walking Series three commands	Walking Series four commands	Balance- plain (eyes open then closed)	Balance- Spread Eagle Eyes open and closed
NAME							
DATES							

Check List - AH - 6

NAME DATES	Balance- Hawk Dive eyes open & closed	Body Image Series - (Big muscle)	Body Image Series - (Small muscle)	Mazes	Angels	Skipping	Hopping	Comments:

FROSTIG SCHEDULE
1968-69

FIRST GRADE FROSTIG

1 - SR 5, 6 FG 7	22 - SR 39, VM 63, SR 40
2 - PC 20, VM 29, SR 8	23 - FG 51, SR 44, 45
3 - SR 9, PC 25, PS 2	24 - PS 24, VM 64, SR 46
4 - FG 8, VM 39, SR 11	25 - SR 48, FG 52, SR 49
5 - SR 12, PS 8, VM 45	26 - SR 50, PC 58, 59
6 - PC 26, FG 10, SR 13	27 - SR 52, PC 61, SR 54
7 - SR 14, PS 11, PC 29	28 - SR 55, 57, PC 62
8 - VM 53, 56, 15	29 - PC 64, PS 27, 28
9 - SR 15, PS 12, VM 57	30 - SR 58, 59, 60
10 - PC 30, FG 19, SR 16	31 - SR 65, 66, 67
11 - SR 17, PS 13, VM 58	32 - PC 65, FG 55, 57
12 - PC 32, FG 20, SR 20	33 - SR 68, PC 67, SR 72
13 - PS 15, PC 36, FG 37	34 - VM 72, SR 73, FG 63
14 - SR 22, 23, PS 16	35 - SR 74, FG 64, SR 76
15 - VM 59, PC 37, FG 38	36 - PC 68, FG 69, 69a
16 - SR 24, 29, PS 17	37 - FG 69b, SR 77, 78
17 - VM 60, PC 48, FG 39	38 - PC 69, SR 79, 80
18 - SR 30, PC 49, SR 32	39 - VM 75, SR 82, VM 77
19 - FG 40, VM 61, SR 34	40 - SR 83, 84, 85
20 - SR 35, PC 53, FG 43	41 - PS 29, 30, 32
21 - SR 36, 37, PS 23	42 - PS 33, 35

SUMMER SCHOOL FROSTIG LESSONS

FIRST GRADE READINESS

Lessons as recommended by the kindergarten teacher or the following lessons:

VM - 10, 12, 27
VM - 48, 30, 31
VM - 33, 35, 38
VM - 46, 49, 55
VM - 70, 71

PS - 6, 10, 21
PS - 26

PC - 17, 44, 45, 66

FG - 6, 9, 13
FG - 15, 28, 31
FG - 44, 48, 54
FG - 61, 66, 68
FG - 70

SR - 4, 10, 18
SR - 25, 26, 27
SR - 31, 38, 43
SR - 47, 53, 62
SR - 75, 81

MOTOR LESSON PLANS
JUNIOR HIGH SCHOOL

1 ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p>Testing: seven days</p> <p>Follow the testing data sheet.</p> <p>One student at a time.</p> <p>Used the following equipment:</p> <p>Ropes</p> <p>Soccer Ball</p> <p>Baton</p> <p>Pencils</p> <p>Balance Beam</p>	<p>Quick survey of motor coordination.</p>	

MOTOR LESSON PLANS

2 ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p>Crawl-Together Position (2 days)</p> <p>Cross Pattern Position</p> <p>Explain command "MOVE" which means forward.</p> <p>Oral commands to start with arm.</p> <p>All moves to include chin turning to rest on extended shoulder.</p>	<p>Give an arm and leg com- man followed by word, "MOVE".</p> <p>Bring child together.</p> <p>Repeat until all do it correctly.</p> <p>Progress across the room without a together com- mand.</p> <p>Occasionally give arm command already forward.</p>	<p>Hands flat on floor.</p> <p>Fingers pointed ahead.</p> <p>Hands under shoulders.</p> <p>Knees under hips.</p> <p>Head up.</p> <p>Commanded hand about one tile square ahead.</p> <p>Commanded knee to touch unmoved hand.</p> <p>Both limbs are to move at the same time.</p> <p>Arm and leg not moving at the same time.</p> <p>Correct arm and leg moving.</p> <p>Head up with eyes closed so as not to imitate others.</p> <p>Too long of a move.</p> <p>If any incorrect move- ments student repeat commands.</p>

MOTOR LESSON PLANS

3 ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p>Explain command "BACK" which means backward. (2 days)</p> <p>All commands starting with an arm.</p> <p>Together position backward when moving back.</p> <p>Combine forward and backward moves with arm commands first.</p>	<p>Same as lesson previously described.</p>	<p>Both limbs move at same time.</p> <p>Commanded arm moves backward to touch unmoved leg.</p> <p>Commanded leg moves back about one tile length.</p> <p>Head moves to extended shoulder.</p>

MOTOR LESSON PLANS

4 ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p>Cross-pattern crawl forward using leg commands first.</p> <p>Same using backward movement.</p> <p>Combine forward and backward, arm or leg commands first.</p>	<p>Refer to second page of plans.</p>	<p>Correct movements.</p> <p>Short distance movements.</p> <p>Head on shoulders.</p>
<p>5</p> <p>Walk-Together Position (1 day)</p> <p>Cross-Pattern Position to command "MOVE".</p> <p>Arm commands first.</p> <p>Cross-pattern Position to command "BACK". Arm commands first.</p>	<p>Refer to page 2</p>	<p>Body and head straight. Weight on both legs. Arms at sides.</p> <p>Commanded arm is extended straight in front of body, <u>shoulder high</u>, palm down.</p> <p>Commanded leg moves forward a short step. Both feet must be flat on floor for balance.</p> <p>Head turns to extended shoulder.</p> <p>Arm not commanded pinches pant leg.</p> <p>Both limbs move at same time.</p> <p>Commanded arm slightly <u>straight</u> behind leg. Commanded leg slightly back. Arms not commanded forward shoulder high. Head turned.</p>

MOTOR LESSON PLANS

6 ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p>Walking Forward and Backward to leg commands first. (1 day)</p> <p>Walking with combined directions and laternating commands.</p> <p>Crawling and Walking commands in both directions, alternating commands but using nonsense syllables. (4 days)</p> <p>Crawling and walking commands in both directions, alternating set arm and leg commands (example: 3 arm, 1 leg) by oral self commands, (two days)</p> <p>Same as above but partner gives commands.</p>	<p>Same as # 2.</p> <p>Explain vowel sounds for arm or leg.</p> <p>Have class repeat sounds.</p>	<p>Correct position.</p> <p>correct pre-set commands.</p> <p>Partner must face partner so commander is using body image.</p>

MOTOR LESSON PLANS

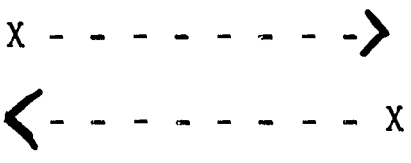
8 ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p>Walking Series (9 days)</p> <p>3 to 6 commands</p> <p>Only half command given.</p> <p>Any number of normal walking steps used.</p> <p>Together after each command.</p> <p>Turns: (3 days)</p> <p>Mix with lessons on glide and walking series. Use $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ and full turns.</p>	<p>Make cards out ahead of time.</p> <p>Read card of 3 commands to class twice.</p> <p>Arbitrarily ask for repeat of command orally and by moving.</p> <p>Distribute cards to students. Raise hand when know the movement. One at time move to hidden card.</p> <p>Increase number of movements after success.</p> <p>Partners work as mover and judge.</p> <p>Use four walls of room as markers.</p> <p>Move through all turns both right and left.</p>	<p><u>Incorrect movement-not THINKING.</u></p> <p>Head to shoulder.</p> <p>Arm shoulder high.</p> <p>Good balance.</p> <p>Must face each other.</p> <p>Students must move only one wall at a time, no spins.</p>

MOTOR LESSON PLANS

9 ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p>Eight count: (4 days)</p> <ol style="list-style-type: none"> 1. $\frac{1}{4}$ turn right 2. one step forward with left foot 3. Opposite arm in cross-pattern position. 4. other arm over head. 5. opposite arm to side 6. other arm to side. 7. step back with left foot. 8. $\frac{1}{4}$ turn left. 	<p>Orally explain 8 count.</p> <p>Move through 8 count twice demonstrated.</p> <p>Move students through with eyes closed.</p> <p>Change their stationery position by previously learned turns.</p> <p>Use 8 count but in other direction (everything opposite).</p> <p>Select just one member of the 8 count to either direction and have them move directly to number.</p>	<p>Individually go through 8 count if incorrect.</p> <p>Make them think out procedure.</p> <p>Are allowed to THINK thru preceding numbers but not move through.</p> <p>Should discover that numbers one and seven are the same; two and six; 8 is standing position.</p>

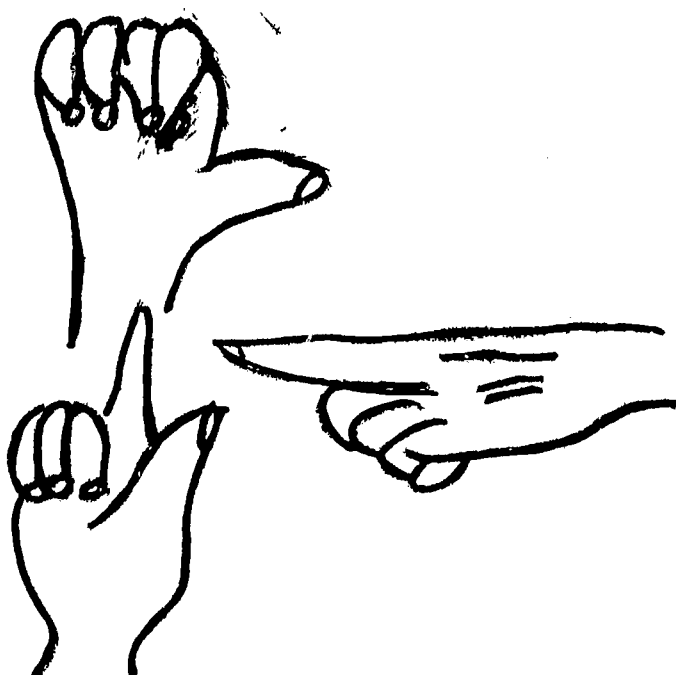
MOTOR FACILITATION PROGRAM

JUNIOR HIGH SCHOOL

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 10</u></p> <p><u>Ball Gymnastics</u></p> <p>One ball per student.</p> <p>Bounce to slow and fast beat of drum. One bounce per beat. (2 days)</p>	<p>With right hand. With left hand. With both hands alternating. Change from slow to fast with same hand.</p>	<p>Stress higher bounce for slower beat and vice versa.</p> <p>Use of <u>both</u> hands.</p>
<p><u>Lesson 11</u></p> <p><u>Ball Gymnastics</u></p> <p>Sit-bounce ball around body.</p> <p>Prone-bounce ball with back arched. (1 day) (Review 8 count - one day)</p>	<p>Turn body while bouncing.</p> <p>Partners: one roll ball down each side of partner toward his head. Prone partner catch, bounce, roll back on other side of body.</p>	
<p><u>Lesson 12</u></p> <p><u>Ball Gymnastics</u></p> <p>Use learned glide step with a bounce per glide each direction. (3 days)</p>	<p>Slow bounce and fast. Alternate hands per direction. Partner position - facing each other</p> <p align="center">  </p> <p>Each with a ball. Change ball when passing each other. Start with one ball only.</p> <p>Complete turn of body in circle when exchanging ball.</p>	

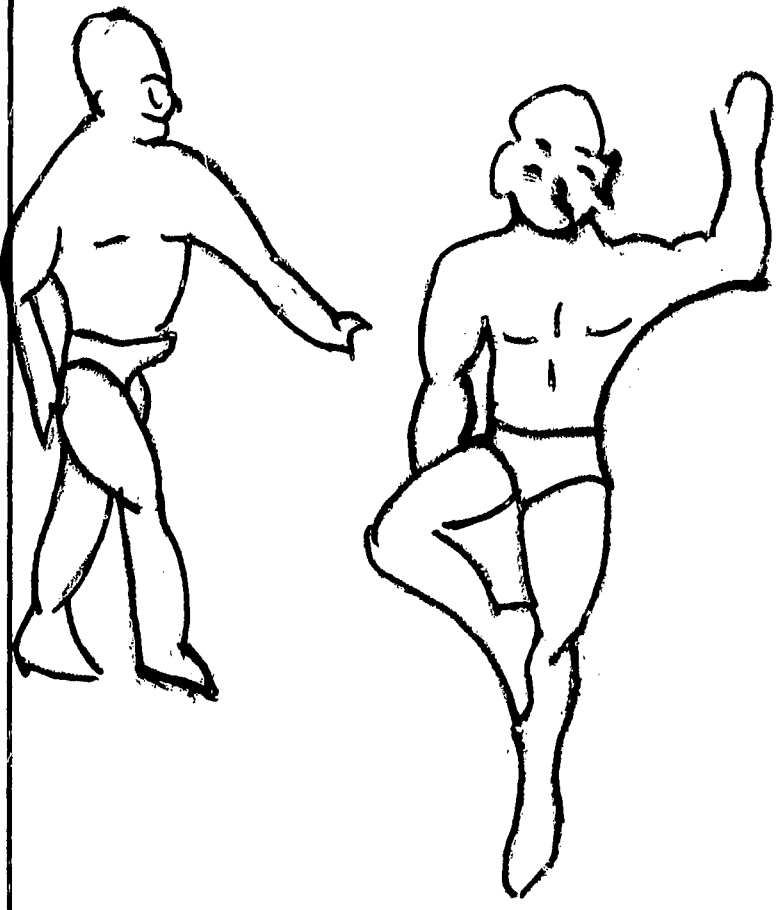
MOTOR FACILITATION PROGRAM

JUNIOR HIGH SCHOOL

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 13</u></p> <p>Review all ball gymnastics</p> <p>Body Image:</p> <p>Always facing students</p> <p>(4 lessons)</p>	<p>Small motor movements:</p> <p>Examples of finger movements:</p> 	<p>Stress body image, not mirror image.</p> <p>If having trouble, have student talk his way through movement. Don't turn so facing some direction until movement is correct.</p>
<p><u>Lesson 14</u></p> <p>Writing on board.</p> <p>(5 lessons)</p>	<p>Draw straight lines both vertical and horizontal.</p> <p>Make three boxes.</p> <p>Make six boxes.</p> <p>Make nine boxes.</p>	<p>Hints:</p> <p>Draw slowly.</p> <p>Have eyes follow chalk.</p> <p>Stress standing away from board and body erect while drawing with drawing hand in center of body.</p> <p>If moving to one direction stress force to other.</p>

MOTOR FACILITATION PROGRAM

JUNIOR HIGH SCHOOL

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 15</u></p> <p>Image Series: (4 lessons)</p> <p>Testing: 8 days</p> <p>Review of previous lessons: Walk - crawl with nonsense Glide Walking series 8 count Body Image Image Series</p>	<p>Single gross motor movements.</p> <p>Single gross motor movements in different directions.</p> <p>Combine gross motor movements using turns.</p> <p>(2 movements) (3 movements, etc.)</p> <p>Examples:</p> 	<p>Same as body image.</p> <p>Use cards so you don't get confused.</p>
<p><u>Lesson 16</u></p> <p>Board Work: Make nine boxes.</p> <p>Place words (nonsense) in boxes.</p> <p>(20 - 25 lessons)</p>	<p>Three letter, one vowel sound.</p> <p>Four letter, two vowel sound. (all long vowel sounds)</p> <p>Give all three words at once.</p> <p>Student must repeat words and if necessary spell them.</p>	<p>Large letters fill entire box. Small letters must be half box. Must fill entire width of box with each letter having equal space. Easily readable all letters must touch bottom of box.</p>

MOTOR FACILITATION PROGRAM

JUNIOR HIGH SCHOOL

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 17</u></p> <p><u>Maze</u></p> <p>(bowling pins are best as they fall over easily)</p> <p>One student with back to maze - director facing maze.</p> <p>(15 days)</p>	<p>Progress from one command, two, three, etc.</p> <p>Use full steps, half-steps.</p> <p>Use a chair somewhere in maze and director is to move another student through maze so sits on chair.</p> <p>Give other students an object to place where director brought student.</p>	<p>Moving into maze to give directions. This lesson is also for depth perception.</p>
<p><u>Lesson 18</u></p> <p><u>Ropes:</u></p> <p>One large rope with knot in middle.</p> <p><u>Individual ropes:</u></p> <p>Stress slight wrist action to turn rope and low jump to save energy and control rope.</p>	<p><u>Cradle:</u></p> <p>Walk to center of turners - stop - and step over changing feet. Same but jump over. Run and jump over - once, more.</p> <p><u>Front door:</u></p> <p>Run through with eyes open and closed (hint - listen for tick of rope).</p> <p>Change number of ticks of rope to listen for.</p> <p>Jump once, twice, etc.</p> <p>Jump according to number called but don't call until student has started in.</p> <p><u>Back door:</u></p> <p>Same as above but can't run through - must jump once.</p>	<p><u>Clues:</u></p> <p>Follow rope in center so rope is lowest therefore low jump.</p> <p>Go in when rope passes nose. Again in middle.</p>

MOTOR FACILITATION PROGRAM

JUNIOR HIGH SCHOOL

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p><u>Lesson 19</u></p> <p>Balance on floor and beam (3 days)</p> <p><u>Testing (9 days)</u></p> <p>Survey of motor coordination.</p>	<p>(All should be at least 10 seconds)</p> <p>Eyes open:</p> <ol style="list-style-type: none"> 1. One foot - other 2. Free foot forward backward sideward combinations <p>Some with eyes closed.</p> <p>Scale position with eyes open and closed on each leg.</p> <p>Hawk Dive</p> <p>Turns</p> <p>Beam Forward, backward, turns, all above.</p>	<p>Touching other foot to body or floor.</p> <p>Bent at waist and leg fully extended backwards.</p> <p>Use arms for balance.</p> <p>Do slowly</p> <p>Rotate on ball of foot.</p> <p>Stress moving slowly so are really balancing.</p>

MOTOR FACILITATION PROGRAM

JUNIOR HIGH SCHOOL

ACTIVITY

SUGGESTIONS FOR PROGRESSION

WATCH FOR

Fun Days or Play Days

Relays with ropes and balls.

(3 lessons)

Waist High Dribbles

Low dribbles
above both
forward and backward

Shuttles with balls
alternating hands with
cross pattern
running and walking.

Soccer Softball:

Must recover ball in cross-
pattern crawl.

(3 lessons)

Bombardment:

Not much concerning pro-
gram - but kids need overall
movement and love this
game.

(6 lessons)

Twister:

(See previous lesson plans)

(3 lessons)

MOTOR LESSON PLANS

ACTIVITY	SUGGESTIONS FOR PROGRESSION	WATCH FOR
<p>Play day: (1 day per week)</p> <p>Relays using:</p> <ol style="list-style-type: none"> 1. Crab walk 2. Crawl <p>Team eliminated if not using cross-pattern.</p> <p>Rope Obstacle Course (1 day) Ropes set so one must crawl under, step over, leap over, step in and out of, etc. Individually timed race.</p> <p>Twister Game: (3 days) In partners:</p> <ol style="list-style-type: none"> 1. Give arm-color, leg color commands. 2. Partners give commands. 3. Partners give commands using nonsense syllables. <p>Soccer Ball (1 day)</p> <p>Relays: Alternate hands in cross pattern movement. Walking, then running.</p> <p>Cross - pattern relays (1 day) Teammates give commands. Set commands.</p> <p>Soccer Softball (2 days)</p> <ol style="list-style-type: none"> 1. Two teams-select own names. 	<p>Activities which are presented on Friday of each week.</p> <p>The activities used emphasize the concepts taught during the week.</p>	<p>All cross-pattern movements.</p>



MOTOR. LESSON PLANS

ACTIVITY

SUGGESTIONS FOR PROGRESSION

WATCH FOR

2. Team in field must crawl cross-pattern to retrieve ball.

3. Team at bat must walk or run cross-pattern to base. Regular walk or run if area is small.

MOTOR SKILLS SURVEYJunior High School

NAME _____ DATE _____
 ADDRESS _____ PHONE _____
 SCHOOL _____ GRADE _____ SEX _____
 EXAMINER _____ POSITION _____

-
1. BALANCE BEAM-FORWARD (3') Score _____
- _____ Steps off board (more than once)
 - _____ Pauses frequently
 - _____ Uses one side of body more consistently than other
 - R _____ L _____
- Avoids balance:
- _____ runs
 - _____ long steps
 - _____ feet crosswise of board
2. BALANCE BEAM-BACKWARD (3')
- _____ Steps off board (more than once)
 - _____ Pauses frequently
 - _____ Twists body to see where he is going
 - _____ Must look at feet
 - _____ Uses one side of body more consistently than other
 - R _____ L _____
- Avoids balance:
- _____ runs
 - _____ long steps
 - _____ maintains inflexible posture
3. BALANCE BEAM-SIDWISE
- _____ Unable to shift weight from one foot to the other
 - _____ Confusion or hesitation in shifting weight
 - _____ Steps off board (more than once)
 - _____ Crosses one foot over the other
 - _____ Performs more easily in one direction than the other
 - R _____ L _____
4. JUMPING-BOTH FEET
- _____ Cannot keep both feet together
 - _____ Uses one side of body only
 - _____ Ties one side of body to the other

5. HOPPING-ONE FOOT Score _____

- _____ Hop-right
- _____ Hop-left
- _____ Hop 1/1
- _____ Hop 2/2
- _____ Hop 2/1
- _____ Hop 1/2

- _____ Postural shift not smooth
- _____ Cannot keep opposite foot off the floor
- _____ Performance better on one foot than other R ___ L ___
- _____ Movements jerky and lack of rhythm
- _____ Cannot remain in one spot while performing

6. SKIPPING (25') Score _____

- _____ Movement not free
- _____ Hesitates to determine which side to use

7. KRAUS-WEBER (Item 4) Score _____

The subject lies prone. The task is to raise the trunk and hold it steady for ten seconds. This test measures the strength of the lower back muscles.

8. KRAUS-WEBER (Item 5) Score _____

The subject lies prone. The task is to lift both legs, holding them raised for ten seconds. This test measures the strength of the lower back muscles.

9. ROPE JUMPING Score _____

- A. Jump with two feet (10 times) Score _____
- B. Alternating feet (5R and 5L) Score _____

10. OBSTACLE - OVER Score _____

- _____ Overestimates (steps too high)
- _____ Catches foot on bar or rope
- _____ Cannot correct on one repetition

J.H.S. motor survey

11. OBSTACLE-UNDER Score _____
_____ Knocks bar off--catches self on rope
 head _____ Seat _____
_____ Cannot correct in one repetition
12. OBSTACLE-BETWEEN Score _____
_____ Does not turn body
13. IMITATION OF MOVEMENTS Score _____
_____ Prompt; definiteness of movement
_____ Not consistent: sometimes mirror, sometimes parallel
_____ Shows hesitation or lack of certainty
_____ Does not recognize errors
_____ Recognizes errors after some delay
14. HANDEDNESS (check which hand is used - have student do two
times)
- | | | | | |
|---|-------|---|-------|-------------------|
| R | _____ | L | _____ | Open door |
| R | _____ | L | _____ | Pick up an object |
| R | _____ | L | _____ | Throwing |
| R | _____ | L | _____ | Writing |
15. EYEDNESS
- | | | | | |
|---|-------|---|-------|-------------------------|
| R | _____ | L | _____ | convergence (both eyes) |
| R | _____ | L | _____ | through tube |

ADDITIONAL MATERIAL USED IN SPEECH IMPROVEMENTTESTS FOR NIMBLE TONGUES

Repeat three times

- | | |
|---------------------------------|----------------------------------|
| 1. Many numbling men. | 14. Thrust through the thistle. |
| 2. Ninety-nine numbers. | 15. Clean copper kettles. |
| 3. Potatoes and peas. | 16. Cunning gray kittens. |
| 4. Baby Barbara. | 17. Great green grapes. |
| 5. Big Band-box. | 18. Vivid violet velvet. |
| 6. Pepper pot for Pretty Polly. | 19. Four fifty four. |
| 7. Tic, tac, toe. | 20. Fireflies flitting. |
| 8. Tip-toe, tid-bit. | 21. Lullaby Lou. |
| 9. Twenty-two trees. | 22. Lovely little yellow lilies. |
| 10. Dip down deep. | 23. Lippety, lippety lip. |
| 11. Diddle, daddle dumpling. | 24. Run round and round. |
| 12. Three Times three | 25. Rosy red ribbons. |
| 13. 3,333. | |

Conversation Questions

What was the most exciting thing that ever happened to you?

