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ABSTRACT

Presented is DUB (description, use, and benefits of an idea), a format for special education teachers to use in writing descriptions of self-developed materials and methods; and included are six examples of the format. The DUB format prescribes the inclusion in brief essay form of the following information: descriptive material (structural details, directions for use, or a diagram), specific use (purpose, user, children for whom intended, and use situation), and expected benefits (easier application or more efficient method). Also required are clear statements, few words, author's name and school mailing address. The six examples from the IDEA SERIES, which has been developed as the means of disseminating ideas to teachers by the Michigan State University Regional Instructional Materials Center for Handicapped Children and Youth, are the following: a Braillecard for reading thermoformed embossed braille; a dry manometer for speech clinicians' assessments; the DIGITAL Computer, a child's multiplication system; the SOUNDWHICH, a game for visually handicapped children; the FOOTBALL, a word recognition game for partially sighted children; and a name plate project for junior high school boys. (MC)

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DUB: A FORMAT FOR WRITING DESCRIPTIVE LITERATURE

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DUB: A FORMAT FOR WRITING DESCRIPTIVE LITERATURE

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Dissemination Document of the Center #9

DUB: A FORMAT FOR WRITING DESCRIPTIVE LITERATURE

by

Kitty Keith
S. Joseph Levine

Many teachers have developed their own methods and materials to facilitate the handling of different instructional situations, particular subjects and concepts. The widespread exchange of these ideas is hampered, however, because of the necessity for writing extensive formal papers. This requires a considerable amount of teacher time and effort, with the result that innovative teacher ideas are usually restricted to local use.

The DUB format has been developed to provide a short essay form for describing ideas which is both easy to write and easy to read, thus streamling both ends of the communication process. Essentially, DUB eliminates unnecessary wording and presents the barest skeleton of the idea in terms of its Description, its Use, and the Benefits it offers.

Description. The description is a statement of exactly what the new idea is like. It should include structural details (materials, hints concerning construction, local distributors, catalog numbers of parts, etc), directions for use, and a drawing or diagram if applicable. If the new idea concerns a procedure rather than a material, this description will best be covered in terms of use.

Use. When presenting an item or idea for use -- the purpose for which it is used (reading readiness? tactual discrimination? free time activity?), the persons who use it (teacher? counselor? therapist? parent?), the children with whom the item is used (blind? deaf? retarded? bright?), and how it is used (individual? small group? outside of classroom?) -- are the basic elements of interest to the prospective user. Any special features of the idea should be emphasized.

Benefits. The expected results of benefits from using the idea (easier application? more efficient method? nothing previously available?), are important considerations for the reader. A statement about the reasoning behind the development of the idea should be included as a matter of general interest and as an aid to others in developing similar approaches to problems.

A paper using the DUB format should be written in plainly stated descriptive language, using a minimum of words and space. The more clearly and simply the idea is stated the more quickly it can be communicated. So that inquiries can be made directly to the author of the idea, his name and school mailing address should be included in the paper.

Not intended for use as a full length journal article, the DUB format is a simple and short method for the effective communication of teacher ideas.

The Regional Instructional Materials Center's IDEA SERIES of papers was developed for the DUB format. It is designed as the vehicle for disseminating ideas to teachers. Each paper in the IDEA SERIES is coded according to the particular subject areas (visually handicapped, hard of hearing, etc.) with which it deals. Teachers are then able to request papers according to their particular interest.

USOE/MSU Regional Instructional Materials
Center for Handicapped Children and Youth

IDEA 1 SERIES

The BRAILLECARD

The BRAILLECARD is a sheet of heavy stock paper, coated on one side (or both) with a pressure sensitive permanent adhesive. It is designed to facilitate the reading of Thermoform copies of embossed braille by providing a rigid backing.

The Thermoform copy is affixed to the BRAILLECARD by pushing it against the adhesive backing. A permanent bond is formed and the edges of the Thermoform copy are trimmed to any desired size.

The added rigidity of the BRAILLECARD provides an improved setting for tactile reading. It increases the durability of the Thermoform copy, and provides the teacher with a simple and effective method for storing and retrieving embossed classroom materials.

S. Joseph Levine
November, 1967

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Center for Handicapped Children and Youth

Dry Manometer

Speech Clinicians have found it helpful to accurately access the amount of air which is emitted nasally on certain sounds and speech segments. To accomplish this, the Measair dry manometer has been developed. It visually displays the amount of air an individual expels through his nose during speech.

The dry manometer has proven to be a simple and effective device in both diagnostic and training situations. One of its greatest values is motivational. It helps focus attention on the breathing pattern and other mechanical aspects of speech. It has served to add interest to the speech training process of both children and adults.

Originally its use was directed to the measurement of nasal air. The device, however, is easily modified to also allow for measurement of oral air.

The several models of the dry manometer consist of a clear cylinder or chamber with a movable styraforam piston. The piston is moved by pushing air through a flexible lead-in tube. The amount of expelled air is then indicated by the position of the piston according to gradations that are marked on the outside of the cylinder.

Possible uses of the dry manometer in specialized cases include:

1) Cleft-plate and cerebral palsy - Nasal air emission

   Shows amount of nasal air expelled during speaking. Can be used to demonstrate relative degrees of nasal and oral air.

2) Lateral lisp - Large oral air emission

   The lateral lisp is characterized by relatively large movements of the manometer piston. This is caused by the extra air that is used in speaking, especially associated with the "s" sound.

3) Frontal lisp - Small oral air emission

   The blockage of air impedes normal piston movement. Again, associated primarily with the "s" sound.

4) Stuttering - Cerebral Palsy - Irregular breathing patterns

   Segmented movement of piston shows non-continuous flow of air.

