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ABSTRACT

The report reproduces forms and discusses procedures used in a preschool clinic designed to assess learning disabilities, developmental lags, and school readiness in a regular elementary school setting. Introductory remarks point out such matters as the importance of organizing auxiliary personnel into a pupil personnel services team, the need to schedule so that not over 25 students are screened per half day, and the helpfulness of informing parents ahead of time that they will be at the clinic for approximately two and one-half hours. Forms for a press release and a parent letter are included. Forms for information on perceptual screens such as the following are provided: a behavior responses checklist, the Frostig tests, and a health department worksheet. Staff handouts on the theory of perceptual training and on activities specifically designed to enhance abilities such as verbal expression and kinesthetic skills are given. Parents handouts suggesting guidelines on home training activities are also included. In addition, the report contains professional referral and record forms, a list of materials found useful in establishing the program, and sample correspondence. (GW)

Catch 'em Early

A screening, remediation and developmental program for the whole child

Cover Design by Nancy L. Young
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Our thanks to Michael Conaway and Christopher Johnson, both of Royerton Elementary, and their parents for allowing us to use their photographs, taken in a Kindergarten room for our cover.

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Fred F. Glancy, Jr.
Director

As Director

It is not possible to adequately thank all the people who have worked on this program, the hundreds of people who have visited our schools and their helpful comments, the ones who have written or answered letters in my behalf, and many more. However, with the greatest appreciation, some names must be mentioned and a special thank you to:

Sheliah Allen, Language, Speech and Hearing Clinician my close friend, whose knowledge and enthusiasm helped plan and make an effective program. She advised, worked, argued and listened patiently as the program evolved.

Sheliah Allen
Assistant Director

Marilyn Cauble, Elementary Counselor, for her constant support of the program, for keeping my thinking straight and her untiring hard work in helping put the program together.

Marilyn Cauble
Assistant Director

Nancy DeNeal, Kindergarten Teacher, with the quality to listen to my complaints at the time I needed, having the insight to understand a total program, and the ability to put it into action to inspire children in education.

Barbara Umberger, Elementary Counselor, who has always believed in children, never refused anything asked of her for the program, and added a dimension that was really needed.

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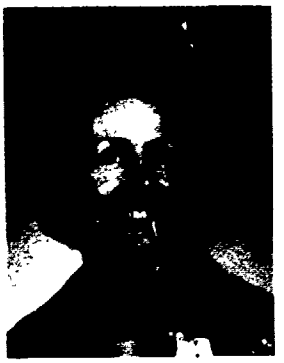
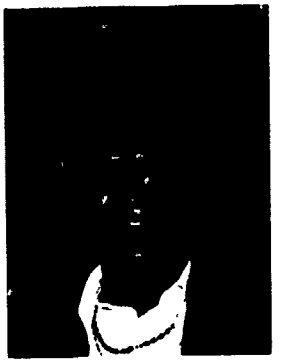
Judy Nicely, Kindergarten Teacher, who questioned and challenged me on many statements to encourage my careful movement on the program and her addition of many new ideas.

Judith Angel, English Teacher, for her interest, hard work, enthusiasm and support in all aspects of the program and for adding a new dimension to the total program.

Deborah Alexander, Health Services, for her interest in the total child and for her hard work from the very beginning of the program.



Joanne, my wife, for listening to me complain when things weren't moving and giving encouragement and support when needed.



Lawrence E. Foote, Superintendent, for his full support, cooperation, and continued guidance. Also, to his Board of Education for their cooperation and support.

John Stebbins, Principal and friend, who believed in the program and supported it from the beginning. Thanks, John!

Robert R. Park

From left to right — James T. Scott, Charles Parsons, Kenneth Cooper, Harold Cross, J. Robert Gill

Fred. E. Wolfe

certificate of ment

Since the first edition of the Let's Put It All Together book there have been many exciting additions to the Insight Unlimited program.

Screens have now been selected and implemented at the Middle and High School. The total school population has been screened and statistics are now being studied on children K through 12.

All screens and remediation activities are currently being re-evaluated and coded prior to their being entered into a computer to speed their assibility to classroom teachers.

Many experts, representing a wide verity of disciplines, have visited and evaluated the program. Their comments have been positive indicating they feel we have reached a high degree of excellence in the program.

With this strong support, several workshops have been conducted throughout the country and many more are currently in the planning stages. The response from participants in our workshops have been very favorable resulting generally in requests for further workshops.

As a result of these many calls, several teams have been trained and are now available to conduct workshops throughout the country.

We would encourage you to contact us if you are planning a workshop to get UNLIMITED INSIGHT into children.

Educational Pacesetter Award

Presented to

Insight Unlimited

in recognition for contributions to experimentation, creativity, and innovation in education by the members of the President's National Advisory Council on Supplementary Centers and Services on the 20th day of June, 1973.

Arthur Ballentine
Chairman

Gerald J. Kleinpeter
Executive Secretary

PRESIDENT'S NATIONAL ADVISORY COUNCIL
EXPERIMENTATION
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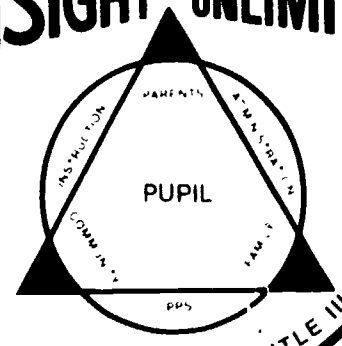
ESEA Title III

10

INSIGHT UNLIMITED



AN ESEA TITLE III PROJECT
VALIDATED FOR NATIONAL DISSEMINATION

PHASE I - CATCH EM EARLY — PHASE II - RIGHT TO LEARN
Fred F Glancy, *Project Director* / Lawrence E Foote, *Superintendent*
Delaware Community School Corporation
R R 3 • Muncie, Indiana 47302 / Phone (317) 288-5599

A special thanks to the total staff of the Delaware Community School Corporation. A program of this type would be impossible without the *involvement* of a whole community. The parental involvement in this district has far exceeded the expectations when the program first started. This involvement has included people of all levels of education; all that was needed to get a job done was to ask for help. To us, *communication* is one of the key factors in this program or any type of endeavor of this nature. But possibly the *commitment* on the part of the beginning Pupil Personnel Services members has been the most significant change agent. On the following pages you will find a list of those people that have been involved in the leadership of this program. Feel free at any time, to contact any individual of this team.

Fred F. Glancy, Jr.

The materials found in this booklet are used in our program. We wish to extend our thanks and appreciation to the following credits:

Chaney, Clara M., Vocabulary of Terms, Purdue University, Department of Education, Achievement Center for Children, Lafayette, Indiana

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American Association for Health, Physical Education and Recreation

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Engelmann Basic Concept Inventory, Follett Educational Corp.

Evanston Early Identification Scale, Follett Educational Corp.

Gesell Developmental Schedule, The Psychological Corporation, 304 East 45th Street, New York, New York 10017

Goldman-Fristoe-Woodcock Test of Auditory Discrimination and Articulation Test, American Guidance Service, Inc., Publishers Building, Circle Pines, Minnesota 55014

Illinois Test of Psycholinguistic Abilities, University of Illinois Press, Urbana, Illinois 61801

Photo Articulation Test, Interstate Printers & Publishing, Danville, Illinois

Screening Test of Auditory Perception, Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901

Slingerland Screening Test for Identification of Children with Specific Language Disabilities, Educators' Publishing Service, Inc., 75 Moulton Street, Cambridge, Massachusetts 02138

Joseph Wepman Test of Auditory Discrimination, American Guidance Service

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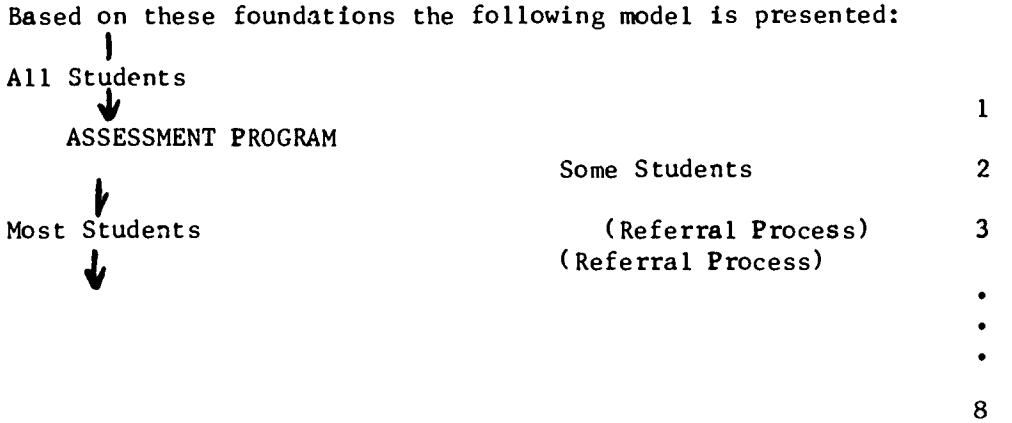
INTRODUCTION

The purpose of this report is to identify and discuss procedures for assessing learning disabilities, developmental lags, and school readiness in preschool children. A model for assessing readiness will be presented along with procedures for carrying out a preschool clinic. The major criteria employed states that these procedures and materials be adaptable to regular school personnel and that the program be carried out in a regular elementary school setting if possible.

PHILOSOPHY OF OPERATION

Although it is assumed that a major purpose of this assessment program is to identify that segment of the screened population suffering from physical, emotional or intellectual dysfunction; it must be remembered that the majority of students completing the program will function well in school with or without special assessment procedures. Because of this fact, related to the base rate problem, attention should be given to both segments of the population. Therefore, two goals are necessary. First, that the program serve as a means of data collection and screen for those children who because of some dysfunction cannot easily enter normal educational activities. Second, that the program serve as a means of data collection, which can be used in conjunction with a program of positive developmental teaching and counseling. The stance taken by the school personnel in reference to the collected data would be positive, developmental and non-diagnostic for most children. The second goal is in accord with present guidance theory and values present in American education.

Based on these foundations the following model is presented:



The model above presents specific advantages for the student and institution.

1. Public relations are enhanced because all children are handled individually. Attention is directed to their needs. Further, children with few, if any, concerns are not subjected to intensive testing.

2. Economy of time and money is enhanced since those needing service are attended to while those with few special demands are not over-tested. Many schools have limited testing budgets and with the increase in efficiency the savings could be directed to a greater range of testing procedures. Further, the saving could be used for training.

3. The assessment program is individualized. The result of this model demands that each child be viewed as an individual and data relevant to his situation be collected. The result would be <u>case study material</u> for each child. Too often data collected in school reflects only differences in degree and not kind.

4. The skill of each member of the Pupil Personnel staff and instructional team is utilized since this model builds on the strengths of each. It seems that professional interaction and a "team spirit" are also enhanced.

This project, dealing with learning disabilities of students both young and old in our public school system, goes a lot deeper than just the learning disability problem. It is a total philosophy of a school district in helping a child have the opportunity of acquiring the best education available in their school district. In order to achieve the goal of a maximum opportunity of learning, this project goes back a lot farther than just the period of three years. The information and facts in this writing will be straight and to the point with no frills and no punches pulled. If a school district desires to move into a preventive and developmental type of program for each child in the school district, it must be understood that there has to be a dedication of 100% of those people involved; with a lot of giving and taking by each member of the team. The following is a little background as to what needs to be done before undertaking a program of this type where we take a look at the <u>WHOLE</u> child and devote our total objectives to each individual child.

The things that this team of the Delaware Community School Corporation are doing are not new, not innovative, nor something that his not been tried before; but, just the fundamentals of our total basic philosophy in education that has been taught, preached, and asked of all educators to carry out. The only difference is this group of people working together, dedicated, and believing that this type of work could be done and would succeed if this procedure was followed with 100% dedication. There is no magic wand, no shortcuts, and no amount of knowledge that will replace just a lot of hard work and dedication from people sincerely interested in the child as an individual.

With this type of background, probably the next thing that will enter your mind is, "What kind of community and where are they located?" We would like to say this: these are young children in any school in the United States eager to learn. The class size is no larger or smaller than in your school district. There is a teacher in the area or room just like in your school. The size of the school is no larger or smaller than a country school of small size or a city school of large size; and again, we must remember we are only talking about each individual and this approach to the individual must always be kept in mind.

The first thing that needs to be done in setting up this type of approach in a school district is to organize all of your auxiliary personnel into a Pupil Personnel Services team. This, we believe, should include all disciplines that you have in your school district, such as, Guidance, Speech and Hearing, Health, Psychometry, Physical Education, etc. Your first meetings that are held with this team should be devoted to reviewing what each discipline is doing in the school district; actually looking over all the courses each individual had in college and get a total understanding of one another's background and function in the school. As this team begins to communicate, they will come to realize that the amount of schooling that is different involves a very few educational courses. Also, they will begin to see the amount of overlapping in each of their disciplines with each of the other people on the Pupil Personnel Services team.

The next thing that we feel is important is to pull all these people into one area within the buildings they serve so their communication becomes very easy and the change of information and staffing just becomes routine. Even though we, in

education, get tired of hearing "What are your objectives" or "Have you drawn up objectives," etc., we must emphasize that this team together should draw up a set of objectives that can be understood by anyone picking them up and reading them. There is no one set of objectives that would fit all communities or all schools. "Do your own thing!" This is what draws the team close and starts them thinking toward the goals of the child and not someone else's goals. Let's have one set of records for the total team so we again look at the WHOLE child and not many parts of the child separately. If someone on the team is working with a child, let's use some type of code on the child's folder so if another team member is contacted pertaining to the child they will know immediately that another person or many others are working with the child and a staffing is necessary. We need but one person to work with a child with the others working as consultants. The main idea is to work efficiently with as many individuals as possible. As we move into our developmental and preventive program in learning disabilities, we will try to outline step by step these procedures which we found most helpful in our program.

We do not suggest that you necessarily use our procedures or our materials that we have selected; your own ideas and the things you may decide to use may be more successful or more useful in your situation. But, at least, this may be a guide from which you can start.

Our team felt that in order to move into a developmental and preventive program that we needed to take a look at the WHOLE child and know as much about the child as possible so as to develop an individual program for each child. The team decided that the best time and place to do this would be at a preschool clinic; not just to look at the birth certificate of the child, but really start on a very comprehensive program program for them at that time. Each member of the team was asked to make a list of those things they would like to know about a child that, if know, could prevent problems from arising later on in the child's life. We then pooled all this information and found many duplications and many ideas that gave us a Questionnaire and Screening Program.

These may be found on pages 20, 21, 42 under subheading "Screens." The next step was to review the many screening and diagnostic types of tests that were available throughout the country for the preschool child. After reviewing those, we selected the screening materials found on pages 25-41, also under "Screens."

We will now list the procedures necessary to carry out a preschool clinic. First, the location...we have found that if you do not have room within your school for the stations necessary for your total screening of these children and a large room to meet with parents during the two and a half hour screening program, the best place to hold your clinic is in a local church. Churches have many small rooms and usually a nursery where someone could watch younger brothers and sisters that parents may need to bring.

Next, we need to determine the approximate number of preschoolers that will attend the clinic for a given school. We have found, through experience, that not over 25 students should be screened per one-half day and that no station within the clinic where a child will be screened should last over five minutes. Let's take for example that we anticipate 100 students next year in kindergarten; so we would expect approximately 100 students to attend the clinic. That means we should use four one-half day sessions in screening this many children. The easiest way we have found to make sure there are no large or small groups attend each session is to divide the alphabet and make a schedule as shown on page 15 under subheading "Pre-Planning." Then all publications, announcement, letters, and notifications would state that parents having children in kindergarten next year are asked to have their child attend the preschool clinic designated and according to last names. Now, even though a survey is run in our school district, we have not contacted all parents with preschoolers from this method. So our suggestion is to have the announcement made over your local radio and television stations, send letters home with children who have younger brothers and sisters, put notices in school newspapers and local newspapers, give announcement to organizations, etc., so as to reach as near 100% of the parents as possible. Please make sure that the parents understand they will be at the clinic for approximately two and one-half hours with

their child and should arrive at a given time either morning or afternoon and will be leaving at a certain time; otherwise most people will think they are merely coming to show a birth certificate, fill out a form and leave. Our News Media Release is page 16-17 in the Pre-Planning section. The Form Letter, page 18, regarding the clinic is sent home with all children in the school. It includes a pre-registration form to be filled out and returned to the school. The letter requests that is there are no kindergarten age children in the home that the letter be passed along to a family where there are kindergarten children. An effort should be made to obtain as many names as possible so individual folders can be prepared prior to the clinic. The names are typed on one color of label (a different color is used each year) and affixed to the folder. The Checklist, page 23 under Screens, is attached to the outside of the folder and the Catch 'Em Early Survey, pages 25-29 also under Screens, along with the Behavioral Response form, page 24, are placed inside the folder. Name tags for parents, children, helpers, and the Pupil Personnel Services staff members should be made ahead of time. The tags should be color coded and this will be explained later. The parent and child name tags can be placed in the folder, ready to be pinned or when they arrive at the clinic. There should be nameless folders available for those who have not pre-registered. All materials, equipment, screening tests, etc. used by each discipline should be ready prior to the clinic. Each staff member is responsible for the materials he or she will be using.

Before the day of the clinic, it is advisable that you select either classes or student helpers from the school and give them training and instruction as to what they may do to help make the clinic a success. This necessitates a visit to the place where the clinic will be held and a dry run through each step and procedure so the student helpers will know how they will be aiding both the children participating in the screening and their younger brothers and sisters needing a baby-sitter. We have found in our clinics in the different schools, that students as low as fourth grade do a good job in both entertaining the younger children and in seeing that the participating

children get to the station at which they will be screened. However, you may decide to use volunteer parents in the community or some other means.

On the day of the clinic, there should be two or three helpers to register each child into the clinic by writing his or her name on a master list. (We use a ditto master). The child is given his folder with the checklist attached to the folder of all stations that he will be attending. In this way you have a quick check whether he has been to each station. As soon as your master list is completed, make a copy for each station and send them around immediately to each station so they may check off each name as the child is tested. You have a double check as to making sure each child has been through each station.

After the child has been registered, name tag in color placed on him and assigned to a student helper, he should be taken to a holding room where there will be play media furnished so he might be entertained or watched during the time he is not being screened this half day. When it is noticed the child is relaxed and involved, the parent should be taken to the room that has been selected to be used for the parent orientation. It is suggested that some type of refreshments be available for the parents during the two and a half hour orientation program and also milk, juice and cookies be available for the children during the morning and afternoon sessions. As an added help for the students that will be moving the children from station to station, it is advisable that the children be divided into groups of four with two students to watch and move these children. It is suggested that you use colored name tages; different for each group. In this way it is easy for the helpers to identify their children and the children to know who is with them. A rotation should be made up so everyone working at the clinic knows where a child is to go after they have finished a station. Our Stations and Traffic Rotation Schedule is shown on page 19 in the Pre-Planning section. The children should be moved from station to station so they are not "lost" or overworked causing them to become too tired. Remembering there are two students assigned to each four children, let us now assume this group will be going to station #3. One student would stay with two children in the holding room while the other student would take the remaining two children to station #3; one child would be screened while the other child

would wait outside the room with the student ready to go in. As soon as the first child is screened the other child would go in for screening. The student would take the first child back to the holding room, leave him, pick up another child in their group and take him to station #3. This would be repeated until all four children have been through station #3. We now repeat the same procedure until all stations have been visited and all children have been through all stations.

At the same time the children are being screened, an orientation program should be carried out for the parents of the children present. The things that we cover at the orientation, I will try to explain so you might determine those things you want to include in your orientation. We have found this to be the best public relations program with parents that we have initiated. In our screening, we use our total team from our district. I mention this because when we work in one school for the clinic the people involved in the orientation are only those members of the team that are actually serving in that particular school or work in some way or other in that school. As an example, we have four elementary counselors that participate in the clinic but only the counselor assigned to that school is involved in the orientation for the parents at that school.

The orientation program works as follows: When the clinic begins, we pull one person at a time from their station to give a complete orientation to the parents on how their discipline works and fits into the total school program. They inform parents about their job, how they work with students, parents, teachers, administration and the community; also, how the parents can use them if something comes up. They explain to the parents what they are screening for at this particular clinic and that the information will be given to the parents as to what would, could, or needs to be done, if anything. As soon as they are finished they go back to work at their station and another discipline that serves that school is brought in and they repeat their part in the program. Included on the program is the kindergarten teacher who also works at one of the stations so as to meet with each kindergarten child during the clinic. They also have the opportunity to orient the parent as to the kindergarten program in their school. The principal and Pupil Personnel Services Director are also on the orientation program. After all

disciplines, teacher, principal and Pupil Personnel Services Director have presented their program to the parents, a questionnaire is passed out to the parent along with a registration form and health forms. Then a check is made of birth certificates. The parents are informed they do not have to fill out the questionnaire but that it would be held in confidence by the team and through this we can plan a better program for their child and prevent future problems that might arise. They are also encouraged to write any additional information that might be of value to people working with their child. Before they are dismissed a paper is passed around indicating a day and time for them to return for a complete conference and staffing by the team members serving their school where all the clinic findings will be discussed and a program planned for that fall. It is highly recommended that the kindergarten teacher be included in this meeting. Immediately following the clinic, a staffing should be held with the total team that participated in the screening. At this staffing, which includes the kindergarten teacher, each child's folder is reviewed in detail and the findings are put onto a master sheet for quick reference, statistics, etc. All recommendations that will be made to the parents are discussed by the team at this staffing, the materials that will be given to the parents decided and what recommendations need to be made should be agreed on at this time.

The next step is to meet with the parents and team as indicated before that serve that school and review with the parents those things that need to be checked, worked with or that we have planned for their child in the fall. Each member of the staff should have a notebook so as to list those things they are planning to do with the child in their discipline. The kindergarten teacher should be making notes of those things to remind herself so she may handle each child immediately in the fall. When school starts in the fall, all children missed or not present at the original screening clinic should be picked up immediately by the team serving that school. The same procedure should be followed in staffing, parent conferences, and handling of materials. A copy of the materials from which we select certain items or training procedures that are given to the parents at the conference or used by the team with the child is included in the

section called Staff Handouts. This material is labeled as to the phase in which it is used in the training. The classroom teacher in handling each child differently has reviewed and is using her knowledge of learning disabilitied in all phases of the child's development. She also carries out those training activities or procedures for each child or group of children that was decided at the staffings and conferences. She uses a checklist and a master sheet so she may determine when a child has mastered a task or is ready to move on to the next step of training. Those children needing special help from the discipline or special training for a particular learning disability are given additional help in the pupil Personnel Services area. Not only do we use a staff member for these children but under their direction an aide may also be assigned and used. We also use many volunteer mothers for those individuals needing special help in the correction of a learning disability and a one to one working relation. We also base our elementary physical education program around learning disabilities and the development and correction of all children including those with learning disabilities. These children in the physical education program are divided into groups according to their learning disability needs or their development at this time and activities and games are carried out under the supervision of a physical education person with the help of volunteer parents so more individualized instruction can take place. Also incorporated within the program are students in the upper grades who have exhibited certain learning disabilities to help with like disabilities in the younger children so both may profit. Progress seems to be at a high rate with this procedure. The parents of the children with severe learning disabilities are kept informed as to what they may do in the home to help their child overcome these problems. A part of the program which is moving more into the developmental area is being added at this time. This involves a course or child development being offered to all parents within the community who wish to attend during the evening early in the second semester of school. This course is taught by the members of the Pupil Personnel Services team and all disciplines are included. We hope in this manner to eliminate many learning disabilities that occur due to the lack of proper activities of the growing child.

Each year the members of the Pupil Personnel Services team meet with the teachers that had the children and teachers that will have the child. They review the growth and development of that child and what procedures might need to be taken for that child in the correction of his learning disabilities.

There has been an aide hired for each Pupil Personnel Services department serving each individual school and also an elementary Physical Education staff member added to the team. A call for parent volunteers was sent out by each school and approximately 20 were obtained for each school. These people all function on the Pupil Personnel Services team for the district but do most of their work in the school where they volunteered to work. We have decided to work mostly with the motor perception skills in the physical education area; keep most of the perceptual training with the aide and volunteer mothers in the Pupil Personnel Services area; the therapy work and those with large disabilities working with the professional staff; and the teacher in the classroom working with the children individually or in small groups, handling them according to their disability. It is possible that all people could be working with the same child so that they would get a maximum training in their disability during their day in school. All of this training and cooperation is coordinated together by the total team in that building. Individual records are kept on each child's progress; a formal written plan is made as well as an evaluation on each child. When the staff feels that the training can be terminated it is terminated and rechecks made during the year. It has been found that the amount of learning disability that the percent of children with learning disabilities is far greater than any figures we have been able to come up with from our reading or government statistics.

We have now screened over 1800 students and held conferences and staffings on all. We are in the process of finalizing our program for in-service of staff and of our child development program for parents.

The statistics on achievement, readiness, and correction of learning disabilities are being fed into computers for analysis of the change along with the same thing from the control school within the next few months.

During the summer of 1973 we held the Gesell Institute for the team. We have also added many members to the total team...teachers from middle school, high school and also from neighboring schools. Members of the team have visited programs, hospitals, clinics and private schools all over the United States to gather information and knowledge about children with learning disabilities or developmental lags. These were taped; pictures taken and then written up after each visit. The team has also had specialists in from many professions to hold workshops and pull together information that could help improve the total program.

Plans call for a weekend of brain storming with the people from the best programs we have run across in the United States and see if we can then develop the best possible solution to our many problems facing us in development of our total program. Marianne Frostig held a workshop for our team and stated that it was one of the best programs of learning disabilities she had seen in public education throughout her travels.

Anyone wishing further information about our putting on programs or demonstrations should contact:

Fred F. Glancy, Jr.
Director of INSIGHT UNLIMITED
Delaware Community School Corporation
R. R. 3
Muncie, Indiana 47302
Phone (317) 288-5599

DELAWARE COMMUNITY SCHOOL CORPORATION

Kindergarten Clinic Schedule

EATON (Elementary School)
Kindergarten Clinic - Wednesday, April 12, 1972
8:30 a.m. - Children with last names A-F
1:00 p.m. - Children with last names G-L

Kindergarten Clinic - Thursday, April 13, 1972
8:30 a.m. - Children with last names M-R
1:00 p.m. - Children with last names S-Z
Tuberculosis Tests - Friday, April 14, 1972 from 1:00 to 3:00 p.m.
Parent Conferences - April 14-17-18, 1972

ROYERTON (At Eaton Elementary School)
Kindergarten Clinic - Wednesday, April 19, 1972
8:30 a.m. - Children with last names A-F
1:00 p.m. - Children with last names G-L

Kindergarten Clinic - Thursday, April 20, 1972
8:30 a.m. - Children with last names M-R
1:00 p.m. - Children with last names S-Z
Tuberculosis Tests - Friday, April 21, 1972 from 1:00 to 3:00 p.m.
Parent Conferences - April 21-24-25, 1972

ALBANY (Methodist Church)
Kindergarten Clinic - Wednesday, April 26, 1972
8:30 a.m. - Children with last names A-L
1:00 p.m. - Children with last names M-Z
Tuberculosis Tests - Friday, April 28, 1972 from 1:00 to 3:00 p.m.
Parent Conferences - May 1-2, 1972

DESOTO (Elementary School)
Kindergarten Clinic - Wednesday, May 3, 1972
8:30 a.m. - Children with last names A-L
1:00 p.m. - Children with last names M-Z
Tuberculosis Tests - Friday, May 5, 1972 from 1:00 to 3:00 p.m.
Parent Conferences - May 8-9, 1972

THE PUPIL PERSONNEL SERVICES STAFF WILL BE INVOLVED IN ALL CLINICS, TUBERCULOSIS TESTS, AND PARENT CONFERENCES LISTED ABOVE!

PRE-PLANNING

DELAWARE COMMUNITY SCHOOL CORPORATION

Preschool Clinic News Media Release

A series of clinics will be conducted by members of the Pupil Personnel Services staff of the Delaware Community School Corporation for enrollment of children in Kindergarten for the 1972-73 school year.

A child must be five (5) years of age on or before September 15, 1972, to be eligible for Kindergarten. Each child's birth certificate should be presented during enrollment. Evidence of a physical examination, immunization for childhood diseases and a test for tuberculosis will be necessary prior to entry of each child into school in September. Forms will be made available for this purpose at the clinic. Members of the Delaware County Tuberculosis Association staff will be available on the date indicated to provide tuberculosis tests for Kindergarten children and for parents who may wish to take the test.

The clinic will be approximately two (2) hours in duration. Please bring your child in school clothes, as the clinic will include an assessment of vision, hearing, speech, and perceptual-motor skills which will assist the child's parents and teacher in the identification of possible learning disabilities which may need attention, and will also assist in the individualization of instruction based upon specific needs. The assessment program is preventive and developmental in structure.

The Kindergarten Clinic for children attending Eaton Elementary School will be held Wednesday, April 12, 1972, at 8:30 a.m. for children with last names beginning with the letters A through F and at 1:00 p.m. for those with last names G through L. On Thursday, April 13, at 8:30 a.m., those children with last names beginning with M through R will be enrolled and at 1:00 p.m. those with names beginning with S through Z. Tuberculosis tests for Eaton children being enrolled in Kindergarten will be held Friday, April 14, from 1:00 to 3:00 p.m. All clinics and tests for Eaton children will be held in the Eaton Elementary School.

The Kindergarten Clinic for children attending the Royerton Elementary School will be held Wednesday, April 19, 1972, at 8:30 a.m. for children with last names beginning with the letters A through F; 1:00 p.m. for G through L; Thursday, April 20, at 8:30 a.m. for

DELAWARE COMMUNITY SCHOOL CORPORATION

Preschool Clinic News Media Release - Cont'd.

M through R; and 1:00 p.m. for S through Z. Tuberculosis tests for Royerton Kindergarten children will be given from 1:00 to 3:00 p.m., Friday, April 21. All clinics and tuberculosis tests for Royerton children will be conducted in the Eaton Elementary School.

The Kindergarten Clinic for children attending the Albany Elementary School will be held Wednesday, April 26, 1972, at 8:30 a.m. for those children with last names beginning with the letters A through L and at 1:00 p.m. for those with last names M through Z. Tuberculosis tests will be given Friday, April 28, from 1:00 to 3:00 p.m. All clinics and tests for Albany children will be held in the Albany Methodist Church.

The Kindergarten Clinic for children attending the DeSoto Elementary School will be held Wednesday, May 3, 1972, at 8:30 a.m. for children with last names beginning with the letters A through L and at 1:00 p.m. for those with last names M through Z. Tests for tuberculosis will be given Friday, May 5, from 1:00 to 3:00 p.m. All clinics and tests for DeSoto children will be held in the DeSoto Elementary School.

Appointments for individual conferences with parents will be made to review their child's records on Monday and Tuesday following each clinic.