If you could be any person for one day, who would you pick and why?

Tell about one of your most interesting vacations.

What would you do with a million dollars?

Which sport is the most fun to play and why?

What would you like to be when you grow up?

If you could travel anywhere in the world where would you go and why?

What is the funniest thing that ever happened to you?

Name the best pet in the world. Why?

Tell something about your favorite T.V. show.

Boys

Whistle, whistle, old wife,
And you'll get a hen

(Speak in a coaxing tones)

Girls

I wouldn't whistle, thank you, sir,
If you could give me ten!

(Toss hands scornfully)

Boys

Whistle, whistle, old wife
And you'll get a coo. (cow)

(Draw out "whistle." Let the sound show the meaning)

Girls

I wouldn't whistle, thank you, sir,
if you could give me two.

(Speak still more scornfully)

Boys

Whistle, whistle, old wife,
And you'll get a gown.

(Speak slowly and importantly)

Girls

I wouldn't whistle, thank you, sir,
For the best in town.

(Keep scornful tones)

Boys

Whistle, whistle, old wife,
And you'll get--a man!

(Pause importantly before "a man.")

Girls

Wheuple, whauple, thank you, sir!
I'll whistle if I can!

(Try to whistle, the first two words. Speak very eagerly.)

TIDE IN THE RIVER

Boys

Tide in the river,
Tide in the river,
Tide in the river runs deep.

(Make it deep and slow)

Girls

I saw a shiver
Pass over the river
As the tide turned in its sleep

(Say the first two lines lightly and quickly. Make the last line slow and soft.)

Games Your Senses Play includes some puzzles and their solutions. Some of these activities were used in the speech classes.

COMMUNICATION

Every one of you sends and receives hundreds of messages every day.

Messages take the following forms:

Writing uses words.

Speaking uses words, sounds and expression.

Signals uses physical activity.

Music uses words, sounds, expressions and rhythm.

Tricks to be aware of in messages.

- | | |
|----------------|-----------------------|
| a. Bad names | e. Plain folks |
| b. Glad names | f. Stacking the cards |
| c. Transfer | g. Bandwagon |
| e. Testimonial | h. Big shot |

Commercials have convinced you through their message to buy the following: Candy, gum, ice cream, soft drinks, snacks.

Clothing.

Recreation equipment - records, toys, pets and sports equipment.

QUIZ

Communication.

1. What are the four forms of messages?
2. Here are five of the eight tricks you should be aware of in messages. Explain each one.
 - a. Plain folks
 - b. Bandwagon
 - c. Transfer
 - d. Testimonial
 - e. Big shots
3. What are the other three tricks you should know? Explain them.
4. What T.V. Commercials do you think are the most interesting? Why?

CRACKED RECORD BLUES

If you watch it long enough you can see the
clock move,

If you try hard enough you can hold a little water
in the palm of your hand,

If you listen once or twice you know it's not the
needle, or the tune, but a crack in the record when
sometimes a phonograph falters and repeats, and
repeats, and repeats, and repeats -

And if you think about it long enough, long enough,
long enough, long enough then everything is
simple and you can understand the times,

You can see for yourself that the Hudson still flows, that
the seasons change as ever, that love is always love,
Words still have a meaning, still clear and still
the same;

You can count upon your fingers that two plus two still
equals, still equals, still equals -

There is nothing in this world that should bother the mind.
Because the mind is a common sense affair filled with common
sense answers to common sense facts.

2. Dissemination

A sample of the brochure and the audio tape of the radio presentation are available at the office of the Coordinator of the Motor Facilitation Program in Wheeling, Illinois. Included in this section of Appendix B please find:

- a. flyer used to announce an Open House to interest local people in the model program
- b. Summer school notices about training workshops--1968 and 1969
 - 1.) cover letters
 - 2.) flyer
 - 3.) applications
- c. three page description
- d. the script for the TV program

OPEN HOUSE

We cordially invite you to attend an open house held especially for observation of the motor facilitation program.

Where: WHITMAN SCHOOL

When: Thursday, March 21

Who: Kindergarten students and students involved in the motor facilitation program in grades 1 through 4.

Time of Sessions: 9:15 - 11:45
or
1:00 - 3:30

"Coffee and" will be served at each session.

Open to all interested persons living in School District 21.

Come and bring your neighbor!

MOTOR FACILITATION

School District 21
 999 W. Dundee Road
 Wheeling, Illinois 60090
 Phone: 312-537-8270
 1968

To: Curriculum Directors, Principals
 Interested teachers of the Consortium Schools
 Visitors of the Motor Facilitation Program

From: Donna Obrecht, Model Program Coordinator, Motor Facilitation

The motor facilitation program is an innovative program which is taught in all of the kindergarten classes in School District 21, Wheeling, Illinois. The primary purpose of the program is to help each child develop perceptual-motor abilities. Improvement in motor ability will aid the child to function better socially and will contribute directly to certain components of classroom learning.

The additional help phase and the junior high school motor facilitation programs have been developed for students in grades 1-8 who continue to display severe learning disabilities.

The summer school program includes the perceptual-motor developmental activities for all students enrolled in Remedial Reading classes, First Grade Readiness classes, and Primary Physical Education classes.

Two summer workshops are planned for persons interested in participating for a two-week session within the perceptual-motor developmental program. The purpose of the workshop is:

1. To acquaint teachers with the content of a perceptual-motor developmental program.
2. To give interested teachers practical experience within such a program.

Procedure for enrollment:

1. Fill out attached application and return to me.
2. Acceptance will generally be on a first-come, first-served basis, however, preference will be given where a team of teachers from one district have applied. It is our hope to inform the applicants of acceptance by May 15.

Time and place:

Board Room, Administration Building, Wheeling, Illinois.

Schedule: First Session -- June 17 - 28
 Second Session -- July 1 - 12

Please post the flyers and applications for the teachers. I appreciate your cooperation in assisting me to disseminate this information to the teachers within your building.

Thank you.

SUMMER WORKSHOP ON MOTOR FACILITATION

SCHOOL DISTRICT 21
WHEELING, ILLINOIS



Announcing two two-week summer workshops on motor facilitation. Be an "intern" and work with the children in the summer school classes.

Stipends available for qualified applicants.

Classes are open for demonstration during the summer and during the school year.



For further information please contact:

Miss Donna Obrecht
School District 21
999 W. Dundee Rd.
Wheeling, Illinois
Phone: 537-8270



APPLICATION FOR SUMMER WORKSHOP

MOTOR FACILITATION

SCHOOL DISTRICT 21
1968

I - PERSONAL

Name _____ Date _____

School _____ Position _____

Address _____ Phone _____

Home Address _____

_____ Phone _____

II - EDUCATION

High School _____ Year of Graduation _____

College _____ Degree _____ Year _____

College _____ Degree _____ Year _____

III - GENERAL

A - Why do you wish to be admitted to summer workshop on motor facilitation?

B - Do you wish to initiate a motor facilitation program within your school system?

Do you have administrative support concerning such a program?

C - I am applying for admission to summer workshop on motor facilitation. The checked session below is my first preference.

_____ 1 -- June 17 - 28

_____ 2 -- July 1 - 12

Date _____

(Signature) _____

MOTOR FACILITATION

School District 21
 999 W. Dundee Road
 Wheeling, Illinois 60090
 Phone: 312-537-8270
 1969

To: Curriculum Directors, Principals
 Interested Teachers of the Consortium Schools
 Visitors of the Motor Facilitation Program
 Interested personnel from institute and workshop presentations

From: Donna Obrecht, Model Program Coordinator, Motor Facilitation

The Motor Facilitation Program is an innovative program which is taught in all of the kindergarten classes in School District 21, Wheeling, Illinois. The primary purpose of the program is to help each child develop perceptual-motor abilities. Improvement in motor ability will aid the child to function better socially and will contribute directly to certain components of classroom learning. The additional-help phase and the junior high school Motor Facilitation Programs have been developed for students in grades 1-8 who continue to display severe learning disabilities.

The summer school program includes the perceptual-motor activities for all students enrolled in First Grade Readiness classes. A summer workshop is planned for persons interested in participating in a two-week session within the perceptual motor program. The purpose of the workshop is:

1. To acquaint teachers with the content of a developmental perceptual-motor program.
2. To give interested teachers practical experiences within such a program.
3. To acquaint teachers with some leadership techniques.

Procedure for enrollment:

1. Fill out attached application and return to me by April 30.
2. Acceptance will be based on the desire and commitment to implement such a program in the "back-home" situation. In order to serve many school districts one or two persons from each district should apply - it will then be that person's responsibility to acquaint, to disseminate and to train persons concerning a Motor Facilitation Program.
3. It is our intention to inform the applicants of acceptance by May 15.

Time and place:

Board Room, Administration Building, Wheeling, Illinois
 Elementary Schools, Wheeling and Buffalo Grove, Illinois

Schedule: June 16 - 27 - 8:30 a.m. to 3 p.m.

Please post the flyers and applications for the teachers. I appreciate your cooperation in assisting me to disseminate this information to the teachers within your building.

Thank you.

SUMMER WORKSHOP ON MOTOR FACILITATION

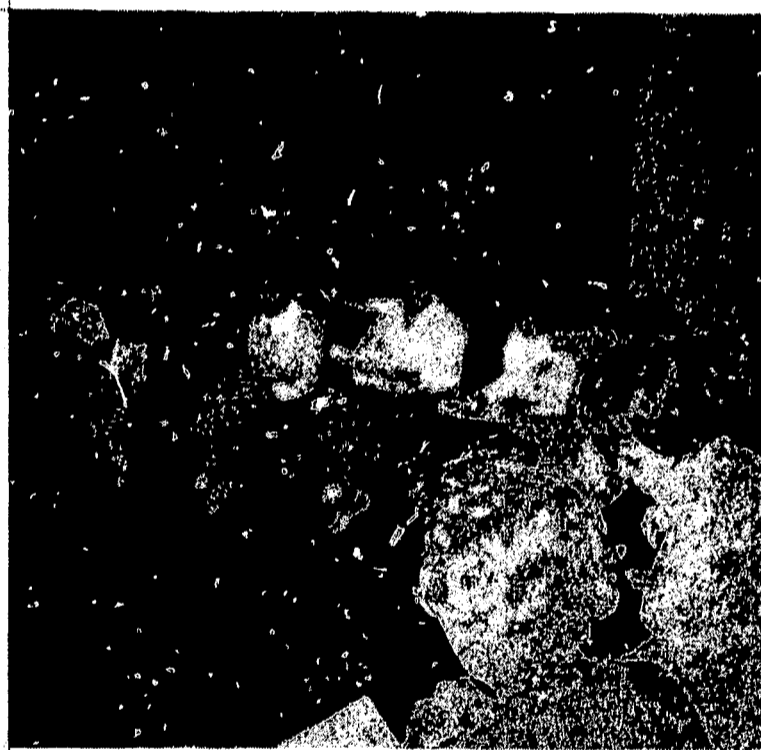
SCHOOL DISTRICT 21
WHEELING, ILLINOIS



Announcing a two-week summer workshop on motor facilitation. Be an "intern" and work with the children in the summer school classes.

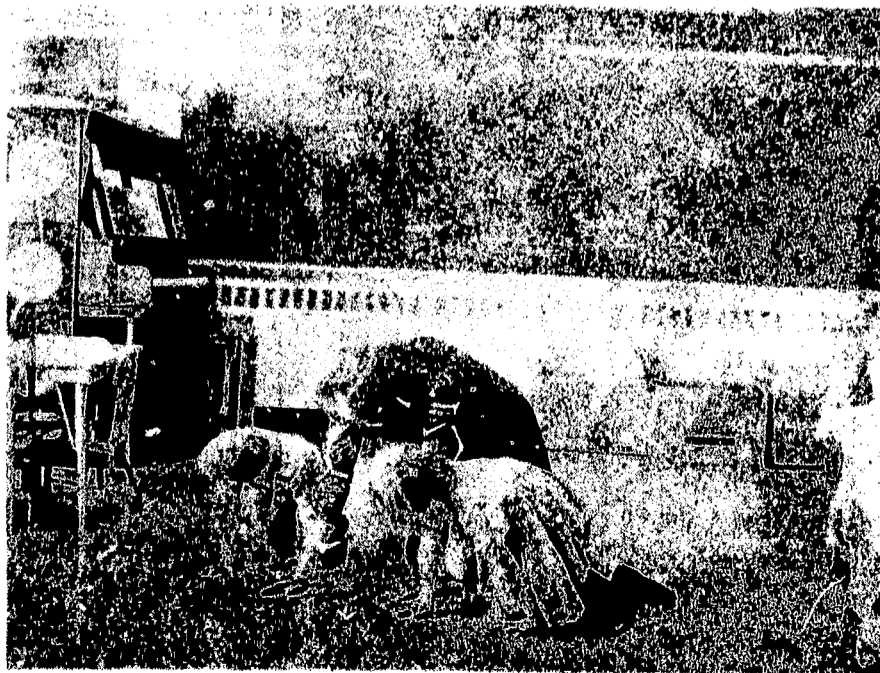
Stipends available for qualified applicants.

Classes are open for demonstration during the summer and during the school year.



For further information please contact:

Miss Donna Obrecht
School District 21
999 W. Dundee Rd.
Wheeling, Illinois
Phone: 537-8270



APPLICATION FOR SUMMER WORKSHOP

MOTOR FACILITATION

SCHOOL DISTRICT 21
1969

I - PERSONAL

Name _____ Date _____

School _____ Position _____

Address _____ Phone _____

Home Address _____

Phone _____

II - EDUCATION

High School _____ Year of Graduation _____

College _____ Degree _____ Year _____

College _____ Degree _____ Year _____

III - GENERAL

A - Why do you wish to be admitted to summer workshop on motor facilitation?

B - Do you wish to initiate a motor facilitation program within your school system?

C - Do you have administrative support concerning such a program? Please have him or her sign this application.

I desire to apply for admission to summer workshop on motor facilitation from June 16 - 27 in Wheeling, Illinois.

(Signature of applicant) Date _____

(Signature of Administrator) Position _____

MOTOR FACILITATION

School District 21
Wheeling, Illinois

The Elk Grove Training and Development Center is funded under Title III of the Elementary and Secondary Education Act. The Center selected several innovative programs which were in operation or being developed within the cooperating school area. The motor facilitation program in the Wheeling elementary schools, District 21, is a model program which is demonstrable. The motor facilitation program is a perceptual-motor developmental program which has been initiated in all of the kindergarten classes.

From recent studies it has been found that a long period of play is required before children can develop the concentration they will need for mastering the difficult abstractions of reading and arithmetic. The child must be exposed to things to see, hear and manipulate. During the sensory motor stage from birth to two years old a child makes the fastest physical, mental and verbal advances. The infant discovers himself by seeing, hearing, touching and tasting, and later he becomes aware of objects outside his own body. As a very young child he needs opportunities to exercise his powers of seeing, hearing, touching and manipulating.

From two years to seven years the child's play takes on symbolism and imagination. This period of perceptive play is a time of confidence building, of exploring the environment around him and of thinking through family relationships. Most children experience opportunities within each stage of play development, however, many children do not until they enter kindergarten.

The purpose of the motor facilitation program is to help each child

develop perceptual-motor abilities through participation in a series of motor activities and through the use of Frostig-visual-perception materials. The motor lessons have been designed in a developmental progression. The exercises should be performed correctly and repeatedly before the next lesson is presented.

The Frostig program for the development of visual perception includes worksheets which focus on the five visual perceptual abilities that seem to have the greatest relevance to academic development. The five abilities are position in space, spatial relationships, perceptual constancy, visual-motor coordination and figure-ground perception. The above concepts are emphasized in the motor lessons as well as when working the worksheets.

The kindergarten teachers and first grade teachers, with assistance from volunteer mothers, teach the motor lessons and the Frostig material on an alternate day schedule to all kindergarten children. The teachers and volunteer mothers participate in workshops which are held periodically throughout the school year. During the summer school session training workshops are held for teachers and administrators who wish to initiate a motor facilitation program within their school or district.

The additional help phase of the motor facilitation program is taught by the physical education teacher. As time permits, the physical education specialist has groups of not more than 10 children assigned to him for additional help in the development of their motor coordination. These children are usually selected from the primary and are children having difficulty with both their motor coordination and academic and/or social abilities. These students are scheduled for one, two, or three 20 minute periods a week.

A motor facilitation program is in operation at the junior high school level with seventh and eighth graders involved in the study. The program is instruction in a sequence of motor skills used in combination with the

language arts curriculum. The program is presented on a daily basis with the students participating in the motor phase for 20 minutes. This activity is in addition to the daily physical education class.

Information concerning visitation, descriptions, lesson plans or workshops can be obtained from:

Miss Donna Obrecht
Model Program Coordinator
School District 21
999 West Dundee Road
Wheeling, Illinois 60090

Phone: 312-537-8270

Mr. Ken Ward
Assistant Coordinator
School District 21
999 West Dundee Road
Wheeling, Illinois 60090

Phone: 312-537-8270

SCRIPT OUTLINE AND INFORMATION SHEET

PROGRAM ANNOUNCER:

Dr. William Johnston
Director of Curriculum Services

NAMES AND TITLES OF PARTICIPANTS:

Glena D. Kilgore, Supervisor of Physical Education
Miss Donna Obrecht, Coordinator of Motor Facilitation Program,
Wheeling Public Schools, District 21.
Miss Joy Greenlee, Physical education teacher, Whitman School,
School District 21, Wheeling.
Mrs. Sue Molin, Kindergarten teacher, Whitman School,
School District 21, Wheeling.
Children from Whitman School, School District 21, Wheeling.

THEME OF PROGRAM: The Motor Facilitation Program in School
District 21, Wheeling, Illinois

DATE FOR TAPING: January 14, 1969 DATE FOR BROADCAST: January 25, 1969

CENTRAL PURPOSE OF PROGRAM:

EQUIPMENT NEEDED AT THE TV STATION:

Floor space

EQUIPMENT WHICH WILL BE BROUGHT:

Slides, projector
Equipment: 4 balls, beam, inner tube, cones, ropes

VISUAL WHICH WILL BE USED:

Slides

SEQUENCE OF	VISUALS	AUDIO
1.)	Introduction of program and of Miss Kilgore by Dr. Johnston	
2.)	Introduction of Miss Obrecht by Miss Kilgore.	

SEQUENCE OF	VISUALS	AUDIO
3.) Donna Obrecht		<p>"We are becoming more and more concerned with factors which may inhibit a child from learning at his intellectual capacity. Through observation of the children there are some problems that seem to be particularly prevalent when there is interference with learning--the problems are:</p> <ol style="list-style-type: none"> 1. poor awareness of body which results in awkwardness of movement 2. poor ability to combine movement and vision 3. visual inefficiency 4. poor listening ability 5. a poor grasp of sequency 6. a poor sense of rhythm and/or 7. he has difficulty understanding ideas or concepts of time, number or space. <p>In 1965 plans were developed for the Motor Facilitation Program because of these same concerns as expressed by our primary teachers and with the belief that almost every child can be helped to better perceptual function.</p>
4.) Slide showing T & D Center		<p>In 1967 the program was selected as a model program and was under Title III of the ESEA with the Elk Grove Training and Development Center as the center of funding.</p>
5.) Donna Obrecht		<p>Motor Facilitation is a developmental program emphasizing the importance of early stimulation and good perceptual ability as a prerequisite and a necessary part of education that is meaningful to the child. An assumption is made that improvement in motor ability will aid the child to function better socially and at the same time will contribute directly to certain components of classroom learning.</p>

SEQUENCE OF	VISUALS	AUDIO
6.) Camera on teachers and children		<p>The kindergarten teachers, with assistance from mother aides, teach the motor lessons. All the kindergarten children participate in the motor facilitation program with the primary purpose being to help each child develop perceptual-motor abilities through participation in a series of motor activities.</p> <p>Motor development is an integral part of a well-rounded program of perceptual training. You will recognize many of the activities as being the same as those of a basic physical education program.</p>
7.) Focus on Mrs. Molin and group		<p>The concept of body image is presented early in the program to help the children become aware of what body parts they have, how many and where they are located. The children will be expected to identify the various body parts from different positions.</p>
8.) Focus on Mrs. Molin and group		<p>The development of laterality is to help the children become aware of their two sides--the right side and the left side.</p>
9.) Focus on Miss Greenlee and group		<p>Another concept presented is balance where the children will experience activities requiring balance at various levels; using animal walks and the many exercises on the balance beam.</p>
10.) Focus on Miss Greenlee and group		<p>After some balance has been developed locomotor skills are presented. We will observe the children jumping, hopping, galloping, and skipping.</p>
11.) Focus on Mrs. Molin and group		<p>Activities emphasizing spatial relationship are presented to help the children understand where they are in relationship to other objects and to each other.</p>

SEQUENCE OF	VISUALS	AUDIO
12.) Focus on Miss Greenlee and group		Eye-hand coordination activities are an important part of the motor facilitation program. Miss Greenlee is working with ball handling activities with two boys.
13.) Focus on Mrs. Molin		The Frostig program of visual perception development is used in combination with the motor lessons. The worksheets are presented on an alternate day schedule at the kindergarten level...
14.) Focus on boys going through maze		<p>The additional-help phase of the motor facilitation program is taught by the physical education teacher and/or the classroom teacher to groups of not more than 5 children. These children are usually selected from the primary grades and are children having difficulty with both their motor coordination and academic abilities. These students are scheduled for a minimum of two 20 minute periods a week which is in addition to their physical education class.</p> <p>Incidentally, the teachers refer many students on the characteristic of distractability, therefore, many of the activities are designed to improve attentiveness. These are two boys working on a maze which is one of their favorite activities.</p>
15.) Focus on Miss Greenlee and two boys		Here we see a physical education teacher working with two boys who have experienced difficulty with number concepts.
16.) Continue to watch boys and Miss G.		There is also a motor facilitation program in operation at the junior high school level with 7th and 8th graders involved in the pilot study. The program is instruction in a sequence of motor skills used in combination with the language arts curriculum. The selected students participate in a daily period of motor activities which is in addition to their daily physical education class.

SEQUENCE OF	VISUALS	AUDIO
17.) Focus on Donna O.		For further information or visitation concerning the motor facilitation program, please contact me, Miss Donna Obrecht, 999 W. Dundee Rd., Wheeling, Illinois. The phone is: 312-537-8270.