Initial research is being carried out to develop subsidiary uses of the dry manometer. These uses include the many different applications for the speech impaired child as well as uses with other handicapped children. An example of the latter is the feasibility of use to assist deaf children in learning to speak.

Inquires concerning the dry manometer and its uses should be directed to:

Mr. Jack Vealey
Eastern High School
220 North Pennsylvania Avenue
Lansing, Michigan 48912

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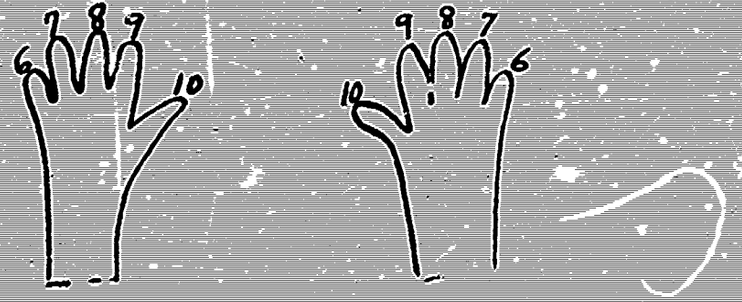
Center for Handicapped Children and Youth

IDEA 15 SERIES

The DIGITal Computer

The DIGITal Computer is a system for multiplication whereby the child uses his digits (fingers). It is useful in finding products from 6 x 6 up.

Each finger is a "key", with the smallest (Pinky) designated 6 on up to the thumb which is 10.



One hand is considered the multiplier and the other - the multiplicand. To find products, place the multiplier and multiplicand fingers together. These are the only fingers that touch. For example, to find 9 x 9, the hands are placed together in an attitude of prayer with the forefingers touching.

The fingers that are touching are given a value of 10 each as are the fingers behind them (away from you). Added together, they total 80.

Then, multiply the remaining fingers on each hand. (Thumbs are remaining, so 1 x 1 = 1)

The product is the total of these two operations. So, 9 x 9 equals 80 + 1.

Try 6 x 9. Place Pinky (6) on the forefinger of the other hand (9). The two fingers that are touching have a value of 20 and the three fingers behind them have a value of 30 (total of 50). The remaining fingers are multiplied together (1 x 4 = 4) and added to the 10's (4 + 50 = 54). The product of 6 x 9, therefore, is 54.

Monroe S. Price, Ph.D.
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Mt. Pleasant, Michigan

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SOUNDWHICH

(A Game of Sounds for Visually Handicapped Children)

SOUNDWHICH requires the use of a small, relatively inexpensive tape recorder.

The purpose of the game is to improve the blind or partially seeing child's ability in the discrimination of sounds, generally; and to improve his ability to differentiate between different but similar sounds.

The procedures for SOUNDWHICH will vary with each individual situation. The following exemplifies one typical procedure: Each child in the classroom is given access to a battery powered portable tape recorder for one day. During this time, he is to record 10 different and varied sounds. After all of the children have had an opportunity to record their sounds, they are divided into two teams, "A" and "B". Each team "A" member challenges a member of the opposite team by requesting that he "guess" the source from which (WHICH SOUND) the sound originated. Each member of team "B", using the same partner, challenges his opponent. The members of the team receive 2 points for each correct answer. The individual points of each team member are totaled for the team's Grand Total Score. The team with the highest number of total points, wins.

SOUNDWHICH may be used for specific areas of study, such as transportation (truck, train, bus sounds) and/or animals (zoo animals, farm animals, household pets sounds), for example.

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FOOTBALL (WORDBALL)

The purpose of FOOTBALL is to assist blind or partially seeing children in the improvement of their word recognition skills.

Materials for FOOTBALL include word cards (braille or large print), a large piece of paper representing a football field, and a marker representing a football.

Construction involves drawing a football field with sections representing ten yards each. Raised lines or sections made of different materials will enable totally blind students to participate.

To play FOOTBALL, students are divided into two equal teams. Play begins at the fifty-yard line, where a cardboard ball is placed. A set of cards with a word on each card is used. The first player reads the word on the first (top) card. If he reads it correctly, he moves his ball ten yards towards the goal. If he reads it incorrectly, it is considered a fumble and the ball goes ten yards toward his own goal. When a player crosses the opposite goal line, his team receives six points. If the next word is read correctly, one point is added to the score. The team with the most points after 15 minutes of play, wins.

James Borough

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WOOD PROJECT: NAME PLATE

Description:

This is a simple means of constructing a name plate for an office desk. This project is designed for use by regular and type A junior high school boys.

The materials consist of:

1. Roll of Weldwood Flexible Wood Trim (walnut).
   Available in any hardware store for $1.00.
2. Quarter inch plywood cut into 1 7/8 inch strips.
3. "One Inch Cut-out Letters and Figures" by Kenworthy Educational Services, Incorporated.
4. Contact Cement.
5. Deft, for finishing.
6. Sandpaper, coarse and fine grade.
7. X-acto knife set.
8. Triangular strips.
   These are best cut in advance on a table saw.

Use:

These name placards are easily constructed. A strip of 1 7/8 inch plywood is cut to a length upon which the name to be used fits in good proportion. Using Contact Cement attach triangular stand and let dry. Using both grades of sandpaper work the wood to a smooth surface and apply Deft finish. After the plate is thoroughly dried apply letters according to directions and trim with wood strips.

IDEA 23 SERIES

WOOD PROJECT: NAME PLATE CONT.

Benefits:

These name plates may be constructed and used as a money-making project, or just as an 'easy to do' woodworking project. While this wood project is a skill type training, it is simple and repetitive and can be learned by almost anyone. Students not only gain by increasing eye-hand coordination, but they also gain self-confidence from seing themselves successfully competing. By using these name plates as a money-making project, often times the student is encouraged toward vocational training where he would otherwise remain unskilled.

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