Further information may be obtained by contacting Renwood Bruning, Principal of Eaton Elementary School; Larry Catron, Principal of the DeSoto Elementary; Elvin Hinkle, Principal of the Albany Schools; and Earl Muterspaugh, Principal of Royerton Elementary School.

ROYERTON ELEMENTARY SCHOOL
R.R. 1
Muncie, Indiana 47302

April, 1972

Dear Parents:

If you have not read about it in the newspaper or heard about it on the radio, you are informed by this letter that the pre-school clinics for children who will be in Kindergarten for the 1972-73 school year will be held April 19-20, 1972, at the Eaton Elementary School in Eaton.

A child must be five (5) years of age on or before September 15, 1972, to be eligible for kindergarten. Each child's birth certificate should be presented during enrollment. Evidence of a physical examination, immunization for childhood diseases, and a test for tuberculosis will be necessary prior to entry of each child into our school in September. Forms will be made available for this purpose at the clinic. Members of the Delaware County Tuberculosis Association staff will be available to give tests for T.B. to all children being enrolled in kindergarten next September on Friday, April 21, 1972, from 1:00 to 3:00 p.m.

An assessment program will be conducted for each child at each clinic following a general session at the school. The clinic will be approximately two hours in duration. It will include an assessment of each child's vision, hearing, speech, and perceptual-motor skills which will assist the parents and teacher in the identification of possible handicaps which may need attention and it will assist in the individualization of instruction based upon specific needs. The assessment program is preventive and developmental in structure.

In an attempt to expand the developmental aspect of our program, we are preparing rosters of our pre-schoolers and their parents. We plan to hold some parent meetings and to provide some guidelines for working and living with typical and atypical childhood development.

The kindergarten clinic for children attending our school will be held on Wednesday, April 19, 1972, at 8:30 a.m. for children with last names beginning with the letters A through F and at 1:00 p.m. for those with last names beginning with G through L. On Thursday, April 20, at 8:30 a.m. those children with last names beginning M through R will be enrolled and at 1:00 p.m. those with names beginning with S through Z.

Please fill our the bottom portion of this letter for each pre-schooler and kindergartner you have and return to the school as soon as possible. If you do not have a pre-school child in your family but you know of a family which does, please forward this letter to them.

Sincerely,

Earl T. Muterspaugh, Principal

Child's name_____ Age_____

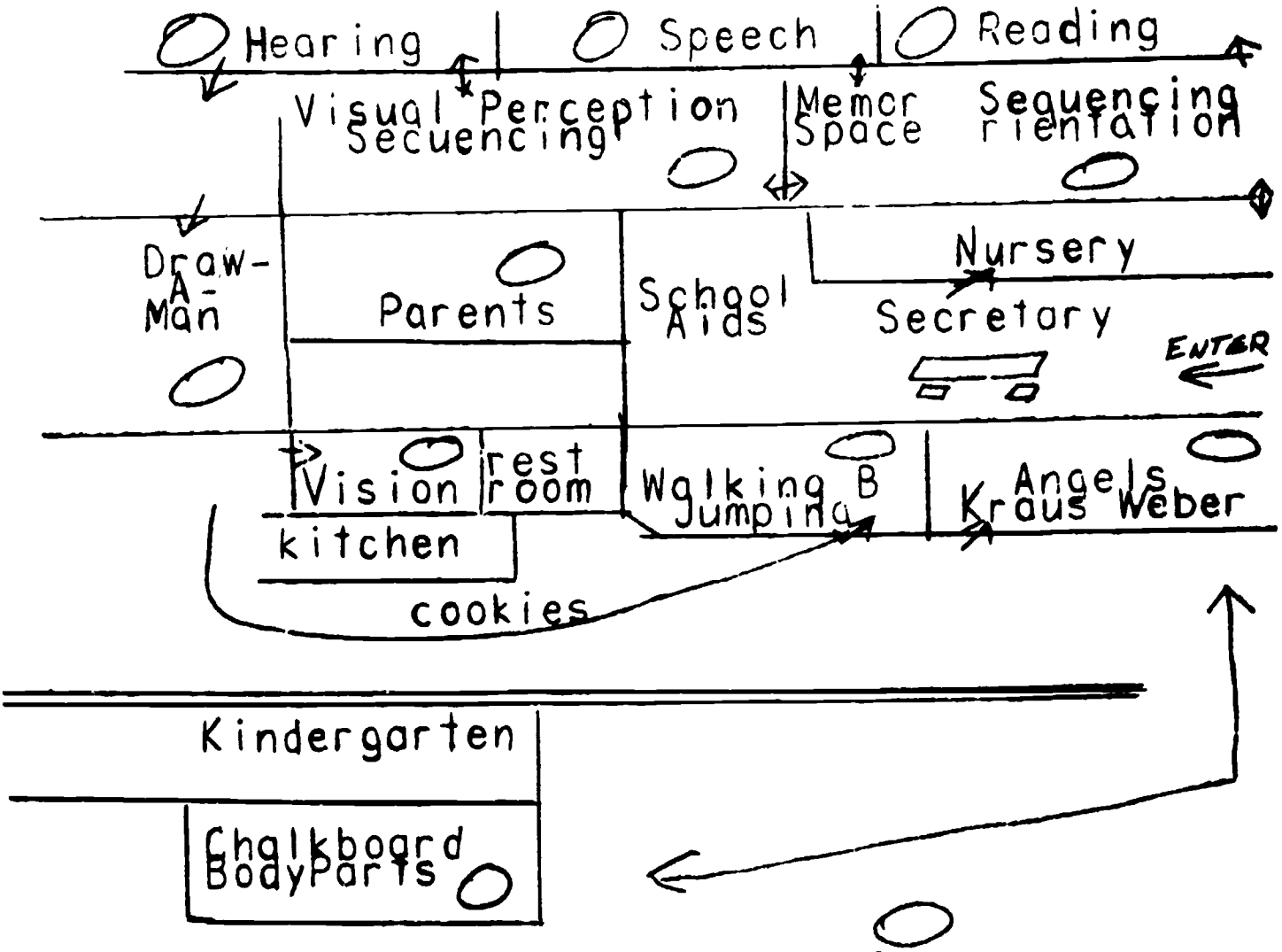
Date of birth_____

Parent's name_____

Address_____

(If you live in an addition, please note.)_____

PRE-SCHOOL CLINIC
STATIONS AND TRAFFIC SCHEDULE



PERCEPTUAL SCREENS USED DURING PRESCHOOL CLINIC

AND PUPIL PERSONNEL SERVICES WORKSHEETS

S C R E E N S

The following screens were developed by the Pupil Personnel Services Team and by publishing companies. The results of these perceptual screens are recorded on master forms and then filed in the individual's folder.

The fcllowing are Pupil Personnel Services worksheets for student grouping and research data.

SCHOOL REGISTRATION

DELAWARE COMMUNITY SCHOOL CORPORATION

Pupil Personnel Services

Date_____School_____Grade_____Age_____

Child's name_____Place of birth_____
Last First Middle

Address_____Telephone_____Birth Date_____

Father's name_____Mother's maiden name_____

Father or stepfather's place of employment_____/_____
His age

Mother or stepmother's place of employment_____/_____
Her age

Guardian's name_____Previous School_____

List other children in the family and their ages_____

_____

List other members of the household_____

Are all members of your family and household in good health?_____

If no, please explain_____

Do both parents live at the family address?_____If not, where?_____

_____

Is the child a frequent or regular visitor at this address?_____With whom?_____

Church preference of Father?_____Mother?_____Child?_____

Please list the moves (location and duration which the family has made_____.

_____

Name of child's doctor?_____Family doctor?_____

Please list and explain any serious illness or injury the child experienced during the pre=natal and/or preschool years_____

_____

Have there been any deaths in the family, household, or relatives that have especially disturbed this child?_____

_____

Does the child have any speech difficulty? Explain_____

_____

Has there been therapy?_____
When Where

Does the child have any hearing difficulty? Explain_____

_____

Has there been previous medical attention to the ears?_____
When Where

Other members of the family who have hearing difficulty?_____

What stages did the child pass through as he learned to walk?_____

_____

Did this child frequently do bed rocking?_____; Body swaying?_____;

Head banging?_____; Thumb sucking?_____; Teeth grinding?_____;

Rolling of eyes?_____; Blinking?_____; Jerking of parts of the body?_____;

At what age did child walk?_____ At what age did child talk?_____

Can the child jump?_____ Hop?_____ Skip?_____ Catch a ball?_____ Tie shoes?___

Is the child right-handed?_____Left-handed?_____Ambidextrous?_____

Does the child have any physical handicap or restrictions in exercise?_____

If yes, please explain_____

Does the child require slight_____, average_____, or large_____amounts of sleep?

Does the child eat an adequate diet?_____Fruit?_____Milk?_____Vegetables?_____

Meat?_____

Is the child's appetite slight_____, average_____, or large?_____

Please check if you are having difficulty with the following:

Bed wetting_____nail biting_____disturbed sleep_____fingersucking_____

Shyness_____allergies_____fears_____temper tantrums_____mouth breathing_____

Persistent crying_____others_____

Comments:_____

ENROLLMENT CARD

DELAWARE COMMUNITY SCHOOL CORPORATION

Name of Student_____ Date enrolled_____
Last First Middle
School_____ Birthdate_____ Grade_____ Sex_____

Father/Guardians name_____ Phone_____

Address_____ Phone_____

Where Employed_____ Phone_____

Mothers name_____ Phone_____

Where Employed_____ Phone_____

TO BE COMPLETED BY SCHOOL ONLY

Teacher Assigned_____ Bus Driver_____
Date of Withdrawal_____ School Transferred to_____
City_____ State_____

NURSE

Name of Student_____ Date_____
Teacher Assigned_____ Grade_____
Father/guardians name_____ Phone_____
Address_____
Relative or person to telephone if parents cannot be contacted.
Name_____ Relationship_____ Phone_____
Name_____ Relationship_____ Phone_____
Family Physician_____ Phone_____

EMERGENCY INFORMATION: In case of accident or serious illness, I request the school to contact me. If the school officials are unable to contact me, I hereby authorize the school to telephone the physician indicated above and to follow his instructions. If it is not possible to contact the physician, the school may make whatever arrangements which may be appropriate or necessary.
SIGNATURE_____

TO BE COMPLETED BY NURSE

Birth Cert_____ Phys. Ex._____ TB_____ Personal Form_____

Date_____N-Negative
P-Positive

Name_____School_____

Vision_____Ocular_____

Speech_____

Hearing_____

Auditory Discrimination_____

Auditory Sequencing_____

Auditory Rhythm_____

Auditory Space_____

Visual Forms_____

Visual Memory - No._____

Angels_____Kraus-Weber_____

Chalkboard_____

Oral Memory Sequencing_____

Walking Board_____Jumping_____

Gross Space_____Body Parts_____

Jumping Rope_____

Visual Perception_____

Color Discrimination_____

Counting_____

Visual Sequencing_____

Frostig - No._____

Draw-A-Man_____

Engelmann:
Part 1_____ Part 2_____ Part 3_____

THIS SHEET IS ATTACHED TO THE OUTSIDE OF THE CHILD'S FOLDER TO SHOW WHAT STATIONS HE HAS COMPLETED IN THE PRE-SCHOOL CLINIC SCREENING.

DELAWARE COMMUNITY SCHOOL CORPORATION

BEHAVIOR RESPONSES

ATTENTION

_____ Absorbed by task
_____ Attentive
_____ Distractible; lacking control
_____ Inattentive; short attention span

REACTIONS DURING TEST PERFORMANCE

_____ Normal activity level
_____ Enthusiastic about tasks
_____ Initiates activity
_____ ick to respond
_____ llows directions
_____ Verbal
_____ Hyperactive
_____ Talker
_____ Lethargic
_____ Refuses to do task
_____ Waits to be told
_____ Urging needed
_____ Unable to follow directions
_____ Additional directions necessary
_____ Overly concerned about successful performance

EMOTIONAL REACTIONS

_____ Socially confident
_____ Realistically self-confident
_____ Pleasant; smiling
_____ Independent
_____ Shyness
_____ Ill at ease; uncomfortable
_____ Distrusts own ability
_____ Over-confident
_____ Disagreeable; frowning
_____ Dependent
_____ Cries easily

PROBLEM SOLVING BEHAVIOR

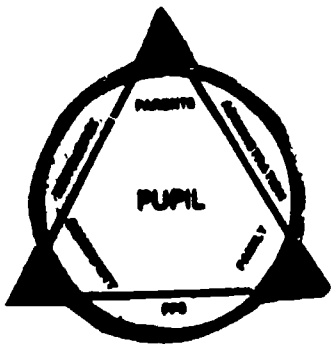
_____ Persistent
_____ Eager to continue
_____ Seems to enjoy challenge
_____ Needs minimun of commendation
_____ Gives up easily
_____ Seeks to terminate
_____ Prefers only easy tasks
_____ Needs constant praise and encouragement

GENERAL OBSERVATIONS

_____ General physical fitness
_____ Obesity
_____ Dental
_____ Posture
_____ Nail biting
_____ Tics
_____ Hair pulling
_____ Repititious movements
_____ Body mechanics

SOCIAL ADAPTATION

_____ At ease with peers
_____ At ease with adults
_____
_____



CATCH 'EM EARLY

Name of Child_____Sex_____

Birth Date_____ Age_____ Examiner_____

Name of Parents or Guardian_____

School_____ Date of Examination_____

MOTOR PROCESSING

Name _____ Date _____ Age _____

	Plus	Minus
WALKING BOARD		
Forward_____ Backward_____ Sidewise R____ L____.		
With Distraction Sidewise R____ L____		
JUMPING		
Task A - Two Feet R L Hop (30 sec.)		
B - Right Hop R R L L (30 sec.)		
C - Left Hop R R L_____ L L R_____		
D - Skip Gallop Unsuccessful		
MUSCULAR TORSO DEVELOPMENT		
Kraus Weber #4 Upper		
Kraus Weber #5 Lower		
NGELS IN THE SNOW (Laterality)		
Task 1 - R. A. R.A.R.L.		
2 - L. A. L.A.L.L.		
3 - R. L. R.A.L.L.		
4 - L. L. L.A.R.L.		
5 - B. A.		
6 - B. L.		
GROSS SPACE		
Over____ Under____ Between____ Through____		
CHALKBOARD (Directionality - Laterality) 		
Circle - Opp. Tied___ CW___ CCW___ R___ L___		
Double Circle L CW CCW   R CW CCW Flattened out____ Parallel____		
Lateral Line X X Wavy - Switched Hands - Break - R to L - L to R -- R L		
Double Vertical Line X X Lead Hand____ Watched____Hand Bowed____		

VISUAL PROCESSING

Name _____ Date _____ Age _____

			Plus	Minus
VISUAL ACUITY (Titmus Vision Tester)	R_____	L_____		
Michigan Preschool Slides	#5. Bird	#8. Bird		
1. Referral_____	#6. Rabbit	#7. Boy		
2. Recheck in fall_____	#7. Boy	#6. Girl		
3. Pass_____	#8. Girl	#5. Rabbit		
MUSCLE BALANCE	Far_____	Near_____		
EYE MOVEMENT (Ocular Pursuits)	Both_____	Right_____ Left_____		
CONVERGENCE				
HANDEDNESS	Right_____	Left_____ Ambidextrous_____		
EYEDNESS	Right_____	Left_____		
COLOR BLINDNESS				
EYE MOTOR COORDINATION (Frostig I)	Pencil Grip + −	R__ L__		
VISUAL FIGURE GROUND (Frostig II)				
VISUAL FORM CONSTANCY (Frostig III)				
VISUAL SEQUENCING				
VISUAL DISCRIMINATION				
SPATIAL RELATIONS Position in Space (Frostig IV)				
Reproduction in Space (Frostig V)				
VISUAL FORMS Form 1 - Circle M 3-0 F 3-0				
Form 2 - Cross M 4-1 F 3-8				
Form 3 - Square M 4-6 F 4-3				
Form 4 - Right Oblique Line M 4-4 F 4-0				
Form 5 - Left Oblique Line M 4-7 F 4-6				
Form 6 - Oblique Cross M 4-11 F 4-10				
Form 7 - Triangle M 5-3 F 5-3				
Form 8 - Divided Rectangle				

AUDITORY PROCESSING

Name _____ Date _____ Age _____

	Plus	Minus
AUDITORY ACUITY (Puretone)		

	250	500	1000	2000	4000	8000
R						
L						

Comments:

AUDITORY PERCEPTION Comments:

Auditory Gross Sound Discrimination

Rattle___ Bell___ Drum___

Two together____

Auditory Memory Sequencing Comments:

Oral_____

Motor_____

Auditory Rhythm Comments:

1._____ 2._____ 3._____

4._____ 5._____

Auditory Space Comments:

Front_____ Back_____

Right Side_____ Left Side_____

Auditory Figure-Ground

Comments:

BASIC CONCEPTS

Name _____ Date _____ Age _____

	Plus	Minus
LANGUAGE DEVELOPMENT		
a. Articulation		
b. Part I - Nouns_____ Adjectives_____ Prepositions_____ Adverbs_____ Association_____		
c. Part II - Auditory Memory_____ Repetition of Spoken Words_____		
d. Part III - Rhythmic Pattern Clapping_____ Digit Sequencing_____ Auditory Closure_____		
BODY IMAGE		
a. Draw-a-Person - Size_____ Rotation_____ Position on Paper_____		
b. Body Localization - Ankles_____ Elbows_____ Shoulders_____ Hips_____		
COUNTING		
a. 1 to _____		
COLOR DISCRIMINATION		
a. Red - Blue - Yellow - Black - Brown - Green - Purple - Orange		
CLASSIFICATION		

Comments:

Date
Grade/Unit

Key: PA Phonetic Analysis
Aud. Audiogram
V Passed Screening
F Failed Screening

Speech, Hearing, and Auditory Perception Screening

Speech			Auditory Discrimination	Auditory Sequencing	Auditory Rhythm	Auditory Space	Pure Tone Test		Comments
Passed Screening	See Group Survey Rec.	Needs Further Eval.					Right Ear	Left Ear	For further interpretation: See Therapist

Name
School

Total Name:
fish
book
dress
hand
door

Recording Sheet for

ACLC: Assessment of Children's Language Comprehension

A Critical Elements Index

Carol R. Foster, Jane J. Giddan, and Joel Stark

Published by Consulting Psychologists Press 577 College Avenue, Palo Alto, California 94306

Name: _____

B.D. _____ C.A. _____

Date of exam: _____

Examiner: _____

School: _____

A: Vocabulary
Enter number correct.

Plate:

	shoe		on
	ball		under
1	boat	6	over
	cat		in
	baby		behind
	lady		little
	apple		happy
2	bird	7	dirty
	chair		broken
	bed		big
	table		box
	horse		man
3	boy	8	house
	car		fence
	dog		tree
	chicken		monkey
	girl		cup
4	horn	9	basket
	wagon		clown
	can		balloon
	sleeping		eating
	jumping		pulling
5	sitting	10	walking
	standing		riding
	blowing		washing

A: _____ / 50

B: _____ / 10 X 100 = _____ %

C: _____ / 10 X 100 = _____ %

D: _____ / 10 X 100 = _____ %

PICTURES ARE DESIGNATED #1-5 FROM LEFT TO RIGHT ACROSS EACH PAGE.
Circle the number corresponding to the picture the child points to.

B: Two critical elements	correct answer	1st element incorrect	2nd element incorrect	both incorrect
11—horse standing	3	1	4	2
12—chair and horn	3	4	2	1
13—dirty box	2	3	1	4
14—cat walking	4	3	1	2
15—broken cup	3	1	4	2
16—car and balloon	1	3	4	2
17—man sitting	1	3	2	4
18—little tree	3	1	2	4
19—happy lady	4	3	1	2
20—dog eating	2	1	4	3

C: Three critical elements	correct answer	1st element incorrect	2nd element incorrect	3rd element incorrect
21—ball under the table	4	2	1	3
22—happy lady sleeping	2	1	1	3
23—cat behind the bed	2	4	1	3
24—bird and dog eating	3	2	1	4
25—baby pulling the wagon	1	3	4	2
26—girl blowing the horn	3	4	1	2
27—boy riding the horse	1	4	3	2
28—balloon over the house	4	3	2	1
29—chicken in the basket	3	4	1	2
30—man washing the car	1	4	2	3

D: Four critical elements	correct answer	1st element incorrect	2nd element incorrect	3rd element incorrect	4th element incorrect
31—happy little girl jumping	1	4	2	3	5
32—cat standing under the bed	5	1	4	2	3
33—apple and shoe on the can	1	5	3	2	4
34—monkey sitting on the fence	3	5	4	2	1
35—big basket under the chair	4	1	5	2	3
36—little dog over the fence	2	1	3	5	4
37—clown eating the big apple	3	4	1	2	5
38—dog sleeping behind the chair	3	4	1	2	5
39—boy standing in the house	5	3	2	1	4
40—broken boat on the table	4	1	3	5	2

NOTES:

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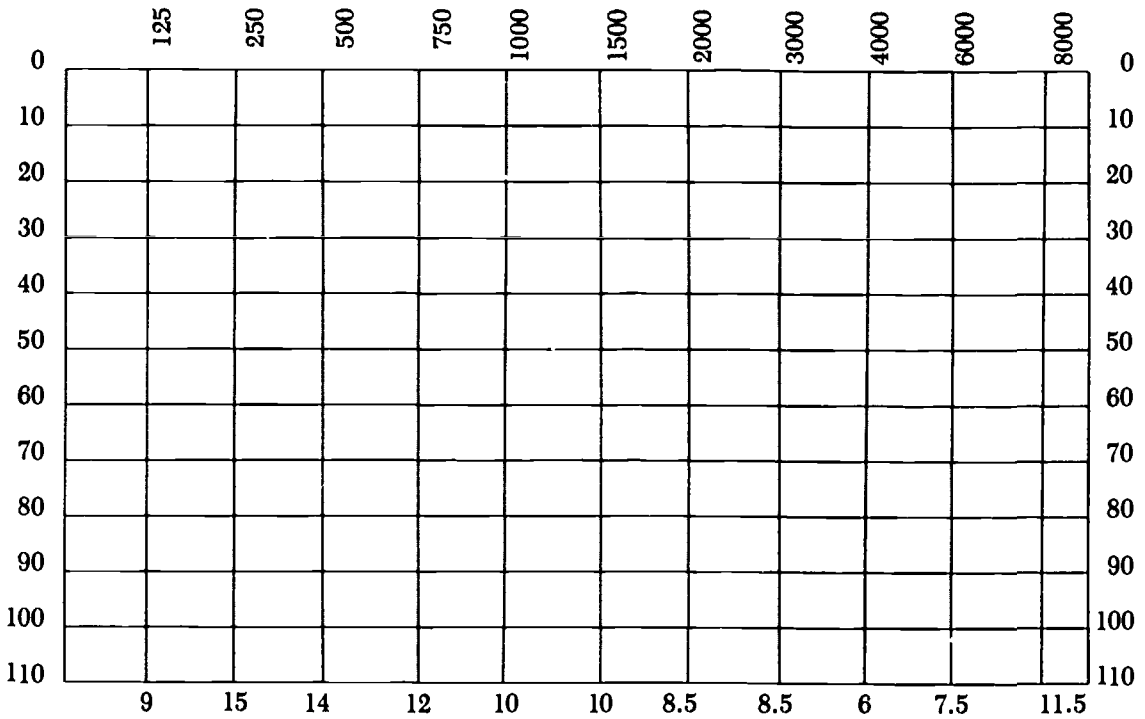
DELAWARE COMMUNITY SCHOOL CORPORATION
Route 1, Muncie, Indiana 47302

PURE TONE AUDIOGRAM

Name _____ Age _____ Grade _____ Date _____

School _____ Teacher _____ Therapist _____

This audiogram is based on I S O 1964 standards



Difference in db I S O - 1964 versus A S A - 1951

KEY: RIGHT EAR - RED O LEFT EAR - BLUE X

INTERPRETATION AND RECOMMENDATIONS:

1. _____ The hearing is adequate for the normal comprehension of speech, both in conversation and in the classroom.
2. _____ The hearing is sufficient for most speech situations, but some difficulty may occur in group situations such as in the classroom.
3. _____ The child has difficulty hearing speech with the right - left ear.
4. _____ Your doctor should be consulted regarding this loss.
5. _____ Until the hearing is improved the child should be seated near the front of the classroom, on his right _____, near the center _____, on his left _____.
6. _____ This is an annual check on a previous loss. The hearing remains much the same _____. The hearing has improved _____. The hearing shows some deterioration _____.

Remarks: _____

Examined by: _____ Speech and Hearing Therapist _____

PAT RECORDING SHEET

Year Month Day

Name _____ Date ____ ____ ____

School _____ Birth ____ ____ ____

Grade _____ Age ____ ____ ____

Key: Omission (–); substitution (write phonetic symbol of sound substituted), severity of distortion (D1), (D2), (D3), ability to imitate (circle symbol or error).

Sound	Photograph	1	2	3	Vowels, Diph.		Comments
	I				III		
s	saw, pencil, house				aʊ house		
s bl	spoon, skates, stars						
z	zipper, scissors, keys						
ʃ	shoe, station, fish				u shoe		
tʃ	chair, matches, sandwich						
dʒ	jars, angels, orange						
t	table, potatoes, hat				æ hat		
d	dog, ladder, bed				ɔ dog		
n	nails, bananas, can				ə bananas		
l	lamp, balloons, bell				ɛ bell		
l bl	blocks, clock, flag				ɑ blocks		
θ	thumb, toothbrush, teeth				i teeth		
r	radio, carrots, car						
r bl	brush, crayons, train				e train		
k	cat, crackers, cake				ɚ–ə crackers		
g	gun, wagon, egg				ʌ gun		
	II						
f	fork, elephant, knife						
v	vacuum, TV, stove				ju vacuum		
p	pipe, apples, cup				aɪ pipe		
b	book, baby, bathtub				ʊ book		
m	monkey, hammer, comb				o comb		
w-hw	witch, flowers, whistle				ɪ witch		
	I						
ð	this, that, feathers, bathe						
h-ŋ	hanger, hanger, swing						
j	yes, thank you						
ʒ	measure, beige				ɔɪ boy		
	(story)				ɝ–ɜ bird		

SCORE

Sounds

I Tongue _____

II Lip _____

III Vowels _____

Total _____

CONNECTED SPEECH AND LANGUAGE

(Elicit story and conversation by using items 70 through 72. Note language, intelligibility, voice, fluency.)

ADDITIONAL DIAGNOSTIC INFORMATION

(Hearing loss, motor coordination, perceptual deficiencies, emotional factors, attitude toward disorder and treatment.)