3. Demonstrations to visitors and presentations to groups and Organizations.

The following outline was used for the above contacts:

- I. Orientation

- A. Background and rationale

- B. Organization

- C. Slide presentation

- II. Visit classes in operation within School District 21

or

Participation in a variety of activities

- III. Discussion session

4. In-service Training of Adults

The following areas of study were included in the in-service training sessions:

- a. Introduction of Frostig materials--chief psychologist of School District 21.
- b. Workshop on Frostig material presented by Program Specialist from Follet Publishing Company.
- c. Techniques of presentation of motor lessons presented by Coordinator of the Motor Facilitation Program or a consultant in the area of perceptual-motor development. The four sessions are outlined as follows:

Session I--Introductory Workshop

- I. Program
 - A. Background and rationale
 - B. Combination of motor lessons and the Frostig materials.
 - C. Organization
 - D. Slide presentation
- II. Your responsibility as an aide
- III. Workshop schedule for the school year (See samples on the following page)
- IV. Miscellaneous (Appendix B)
 - A. Helpful Hints
 - B. Motor skill survey
 - C. Check list
 - D. Additional exercises for development of body image, laterality and directionality
 - E. Poem developed by an aide
- V. Lessons 1-9--what to do, what to expect (See lesson plans)
- VI. Question/Answer session

MOTOR FACILITATION WORKSHOP SCHEDULES

FOR SCHOOL YEAR 1968-69

<u>School</u>	<u>Workshop One</u>	<u>Workshop Two</u>
Alcott	Sept. 18 - a.m.	Nov. 12 - a.m.
Field	Sept. 20 - a.m.	Nov. 13 - a.m.
Frost	Sept. 20 - p.m.	Nov. 12 - p.m.
Kilmer	Sept. 18 - p.m.	Nov. 13 - p.m.
Sandburg	Sept. 19 - a.m.	Nov. 14 - a.m.
Twain	Sept. 23 - a.m.	Nov. 15 - p.m.
Whitman	Sept. 24 - a.m.	Nov. 15 - a.m.

<u>School</u>	<u>Workshop Three</u>	<u>Workshop Four</u>
Alcott	Feb. 3 - a.m.	Apr. 21 - a.m.
Field	Feb. 4 - p.m.	Apr. 22 - p.m.
Frost	Feb. 6 - a.m.	Apr. 24 - a.m.
Kilmer	Feb. 4 - a.m.	Apr. 22 - a.m.
Poe)	Feb. 5 - p.m.	Apr. 23 - p.m.
Sandburg)	Jan. 28 - a.m.	Apr. 23 - a.m.
Twain	Feb. 6 - p.m.	Apr. 24 - p.m.
Whitman	Feb. 7 - a.m.	Apr. 25 - a.m.

a.m. -- 9 - 11:30)
)
 p.m. -- 1 - 3:30)

approximate time schedule

MOTOR FACILITATION

Hints for Teaching of the Motor Activities:

Gradually push into more difficult activity by showing the child that he can achieve tasks--difficult tasks become easy if they challenge the child. Some methods which might be used are as follows:

1. Keep the work area neat.
2. Don't become emotionally involved with the child that you worry about him or are not objective about his needs.
3. Don't take the child's insults personally.
4. Be calm. Try to show no anger, irritation or rejection toward the child.
5. Speak softly. The child will listen more carefully.
6. Be firm. The child is going to do the job--do not allow him to escape a task that you know he is capable of performing.
7. Be consistent. Expect the child to obey.
8. Use simple commands and directions. Don't talk too much.
9. Never ask "Do you want to do this?" Say, "Do this". You structure the task for him--he does not decide if he wants to do what you require.
10. Insist that he follow through on each task to its completion and perform it in exactly the manner you describe. Do not allow the child to terminate a task unless it is completed at which time he may proceed to the next task.
11. Five step approach:
 - a. give direction--wait after a command is given to allow the child time to think it through--the child must collect the facts, sort out the facts and then correlate the facts before he can perform.
 - b. repeat the direction.
 - c. ask child to verbalize what command he heard--then perform.
 - d. demonstrate
 - e. manipulate--if necessary, add tactual stimuli by placing him into position or hold him in a position.
12. Be respectful of the child as an individual in his own right, and when he behaves correctly, tell him that you appreciate it.
13. Be kind. Don't gush, overpraise, or overdo your concern, sympathy and love.
14. Set up definite work periods.

Source: Steps to Achievement for the Slow Learner by Ebersole, Kephart, and Ebersole. Charles E. Merrill Publishing Company, Columbus, Ohio, 1968.

MOTOR SKILL SURVEY

Kindergarten

Date _____

Name _____ School _____

Address _____ Phone _____

Examiner _____ Position _____

1. Walk forward on balance beam

2. Walk backward on balance beam

3. Walk sidewise on balance beam

Right _____
Left _____

4. Jump using both feet

5. Hop on right foot

6. Hop on left foot

7. Skipping

8. Kraus-Weber (1)

9. Kraus-Weber (2)

10. Obstacle-Between

11. Handedness

_____ Open door

_____ Hand him a pencil


_____ Pretend to brush teeth

12. Footedness

_____ Step over extended rope

_____ Kick a ball

13. Eyedness

_____ Have child look at
you through a 
formed by your hands.

_____ Convergence

MOTOR FACILITATION

Additional Exercises to aid the learning of:

- A. Body Image---We do not have absolute clues to spatial relationships in the outside world---we deal with relatives and relationships rather than absolutes. We must have a point of reference around which to organize the relative impressions which we get so that we get them in some kind of order. Objects around us are referred to our body and oriented in space with reference to it. This is why every child should have a clear, accurate and complete picture of his own body and its position in space.
1. Request the child to identify his body parts--touch them so that he feels where they are. Identify the same parts on other persons in the room, and then on pictures of people and animals. Dress and undress a doll, identifying the parts of the doll.
 2. Emphasize the function of body parts: "Where do you taste?" "Smell?"
 3. Make puzzles of people, using large catalogue figures on cardboard paper dolls, cutting some vertically and some horizontally. Cut the figure into two parts, then into more parts as the child learns.
 4. Using drawing, pasting, or the flannelboard, have the child add missing parts to outlines of people, animals or things.
 5. Make people pictures by varying methods---crayons, paper, etc.
- B. Laterality---An internal awareness of a right and left side. The awareness of right and left develops and stabilizes from the use of balance and posture.
1. If children have great difficulty with balance, put the balance beam directly on the floor, or provide a board six inches wide, or tape or mark a wide line on the floor.
 2. Have child experience a shifting of his body weight by walking along with one foot on the beam, and the other foot on the floor.
 3. Using a tether ball set or a punching bag, instruct the child to hit the object continually with one hand, and then the other. Require him to alternate his right and left hands as he hits. The standing or sitting position should be used.
 4. Walk inside the sections of a ladder on the floor. Walk on the rungs and edges of the ladder.
 5. Roll a ball to the standing child, directing him to raise his right or left leg so that the ball can roll under it.

6. Teach the game "statue", so that children balance in an awkward position.
7. Have the child examine a pair of gloves or foot patterns or show and ask, "On which hand, foot does this go?"
8. Have the child push an object across the floor with his knee or elbow.
9. Draw right and left hands and feet on the sides of a block. Roll the block and ask the child to identify the side that is up.
10. Hold a single object in front of the child, instructing him to pick it up with a particular hand. Be sure the child uses both hands, crossing the midline occasionally. Increase the speed of the directions as the child learns.
11. Have the child move a ball across a room by pushing gently with first one foot and then the other, at command.
12. Roll a ball toward the child, instructing him to kick it back with his right or left foot. Body balance, as well as the right or left response, will be involved. Vary this exercise by having the child lie on his back and kick a ball that hangs from the ceiling.
13. Encourage the child to do things with parts of his body:
 - a. Touch the wall with your shoulder
 - b. Open the door with your left hand

C. Directionality---When a child can transfer his own system of relationships (has good body image and an awareness of right and left) to the space about him, he develops directionality. Space has meaning---the child's environment becomes organized in terms he can comprehend and express correctly.

1. When walking with the child, ask "In which direction do we turn to get where we are going?"
2. Chalk board activities---draw a line to the right, up, down, etc., varying the directions so that the next command cannot be predicted. Use the dominant hand, then the other, then both hands, increasing the speed of the directions/as the child learns.
3. Have the child describe the exact location of a piece of jewelry on another person.

4. Children like to give directions. Have him change roles and direct the teacher or a classmate.
5. Have the students close their eyes and place a designated object within sight in the classroom. Then let them compete to see who describes the object's exact location.

SOURCE: Steps to Achievement for the Slow Learner by Ebersole, Kephart, and Ebersole. Charles E. Merrill Publishing Company, Columbus, Ohio, 1968.

POEM TO INCLUDE ALL BODY PARTS

I had a fly who flew on me,
First on my elbow then ankles and knee
I tried to catch him while he was on my toes
But as I hit him he flew to my nose.
He landed on my shoulder then my wrist
And as I grabbed the fly did twist.
As I turned my neck, he flew to my heel
And I decided the fly had wheels.
He flew on my fingers, my thumb and brow
And I said I'll get this fly and how!
Here he comes on my hip and head
Oops he flew to my feet and now he's dead.

Clap your hands
Raise them high
Jump way up to the sky
Point your toes
Touch the ground
Now just twirl around

Session II--Workshop

- I. Sharing session--small group discussion
Form shown on the following page of Appendix B was often used in small group sessions which were an important part of the in-service workshops.
- II. Participation in lessons 10-19 of motor activities
 - A. what to do
 - B. what to expect
 - C. rope jumping activities
(See following pages)
- III. Question/Answer session

Session III--Workshop

- I. Participation in lessons 20-29 of the motor activities
 - A. what to do and what to expect
 - B. additional handout materials
 1. balance beam activities (See following pages)
 2. chalkboard activities
- II. Group discussion

Session IV--Workshop

Group planning about eight lessons of motor activities to be presented out-doors on the school playground. Activities would reinforce the concepts presented throughout the Motor Facilitation Program.

APPENDIX B

IN DISTRICT MOTOR FACILITATION WORKSHOPS

1. Please describe something you did that was good---share it with us. (it might be a way to present something or how you got a student to pay attention)

2. Concerns you have about the program? organization? your responsibility? Etc.?

3. What can the teacher or the coordinators do to help you more?

4. Other.

PROGRESSIVE ROPE JUMPING ACTIVITIES

All rope jumping skill patterns begin with feet approximately four inches apart. Use of a long rope turned by two persons will help a child develop some jumping skill and self-confidence. (See lesson 10 of motor lessons)

Individual rope jumping activities:

1. Jump 4 times with feet together.
2. Jump 4 times forward with feet together.
3. Jump 4 times backward with feet together.
4. Jump 4 times to the right and return on 4 jumps.
5. Jump 4 times to the left and return on 4 jumps.
6. Jump 4 times with feet together--lift the right foot and jump 4 times on the left foot.
7. Jump 4 times with feet together--lift the left foot and jump four times on the right foot.
8. Jump 4 times with feet together--hop placing alternate heels forward on the floor.
9. Jump to the left and to the right with feet together. (Four counts)
10. Jumping in place--alternating the right and left foot.
11. Jump rapidly--total jumps in a given period of time. (30-60 seconds)
12. Endurance jump--jump as long as possible without stopping, using any type of jump.

BALANCE BEAM ACTIVITIES

I. Forward

1. Walk forward on beam, arms held sideward.
2. Walk forward with left foot always in front of right.
3. Walk forward with right foot always in front of left.
4. Walk forward with hands on hips.
5. Walk forward and pick up a blackboard eraser from the middle of the beam.
6. Walk forward to center, kneel on one knee, rise and continue to end of beam.
7. Walk forward with eraser balanced on top of the head.
8. Place eraser at center of beam--walk to center, place eraser on top of head, continue to end of beam.
9. Have partners hold a wand 12 inches above the center of the beam...walk forward on beam and step over the wand.
10. Hold wand at height of 3 feet--walk forward and pass under the bar.
11. Walk the beam forward, arms held sideward, palms down, with an eraser on the back of each hand.
12. Walk forward to middle of beam, kneel on one knee, straighten right leg, forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
13. Walk forward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to the end of the beam.
14. Hop forward on right foot, the full length of beam.
15. Hop forward on left foot, the full length of beam.
16. Hop forward on right foot, the full length of beam, then turn around and hop back.
17. Hop forward on left foot, the full length of beam, then turn around and hop back.
18. With arms clasped about body in rear, walk the beam forward.
19. Place eraser on middle of beam. Walk out to it, kneel on one knee, pick up eraser and place it on the beam behind pupil, rise and continue to end.
20. Hold wand 15 inches above beam. Balance eraser on head, walk forward stepping over wand.
21. Hold wand 3 feet high. Walk forward, hands on hips, and pass under bar.
22. Walk beam forward with eyes closed.

II. Backward

1. Walk backward on beam, arms held sideward.
2. With arms held sideward, walk to the middle, turn around and walk backward.
3. Walk backward with left foot always in front of right.
4. Walk backward with right foot always in front of left.
5. Walk backward with hands on hips.

6. Walk backward with eraser balanced on top of the head.
7. Walk backward and step over wand.
8. Hold wand at height of 3 feet. Walk backward and pass under bar.
9. Walk the beam backward with hands clasped behind the body.
10. Walk the beam backward, arms held sideward, palms up, with an eraser on back of each hand.
11. Walk backward to middle of beam--kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
12. Walk backward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.
13. Hold wand 15 inches above beam. Balance eraser on head, walk backward stepping over wand.
14. Hold wand 3 feet high. Walk backward, hands on hips and pass under the bar.
15. Walk beam backward, eyes closed.

III. Sideward

1. Walk sideward with right side leading.
2. Walk sideward with left side leading.
3. Walk the beam sideward, right, weight on balls of feet.
4. Walk the beam sideward, left, weight on balls of feet.
5. Walk forward to the middle of the beam, then turn and walk the remaining distance sideward (Left or Right) with weight on balls of the feet.
6. Hold wand 15 inches above beam. Balance eraser on head, walk sideward (Right or left) stepping over wand.
7. Walk beam sideward (left or right) with eyes closed.
8. Clap on each step sliding sideward (right and left).
9. Stand on beam, feet side by side, eyes closed, and record number of seconds (counts) balance is maintained.

IV. Problem-solving exercises or activities.

1. Walk to middle of beam, balance on one foot, turn around on same foot and walk backwards to end of beam.
2. Walk to middle of beam left sideward, turn and walk to end of beam with right sideward.
3. With arms clasped about body in rear, walk forward to the middle, turn around once, walk backward the remaining distance.
4. Place eraser at middle of beam, walk out to it, kneel on one knee, place eraser on top of head, rise, turn around and walk backward the remaining distance.
5. Stand on beam, one foot is advance of the other, eyes closed, and record number of seconds balance is maintained.
6. Stand on right foot, eyes closed, and record number of seconds balanced.
7. Stand on left foot, eyes closed, and record number of seconds balanced.
8. Other problem-solving exercises were included in each of the above sections and you will be able to make many up--be creative!

CHALKBOARD AND MANIPULATIVE ACTIVITIES

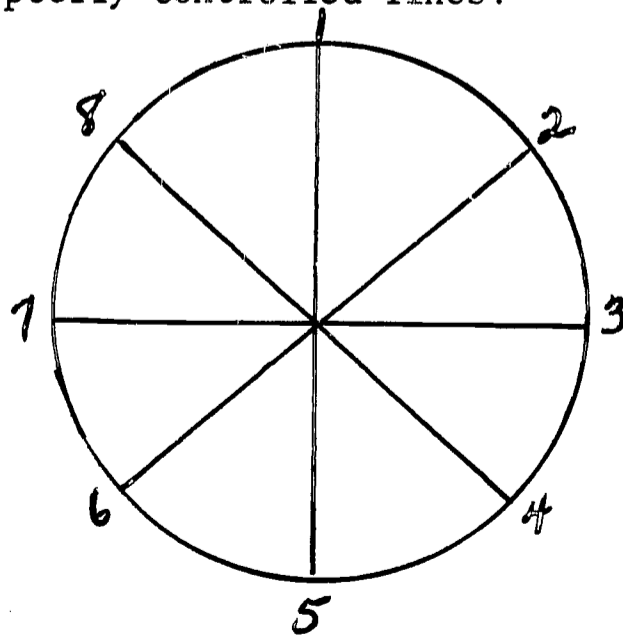
The techniques and activities included are described to enhance hand-eye coordination, control of eye movements and perceptual-visual-motor skills involving directional or positional orientation, size and shape. Many of the children in the low achievement group will display inadequacies in these areas, therefore, the activities listed may be of value to you, the teacher, when working with the children.

Chalkboard Follow The Leader

Children work in pairs, each pair being assigned an adequate chalkboard space. One child, drawing from a given starting point, attempts to draw a straight line to the next dot, randomly placed by his partner, and thence to the next dot, until a whole series of dots and lines makes a random criss-cross pattern in a great variety of directions and distances. The aim is speed and accuracy in drawing straight to each dot as fast as it is made. Keep the line-drawing chalk in continuous contact with the board, making correcting line where necessary, but don't lift off. Partners should change tasks after a few minutes. Use bright colored chalk for dots.

Clock Game

This is a bimanual technique practiced at the chalkboard. Each child must draw lines simultaneously with chalk in both hands (not alternately). The patterns drawn are simple straight lines in various directions. The aim is to draw with smooth, steady coordination, retracing a given pattern which the teacher should put on the board for each child to start with. Eventually the child should be able to make his own by drawing a circle and bisecting it horizontally, vertically and obliquely. To begin, the child should be instructed to start with one piece of chalk at "7" and one piece at "3", and draw lines simultaneously to "0". Lift off, return to 7 and 3 and repeat about 20 times. Is the resulting pattern less than an inch wide or a broad smudge of poorly controlled lines?



LEFT HAND

RIGHT HAND

Start

Stop

Start

Stop

A. Opposed movement toward center:

7 0
1 0
5 0
8 0
6 0

3 0
5 0
1 0
4 0
2 0

B. Opposed movement away from center:

0 7
0 1
0 5
0 8
0 6

0 3
0 5
0 1
0 4
0 2

C. Parallel movement:

7 0
0 7
1 0
0 1
5 0
0 5
8 0
0 8
6 0
0 6

0 3
3 0
0 5
5 0
0 1
1 0
0 4
4 0
0 2
2 0

D. Movement with Cross meridians, movement toward center.

7 0
7 0
1 0
5 0
8 0
8 0
8 0
6 0
6 0
6 0
8 0
6 0
7 0
7 0
1 0
1 0
5 0
5 0

1 0
5 0
3 0
3 0
1 0
3 0
5 0
1 0
3 0
5 0
2 0
4 0
2 0
4 0
2 0
4 0
2 0
4 0

E. Movement with cross meridians, movement away from center.

0	7	0	1
0	7	0	5
0	7	0	3
0	5	0	3
0	8	0	1
0	8	0	3
0	8	0	5
0	6	0	1
0	6	0	3
0	6	0	5
0	8	0	2
0	6	0	4
0	7	0	2
0	7	0	4
0	1	0	2
0	1	0	4
0	5	0	2
0	5	0	4

F. Movement (cross) - cross meridian, movement left to right.

7	0	0	1
7	0	0	5
7	0	0	2
7	0	0	4
8	0	0	3
8	0	0	5
8	0	0	1
8	0	0	2
5	0	0	3
6	0	0	1
6	0	0	4
6	0	0	5

G. Cross movement-cross meridian, movement right to left:

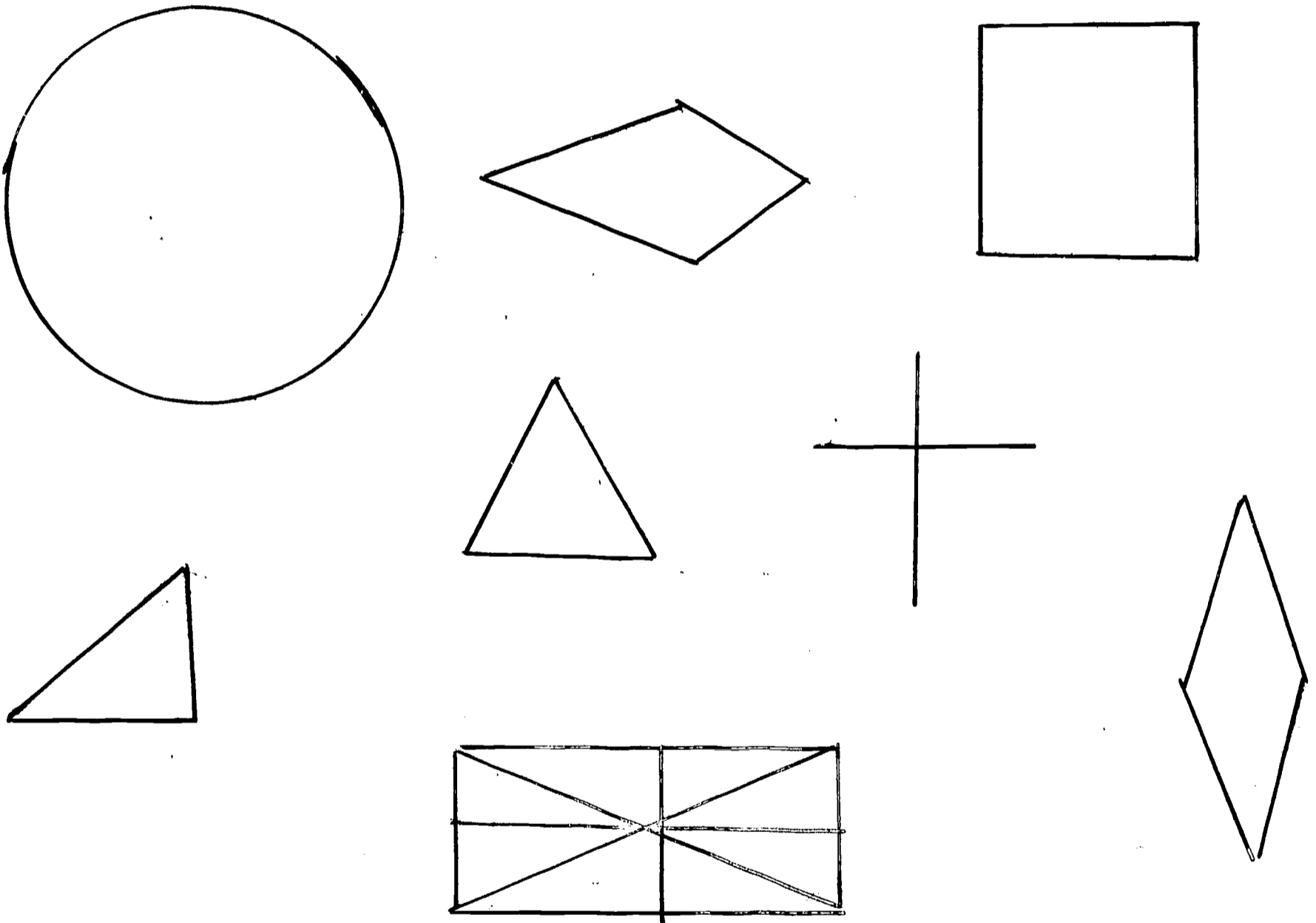
0	7	1	0
0	7	5	0
0	7	2	0
0	7	4	0
0	8	3	0
0	8	5	0
0	8	1	0
0	8	2	0
0	6	3	0
0	6	1	0
0	6	4	0
0	6	5	0

Pendulum and Pot

Suspend a series of pendulums from the ceiling, using a light weight bob at about shoulder height. The children work in pairs and take turns holding a plastic pot or tin can about 4 inches in diameter. The pendulum is set swinging by one partner in an arc of 10 to 15 inches while the other tries to keep the bob inside his pot without allowing it to touch the sides. As performance improves, unnecessary body movement should be eliminated. (Move only eyes and one arm)

Children's Visual Achievement Forms

Make a series of drawings on six inch squares of heavy paper, of the following shapes:



Give each child a blank piece of $8\frac{1}{2}$ x 11 inch paper. Show him one card at a time, asking him to copy the picture. Keep these sheets with the child's name on them. Give additional practice on the patterns poorly drawn.

Bimanual Circle Tracing

At the chalkboard the child makes circular figures with both hands simultaneously, and keeps retracing many times. The most common starting pattern the child will choose (and let him choose it first) is clockwise with the left and counter-clockwise with the right. After he gets the general idea, call for reversal of direction of both hands, then of only the right or left. Sometimes the direction of the two hands will be opposed and sometimes parallel. See drawings below.

As experience in each combination of directions is developed, the child should be expected to change directions on command easily--for one or both hands.