THERAPY GOALS AND PROGRESS

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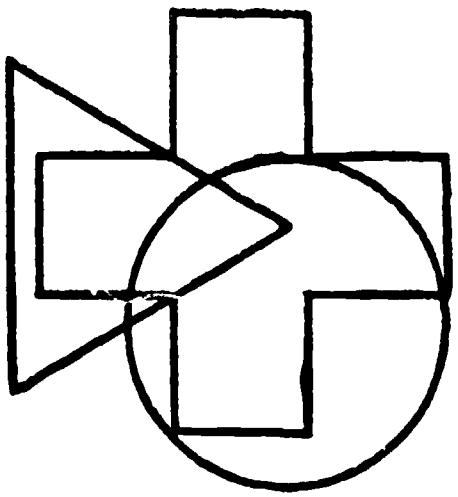
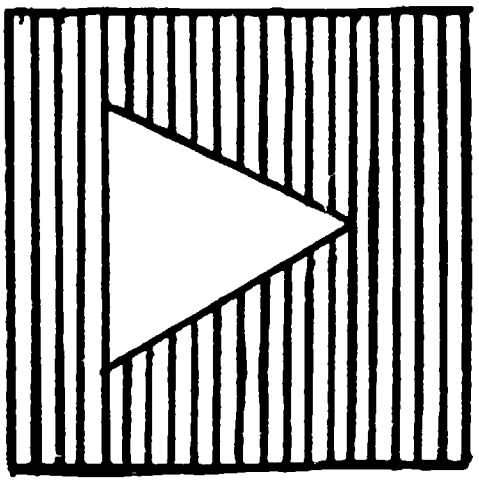
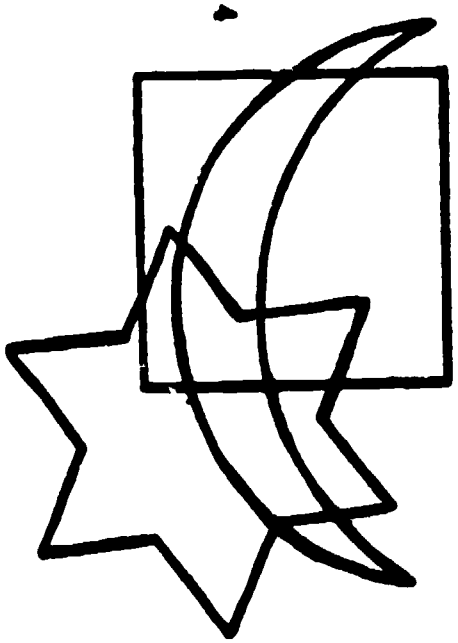
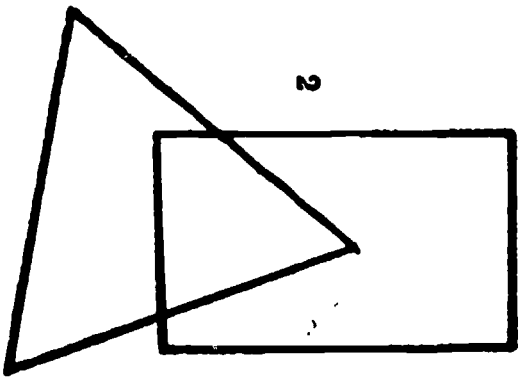
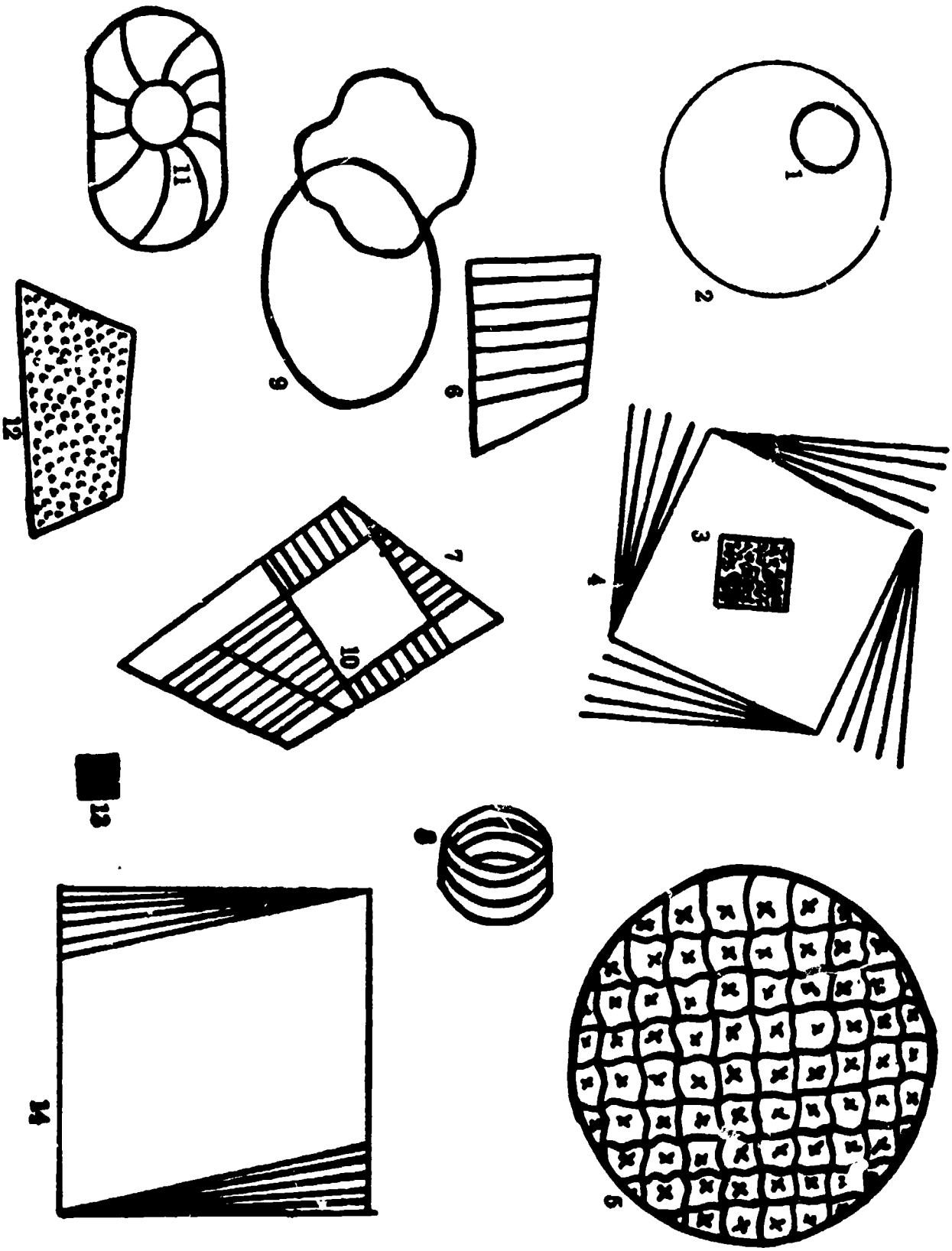
Reorder No. 1065










11
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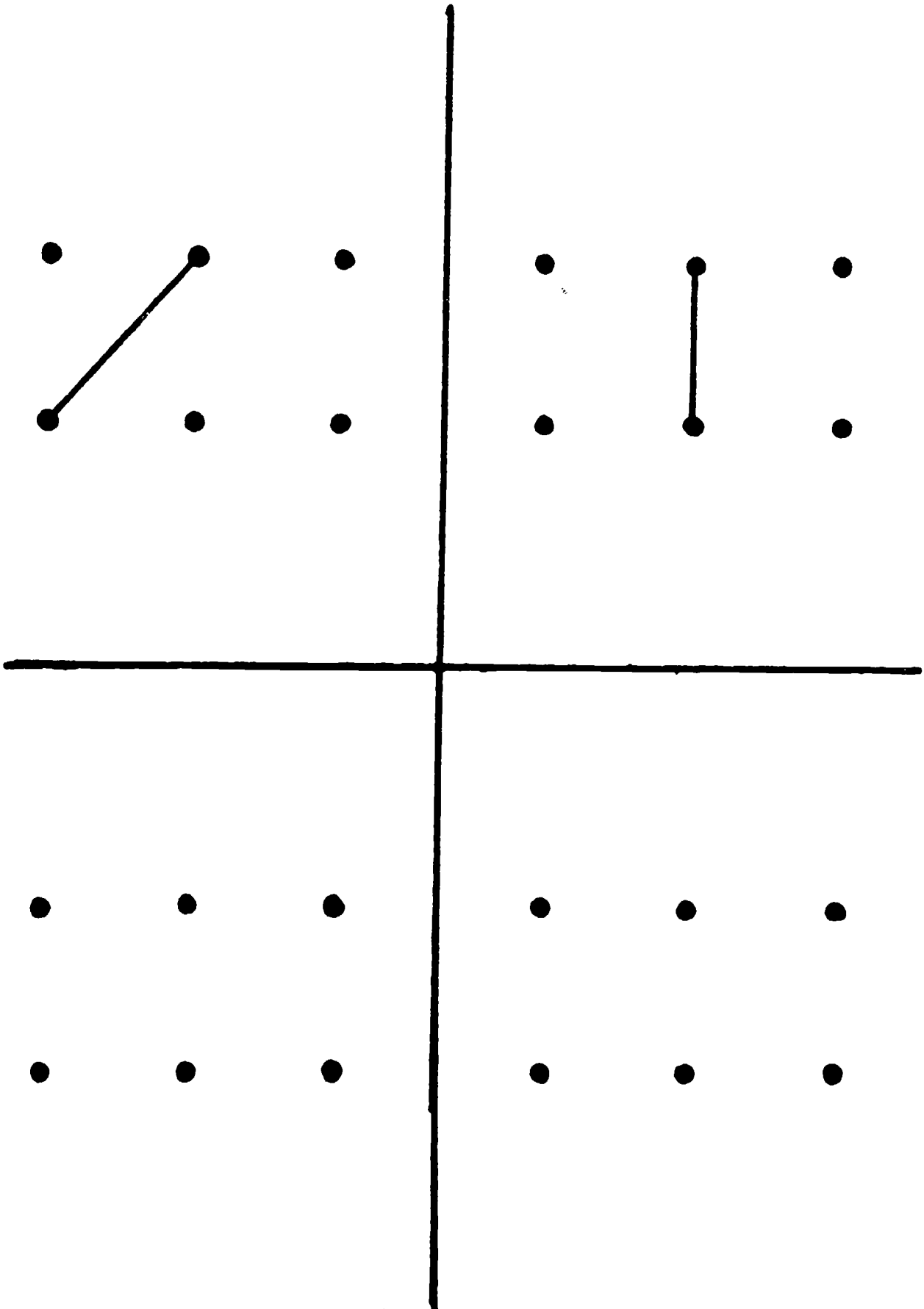
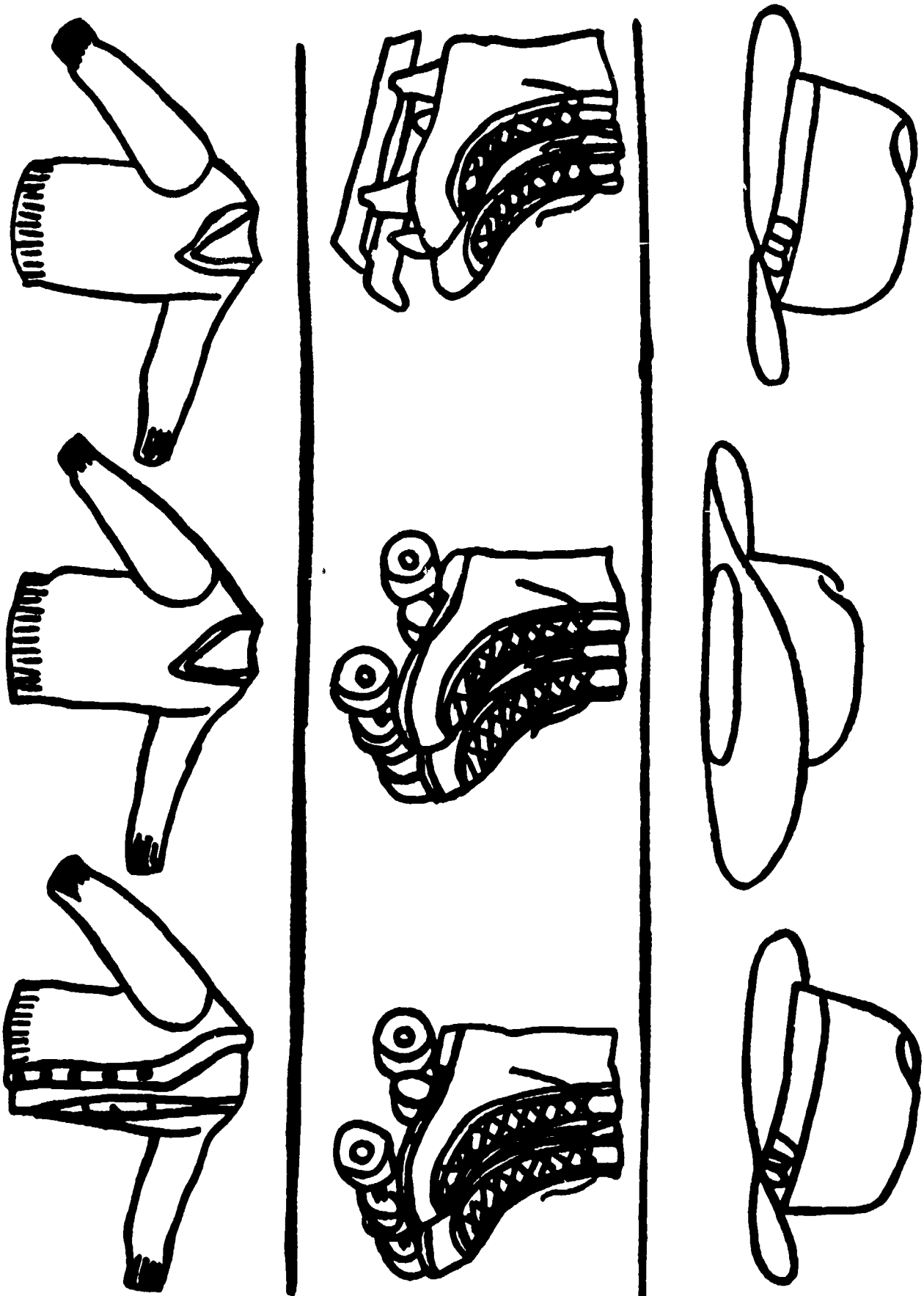
IVa





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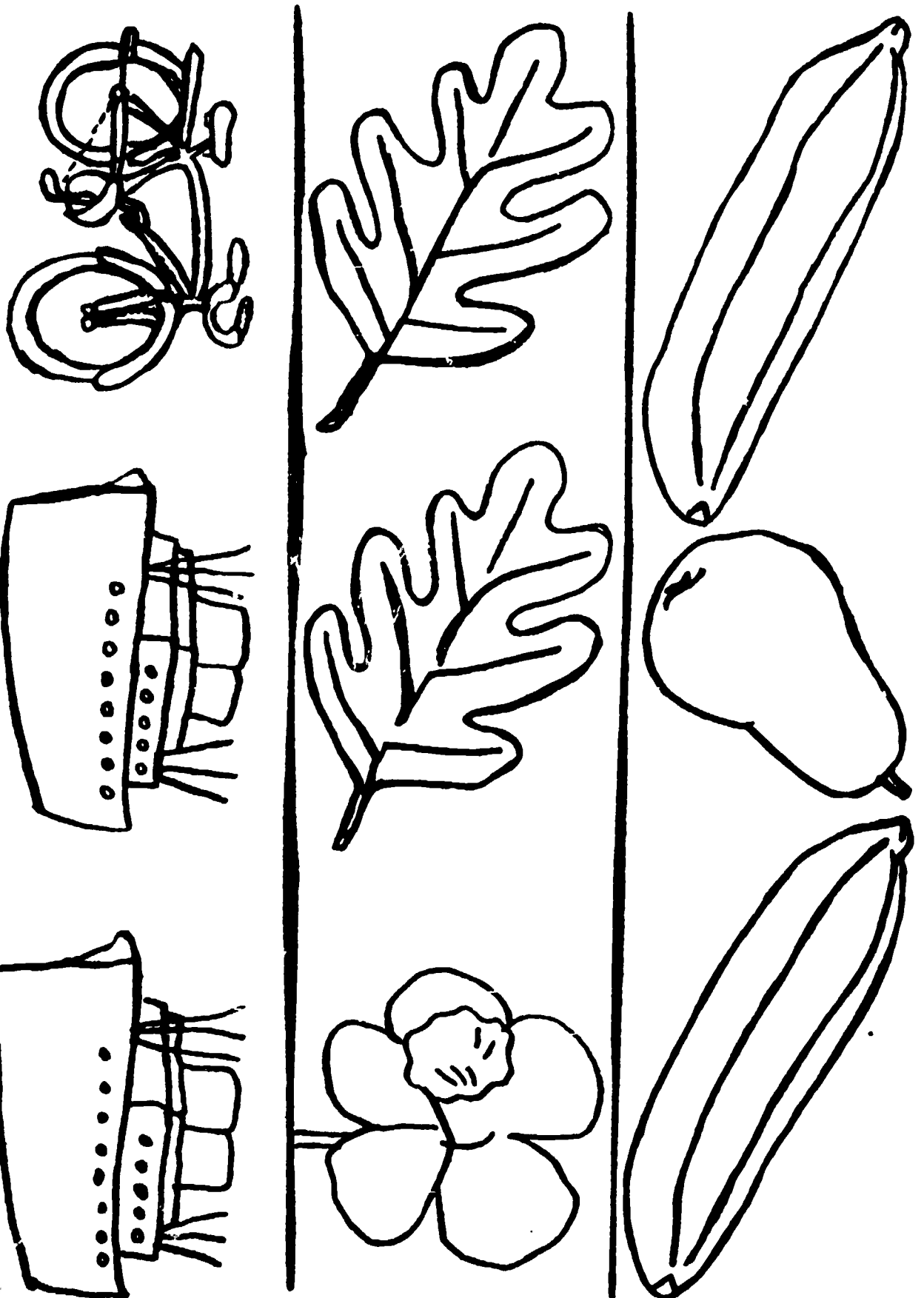

Screening Program Master Checklist

PUPIL PERSONNEL SERVICES

School _____

Date _____

NO.	NAME		
			Speech
			Hearing
			aud. disc.
			Aud. Sequencing
			Rhythm
			Auditory Space
			Dental
			Vision
			Color Blindness
			Conversion
			Ocular Pursuit
			Visual Sequencing
			Aud. Memory Seq.
		PERCEPTUAL MOTOR	Walking Bd.
			Jumping
			Jumping Rope
			Body Parts
			Gross Space
			Kraus-Weber
			Ang.-in-Snow
			Chalkboard
			Visual Forms
			Visual Memory
			Counting
			Color Discrim.
			Frostig
			Visual Perception
			Draw-A-Man
		PARENT QUESTION	Speech
			Hearing
			Health
			Vision
			Guidance
			Family

CLASSROOM SPEECH SURVEY

Form 5-S

School_____ Teacher_____ Grade_____ Date_____

Therapist_____

Names of Pupils	er	f	v	th	l	r	s	ch	sh	k	g	Stuttering	Good Sp.	Normal Sp.	Poor Sp.	Needs Help
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																
16.																
17.																
18.																
19.																
20.																
21.																
22.																
23.																
24.																

HEARING AND AUDITORY PERCEPTION RECORDS

School _____ Principal _____

Date _____ Grade and/or Unit _____

Examiner _____

Pupil	Auditory Discrimination	Auditory Sequencing	Auditory Rhythm	Auditory Space	Individual Test		Comments

DELAWARE COMMUNITY SCHOOL CORPORATION

Health Department

Worksheet

Grade_____

Name	Wt	Ht	Px	Dental	Vision	T.B.	S.C.	Smallpox	DPT	Polio	Rubella	Rubeola	Mumps	Comments

45

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STAFF HANDOUTS

STAFF HANDOUTS

PERCEPTUAL TRAINING CLASS SCHEDULE

NAME _____

DATE	Monday	Tuesday	Wednesday	Thursday
DID:				
PLAN TO:				
DID:				
PLAN TO:				
DID:				
PLAN TO:				
DID:				
PLAN TO:				
DID:				
[illegible]				

PERCEPTUAL TRAINING CLASS SCHEDULE

	Tuesday	Wednesday	Thursday	Friday

VOCABULARY OF TERMS USED IN PERCEPTUAL MOTOR TRAINING

Auditory - of or relating to hearing.

Bilateral - pertaining to the use of both sides of the body in a simultaneous and parallel fashion.

Binocular - use of both eyes simultaneously.

Body Image - complete awareness of ones own body and its possibilities of movement and performance.

Cephalo-Caudal Principle - development begins in the head-neck region and proceeds down through the lower limbs.

Concept - knowledge that at the moment need not be directly perceived through the senses but is the result of the manipulation of previously stored sensory impressions. A concept requires abstraction (the ability to recognize that the same "tag" or name may be used for several different objects) example---our abstract knowledge tells us that a particular grouping of legs, seat and back is a chair---the power of generalization lets us recognize the many types of chairs.

Convergence - movement of the eyes such that light from a single source falls on the two foveas - the action of the eyes whereby they turn inward when viewing binocularly an object moving in toward the face from a distance.

Cross Lateral Movements - movements requiring the simultaneous use of different limbs on opposite sides of the body or the moving of the same limbs (as both arms) simultaneously but in opposite directions.

Differentiation - the ability to sort out and use independently different parts of the body and in a specific and controlled manner. Example, the ability to activate the muscles of one arm without activating in a similar fashion the muscles of the other arm.

Distractibility - the inability to hold ones attention fixed on a given task for more than a few seconds.

Directionality - the projecting of right and left, up and down, fore and aft and directions from the body out into space. The child must develop laterality within his own organism and be aware of the right and left sides of his own body before he is ready or able to project those directional concepts into external space.

Elaboration - embellishment by the addition of associated ideas or movement.

Experimentation - the ability, desire and willingness of the child to try or test a newly learned movement or task to see how many different ways it can be used of itself or in correlation with other movements or tasks.

Fine Motor Activities - activities or output in which precision in delicate muscles systems is required.

Form Perception - the ability to conceive form in all its parts, put it together as a whole unit and then again break it down into individual parts.

VOCABULARY - Cont'd.

Frustration Level - that level at which the child is not capable of performing at a given time.

Generalized Movements - a wave of movements that sweeps through the whole body. Parts such as arm and legs are moved, not in relationship to their function but only as an adjunct of the total movement.

Gross Motor Activity - activities or output in which groups of large muscles are used and the factor of strength is primary.

Handedness - the choice of hand or side that is to lead in all activities. True handedness grows out of laterality, the inner knowledge of the two sides of ones body and the ability to call forth the one needed for a prescribed task. False handedness is merely a naming of sides and this is often done by linking one side to an external object such as a ring.

Integration - the pulling together and organizing of all of the stimuli which are impinging on the organism at a given moment. It also involves the tying together with the present stimulation experience variables retained from past activities. The organizing of many individual movements into a complex response.

Kinesthetic - the sense that yields knowledge of the movements of the muscles of the body and position of the joints.

Laterality - complete awareness of the two sides of the body and the ability to use each separately or both sides together as the task demands.

Midline - the child's own center of gravity. Unless he has a well defined midline as the result of well developed laterality, his space structure will not be stabilized and he may have difficulty orienting himself to his surroundings.

Monocular - the use of one eye while the other eye is shut or covered.

Movement Patterns - the organization of single movements into complex wholes. The movement pattern allows the child to concentrate on the purpose of the movement rather than how the movement can be made.

Ocular - having to do with the eyes.

Orientation - the child's ability to locate himself in relation to the things surrounding him and/or to time. Also the ability to stabilize his environment so that it remains more or less constant for it would be almost impossible to orient oneself to a world in which nothing stayed.

Perception - an experience of sensation combined or integrated with previous experiences which give it added meaning. Perception is controlled by stimuli received, memory and motivation. Input.

Perceptual Motor - the perceptual motor process includes input (sensory or perceptual activities) and output (motor or muscular activities.) A division of the two is impossible for anything that happens to one area automatically affects the other. Any total activity includes input, integration, output and feedback.

VOCABULAR - Cont'd.

Peripheral Vision - visual sensations arising from the visual sense cells lying outside the central (foveal) area of the retina.

Perseveration - the tendency to persist in an activity despite the fact that it may lack relevance in the particular stimulus situation. However, the activity probably had initial relevance. Example: child is asked to draw a square---he may continue to draw squares even though he is later requested to draw circles, line, etc.

Proximo-distal - the direction from the center outward. Movements of large groups lying toward the center of the body develop before the independent movements of parts lying at the extremity. Thus movements of the total arm precede those of the wrist and fingers.

Pursuit (Visual) - the act of following or pursuing a target with the eyes.

Redundancy - the art of appealing to as many of the senses, simultaneously, as possible in a given task. Ex., tracing a square on sand paper with the finger. The child sees the square, hears the movement of this finger across the rough surface, feels the tactual contact of his finger with the paper and also feels the kinesthetic or muscular movements in his hand and arm.

Readiness Skills - those skills which the small child is expected to develop one way or another and bring with him to the first grade.

Rigidity - the act of clinging to certain acts, perceptions, or periods of inaction even though they cease to be appropriate. These acts of rigidity are often used to exclude or avoid more appropriate and productive acts. The type of action that, once started, must proceed by prescribed order to the end. Parts of the total series cannot be lifted out and used when needed.

Space - the area in which the child exists and moves. His immediate surroundings as well as those at a distance. Note: Spatial relationships and spatial directions develop first in relation to the child himself. Thus early in his development the child locates two objects each independently in relation to himself. This is subjective space Later the child is able to conceive of one object to the right or left of another without the intervening step of locating each object with relation to himself. This is objective space.

Spatial - Temporal Translation - the ability to translate a simultaneous relationship in space into a serial relationship in time. Ex., the child must recognize the square as a whole when he sees it in space and reproduce it in time as an organized series of lines and angles. To achieve in many of the tasks we set before him, the child must be able to organize his impressions in both of these areas and to shift fluently from one to another as the situation demands.

Splinter Skill - a restricted motor approach to a specific problem that exists in isolation, "splintered off" from the remainder of the child's motor activity. Its usefulness is limited being adequate for only one type of activity. This isolated response also confuses the child since he is required to live with two basic sets of motor approaches between which there is little or no connection.

VOCABULARY - Cont'd.

Stimulation Level - the level of activity that demands just enough effort on the child's part to keep him interested and to encourage him to experiment further.

Strabismus - lack of coordination of the eye muscles so that the two eyes are not directed at the same point. When the eyes converge the condition is called crosseyed (esotropia) when they diverge, walleyed (exotropia).

Structuring - the act of arranging an activity in a way that is understandable to the child and conducive to performance or, in other words, arranging the task in such a way that the child will be aware of what is expected of him.

Tactual - have to do with the sense of touch. We use it to express both the child's application of his sense of touch to a given object or task and the use of tactual clues applied to the child by the instructor.

Tactual - Kinesthetic - a combination of the sense of touch and the sense of muscle movement.

Unilateral - one sided - the child who is unilateral uses one side of his body and ignores the other.

Unstimulating Level - the level at which the child can perform without any effort at which he will soon become bored or uninterested.

Variations - the application of a learned sensory-motor activity to a variety of media. Through these variations the child learns the art of experimentation.

Visual - pertaining to the use of the eyes.

Veridicality - the child's organization in response to the fundamental physical laws of the universe (not to be confused with validity which is an adjustment to social or cultural standards which may be taken by agreement.) Attention should be directed toward the establishment of veridicality in the already existing body of the child's information; an experience which is meaningful to a child in that he is able to know when something has been completed satisfactorily or unsatisfactorily without having external reinforcement.

Purdue University
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Lafayette, Indiana

Clara M. Chaney

RATIONALE FOR DEVELOPING

MOTOR-PERCEPTUAL SKILLS

Some children come to school and do not do well academically because of a lack of internal organization which interferes with the way the organism receives information and responds to its environment. This type student has trouble structuring his environment - it's a little as though he stands outside himself - disoriented.

In order for these children to organize their world they must first develop an inward organization and project it onto the world out there. A developmental sequence allows this internal development to be established. Below is a rough outline of this developmental sequence:

I. General movement patterning

II. Special movement patterns

III. Eye movement patterns

IV. Vision-Language patterns

V. Visualization patterns

At birth everyone has an undeveloped physiological nervous system. The first thing to develop is the motor system. During this developmental stage, it is necessary to learn what the parts of the body are and how they function, and then put them together into a generalized movement pattern, thereby developing the skill of motor control and coordination.

The first movement is global, or total, and then comes the process of differentiation, which allows for special movement patterns. The differentiated parts then must be put back together along with the consideration of the problem of expanding reflexes, combining the whole into a generalized movement.

While any motor act is in process, there is also a stimulus that a person must learn to assimilate. The child needs experiences in order to know how to cope, to learn the difference between up and down, left and right, motorically.

This is the basis for the PERCEPTUAL MOTOR MATCH, WHICH INVOLVES MATCHING THE INCOMING PERCEPTUAL DATE (HOW THE CHILD SEES THINGS) TO THE MOTOR INFORMATION THAT'S ALREADY THERE.

It is also necessary that children develop visual inspection skills through eye movement patterns and communication skills through vision language patterns which allow for adequate development of hand-eye coordination.

All of the above learning is then incorporated into visualization patterns for the development of interpretation skills necessary for a child to have adaquate form perception.

In other words, all of this pre-learning is necessary before a child can complete successfully what we adults feel to be such simple tasks as copying squares, triangles, etc.

This pre-learning is vitally important because it provides the child with a pattern that he can use whereby individual specific movements become a part of generalized movements to the place where the child doesn't have to stop and think out each step in a process, just as we adults do not have to concentrate upon the individual parts of a task in order to perform the task. An example of this would be the child who is so obsessed with the form of his writing that he cannot pay attention to the content of the writing.

Those children who come to school not having gone through this developmental sequence show a lack of readiness which no doubt contributed to lack of success in school as well as development of frustration and formation of a poor self-concept. Probable dislike of school will quite likely follow because of the lack of success and inability to do those things which are asked of him.

Fortunately much work is currently being done in the area of motor perception, screening devices have been devised that enable us to spot children who show this lack of developmental readiness and training activities have been established to ensure proper re-learning as the case may be, of the developmental tasks.

Activities have also been devised by which parents may aid in their child's

developmental readiness for school.

Parts of several programs developed by persons felt to be expert in their fields have been coordinated into a hopefully meaningful program for use with Kindergarten and first grade students who display this lack of readiness.

Since we are asking teacher and parent help in making this program operational on a limited basis this year, it was felt that you might be more receptive to the extra work involved for you if you were informed of the rationale and purpose of the program.

Through a combination of efforts, success of the program is anticipated and it is hoped that the premise will soon become one of a need for this developmental readiness to be the criterion for entrance to school rather than the presently used chronological age.

It would be further hoped that the administration would be supportive of the program in terms of appropriate placement of those students who are felt not to have reached a level of readiness considered to be conducive to school success.

The procedure will be as follows:

1. Screen Kindergarteners and first graders to establish the subjects for the program.
2. Diagnosis of individual problems.
3. Application of appropriate training activities to the specific problems. (Student aid will be available to teachers)
4. Involvement of parents in the program through provision of training activities that can be accomplished at home.

Training Activities

Taken From

THE SLOW LEARNER IN THE CLASSROOM by Kephart

No training technique is a goal in itself - the purpose is to teach the child certain generalized skills and abilities.

EXAMPLE: The walking board is not used to teach the child how to walk rail, but to teach body balance and laterality.

The training activities are presented in relation to major areas of development:

sensory motor learning
ocular control
form perception

Chief exception to this pattern is chalkboard training. It is a useful device for many areas and therefore grouped together for convenience in description.

Begin with the most basic area in which the child is weak.

EXAMPLE: Ocular-motor training is easier if the child is given basic laterality and directionality before ocular-motor training is begun. Previous skills must not be completely trained before higher skill is attacked, but a minimum amount of the more basic skills will aid learning of higher skills.

A. CHALKBOARD TRAINING

I. Scribbling - movement patterns and observation of trace. Child's first approach to any writing is experimentation with movement patterns from which he observes the pattern of the trace left by the activity and additional experimentation with movement patterns.

At age five or six we expect child to produce specific and highly skilled motor movements difficult for slow learner because:

1. Size of product is restricted
2. Patterns required are complicated

Developmental psychology says movement patterns begin in gross form using extensive muscle systems, and by differentiation, refined so they can be produced in smaller size with less extensive musculature. Slow learning child restricted in this learning process - we push him - causing him to develop a "splintered" pattern specifically for purpose of solving problem at hand.

To train: must break down these adaptations and find method of getting child back into uninhibited experimentation which he needs to strengthen basic skills needed in learning process.

A. ACTIVITY: Child is told to scribble, to make any sort of lines on board he would like to make. NO RESTRICTIONS - he is encouraged to experiment as broadly as he is willing to do.

PURPOSE: To breakdown limited approach - to approach chalkboard in terms of total motor pattern.

(1) DO NOT ALLOW WRIST TO REST AGAINST BOARD

(2) ENCOURAGE MOVEMENT WITH SHOULDER AND ELBOW AS OPPOSED TO HAND AND FINGERS

(3) ENCOURAGE LARGE PRODUCTIONS AND TO FILL LARGER SPACE AT BOARD

When movements are TIGHT AND JERKY - OUR AIM IS TO FREE THE MOVEMENT PATTERN - Encourage observation of RHYTHMICAL SOUNDS which result from smooth-flowing curved movement and the RHYTHMICAL FEEL of such movements - if necessary POINT OUT THESE RHYTHMS AND ASK HIM TO IMITATE.

First and most important value is that it teaches free-flowing movement. OBSERVATION OF TRACE left by motor movement is very important in the development of the young child.

B. ACTIVITY: Call child's attention to trace left as result of his movement - important that he identify this as permanent record of movement. Ask him to stand off from the board and look at man he has made. Ask him to trace over portions of his pattern so he can observe manner in which a pattern on chalkboard can "stand for" a pattern of motor movement.

PURPOSE: To teach that marks on a piece of paper or chalkboard symbolize movement patterns.

If motivation is a problem with older children - finger painting can frequently be used as a substitute for chalkboard scribbling.

II. Chalkboard - Directionality

A. ACTIVITY: Teacher stands at chalkboard beside child. Places dot at random on board. Child places his chalk on dot. Teacher then places another dot at random on board and child draws from first to second dot. Teacher then makes another dot and, without lifting chalk from the board, child draws from second dot to third. Continue game in this way - teacher always waiting until child has drawn line before placing next dot.

PURPOSE: To aid child in establishing and maintaining directionality and changes of direction. For this reason, dots are placed at random and in such fashion that child must change direction of movement each time.

PROBLEMS: Some children will have difficulty in establishing the direction in which they should draw and will start off in wrong direction. Aid child by calling attention to target dot and calling "here" and tapping the dot with the chalk. If necessary, guide his hand to help him get started.

If he has trouble, start with short distances and increase their length as child's skill increases.

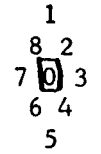
Trouble stopping - Aid him by guiding his hand with ours or by providing a cardboard stop at the target dot against which he can bump his chalk. Can help also by using larger dots or colored chalk or chanting rhythmical phrase such as "hit the dot.", accenting last word. Technique should start with short lines and a marked pause at each target dot. Be sure child comes to full stop on each dot. At first, place dots so he is never required to cross a line he has previously drawn. As child becomes more skillful we can cross and re-cross lines.

B. Crossing the Midline

Since some children have difficulties, at early stages of the game, dots should be kept on one side of the midline, preferably at the side of the dominant hand. As skill increases, we can begin to cross the midline. Ask child to cross midline only for an inch or two and work gradually to where we can ask to draw from full arm's length in one direction to full arm's length in opposite direction.

CAUTION: Be sure child does not walk back and forth in front of chalkboard or pivot his body at hips.

C. ACTIVITY: The Clock Game



- 18 inch diameter

PURPOSE: To be able to orient directionally with both sides simultaneously. Instruct the child to place the right hand on one of the numbers and the left hand on a second. Then ask him to move the left hand to a prescribed number and the right hand to another. He should move both hands at the same time and they should arrive at their respective goals at the same time.

1. Opposed Movement - toward the center

Child is started with two hands on circumference of circle and asked to bring them both toward center. Simplest movement - left hand number seven, right hand number three. He is then asked to bring both hands to center box 0 simultaneously. HE MUST START THE MOVEMENT OF THE HANDS AT THE SAME TIME AND CONTINUE THEM AT THE SAME RATE OF SPEED SO THEY REACH THE GOAL AT THE SAME TIME.

2. Movement away from center

In this pattern child begins with both hands at center box and moves out to numbers. In early training stages, permit child to look back and forth as often as he wishes in order to determine directions demanded. Encourage him to fixate on center of circle and be aware of periphery at same time. Same rules as for number one.

If child tends to give attention to dominant hand, encourage that he pay attention to both hands at same time and be aware of movement of both hands at same time.

D. Parallel Movement

Require hands to move parallel to each other. Begin with left number seven and right zero. Ask him to move left hand to zero and right hand to three. Both hands are moving in a left to right direction and moving over same distance.

E. Movement with Crossed Meridians

One hand required to move in one direction while other hand moves in another direction. Left number seven - right number one bring both hands together at zero. One hand must travel in lateral direction, the other in vertical direction.

Child must be able to move one side of body in given direction and he must be able to evaluate spatial relationships on the lateral axis according to same scheme he evaluates them on the vertical axis.

F. Gross Movement - Cross Meridians

1. Left to right - hands are moving in opposite directions and at same time in opposite meridians. Left hand number seven and right zero. Ask him to move left hand to zero and right hand to one.

2. Right to left - see handout.

When child has become reasonably proficient, a circle of thirty inches can be substituted for eighteen inches. The larger circle aids the child in keeping his peripheral visual field operative during a stress-producing task.

For children who cannot read or have trouble with number symbols, substitute pictures, colors, etc. Motivational help: Give child small cars which he drives into garage (center 0 box) or which he delivers two at a time, to customers homes (numerals on circumference of circle.)

II. Chalkboard (Orientation)

ACTIVITY: Ask child to stand before chalkboard with piece of chalk in each hand. Ask him to describe circular motions with both hands at same time. Note direction of movement of each hand. Then ask him to bring chalk in contact with board and ask to continue drawing pairs of circles, each pair on top of previous pair. He should continue until he produces a series of retraced circles - one set with right hand and one set with left hand.

Normally, we expect child to draw circles clockwise with left hand and counterclockwise with right. If he begins with these, we ask him to change and draw counterclockwise with left, clockwise with right, then counterclockwise with both hands, then clockwise with both hands. In this manner he experiences all combinations of direction of movement with both hands.

Call attention to movements and differences in way they feel - note that all results are circles regardless of directions they were produced. Direct his attention to the product of his movement during entire activity.

We can direct attention to movements by asking to shift abruptly during a movement pattern: call "change direction," ask child to correct distortion and smooth out movement as rapidly as possible. When reasonably accurate circle has been achieved, give signal for change of movement pattern. The learning results from the change of direction and re-orientation of the process and unless the child establishes a reasonably round, smooth circle after each change, he has not learned the relationships we are trying to teach him. Therefore, he must be helped to achieve at each step. If some patterns are too hard, drop back to simpler patterns or help him by guiding his hand.

ACTIVITY: The lazy eight. With one continuous line, draw a figure 8 lying on its side about twenty-four inches wide and ten inches high. Ask child to trace over and over this figure with one continuous line without taking chalk from board. When he has achieved this, ask him to reverse directions.

Ask to trace figure both directions with right hand, and both directions with left hand. Ask him to stand so that entire figure is sometimes to the right of the center of his body and sometimes to the left of his body.

Other times he should stand directly in front of the crossing point between the two loops. By varying position of body we can present facts of laterality related to direction of movement and perceptual facts.

NOTE: In the above directional activities, the attempt is made to provide a single visual control over a motor activity. The child, in effect, establishes his perceptual control first, and performs the motor movement second. When we ask the child to draw or copy a form, as in the following activities we require him to exert a constant visual control over the motor movement pattern. In copying, we require him to set up a visual control which is operative throughout the motor activity. In essence, the skill called eye-hand coordination has hopefully been learned by use of the aforementioned activities. We will now, in our present drawing and copying activities, attempt to bring the hand under constant control of the eye. We are attempting to set up a visual-motor feedback such that visual data can be used as a constant, closed system control of the total activity.

IV. Activity: The Circle

A. The teacher may stand in front of the child and describe a circular movement with her hand and arm. The child is asked to imitate this movement. If he experiences difficulty, we may guide his movement by asking him to touch his fingers to the teacher's. If the difficulty cannot be removed by this simple method, additional tactual and kinesthetic clues to help, in the form of TEMPLATES can be used. A template is a pattern cut out of cardboard or similar material. The template is the cardboard sheet with the cut-out portion in its center. The child inserts his finger in this circular hole and runs it around the circumference of the circle. The template forces his hand into a prescribed motion. This forcing causes the muscular tensions and tonuses to change from those which are obtained when he is making the incorrect motion. Kinesthetic end organs produce sensations indicating these changes in muscle tension.

If child has particular difficulty ask him to press hard against the template; pressure increases both the tactual and kinesthetic clues.

After child develops an idea of circular motion, we want to bring this activity under visual control.

1. Teacher holds the template against the chalkboard. Child is asked to place his finger inside the cut-out circle and to run it around the edge of the form. Encourage the child to watch his finger as it runs around the circle.
2. Give the child a piece of chalk and ask him to run the chalk around the edge of the template the same way he did his finger.
3. When circle is completed, remove template so that child can see what he has drawn.

WE ARE NOW INTRODUCING VISUAL CLUES WHICH WE WILL LATER WANT TO MAKE THE DOMINANT FACTORS IN THE CHILD'S CONTROL OF HIS PERFORMANCE.

B.ACTIVITY: TRACING (Providing continuous visual clues as guide)

We are now ready to introduce the problem of visual data as a guide and control for motor activity. We want to introduce this problem in stages since it represents a major learning task for the child and he cannot jump immediately from a tactual and kinesthetic control to a visual control. Intermediate steps are needed.

1. VISUAL-TACTUAL-KINESTHETIC

Simply add visual information to the tactual and kinesthetic child has already learned to use.

Draw a circle on the board that can be enclosed with the template. Ask the child to draw over our visual circle using the visual data as a guide in the process, depending as little as possible on the tactual and kinesthetic clues.

NOTE: Use heavy (broad) lines.

2. VISUAL-TACTUAL

Remove the template in the above activity. Ask child to trace his finger over the circle which we draw on the board. (broad lines)

Constantly call his attention to the visual data by asking him to watch what he is doing and to stay on the circle.

3. VISUAL-MINIMUM TACTUAL

Ask child to trace around our circle with chalk. Encourage him to observe this line while he is producing it and to compare it with ours. Make sure he maintains free smooth movement. Do not permit slowing down and tightening up of movements.

4. VISUAL

Ask child to trace circle in the air. Ask him to hold his finger up to the copy of the ci[illegible] but not quite touching chalkboard. Watch carefully to see that he stays on the line even though his finger is not touching the board.

5. REDUCED VISUAL CLUES

Remove the color clue, drawing the broad, heavy circle with ordinary chalk, then begin reducing width of line from one and one-half inches to one inch to one-half inch, etc. until we can draw circle of normal width which child is still able to trace over with his chalk. As you reduce width of line, you reduce visual clues and increase precision of movement required of child.

C. ACTIVITY: COPYING (Substitution of remembered clues for part of visual clues)

Child must introduce mental images of visual data. Make a large, bold X on the board. Ask child to begin his circle at X and end it at X. Verbally call his attention to starting and ending at X. Gradually reduce size of X. Child can look back and forth to the copy.

D. ACTIVITY: REPRODUCTION

Ask him to reproduce a circle on verbal instructions alone. This reproduction represents the highest type of performance where all of control of activity has become cortical and intellectual.

E. VARIATIONS:

To keep from teaching child to reproduce a particular circle and to teach the generalized concept of circle there is a need to vary the above activites.

1. Vary the sizes of the circles.
2. Vary the speed in our activities - emphasizing rhythm.
3. Solid vs. Outline Figures: Vary figure ground so that child can learn how to see a form as a figure on a background. Ask child sometimes to draw in outline and sometimes to color in. Always call attention to what he has done by asking him to step away and look at his product.

If child has difficulty coloring in, provide him with templates, broad lines.

4. Direction: Sometimes ask him to draw clockwise, sometimes counterclockwise, calling his attention to fact that circle is same regardless of direction in which it is produced.
5. Hand: Same as above only sometimes using left hand, sometimes right. Present all combinations of direction and hand.
6. Other Body Parts: Want child to know that circular movement remains circular independent of body part with which it is produced. Ask him to draw circles with toe in sand or other soft material. Maybe hold pencil or crayon in teeth and draw circle with head.

Note: To keep the verbal symbol constantly in relationship to the child's activities, attach the word circle to all of the activities that we can. Ask him what he is going to draw, what he has drawn, etc.

OTHER FORMS
GESELL

AGE	ABILITY
36 mos.	copies circle
48 mos.	copies cross (square - Terman-Merrill)
60 mos.	copies triangle
66 mos.	copies a few letters
72 mos.	copies a diamond

V. The Cross

Three principles not previously learned: vertical lines, horizontal lines and bisecting a line.

A. ACTIVITY: VERTICAL LINE

Ask the child to copy the vertical leg of the cross first. If he has difficulty, begin with the problem of drawing a vertical line. Use same procedure as if had trouble with circle (i.e., movement, templates, ruler, broad colored lines).

B. HORIZONTAL LINE

Teach in same manner as vertical line. If child has difficulty, help him in same manner as before.

C. DEVELOPING CONCEPTS OF LENGTH

Long vs. short: Draw two horizontal lines on the chalkboard, one longer than the other. Ask the child to bound the lines with his hands, to place his left hand at the left end of the long line and his right hand at the right end of the line. He is then asked to transfer to the short line and perform the same operation. His attertion is called to the difference between the position of his hands when he bounds the short line and when he bounds the long line.

We will also want him to experiment with lines of different lengths. Ask him to trace over the lines which we have drawn at the same rate of speed, then ask him to count or chant as he traces the length of a line. Have child look at the lines as he is experimenting with them, as we want him to eventually make the comparison of length on the basis of visual stimuli alone.

D. THE CONCEPT OF EQUALITY

After child has become aware of longer and shorter, we can move to concept of equality. Use same procedures as above.

E. EQUALIZING THE TWO LINES

If child makes cross where vertical arms are longer than horizontal arms or vice versa, he can be aided by using same techniques we used in teaching him long vs. short.

VI. The Square

The child must learn the new activity of (a) stopping at a corner and (b) turning a corner.

A. PROBLEM OF STOPPING

We can help by increasing the number of clues that are available to him. Provide a wide, heavy colored line on the right side of the chalkboard about one and one-half inches wide. If he still has difficulty in stopping, place a ruler along the right hand side of board as a stopper. Motivation may be added by asking child to imagine his chalk is a car. He is then asked to drive his car onto the street but not across the street. He must not hit the curb (ruler) on the other side of the street.

B. THE PROBLEM OF TURNING

In this problem the child must alter direction in a movement which is part of a total motor activity and must not lose sight of the total activity in the process of changing direction. Draw a broad, heavy line on the right hand side of the board. Ask the child to place his chalk about eighteen inches to the left of this line, then ask him to draw over the line and go down in the new direction without getting off the line. If he has trouble, use a ruler as a stop.

The child draws over to the ruler and proceeds down its length. If he still has difficulty, provide two rulers.

C. STRENGTHENING FORM PERCEPTION

Form perception develops by differentiating out of a globular mass. Ask the child to draw a square. Encourage him to complete it in one continuous line and call attention to the order in which the elements appear, the line, angle, corner as he approaches it and point out its relationship to the previous and next elements.

D. SUPPLYING ADDITIONAL CLUES

Kinesthetic: by use of template

Tactual: by tracing

Visual: by use of broad, heavy colored lines. Thus we will want to use with the square the same general series of activities used for the circle.

Generalizing the Concept: by altering the size, rhythm of speed, direction and starting point.

Increase Figure Ground Relationship: by sometimes asking him to color in the square form and sometimes asking him to draw the circumference of the form.

VII. The Rectangle

New problem for the child of disproportion of size among the various sides. Child must learn that opposite sides of rectangle are parallel and that two of these parallel lines are longer than the other two. Must also learn that differences between length of sides are proportional.

A. DEVELOPING THE CONCEPT OF PARALLEL

Ask the child to trace with his finger the two opposite sides of the rectangle simultaneously. Call his attention to fact that his hands remain same distance apart during entire activity. Draw an angle on the board and ask him to trace the two sides at the same time. Call his attention to the fact that these non-parallel lines come together or grow wider apart, whereas in parallel lines they remain the same distance apart. Ask him to try this tracing activity on the two long sides of the rectangle and also on the two short sides. Call his attention to the fact that the same parallel relationship is present between the two long sides that is present between the two short sides.

B. THE PROBLEM OF PROPORTIONALITY

We can help the child to observe the problem of proportionality if we can teach him to use the additional clues which we have previously given him to judge differences in length, as measuring devices. Thus ask him to bound with his hands the short side of the rectangle and without moving the position of his two hands, lay this distance along the long side of the rectangle. If the rectangle is, for example, twice as long as it is high, he can observe that he lays his hands out twice along the long side. The same procedure can be used with tracing with the finger. He can observe that it takes him twice as long to trace the long side, as it does to trace the short side. To generalize the concept, use similar rectangles of various sizes and present the rectangle in the two primary orientations.

To strengthen form perception, use the same series of procedures which we used in the case of the square and circle.

C. FIGURES WITH DIAGONAL LINES

We will not present the child with figures involving diagonal lines until he has learned to reproduce figures involving horizontal and vertical lines. It will be found helpful to present the child first with a diagonal line alone. Ask him to draw across the chalkboard in a diagonal direction. If he has trouble, we can help him to learn diagonal movement by the same techniques which we used to help him learn the circular movement.

VIII. The Triangle

When the child has mastered the diagonal movement itself, present him with the triangle with its base down and apex up. Follow the same steps as outlined in the discussion of the square.

IX. The Diamond

The steps in teaching the diamond are the same as those in teaching the square and triangle. Begin first with maximum clues, using templates, broad, heavy lines and maximum tactual stimulation. As child progresses, gradually reduce these clues, removing first the template and then reducing the strength of the visual stimulus. Finally, ask the child to copy the form and then reproduce it from memory.

Present the diamond in various sizes, in both orientations. He should also learn that the diamond is the result of two triangles with their bases together. Give him cut-outs of triangles, which, when placed base to base, form the diamond.

X. Complex Forms: Letters and Words

At this stage the child can begin to learn the reproduction and recognition of letters. Our concern is wholly with the ability of the child to recognize the form of the letter. It is felt that such forms cannot be fully appreciated until they can be reproduced and until the visual data represented by the letter on paper come to have meaning in terms of the movement pattern of the child's organism.

Like letters, words represent complex forms. Thus, for the word which is not recognized, we would ask the child to trace over it or to reproduce it on the board. Throughout all of the activities described above, one of the factors toward which we have been working is the use of these concepts of form and pattern in the later activities of reading. Reading involves the association of a verbal and auditory pattern with the visual pattern. For this reason we want to encourage the child to verbalize during all the drawing and copying processes. For example, use the word square in association with his production of a square. Here we are coming much closer to the reading process itself and we will want to establish the habit of associating verbal components with such activities. We will therefore ask the child to say the letter or word as he is writing it and ask him to read what he has written after he has finished.

XI. From Chalkboard to Paper

Chalkboard differs from paper and pencil in two fundamental ways: (1) it is oriented vertically and (2) the sizes are consistently larger. We must be careful that the new size of drawings develops out of the total motor pattern which we began to establish on the chalkboard.

B. SENSORY-MOTOR TRAINING

THE WALKING BOARD - Purpose: To Teach Balance and Postural Response

By adapting many of the activities described in our earlier discussion of the walking board, we can provide experiences which will aid the child in the development

of dynamic balance and contribute to the learning of laterality and directionality. Only when a child loses his balance and is required to correct it, does he learn. The child is asked to start at one end of the board and walk slowly to the other. For beginners or those having difficulty, the four inch surface is used. As the child becomes more adept, the board is turned on edge and the two inch surface is used. When the task is difficult, the adult should help the child by holding onto his hand. Never force the child. The child first learns to walk the board forward. Care must be taken to see that he walks slowly and maintains balance, at all times. He should place each foot squarely on the board so that both toe and heel make contact at each step. After the child has learned to walk the board forward, he learns to walk it backward. He is allowed to look back to see where the next step should be, but is encouraged to learn where the board is behind him without having to look.

The child can now learn to walk the board sidewise. To do this, he stands with feet together, facing across the board and on the left end. He then moves his right foot out, shifts his weight and moves his left foot until his feet are together again. After each step, the feet are brought together again. When he returns from right to left across the board, the sequence of actions is reversed. Again, care must be taken to see that he moves slowly and maintains balance.

When he has learned the above three basic procedures, the child can be taught to turn on the board. Variations and combinations of the procedures and turns can be introduced to maintain interest and also to reduce anticipation.

LATERALITY AND DIRECTIONALITY

The board also requires an accurate knowledge of the difference between the right side of the body and the left. This laterality is necessary in such activities as reading and writing. It is probable that many reversals of words or letters are due to inadequate laterality. The board also aids in the development of directionality, fore and aft.

SPECIAL ADAPTATIONS

For the child who is having exceptional difficulty, the task of walking the

2 x 4 may prove too difficult. We may need to start with a paper alley, constructed by laying a strip of wrapping paper along the floor, or "street." The child is then required only to walk within the alley or street without getting off. In this manner, we teach the child to control the gross direction of his movement. When the child has learned this, we can increase demands by reducing the width of the street and finally moving back to the boards - 2 x 8 , 2 x 6 or 2 x 4. Children displaying such gross lack of control will be found to be apprehensive of any task requiring more refined control. The teacher should offer support, by holding his hand, etc., at the same time encouraging the child to dispense with such support as soon as possible. If the child fears the height of the board, start with a four inch strip of paper placed on the floor and proceed to the flat board and then the elevated board as the child is ready.

THE BALANCE BOARD

Relatively adequate ability with the walking board is suggested before attempting the balance board. The balance board is a square platform 16 x 16 inches. Underneath and in the middle of the board is a balance post three inches in height. Three sizes of balance posts are provided: 3 x 3 inches, 4 x 4 inches and 5 x 5 inches. These posts can be interchanged by means of a simple wing nut so that the task can be made easier for the child having difficulty. Some children may have to begin with no post at all. Start the child with the largest post and when he can balance well, change to the smaller posts. Asking the child to keep looking at a picture which has been put at his eye level will make the task easier. Encourage the child to rock the board both in the right-left direction and in the fore-aft direction. Let him experience a shift of weight and of the center of gravity and observe how such shifts are accomplished and controlled.

Other neuro-muscular tasks, such as bouncing a rubber ball on the floor in front of him and catching it can be done while balancing on the board. You may also ask him to touch his shoulders, hips, knees, etc., or th throw objects at a target, as a bean bag, ring toss, etc. This combining maintenance of balance with movements of identification helps to create body image.

ANGELS-IN-THE-SNOW

Bilateral Movements: The child lies flat on his back on the floor with his arms at his sides and his feet together. He is then asked to move his feet apart as far as he can, keeping his knees stiff. He is then asked to move his arms along the floor until his hands come together above his head, keeping his elbows stiff. Encourage the child to press against the floor with his heels as he moves his legs and with his hands and wrists as he moves his arms. He should be aware of his hands and feet and their positions at all times during the exercise. The tactual sensation from contact with the floor will increase this awareness. If the child has trouble, the adult may help by moving the arm or leg with his hands. When the child brings his feet together, encourage him to "click his heels." When he brings his arms down to his sides, encourage him to slap his sides. Awareness of a body contact and a body-outside object contact can be heightened.

Next, ask the child to move his legs apart and at the same time move his arms over his head. He then moves his legs together and at the same time brings his arms down to his sides. He is asked to coordinate these two movement patterns so that his legs are apart at the same time that his hands come together above his head. As his heels touch, at the same time, his hands touch his sides. He is thus asked to time each pattern so that it is synchronized with the others. Both leg and arm movements must be smooth and the arm movement must take as long as, and no longer than, the leg movements. Be sure he kepps his movements smooth.

UNILATERAL AND CROSS-LATERAL MOVEMENTS

Ask the child to move his right leg only to the extended position. Then ask him to return it. Always stop at the end of any movement to allow him to appreciate the new posture. Then ask him to do the same with his left leg only, then his right arm only, then his left arm only. If the child has difficulty, hold one foot down while the other leg is being moved. Encourage the child to complete the single movement without help as soon as possible.

Some children will not be able to identify the leg or arm to be moved if we merely point to it. These children will need the additional help that results from the teacher

touching the limb to be moved. Press firmly against the selected limb so that a strong tactual stimulus is provided upon which to base a choice. As a result of this tactual stimulus, the translation from visual to tactual-kinesthetic is made unnecessary. Make sure that the child has awareness of the visual stimulus before the tactual is added. For this reason, point to the limb and stop, waiting for him to become fully aware of the visual stimulus and to attempt to initiate the movement. Add the tactual stimulus only if he has trouble or makes an error. The intensity of the tactual stimulus can be gradually decreased by using a lighter and lighter touch as he progresses.

The child is now ready for complicated unilateral movements. Ask the child to move his right leg and right arm together. Next ask him to move his left leg and left arm. Then ask him to move his left leg and right arm together. In all of these exercises, timing and synchronization of timing are important and must be given constant attention. When these basic movements have been completed, alter the time factor itself. Ask the child to move fast, then slow, then in rhythm to a beat or count.

Next ask the child to turn over face down on the floor and repeat all the exercises in this new position. Place a hassock or pillow under his abdomen so that by raising his shoulders and legs he can be free of the floor except for the pivot provided by the support. This position is very tiring and the periods of practice should be very short.

Purpose: The above exercise is designed to help the child learn laterality and to increase his awareness of his body image. Movements directed toward the two sides of the body develop an awareness of laterality and teach him to use this awareness in directing activities. Asking him to make movements in time sequence or rhythm helps him to gain good bilateral control in which each side maintains its independence but is integrated with the other.

STUNTS AND GAMES

Certain stunts and games used in elementary physical education will be found useful in aiding the child to develop body image and motor control. Since these stunts and games are discussed in textbooks on elementary physical education (Neilson and

Van Hagen, 1939) only a few examples will be described here.

DUCK WALK

Ask the child to place his hands on his knees and perform a deep knee bend. In this position, ask him to walk forward. He may also place his hands behind his back with his palms together and his fingers pointing backward in imitation of a duck's tail.

RABBIT HOP

Ask the child to place his hands on the floor and perform a deep knee bend. Have him move his hands forward and, keeping his hands on the floor, bring his feet forward between his hands with a jump. He then moves his hands forward again and repeats the process as he progresses across the room.

CRAB WALK

Ask the child to squat down reaching backward and putting both hands flat on the floor behind him without sitting down. Ask him to walk or run in this position. He should keep his head, neck and body in a straight line.

MEASURING WORM

Ask the child to place his hands on the floor in front of him and about shoulder width apart. His legs should be stretched out straight behind him with the weight of the body supported on the arms and toes. The arms should be kept straight and the body body should be straight from head to heels. Keeping his hands stationary and knees straight, ask him to bring his feet up by little steps until they are as close to his hands as possible. Next, keeping his feet stationary, ask him to move his hands forward with little steps until he has reached the starting position again. This series of movements is repeated as the child progresses forward across the room.

ELEPHANT WALK

Two children are required for this game. The first child grasps the second at the hips. The second child then jumps upward and locks his legs high around the hips of the first. He then drops backward and works his head, shoulders and arms between the legs of the first child. The first child then drops forward onto his hands, keeping

his arms and legs stiff. Both children hold these positions while the first child walks forward.

RHYTHM

When figure-ground for form is encountered in the dimension of time, we know it as rhythm. Rhythm is important in kinesthetic and tactual problems since much of the information which we obtain from these senses is probably aided and militated by ability to establish and maintain rhythm relationships. It is felt that many of the problems of auditory span, temporal order in series, etc., maybe related to weaknesses in ability to establish and/or maintain rhythm patterns.

RHYTHM IN VARIOUS SENSORY-MOTOR AREAS MUST BE INTEGRATED SO THAT THE CHILD HAS A CONCEPT OF RHYTHM IN THE TOTAL ORGANISM. KINESTHETIC RHYTHMS MUST BE INTEGRATED WITH TACTUAL RHYIHMS AND WITH AUDITORY RHYTHMS. RHYTHMS ON ONE SIDE OF THE BODY ONLY: Obtain a set of bongo drums. Give the child one of the drums while you take the other. Beat out a constant rhythm pattern in which all of the beats are of equal length and equally spaced (da-da-da-da-). Ask the child to repeat on his drum what you have produced. In the early stages of training, permit the child to watch you and beat his drum along with you. Alter the rhythm pattern by increasing or decreasing the over-all rate. Then ask child to close his eyes and listen to your beat, then reproduce it. Present next a simple two-beat rhythm (da-dit, da-dit, da-dit.) Again vary the speed of the over-all rhythm and begin by permitting him to watch as well as listen until he is able to pick up the rhythm from the auditory clues alone.

We can next go on to three stage rhythms (da-dit-dit, da-dit-dit.) In all of these rhythm exercises, be sure that the child establishes a smooth rhythmic flow. In order to learn to generalize these rhythm patterns, the child should produce them in various ways. He should learn to produce the rhythms with his dominant hand as well as his non-dominant hand, then he should learn to establish the same rhythm with both hands together. He should also beat the rhythm with his feet, produce it with his vocal chords by a series of vocal sounds, etc.

BILATERAL RHYTHMS

Beat out a simple alternating rhythm in which the beats are of equal length and are equally spaced; thus R_L_R_L. The rhythm should alternate regularly from right to left. Ask the child to reproduce this rhythm pattern. Follow the same training procedures talked about previously. When the simple R-L-R alternation has been mastered, present rhythms in which two beats with each hand are alternated, thus: RR-LL-RR. When the double has been mastered, present alternating series of three, (RRR-LLL), four (RRRR-LLLLO and five. Whenever the child has difficulty, permit him to watch you as well as listen. As soon as he is able to do so , ask him to develop the rhythm pattern on the basis of the auditory stimuli alone. Do not present single series (R-R-L-L) but present continuous series of sufficient length to be sure that the child has established the cross-body flow. When these regular rhythms have been mastered, we can present irregular rhythms. (p. 238-9)

C. TRAINING OCULAR CONTROL

Training techniques in the area of control of the eyes are very similar to testing techniques in this area. The general procedure is to move a target in front of the child and ask him to follow it with his eyes. Care is taken to watch the child's eyes carefully to see that he is following the target and that his eyes are moving smoothly and with coordination. In THE EVENT OF ANY CONTINUED JERKINESS OR LACK OF CONTROL, THE TRAINING IS DISCONTINUED AND SOME OTHER MEANS OF HELPING THE CHILD IS UNDERTAKEN. OCULAR PURSUIT TRAINING SHOULD NOT BE STARTED UNTIL SUCH TIME AS THE CHILD HAS DEVELOPED SUFFICIENT LATERALITY AND DIRECTIONALITY TO FORM THE BASIS FOR A REASONABLY ADEQUATE MATCHING.

In beginning the training, work through the stages described below until a level is found at which the child can start to learn. As soon as he has achieved control with one type of activity, move through the stages until child can follow the pencil target in stage 1.

Stages in Ocular-Pursuit Training

STAGE 1 - The teacher moves the same pencil target, used in the testing procedure,

before the child's eyes in the principal meridia (lateral, vertical, and rotary). Instead of a single trial, the target is moved repeatedly and the child is urged to increase the adequacy of his performance. It is very important that the child make progress readily. If he continues to follow the target with uncontrolled movements, he is in danger of merely practicing his errors and the training procedure defeats its own purpose. If the child does not show observable improvement within a few trials (four to eight) the training activity should be discontinued and training should drop down to stage two.

STAGE 2 - Stage two is identical with stage one except that the target used is a penlight. The same observations should be made and the same procedure recommended in stage one should be followed. The purpose of stage two is to increase the intensity of the visual stimulus. If progress is not noted within a few trials, stage two should be discontinued and training should proceed to stage three.

STAGE 3 - In stage three, the child is asked to point to the target and to follow it with his finger as he follows it with his eyes. The penlight is used as in stage two and the target is still moved in the principal meridia, this adds a kinesthetic clue to the visual clues used in stages one and two. It is necessary to match the kinesthetic information from the extra-ocular muscles with the general kinesthetic pattern of the body in order to develop the desired ocular control. If improvement is not noted in first few trials, this process is discontinued and training moves on to stage four.

STAGE 4 - Stage four is identical with stage three except that the child is asked to place his finger on the light and move his finger in contact with the penlight as the light moves. He is urged to offer a certain resistance to the movement of the light by saying to him "press down hard. Try to keep the light from moving." The light is then moved in the principal meridia as in the earlier procedure. The purpose of stage four is to increase the kinesthetic stimulation. If no observable improvement is noticed within a few trials, the training moves on to stage five.

STAGE 5 - In this stage, the target is a ball. Begin with a large ball such as a beach ball or playground ball. As child improves, decrease the size of the ball.

The adult places both of his hands, palms flat, on one side of the ball. The child places both of his hands flat against the other side of the ball and directly opposed to the hands of the adult. Thus, the ball is held between the two pairs of hands. The adult then begins to move the ball in the principal meridia carrying the child's hands along with him. The child is encouraged to watch the ball and to keep it in sight as it moves. In stage five the child is given maximum information with which to develop his skill. If the child does not show improvement within a few trials at stage five, he should be referred to a professional eye man for specialized help.