Hands come together at top-----



Hands come together at bottom-----



Both hands to right -----



Both hands to left -----



Onion Skin Tracing

Use simple, uncolored, coloring book pictures with a piece of onion skin paper clipped to them. The child must accurately trace all the lines; no missing out of parts, no slipping off the lines.

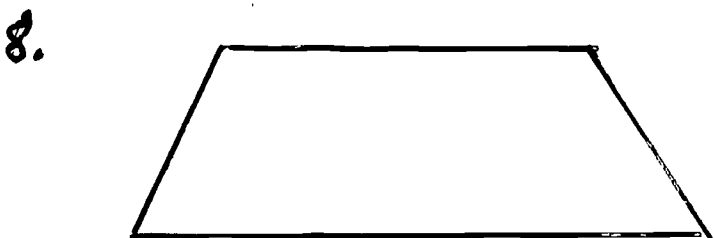
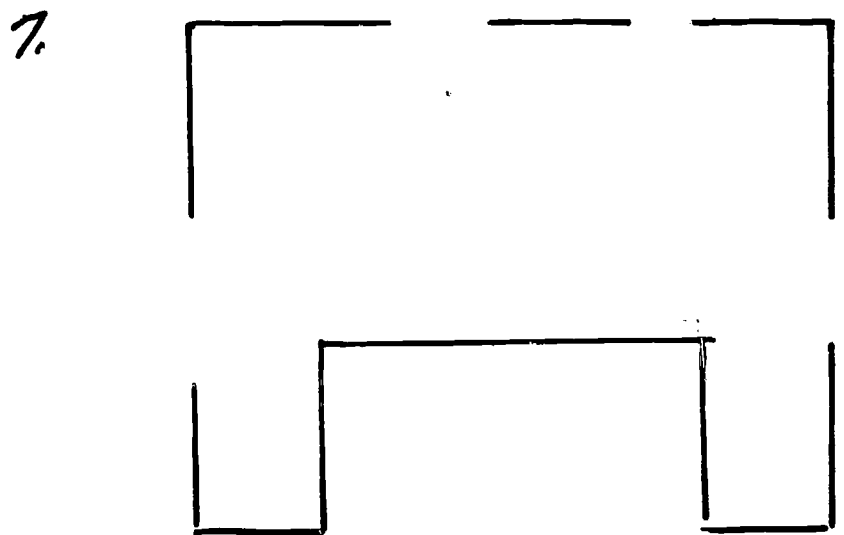
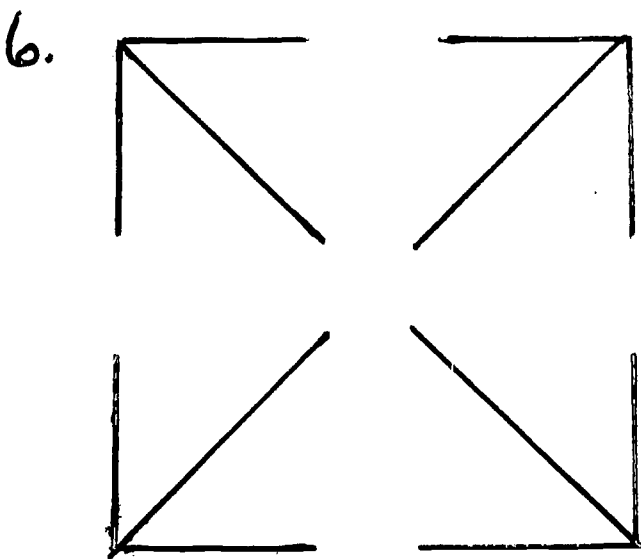
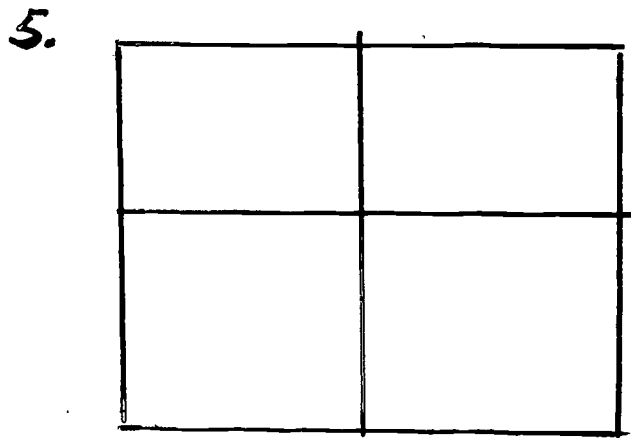
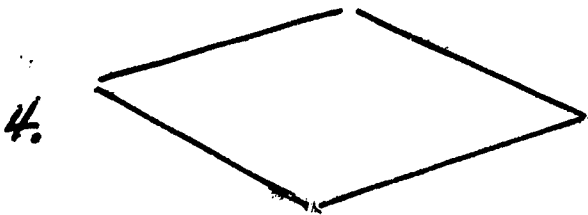
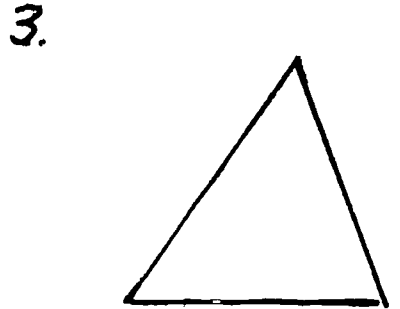
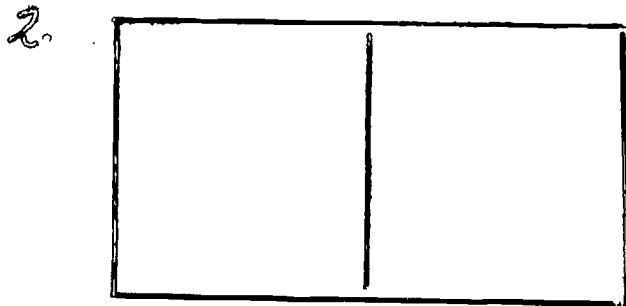
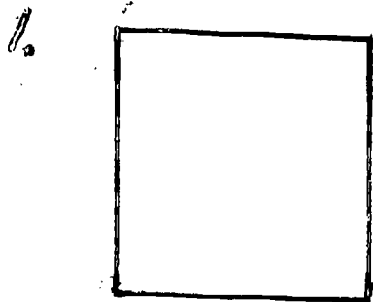
Jigsaw Puzzles

Start with puzzles of 10 to 15 pieces, having no color cues, no pictures. As child develops ability, give puzzles with more pieces.

Stick Figures

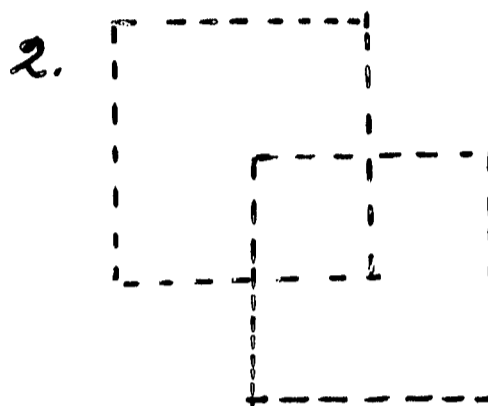
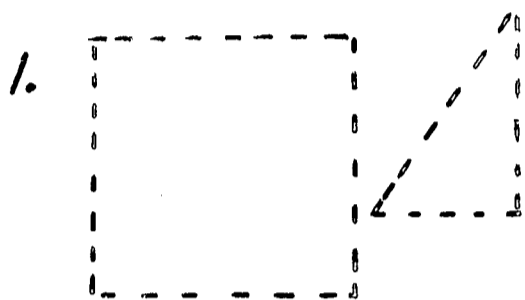
Sticks, tongue depressors or a substitute, are used to construct simple geometric figures. The teacher will find it desirable to prepare the series of forms as shown on page 6, by gluing sticks to sheets of cardboard. Each child is given about 30 sticks and asked to reproduce the patterns.

Stick figures in order of difficulty---at first let the children make these with your pattern in full view, but as proficiency develops, show your pattern only a few seconds and require the children to build from memory.



Pegboard (if available in your classroom)

As in the stick figures, prepared boards with pegs already arranged in various geometric forms are used to guide the child. The child should have his own supply of pegs (golf tees) and a pegboard. Use simple forms as shown with stick figures. Have the child master all with the example in full view, then repeat the tasks by showing the example board only for a few seconds before he starts to reproduce the form. The next step is to try two or more different forms adjacent on the same board (see No. 1 below). The final step is to try interlocking forms (see No. 2 below.)



What to look for:

1. preferred hand
2. size of drawing--does he use just wrist and fingers
3. firm, strong movement
4. confusion in finding starting point
5. pauses before starting
6. pauses during drawing
7. accuracy of drawing

- Resources:
1. Parts from the Program for the Care and Development of Perceptual-Neuro-Motor Performance, Ben Croutch, Imperial County, El Centro, California.
 2. Perceptual Survey Rating Scale, Purdue University, Lafayette, Indiana.

5. Training--Trainee workshops

Workshops for out-of-district personnel are outlined below:

Session I--Introductory Workshop

- A. Background and rationale
- B. Organization
- C. Content--slide presentation
- D. Lessons 1-9 of motor lessons

Session II--Implementation

- A. Organization in school or district
- B. Lessons 10-19 of motor lessons
- C. Techniques of presentation

Session III--Workshop

- A. Lessons 20-29 of motor lessons
- B. Suggested activities in addition to the lesson plans
- C. Techniques of presentation

Session IV--Workshop

- A. Self-assessment in relation to the techniques of presentation of motor lessons
(See Appendix C for Self-Assessment Form)
- B. Evaluation of consultant and workshop series
(See Appendix C for form used in this evaluation)
- C. Question/Answer

The supplementary material given to the in-district personnel was also given to the persons who participated in the above described workshops.

Summer Workshop Sessions

The workshop session (next page for schedules) for summer school trainees was a two week session and included the following activities:

- I. Content of a developmental perceptual-motor program
 - A. Motor activities
 - B. Frostig materials
- II. Participation in an all-day session on the various motor activities.
- III. Worked along with a master teacher and with a small group of students within the summer school Motor Facilitation Program.
- IV. Small group sessions--adult trainees
 - A. Implementation of a Motor Facilitation program
 - B. Techniques of presentation
 - C. Evaluation of a Motor Facilitation program
 - D. Leadership skills
 1. square game-non-verbal communication
 2. Tinker toy project--motivation and demotivation
 3. NASA decision making exercise
 4. brainstorming
 5. forced-field analysis
 6. closed circuit TV
 7. cinquains
 - E. Training of personnel (aides and other teachers) working within such a program.

Session I

SCHEDULE OF SUMMER WORKSHOP - 1968

<u>WHEN</u>	<u>WHAT</u>	<u>WHERE</u>	<u>TIME</u>
June 17	Announcements Consultant Activities	Board Room " London Cafeteria	8:30 - 12:15
June 18	Activities Frostig	London Cafeteria Board Room	8:30 - 12:15
June 19	Observe leaders in school assigned Plan your lessons	School assigned Board Room	8:30 - 12:15
June 20	Teach activities Observe other classes	School assigned Select	8:30 - 12:15
June 21-27	Teach activities Small group work	School assigned Board Room	8:30 - 10:15 10:30 - 12:15
June 21-27	Small group work Teach activities	Board Room School assigned	8:30 - 10:15 10:30 - 12:15
June 28	Implementing Question/Answer Evaluation	Board Room	8:30 - 12:00

Session II

<u>WHEN</u>	<u>WHAT</u>	<u>WHERE</u>	<u>TIME</u>
July 1	Announcements Consultant Activities	Board Room Board Room London Cafeteria	8:30 - 12:15
July 2	Activities Frostig	London cafeteria Board Room	8:30 - 12:15
July 3	Observe leaders in school assigned Plan lessons and/or observe	School assigned Select	8:30 - 12:15
July 4	NO SCHOOL		
July 5	Teach activities Observe other group	School assigned Select	8:30 - 12:15
July 8-12	Teach activities Small group work	School assigned Board Room	8:30 - 10:15 10:30 - 12:15
	Small group work Teach activities	Board room School assigned	8:30 - 10:15 10:30 - 12:15
July 12	Implementing Question/Answer Evaluation	Board Room	8:30 - 12:00

The following items of instrumentation were used in the various phases of evaluating the Motor Facilitation Program:

1. ASRR Summaries
2. Student Awareness Survey (grades 1-4)
3. Junior high school speech evaluation
4. Junior high school questionnaire
5. Letter to parents of junior high school participants
6. Program Evaluation--In-district survey
7. Trainee-Follow-up Evaluation
8. Participation Critique--Trainee Involvement in Workshop
9. Cinquain
10. Registration Form for Visitors
11. After-visit Evaluation
12. Follow-up Evaluation to Visitors
13. Classroom Teacher Referral Form

SUMMARY OF RESULTS OF THE AMERICAN READING READINESS TEST

The American Reading Readiness Test was administered to 644 first grade students in the Wheeling Public Schools during the third and fourth week of October, 1965, by the principal in each school. The cardinal reason for the administration of such a test to this group of students stemmed from the Perceptual Motor Abilities program now underway at the kindergarten level in School District #21, a program devised to further develop such abilities as: gross and fine motor coordination, visual perception and discrimination, directionality, space and position awareness. These are abilities which, if reasonably developed, can ease the process of learning to read and if under-developed can retard this process. Control groups which had not participated in this study were needed to provide data for comparative purposes. Since all of this school year's kindergarten students were participating in the program, the first grade students, therefore, seemed the logical choice to serve as the control group. Thus, the American Reading Readiness Test was administered to them in October, 1965, and will be administered at approximately the same time one year later to next year's first grade students (the present kindergarten pupils). Measured differences in readiness for first grade work between the two groups may be provided through a thorough analysis of the subtest scores and a comparison of test item successes and failures.

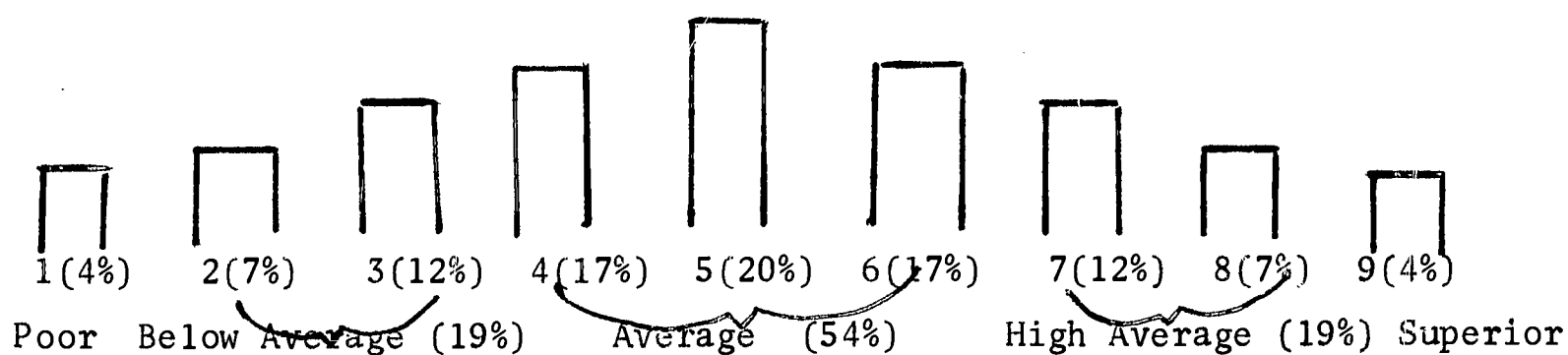
Selection of the American Reading Readiness Test was based on the following:

1. It included tests of visual discrimination for measuring ability to discriminate between letters, letter combinations or phonetic forms, word forms, and geometric forms.
2. It had a vocabulary test to measure the ability to recognize simple objects.
3. It measured the child's ability to copy simple geometric forms from memory.
4. A test to measure a child's ability to follow directions was also included.
5. The test was kept to a minimum in length to provide the shortest possible time for effective administration. Reports from the principals administering the test indicated that administration time ranged from forty-five minutes to one and one-half hours.
6. The test provided separate norms for kindergarten and non-kindergarten children.
7. The norms were presented in two forms: percentile ranks and stanines.

The test scores are intended to reveal to what degree certain work habits have been established (listening to directions), the level of development of abilities and the practice of skills which show a direct relationship to success

in reading during the first year. If the scores show less than average readiness, the children should have more kindergarten activities in the beginning reading program. Those whose scores reveal sound readiness for reading can move easily and quickly into the organized activities of first grade.

Mary Urban of the Curriculum and Testing Departments was primarily responsible for the scoring of the tests and tabulation of test scores. The test results will be presented in this report in the form of stanines. The statistical basis for stanines was to make possible the comparison of scores from one test with the scores from another test. For example a student's scores from the California Mental Maturity Test could be compared with his scores on the Metropolitan Achievement Test if reported in stanines. The stanine distribution is as follows:



Although 644 first grade students were tested, only the students (known to us) who had not repeated first grade were included in the final tabulation; therefore, the final number of students was 633. Below is the distribution of test scores for each school and the district:

Stanine Distribution of Scores by First Grade Wheeling Students
on the AMERICAN READING READINESS TEST

Stanine	Schools and Number of Students							District
	Frost	Alcott Kilmer	Field	Sandburg	Twain	Whitman		
9	20	37	25	30	33	47	182 (29%)	
8	10	37	30	23	22	45	167 (26%)	
7	2	21	19	20	24	23	109 (17%)	
6	3	19	12	15	17	24	90 (14%)	
5	1	13	6	16	7	17	60 (10%)	
4		4	2	3	1	8	18 (3%)	
3						4	4 (.5%)	
2	1	1					2 (.3%)	
1							1 (.1%)	
TOTAL	$\frac{1}{36}$	$\frac{1}{95}$	$\frac{1}{107}$	$\frac{1}{94}$	$\frac{1}{169}$	$\frac{1}{633}$	$\frac{1}{633}$	

An examination of the results shows that 72% or almost three-quarters of the students by the end of their second month in first grade seemed unqualifiedly ready for the reading program at this grade level - at least on the basis of maturational and developmental processes. Revealing average readiness for the program was 27% of the first grade population. A closer examination of the test results of some of these youngsters indicated the need for more work in such areas as directionality, improving listening habits and correction of reversal tendencies. Approximately one percent of the students was not ready for beginning reading and should have more readiness activities. These youngsters exhibited problems in almost all the ability areas measured: visual discrimination and selection, visual memory, eye-hand motor coordination, listening and directionality. The only subtest that provided no differential results but perhaps provided a sense of success to the students was the vocabulary subtest. Almost all received a perfect score.

Meetings were held in each school with the principal and teachers to discuss the results and to make suggestions, where indicated and requested, for working with youngsters revealing problems that could interfere with the acquisition of reading skills. Although the test was not specifically administered for diagnostic purposes, the information obtained lent itself to this and therefore was made available to the teachers in order that they might utilize it in the instruction of their students. They were also given the test booklets to study more carefully the performance of each of their pupils.

Based on the experience of administering, scoring and analyzing this test, several evaluative points can be made regarding its effectiveness. Test administration was relatively easy and student reaction was favorable. The results do provide meaningful information pertaining to a student's readiness for reading; the ideal time to give this test would seem to be during the first two weeks of first grade. The information gleaned could be used to establish beginning reading groups and/or additional readiness groups. One criticism about the normative data can be made. Along with the percentile ranks and stanines is provided an estimated reading grade, that is, the level each youngster is expected to attain by the end of the school year. The information provided by the test authors did not explain how the grade estimates were obtained and in examining the expectancy scores, they seemed high. It is, therefore, recommended that the expectancy scores not be regarded as guidelines until they can be studied more extensively. In view of the current test results, it is not expected that significant statistical differences will be found between these results and next year's findings; however, a careful analysis will be made to determine what, if any, differences exist along with the degree and the direction of these differences.

Georgia Nicholson
School Psychologist

SUMMARY OF RESULTS OF THE AMERICAN READING READINESS TEST

The American Reading Readiness Test was administered to 573 first grade students in the Wheeling Public Schools during October 1966 by the principal in each school. The test scores are intended to reveal to what degree certain work habits have been established which might show a direct relationship to success in reading during the first grade.

Below is the distribution of test scores for each school and the district:

Stanine Distribution of Scores by First Grade Wheeling Students - the American Reading Readiness Test

Stanine	Alcott	Field	Frost	Kilmer	Sandburg	Twain	Whitman	District
9	32	41	27	27	29	27	57	240-42%
8	30	29	14	15	23	26	39	177-30%
7	5	9	3	5	16	17	18	73-13%
6	4	3	2	1	9	14	10	43-8%
5	4	1	0	2	12	3	9	30-5%
4	0	2	0	0	4	0	0	6-1%
3	0	0	0	0	2	0	0	2-.4%
2	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0
TOTAL	75	85	46	50	97	87	133	573

An examination of the results shows that 85% of the students (72% in 1965) by the end of their second month in first grade seemed unqualifiedly ready for the reading program. Revealing average readiness for the program was 14% (27% in 1965) of the first graders.

Scores seem to indicate a need for more work in such areas as directionality and correction of reversal tendencies as most children made errors on sub-test items four and six which are letter combination and word matching.

Again approximately 1% (same as 1965) of the students was not ready for beginning reading. These students display problems in nearly all of the ability areas measured: visual discrimination, visual selection, visual memory, eye-hand motor coordination, listening and directionality. The only sub-test which provided no differential results was the vocabulary test--almost all (96%) received a perfect score.

In general, no significant statistical differences have been found in the two years of testing. The test results might indicate that the kindergarten child with average and above abilities is showing improvement in scores, however, approximately the same number appear in the lower stanines of one, two and three. Plans are now to try to correlate the stanine score with a motor skill survey test score--possibly then, any improvement might be related directly to the motor facilitation program.

January, 1968

SUMMARY OF RESULTS OF THE AMERICAN READING READINESS TEST

The American Reading Readiness Test was administered to 737 first grade students in the Wheeling Public Schools during October 1967 by the principal of each school. The test scores are intended to reveal to what degree certain work habits have been established which might show a direct relationship to success in reading during the first grade.

Below is the distribution of test scores for each school and the district:

STANINE DISTRIBUTION OF SCORES BY
FIRST GRADERS OF WHEELING SCHOOL DISTRICT 21

1967

STANINE	ALCOTT	FIELD	FROST	KILMER	SANDBURG	TWAIN	WHITMAN	DISTRICT
9	42	36	30	33	55	41	55	292 - 40%
8	31	20	16	44	43	31	49	234 - 30%
7	5	8	4	23	15	11	25	91 - 12%
6	9	3	5	14	10	20	14	75 - 10%
5	3	1	0	8	7	5	6	30 - 4%
4	2	1	0	4	1	1	0	9 - 1%
3	0	0	1	2	0	0	0	3 - .4%
2	0	0	0	1	0	0	0	1 - .1%
1	1	1	0	0	0	0	0	2 - .2%
0	0	0	0	0	0	0	0	0 - 0
TOTAL	93	70	56	129	131	109	149	737

N = 737

An examination of the results shows that 82% of the students (85% in 1966 and 72% in 1965) seemed unqualifiedly ready for the reading program by the end of their second month in first grade. Revealing average readiness for the program was 15% (14% in 1966 and 27% in 1965) of the first graders.

Again approximately 1% (same in 1966 and 1965) of the students were not ready for beginning reading. These students display problems in nearly all of the ability areas measured in test items four through eight which are: letter combination recognition, word recognition, word matching, following directions and memory for designs.

The three subtests which provided little or no differential results were the vocabulary test (nearly 97% received a perfect score), subtest number 2 or discrimination of forms (79% had perfect scores), and subtest number 3 on letter form recognition (83% received perfect scores).

In general, no significant statistical differences have been found in the three years of testing. The evaluator at the Training and Development Center will be conducting an item analysis of the test which may give us a better insight into the kinds of problems the first graders are continuing to display after participating in a motor facilitation program and upon beginning reading.