GENERAL CONSIDERATIONS

Ocular control is more difficult the further it extends toward the periphery in either direction. therefore training procedures should begin by training movements in these areas in which the child can perform adequately. This may be a very restricted area near the center of the line of vision. The range and extent of movements are gradually increased as child becomes able to perform further from the center of his visual field. The midline problem also causes difficulty and in such cases, proceed as mentioned previously, giving special help whenever he crosses the midline. It may be necessary to use a lower stage of training so that the child is able to smooth down his midline control before the extent of movement can be increased. Another difficulty is that of helping the child to know when he is performing adequately. Whenever it appears that the child's eyes are not adequately centered on the target, training should stop and he should be requested to re-fixate the target. If he is permitted to perform without the target centered, we are permitting him to practice his errors.

PURSUIT - TRAINING ACTIVITIES

It is recommended that these sessions be limited to ten minutes; three minutes for training the right eye, three minutes for the left, and three minutes for training of both eyes. The period of most rapid learning has been established as being early in the training session.

OCCLUSION

When monocular training is undertaken, the eye which is not being trained needs to be covered. A suitable occluder can be made from a piece of felt. A hole is cut in the felt so that when the strip is held up to the face the eye will be directly behind this hole and this hole will be of such a size that the child has unimpaired vision through it. A rubber band is broken in two and is tied through small holes at the narrow edges of the band so that it can pass behind the child's head. Simply turn it through 180 degrees to fit the other eye. Decorated to represent the Lone Ranger, etc., they also provide good motivational devices for the training.

CLASSROOM TECHNIQUES

It is necessary that training be continued after the initial skills have been learned. During this "overlearning" period, group activities are possible. When training has reached stages one and two, teacher can arrange five or six children in a semi-circle around her chair, can move the target before the children in much the smae way as she would do in the case of a single child for training and ask the children to follow the target. If any child experiences difficulty remove him from the group and provide individual attention.

A complete series of activities including right eye, left eye and binocular can be carried through in such groups. It is possible to arrange conditions so that children can assist in training each other. It has been most practical to arrange the children in pairs.

CHALKBOARD AIDS

The teacher draws on the chalkboard a "road" using the flat side of a piece of chalk and drawing a strip about an inch to an inch and a half wide. The child is given a two wheel plastic model of a vehicle; he is asked to "drive" by pushing it along with his hand on the road. Begin with straight roads and proceed to curved and wavy roads which require considerable skill to negotiate. This technique can be extremely useful since it combines activity of the hand with activity of the eye.

PLAY ACTIVITIES

Any game or sports activity which involves following a moving object and requires the child to keep the moving object constantly in view can be used to aid in ocular control. Volleyball, basketball, kick ball and similar sports are useful in this connection.

THE MARSDEN BALL

A soft rubber ball about the size of a tennis ball is suspended by a string from the ceiling, or if outdoors, from a tree limb. As the child becomes more adept, the size of the ball can be decreased. The child stands at one side about arm's length from the ball and with the pivot line of the string directly in front of him. Pull the ball to one side and release it, do not throw or push it. As the ball passes in front of him, the child is instructed to reach out and touch it with his finger. He must reach out and contact the ball directly in one movement. He is not allowed to thrust his finger into the path of the ball and wait for it to hit his finger. He is given a starting point for his finger each time so that he thrusts out with a definite, prescribed movement. The first starting position will be the shoulder. The child is instructed to hold his hand beside his shoulder with his finger pointed ahead. Other starting positions will be the eyes and hip. Always he is to thrust out in one steady movement, keeping his head still, following the ball with his eyes and to keep his head pointed forward. This activity aids the child in developing the vital translation between kinesthetic-tactual data and visual data. As a preliminary technique for those who have difficulty doing the above, do not swing the ball but allow it to hand motionless. Allow the child to position his finger just an inch or two from the ball before he thrusts at it. Gradually advance to a smaller arc when swinging the ball. Move him gradually until he can use visual data alone.

VARYING THE PROCEDURE

Instruct the child to thrust when you call out "NOW." Only by following the ball can he be ready at anytime youmay signal. Be sure that he follows with his eyes and not with his head. He should be instructed not to move his head.

When he has mastered the ball as it swings laterally to his body, move to a fore and aft direction. When the child begins to learn the task with his finger, he may be given a short bat with which to bunt the ball. The ball techniques should be learned with the finger first. The process of bunting the ball with the bat involves a spatial judgment and a process of following a target. Also timing and rhythm are involved.

TRAINING OCULAR PURSUIT

This can be accomplished by asking the child simply to watch the ball as it swings back and forth. The ball is swung laterally and in a fore and aft direction as before. It can then be swung diagonally. Later the child is asked to lie on his back on the floor and the ball is swung in a circular movement about him as he follows it. When movements are not smooth, encourage the child to keep his eye on the ball.

D. TRAINING FORM PERCEPTION

Help for the child with deficiencies in the development of constructive form perception can be provided by use of puzzles of the jigsaw or cut-out type, stick figures or peg board.

PUZZLES

Care must be taken that the child completes the puzzle on the basis of evaluation of the total form rather than on the basis of a simple matching of some few specific elements in the form.

STICK FIGURES

Match sticks (with heads removed) may be used to construct simple geometric figures. For samples of such figures and directions for administration, see pages 263-266 of Kephart's Slow Learner in the Classroom.

THE PEGBOARD

A square piece of acoustic ceiling tile will make a very adequate pegboard. Select a square in which the holes are arranged in straight vertical and horizontal rows. It will be found that golf tees that have had one half inch clipped from the sharp end make excellent pegs for use with the ceiling tile. The pegboard offers a

difficult form perception problem for two reasons, the form is broken up into large numbers of units and the task is elongated in time. Two boards and two sets of pegs are provided, one for the child and one for the adult. The pegs should be of color contrasting with the background. On his board the adult outlines a simple figure, the child is then asked to make one like it on his board. There are two stages in the training activity. In the first stage the board with the model figure on it is left in full view of the child. In the second stage of training, the model figure is shown to the child only briefly. By moving from the first to second stage as soon as possible, the child is forced out of the disconnected unit approach and is encouraged to construct the form and use it as a basis of his procedure.

The order of difficulty of simple forms on the pegboard follows roughly the order of difficulty discussed earlier in connection with chalkboard drawing, except that the straight line replaces the circle as the simplest type of form.

MAINTAINING FORM AGAINST BACKGROUND

The child can be given aid by the use of a template for a straight line as described under chalkboard training. A cardboard or plastic template is prepared in which a long, narrow opening representing a straight line has been cut out. The template is laid along the pegboard in the prescribed direction and the child places his pegs within the cut out area of the template. When he is able to do this, remove the template and lay a ruler across the pegboard. This intermediate step may help him to make the transition between template and free activity on the pegboard.

The child should learn to produce a straight, horizontal line completely across the pegboard as well as a straight vertical line extending over the length of the pegboard. He should also learn to produce these lines in various positions on the pegboard. When the child has learned to construct a straight line, he must learn the problem of achieving a line of a given length. When he has learned to stop with use of a ruler, place the last peg in the row for him. He then follows along the row of holes until he comes to the preplaced peg. He should be encouraged as soon as possible to learn to stop when his line is of the prescribed length without

these additional clues.

CONSTRUCTING SQUARES AND RECTANGLES

After he learns the straight line, a square can be presented. It will be found helpful if a solid square made by filling in the entire square area with pegs is presented. The square models should be varied in size to insure the development of concept of square. When the square has been mastered, the rectangle can be presented. The same problems discussed in chalkboard construction of a rectangle should be considered in the pegboard construction of a rectangle.

THE PROBLEM OF ORIENTATION

The pegboard presents two background problems. The first problem is the construction of the figure itself. Therefore, pay attention to this problem first and be sure the child is able to construct the figure. Then move on to the problem of orientation and ask him to orient his figure to the pegboard in the same way that yours is oriented, first in the upper left hand corner, then in the lower center portion of the board, etc.

CONSTRUCTING DIAGONALS

It will be found that all of the problems encountered in the learning of the horizontal or vertical line will be encountered again when the diagonal line is presented. In many cases it will be found necessary to return to the straight line template or ruler as aids in helping the child. When the diagonal line has been mastered, the triangle and diamond figure can be presented.

MULTIPLE AND INTERLOCKING FORMS

When single forms have been mastered, the form perception problem can be increased in difficulty by presenting two forms on the board at once. A further complication can be introduced by the use of interlocking forms. It is desirable that the child complete each form separately.

GROSS MOTOR SKILLS PROGRAM FOR THE PRESCHOOL CHILD

Five Basic Areas of Physical Need Plus Activities for Each

1. Experiences for Enhancing Body Awareness in Space

Ages 2-3
- Rolling on the floor
- Wheelbarrow walking
- Obstacle course - walking up ramps, across catwalks, sliding down slides, crawling through barrels

Ages 3-5
- Somersaults
- Upside-down stunts
- Balancing on a rolling barrel

Ages 5-7
- Performing stunts on a trapeze bar
- Building pyramids
- Walking practice on a 2" x 4" balance board

2. Activities to Strengthen Bilateral Leg Power and Control

Ages 3-5
- Tricycle riding
- Jumping practice
- Kicking balls with alternate feet

Ages 5-7
- Hopscotch
- Jumping rope
- Roller and ice skating

3. Activities to Increase Bilateral Hand-Eye Coordination Skills

Ages 2-4
- Climbing activities
- Wheelbarrow walking over small object obstacle course
- Throw - catching - bouncing large balls

Ages 4-6
- Batting Practice - using flat bats, push-away fashion
- Rope games - tying knots, designing shapes

4. Tasks to Improve Unilateral Hand-Eye Coordination Skills

Ages 2-4
- Bean bag throw games

Ages 4-5
- Bowling with one hand
- Bouncing ball with one hand

Ages 5-7
- Batting practice - traditional side stance
- Horse-shoe pitching

5. Activities for Refining the Basic Gait Pattern

Ages 2-4
- Running practice - tag games
- One foot standing balance, alternate feet

Ages 4-7
- Hopping on one foot
- Galloping
- Skipping

We feel that position of body in space is the aspect that is most important to the total development of the young child.

We stimulate independence of motion by positioning and taking advantage of the benefits postural reflexes afford to help establish awareness of the body in various spatial relations. We use the prone position as a starting point to develop head strength, body strength, and limb strength, to overcome fear of movement, and achieve independent sitting and walking.

American Association for Health, Physical Education, and Recreation

WALKING BOARD EXERCISES

1. Walk forward, arms held out sideward.
2. Walk backward, arms held out sideward.
3. Walk to middle, turn around and walk backward the remaining distance.
4. Walk sideward right weight on balls of feet.
5. Walk sideward left weight on balls of feet.
6. Walk forward with right foot always in front of left.
7. Walk forward with left foot always in front of right.
8. Walk backward with right foot always in front of left.
9. Walk backward with left foot always in front of right
10. Walk forward with hands clasped behind body.
11. Walk backward with hands clasped behind body.
12. Walk forward with arms folded on chest.
13. Walk backward with arms folded on chest.
14. Walk forward with arms held straight overhead.
15. Walk backward with arms held straight overhead.
16. Walk forward with arms held out straight in front.
17. Walk backward with arms held straight out in front.
18. Walk forward to middle, kneel on one knee, rise and continue to end of board.
19. Walk forward to middle, kneel on other knee, rise and continue to end of board.
20. Walk forward with eraser on top of head.
21. Walk backward with eraser on top of head.
22. Walk to middle, kneel and pick up eraser, place on top of head, rise and continue to end of board.
23. Walk forward, arms held out sideward, palms down, with eraser on back of each hand.
24. Walk backward, with eraser on back of each hand.
25. Walk forward palms up, with eraser in each hand.
26. Walk backward with eraser in each hand.
27. While walking forward and backward with small buckets held out to side, drop bean bags into buckets.

WALKING BOARD EXERCISES - Cont'd.

28. Walk forward with eraser on top of hands and top of head.

29. Walk backward with eraser on top of hands and top of head.

30. Walk forward to middle, kneel on right knee, straighten left leg until heel is on board and knee is straight, rise and continue to end.

31. Walk forward to middle, kneel to right knee, straighten leg, rise and walk to end.

32. Walk backward, kneel on right knee, straighten leg, rise and continue to end.

33. Walk backward, kneel on left knee, straighten leg rise and continue to end.

34. Walk to middle, balance and turn around on left foot, walk backward to end.

35. Walk to middle, balance and turn around on right foot, walk backward to end.

36. Walk one-half way right sideward, turn and continue left sideward.

37. Walk forward with arms clasped about body in rear.

38. Walk backward with arms clasped about body in rear.

39. With arms clasped about body in rear, walk forward to middle, turn around once, and walk forward to end.

40. Walk to middle, balance on right foot, hold arms out to sides with trunk and free leg parallel to board.

41. Bounce ball on floor with one hand as you walk forward on board.

42. Bounce ball with other hand as you walk on board.

43. Walk forward with eyes closed.

44. Walk sideward right with eyes closed.

45. Walk sideward left with eyes closed.

46. Walk backward with eyes closed.

47. With eyes closed, feet side by side, stand on board. Record number of seconds balance is maintained with a two second limit.

49. With eyes closed, balance on right foot and record seconds balance is maintained with a two second limit.

50. With eyes closed, balance on left foot and record seconds.

51. Walk on all fours (cat walk) to end of board.

Have child keep chin up to keep him from looking straight down at feet. Place toe on board without any hangover.

Be sure Both Arms are straight to the sides; especially on hard maneuvers. Don't let them walk too fast or too slow. When walking sideward, stay on balls of feet. Turn board up on edge as pupils improve their balance.

BEAN BAGS

Program used by the Newton, Mass. Public Schools - Department of Physical Education
- Miss Helena Breivogel, Director of Elementary Physical Education

Activities using bean bags are very good. The children enjoy playing with them. Success in catching and throwing comes quicker than with the elusive ball.

In each lesson try to do exercises using arms, legs, head and trunk. All work should be bi-lateral. The exercises which are particualrly mobilizing in their effect are marked "M."

This is by no means an exhausting list. Many more activities can be created by your children. Each child should have a bean bag.

The following activities are arranged in order of difficulty:

b.b. = bean bag
M = mobilizing

One Bean Bag Each. Arm Bias

1. Free throw and catch. (Upward) Two hands, one hand.
2. Very high throw and attempted catch - stress on throw.
3. Very long throw and run to pick up.
4. Hold b.b. in hand. Make big arm circles - "windmills" - getting faster.
5. Juggling with 2, then 3 b.b.'s.
6. (M) Toss b.b. across body with rhythmical swing from hand to hand - palm down.
7. Same as (6) with eyes closed.

In 2's

8. Throw and catch - underarm - 1 b.b.
9. Throw and catch - overarm - 1 b.b.
10. High throw and catch - 1 b.b.
11. (M) Throwing to unexpected positions - fielding practice - 1 b.b.
12. Throw and catch - 2 b.b.
13. (M) Throw 2 b.b. to partner from same hand.

No Partner

14. (M) Toss b.b. overhead from hand to hand.
15. (M) Toss b.b. overhead, out of reach, run sideways to catch it.
16. (M) Throw b.b. forward, timing run to catch.
17. (M) As #16, quick turn and throw to partner. (Fielding practice).

Leg Bias

1. Place b.b. on instep and walk.
2. Swing leg forward and backward with b.b. on instep.
3. Circle leg with b.b. on foot.
4. Swing leg to toss b.b. away from body.
5. Swing to toss for greatest length one side of room to other.
6. Swing b.b. up and catch.
7. Place bb. between feet and spring - "bob jumps".
8. Same as (7), release b.b. and catch it.
9. Same as (7), toss b.b. away.
10. Same as (7), toss b.b. into big hoop, wastebasket or box.
11. In 2's, toss b.b. to partner.

Bare Feet

(1) Lift b.b. with toes.
(1) Lift b.b. with toes and place on line.
(1) Lift b.b. with toes and place in wastebasket.

BEAN BAGS - Continued

15. (M) Hold b.b. in hand, arm extended, waist high, shoulders high and head high, and swing leg up to touch it.
16. Hold b.b. at head height, drop it and catch it with same hand before it hits the ground, palm downward.
17. (M) In 2's face partner. One drops b.b.; the other catches it.
18. (M) Throw high and bend to crouch position to catch.
19. Duck walk with b.b. on head.
20. B.b. between feet, toss up behind body and catch.

General

Trunk Bias (M all)

1. Sitting or kneeling - push b.b. on floor around body.
2. Standing, drop b.b. over head to one side - keep feet still, pick it up and drop it over to the other side.
3. Swing arm around back of body and toss b.b. up and catch it in front.
4. 2's toss b.b. through legs to partner - increasing distance - change.
5. 2's back to back - four feet apart, A. and B. A. passes b.b. turning left and receiving with left hand. B. transfers b.b. to right hand and continues.
6. Same as (5), moving further apart until balance element is strong.
7. In 2's about 12 feet apart - 2 b.b. A. tosses to B. high. B. slides b.b. to A. on floor. (Alternate bending and stretching action results).
8. Place b.b. on back (lean over) then bunny jump to dislodge b.b. from back.
9. 2's bunny jump to flick b.b. to partner - b.b. between feet to start.
10. Toss b.b. in bunny jump into the air high - stand and catch it before it drops.
11. Standing, throw b.b. high in the air. Lie down quickly and catch b.b.
12. Lying, throw b.b. up high, stand quickly and catch.

Trunk Bias Dorsal

1. Lie on face. Push b.b. in circle around body.
2. Lie on face. Lift b.b. high with arms straight in front.
3. Lie on face. Lift b.b. high and look under it.
4. 2's prone lie - throw and catch b.b.
5. Prone lie - throw b.b. as far as possible.
6. In 2's, one behind the other. Toss b.b. back over head - long throw to partner.
7. Same as (6), sitting.

Head

1. Walk with b.b. on head.
2. Run with b.b. on head.
3. Toss b.b. off into hands.
4. Toss b.b. far forward into hands.
5. With a spring, toss b.b. forward.
6. Toss b.b. backward and sideways.
7. Lie down with b.b. on head - stand.

KINDERGARTEN ACTIVITIES FOR PERCEPTUAL TRAINING

Left and Right Discrimination

1. Finger Play
   This is my right hand, I hold it up high
   This is my left hand, I touch the sky
   Right hand, left hand, roll them around
   Left hand, right hand, pound, pound, pound.

2. Make mittens with left and right printed on...hang around neck. Children can refer to them.

3. Angels-in-the-Snow.

4. Make a yarn bracelet for right wrist.
5. Body Pictures - (Partners; large paper) One child draws around his partner - switch places. Repeat.
6. (Action Poem) "Left to the window, right to the door, up to the ceiling, and down to the floor."
7. (Singing Game) "Looby Loo" - You put your right foot in, .. etc.
8. Stress right hand when saying Pledge of Allegiance; shaking hands...
9. Give directions involving left, right. Touch right elbow to floor, touch left hand to left ear, touch right hand to left ankle, etc.

Motor Perception

1. Rhythmical games to music; dancing, jumping, skipping, etc.
2. Walking board exercises; bean bags.
3. Ladder activities.
4. Animal imitations; bear walk.
5. Balancing (board can be used).
6. Many varieties of exercises; bending, body movements.
7. Make a hopscotch game on the floor with masking tape.
8. Tape a 10" square on the floor - have student bounce a ball inside the square.
9. Obstacle course which includes; jumping, crawling, crawling backward, over, under, through, around, pulling, up, down, etc.
10. Trace over shapes on board.
11. Cutting and pasting.
12. Form boards, peg boards, clay.
13. Drawing on chalkboard.
14. Action games such as, "Duck, Duck, Goose."
15. Have children follow a series of directions; hop across room then skip back, crawl around chair.

Spatial Relationship

1. Ask children to close their eyes and point; up, down, in front of them, behind them, to hips, ankles, wrists, heels, chin, neck, etc.
2. Children, with eyes shut, point to objects in room; door, chalkboard, flag, window, wastebasket, floor, ceiling, etc.
3. Move designated body parts in a specific direction: Put your finger up, head down, arms between your legs, fingers under your feet, etc.
4. Instruct children to point to the right and turn in a complete circle to the right. Repeat, left.
5. Use a small group of students; each student with a large chair:
   1. Stand on the chair.
   2. Stand behind (in front of) the chair.
   3. Get under the chair.
   4. Go through the chair.
   5. Jump off the chair.
   6. Walk around the chair.

Auditory Discrimination, Perception, etc.

1. Present pictures and recordings of train, boats, airplanes, thunder, hammering. Learn to discriminate what they are and relate correct sound with picture.
2. Record children doing various activities and play back for identification.
3. Show child a picture, discuss beginning sound. Have him hold up corresponding picture when he hears the sound as the teacher pronounces isolated words and sounds, e.g., K, P, TH, S, F, R, M, N.
4. Teacher pronounces two sounds of objects in room. Child is to find three objects for each sound.
5. Play two notes on piano. Children decides which is highest, lowest.
6. Use two sets of melody bells; [illegible]nt match same tone.
7. Use six Awake cans; put a mat[illegible]d in each pair; have child find identical sound. Ex. Marlbes in two cans, rice in two cans, erasers in two cans.
8. Read a story with a repeating word or phrase. Each time children hear sound of word have them respond. Ex. Clap, stand up, touch nose, etc.

Sequencing

1. Following specific directions: Give series of exercises.
2. Say series of numbers, letters; child repeats.
3. Begin story. Each child repeats what has been said before and adds to story.
4. Echo clapping. (Clap in a rhythm; children must imitate).

Vocal Association

1. Associating opposites when spoken such as "Soup is hot; ice cream is _____."
2. Likenesses and differences. Ask how the following things are alike, e.g., apple, orange, pear, carrot.
3. Place association: "For the next minute, tell me all the things you can think of that belongs in a grocery store."
4. Word association: "Tell all words you think of when I say boy." (Money, camp, clothes, cookies, etc.)

Space

1. Game: "IT" stands in room, faces opposite the class. Teacher hands a bell to a student who rings it then hides it between hands. All children pretend to hide bell also. "IT" has three chances to guess who has bell. Bell ringer is then "IT."

Visual Discrimination, Perception, etc.

1. Practice in clay modeling, drawing, cutting around outlines.
2. Use of puzzles, find missing parts in pictures.
3. Exercises for noting visual similarities and differences.
4. Ocular pursuits: use target, move eyes from side to side using pencil or ball as target. "Chalkboard road" where child uses small car to drive on road.
5. Visual sequencing: use colored beads, funny paper stories, make paper chains varying patterns of colors, exercises in sequentialization of forms, numbers, letters.
6. Visual association: put pictures into categories, e.g., food, clothing, animals on the farm, etc.
7. Visual discrimination: ask the children to point out various categories of objects such as, round things, red things, wooden things, etc. Ask children to identify separate objects in pictures in books while reading. Likenesses and differences in pictures. Completing pictures. Figure-ground picture activities.
8. Visual form perception: puzzles, peg board activities, use of templates, parquetry blocks, geometric outlines on floor--jump around, form dominoes.
9. Visual memory: discuss picture in magazine; remove, and try to recall as much as possible. Make picture with pegs on pegboard; remove, have child reproduce. Use poker chips to have child copy or remember a given pattern.
10. Eye-hand coordination: drawing straight lines between goals...vertical, diagonal, lateral. Drawing circles with opposite hands. Catching, throwing, bouncing a ball, striking. Tracing exercises, peg board, balloon play, soap bubbles.

11. Eye-foot coordination: Kicking, dribbling ball, hopscotch, stepping stones.
12. Draw one side of an object and have the children finish the other side.
13. Connect the dots for numerals and letters.
14. Have children color by number. (Not more than two numbers to start).
15. (Space) Toss bean bags: high, low, to partner, etc.
16. " Ring toss.
17. " Puzzles. Also, draw picture, cut into four parts and paste together again on construction paper.
18. Place five objects on felt board: remove one and ask children which one is missing.
19. Have children practice tracing around a form then draw that shape without the form.
20. Have a series of three objects; child is to find the one that doesn't belong.

Body Parts

1. Draw incomplete man on chalkboard; have children complete.
2. Song "Hokey Pokey."
3. Place large sheet of paper on floor. Let children trace around each other and color.
4. Cut up paper dolls and put into envelopes. Distribute envelopes and ask children to re-assemble the paper doll.
5. Paste a picture of a specific body part (such as a nose) on a sheet of paper. Instruct the children to draw a complete person around this part.
6. Make a scarecrow (stuff clothes with newspaper) then write a story telling the parts of the scarecrow. Later, have children draw as you read the story.
7. "Simon Says" game.
8. Have children decide what parts move up, down, around, bend, etc.
9. Can you balance on three parts of your body? Which three?
10. Make a game:
    1. Put your finger on your ear.
    2. Touch your knees with your elbows.
    3. Put your cheek on your shoulder.
    4. Touch your ankles with your wrists.
    etc.

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CLASSROOM AND PLAYGROUND ACTIVITIES

BALANCE & POSTURE — CLASSROOM

I Say Stoop

The players stand in the aisles facing the front of the rrom. The teacher or leader stands in front of the players and gives the command, "I say STOOP" or "I say STAND." The players follow the leader's commands and not his actions. He may stoop (take a deep knee-bend position) when he says stand, or stand when he says stoop. Anyone not following the command becomes IT and takes the place of the leader.

Equipment Needed: None
Age Level: 5 through 9
Size of Group: 15 to 25

Package Relay

An even number of packages are given to each team with a tennis ball on top. There are definite goal lines set and each player must walk or run to the goal line singing any song. He must return without dropping the packages or ball. If he does drop them he must return to starting position. When each player returns he goes to the back of his line and passes the packages forward through the line. He must continue singing until the person at the beginning of the line begins to play the relay. The first team who finishes is the winner.

Equipment Needed: Packages and tennis ball
Age Level: 10 and older
Size of Group: 16 and more

Automobile Relay

Alternate rows play at the same time and in turn beginning with the first child in each row, each child leaves his seat from the left side and hops or runs around his own row of seats, depending if he is number one or two. Number one's are in top condition while number two's have a flat tire and must hop. There are equal number of one's and two's. Each player returns to his own row of seats where he sits in his chair, tagging the next runner. This continues until the last child has played. The row which finishes first with the last runner in his seat is the winning team.

Equipment Needed: Chairs if desired
Age Level: 8 and older
Size of Group: 16 and more

Squat

This is the simple squat exercise, with the arms going forward as the knees bend, and returning to the sides as you rise to the standing position. Notice how your arms assist your balance as you stoop. This is called counter-balance. As in most exercises, the back, neck and head should be kept upright and on a line. Inhale deeply as you squat and exhale as you rise. Do this exercise five times.

Equipment Needed: None
Age Level: 7 through 11
Size of Group: Any size

Knee Bend and Stretch Exercise Game

Have pupils stand beside their desks in even numbered rows. With hands held at about waist level holding the ball, the players do a good half-knee bend with a straight back. As they come to a standing position they raise their hands high overhead, rise to tip toe, hands still overhead, touch heels to floor, and pass ball back overhead by arching back. The leader can give directions to help the players perform the action in rhythm and with grace. The commands might be, "bend knees, raise arms, stand up, on toes, touch heels, stretch back, and pass."

Knee Bend and Stretch Exercise Game - Continued

Equipment needed: Volley ball for each row
Age Level: 8 through 14
Size of Group: 15 people per row

Cross Over the Bridge

Two lines are drawn to represent the banks of the river. The children make a bridge to cross the river by forming a line and the children cross over with heel-to-toe steps. Down the river is a brook. The children have stepping stones where they must leap to cross the river on the stones. Anyone missing the stone and landing in the brook is sent "home" to put on dry shoes and socks; he goes "home," pretends to take off and put on his shoes and socks, and then re-enters the game. The small child enjoys dramatizing this procedure and it does not keep him out of the game because he missed a jump.

Equipment Needed: Chalk to mark lines and stones
Age Level: 5 and 6
Size of Group: 20 to 30

Little Miss Muffett

One child is selected to be Miss Muffett. Miss Muffett sits in a chair and pretends as if she is eating. She sits with her back to the players who are seated in their chairs or in a circle. The leader chooses four or five spiders; she signals quietly to the children selected. They sneak up to Miss Muffett's chair and scratch on the chair. The scratching is the signal for Miss Muffett to run from the spiders. She is safe when she reaches her seat again. Any spider who tags Miss Muffett before she reaches her seat becomes Miss Muffett. Miss Muffett must be IT again if she is not tagged. The leader selects other children to be spiders and the game begins again.

Equipment Needed: chair
Age Level: 5 through 7
Size of Group: 20 to 35

My Bonnie

The players are in a circle formation and hands are joined. One player is "Bonnie" and she or he stands in the center of the circle. The players sway back and forward in the circle as they chant:

My Bonnie lies over the ocean,
My Bonnie lies over the sea,
My Bonnie lies over the ocean,
Oh, bring back my Bonnie to me!

As they say "me," the players squat quickly. Bonnie tries to tag a player before the player gets into a squatting position. If he or she is successful, the child whom he tagged changes places with him and the game is repeated with the new Bonnie in the center.

Equipment Needed: None
Age Level: 5 through 7
Size of Group: 10 to 20

BALANCE & POSTURE — PLAYGROUND

Red Light - No More Moving

One player is chosen to be "It." "It" stands with his back to the players, who line up at a starting point 30 or 40 feet away. "It" then counts up to ten and says "RED LIGHT, NO MORE MOVING" and quickly turns around. Players have been walking as fast as possible toward "It" while he is counting but must now "freeze" at the words "No more moving." If "It" sees anyone in motion, that player must return to the starting line and begin again. First player to reach "It" becomes "It" next time.

Equipment Needed: None
Age Level: 6 through 12
Size of Group: 15 to 20 players in each group.

Squat Tag II

Squat Tag II is played like Squat Tag with the runner safe in a squat or deep knee bend position. However, the number of "squats" permitted as safety from the chaser is limited. First, allow each player three "squats." Later, let the player who is IT indicate the number of safeties he will allow.

Teaching suggestion: Teach the players to call out the number of each "squat" that they take. This eliminates difficulties arising out of questioning how many a player has had. As he takes his first "squat," the player calls "one," etc.

Eraser Tag

Player who is IT places an eraser on his head and hands other eraser to any player he chooses. Player chosen places the eraser on his head and tries to tag IT before IT can save himself by getting into the chaser's seat. Neither player may touch his eraser at anytime after putting it on his head. If either player loses his eraser (drops it off head), the other player is the winner. If IT can reach the seat safely, without being tagged or losing his eraser, he is the winner. If chaser tags IT before IT reaches seat, chaser is winner. Winner becomes new IT, and loser chooses a new chaser and gives that player his eraser.

Equipment Needed: Several Erasers
Age Level: 8 through 11
Size of Group: 10 to 15 per group

Lame Cat

One child is chosen to be the cat. He stands in his yard, about one third of the play space, marked off in the center of the play area. The cat is teased by the other players, who are mice and run across his yard calling, "Lame Cat," "Can't catch anybody." The cat may tag anyone within his yard or he may take three steps outside of his den to tag the players. After taking three steps, he may hop on one foot. However, if he puts both feet down after he has taken three steps, the players may drive him back into his yard, to which he must return before he can tag anyone. He may return to his den to rest at any time. Anyone whom he tags becomes the cat.

Variations: Each player who is tagged may assist the cat in tagging the other mice until all are tagged.

Equipment Needed: None
Age Level: 5 through 7
Size of Group: 20 to 30

All-Up Relay

Players line up in files. At the opposite end of the room in front of each file are two circles about 2 feet in diameter. In one of each of these pairs of circles stand three Indian clubs or "pop" bottles. On the signal to start, the first player runs to the circles in front of his file, transfers the clubs to the adjoining circle, and returns home. Before he starts back, however, he must make sure that the clubs or bottles are all standing and that none of them touches the outline of the circle in which he has placed them. When he returns to the starting line he touches off the second player. This continues until the last man on one of the teams gets back to the starting line.

Equipment Needed: 6 Indian Clubs
Age Level: 6 through 10
Size of Group: 6 to 30

Through the Hoop

Each team is given a hoop made by tying together the two ends of a piece of clothesline. Each player in turn puts himself through the hoop and passes it on to the next one in line. The fastest team wins. If available, wooden hoops could be used.

Equipment Needed: Clothesline or wooden hoops
Age Level: 6 through 10
Size of Group: 6 to 30

Walking Relay

The players are in a relay formation. The first player in each file starts at the given signal, walks to the goal, comes back, and tags the next player. The team whose players have all competed and are all back in their own places first wins the relay. Players must keep one foot in contact with the floor in walking.

Teaching suggestion: Use as a variation for relays; it takes some skill to walk with long, fast steps, and it is fun.

A-Hunting We Will Go

With inside hands joined, head couple skips down between the two lines. Head couple turns around, changing hands and skips back to place. Head couple joins both hands and skips around each other in small circle. Head couple drops hands; turns to the outside and skips down to become the end couple.

Formation: Two parallel lines facing each other:
4 boys in one line; 4 girls in other.

Age Level: 8 through 12
Size of Group: Adjust to 20 couples in one group

And Then

The players are grouped around one player who is telling a story, he calls, "And Then." This is the signal that the players must change seats and the person calling the signal tries to get a seat as they change. The person left without a seat continues the story. Be sure that there is one more player than there are seats. The one without a chair is IT and starts the game again with the others grouped around him. The story continues and the games is repeated.

Equipment Needed: Chairs
Age Level: 8 through 12
Size of Group: 16 and more

Musical Chair

Chairs are arranged in a circle with one less chair than couple present. The girls march to the left when the music plays and the boys march to the right. When the music stops playing the boys must find a girl and sit on a chair placing the girl on his lap. The couple who does not find a chair must sit on one of the chairs for the rest of the game. The other players must say, "Hello" as they pass the couple. The couple who finds the last chair is the winning couple.

Equipment Needed: Record player and record or piano, chairs
Age Level: 16 and older
Size of Group: 10 couples

Indian Running

Five or six players are chosen to leave the room. These players arrange themselves in any order, return to the room, running once around it then leaving again. Then they return and the other players must name the correct order of the players as they ran around the room. The child who is successful may choose five other children to leave with him and the game is played again.

Equipment Needed: None
Age Level: 5 through 8
Size of Group: 10 to 35

Musical Medley

Give each player a slip of paper containing a line or two of some social song such as, "Jingle Bells," "Liza Jane," "My Bonnie," "Auld Lang Syne" "Smiles," "Old Black Joe," etc. Explain that each player must find the others who have the same song. As soon as possible each group is to sing its song. Then, at a starting signal have all the groups sing their songs at the same time. No harmony but lots of fun!

Equipment Needed: Slips of paper with line or two of song
Age Level: 8 and older
Size of Group: 10 or more

Song Scramble

Each person gets one line of a song. The players scramble around the room trying to get together the other members of their group and complete their song. They must then render the song to the rest of the group.

Equipment Needed: Lines of songs
Age Level: 8 and older
Size of Group: Any size (adjust group according to number of people playing game)

Numbers Mixer

Each person is given a numeral big enough to be seen easily across the room when pinned to him. Leader calls out certain numbers, such as 55. People organize themselves quickly to get several together whose number totals 55. Each gets a bean for counter or punch on his number. See who gets most.

Equipment Needed: Numbers, beans
Age Level: 12 and older
Size of Group: Any size

Assembling, Scattering, Reassembling

Assembling--assemble the individual players or groups of players in a particular area. Give them instructions and supplies if needed.

Scattering--ask the individual players to move anywhere or to a designated area to secure specified activity.

Reassembling--at the end of an allotted time, reassemble the players to obtain the results of their findings.

Equipment Needed: Various items--leaves, books, pencils, etc.
Age Level: 5 and older
Size of Group: Two and more

Poison Seat

The players are seated at their desks. Place a book on each unoccupied desk and on one occupied desk. The book marks the desk as poisoned and it cannot be occupied. At the signal all players change seats and the one failing to obtain a seat goes to the front of the room. A book is placed on another occupied seat and the game is repeated. Continue until all but two are eliminated. These are the winners.

Equipment Needed: Books
Age Level: 7 through 11
Size of Group: 15-30 per group

Batman

Batman's ground is a part of the play area marked off in the center of the play area. Batman must stay within his ground. The other players tease him as they venture forth into his area by calling, "I'm on Batman's ground, picking up bad men." Batman attempts to tag anyone on his ground. Anyone who is tagged becomes Batman and the game is continued.

Equipment Needed: Chalk to mark off play area
Age Level: 6 through 8
Size of Group: 15 to 30

Bound Ball

Divide players into two teams of equal ability and arrange them as for a Volleyball game. The game is started by the player in the right corner serving with the volleyball serve. One team mate may assist the ball over the net on the serve. The net is four feet high. The ball must bounce once on the opposite court before the opposite team may return it. The opposite team has three hits in which to return the ball. However, the ball must bounce once between each hit. A player continues to serve as long as his side scores. The serving team scores a point each time the opposite team fails to return the ball in three hits. The serving team rotates as in Volleyball. Balls landing on boundary lines are good.

Fouls: Touching the net
Holding the ball
Hitting the ball twice in succession
Hitting the ball before it bounces
Ball hitting any part of the body other than the hands

Teaching suggestions:

1. A demonstration should be given after the teams are placed in position on the court.
2. The serving line should be shortened for inexperienced players.
3. Have equal number of boys and girls on each team.
4. Teach the players to use both hands when hitting the ball.
5. Make corrections as game progresses.
6. Teach skills of serving and volleying before the real game of Bound Ball.

Equipment Needed: Volleyball and net
Age Level: Flexible
Size of Group: 10 players per team

Second Base Ball

This game is played by two teams, and with a soccer ball. An elongated base encloses the second base of a soft-ball diamond. The players of the team "at bat" kick the ball placed on the home plate, run to the long second base, and run back to the home plate. If a player tags the home plate before he is "out," he scores one point for his team; he is "out" if the ball which he kicked is caught by an opponent before it hits the ground, or if he is hit below the waist by a ball held or thrown by a fielder. Fielders must throw the ball from where it was caught; they cannot hold the ball longer than three seconds, and they cannot run with the ball.

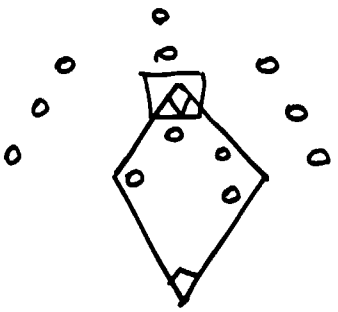
The players on each team are numbered for "batting" order before the game is started. The game starts with one in the field and the other team "at bat." When three "outs" are called against the team "at bat," the teams change positions and the team in the field comes in while the team that was kicking goes out in the field.

Both teams play an equal number of turns "at bat" and in the field, or for an established number of innings. The team which scores more points during the playing time wins the game.

Scoring may be changed and one point awarded for each runner reaching second base and for each runner reaching home plate safely. The long base permits several runners to await the run in to home plate and the players are allowed to wait on second base; however, a runner can only run after a ball is kicked and if he leaves second base he must continue his run to the home plate.

Teaching suggestions:

1. Teach quick and accurate passing; teach the players to kick with the toe of the foot to get distance.
2. Incorporate softball rules into the game when the players are able to follow them.



Crown The King - Grades V & VI

One player, the king, sits on a stool in the center of a circle approximately fifteen feet in diameter marked on the ground or floor. Another player is the guard and he stays inside the circle to protect the king. The other players are outside of the circle. They attempt to crown, or hit, the king below the waist with a basketball or volleyball. When a player crowns the king, he becomes the guard and the former guard becomes the king. The former king takes a place in the group outside the circle.

Teaching suggestion: Teach the guard to keep himself between the ball and the king and to block the ball with his feet or legs, but not to kick the ball. He may catch the ball, to intercept it, and return it to the players outside the circle.

Try this variation: An Indian club is used in place of the king. The club is placed in the center of a circle. A guard protects the club while the players outside the large circle attempt to knock the club down with a thrown ball. The player who knocks the club down takes the place of the guard.

File Relay - Grades V & VI

Teams are in a relay formation. Each player places his hands on the hips of the player just ahead of him. At the signal, the whole file runs to the goal and back. The game is varied by: (1) dividing large teams into small units of three or four players running in file formation and touching off the next unit in their team as they return from the goal line; (2) placing Indian clubs on the goal which the files must circle before returning; or (3) placing three Indian clubs about eight feet apart along the path to the goal for each team, and requiring the players to weave around them as they progress to and from the goal. The team wins which finishes the relay first.

File Relay - Continued

Teaching suggestions: Count a foul against the team if it "breaks" the file while running.

Teach the player to hold the player in front of them with their hands on the bony structure at the sides of the hips; do not allow them to hold with their hands tugging against the softer structure of the abdomen.

When using Indian clubs, require the team to set up, before continuing in the race, any club which it knocks down.

Stunt Relays - Grade IV

The players decide upon certain stunts which are to be performed as the players progress toward a goal. After reaching the goal, the player runs back to his team, tags the next player, and takes his place at the end of the file.

Teaching suggestions: Allow the players to choose their stunts but be ready with suggestions. Some stunts which can be used are skipping, running backwards, dribbling a ball, hopping, etc.

Two-Deep

First choose a player for chaser IT and another for a runner. Arrange the remaining players in a single circle. IT chases the runner and attempts to tag him. The runner may become safe by going in front of any player and remaining there. The player that the runner steps in front of, then becomes the runner. If the chaser tags a runner, then the one who was tagged immediately becomes the chaser, and the one who tagged him is now the runner. The rules for chasing vary as follows: (1) Neither runner nor chaser are permitted to cut across the circle. (2) The runner may cut across the circle at will but the chaser is not permitted to do so. (3) Both runner and chaser may cut across the circle at will.

Variations: Nothing is gained by the first method of chasing. The second method places the odds in favor of the runner and slows up the game. A much faster and satisfying game with more frequent changes, is achieved by using the third method and permitting both to run across the circle as they choose. Running away from the circle should be prohibited by restricting the players to a zone close up to the sides of the circle. By frequent changes of players long runs can be discouraged by the leader.

Age Level: 8 through 14
Size of Group: 10-15 players per circle

Red Rover

Players take their positions on parallel lines some distance apart. Those on one side cry, "Red Rover, Red Rover, let _____ come over!" The one designated then runs toward the line of players opposite and tries to break through their clasped hands. If he succeeds in doing so, he returns to his own side; if not, he must remain on the other side.

Equipment Needed: None
Age Level: 7 through 13
Size of Group: 20-30 players in each group

Flying Dutchman

All players, except two, join hands and form a circle. The two left out are IT. They run around the outside of the circle and "cut" the hands of another couple. The latter start running around the circle in the opposite direction, and the couple which is first to reach the vacant place takes it, and the other couple becomes IT (or remains IT).

Equipment Needed: None
Age Level: 5 through nine
Size of Group: 16-20 players per group

Cap Tag

Players scatter about the playing space. Select one player to be IT; also, select a runner and give him an old cap. Only the one holding the cap may be tagged. IT tries to tag the runner, who runs or passes the cap to some other player who must not refuse it. When a player holding the cap is tagged, he becomes IT. If the cap is dropped, the chaser may grab it, and the one who touched it first is IT. The cap must be passed by handing it, not throwing it.

Equipment Needed: Cap or other object
Age Level: 5 through 10
Size of Group: 10 to 15

Jump The Shot

Form a large circle with IT standing in the center with a gym shoe, to serve as a "Shot," tied securely on one end of a rope. IT starts swinging the rope in a circle, with the shoe close to him and gradually lets out more rope until players in the circle must jump the Shot or be hit. Anyone hit or failing to jump the Shot becomes IT. If a person is hit twice during the game he is eliminated. (Caution must be taken to keep the shot on the ground at all times.)

Equipment Needed: Fifteen feet of rope and gym shoe
Age Level: 8 through 12
Size of Group: 15-25 players in each group

Blackboard Relay

Blackboard relay is played in a relay formation, as for simple relay. Instead of crossing a goal, each player writes a number, U.S. President, color, etc. on the blackboard just in front of his row. The last person must check to make sure there are no duplications and if there are duplications, he must change the answer. The team wins which finishes first.

Equipment Needed: Blackboard and chalk
Age Level: 8 and older
Size of Group: 16 and more

Human Scavenger Hunt

Number of people present wear unusual clothes, mismatched sox, ring on wrong finger, and the like. Make list and have each person looking to see who is in that condition. At end see who found most.

Equipment Needed: Rings, socks, watches, earrings
Age Level: 12 and older
Size of Group: Any size

Barter

Each player is given number of articles, such as beans, peas, small potatoes, hairpins, nuts, marbles, keys, buttons. During trading period he is to do as much trading as possible. See who has most articles at end, or place value in points on each of articles and see who has most points.

Equipment Needed: Small articles
Age Level: 12 and older
Size of Group: Any size

Yes and No

Give everyone ten navy beans. Have players move around the room and ask questions of one another. The questions should be phrased in such a manner that the one questioned has no other reply except "Yes or No" or he wins a navy bean from his opponent. If the opponent answers in some other manner than "Yes" or "No," the questioner moves on to another player. At the end of a specified time, the person with the largest collection of beans wins.

Equipment Needed: Navy beans
Age Level: Any age
Size of Group: Any size

Hand-Slapping Tag

This quiet game is a tag variation of the dual combat Hand Slapping. Arrange the players in a circle, elbows at sides, holding hands in front with palms up. IT goes around inside the circle and unexpectedly slaps some players on the hands. The player may avoid being slapped by withdrawing his hands or turning them over. A player when slapped becomes IT. Players may not withdraw or turn their hands until IT slaps at them; if they do so they become IT.

Equipment Needed: None
Age Level: 7 through 10
Size of Group: 10-15 in each group

Yankee Doodle

A double circle marches with girls on the inside as "Yankee Doodle" is played and the following words sung to the tune:
"Yankee Doodle came to town, ridin' on a pony He stuck a feather in his cap and called it macaroni. Yankee Doodle, step right up, Yankee Doodle dandy. Yankee Doodle skip three girls and catch a partner's handy."

One player is in the center of the circle and has no partner. On the words, "skip three girls and catch a partner's handy," all boys move up to the girl three places in front of them, while the boy in the center tries to catch a partner. After playing with the girls on the inside and a boy in the center for awhile, change and put a gi . in the center and the boys on the inside circle.

Equipment Needed: A piano or record player
Age Level: 7 through 10
Size of Group: 16-20 per group

Skip To My Lou

Couples stand in circle formation. One boy is in center. Action is the same for each verse. Outside couples walk around circle. Boy in center draws a couple into center with him, the three join hands and skip in a circle. On the words, "Skip to my Lou, my darling," the girl's original partner is popped under the joined hands of the girl and center boy. These two (girl and center boy) become partners and join outside group. Girl's original partner is new center player and draws in another couple as Verse 2 is sung.

The words to the song are: Flies in the Buttermilk, two by two, Flies in the Buttermilk, two by two, Flies in the Buttermilk, two by two, Skip to my Lou, my darlin
Verse 2: Little red wagon, painted blue, etc.
Verse 3: Git me another as purty as you, etc.
Verse 4: Purty as a red bird, purtier too, etc.

Equipment Needed: None
Age Level: 6 through 11
Size of Group: 10-15 per group

Sock It

The players stand in a small tight circle about a foot apart, with their hands behind their backs. One has the stuffed sock. IT stands inside the circle. The player with the sock may pass it to someone else or try to tap IT with it. IT tries to guess who hit him. If he guesses correctly, he and the player who hit him exchange places and the game begins again with the new IT.

Equipment Needed: A stuffed sock
Age Level: 7 through 13
Size of Group: 8-10 per group

Fruit Basket

Each player gets the name of some fruit. They are seated in a circle with one player at center who is IT. This player calls the names of any two or three fruits. Players with those names must get up and find another seat. In the scramble, IT tries to find a seat. The person left out takes his place.

Equipment Needed: None
Age Level: 7 through 10
Size of Group: 15-20 per group

Variations: If the leader does not succeed in getting a seat after calling a few times, he says "Upset the Fruit Basket" and all players must take new seats.

Poison

Players stand or sit in a circle. At the signal, a ball or some other object is passed around the circle from one player to the next. The leader stands with his back to the group. At different intervals he blows a whistle, and any person who is touching the "poison" object at that moment is eliminated. To avoid disputes appoint the people eliminated on the first several rounds to follow the object as it travels around the circle and to help decide which players had the ball when the whistle blew.

Equipment Needed: Ball or some other object
Age Level: 7 through 10
Size of Group: 10-15 per circle

Bounce Ball

Place an ordinary waste paper basket against the wall, and bounce a rubber ball so that it strikes the floor once and rebounds into the basket. Score five points for each successful shot. This can be a relay by dividing the children into equal teams and having a waste paperbasket and ball for each team.

Equipment Needed: Waste paper basket and ball for each team
Age Level: 8 through 10

Variations: After each member tries to hit the basket have him return to the end of the line and pass the ball to the head person through the line.

Bombardment

The play area is divided into two equal courts by a line marked across the center; boundary lines are marked along the sides, and goal lines across both ends. One team is placed in each court and an equal number of Indian clubs is placed across the width of the courts on each goal line. The players attempt to knock over the opponents' clubs with a ball thrown by a player from within his team's court. Each club which is knocked over scores one point. The club is scored and immediately set up again. Play is continuous until five points are made by either team; the team which first makes five points wins the game.

Two basketballs or volleyballs are used for the game the game is started with a throw by a player from both teams made from their respective goal lines. The balls may be thrown to a team-mate or into the opponents' court at the start of the game and during the game. Balls must be thrown from where they are caught; however, balls which go out of bounds, including those which have knocked over a club, are recovered by a nearby player, brought into the court, and put into play at the point where the ball went out. Players cannot enter the opponents' court. If a player in any manner knocks over a club on his team's goal line, one point is awarded his opponents.

Teaching suggestions: Use only one ball as the players first learn to play the game. The ball is thrown into play by a player on either team chosen by chance. Play is stopped after each score is made and started again by a player on the team which did not put the ball into play the previous time.

Place scorers in line with both goal lines to facilitate accurate scoring.

Try this variation: Play until all of the clubs on either goal line are knocked down. The team wins which first knocks down all of the clubs on the opponents' line.

Five-Three-One

This game may be played with as few as three or as many as ten players in a group; and as many groups can play as there are baskets and balls. The players take turns shooting at the basket with a basketball. Each player, in turn, shoots from behind the free-throw line, recovers the ball and shoots from where it is recovered, and recovers the ball and shoots the third time. A basket made on the first shot counts five points, on the second shot three points, and on the third shot one point. If no baskets are made, the score is zero.

After making the third shot, the player passes the ball to the next player, who is waiting on the free-throw line. When a ball goes out of bounds, the thrower recovers it and brings it inside the court at the point where it went out. All other balls must be shot from where they are recovered.

At the end of the playing period, the player with the highest score wins the game.

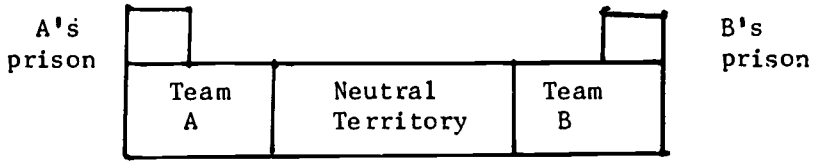
Teaching suggestions: Appoint a scorer to keep the scores. He records the score for each player after each trial; or, teach the players to call their own scores after each shot.

Use this game as a lead-up game for basketball. Such games as this will satisfy the young player before he is ready for the complex game of basketball.

Teach the players to await a legitimate follow-up after a free throw; but urge them to make quick recoveries after the second and third throws.

Prisoner's Ball

This is a game for two teams and is played with a basketball and on a play area divided into three parts: a neutral territory in the center and a court on each end. (See diagram.) Each team is assigned to its court. A prison is designated on either side of the playing space for each team.



The object of the game is to put the opposing team members in prison. All players on each team are numbered from one through the number of players on the team. The game starts as a player from either team throws the ball across the neutral area into the opponents' court, calling the number of a player on the opposite team. That team must catch the ball before it hits the floor within their court or their player with the number called goes to prison. Anyone may catch the ball and the game continues with the player who caught it throwing it to one of his own players or to the opponents' court. A player must call a number as he throws into the opponents' court or the throw is wasted. A ball falling in neutral territory or outside the marked courts is considered dead and it is recovered by the nearest player, who brings it just inside his court to throw it. A prisoner may be freed by one of his own team calling, as the ball is thrown, "Prisoner number _____!" (giving his number.) If that ball hits the floor within the opponents' court, that prisoner is freed and may go back on the court with his own team.

Teaching suggestions: Use a whistle to stop play if questions arise as to whose number was called, etc.

Call the number of the player who should enter into or come out from prison. The game needs to be carefully refereed as players intent on the game easily forget to respond.

Do not let the players run with the ball. They must throw it from where they caught it or pass it to a teammate.

Change numbers in the middle of the game to prevent one team from attempting continuously to put the same man in prison.

Freeze Out

The players stand, facing the basket, in a file behind the free-throw line on the basketball court and, in turn, throw a basketball, trying to shoot the ball into the basket. Whenever a player is successful in making a basket, the player who follows him in the line-up must also make a basket or drop out of the game. The players each try to be the last one remaining in the game.

Teaching suggestions: Do not play Freeze Out often nor for a long period of time, as the rules of the game eliminate the players who need the practice. Those who have been eliminated can help recover the balls and return them to the players.

Teach the players to await a legitimate follow-up after a free throw, and to run under the basket, recover the ball, and pass it to the next player.

Change the place from where the ball is thrown, as, from under the basket, from the right or left of the basket, etc.

Use the game with other types of balls thrown at definite targets or goals, such as throwing at a softball target, ptiching into a bushel basket, throwing for distance, etc.

Teacher Ball Relay

In this game, Teacher Ball is played as a relay with two or more equal teams of approximately six players each competing. Each of the players assumes the position of the leader during one round of the relay. Whenever a ball is missed, the player missing the catch recovers the ball and returns to his playing position to toss it. Lines are marked indicating the playing position of the leader and the players for each team.

Teacher Ball Relay - Continued

The relay starts on a signal and the ball is tossed from leader to players as in Teacher Ball. When the player at the foot of the line receives the ball, he runs with the ball to the leader's position, the former leader runs to the position at the head of the line, and the next round continues with the new leader. This is repeated until each player on the team has played the leader's position and the original leader is back in his first position. The team which finishes first wins the relay.

Teaching suggestions: Teach fast, accurate throwing and catching.

Vary the types of balls and throws, using a chest throw with a basketball, an underhand pitch with a softball, etc. The distance the players stand from the leader should vary with the different types of throws.

Over and Under

The group is divided into teams of eight or more. Teams line up in file with a ball or some other object placed on the ground in front of each column. On the signal, the object is passed over the head of number 1 man and between the legs of the man behind him, alternating until it reaches the last man, who then runs to the front and starts the object back over his head. The first line to have its number 1 man resume his original position wins.

Equipment Needed: Ball
Size of Group: 16 and up

Shuttle, Throw and Run

Players divide into even teams. Each team takes shuttle formation (half of players on each line facing other half.) Lines are 20-30 feet apart, depending on skill of players. First player on starting line has ball. On signal "Go" he throws ball to 1st player on opposite line, and runs to the end of that line. Player with ball throws to number 3 player across from him and runs to end of that line. This continues until both halves are back in original position. Team finished first is winner. Note: If ball is fumbled, player who fumbles must recover it and go to his position in line before passing.

Equipment Needed: 1 Ball per team
Age Level: 10 through 20
Size of Group: 8-12 Players per team

Fox and Geese

"Geese" line up in back of "Gander" (head player in line) and hold to each other's waist. "Fox" tries to tag Goose at end of line. Gander tries to protect end Goose by keeping himself and his line in front of the Fox. When Fox succeeds in tagging end Goose, that Goose becomes Fox, and old Fox becomes new Gander. Game continues until all players have been Fox.

Age Level: 5 through 9
Size of Group: 6-10 players per group

My Old Man

Formation: Partners in single circle, boys having the partners on the right. Tune is "Captain Jinks."

1. My old man came home last night
2. Pass your neighbor on the right
3. Swing this lassie so polite
4. And all join in on the chorus
5. All promenade around the hall, around the hall, around the hall;
6. All promenade around the hall
7. And take a breath for another.

Directions for Playing:

1. All players take two steps towards center of the circle; then return to their places on two more steps; clap hands on the accented beat.
2. Girls remain in their original places. The boys change partners by moving to their right behind their former partner.
3. Catching both hands of their new partner the boys swing the girls around twice, in time to the music.
4. Same as 3
5. Partners join hands and promenade clockwise around the circle.
6. Same as 5
7. Same as 5

Repeat lines 1, 2, 3, and 4 with the same directions as the first.

Age level: 10 through 14

Handshaking Down the Aisle

Have two aisles of people, down which folks go, one at a time, shaking hands with right hand to persons on right, left hand to those on left, finally taking own place in line as he gets to foot of double line.

Age level: 12 and older

Trunk Twister

This exercise strengthens the back, arm and leg muscles. It also limbers the waist and back. Start with legs apart and arms horizontal at shoulder height. Reach down with your right arm until your fingers touch the toes of your left foot. Return to your original position. Then reach down until the fingers of your left hand touch the toes of your right foot. Do it ten times to each side.

Age level: 7 and older

Pinkie Pass

Divide the group into teams of equal number and arrange each team in circle formation. Give each team captain a cup, which hangs on the little finger of his right hand. At the signal to begin, the captain passes the cup from his right finger to that of his ringhand neighbor. The cup is passed clockwise around the circle and back to the captain. When it reaches the captain, the entire team yells "ONE" indicating that the cup has made one round. The cup continues around the circle until five rounds are completed. The first team to complete five rounds successfully wins the game.

Equipment Needed: Cup for each team
Age Level: 7 through 10
Size of Group: 10-12 per group

Straddle Relay

Players line up in files with ten to twenty on each team and stand with feet apart. An inflated ball, either basketball, soccer ball, or football, is placed on the ground in front of each row of players. At the command "go" the ball is passed between the players' legs until it reaches the last man in the row. He catches the ball, then runs along the left side of the team to the head of the line. He passes the ball back again between the legs of the players. The game continues until the man who was at the head of the line when the game started receives the ball at the end of the line and runs to his original position. The team whose first "lead" man returns to his original position is the winner.

The relay may be made more interesting if each runner is required to make a basketball goal before he is allowed to take his place at the beginning of the line.

Equipment Needed: Inflated ball, basketball, etc.
Age level: 6 through 14
Size of Group: 20 to 40

Changing Direction in Single Circle

From facing center to face to proceed clockwise - ask each player to make quarter turn to his left. Players, now one behind another, are ready to move in clockwise direction.

From facing center to face to proceed counterclockwise - ask each player to make a quarter turn to his right. Players, now one behind another, are ready to move in counterclockwise direction.

Equipment: Music - record player and records or piano
Age level: 6 and older
Size of Group: 4 and more

Changing Direction in Double Circle

From facing center, to face to proceed clockwise - ask players to make quarter turn to their left so that each is beside a partner. Couples are now one behind another, ready to move in clockwise direction.

From facing center, to face to proceed counterclockwise - ask players to make quarter turn to their right so that each is beside a partner. Couples are then one behind another, ready to move counterclockwise.

From facing center, to face partner - ask players in inner circle to turn around (about face.) Players in inner circle are now facing partners in outer circle.

From facing center, to face to proceed clockwise in outer circle, counterclockwise in inner circle - ask players in outer circle to make quarter turn to their left. Ask players in inner circle to make quarter turn to their right. Players in outer circle are now one behind another, ready to move in clockwise direction. Players in inner circle are ready to proceed counterclockwise.

From facing to Proceed clockwise to face center - ask players to make a quarter turn to their right. Players are now facing center. Each player in outer circle is directly behind a player in inner circle.

From facing to proceed counter clockwise to face center - ask players to make a quarter turn to their left. Players are now facing center. Each player in outer circle directly behind a player in inner circle.

From facing to proceed clockwise in outer circle and to exchange positions and reverse direction of circles - ask players in inner circle to take two steps sideward to the right. Ask players in outer circle to take two steps sideward to the right. Players now in outer circle are ready to proceed counter clockwise. Players now in inner circle are ready to proceed clockwise.

Equipment Needed: Music - record player or piano, records
Age level: 6 and older

Human Hurdle Relay

Players form several teams with about eight players on each team. Each team sits in a circle on the floor with all players on the team facing the center of the circle; knees are straight, feet are together, and heels are kept on the floor. The several teams, or circles, are scattered over the play space.

One player in each team is designated as the starter. On a signal, the starter from each team jumps up, hurdles over the legs of each player in turn and as he reaches his place in the circle and takes his position on the floor, tags the second runner. The second runner repeats the procedures and tags the third runner, et cetera. Each player runs to the right and tags the player on his right. The team wins which first finishes with its last runner in his own place on the floor.

Teaching suggestions: Go through the pattern of the game with the players before using it as a relay. Caution the players to keep their heels on the floor and their knees straight. Be sure that there is sufficient space between players for the runners to step and hurdle.

Try this variation: This is a circle relay without the hurdle. The players stand with each team forming a separate circle. One player in each circle is the starter. On the signal to start, he runs clockwise around the outside of the circle and tags the next runner (to his left) as he steps into his own place; each team member runs as he is tagged and the team which first finishes with its last runner back in his own place wins the relay.

Circle Tag

Approximately ten to twelve players stand in a circle formation equidistant from each other. Upon a signal, all run in a clockwise direction around the circle. Each player tries to tag the player in front of him while, at the same time, the player just back of him is trying to tag him. When a player is tagged, he drops out of the game, turning toward the center of the circle where he awaits the finish of the game with other players who have been tagged. The last player left in the chase is the winner.