ELK GROVE TRAINING AND DEVELOPMENT CENTER

EVALUATION TEAM'S REPORT

To: Donna Obrecht
From: Rosie Hubal, Evaluator
Reason: Analysis of Standardized Testing of Children in
Relation to Motor Facilitation

Donna,

Since our last meeting, Lowell and I have been working on comparing the reading readiness test scores of the control group (1965-66, NO m.f.) and the experimental group (1966-67, M.F.). In view of the results of the statistical treatments which were applied, we are presenting the following conclusions and recommendations:

-
- 1) The mean score of the control group was 59.64.
 - 2) The mean score of the experimental group was 59.58.
-
- 3) Due to the size of both groups, the scores may be considered "statistically identical".
 - 4) Since the average scores were so close to the maximum score, the test used has too low of a ceiling.
 - 5) As a result of the students' achievement, the distribution of scores is not normal. (as in figure A), but is skewed as in figure B.



-
- 6) In view of #1 through #5 we believe that the current

instrument is inadequate to measure any possible differences between groups and are recommending that the test instrument be replaced.

- 7) I would further suggest that we call in a consultant in the area of reading to reflect upon the instrument that has been used and to suggest a replacement that will more adequately fill our needs.

STUDENT AWARENESS OF MOTOR FACILITATION PROGRAM

Program Evaluation

NAME _____ DATE _____

SCHOOL _____

AGE _____ GRADE LEVEL _____

Do you know what the Motor Facilitation Program is?

(1) ____ yes

(2) ____ no

Did you participate in a kindergarten Motor Facilitation Program?

(3) ____ yes

(4) ____ no

Did you like or dislike the kindergarten Motor Facilitation Program?

(5) ____ yes

(6) ____ no

Did you like the leader of your small group?

(7) ____ yes

(8) ____ no

Was it your teacher or a volunteer mother?

(9) ____ teacher

(10) ____ volunteer mother

Are you in a special Motor Facilitation class now?

(11) ____ yes

(12) ____ no

What are you learning from this special class?

(13)

Do you like your teacher of the special Motor Facilitation class?

(14) ____ yes

(15) ____ no

EVALUATION OF SPEECH CLASS

	Item	Yes	Sometimes	No
1.	Did you enjoy the class?	11	9	1
2.	Did you learn something from the class?	15	4	2
3.	Did the teacher present the material in a way that made it easy to understand?	20	1	
4.	Was the class interesting?	8	10	3
5.	Do you feel that you better understand how your voice relates to you?	14	5	2
6.	Did you enjoy acting out words and feelings?	12	7	2
7.	Were aids such as the model of the larynx helpful?	15	2	4
8.	Did you enjoy the choral reading?	19	2	
9.	Do you think that because of this class you will be more conscious of your posture and voice?	8	8	5
10.	Do you think students next year will enjoy this class?	17	2	2
11.	Would you like to have the class continued in April?	20		1
		N=21		

12. Is there anything you would like to see added to the material presented in class? If so, what?

Ten no's

More tape recording 3

More choral readings 2

Books for outside reading on their own.

Play some games

Movie

Models (larynx)

More discussion

Longer class periods

MOTOR FACILITATIONQuestionnaire for Students Involved
in Junior High School Program

Directions: Please read and listen carefully before marking your response to each of the following questions.

1. Did you like being in the motor class
- | | very much | sometimes | not at all |
|------------------------------|-----------|-----------|------------|
| at the beginning of the year | _____ | _____ | _____ |
| at the semester break | _____ | _____ | _____ |
| at the end of the year | _____ | _____ | _____ |
2. Did you ever practice any of the motor activities at home?
- _____ never
- _____ sometimes
- _____ always
3. In which of the following areas do you think you improved most because of the daily motor activities?
- | | |
|---------------------------|--|
| _____ spelling | _____ listening to directions and following directions |
| _____ better balance | _____ thinking out what I heard and then performing |
| _____ speech | _____ understand what I read |
| _____ writing | _____ know right and left |
| _____ better coordination | |
| _____ other (tell us) | |
4. Check the body parts where you think you improved most.
- | | |
|------------------|-------------|
| _____ eye-hand | _____ hands |
| _____ trunk-body | _____ legs |
| _____ feet | _____ eyes |
| _____ ears | _____ mouth |

5. The teachers were
- too strict and too demanding
 - strict but understanding and fair
 - just right
 - easy
 - too easy and unconcerned
6. Did you like having visitors observe the motor class?
- yes no
7. Name two of your favorite "fun day" activities.
8. Would additional motor classes help you and how much more time do you think would be helpful.
- daily for one semester
 - daily for one year
 - occasionally for one year
9. Can you name any classmates who might be helped by being in the motor class.
- yes no
- If yes, name them here.
10. How do your parents feel about the motor program?
- liked it very much
 - thought it was OK
 - unconcerned
 - disliked
 - don't know
11. In all the reading you did what type did you enjoy most. Number in order of preference.
- drama science fiction mystery animal stories
- stories of famous people adventure stories
12. What experience and/or activity in the classroom group was most memorable for you?

SAMPLE LETTER TO PARENTS
OF JR. HIGH STUDENTS

Dear Parents,

In the past few years, among educators, there has been a growing interest in motor facilitation programs. There is some evidence that such programs are of benefit to students whose full learning potential is not being utilized. Two years ago, District #21 initiated a Motor Facilitation Program in all kindergarten classes and, to some degree, in other elementary classes. Now this program is being expanded into the junior high. At Holmes Junior High School we have one seventh grade class that is participating in this program. Students in this class were selected because their records show their learning potential to be higher than their achievement. It may be the program will enable them to perform at a higher level.

The program is incorporated into the language arts class. The exercises are conducted for twenty minutes each day. They are based on motor facilitation programs from Purdue University, the Reading Research Clinic, and George Williams College, and are conducted by Miss Nancy Mollignoni, who received her training in motor facilitation from George Williams College. The language arts class is taught by Mrs. Hope Burke, who administers standardized tests to determine the learning changes that occur during the program.

The exercises are designed to improve ability to listen to instructions, to follow instructions, to read directions, to translate abstract symbols and sounds into meaningful ideas, and to develop ability to concentrate on one idea to the exclusion of all others, or not to be distracted easily.

If the program proves successful, it may be expanded further in the future. If you have any questions concerning this program, please feel free to contact either Miss Donna Obrecht, Coordinator of Motor Facilitation Program, 999 West Dundee Road, Wheeling, Illinois (537-8270) or Mrs. Catherine Samsel, Principal, Oliver Wendell Holmes Junior High School, 221 South Wolf Road, Wheeling, (537-5570).

MOTOR FACILITATION PROGRAM

Program Evaluation

Directions: Please answer these questions to express your feelings about the Motor Facilitation Program that exists in School District 21, Wheeling, Illinois. (The numbers in parenthesis will be used for tabulating the responses)

NAME _____ DATE _____

SCHOOL _____

How have you been involved in the Motor Facilitation Program?

- _____ (1) Administration
 _____ (2) Kindergarten teacher
 _____ (3) Physical education teacher
 _____ (4) Psychologist
 _____ (5) Classroom teacher (please circle which grade level)

- 1 2 3 4 5 6 7 8
- _____ (6) Teacher - aide

How many years have you been involved in the Motor Facilitation Program?

- _____ (7) one year
 _____ (8) two years
 _____ (9) three years
 _____ (10) four years
 _____ (11) less than one year

Show your position in relation to the following pairs of extreme terms by drawing a circle around the number that most closely describes your feeling about the Motor Facilitation Program.

- | | | |
|-------------------------------------|-------------------|------------------------------|
| (12) essential | 1 2 3 4 5 | nonessential |
| (13) useful | 1 2 3 4 5 | wasteful |
| (14) inactive | 1 2 3 4 5 | active |
| (15) failure | 1 2 3 4 5 | successful |
| (16) challenging | 1 2 3 4 5 | uninspiring |
| (17) inefficient | 1 2 3 4 5 | systematic |
| (18) interesting | 1 2 3 4 5 | boring |
| (19) useless | 1 2 3 4 5 | valuable |
| (20) specific usefulness | 1 2 3 4 5 | general usefulness |
| (21) student--too time
consuming | 1 2 3 4 5 | student--good use
of time |
| (22) staff--good use of
time | 1 2 3 4 5 | staff--good use
of time |

Consider these factors which you feel affect the success of the Motor Facilitation Program. (Use a / for a positive effect; a 0 for a negative effect)

- (23) _____ time scheduled
- (24) _____ place where motor activities are scheduled
- (25) _____ size of group
- (26) _____ building administrator's support
- (27) _____ teacher attitude
- (28) _____ student attitude
- (29) _____ physical arrangement of room
- (30) _____ teacher-aides

Do you like working in the Motor Facilitation Program?

- (31) _____ yes (32) _____ no

Do you think the Motor Facilitation Program should be continued?

- (33) _____ yes (34) _____ no

If it is continued, should it be modified in any way?

- (35) _____ yes (36) _____ no

If yes, in what way?

(37)

Are visitors a deterrent to the effectiveness of the program?

- (38) _____ yes (39) _____ no

If yes, in what way?

(40)

Do you feel that there has been any effect on the learning by students as a result of the Motor Facilitation Program?

- (41) _____ yes (42) _____ no

What do you feel is the student outcome of the program--in what ways does the child benefit?

(43)

Do you feel that the Motor Facilitation Program is most beneficial for any specific type of student?

(44) _____ yes (45) _____ no

If yes, what type?

(46)

Do you feel that the Motor Facilitation Program is least effective for any specific type of student?

(47) _____ yes (48) _____ no

If yes, what type?

(49)

Which personal characteristics do you feel affect the success of the Motor Facilitation Program?

(50)

In the space below please relate your opinion of the Motor Facilitation Program-- strengths and weaknesses not covered elsewhere in this survey.

MOTOR FACILITATION PROGRAM

To: Trainees of the Motor Facilitation Program

From: Donna Obrecht, Program Director, School District 21, Wheeling, Illinois

Please answer the following questions at your earliest convenience and return this to me at the above address. I appreciate your cooperation with this evaluation of the training program.

NAME _____ DATE _____

SCHOOL _____ DISTRICT # _____

ADDRESS _____ PHONE _____

1. In which of the following motor facilitation training workshops did you participate?

- _____ A. Summer 1967
- _____ B. Summer Session I--1968
- _____ C. Summer Session II-1968
- _____ D. Short Session
- _____ half day
- _____ one day
- _____ two days
- _____ E. Other (please describe)

2. Was a motor facilitation program implemented in your school district?

_____ yes _____ no

If yes, please answer the following:

- _____ A. Size of school
- _____ B. Size of district

- _____ C. Number of teachers working with the motor facilitation program
- _____ D. Grades program was impelented--K 1 2 3 4 5 6 7 8 (please circle)
- _____ E. Number of students involved in motor facilitation program

_____ Kindergarten

_____ 1	_____ 3	_____ 6
_____ 2	_____ 4	_____ 7
_____ 3	_____ 5	_____ 8

- _____ F. Number of teacher aides, if any
- _____ G. Length of motor facilitation class period
- _____ H. Number of days in the week scheduled for the motor
facilitation class

3. What is the content of the motor facilitation program which was implemented?

- _____ A. Motor lesson plans from Wheeling Program
- _____ B. Frostig materials
- _____ C. Other (please describe)

4. Who is teaching the motor facilitation?

- _____ A. Kindergarten teacher
- _____ B. Classroom teacher
- 1 2 3 4 5 6 7 8
- _____ C. Physical education teacher
- 1 2 3 4 5 6 7 8
- _____ D. Teacher-aides
- _____ Volunteer
- _____ On salary
- _____ E. Others (please describe)

5. Did you train additional personnel to present the motor facilitation program?

_____ yes _____ no

If yes, how many? _____

6. How long were your training sessions?

_____ A Weekly sessions

_____ length of weekly session in minutes

_____ number of weeks

These sessions met

_____ one day per week

_____ two days per week

_____ three days per week

_____ four days per week

_____ five days per week

_____ B. Institute Day Session

_____ whole day session

_____ half day session

_____ C. Summer Workshop (give number of days and length of session)

_____ D. Other (please describe)

7. Is any evaluation being made of the motor facilitation program which was initiated?

_____ yes _____ no

If yes, would you share the results?

_____ yes _____ no

8. Describe evaluation:

COMMENTS: (please use reverse side)

SCHOOL DISTRICT 21, WHEELING, ILLINOISSummer Training Program for Motor FacilitationSummer 1968Session 1 - 2PARTICIPANT CRITIQUE FORM

Directions: Please respond with a word, a phrase or one or more sentences. Your frank and honest evaluation can only benefit everyone concerned. Do not identify yourself by name unless you prefer to do so.

1. To what extent did reproduced materials given to you by the staff improve matters?
2. Which features of the meetings were inadequate or not conducive to learning?
3. Which features were especially facilitative in the same regard?
4. Were you adequately oriented in the first session as to the structure and desired outcome of this training?
5. In general, was the entire training experience well organized?
6. If you had it to do over again would you want to repeat these training sessions which you have just completed? Yes _____ No _____
7. If training sessions such as this are held again, would you recommend to others like you that they attend? Why? Yes _____ No _____
8. Do you feel that your understanding and skills regarding a motor facilitation program have been considerably enriched in this training session?
Yes _____ No _____
9. Do you feel adequate enough to help others to implement such a program in the school? Yes _____ No _____
10. Would you have preferred a longer training session? How long?

Use this section, if you wish, to give us your ideas on what was wrong with any part of this approach to in-service education, or what was particularly commendable in it, or how it could have been done better. Try particularly to mention items which were not dealt with in the above questions. (If necessary use back of page also).

CINQUAIN

- Line 1 - Title (one word)
- Line 2 - Two words describing Line 1
- Line 3 - Three words of action describing Line 1
- Line 4 - Four words of feeling describing Line 1
- Line 5 - One word meaning same as Line 1

AFTER-VISIT EVALUATION

NAME _____ DATE _____

SCHOOL _____ SIZE OF SCHOOL _____

ADDRESS _____

SIZE OF COMMUNITY _____

POSITION _____

1. Name other people in your school system who should know of this model program?
2. Did this visit give you some ideas for something you want to do in your school? What are they?
3. Please give your suggestions to help us acquaint future visitors to our motor facilitation program.
4. Comments:

MOTOR FACILITATION
FOLLOW-UP EVALUATION

To: NAME _____ SCHOOL _____
ADDRESS _____ ZIP CODE _____
POSITION: _____
DATE OF VISIT TO MOTOR FACILITATION PROGRAM _____

From: Donna Obrecht, Model Program Coordinator,
Motor Facilitation, School District 21,
Wheeling, Illinois.

1. Following your visit within the motor facilitation program, was there any change made in your school's curriculum?

2. Are you planning to consider or to initiate a motor facilitation program in your school system?

3. Comments:

MOTOR FACILITATION CHECKLIST
(Revised)

Additional-Help Phase

Child's Name	Age	Team	Teachers
--------------	-----	------	----------

Comments on Classroom Behavior: (Check those items that are applicable.)

- Immature physically for chronological age.
- Excess random movement.
- Immature movement patterns.
- Easily distracted.
- Often falls out of desk.
- Confusion of right and left. (Not limited to naming sides)
- Expresses inaccurate concept of body.
- Reversal of letters--right-left or up-down, often b d p q g.
- Changes from writing to printing to avoid reversals.
- Unable to write on baseline.
- Poor spatial organization of writing on page.
- Attacks word from last letter.
- Disregards sentence endings when reading orally.
- Unkept personal appearance and/or desk.

Describe other problems observed in class.

It should be noted that almost all children will have one of these problems. We will be concerned with those who have several (many) of these difficulties. As many children as possible will be scheduled. I would appreciate knowing any change in behavior (negative or positive) in the children which you may observe. Thank you.

Joy Greenlee

DIRECTORY OF CONSULTANTS USED IN THE MOTOR FACILITATION PROGRAM

1. Miss Donna Obrecht
Program Coordinator
Motor Facilitation
999 W. Dundee Road
Wheeling, Illinois

2. Miss Joan Schmidt
Glenbard East High School
Glen Ellyn, Illinois

3. Mr. Donald Slutz
Northlake, Illinois

4. Miss Jane Trinkle
Program Specialist
Follett Publishing Company
Chicago, Illinois

5. Mr. Ken Ward
School District #21
999 W. Dundee Road
Wheeling, Illinois

6. Mrs. Rhoda Wharry
Achievement Center for Children
Purdue University
LaFayette, Indiana

Included in this section of the Appendix are the suggested materials and equipment for the operation of a Motor Facilitation Program. The names of those who visited the program and the names of those who trained within the summer workshops are also included in this section.

I. Materials

Each kindergarten room should be equipped with a balance beam, one 15' rope, and at least three or four rubber balls of various sizes. Other equipment could be obtained from the physical education teacher within the same building. Masks to cover the eyes may be used by the teachers if a student finds it very difficult to keep from copying the teachers and/or other students' movements. Weights or heavy washers may be used by teachers to help students "feel" the right or left.

The Frostig materials are furnished to the kindergarten teachers, first grade teachers and are easily administered in the classroom. In many of the schools the motor lessons are presented and practiced in the gym.

Consultants have been brought in to present theory and techniques to use when presenting the materials of the motor facilitation program. Teachers are always encouraged to read such books as, Success Through Play and the Slow Learner in the Classroom by Dr. N. C. Kephart. Other references to be recommended are Perception and Motion by Smith and Smith, Movement Behavior and Motor Learning by Cratty and Developmental Sequences of Perceptual-Motor Tasks by Cratty. The

above references are available in the office of the director of the model program. The content of the motor lessons includes concepts of body image, spatiality, laterality, directionality, and eye-hand coordination.

II. Suggested equipment needed

- 12 masks
- 8 wands
- 200' rope--8-15', 6-7' ropes, and 8-8' ropes
- 3 rolls of Arno plastic tape
- 24 beanbags
- 6 scooters
- 36 balls--6-5", 6-7" balls, 12--8 $\frac{1}{4}$ " balls, and 12--10" balls
- 6 hoops
- 2 beachballs
- 1 mat (6" x 4")

Additional materials:

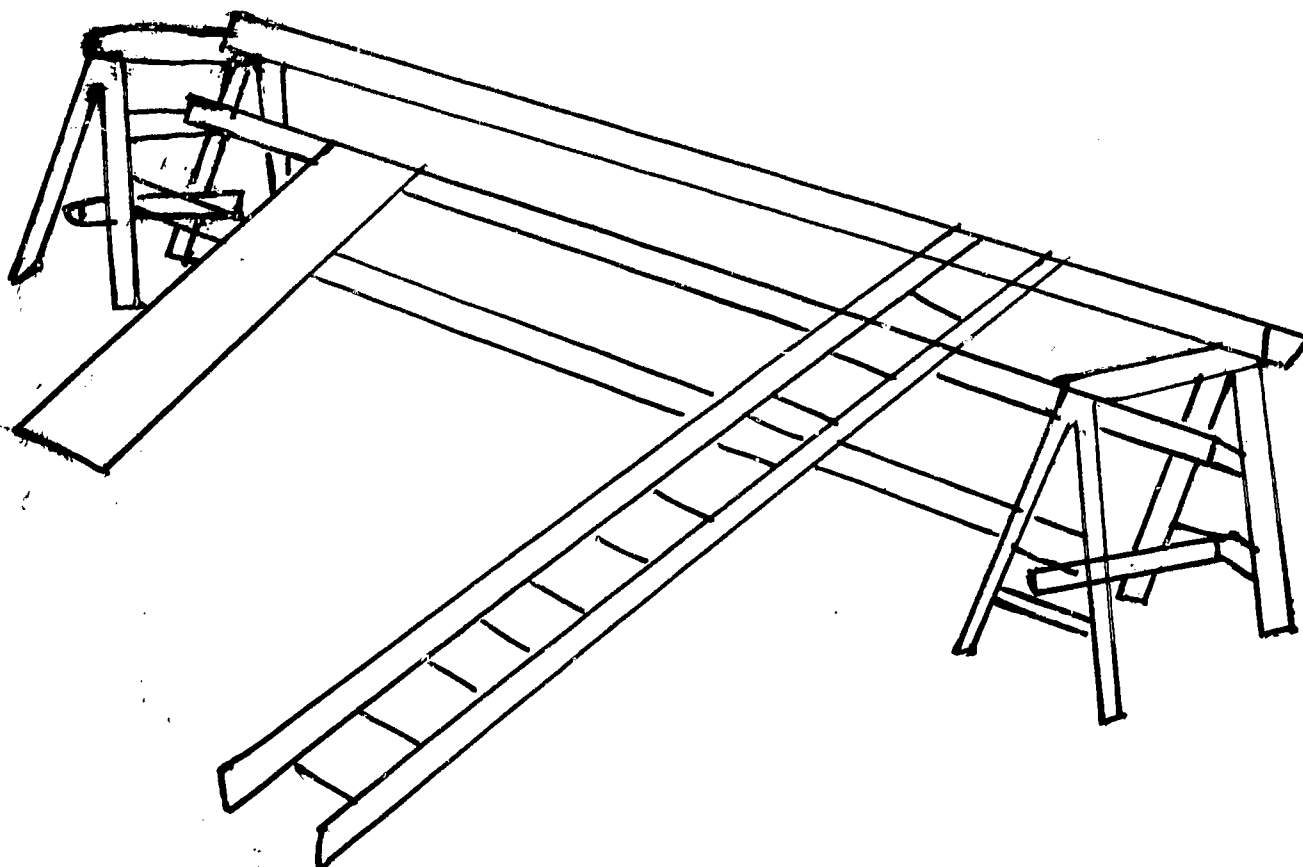
- Records--Rhythms Today, Educational Activities, Discovering Music Together
- Weights
- Bowling pins
- Boxes and/or wastebaskets

Balance Beam

A 4" beam is recommended for kindergarten and first grade children. A 2" side and 12' long beam can be used for more advanced activities. The balance beam is about 4" from the floor but may be raised according to the individual child's ability.

Combination Sets

The combination set as shown below is a very versatile piece of equipment used in the physical education program at the elementary school level. The equipment is used to help develop strength, balance and agility with or without instructions from the teacher.



III. Persons who trained in the Motor Facilitation Program

A. 1967 Summer Session

1. Jean Jamieson	North School	Arlington Heights
2. Margaret Fox	Hillcrest School	Hoffman Estates
3. Gertrude Tempest	Schaumburg School	Roselle, Illinois
4. Diane Keesling	John Jay School	Elk Grove Village
5. Pat Riggs	Juliette Low	Arlington Heights
6. Barbara Simpson	Juliette Low	Arlington Heights
7. Gail Goodman	Juliette Low	Arlington Heights
8. Sandra Buttgen	Juliette Low	Arlington Heights
9. Glenda Hoelting	Brentwood School	Des Plaines, Illinois
10. Lois Michalsen	Brentwood School	Des Plaines, Illinois
11. Lydia Erikson	Clearmont	Elk Grove, Illinois
12. Karen Perrigo	Dempster Jr. H.S.	Mt. Prospect, Ill.
13. Mary Beth Brown	Devonshire School	Des Plaines, Illinois
14. Barbara Savino	High Ridge Knolls	Des Plaines, Illinois
15. Carole A. Piller	High Ridge Knolls	Des Plaines, Illinois

B. 1968 Summer Session--First

1. Marion Salmon	Maercker #60	Clarendon Hills, Ill.
2. Alice Kazmierowski	Maercker Jr. H.S.	Clarendon Hills, Ill.
3. Ruth Kohnweiler	Greeley School	Winnetka, Ill.
4. Barbara Levy	Greeley School	Winnetka, Ill.
5. Eileen Wais	Greeley School	Winnetka, Ill.
6. Helen A. Till	Grace Lutheran	Northbrook, Ill.
7. Mary Beth Carby	Westbrook School	Mt. Prospect
8. Marilyn Ziebell	Westbrook School	Mt. Prospect

9.	Marjorie Van Dyke	Wm. Busse School	Mt. Prospect
10.	Marilyn Armstrong	Fairview School	Mt. Prospect
11.	Lois A. McCord	Sunset Park School	Mt. Prospect
12.	Ramona D. Parker	Central Rd. School	Rolling Meadows
13.	Janice E. Mueller	Hoffman School	Hoffman Estates
14.	Laurel Johnson	Gertrude Scott Smith	Aurora, Ill.
15.	Janice M. Head	Gertrude Scott Smith	Aurora, Ill.
16.	Judy Monz	Field School	Park Ridge, Ill.
17.	Shirlee Johnson	Field School	Park Ridge, Ill.
18.	Bette Arney	Joseph Sears School	Kenilworth
19.	Diane Taylor	Joseph Sears School	Kenilworth
20.	Barbara Oliver	South School	Country Club Hills
21.	Helen Diamond	Thomas Lane School	Country Club Hills
22.	Gladys Healy	Tate Woods School	Lisle, Illinois
23.	Mary Barber	Bartlett School	Bartlett, Illinois
24.	Lucille Nicholas	Clinton School	Elgin, Illinois
25.	Alice Rea	Clinton School	Elgin, Illinois
26.	Loretta Ray	Beach Park	Waukegan, Illinois
27.	Dolores Beckman	Indian Grove Sch.	Prospect Heights, Ill.
28.	Cathy Weir	Bush School	Libertyville, Ill.
29.	Jeanne Dreyer	Beach Park School	Waukegan, Ill.

C. 1968 Summer Session--Second

1.	Evelyn Ferguson	Grayslake Elem. School	Grayslake, Ill.
2.	Alice A. Tignor	Woodview Elem. School	Gurnee, Ill.
3.	Ann Lake	Leland School	Leland, Illinois

4.	Ruth Baker	Leland School	Leland, Illinois
5.	Sheila Campbell	Northlawn School	Streator, Illinois
6.	Marcie Hemmeter	St. Paul Lutheran	Mt. Prospect, Ill.
7.	Carol Hemmeter	St. Paul Lutheran	Mt. Prospect, Ill.
8.	Vanis Reilly	St. Raymond School	Mt. Prospect, Ill.
9.	Virginia Lock	St. Raymond School	Mt. Prospect, Ill.
10.	Marie Burns	St. Raymond School	Mt. Prospect, Ill.
11.	Lucille Davis	Schafer School	Lombard, Illinois
12.	Evelyn C. Glynn	Lincoln-Way School	New Lenox, Ill.
13.	Bonita C. Huss	Marion Jordan School	Palatine, Ill.
14.	Kathryn Haines	Olive School	Arlington Heights
15.	Imogene Alles	School Dist. #70	Lisle, Ill.
16.	Leola Montgomery	Clearmont School	Elk Grove, Ill.
17.	Doris Krone	Grove Junior High	Elk Grove, Ill.
18.	Mary Costa	Greeley School	Winnetka, Ill.
19.	Joyce Gray	Bartlett School	Bartlett, Ill.

D. Accepted applicants for the 1969 Summer Session Workshop

1.	Florence Donahoe	St. Joan of Arc	Lisle, Ill.
2.	Alta Matika	Kich School	Harvey, Ill.
3.	Helen O'Kane	Washington School	Harvey, Ill.
4.	Kathleen Dennis	Kich School	Harvey, Ill.
5.	LaDonna Leder	St. Paul Lutheran	Mt. Prospect, Ill.
6.	Margaret Walters	Bethany Lutheran School	Naperville, Ill.
7.	Therese Castiglioni	North View School	Lemont, Ill.
8.	Barbara Ott	Central School	Lockport, Ill.

9.	Lella Wakefield	Hamlin Heights School	Alsip, Illinois
10.	Carmen Windle	Carpenter St. School	Mokena, Illinois
11.	Madeline Stine	Central School	Plainfield, Ill.
12.	Yolanda Holehan	Crystal Lawns School	Plainfield, Ill.
13.	Carole Johnson	Kensington School	Arlington Heights
14.	Joyce Naunapper	Brentwood School	Des Plaines, Ill.
15.	Frances Davidson	Holmes School	Clarendon Hills
16.	Gerald Gregory	Jane Stenson School	Mt. Prospect
17.	Helene Bartz	St. Peter Lutheran	Arlington Heights
18.	Dorothy Smalley	Wiesbrook School	Wheaton, Ill.
19.	Voris Sullivan	Lincoln School	Wheaton, Ill.
20.	Shirley Roeske	Westbrook School	Mt. Prospect
21.	Karen Jahnke	Jordon-Addams Schools	Palatine, Ill.
22.	Wilma Crase	Churchill School	Palatine, Ill.
23.	Susan Fredrickson	Addams School	Palatine, Ill.
24.	Jackie Feicht	Cardinal Drive School	Rolling Meadows
25.	Wayvo Weitzel	Pleasant Hill School	Palatine, Ill.
26.	Bernadine Carlsen	Salk School	Rolling Meadows
27.	Gay Sladky	S.R. Paddock School	Palatine, Ill.
28.	Lilian Brennan	Westdale School	Northlake, Ill.
29.	Jan Cicero	Y	Evanston, Ill.
30.	Jessie Ostrander	Pleasant Hill School	Palatine, Ill.

IV. Visitors to Motor Facilitation Program, Wheeling, Illinois.

A. February 1967 - June, 1968.

1.	Carol Rynearson	Consultant for Gifted	Villa Park, Ill.
2.	Bonnie Lou Hill	Kindergarten Teacher	Washington School Villa Park, Ill.

3.	Dr. Gary Blade	University of Illinois	Urbana, Ill.
4.	Mr. Ollie Hansley	University of Illinois	Urbana, Ill.
5.	Mr. Trotter	Principal	Gibson City School
6.	Keen James	Training & Development Center	Elk Grove, Ill.
7.	Dory Machtinger	Training & Development Center	Elk Grove, Ill.
8.	Joe Ellis	Training & Development Center	Elk Grove, Ill.
9.	Rosie Hubbel	Training & Development Center	
10.	Mrs. Campbell	Brentwood School	Austin, Texas
11.	Mrs. Tucker Mrs. Young Mr. Isbell	Teachers Superintendent	Brentwood School Austin, Texas
12.	Mr. Beecham Robinson	Training & Development Center	
13.	Mr. Jim Montgomery	Training & Development Center	
14.	Mr. Chas. Killough	Ass't. Supt.	Cypress-Fairbanks Houston, Texas
15.	Mrs. Georgia Brooks	Training & Development Center	
16.	Mrs. Serena Nienstad	Evaluator	Bensenville, Ill.
17.	Mr. Victor Buposi	Evaluator	DeKalb, Ill.
18.	Lydia Erikson	Teacher	School Dist. #59
19.	Sue Hampton	Teacher	School Dist. #59
20.	John Rezzuto	Physical Education	School District #59
21.	Mr. Edw. Stormer	Professor	Univ. of West Va.
22.	Beatrice Taylor	Teacher	School Dist. #59
23.	Leola Montgomery	Teacher	School Dist. #59

24.	Robert Brower	Curriculum Director	School Dist. #59
25.	Thomas Powers	Principal	School Dist. #59
26.	Robert Beaupre	Physical Ed. Coord.	School Dist. #59
27.	Ruth A. Stahl	Physical Ed. Teacher	School Dist. #58 Downers Grove, Ill.
28.	Geraldine Cacciato	Student Teacher	Ill. Teachers College S. Chicago, Ill.
29.	Celeste Witt	Student Teacher	" "
30.	Roseann Kasmer	Student Teacher	" "
31.	Julia Ann Brubaker	Student Teacher	" "
32.	Gladys Soucek	Student Teacher	" "
33.	Christine Lombardo	Student Teacher	" "
34.	Rachel R. Wetzel	" "	" "
35.	Barbara A. Carey	" "	" "
36.	Agnes Clemens	" "	" "
37.	Marie Quinn	" "	" "
38.	Marsha Hackendahl	" "	" "
39.	Mrs. Vaso Papaopulos	Kdg.-Primary-Student Teacher Supervisor	" "
40.	Joanne S. Wood	Kindergarten Teacher	Dist. #34, Glenview, Ill.
41.	Nancy Gwoztz	Student Teacher	Ill. Teachers College S.
42.	Mabel I. Berry	Teacher	Cypress-Fairbanks, Texas
43.	Mrs. Beatrice E. Redden	Teacher	Cypress-Fairbanks, Texas
44.	Laney Zuehlke	Teacher	Cypress-Fairbanks, Texas
45.	Sunny Fleming	Teacher	" "
46.	Marzella Williams	Teacher	" "
47.	Ollie May Byrd	Teacher	" "
48.	Jolly Fowler	Teacher	" "

49.	Bernice Sterling	Teacher	Cypress-Fairbanks, Texas
50.	Beth Lighthall	Teacher	Edison School, Skokie, Ill.
51.	Roberta Prestiss	Teacher	Shafer School Villa Park, Ill.
52.	Kathryn Buscher	Teacher	Dist. 45, Villa Park, Ill.
53.	Patricia Zelkoff	Teacher	High Ridge School Villa Park, Ill.
54.	Mrs. Gordon Jensen	Teacher	Franklin School Villa Park, Ill.
55.	H. M. Graebner	Principal	Trinity Lutheran, Utica, Michigan
56.	Marlin Brutlog	Principal	St. John Lutheran, Fraser, Michigan
57.	Elmer A. Arnst	Dir. of Student Teaching	Concordia Teachers College River Forest, Ill.
58.	Robert M. Demske	Principal	Immanuel Lutheran Seymour, Indiana
59.	Eldor G. Luepke	Principal	Salem Lutheran, St. Louis, Mo.
60.	Lawrence Gefeke	Principal	St. Paul Lutheran Royal Oak, Michigan
61.	James Boriack	Principal	Hales Corners Lutheran School, Hales Corners, Wisc.
62.	Earl Mathies	Principal	Not known
63.	Lew P. Senske	Principal	Immanuel Lutheran Rock Island, Ill.
64.	Alger J. Tormoehlen	Principal	Not known
65.	Bruce Gutknecht	Principal	St. Thomas-St. Peter Lutheran, E. Detroit, Mich.
66.	Phyllis Ferrell	Model Program Coord.	Training & Development Center
67.	Donald Thomas	Supt.	District #59
68.	Mel Johnson	Model Program Coord.	Training & Development Center

69.	Lowell Simmer	Coord. Evaluation	Training & Development Center
70.	Maurice Levy	Model Program Coord.	Training & Development Center
71.	Sister Michaelina	Principal	St. Raymond's Mt. Prospect, Ill.
72.	Mary Lu Muffuletto	Supervisor	District #15
73.	Kenneth F. Gill	Supt.	District #21
74.	Gloria Kinney	Director	Training & Development Center
75.	Paul E. Schroeder	Program Evaluator	Training & Development Center
76.	Mary L. Kooyumjian	Model Program Coord.	Training & Development Center
77.	Lois King	Office Manager	Training & Development Center
78.	Glen D. Elms	Model Program Coord.	Training & Development Center
79.	Ralph Lundgren	Dir. of Research	Supt. of Public Instruction
80.	Don Franke	Principal	Dist. #64, Park Ridge, Ill.
81.	Mc McCullagh	Kdg. Teacher	Merrill School Park Ridge, Ill.
82.	Roger C. Wingert	Research Dir.	Dist. #64 Park Ridge, Ill.
83.	Mrs. Ismene Collins	Curriculum Ass't.	Dist. #64 Park Ridge, Ill.
84.	Mr. James McAlpin	P.E. Instructor	Kensington School Arlington Heights, Ill.
85.	Jane P. Downton	1st Grade Teacher	Dist. #64 Park Ridge, Ill.
86.	Ed Sellers	Superv. P. E.	Dist. #64, Pk.Ridge, Ill.
87.	Helen Wilson	P.E. Teacher	Dist. #64, Pk.Ridge, Ill.
88.	Irene NaRamura	P.E. Teacher	" "

89.	Ma. R. Wells	P. E. Teacher	Dist.#64, Pk.Ridge,Ill.
90.	Lois Frederriksen	P. E. Teacher	" "
91.	Michael D. McCormick	P.E. Teacher	" "
92.	Dorcas Walters	Kdg. Teacher	" "
93.	Judith A. Monz	P. E. Teacher	" "
94.	Louise Lambert	Substitute Teacher	" "
95.	Karen M. McCabe	Kdg. Teacher	Emerson School, Elmhurst, Ill.
96.	Sue Nelson	Kdg. Teacher	Ballard School, Niles, Ill.
97.	Gwen Neubauer	Kdg. Teacher	Elm School, Elmwood Pk,Ill.
98.	Kathryn Curran	Principal	Abington, Pa.
99.	Linda C. Barnes	Kdg. Teacher	Eldridge School Elmhurst, Ill.
100.	Betty J. Fordyce	Kdg. Teacher	Jackson School Elmhurst, Ill.
101.	Daniel Meyer	Student	NIU, DeKalb, Ill.
102.	Terrie Holland	Student	" "
103.	Anita Wysoglad	Student	" "
104.	Nancy Hayes	Student	" "
105.	Michael Conroy	Student	" "
106.	Daine Stilling	Student	" "
107.	Janet Ellis	Physical Ed. Major	" "
108.	Sharon Honsa	Student	" "
109.	Mary E. Esbensen	Student	" "
110.	Patricia L. Weinstock	Student	" "
111.	Marilyn Wax	Student	" "
112.	Mary K. Smith	Kdg. Teacher	Blackhawk School Hoffman Estates, Ill.
113.	Barbara Sommer	Psycho-Educational Diagnostician	Dist. #54 Hoffman Estates, Ill.

114.	Anne Miller	3rd Grade Teacher	Lincoln School Downers Grove, Ill.
115.	RoseAnna Hacker	2nd Grade Teacher	" "
116.	Robert Shepherd	Principal	" "
117.	Mrs. Dorsey Baynham	Information Specialist	Fairfax County, Va.
118.	Kathryn Blackburn	Kdg. Teacher	Blackhawk School Hoffman Estates, Ill.
119.	Norma Harmon	Diagnostician	Dist. #54 Schaumburg, Ill.
120.	Hilda Scholler	P.E. Teacher	" "
121.	Audrey J. Doetch	P.E. Specialist	Bellwood Dist. #88 Bellwood, Ill.
122.	Mrs. Catherine Miramonti	Kdg. Teacher	Lincoln School Bellwood, Ill.
123.	Arlyne Alexander	Kdg. Teacher	Ballard School, Niles, Ill.
124.	Anthony D'Anza	P. E. Specialist	Dist. #88, Bellwood, Ill.
125.	Leah D. Cummins	Disseminator	Dist. 59, Elk Grove, Ill.
126.	Gordon Friedman	Student	NIU, DeKalb, Ill.
127.	Nancy Monks	Student	" "
128.	David E. Gaub	Student	" "
129.	Michael Skeffington	Student	" "
130.	Susi Stein	Student	" "
131.	Vivian M. Kaplan	Student	" "
132.	Mary Liborio	Student	" "
133.	Susan Stolgren	Student	" "
134.	Elena Batura	Student	" "
135.	Judith Paeglow	Student	" "
136.	Edra E. Lipcomb	Professor	" "
137.	Ann Taggart	Student	" "

138.	Lana Kubicz	Student	NIU, DeKalb, Ill.
139.	Leslie Rich	Student	" "
140.	Nora Spauer	Student	" "
141.	Donna Keith	Student	" "
142.	Nancy Trippel	Student	" "
143.	Barbara Klaas	Student	" "
144.	Mary Ann Cook	Student	" "
145.	Mary Chambers	Student	" "
146.	Cathy Khym	Student	" "
147.	E. Hausman	Elem. Resource	University City, Mo.
148.	James A. Churchman	Resource Teacher	Univ. City, Mo.
149.	Alice Krupin	Floating Teacher	Hawthorne School, University City, Mo.
150.	Miss Marion Douglass	Resource Teacher	Mayo, Chicago, Ill.
151.	Lillie H. Edwards	Teacher	Dist. #11, Chicago, Ill.
152.	Miss Diane Taylor	Kdg. Teacher	Sears School Kenilworth, Ill.
153.	Margie E. Lind	Nurse	" "
154.	Jack Simms	P. E. Teacher	" "
155.	Lynne Gadd	Kdg. Teacher	Dist. 63, Niles, Ill.
156.	Mrs. Marion Salmon	Helping Teacher	Maercker Dist. #60 Clarendon Hills, Ill.
157.	Howard Eilks	Supt.	" "
158.	Mrs. Phyllis Wilmoth	Reading Teacher	" "
159.	Alice Kazmierowski	P. E. Teacher	" "
160.	Mrs. Frances Davidson	Kdg. Teacher	" "
161.	Betty Aldis	Kdg. Teacher	Highland School Downers Grove, Ill.

162.	Judith Corbeille	1st Grade Teacher	Highland School Downers Grove, Ill.
163.	Ronald F. Hale	Principal	" "
164.	Ivan A. Baker	Supt.	Dist. #163, Pk. Forest, Ill.
165.	Sy Bixhorn	Ass't. Supt.	" "
166.	Nancy Hipp	Student	Univ. of Ill, Urbana, Ill.
167.	Sue Rothe	Student	" "
168.	Marilyn Marshall	Student Teacher	Evanston-Maywood, Ill.
169.	Robin Medintz	Student Teacher	Miller-Evanston, Ill.
170.	Paulette Maesos	Student Teacher	U. of I., Urbana, Ill.
171.	Teri-Anna Bjorn	Student Teacher	U. of I., Urbana, Ill.
172.	Barbara Ratay	Student Teacher	LaGrange Park, Ill.
173.	Penny Wagoner	Student Teacher	Evergreen Pk, Ill.
174.	Jane E. Babka	Student Teacher	Columbus - Cicero, Ill.
175.	Diane Carlsen	Student Teacher	Homewood-Flossmoor, Ill.
176.	Jane Shostrom	Student Teacher	Washington School River Forest, Ill.
177.	Bonnie Byrne	Student	U. of I., Urbana, Ill.
178.	Susie Crawford	Teacher	Wilmette, Ill.
179.	Harold Smith	Principal	Dist. 39, Wilmette, Ill.
180.	Nancy M. Davis	Physical Education	Dist. 39, Wilmette, Ill.
181.	Jo Mancuso	Supt. & Coord. of Student Teachers	Univ. of Illinois
182.	Mrs. Elizabeth Payne	Reading Consultant	Dist. 15, Palatine, Ill.
183.	Robert Palshis	Reading Consultant	" "
184.	Barbara Newman	1st Grade Teacher	Kenton School, Skokie, Ill.
185.	Paula A. Shaffer	Speech Therapist	Dist. 69, Skokie, Ill.
186.	Eleanor Drake	1st Grade Teacher	Edison School, Skokie, Ill.

187.	Ann Spooner	Kindergarten	Edison School, Skokie, Ill.
188.	Robert Beatty	P. E. Teacher	" "
189.	Robin Cox	Kindergarten	" "
190.	Zona Ruyle	1st Grade Teacher	Madison School Skokie, Ill.
191.	Fay Chaskin	1st Grade Teacher	" "
192.	Thelma Joanne Henry	Teacher	" "
193.	Cornelia R. Ehrin	1st Grade Teacher	" "
194.	Paul J. Sahlin	P. E. Director	Dist. 69, Skokie, Ill.
195.	Lynn Johanson	1st Grade	Kenton School, Skokie, Ill.
196.	Ruth Samuelson	1st Grade Teacher	" "
197.	Suzanne Wilson	Kdg. Teacher	" "
198.	Esther Micholls	1st Grade Teacher	" "
199.	Eileen Batz	Kdg. Teacher	" "
200.	Wanda Woodman	P. E. Teacher	" "
201.	Mrs. Alice Hague	P. E. Teacher	Lincoln Jr. High, Skokie, Ill.
202.	Karen Blough	P. E. Teacher	" "
203.	Eleanor Ashley	1st Grade Teacher	Dist. 69, Skokie, Ill.
204.	Louise Bilger	1st Grade Teacher	Dist. 69, Skokie, Ill.
205.	Julie Baker	Reading Resource	Lessenger School Madison Hghts, Mich.
206.	Marion Michael	Kdg. Teacher	" "
207.	Nancy Argas	Kdg. Teacher	" "
208.	Jeanne Boyse	3rd Grade Teacher	" "
209.	Donna Bentzen	3rd Grade Teacher	" "
210.	Barbara Levy	L. D. Teacher	Dist. 36, Winnetka, Ill.
211.	Eileen Wais	Kdg. Teacher	Greeley School, Winnetka, Ill.

212.	Rosemary Beyer	Principal	Hubbard Woods, Winnetka, Ill.
213.	Ann Johnson	L. D. Teacher	Dist. 36, Winnetka, Ill.
214.	Edw. L. Wilson	5th Grade Teacher	Burr Oak School Calumet Park, Ill.
215.	Mrs. Barbara Predy	3rd Grade Teacher	Dist. 132, Calumet Pk, Ill.
216.	Janice Gindl	Teacher	" "
217.	Jeanne Slater	Primary Teacher	" "
218.	Ervin Thomas	Principal	" "
219.	Jeanne Kamradt	P. E. Teacher	Winston Churchill School Palatine, Ill.
220.	David Rice	Evaluation Team T. & D. Center	Indiana State Univ.
221.	Imogene Alles	Teacher of P. H.	Dist. 70, DuPage Co., Ill.
222.	Vera M. Walz	Reading Clinician	" "
223.	Mrs. Ernette Rade	Principal	Lisle Elem. Schools Lisle, Ill.
224.	John Tarter	Ass't. Supt.	Dist. 70, Lisle, Ill.
225.	Gladys M. Healy	Kdg. Teacher	Tate Woods School, Lisle
226.	Grace Cinnamon	Elem. Consultant	Downers Grove, Ill.
227.	Karen Anderson	Student	Luther College
228.	Carole Nickerson	Student	ISU, Normal, Ill.
229.	Stephanie Swanson	1st Grade Teacher	Downers Grove, Ill.
230.	Carolyn Ryan	Kdg. Teacher	" "
231.	Patricia Kudla	Kdg. Teacher	Dist. 57, Mt. Prospect, Ill.
232.	Mrs. Christine Huebner	" "	" "
233.	Mary Costa	Kdg. Teacher	Greeley School Winnetka, Ill.
234.	Joe Richardson	Curriculum Director	" "
235.	Lucille Murray	Principal	" "

138.	Lana Kubicz	Student	NIU, DeKalb, Ill.
139.	Leslie Rich	Student	" "
140.	Nora Spauer	Student	" "
141.	Donna Keith	Student	" "
142.	Nancy Trippel	Student	" "
143.	Barbara Klaas	Student	" "
144.	Mary Ann Cook	Student	" "
145.	Mary Chambers	Student	" "
146.	Cathy Khym	Student	" "
147.	E. Hausman	Elem. Resource	University City, Mo.
148.	James A. Churchman	Resource Teacher	Univ. City, Mo.
149.	Alice Krupin	Floating Teacher	Hawthorne School, University City, Mo.
150.	Miss Marion Douglass	Resource Teacher	Mayo, Chicago, Ill.
151.	Lillie H. Edwards	Teacher	Dist. #11, Chicago, Ill.
152.	Miss Diane Taylor	Kdg. Teacher	Sears School Kenilworth, Ill.
153.	Margie E. Lind	Nurse	" "
154.	Jack Simms	P. E. Teacher	" "
155.	Lynne Gadd	Kdg. Teacher	Dist. 63, Niles, Ill.
156.	Mrs. Marion Salmon	Helping Teacher	Maercker Dist. #60 Clarendon Hills, Ill.
157.	Howard Eilks	Supt.	" "
158.	Mrs. Phyllis Wilmoth	Reading Teacher	" "
159.	Alice Kazmierowski	P. E. Teacher	" "
160.	Mrs. Frances Davidson	Kdg. Teacher	" "
161.	Betty Aldis	Kdg. Teacher	Highland School Downers Grove, Ill.