Teaching suggestions: Use the game as a "warming up" activity; play only once or twice at any one time.

Place the players from three to four feet apart in the circle.

Watch the players remaining near the finish since the game can be very fatiguing for the last players. Often, the game must be stopped before a winner can be declared.

Try these variations: Use a whistle as a signal while the players are running; the players must turn and run in the opposite direction when the whistle is blown.

Play with a large number of players in one circle. Number the players from one to three or four. Call a number, and only the players with that number run; those who are tagged go to the center and those who are not tagged return to their places in the circle and run when their number is called again. Players attempt to be the last one with their number left in the circle.

BODY IMAGE CLASSROOM

Shoo Fly

Formation: Single circle; all join hands; one player designated as leader.

1. Shoo fly, don't bother me
2. Shoo fly, don't bother me
3. Shoo fly, don't bother me
4. Cause I belong to somebody
5. I do, I do, I do,
   I ain't going to tell you who
   But I belong to somebody
   Yes, indeed, I do.

(1) Without breaking hands the girls take steps toward the center, as if the boys were "shooing" them away.
(2) The boys take the step towards the center, as if the girls were "shooing" the boys; return in position.
(3) The girls repeat the same as in (1)
(4) The boys repeat as in (2)
(5) The leader leads the entire circle under the arms of a couple on the opposite of the circle, turning the entire circle "wrong side out." (All players follow the leader under the same arms.) Do not "break" the circle. Repeat the entire game turned outwards and return to original places.

Age level: 10 through 15
Size of Group: 10-15 per circle

Comin' Through The Rye

Formation: Couples arranged in circle, partners facing each other with both hands joined; girl's right side and boy's left side toward center of circle.

Verse: Heel and toe and don't be slow (touch inside heel-foot toward center of circle to floor, then touch inside toe to floor. Repeat heel, toe.)

A-comin' through the rye (slide together toward center of circle, starting with inside foot; this will be 2 slides, ending with step on inside foot.)

Heel and toe, away we go, and (touch outside heel to floor, then touch outside toe to floor. Repeat heel, toe.)

Need a body cry? (Slide back to original position in circle.)

Chorus: Two-step now with partners all (boy swings girl out to his right, holding her left hand in his right, and they 2-step around circle, starting on foot away from partner.)

And 2-step through the rye (continue 2-step around circle.)

Now all the lads they smile at me (boy 2-step in place and turns girl right to face opposite direction.)

A-comin' through the rye (walk 4 steps to meet a new partner.) Join hands with new partner and repeat game.

Age level: All ages 10 and older
Size of Group: 14-20 per group

Arm Chair Rhythm

Music - any definite 4-beat rhythm which may be a record or a song sung by the group.

1. Clap hands on knees
2. Clap hands together
3. Snap fingers of right hand
4. Snap fingers of left hand
5. Cross right arm over left
6. Cross left hand over right
7. Jerk right thumb over right shoulder
   Jerk left thumb over left shoulder

Arm Chair Rhythm - Continued

9. Slap hands on knees
10. Clap hands together
11. Pound right fist on top of left (twice)
12. Repeat 11
13. Pound left fist on top of right (twice)
13. Pound left fist on top of right (twice)
14. Repeat 13
15. Wave right forefinger in the air (tucking motion)
16. Wave left forefinger in the air (tucking motion)

Teaching suggestions:

1. Teach and practice the first 8 counts with the music
2. Teach and practice the second 8 counts with the music
3. Tempo may be increased as the group becomes familiar with the sequence.

Equipment Needed: None, although piano or record player can be used
Age Level: 8 and older
Size of Group: 1 and up

Under the Sack

Have each person (after receiving equipment) pin the number on one of the tear eye holes in the sack and put the sack over his head. Have players hunt for people whom they know. When a player finds a friend, he writes the friend's name and number on his card, but he doesn't let anyone find out the friends' name or his own name. Those getting the most names wins.

Equipment Needed: A paper sack, card, pencil, and slip of paper with a number on it for each person.
Age Level: 7 and older
Size of Group: Any size

Ducks Fly

The players stand in the aisles or in lines. The player who is IT stands in front, faces the group, and calls, "Ducks fly!" "Horses fly!" "Birds fly!," etc. When he names an animal which does fly, the players go through the motions of flying: raising the arms high above the head and lowering them to the side. When he names an animal which does not fly, they must not "fly." Anyone who "Flies" when an animal is named which does not fly, or anyone who does not "fly" when a flying animal is named becomes IT and the game is repeated.

Equipment Needed: None
Age Level: 5 through 8
Size of Group: About 20 per group

Simon Says

One player is selected as the leader. He stands in the front of the room and the other players stand in the aisles facing the leader. The leader gives commands some of which are prefaced by "Simon says," and some of which are not. The players must do everything commanded which is preceded by "Simon says." Any player who makes a mistake must sit down in his seat if the leader sees the error and calls his name. After the leader has caught three players making errors, another leader is selected, the three players get into the game again, and the game starts again with the new leader giving the commands.

What Is Your Trade

Divide your children into two teams and assign each team a goal line. Each team lines up on its respective goal, facing the other group. One team is designated to begin the excitement and ventures up to the other side calling out, "Here we come members of team." They ask, "Where from?" The approaching team then answers, "From New Orleans." The question is then asked, "What's your trade?" They answer, "Lemonade." Then the visiting team asks, "How's it made?" Then give your initial and start to work out the trade. The team begins to act out some trade they have previously decided on. It may be carpentry trade, washing clothes, picking corn or any number of things. As soon as any member of the other team guesses what it is, all of the members of the team acting out the trade turn and run back to their goal line. If any of them are caught they become members of the other team. Each team takes its turn throughout the game.

Age Level: 8 through 13
Size of Group: Begin with 8-10 per team

Circle Kick

Two to four players are designated as retrievers. At a given signal, the soccer ball is kicked around the circle. To keep the ball from leaving the circle the players may use any part of the body to block it. If the ball leaves the circle between two players, these players exchange places with the two retrievers and must wait their turn to come back into the circle. If the ball goes between the legs of one player, he exchanges places with the retriever next in line. If a kicker kicks a ball out over the shoulder of the players in the circle, the kicker must leave the circle and become a retriever. He stays a retriever until another player receives the same penalty and they exchange places. If the same player makes more than 3 kicks over the shoulders of the players in the circle, he must leave the game.

Equipment Needed: Soccer Ball
Age Level: 8 through 40
Size of Group: 20 per group

SPACE

1. Hunt for child or object that is hidden.
2. Hunt for many hidden objects, such as peanuts or eggs.
3. Play games in which one child acts out teacher's directions (or directions given on phonograph or tape recorder) which involve these concepts relating to space:

up, down	inside, outside	
in, out	high, low	front, back
on, off	top, bottom	

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1. Play hiding games in which participators must have hints or respond to hints as to location of objects, using words listed below after next activity.

2. In school jobs, projects, ball play, exercises, etc., follow directions unaccompanied by gestures, involving these words relating to space:

under, over	forward, back
higher, lower	behind, in front of
left, right	beginning, end
above, beneath	next
below	too close
near, far	

TIME

1. Answer questions such as "What do you do before lunch (or after lunch)?"
2. Distinguish night from day in pictures and in relating personal happenings.
3. Associate morning and afternoon with meals and school activities.
4. Tell in sequence of time what pupils do at school, using "then," "next."
5. Tell own activities in sequence of time, from morning to night.
6. Put three or four pictures of a story in correct time sequence.
7. Through discussion associated with action and with school activities, learn concepts involving these words:

early, late	wait, hurry	fast, slow
now, later	first, last	

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1. Use meaningfully such terms as: "last night," "tonight," "tomorrow night," "this morning," "yesterday morning."
2. Name the days of the week in sequence as pupil points to each day; name the day of the week corresponding to the words "yesterday," "today," and "tomorrow," associating each with events of personal significance and school happenings.
3. Through discussion, gain concepts of "on time," "beginning," and "end."
4. Read names of the days of the week on the calendar.
5. Learn that there are several weeks in a month.
6. Learn that there are seven days in a week.
7. Point to the number on the calendar corresponding to "today," "yesterday," "tomorrow," and find date on calendar for a holiday or birthday.
8. Make monthly calendar and regularly mark off the day that has just passed.
9. Give present date--day, month, year.

-Continued next page-

TIME - Continued

1. Give date of birth, and tell age, tell who is oldest: mother, child, father, grandmother, etc.
2. Name present season and a few outstanding weather characteristics or activities for this season.
3. Distinguish hands of clock by pointing and naming short and long hands.
4. Say the number of the hour as teacher moves short hand on cardboard clock.
5. Place clock numbers in correct sequence in clock puzzle.
6. On own small cardboard clock, move short hand and say number of each hour, looking at teacher's clock hands as pattern.
7. Use a real clock and tell time as hands move from 12 to 1.
8. Tell time by hours in sequence while moving short hand around the clock.
9. Tell time as hands move to indicate hours, not in sequence.
10. Tell which is longer, an hour or a day.
11. Match on own clock the long hand of teacher's clock as it goes from "o'clock" to "half-past;" match both hands of own clock with those of teacher's clock as she indicates hours and half-hours in sequence.
12. Follow same procedure in learning "quarter past" and "quarter after."
13. Tell time that school begins and check to see if all pupils are on time.
14. Associate verbally or with pictures certain activities with the time they begin and end.
15. Notify the class when period ends by checking real clock with adjustable cardboard clock.
16. Watch clock to announce when it indicates a particular time for a special activity.
17. When the concept of "o'clock," "half-past," and "quarter after," are well understood and have been used easily and correctly over a period of time, learn the positions of the hand for "quarter before."
18. Match teacher's short clock hand with own clock's short hand, noting it is in a position before the number of the hour, when the time is "quarter before--(some hour)." Then proceed in learning "quarter of" as in learning other clock positions.
19. When long hand does not point exactly to a familiar clock time, learn to recognize and tell the time to the nearest quarter hour or 5 minutes saying, "It is about---" (first after the hour, and only much later, before the hour.)

FORM, SIZE & COLOR

Color Cone: Sort three different sizes and five or six forms or colors on Color Cone sticks, but play in a group game. Players each have perpendicular stick with one ring on it. Caller reaches into paper bag, pulls out a ring, looks at it below table so others cannot see and says, "Who has the middle sized ring?" He gives it to player who answers correctly. That player slips ring on his stick with other middle sized ring. Only three different sizes should be used. The child getting his stick filled first says "Bingo," or else game continues until bag is empty. Players can count their rings and see who has the most, or see whose stick has rings going up the highest.
Variation: Same game can be played calling different colors or forms. A box can be used for each player instead of a ring stick. Different shaped beads can be used to call forms rather than using rings.

Color Bingo Game: Each child is given one large card divided into six squares of different colors. Caller has pack of small color cards, their colors, corresponding to colors on large cards. The name of a small color card is called. First child who points to this color on his card and names it correctly gets the little card. With this he covers up the correspondingly colored square on his large card by turning the little card over. He can then see the squares needing to be covered. Winner is player who first fills his card. This game can be played until all the cards are filled.
Variation: Give children cards which have more difficult colors - brown, purple - if they know their primary colors.

Color Dominoes: Wooden or thick cardboard blocks can be made 2" x 2", or larger for a class of children with less physical coordination. Half of each domino can be painted one color and the other end another color. A black line can be painted down the middle. From a pile of domino blocks turned upside down on the table, each child takes turns counting out five dominoes and standing them up in a curved row before him. The child who finds he has a double (both end of the block with the same color) places it in the center of the table. The children all name the color, and the player to the starter's left places a block, matching the end of his block with the correspondingly colored block already in the center of the table. If the child has no domino with an end that matches the double in the center, he draws from an extra pile of blocks, the lumber yard. If after he draws he cannot match, he passes, and the third child has a turn. Dominoes are added in a row to those already played. Before each play, the class should name the colors at each end of the row, the teacher or child pointing out the ends to be played on. The child who plays all his dominoes, wins.

Colored Hat Parade: Select colored hat that teacher names, or name color of hat teacher offers, and put it on. When all children have hats, march. Paper lollipops, balloons, or flags can be used in same way.

Form Dominoes: This game is played in the same way as Color Dominoes. In making a Form Domino game for four beginning players, use four abstract shapes - boy, girl, box, ball, circle, square, cross, stick, egg, heart, triangle - making two each of every combination of the forms including doubles. The forms should all be painted one bright color.

FORM, SIZE & COLOR - Continued

Go Fish: Good for matching and naming colors, forms, number figures and sign words. Regular playing cards may be used. The object of the game is to make pairs with two matching cards. When a player makes a pair, he places it near him face down on the table. Players take turns, each one asking the next for a card to match one he holds. If player he asked has it, he gives it to the questioner who makes a pair, and the next person gets a turn. If the player he asks does not have it he draws a card from the center pile. The player getting rid of all his cards first wins. To make a harder game, the cards can portray both different colors and different forms.

Parquetry Blocks: Match colored blocks of various shapes to cards portraying same shapes and colors. (The shapes can be black silhouettes, so the child will need to think only about the form; or they can be colored, in which case the child has to think of both form and shape.)

Peg Board Designs: Finish pattern of pegs started by teacher such as a straight line, a border, or a square with all corners placed by teacher. Or copy pattern of pegs that teacher has made in peg board, making it on second peg board. Make vertical line, horizontal line, cross.

What's New: One player or the teacher asks the question: "What is new in the school room?" or "Can you see which boy or girl is wearing something new?"

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1. Play with blocks, beads, balls, dolls, which differ in size, form, or color.
2. Make imprints of feet and hands in sand box and in clay. Replace hands and feet in imprints.
3. Engage in simple sorting activities, using objects which may be sorted according to use.
4. Engage in simple matching activities. For forms and sizes use homemade form boards. For colors, use large peg board. Match box covers that correspond in form, size, color.

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1. Draw a line to complete a figure only partially drawn by teacher (square, circle, rectangle, oval.)
2. Name color of various articles of clothing worn, and point out which of them match in color and in design.
3. String beads of various sizes, form, and color.

Be able to understand and use the following words:

Form: Boy, girl, box, ball, round (like ball) circle, square, cross, stick, egg, heart, triangle, names of commonest parts of body, names of clothing worn, names of familiar toys, names of familiar furniture, names of school materials, names of school equipment.

Size: Big, little, tall, short, long, fat, thin, large, small.

Color: Yellow, blue, red, orange, green, purple

FORM, SIZE & COLOR - Continued

1. String beads of various sizes, form, and color. Copy pattern of beads on a string, or a colored drawing of them; or make up own pattern and repeat it until string of beads is complete. Also string beads according to pattern described by teacher verbally or planned on own initiative and verbalized: "Red ball, blue square," etc.
2. Trace or copy and then cut out geometric forms, and also abstract shapes symbolic of holidays.

Use and understand the meaning of these words:

Form: Half, circle, rectangle, diamond, oval, club, spade, walk in a circle, straight, crooked.

Size: Thick, thin, middle-sized, larger, smaller, longer, shorter, taller, tallest, shortest, longest, biggest, littlest, largest, smallest.

Color: Brown, black, white, gray, tan, pink, violet, dark, light, darker, lighter.

FORM PERCEPTION

Motoric Awareness of Form, Shape

1. Chalk circles, triangles, squares, diamonds on floor. Children march around them, hop around, jump around the outlines.

2. Children draw imaginary triangles, squares, etc. with nose in air or with upper torso bent forward using heads as pencils.

FIGURE GROUND

1. Pegboard exercises constructing simple geometric forms.
2. Practice in rotating positions of these constructions to match a demonstration model.
3. Pegboard exercises, constructing more complete designs. As variations use marble boards. Assign only one color marble or peg to a child. Use large pegs (easy to manipulate.) Pegs should be some bright colors that contrast with the pegboard.

ARITHMETIC

Level I: Counting By Notation

Step 1: Counting and structured termination: Use colored blocks. Assign a color to each number and do not vary color assignments until good progress in termination is obvious. Use red for 1; yellow for 2; purple for 3; orange for 4; green for 5.

Use corresponding cards of 8 x 12 colored construction paper with black 1" squares of corresponding number. Do not mention color. The use of colors is to avoid perserveration and to assist in perceiving a difference. Place the red card on the table. Place the red block on the black square of the red card. Say "One." Let each child take a turn placing the block and saying "One." Continue until five is mastered.

Reinforce each number being worked on, by counting the children, chairs, books, cups, etc., using that particular number in any situation possible.

Step II: Counting without ... sible structured termination: Toss 3 purple blocks on the table. Gra ...ach one progressively, tapping the block on the table as it is released, saying, "One, Two, Three." Progress with "Two" in the same manner.

A. Grasping each block and counting
B. Lifting each block and counting
C. Touching each block and counting
D. Looking at each block without touching and counting

Step III: Concept of number symbol: When the child can look and count, can see 3 or 4 blocks, and without touching them say the correct number he is close to a symbolic concept. Looking, thinking and saying the number symbol "three" (and not counting either verbally or silently with eyes) is the true shift into a concept of 3-ness. The teacher should drop two blocks and say "Two," expects the child to say "Two."

Step IV: Selection of proper grouping: Place blocks on the table - 2 in one group, 3 in another. Say, "Show me or give me, or take Two blocks." Proceed until children can indicate and select from 3 presented groups of 1 to 5 blocks. This can also be done later with specially selected pictures to reinforce this level.

Step V: Attaching the written number symbol to the concrete presentation: Use three-dimension numbers about 4" high and ¼" thick, of wood, plastic or stacked cardboard--black. Place these on the colored cards with the black squares. Review Step I. Place the number symbol on the card as the terminal number is spoken. Have the child hold the number symbol and place it properly as that number is spoken. The children gain a tactile knowledge of the contours of each symbol. The children are asked to "Show me three blocks--show me number three."
The child now selects the number symbol from the lined-up group of symbols (1 to 5) on the table. When this step has been mastered, the number symbols can be presented at random for selection.

Step VI; This is a continuation and a reinforcement for Step 5. Present a variety of objects in groups for the children to select the correct number of objects and the correct symbol. Blocks were used initially to avert the possible distraction of using toys, little cars, etc. Now the children should be able to tolerate these articles in a lesson situation. This step may also be reinforced by each child showing the correct number of fingers.

ARITHMETIC - Continued

Step VII: Actual act of counting by notation. Have the child associate the seen or heard symbol with the terminal number: The child must now stop counting, without help of any kind, at the terminal indicated by the symbol only. He has no pattern on a card, nor any groups from which to select the answer amount. He must terminate counting only by the meaning of the symbol presented.

Step VIII: This is the converse of Step 7: The number symbol is the stimulus to group the correct number of blocks or objects. Each child has five blocks, all the same color. Show the cutout symbol three and have the child present three blocks from his own blocks. He should count them aloud to check himself. This step may also be reinforced by showing the correct number of fingers to match the shown symbol. Using fingers helps, if this step is slow in progress. The child puts the correct number of fingers on the edge of the table. The fingers not needed in the count being considered are thereby proper number of fingers.

Level II: Counting By Grouping and Notation

The children have learned to see a group and to give it proper symbol name. Now it is time to learn to count with more speed and still be accurate. For example, when presented with 7 objects, counting by notation will be accurate but slow.

Use 5 blocks of one color and 2 of another color. Place the 5 blocks on the table so that the child sees them all at once. As the child says "Five," perceiving 5, toss the other 2, and touching them one-at-a time, say "Six-Seven." Proceed slowly with all the number combinations to 10, using 5 as a maximum for the initial group. Graduate to using all blocks of the same color. Success at this level will provide the foundation for simple addition and subtraction. Proceed to new combination only when a combination is definitely learned, reinforced, and can be used in a transferred situation.

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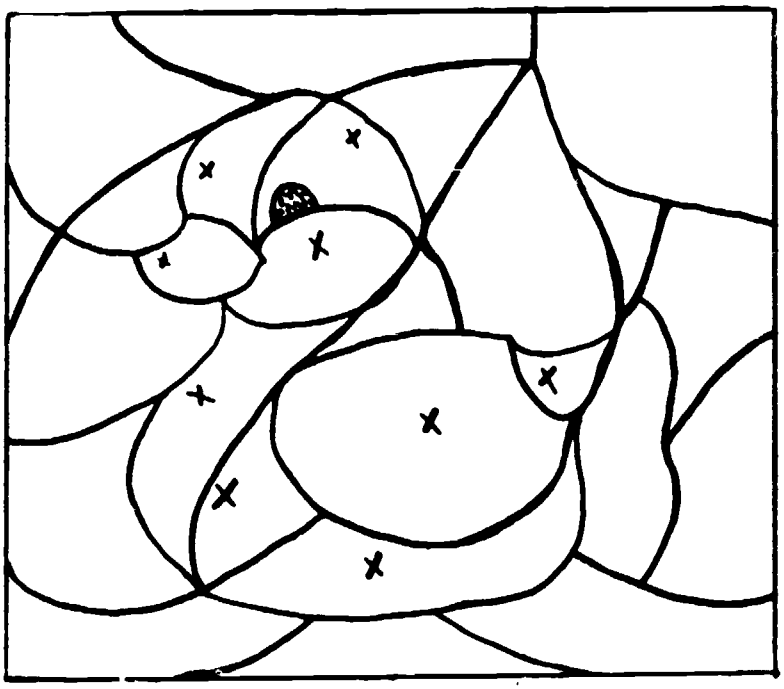
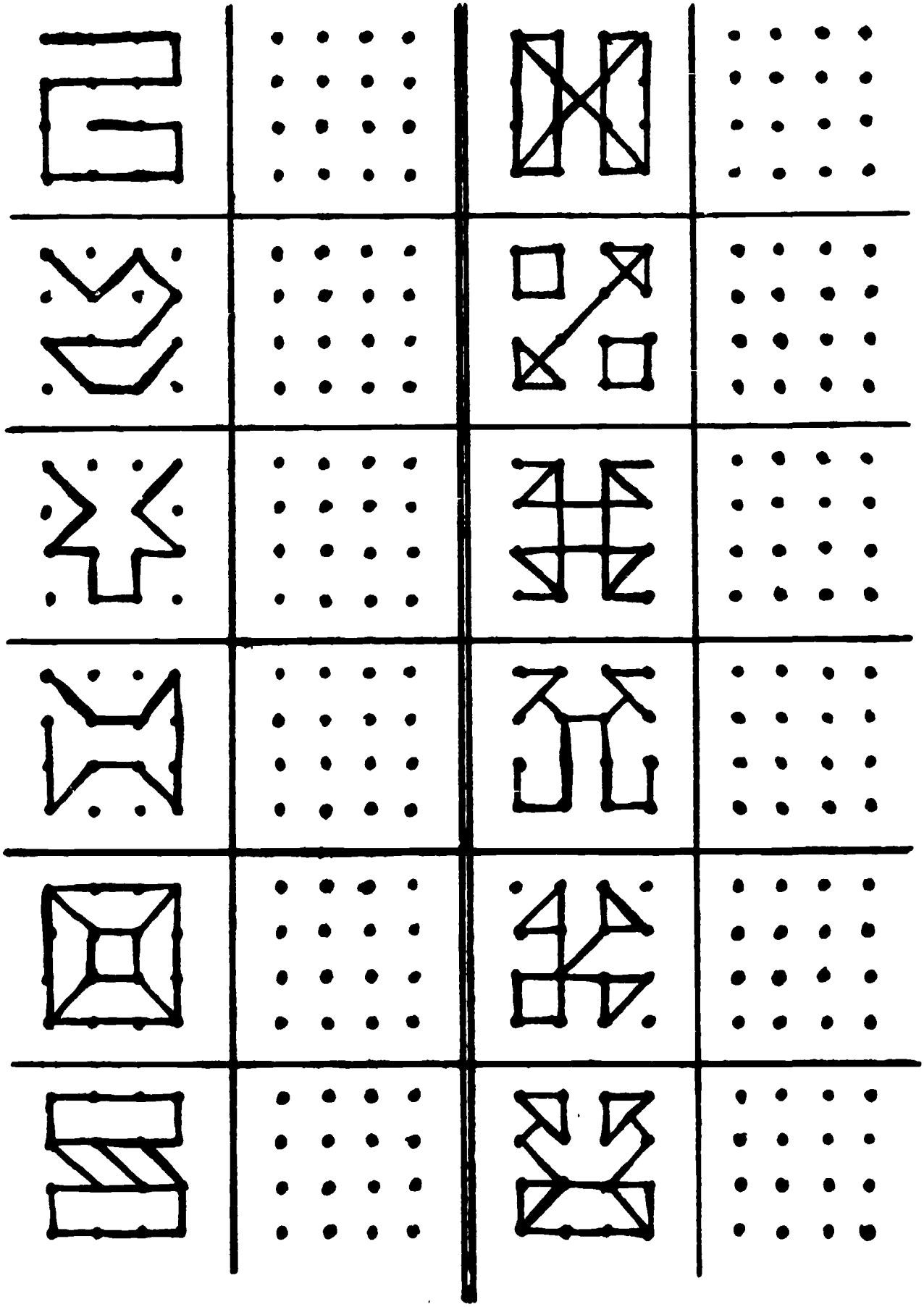
Hidden Picture

2. Pictures with forms such as witches or squirrels hidden in them are to be found in some children's magazines. The child identifies these hidden forms. The figure below presents an abstract design which contains a hidden picture.



3. The child can complete forms, such as designs, by noting discrepancies between the model and the nearly identical, but incomplete, form. A similar activity requires him to connect a set of dots, or numbers. He must identify the form, if possible, before it is completed. Forms may be numbers, letters or pictures, as in the figure following.



Research by
Nancy Young

II. OCULAR PURSUIT

A. TRAINING OCULAR CONTROL

Training techniques in the area of control of the eyes are very similar to testing techniques in this area. The general procedure is to move a target in front of the child and ask him to follow it with his eyes. Care is taken to watch the child's eyes carefully to see that he is following the target and that his eyes are moving smoothly and with coordination. IN THE EVENT OF ANY CONTINUED JERKINESS OR LACK OF CONTROL, THE TRAINING IS DISCONTINUED AND SOME OTHER MEANS OF HELPING THE CHILD IS UNDERTAKEN. OCULAR PURSUIT TRAINING SHOULD NOT BE STARTED UNTIL SUCH TIME AS THE CHILD HAS DEVELOPED SUFFICIENT LATERALITY AND DIRECTIONALITY TO FORM THE BASIS FOR A REASONABLY ADEQUATE MATCHING.

In beginning the training, work through the stages described below until a level is found at which the child can start to learn. As soon as he has achieved control with one type of activity, move through the stages until child can follow the pencil target in stage 1.

Stages in Ocular-Pursuit Training

STAGE 1 - The teacher moves the same pencil target, used in the testing procedure, before the child's eyes in the principal meridia (lateral, vertical, diagonal and rotary). Instead of a single trial, the target is moved repeatedly and the child is urged to increase the adequacy of his performance.

It is very important that the child make progress readily. If he continues to follow the target with uncontrolled movements, he is in danger of merely practicing his errors and the training procedure defeats its own purpose.

If the child does not show observable improvement within a few trials (four to eight) the training activity should be discontinued and training should drop down to stage two.

STAGE 2 - Stage two is identical with stage one except that the target used is a penlight. The same observations should be made and the same procedure recommended in stage one should be followed. The purpose of stage two is to increase the intensity of the visual stimulus. If progress is not noted within a few trials, stage

two should be discontinued and training should proceed to stage three.

STAGE 3 - In stage three, the child is asked to point to the target and to follow it with his finger as he follows it with his eyes. The penlight is used as in stage two and the target is still moved in the principal meridia, this adds a kinesthetic clue to the visual clues used in stages one and two. It is necessary to match the kinesthetic information from the extra-ocular muscles with the general kinesthetic pattern of the body in order to develop the desired ocular control. If improvement is not noted in first few trials, this process is discontinued and training moves on to stage four.

STAGE 4 - Stage four is identical with stage three except that the child is asked to place his finger on the light and move his finger in contact with the penlight as the light moves. He is urged to offer a certain resistance to the movement of the light by saying to him, "press down hard." "Try to keep the light from moving." The light is then moved in the principal meridia as in the earlier procedure. The purpose of stage four is to increase the kinesthetic stimulation. If no observable improvement is noticed within a few trials, the training moves on to a stage five.

STAGE 5 - In this stage, the target is a ball. Begin with a large ball such as a beach ball or playground ball. As child improves, decrease the size of the ball. The adult places both of his hands, palms flat, on one side of the ball. The child places both of his hands flat against the other side of the ball and directly opposed to the hands of the adult. Thus, the ball is held between the two pairs of hands. The adult then begins to move the ball in the principal meridia carrying the child's hands along with him. The child is encouraged to watch the ball and to keep it in sight as it moves. In stage five, the child is given maximum information with which to develop his skill. If the child does not show improvement within a few trials at stage five, he should be referred to a professional eye man for specialized help.

GENERAL CONSIDERATIONS:

Ocular control is more difficult the further it extends toward the periphery in either direction, therefore training procedures should begin by training movements in these areas in which the child can perform adequately. This may be a very restricted area near the center of the line of vision. The range and extent of movements are gradually increased as child becomes able to perform further from the center of his visual field.

The midline problem also causes difficulty and in such cases, proceed as mentioned previously, giving special help whenever he crosses the midline. It may be necessary to use a lower stage of training so that the child is able to smooth down his midline control before the extent of movement can be increased.

Another difficulty is that of helping the child to know when he is performing adequately. Whenever, it appears that the child's eyes are not adequately centered on the target, training should stop and he should be requested to re-fixate the target. If he is permitted to perform without the target centered, we are permitting him to practice his errors.

PURSUIT-TRAINING ACTIVITIES

It is recommended that these sessions be limited to ten minutes; three minutes for training the right eye, three minutes for the left, and three minutes for training of both eyes. The period of most rapid learning has been established as being early in the training session.

OCCLUSION

When monocular training is undertaken, the eye which is not being trained needs to be covered. A suitable occluder can be made from a piece of felt. A hole is cut in the felt so that when the strip is held up to the face the eye will be directly behind this hole and this hole will be of such a size that the child has unimpaired vision through it. A rubber band is broken in two and is tied through small holes at the narrow edges of the band so that it can pass behind the child's head. Simply turn it through 180 degrees to fit the other eye. Decorated to represent the Lone Ranger, etc., they also provide good motivational devices for the

CLASSROOM TECHNIQUES

It is necessary that training be continued after the initial skills have been learned. During this "overlearning" period, group activities are possible.

When training has reached stages one and two, teacher can arrange five or six children in a semi-circle around her chair, can move the target before the children in much the same way as she would do in the case of a single child for training and ask the children to follow the target. If any child experiences difficulty remove him from the group and provide individual attention.

A complete series of activities including right eye, left eye and binocular can be carried through in such groups. It is possible to arrange conditions so that children can assist in training each other. It has been most practical to arrange the children in pairs.