162.	Judith Corbeille	1st Grade Teacher	Highland School Downers Grove, Ill.
163.	Ronald F. Hale	Principal	" "
164.	Ivan A. Baker	Supt.	Dist. #163, Pk. Forest, Ill.
165.	Sy Bixhorn	Ass't. Supt.	" "
166.	Nancy Hipp	Student	Univ. of Ill, Urbana, Ill.
167.	Sue Rothe	Student	" "
168.	Marilyn Marshall	Student Teacher	Evanston-Maywood, Ill.
169.	Robin Medintz	Student Teacher	Miller-Evanston, Ill.
170.	Paulette Maesos	Student Teacher	U. of I., Urbana, Ill.
171.	Teri-Anna Bjorn	Student Teacher	U. of I., Urbana, Ill.
172.	Barbara Ratay	Student Teacher	LaGrange Park, Ill.
173.	Penny Wagoner	Student Teacher	Evergreen Pk, Ill.
174.	Jane E. Babka	Student Teacher	Columbus - Cicero, Ill.
175.	Diane Carlsen	Student Teacher	Homewood-Flossmoor, Ill.
176.	Jane Shostrom	Student Teacher	Washington School River Forest, Ill.
177.	Bonnie Byrne	Student	U. of I., Urbana, Ill.
178.	Susie Crawford	Teacher	Wilmette, Ill.
179.	Harold Smith	Principal	Dist. 39, Wilmette, Ill.
180.	Nancy M. Davis	Physical Education	Dist. 39, Wilmette, Ill.
181.	Jo Mancuso	Supt. & Coord. of Student Teachers	Univ. of Illinois
182.	Mrs. Elizabeth Payne	Reading Consultant	Dist. 15, Palatine, Ill.
183.	Robert Palshis	Reading Consultant	" "
184.	Barbara Newman	1st Grade Teacher	Kenton School, Skokie, Ill.
185.	Paula A. Shaffer	Speech Therapist	Dist. 69, Skokie, Ill.
186.	Eleanor Drake	1st Grade Teacher	Edison School, Skokie, Ill.

187.	Ann Spooner	Kindergarten	Edison School, Skokie, Ill.
188.	Robert Beatty	P. E. Teacher	" "
189.	Robin Cox	Kindergarten	" "
190.	Zona Ruyle	1st Grade Teacher	Madison School Skokie, Ill.
191.	Fay Chaskin	1st Grade Teacher	" "
192.	Thelma Joanne Henry	Teacher	" "
193.	Cornelia R. Ehrin	1st Grade Teacher	" "
194.	Paul J. Sahlin	P. E. Director	Dist. 69, Skokie, Ill.
195.	Lynn Johanson	1st Grade	Kenton School, Skokie, Ill.
196.	Ruth Samuelson	1st Grade Teacher	" "
197.	Suzanne Wilson	Kdg. Teacher	" "
198.	Esther Micholls	1st Grade Teacher	" "
199.	Eileen Batz	Kdg. Teacher	" "
200.	Wanda Woodman	P. E. Teacher	" "
201.	Mrs. Alice Hague	P. E. Teacher	Lincoln Jr. High, Skokie, Ill.
202.	Karen Blough	P. E. Teacher	" "
203.	Eleanor Ashley	1st Grade Teacher	Dist. 69, Skokie, Ill.
204.	Louise Bilger	1st Grade Teacher	Dist. 69, Skokie, Ill.
205.	Julie Baker	Reading Resource	Lessenger School Madison Hghts, Mich.
206.	Marion Michael	Kdg. Teacher	" "
207.	Nancy Argas	Kdg. Teacher	" "
208.	Jeanne Boyse	3rd Grade Teacher	" "
209.	Donna Bentzen	3rd Grade Teacher	" "
210.	Barbara Levy	L. D. Teacher	Dist. 36, Winnetka, Ill.
211.	Eileen Wais	Kdg. Teacher	Greeley School, Winnetka, Ill.

212.	Rosemary Beyer	Principal	Hubbard Woods, Winnetka, Ill.
213.	Ann Johnson	L. D. Teacher	Dist. 36, Winnetka, Ill.
214.	Edw. L. Wilson	5th Grade Teacher	Burr Oak School Calumet Park, Ill.
215.	Mrs. Barbara Predy	3rd Grade Teacher	Dist. 132, Calumet Pk, Ill.
216.	Janice Gindl	Teacher	" "
217.	Jeanne Slater	Primary Teacher	" "
218.	Ervin Thomas	Principal	" "
219.	Jeanne Kamradt	P. E. Teacher	Winston Churchill School Palatine, Ill.
220.	David Rice	Evaluation Team T. & D. Center	Indiana State Univ.
221.	Imogene Alles	Teacher of P. H.	Dist. 70, DuPage Co., Ill.
222.	Vera M. Walz	Reading Clinician	" "
223.	Mrs. Ernette Rade	Principal	Lisle Elem. Schools Lisle, Ill.
224.	John Tarter	Ass't. Supt.	Dist. 70, Lisle, Ill.
225.	Gladys M. Healy	Kdg. Teacher	Tate Woods School, Lisle
226.	Grace Cinnamon	Elem. Consultant	Downers Grove, Ill.
227.	Karen Anderson	Student	Luther College
228.	Carole Nickerson	Student	ISU, Normal, Ill.
229.	Stephanie Swanson	1st Grade Teacher	Downers Grove, Ill.
230.	Carolyn Ryan	Kdg. Teacher	" "
231.	Patricia Kudla	Kdg. Teacher	Dist. 57, Mt. Prospect, Ill.
232.	Mrs. Christine Huebner	" "	" "
233.	Mary Costa	Kdg. Teacher	Greeley School Winnetka, Ill.
234.	Joe Richardson	Curriculum Director	" "
235.	Lucille Murray	Principal	" "

236. Mrs. John Seabury	Bd. of Education	Dist. 36, Winnetka, Ill.
237. Mrs. John Keim	Mother	Hubbard Woods School Winnetka, Ill.
238. Mr. R. Rosenberg	Parent	" "
239. Mrs. Cecil W. Hart	Mother	" "
240. Peggyanne Smith	Parent	" "
241. Jo Lantz	Parent	" "
242. Mrs. Walter Brandlein	Parent	" "
243. Arline Doblin	Parent	" "
244. Mrs. Robt. Lewis	Parent	" "
245. Gladys Ahlstrom	Kdg. Teacher	" "
246. Mrs. Mary Beth Carby	Kdg. Teacher	Westbrook School Mt. Prospect, Ill.
247. Marilyn Ziebell	Kdg. Teacher	" "
248. Mrs. Jean Callaghan	L.D. Teacher	Title III, Dist. 207
249. Mrs. Alice Rea	1st Grade Teacher	U-46, Clinton School Elgin, Ill.
250. Mrs. Lucille Nicholas	Kdg. Teacher	" "
251. Peg Steinhebel	P. E. Teacher	Aurora, Illinois
252. Jack Starrantino	Reading Specialist	Abington, Pa.
253. Ellen Ogden	Reading Specialist	Abington, Pa.
254. Emily C. Alford	P.E. Supervisor	Dist. 428, DeKalb, Ill.
255. Matthew J. Malikowski	" "	" "
256. Laura J. Warren	Educational Therapist	Bowen Center, Chicago, Ill.
257. Badonna Reingold	Social Worker	" "
258. Alice Holmes	Teacher	Dist. 39, Wilmette, Ill.
259. Carla Price	P. E. Teacher	Bell School, Wilmette, Ill.
260. Joseph Pater	P. E. Teacher	Roosevelt Jr. High Bellwood, Ill.

261.	Raymond C. Meath	P. E. Teacher	Roosevelt Jr. High Bellwood, Illinois
262.	George Cole	Principal	Dist. 88, Bellwood, Ill.
263.	Richard Moreau	Principal	McKinley School Bellwood, Ill.
264.	Mary Kowalski	1st Grade Teacher	Columbus School Ottawa, Ill.
265.	Lucille Miller	Ass't. Dir. Talented Youth Program	Dist. 59 Elk Grove, Ill.
266.	Joyce Gray	Kdg. Teacher	Bartlett School Bartlett, Ill.
267.	Mrs. Donald Barber	Kdg. Teacher	" "
268.	Helene Vision	Kdg. Teacher	Stenson School, Skokie, Ill.
269.	Nathalia B. Alsterda	Kdg. Teacher	" "
270.	Margaret Formhals	Kdg. Teacher	Columbus School, Ottawa, Ill.
271.	Ines Maria Nieves	Teacher	S.U. Rio Blanco, Naguabo, P.R.
272.	Victoria Cartagena	Ass't. Supt.	Cayey, Puerto Rico
273.	Carmen M. Rodriguez	Teacher	Toa Alta, Puerto Rico
274.	Hilda Morales	Sr. High Counselor	Rio Piedras
275.	Ana Ilsa Rinena	School Director	Aguas Buenas, Puerto Rico
276.	Mrs. Rosemary Finch	Kdg. Teacher	Lincoln School Mt. Prospect, Ill.
277.	Lois A. McCord	Kdg. Teacher	Sunset Pk. School Mt. Prospect, Ill.
278.	Sally Polkinghorn	Kdg. Teacher	Dist. 57, Mt. Prospect, Ill.
279.	Joana Gorby	Kdg. Teacher	" "
280.	Stephen R. Keay	Ass't. Supt.	Dist. 38, Kenilworth, Ill.
281.	Stanley T. Bristol	Supt.	" "
282.	Barbara Oliver	Kdg. Teacher	South School, Country Club Hills, Ill.
283.	Marcia Kramer	P. E. Teacher	" "

284.	Carol Hemmeter	Kdg. Teacher	St. Paul Lutheran Mt. Prospect, Ill.
285.	Marcie Hemmeter	Kdg. Teacher	" "
286.	Mrs. Ann Gershenow	Kdg. Teacher	Maplewood School Deerfield, Ill.
287.	Miss Helene Bernard	2nd Gr. Teacher	" "
288.	Marjorie Va Dyke	Kdg. Teacher	Dist. 57, Mt. Prospect,
289.	June Nelson	Kdg. Teacher	Busse School Mt. Prospect, Ill.
290.	Marvin P. Sondalle	Assoc. Project Coord.	Not known
291.	Thelma Bromley	Kdg. Teacher	Dist. 58, Rockford, Ill.
292.	Jane Bartholomew	Kdg. Teacher	" "
293.	Rebecca Prosser	Rem. Reading Coord.	Fox Lake Dist. 114, Ill.
294.	Regina Parcels	Kdg. Teacher	" "
295.	Pamela Bergstrom	Perceptual Aid Ins.	" "
296.	Miss Mary Malone	Kdg. Teacher	Northlawn School Streator, Ill.
297.	Jerry Mae Brown	Kdg. Teacher	" "
298.	Sheila Campbell	Kdg. Teacher	" "
299.	Mary Lou McInery	Kdg. Teacher	" "
300.	Virginia Segar	Reading Resource Teacher	Mitchell School Granite City, Ill.
301.	Marguerite Barker	Interm. Teacher	Niedringhaus, Granite City, Ill.
302.	Mrs. Sandra Sabin	Kdg. Teacher	Union Dist. 8, Union, Ill.
303.	Cynthia Peterson	Kdg. Teacher	Lakeview School Schaumburg, Ill.
304.	Janice Mueller	Kdg. Teacher	" "
305.	Carolyn Ash	Speech Therapist	" "

306.	Susan Martinelli	Kdg. Teacher	Lakeview School Schaumburg, Ill.
307.	Jack Bennett	Principal	" "
308.	Kenneth Greeson	P. E. Teacher	Westgate School Arlington Hghts, Ill.
309.	Robert G. Osborn	P. E. Teacher	Ridge School Arlington Heights, Ill.
310.	Tom Toman	P. E. Teacher	Windsor School Arlington Hghts, Ill.
311.	Richard E. Maher	Dept. Head, P. E.	Wilson School Arlington Heights, Ill.
312.	Helen A. Till	Kdg. Teacher	Grace Lutheran Northbrook, Ill.
313.	Mrs. Wm. Roskam	Parent	Greeley School Winnetka, Ill.
314.	Mrs. Ruth Kohnweiler	Parent	" "
315.	Laura Eisenhauer	Kdg. Teacher	Dist. 141, Ottawa, Ill.
316.	Mary Hess	2nd Grade Teacher	" "
317.	Mrs. Thos. Esmond	Kdg. Teacher	" "
318.	Josephine Schultz	Kdg. Teacher	Dist. 39, Wilmette, Ill.
319.	Carol Ceithaml	Superv. Learning Disa.	N.W.S. Ed. Org.
320.	William Attea	Dir. of Ins. Services	Wilmette, Ill.
321.	Denise Gibson	Kdg. Teacher	Central School Wilmette, Ill.
322.	Henrietta Goreham	P. E. Teacher	" "
323.	Patricia Carr	Student	Univ. of Illinois
324.	Lynn Work	Student	" "
325.	Carol Barth	Student	" "
326.	Suzanne Crane	Student	" "
327.	Gale Easterbrook	Student	" "

328.	Judith L. Kay	Student	Univ. of Ill.
329.	Judith Beckman	" "	" "
330.	Evelyn Schurr	Assoc. Professor	" "
331.	Fran McCauley	Admin. Ass't.	" "
332.	Marcia J. Newbert	Student	" "
333.	Betty Axelson	Student	" "
334.	Marilyn Stimson	Student	" "
335.	Jackie Francis	" "	" "
336.	Mariba Curry	" "	" "
337.	Marjorie Shane	" "	" "
338.	Marilyn Serenco	" "	" "
339.	Sandy Douglas	" "	" "
340.	Joyce Humay	" "	" "
341.	Toni Allison	" "	" "
342.	Dianne Schwarz	" "	" "
343.	Cynthia Eagle	" "	" "
344.	Mary Lou Hawkins	" "	" "
345.	Kaye Oakwood	" "	" "
346.	Renee Goier	" "	" "
347.	Barbara Lucas	" "	" "
348.	Patricia Weiss	" "	" "
349.	Margaret H. Atols	" "	" "
350.	Maureen Stankus	" "	" "
351.	Nancy Gore	" "	" "
352.	Carol Schmitt	" "	" "
353.	Myra Adelman	" "	" "
354.	Sandy Stelmach	" "	" "

355.	Joanna Davenport	Student	Univ. of Ill.
356.	Mary Philipp	" "	" "
357.	Donna Lynne Korda	" "	" "
358.	Ellen Holquist	" "	" "
359.	Carolyn Blum	" "	" "
360.	Aleita A. Hass	" "	" "
361.	Phyllis Hill	" "	" "
362.	Deb Ruff	" "	" "
363.	Edith Mose	" "	" "
364.	Elaine Dittmer	" "	" "
365.	Jean Dickerhoof	" "	" "
366.	Barbara Woodul	" "	" "
367.	Tara Kost	" "	" "
368.	Earl Syler	6th Gr. Teacher	Calumet Schools, Ill.
369.	Mrs. Marie McPherson	Coord. of L. D.	Southwest Cook Co. Coop. Tinley Park, Ill.
370.	George Milton	Supt.	Calumet Park, Ill.
371.	Mrs. Patricia Steff	Music Teacher	Burr Oak School Calumet Pk, Ill.
372.	Don W. Lundquist	Music & Lang. Arts	" "
373.	Barbara Ingersoll	1st Grade Teacher	" "
374.	Mrs. Lois Hawkenson	7-8 Teacher	" "
375.	William Higginson	Guidance Counselor	" "
376.	Karen Weinberger	P. E. Teacher	" "
377.	Frances J. Siegel	Jr. High Social Studies	" "
378.	Mrs. Jewel Carlson	Speech Correctionist	Dist.132, Calumet Pk, Ill.
379.	William L'Orange	L. D.	" "

380.	Mrs. Ethel Wickersham	1st Grade Teacher	Dist. 132. Calumet Pk, Ill.
381.	Mrs. P. Huffman	1st Grade Teacher	" "
382.	Mrs. B. Krebill	2nd Grade Teacher	" "
383.	Dorothy Kelly	School Nurse	" "
384.	Patricia Conway	Social Worker	" "
385.	Mr. Chas. Andrulis	Band Director	" "
386.	Mrs. Jeanne Slater	3rd Grade Teacher	" "
387.	Peggy Hornyak	EMH Teacher	" "
388.	Donna Heyl	Speech Therapist	" "
389.	Edw. L. Wilson	5th Grade Teacher	Burr Oak School Calumet Pk, Ill.
390.	Rosemary McAllister	1st Grade Teacher	" "
391.	Eleanor Arnold	2nd Grade Teacher	" "
392.	Elaine Record	School Nurse	" "
393.	Gertrude Hunt	1st Grade Teacher	" "
394.	Leah Kreklow	1st Grade Teacher	" "
395.	Mrs. Willard Ong	Perceptually Handi- capped	Itasca, Dist. 10, Ill.
396.	Betty Sigtenhorst	Principal	Burr Oak School Calumet Park, Ill.
397.	Florence Jundanian	Teacher	" "
398.	Eileen Hart	EMH. Teacher	" "
399.	Alberta O'Connell	4th Grade Teacher	" "
400.	Certrude Molkas	1st Grade Teacher	" "
401.	Kay True	Student	Univ. of Ill.
402.	Jary Brin	Student	" "
403.	Kathy Freese	Student	" "

404.	Kathy Klehm	Student	Univ. of Ill.
405.	Barbara Hayskar	Student	Univ. of Ill.
406.	Rosemary McGinnis	Student	" "
407.	Shari Kouba	Student	" "
408.	Delores Zobel	Student	" "
409.	Jane Helbis	Student	" "
410.	Vicki Auer	Student	" "
411.	Jean Burda	Student	" "
412.	Janet Elling	Student	" "
413.	Deni Jarvis	Student	" "
414.	Diann Lubbock	Student	" "
415.	Miss Sherry Smith	Student	N.I.U., DeKalb, Ill.
416.	Joann Loquedice	Student	" "
417.	Camille Johnson	Student	" "
418.	Ilene B. Sterlin	Student	" "
419.	Donna Phillips	Student	" "
420.	Kathleen Guenther	Student	" "
421.	Margaret Heinisch	Student	" "
422.	Laura Nagersky	Student	" "
423.	Patricia Morrison	Student	" "
424.	Christine Draus	Student	" "
425.	Paula Rurka	Student	" "
426.	Margaret Ann Rowbottom	Student	" "
427.	Annette Montoya	Student	" "
428.	Lucy Egan	Student	" "
429.	Marie Nolan	PTA President	Queen of Rosary School

430.	Sister Mary Monica	Principal	Queen of Rosary School
431.	Nancy Shay	Student	N.I.U., DeKalb, Ill.
432.	Virginia A. Martens	" "	" "
433.	Pegi Thinger	Student	" "
434.	Scott Seaborn	" "	" "
435.	Peggy O'Neill	" "	" "
436.	Susan Davidson	" "	" "
437.	Nancy L. Weeks	" "	" "
438.	Deborah Dee	" "	" "
439.	Sandy Dauer	" "	" "
440.	Barbara Schick	" "	" "
441.	Anita Kesteley	" "	" "
442.	Lois Meyer	" "	" "
443.	Diana Thorson	" "	" "
444.	Patricia A. Kopera	" "	" "
445.	Joan Griffin	Student	" "
446.	Leah Seifrid	Remedial Teacher	Kane Co. Center for L.D.
447.	Joanne East	Diagnostic Teacher	Center for L. D. Geneva, Ill.
448.	Jerome Calcagno	P. E. Teacher	Deerfield Public Schools
449.	Mrs. Nancy Griftner	L. D. Tutor	Deerfield, Ill.
450.	Mary Norem	Kdg. Teacher	LaSalle, Ill.
451.	Joan H. Mason	L. D. Teacher	Deerfield, Ill.
452.	Hetta P. Shaw	Social Worker,	Aurora, Ill.
453.	Mrs. Hazel Adams	Principal	Dist. 140, Tinley Pk, Ill.
454.	Jeanlee Johnson	Student teacher	Bush School, TMH Libertyville, Ill.

455.	Mrs. Neil Quinn	Parent	School Dist. 64 Park Ridge, Ill.
456.	Mrs. Wm. Magnar	Parent	" "
457.	Joann L. White	P. E. Teacher	Dist. 20, J. S. Morton West
458.	Jack Brownewell	P. E. Teacher	Central School Mt. Prospect, Ill.
459.	Emalou Brumfield	Math Coord.	Shaker Hts, Ohio
460.	Jean Sylak	4th Grade Teacher	" "
461.	Robt. H. Schultz	Principal	Bellwood, Ill.
462.	Raymond C. Meath	P. E. Teacher	Bellwood, Ill.
463.	George Cole	Principal	" "
464.	Mrs. Rose Sugden	Curriculum Dir.	Bellwood, Ill.
465.	Audrey Doetch	P. E. Specialist	" "
466.	Mrs. Virginia Patton	Kdg. Teacher	Tate Woods School Lisle, Ill.
467.	Mrs. Barbara Johnson	Kdg. Teacher	Schiesher School Lisle, Ill.
468.	Mrs. Patricia Bambule	Part Time Kdg.	Meadows School, Lisle, Ill.
469.	Mrs. Velma Getty	Kdg. Teacher	Schiesher School, Lisle, Ill.
470.	Marian Adelberg	Kdg. Teacher	Maercker School Clarendon Hills, Ill.
471.	Rosalind Oppenheim	Teacher	Schultz School, Skokie, Ill.
472.	Gerald Ostrom	Remedial Reading	E. Maine Jr. High Niles, Ill.
473.	Bernice Ostrom	Teacher	Skokie Jr. High Winnetka, Ill.
474.	Jane Krno	4th Grade	Dist. 104, Summit, Ill.
475.	Geraldine Walsh	1st Grade	Shabbona School Ottawa, Ill.
476.	Arlene Shaver	1st Grade	Hills School, Ottawa, Ill.

September 1968 - May 1969.

1. JoAnn Brierton	Reading Teacher	Valley View State Boys School, St. Charles, Ill.
2. Clifford Provo	Lang. Arts Teacher	" "
3. William Walsh	Teacher	" "
4. Jane Sonneman	P. E. Teacher	Libertyville, Ill.
5. Joy Christie	P. E. Teacher	Libertyville, Ill.
6. Lois Kleck	P. E. Teacher	Rockdale, Ill.
7. Mary King	Kdg. Teacher	" "
8. Jean Johnson	Kdg. Teacher	Tinley Park, Ill.
9. Ruth Ann Stevens	Kdg. Teacher	Fernway School Tinley Park, Ill.
10. Patricia Johnson	P. E. Teacher	Tinley Park, Ill.
11. Kermit Eby	Ass't. Supt.	West Harvey, Ill.
12. Alta Matika	Primary Consultant	" "
13. Judy Hunter	P. E. Teacher	" "
14. Frederica Thorpe	P. E. Teacher	King Jr. High, Harvey, Ill.
15. Mary Crawford	P. E. Teacher	Kich Elem. School, Harvey
16. Maurice Carr	P. E. Teacher	" "
17. Dianne Jones	Title I	" "
18. Zenobia Posey	Remedial Reading	" "
19. Samuel Rhone	P. E. Teacher	" "
20. Helen O'Kane	Remedial	Harvey, Ill. Washington School
21. Ethel Powell	Title I	Dixmoor, Ill.
22. Vera Driver	Curriculum Consultant	Office of Public Inst. Chicago, Ill.
23. Kathryn Woolley	Kdg. Teacher	Chicago, Ill.
24. Florence Donahoe	1st Gr. Teacher	St. Joan of Arc, Lisle

25.	Sister Regina Anson	Principal	St. Pius X, Lombard, Ill.
26.	Sister M. Dominic	Reading Consultant	Diocese of Joliet
27.	Robert Marciante	P. E. Teacher	Lombard, Ill.
28.	Sister Lucille Krippel	Principal	St. Jude School, Joliet
29.	Georgia Maki	P. E. Teacher	" "
30.	Mae Gibson	Teacher	Washington School Harvey, Ill.
31.	Kathleen Dennis	Kdg. Teacher	Harvey, Ill.
32.	Sylvia Norris	Kdg. Teacher	W. Harvey, Ill.
33.	Betty Dailey	1st Grade Teacher	Blue Island, Ill.
34.	Diane Holtje	Teacher	Evanston, Ill. Bethlehem Lutheran School
35.	Thomas Cravens	P. E. Teacher	Willowview School Country Club Hills, Ill.
36.	Nancy Nell McCosh	2nd Grade Teacher	Baker School Country Club Hills, Ill.
37.	Joseph Landeck	Primary Teacher P.E.	Country Club Hills, Ill.
38.	Norma Ferguson	2nd Grade Teacher	Country Club Hills, Ill.
39.	Molseed, Patricia	Primary Consultant Dept. Govt. Funded Programs	228 N. LaSalle, Chicago
40.	Helen Keys	Teacher	Stewart Elem. Chicago, Ill.
41.	Kathleen Toohey	Teacher	Lathrop School, Chicago
42.	Carole Johnson	Resource Consultant,	Bd. of Education, Chicago
43.	Joan Hagen	Reading Coord.	Stoughton Public Schools Stoughton, Wisc.
44.	Gordon Marchionda	P. E. Inst.	" "
45.	Betty Marse	Super. Div. of Health Phys. Ed. and Safety	Board of Education Chicago, Ill.
46.	Alice Smith	Superv. Div. of Health & Physical Ed.	Board of Education Chicago, Ill.
47.	Rita Karns	P. E. Teacher	Dirksen Jr. High Calumet City, Ill.

48.	Harold Younger	Athletic Dir.	Dist. 149, Calumet City
49.	Jeanne Guritz	P. E. Teacher	" "
50.	Shirley Jacobs	Developmental Reading Teacher	" "
51.	Gladys Busch	Kdg. Teacher	Long Grove, Ill, Kildeer Countryside
52.	Amos Harjo	P. E. Teacher	Lincoln, Villa Park, Ill.
53.	Merritt Cook	P. E. Teacher	Villa Park, Ill.
54.	Sandra Deal	5th Grade Teacher	Hoy School, Lombard, Ill.
55.	Ellen Grindle	5th Grade Teacher	" "
56.	Terry Ann Pearson	Student Teacher	NIU, DeKalb, Ill.
57.	Lynn Roe	" "	" "
58.	Janice Cerny	5th Grade Teacher	" "
59.	Nicholas Alico	P. E. Teacher	Ardmore School Villa Park, Ill.
60.	Paul Dalton	P. E. Teacher	North & Franklin School Villa Park, Ill.
61.	Diane Mlyniec	P. E. Teacher	Washington School Villa Park, Ill.
62.	Billy Brockhouse	P. E. Teacher	Schafer School Villa Park, Ill.
63.	Marie Sink	Supt.	Atwood Hghts, Alsip, Ill.
64.	Laverne Ziegler	Principal	McKinley School, Moline, Ill.
65.	Richard Gustafson	Principal	Moline, Ill, Roosevelt
66.	Gwen McBride	Principal	Logan School, Moline, Ill.
67.	Douglas Lewis	Principal	Willard School, Moline, Ill.
68.	Richard Steelman	Principal	Mann School, Moline, Ill.
69.	Mary L. Hood	Principal	Jefferson School, Moline
70.	Paul Wilson, Jr.	Principal	Glenside, Pa.
71.	Kenneth Rozelsky	Principal	Philadelphia, Pa.

72.	Laura Zuehsow	Kdg. Teacher	Redeemer Lutheran Cicero, Ill.
73.	Casimir Wisniewski	Teacher	" "
74.	James Hendersen	Super. of P. E.	Geneseo School Dist.228 Geneseo, Ill.
75.	Joan Henderson	P. E. Teacher	Cambridge, Ill.
76.	Alice Reed	Math Teacher	Princeton Regional School Princeton, N.J.
77.	Bernard T. Kelly	Principal	Oak Lawn, Ill.-Lawn Manor
78.	Ruth Weber	Kdg. Teacher	" "
79.	Margaret Lehman	Kdg. Teacher	Merrionette Park, Ill.
80.	Catherine Caruso	Kdg. Teacher	Hamlin Heights School Alsip, Ill.
81.	Susan Karlson	Kdg. Teacher	" "
82.	George Shone	6th Gr. Teacher	Washington School Park Ridge, Ill.
83.	Ruth Shone	Kdg. Teacher	Zion Lutheran School Bensenville, Ill.
84.	Carol Sonnenschein	L. D.	South School, Glencoe, Ill.
85.	George Kaiser	Dir., Psychological & Special Services	Glencoe School Dist, Ill.
86.	Ruth VanHoosier	Kdg. Teacher	Immanuel Lutheran Palatine, Ill.
87.	LaDonna Leder	Kdg. Teacher	St. Paul Lutheran Mt. Prospect, Ill.
88.	Mrs. Barbara Gray	Principal	Central, Lockport, Ill.
89.	Barbara Ott	Kdg. Teacher	" "
90.	Linda Scott	2nd Grade Teacher	"
91.	Ruth Engle	Elem. Consultant	Northview School Lemont, Ill.
92.	Judy Falk	Kdg. Teacher	Kensington School Mt. Prospect, Ill.
93.	Marcia Vitton	P. E. Teacher	" "

94.	Carole Johnson	Kdg. Teacher	Kensington School Mt. Prospect, Ill.
95.	Gertrude Grossner	Kdg. Teacher	Parkside School Thornton, Ill.
96.	Marilyn Davidge	Kdg. Teacher	Clearmont School Elk Grove, Ill.
97.	Margaret Nolan	H. S. Senior	" "
98.	Chris Skihone	Motor Facilitation Asst.	" "
99.	Joy Mullen	Kdg. Team Leader	" "
100.	Sheila Schmidt	Pre-School Teacher Aide	Rupley School, Elk Grove, Ill.
101.	Sharon Sherman	" "	" "
102.	Virginia Dice	Kdg. Teacher	Lyon School, Waukegan, Ill.
103.	Joyce Naunapper	Teacher Aide	Brentwood School Des Plaines, Ill.
104.	Wilma Watkins	Principal	Marion Jordan School Palatine, Ill.
105.	Jane Gibson	L. D.	Forest Ridge Dist. Oak Forest, Ill.
106.	Lucille Piper	3rd Grade Teacher	Tower School, Oak Forest
107.	Janet Kissick	1st Grade Teacher	" "
108.	Lucy Chilvers	2nd Grade Teacher	" "
109.	Anton Hofmeister	6th Grade Teacher	Laramie School, Oak Forest
110.	Fred Strunck	Teacher	" "
111.	Rudolph Villalaz	7th & 8th Teacher	" "
112.	Rosemary Doherty	3rd Gr. Teacher	Ridge School, Oak Forest
113.	Avis McCain	1st Gr. Teacher	" "
114.	Jean Polachek	Music Teacher	" "
115.	Hyacinth Wrehsnig	4th Grade Teacher	" "
116.	Ruby Broman	French Teacher	Laramie School, Oak Forest

117.	C. Laverne Klotz	Librarian	Laramie School Oak Forest, Ill.
118.	Monica Dutkiewicz	3rd Grade Teacher	Ridge School, Oak Forest
119.	Jean Cubalchini	Primary Teacher	" "
120.	Bonnie Heather Thoney	Teacher	Tower School, Oak Forest
121.	Elizabeth Zick	Primary Teacher	" "
122.	Margaret Walters	Pre-Kdg. Teacher	Bethany Lutheran School Naperville, Ill.
123.	Clarence DeSpain	School Psychologist	Madison Bd. of Education Madison, Wisc.
124.	DeLoris VanderVelde	Interm. Reading Coord.	" "
125.	Betty Cerniglia	Kdg. Teacher	" "
126.	Geneva McDonald	Principal	" "
127.	Bernardine Carlsen	Kdg. Teacher	Rolling Meadows, Ill. Salk School
128.	Harriet Foster	Principal	" "
129.	Marie Kelly	Teacher-Aide	" "
130.	Lorraine Schroeder	Teacher-Aide	" "
131.	Lenore LaBello	Teacher-Aide	" "
132.	Margie Shortt	Teacher-Aide	" "
133.	Gloria Soto	Teacher-Aide	" "
134.	Shirley Cordesman	Remedial Reaching	Dist.108, Highland Pk, Ill.
135.	Isabel J. Anderson	Speech Therapist	" "
136.	John Davis	P. E. Teacher	Dolton, Ill.
137.	Janice Sedlacek	P. E. Teacher	Dolton, Ill.
138.	Richard Stein	P. E. Teacher	" "
139.	William Tetmeir	P. E. Teacher	Sibley School, Dolton
140.	Constance Quamme	Remedial Reading	" "

141.	Jane Strahn	P. E. Teacher	Lincoln Jr. High, Dolton
142.	Julie Gniewek	P. E. Teacher	Sibley School, Dolton
143.	Sheila Wukitsch	P. E. Teacher	Berger School, Dolton
144.	James Kilgallon	P. E. Teacher	Lincoln School, Dolton
145.	Nancy Sherwin	P. E. Teacher	Berger School, Dolton
146.	Brian Best	P. E. Teacher	" "
147.	Charles Lowery	P. E. Teacher	Dirksen Jr. High Calumet City, Ill.
148.	Kenneth Schuring	Superv. of Elem. P.E.	Freeport, Ill.
149.	Frances Schuring	Housewife	" "
150.	Barbara Reilly	Aide	Jordan School, Palatine
151.	Mary Easthope	Aide	" "
152.	Dorothy Barnhart	Aide	" "
153.	Nancy Hallberg	Aide	" "
154.	Gwen Bergendoff	Aide	" "
155.	Linda Miller	Aide	" "
156.	Marilyn Gillespie	Aide	" "
157.	Deanna Miller	Aide	" "
158.	Lee Merritt	Aide	" "
159.	Norma Storey	Kdg. Teacher	Reiter School New Lenox, Ill.
160.	Anna McAlvey	1st Grade Teacher	Cherry Hill School New Lenox, Ill.
161.	Carmen Windle	Kdg. Teacher	Carpenter St. School Mokena, Ill.
162.	Lynn Connolly	Aide	" "
163.	Camille Vallrugo	Aide	" "
164.	Grace Sweet	Aide	" "
165.	Delores Walsh	Aide	" "

166.	Carol Rauch	Aide	Carpenter St. School Mokena, Ill.
167.	Peggy Mathews	Aide	" "
168.	Diane Onorato	Aide	" "
169.	Janet Shurtleff	Aide	" "
170.	June Veerman	Aide	Reiter School, New Lenox, Ill.
171.	JoAnn Moore	Aide	" "
172.	Beverly Carlson	Aide	Cherry Hill School New Lenox, Ill.
173.	Virginia Bromley	Aide	" "
174.	Joyce Tompkins	Aide	" "
175.	Colette DePratt	Aide	" "
176.	Helen Masura	Aide	" "
177.	Estelle Bradley	Reading Dir.	Dist. 62, Des Plaines, Ill.
178.	Dorothy Mackland	Principal	" "
179.	Betsey Kuzich	Principal	" "
180.	Margaret Martin	Kdg. Teacher	" "
181.	Ruth Relph	Kdg. Teacher	" "
182.	Jane Allen	L. D.	" "
183.	Marian O'Neil	Reading Coordinator	" "
184.	Sister Margaret Hunt	Principal	St. Rita School, Rockford,
185.	Sister Joyce	1st Grade Teacher	" "
186.	Sister Catherine Fussner	2nd Grade Teacher	" "
187.	Bill Freeman	Chairman, Ed. Dept.	Austin College Sherman, Texas
188.	Virginia Love	Coord., Secondary Ed.	" "
189.	Carol Mardell	Graduate Student	Northwestern Univ. Evanston, Ill.

190.	Emily Cederberg	L. D.	River Trails Dist. 26 Mt. Prospect, Ill.
191.	Patricia Peacock	Coord. Project 444	Rupley School Elk Grove, Ill.
192.	Denise Sallenback	Experimental Pre-School Teacher	" "
193.	Sandra Sparacino	Volunteer Mom	" "
194.	Lynn Hattendorf	Volunteer Mom	" "
195.	Joan Short	" "	" "
196.	Nancy J. Carpenter	" "	" "
197.	Eileen Schmidt	" "	" "
198.	Helen Mahon	" "	" "
199.	Shirley Fiorentino	" "	" "
200.	Cathy Kroening	" "	" "
201.	Lorraine Nagle	" "	" "
202.	Marguerite Lashbrook	Kdg. Teacher	Rockland School Libertyville, Ill.
203.	Drusilla Delaney	Kdg. Teacher	Adler School, Libertyville
204.	Richard Trimble	Adm. Ass't. to Dept. Head of Phys. Ed.	Univ. of Ill.
205.	Thomas Flanigan	Dir., Undergrad. Prog.	" "
206.	Ron Hager	Training Consultant	T. & D. Center
207.	Mary Bixby	Kdg. Teacher	Oak Terrace School Highwood, Ill.
208.	John Ourth	Principal	" "
209.	Ruth Trever	Kdg. Teacher	" "
210.	Frances Engelbrecht	Principal	Wayne Thomas School Highland Park, Ill.
211.	Ruth Kasman	Social Worker	" "
212.	Janet McGowan	Psychologist	" "
213.	Shirley Miller	Kdg. Teacher	" "

214.	Ruth Weiske	Kdg. Teacher	Wayne Thomas School Highland Park, Ill.
215.	Catherine Hart	2nd Grade Teacher	" "
216.	Ruth Brink	2nd Grade Teacher	Lincoln School Moline, Ill.
217.	Marjorie Dempsey	Kdg. Teacher	" "
218.	Sally Lodico	1st Grade Teacher	" "
219.	Marjory Turner	Remedial Reading	Ericsson School, Moline
220.	James Carsell	6th Grade Teacher	" "
221.	Miriam Beitel	Teacher, Title I	McKinley School, Moline
222.	Mary McFarlin	Kdg. Teacher	Washington School, Moline
223.	Marjorie Baxter	Kdg. Teacher	Roosevelt School, Moline
224.	Flo Miller	Dir., Title I	Allendale School, Moline
225.	Don Hartley	Ass't. Coord.	Moline, Ill.
226.	Helen Johnson	Lower Primary Teacher	Grant School, Moline, Ill.
227.	Karen Leas	Sr. Kdg. Teacher	Lake Forest Country Day School, Lake Forest, Ill.
228.	Doris Zenko	Jr. Kdg. Teacher	" "
229.	Lee Gerber	Head Primary	" "
230.	Susan Collins	Grade I Teacher	" "
231.	Penny Call	Primary P. E.	" "
232.	Barbara Jick	P. E. Teacher	Maywood School, Monona, Wisc.
233.	Robt. Merrigan	Principal	" "
234.	Joanne Hanson	Teacher-Aide	" "
235.	Ethel West	Teacher Emotionally Dist.	" "
236.	Virginia Gorman	Student Teacher Superv.	National College, Evanston
237.	Ethel MacIntyre	Superv. Student Teacher	" "
238.	Marilouse Simpson	Lower Primary Teacher	Coal Valley School Coal Valley, Ill.

239.	Esther Morford	Lower Primary Teacher	Coal Valley School Coal Valley, Ill.
240.	Janet Reese	P. E. Teacher	Johnson School Eensenville, Ill.
241.	Dorothy Scott	L. D.	" "
242.	Robt. Saelens	Admin. Intern	Lincoln School, Moline, Ill.
243.	Marian Olson	Teacher, L. P.	Roosevelt School, Moline
244.	Jean Marczykowski	1st Grade Teacher	" "
245.	Margaret Phares	1st Grade Teacher	Willard Elem., Moline
246.	Carole Cotter	Kdg. Teacher	Ridge Central, Chicago
247.	Margaret Murphy	P. E. Development Spec.	" "
248.	Tom Kostes	Ass't. Supt.	" "
249.	Sheila Fisher	1st Grade Teacher	" "
250.	John Troutman	Principal	Ridge School Chicago Ridge, Ill.
251.	Joan Powers	Kdg. Teacher	" "
252.	Linda McCarthy	1st Gr. Teacher	" "
253.	Chalmer C. Moore Jr.	Dir. Gifted Demo Center	Oreana, Ill. White School
254.	Thelma Shirley	Teacher Spec. Ed.	Parkview School Lockport, Ill.
255.	Frank Stritar	Principal	North School Waukegan, Ill.
256.	June Zervos	Kdg. Teacher	Maue School Tinley Park, Ill.
257.	Gerri Richards	3rd Grade Teacher	Orland Park School Orland Park, Ill.
258.	Rita Larson	1st Grade Teacher	" "
259.	Sharon DiBenedetto	5th Grade Teacher	" "
260.	Roger Foster	P. E. Consultant	Board Off., Waukegan, Ill.
261.	Luann Steiniger	3rd Grade Teacher	North School Arlington Heights, Ill.

262.	Marilyn Sanders	3rd Grade Teacher	North School Arlington Heights, Ill.
263.	Toni Jackson	3rd Grade Teacher	Windsor School Arlington Heights, Ill.
264.	Judy Hendricks	3rd Grade Teacher	" "
265.	Nancy Anderson	P. E. Teacher	Middlefork School Northfield, Ill.
266.	Charlotte Mass	Student Teacher	" "
267.	Cherie Lambie	Kdg. Teacher	North School Waukegan, Ill.
268.	Fran Stritar	Kdg. Teacher	Clearview School Waukegan, Ill.
269.	Margaret Carroll	Prof. of Ed.	N.I.U., DeKalb, Ill.
270.	Max Huebner	Dir. of Student Teaching	" "
271.	George Gogo	Dir. University School	" "
272.	Ruth Balmes	L. D.	Oak Terrace School Highwood, Ill.
273.	Marvin Baker	P. E. Teacher	" "
274.	Helene Sabin	L. D.	Wayne Thomas School Highland Park, Ill.
275.	Maureen Devereaux	Reading Teacher	" "
276.	Cynthia Morgan	3rd Grade Teacher	" "
277.	Mary Duffield	1st Grade Teacher	" "
278.	Marjorie Vranek	Speech Clinician	" "
279.	Edgar Danielsen	P. E. Teacher	" "
280.	Marge Henle	P. E. Teacher	" "
281.	Eugene DeGrazia	P. E. Teacher	Northwood Jr. High Highland Park, Ill.
282.	Paula Weil	L. D.	" "
283.	Margaret Morrissey	1st Grade Teacher	North School, Waukegan
284.	Frances McMullen	Teacher	" "

285.	Kay Opeka	Parent Volunteer	North School Waukegan, Ill.
286.	Earl Snodgrass	P. E. Teacher	Greenbrier School Arlington Heights, Ill.
287.	Alberta Hertz	L. D.	" "
288.	Constance Tarczan	Mentally Retarded Teacher	Diamond Lake School Mundelein, Ill.
289.	Dorothy Darczewski	2nd Grade Teacher	Gavin North, Ingleside, Ill.
290.	Crystal Plummer	Primary Teacher	" "
291.	Dorothy Rades	3rd Grade Teacher	" "
292.	Marcia Kulp	Kdg. Teacher	" "
293.	Elizabeth Lusk	Primary Teacher	" "
294.	Florence Stallsmith	Primary Teacher	" "
295.	Dorothy Doerle	Primary EMH Teacher	" "
296.	Eleanor Hoebel	EMH Teacher	" "
297.	Phyllis Good	1st Grade Teacher	" "
298.	Daniel Burns	Principal	Southampton Public School Southampton, N.Y.
299.	Laurie Patterson	Ass't. Supt.	" "
300.	Carol Wolk	1st Grade Teacher	Lieb School Bridgeview, Ill.
301.	Jean Russo	Kdg. Teacher	" "
302.	Florence Dolnick	Substitute Teacher	Winnetka, Ill.
303.	Michael McCormick	P. E. Teacher	Park Ridge, Ill.
304.	Frances Benekos	Student Teacher, P.E.	Merrill School, Park Ridge
305.	Paul Raab	Principal	Lafayette School Kankakee, Ill.
306.	Joseph Doglio	Curriculum Dir.	Kankakee School Kankakee, Ill.

307.	Teresa Grady	Remedial Reading	St. Thomas School New York City, N.Y.
308.	Gerald Buckler	Associate Director	T & D Center
309.	Betty Gilmore	Admin. Ass't. for Dissemination	T & D Center
310.	Earl Dieken	Ass't. Supt. of Instruction	Glen Ellyn Schools, Glen Ellyn, Ill.
311.	James Arend	Supt. of Schools	Wisconsin Hghts, Mazomanie, Wisc.
312.	Helen Gallanis	Parent	Sears School Kenilworth, Ill.
313.	Polly McLeod	Parent	" "
314.	Mary Portman	Learning Disabilities	Orchard Pl. School Des Plaines, Ill.
315.	Nancy Young	P. E. Teacher	" "
316.	LaVonne Lapach	School Nurse	Berkeley, Ill.
317.	Mildred Levand	School Nurse	" "
318.	Marilyn Grollo	School Nurse	" "
319.	Edith Slutz	Special Reading Teacher	Whittier School Northlake, Ill.
320.	Lorraine Braden	P. E.	Orland Park, Ill.
321.	Roberta Gholson	P. E.	" "
322.	Robert Blain	Principal	" "
323.	Ann M. Fink	Curriculum Coordinator	" "
324.	Kenneth Schuetz	Principal	" "
325.	Howard Asher	Guidance Counselor	" "
326.	Karen Mulcahy	P. E. Teacher	" "
327.	Mary Bradish	Nurse	Putnam Co. Comm. Unit
328.	Juanita Bassi	EMH	Hennepin, Ill.
329.	Margaret Schertz	5th Grade Teacher	" "

330.	Jane McNiven	4th Grade Teacher	Countryside School Barrington, Ill.
331.	Donna Stephan	Reading Specialist	" "
332.	Dorothy Gillilan	Counselor	Stevenson High School Prairie View, Ill.
333.	Carol Johnson	P. E. Teacher	" "
334.	Estelle Bradley	Reading Consultant	Des Plaines School Dist. 62, Ill.
335.	Arthur Kryda	P. E. Teacher	Greeley School Winnetka, Ill.
336.	Donald Andersen	P. E. Coord.	Skokie School, Winnetka
337.	Marjorie Stein	Kdg. Teacher	Dwyer School, Arlington Heights, Ill.
338.	Henrietta Scharfenberg	Curriculum Consultant	Wheaton School District Wheaton, Ill.
339.	Pauline Ericson	Kdg. Teacher	Longfellow School Wheaton, Ill.
340.	Robert E. Morgan	Principal	" "
341.	Wm. Bricker	P. E. Teacher	Hubbard Woods Winnetka, Ill.
342.	Lindle Jarvis	P. E. Teacher	Crow Island School Winnetka, Ill.
343.	Mavis Murray	Student Teacher	Avoca East School Wilmette, Ill.
344.	Joan Blatt	Teacher Trainee	Ancona School Society Chicago, Ill.
345.	Dorothy Fisher	Kindergarten Teacher	Countryside School Barrington, Ill.
346.	Cheryl Spangle	P. E. Teacher	Skokie Jr. High Winnetka, Ill.
347.	Nancy Leonard	Nursery School Teacher	Winnetka Public Schools
348.	Shiphra Davis	Director	Skokie Jr. High Winnetka, Ill.
349.	Ruth Bromberg	Psychological Consultant	Winnetka Public School Nursery

350.	Harley Culberson	P. E. Teacher	Lions Pk. School Mt. Prospect, Ill.
351.	Sam Donatucci	P. E. Teacher	Fairview School Mt. Prospect, Ill.
352.	Robert Fasick	Chairman, P. E. Dept.	Westbrook School Mt. Prospect, Ill.
353.	Thomas Jorgensen	P. E. Teacher	Busse School Mt. Prospect, Ill.
354.	Joan Sieger	P. E. Teacher	Lincoln Jr. High Mt. Prospect, Ill.
355.	James Egan	Principal	Black Earth School Black Earth, Wisc.

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