Chalkboard Aids

The teacher draws on the chalkboard a "road" using the flat side of a piece of chalk and drawing a strip about an inch to an inch and a half wide. The child is given a two wheel plastic model of a vehicle; he is asked to "drive" by pushing it along with his hand on the road. Begin with straight roads and proceed to curved and wavy roads which require considerable skill to negotiate. This technique can be extremely useful since it combines activity of the hand with activity of the eye.

PLAY ACTIVITIES

Any game or sports activity which involves following a moving object and requires the child to keep the moving object constantly in view can be used to aid in ocular control. Volleyball, basketball, kick ball and similar sports are useful in this connection.

The Marsden Ball

A soft rubber ball about the size of a tennis ball is suspended by a string from the ceiling, or if outdoors, from a tree limb. As the child becomes more adept the size of the ball can be decreased.

The child stands at one side about arm's length from the ball and with the pivot line of the string directly in front of him. Pull the ball to one side and release it, do not throw or push it. As the ball passes in front of him, the child is instructed to reach out and touch it with his finger. He must reach out and contact the ball directly in one movement. He is not allowed to thrust his finger into the path of the ball and wait for it to hit his finger.

He is given a starting point for his finger each time so that he thrusts out with a definite, prescribed movement. The first starting position will be the shoulder. The child is instructed to hold his hand beside his shoulder with his finger pointed ahead. Other starting positions will be the eyes and hip. Always he is to thrust out in one steady movement, keeping his head still, following the ball with his eyes and to keep his head pointed forward. This activity aids the child in developing the vital translation between kinesthetic-tactual data and visual data.

As a preliminary technique for those who have difficulty doing the above, do not swing the ball but allow it to hang motionless. Allow the child to position his finger just an inch or two from the ball before he thrusts at it. Gradually advance to a smaller arc when swinging the ball. Move him gradually until he can use visual data alone.

Varying the Procedure

Instruct the child to thrust when you call out "NOW." Only by following the ball can he be ready at anytime you may signal. Be sure that he follows with his eyes and not with his head. He should be instructed not to move his head. When he has mastered the ball as it swings laterally to his body, move to a fore and aft direction.

When the child begins to learn the task with his finger, he may be given a short bat with which to bunt the ball. The ball techniques should be learned with the finger first. The process of bunting the ball with the bat involves a spatial judgment and a process of following a target. Also timing and rhythm are involved.

TRAINING OCULAR PURSUIT

1. This can be accomplished by asking the child simply to watch the ball as it swings back and forth. The ball is swung laterally and in a fore and aft direction as before. It can then be swung diagonally.

Later the child is asked to lie on his back on the floor and the ball is swung in a circular movement about him as he follows it. When movements are not smooth, encourage the child to keep his eye on the ball.

2. Children can also help each other in developing eye movement patterns. Attach a small cut-out of an airplane to the eraser of a pencil with a thumbtack. One child would hold the pencil and make the airplane fly in front of another child. The second child would be the plane spotter and would have to keep his eyes on the plane at all times, through all its movements. At the same time the pilot is instructed to watch the spotter to be sure he maintains visual contact with the plane. The pilot is then instructed to catch the spotter if he can, and if he does see the spotter losing visual contact, he wins a score point in the game. Then the two children trade jobs and the game starts over. This is an excellent procedure because it brings competition in as motivation and the children are both gaining eye movement skills without realizing that they are practicing or working at it. Parents may also play the game with their children. These routines provide practice in eye movements which compare with the use of eyes for reading activities. When eyes follow these targets, the same ocular action is produced as that required to move eyes across lines of print in readers or across pages in first workbooks. As eyes move more smoothly in these routines, they can then move across pages with more skill and efficiency.

3. Have the child hold his right and left forefingers erect, about 12 or 14 inches apart and about 12 inches in front of his eyes. Have the child look quickly from left to right, and from right to left forefinger, etc. Urge him to move his eyes as quickly as possible but be sure that both eyes land on his finger tip each time. Have him work to achieve rhythm, speed and smoothness of the jump between fingers and to make immediate landings with both eyes.

Some children may have difficulty in developing the rhythmic fixation from finger to finger. If so, use your index finger to pace him from left to right, touching his finger each time. A young child's attention can be held if you ask him to watch the bunny (your finger) hop from finger to finger. This practice is similar to the action of eyes necessary in leaving one line of print and picking up the next.

4. Have the child hold a pencil erect about 10-12 inches in front of his nose. Have him look from the pencil to numbers on a calendar across the room as quickly as possible. Now look back at pencil, then to numbers on calendar, repeating until he has made 10 to 15 "round trips." Be sure that he sees both targets clearly and quickly. As this becomes easier have him move the pencil closer to his nose and repeat. This routine gives practice in two areas of visual performance. It improves the ability to shift eyes quickly from the chalkboard to the work sheet on desk, or from textbook to teacher and back to the book. It also improves the speed of visual focusing and the skill of seeing clearly at all the various distances involved in classroom activities. Most students will show improvements after several sessions of practice in these routines.

II. VISUAL SEQUENCING

In testing to see whether or not a child has difficulty in this area pictures to be arranged in a certain sequence are used. An example of this is the apple sequence. The first picture is the apple in its entirety, the second picture shows the apple with a bite out, the third shows the apple half-eaten and finally the core is shown in the final picture.

Among the learning disabilities seen in dyslexics is a disturbance in sequentialization. They are unable to follow specific patterns or remember the order of letters in words.

The teacher must first establish the concept of sequence, helping the child understand that it is a particular order which he should try to visualize.

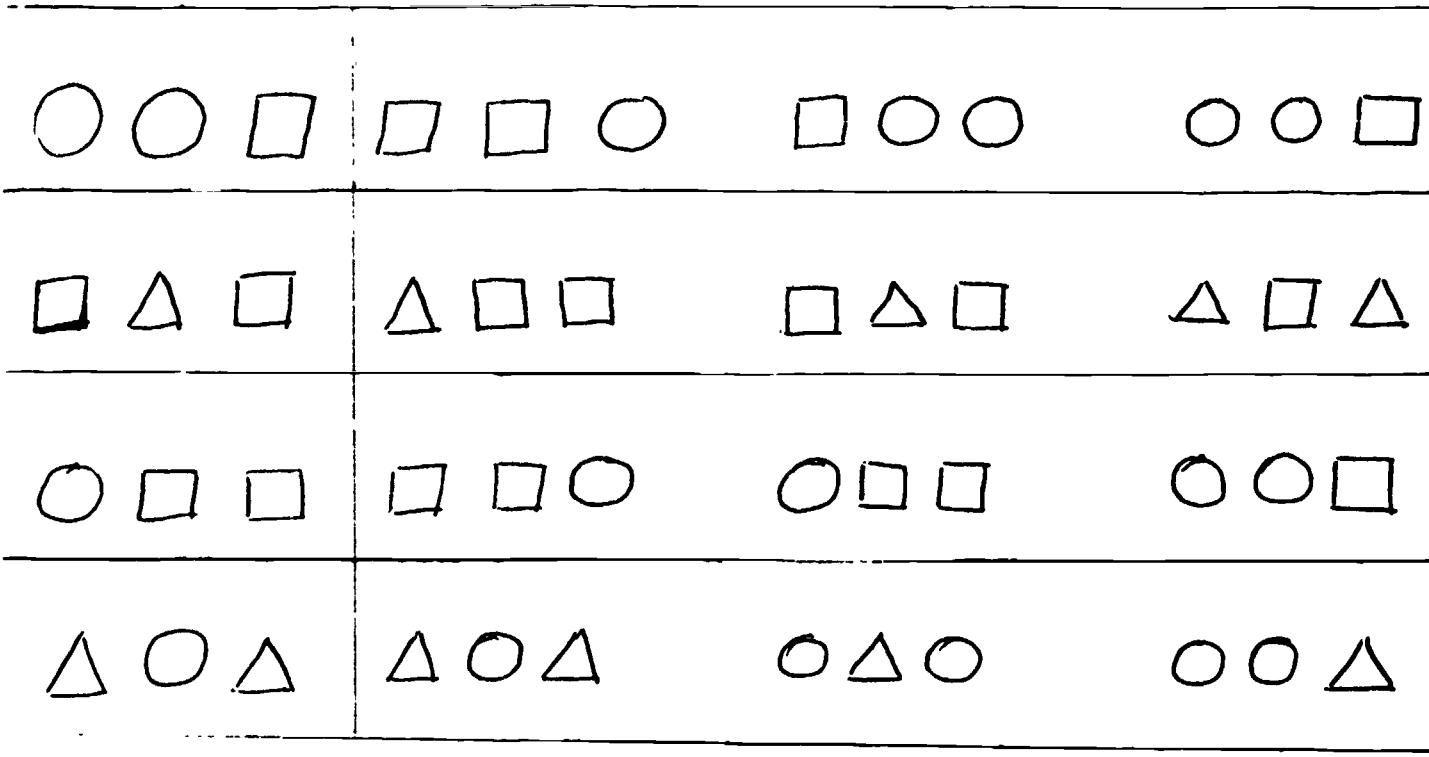
Training Activities

1. Arrange colored beads on a string according to a specific pattern, e.g., red, blue, red, blue, and have him continue the pattern, or have a pattern completed and ask him to make one like the model. Increase the complexity of the pattern as he improves (red, blue, blue, red, blue, blue.)
2. Have the children in the class line up according to specific orders - boy, girl, boy, girl. Let them observe themselves in a large mirror so they can see the order, or rhythmically chant the order in which they are to stand. Sometimes they learn to revisualize a sequence by auditorizing.
3. Prepare patterns of pictures or designs to be placed on bulletin boards or walls of room. Start the pattern and ask the children to complete the sequence.
4. Make paper chains of colored strips, encouraging the children to develop their own patterns.
5. Many companies have produced "sequencing cards" that may be utilized.
6. Cut a picture of a house in three pieces and have the child put it in the right order.
7. Use a three part train and have the student put it in the correct order. (engine, middle car, caboose.)

8. Pictures of a family (baby, child, parent, grandmother.)

9. Use exercises in the form of ditto work examples illustrated as follows:

To improve visual nonverbal sequentialization



III. VISUAL ASSOCIATION

Visual Association, or visual-motor association refers to the ability to relate visual symbols in a meaningful way. To measure this process, the subject is required to relate pictures of common objects to each other (e.g., boys and girls are people.) The subject must select from among four pictures the one that "goes with" a given stimulus picture.

If child shows a deficit in the visual association process, follow these guidelines while teaching him in a group situation.

1. Permit him to trace correct response first.
2. Provide auditory cues when possible.

The following remediatory exercises are suggested by grade level.

VISUAL ASSOCIATION

VISUAL CLASSIFICATION: First Grade

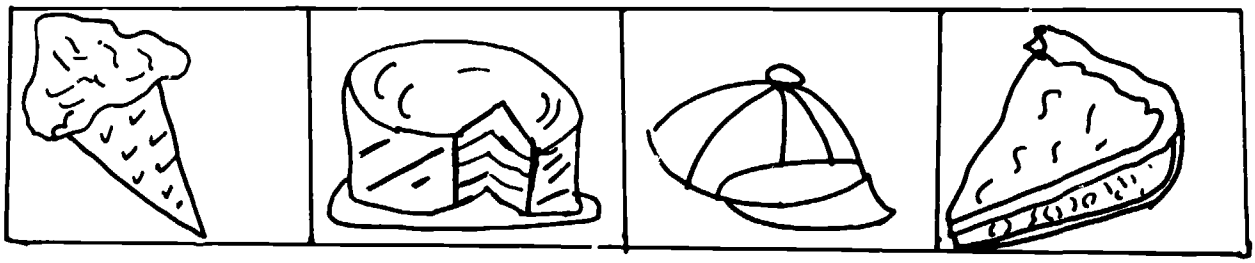
1. Mount about six pictures on a 9 x 12" sheet of tagboard. Try to get almost identical pictures for a second sheet of tagboard and then cut them out individually. The child can then choose the smaller card to put on the large picture.

2. Pass picture cards out to the children. The teacher then holds up a stimulus picture and the child who has one like the one held up gets the picture. This can be done with identical pictures or with pictures of two different types of the same object. e.g., two kinds of dogs.

3. Have the child gather pictures on their own. They can get these from magazines or catalogues. Have them group them into categories. e.g., food, clothing, animals on a farm, etc.

VISUAL RELATIONSHIPS:

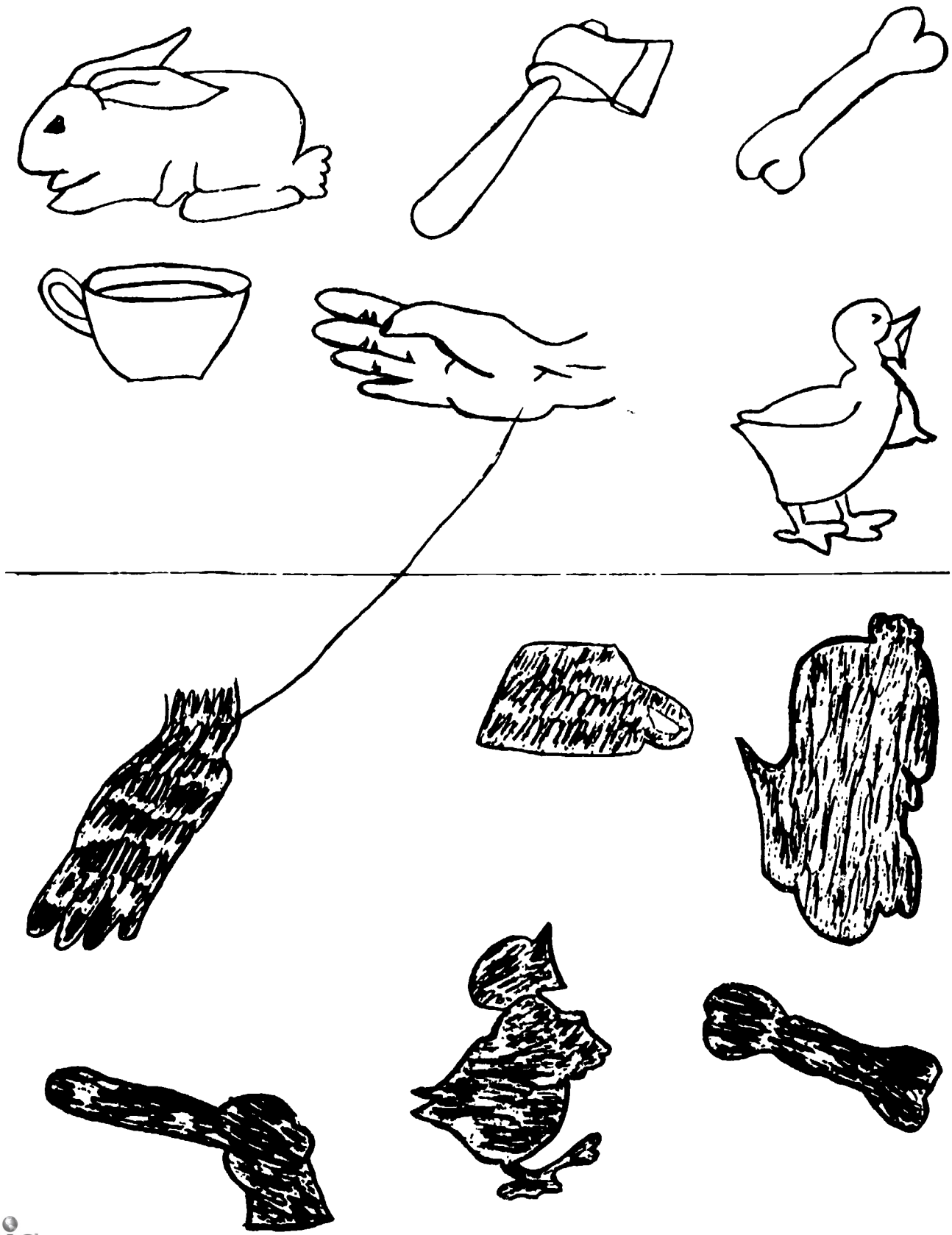
1. Prepare a work sheet with 4 pictures across. Have three of the pictures related in some way and have one of them unrelated. Have the child mark through the one that is not related. e.g.,



2. Divide a sheet of paper into two sections. On one side draw recognizable objects and on the other side draw the same objects in different positions and blacked in like shadows. Have the child to connect the detailed object to its shadow. (See page 3)

3. Make a group of cards about 8 x 12". On one set of cards, draw lines or objects in amounts of 1 to ten and on the other set of cards draw corresponding amounts of objects or lines, but make them different objects or lines than the corresponding number. (See page 4)

4. Have a child complete patterns by drawing lines. The number dot pictures are good to use for this.



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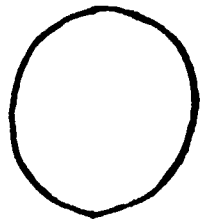	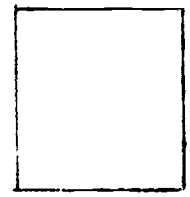
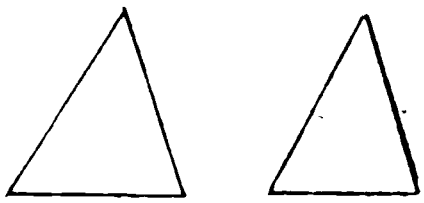	
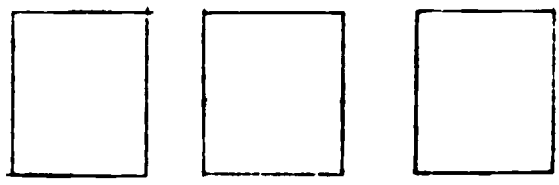	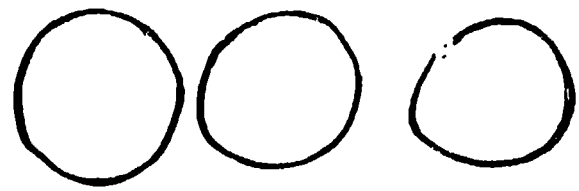
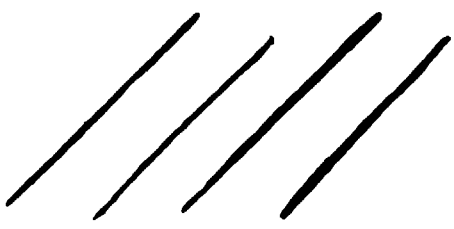	

This is good for teaching numbers by visual association.

III. VISUAL ASSOCIATION

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If a child shows a deficit in the visual association process, follow these guidelines while teaching him in a group situation.

1. Permit him to trace correct response first.
2. Provide auditory cues when possible.

The following remediatory exercises are suggested by grade level.

IV. VISUAL DISCRIMINATION

Activities involving visual discrimination can be included easily into the school day.

It is important that the child learn about likenesses and differences and relate these concepts to the world around him.

Examples of discrimination activities are as follows:

1. Ask the children to point out various categories of objects, such as round things, red things, wooden things, and so on, in a room or play yard. Then, ask the children to pick out specific objects, such as a particular book, picture or toy. As the game continues, the objects should be less and less conspicuous.

2. "Policeman, Find My Child." The teacher plays the part of the Mother and asks one child to be the policeman. The Mother tells the policeman that her child is lost and asks him to help her find the child. The Mother describes the child in detail. The policeman should be able to find and point to the child who fits her description.

3. Ask a child to find a square button in a box of round ones, a large block among smaller blocks, a green marble among blue ones, a piece of rough paper among smooth pieces, etc.

Sorting is perhaps the most useful exercise in devloping figure-ground perception. Because it involves the correct identification of such qualities of size, shape and color, it also helps improve perceptual constancy.

Figure-Ground Activities

1. Teachers can help their pupils to improve in figure-ground perception by using everyday opportunities. He may ask "Do you see the white house," "the colored stone," etc.

2. Children are asked to pick out a particular crayon from the box or to sort and put away toy dishes according to size and shape.

3. While the teacher is reading a story, she may ask children to look carefully at picture in book and identify separate objects in each of the pictures.

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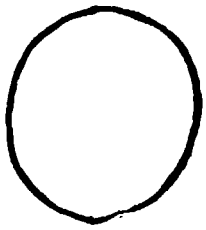
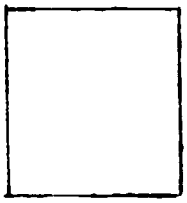
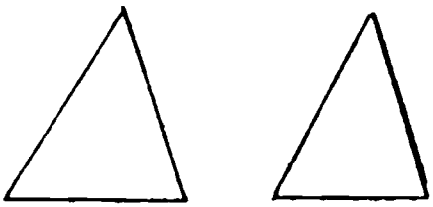
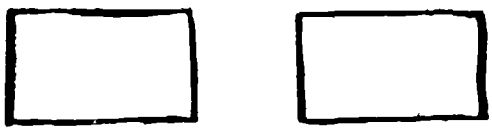
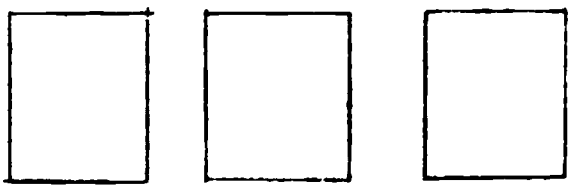
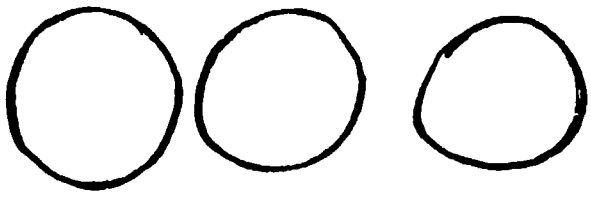
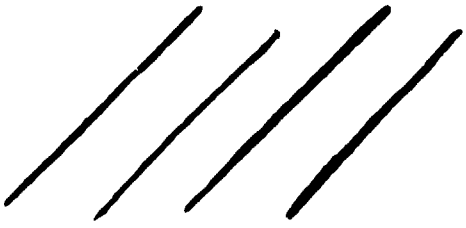
	
	
	
	

This is good for teaching numbers by visual association.

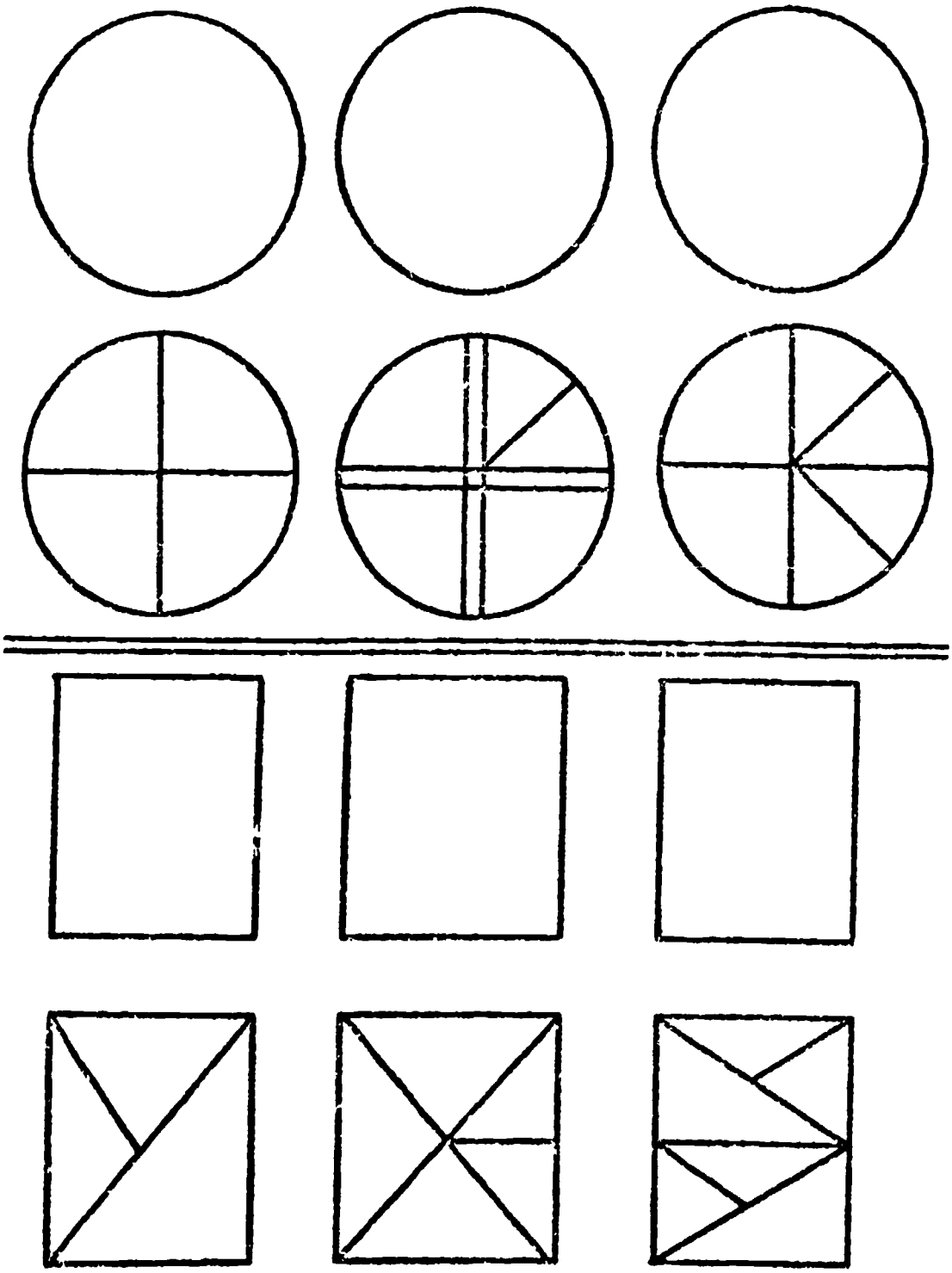
Perceptual Constancy Activities

To help develop the ability to translate the visual image of a three-dimensional object to a two-dimensional plane and vice-versa these activities are useful:

1. Set aside spaces on shelves for blocks of specific shapes. Directly above each space, tape or tack a small drawing of that shape. When the children put away the blocks, they should try to put each in the correct space.

2. In reverse, give a child a drawing of one of the blocks and ask him to find a block of that shape on the shelves.

The following are examples of various types of visual discrimination ditto work I use with five-year olds.



Drawings of children with visual memory problems are often lacking details. Descriptions of things these children see every day cannot always be remembered.

This deficit could affect other forms of behavior so that numbers, musical notes and figures cannot be remembered. Generally though, the biggest problem comes in memory for the printed word.

There are a number of activities the parent may use to practice visual memory. One way is to have the child describe objects from memory. A second method is to have him reproduce things from memory. Still a third method is to have the child recall what is missing.

Developing Visual Memory

1. Encourage the child to observe things in detail. Discuss specific details and foster good observation habits. Discuss the color of someone's eyes, the design in a dress, or some detail in a shirt.

2. Find a simple picture in a book or magazine. Discuss specific details on the page. Remove the picture and then ask the child to recall some of the details seen.

3. After an outing, have the child try to dexcribe some of the things seen along the way.

4. Draw two simple identical pictures. Add an extra detail on one of the pictures. The child has to try to discover what has been added.

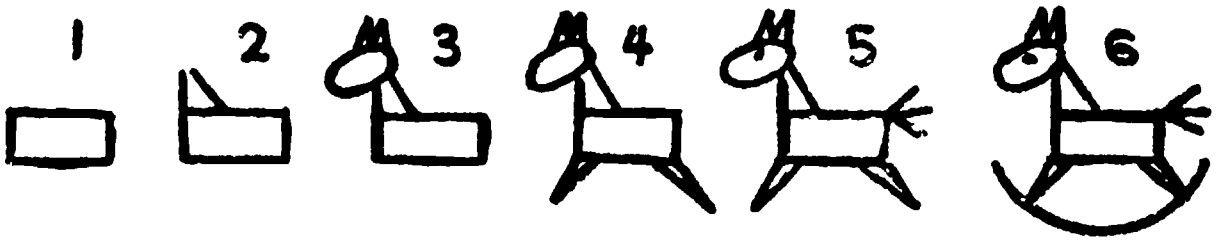
5. Draw two identical pictures leaving off a specific detail on one of the pictures. The child must discover what is missing. Example: Two carts, one with a missing wheel.

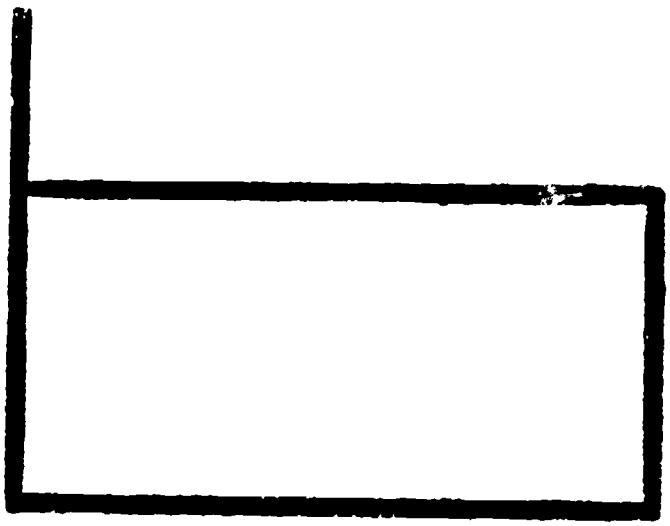
6. String beads according to a pattern. Eventually ask the child to continue the pattern alone. When this has been accomplished, have the child try to figure what will come next. Example: round, round, square, round, round (square.)

7. The child can copy a pattern you make on a pegboard. Eventually have the child try to remember the pattern without copying.

8. Use paper chains of different colors to create a pattern. The child should copy your design.

9. Crayon fun. Use four different colors making very simple patterns to begin with. The child can copy the design. Eventually remove your design and see





hobbyhorse

if the child can make one like yours. This can also be done on a chalkboard.

10. Poker chips can be used to stimulate the ability to copy or remember a given pattern. As the child progresses he should be able to handle longer series and more complex patterns. Memory rather than copying should eventually be used. Furthermore, the time the pattern is seen should also be reduced.

11. Pick out two alphabet blocks. Have the child find two just like them and put them the same way as yours are. Increase the number of blocks as you go along.

12. Place a number of objects on a table. These should only be objects the child recognizes easily. Expose them for a minute or two. Take away one object and see if the child can name the missing object. Have the child look again. Cover or remove all the objects to see if the child can remember them all. For fun and long range retention, about a half hour later ask again if he can name everything on the table.

13. Put four objects in a row. Have the child look at them carefully. He should then close his eyes while you remove the items. Then, have him replace them in the same order.

14. Look at a book or magazine. Find a picture with several objects. Look at the objects and discuss them. Ask the child to see if he can remember some of the objects without looking. Try to group the objects to make the recall easier.

15. Use objects around the room. Begin by touching an object. Have the child touch the same object as you did and one more. Continue to increase an object each time.

16. Puzzles. Use simple puzzles with only a few pieces initially. Discuss the shapes of the pieces and how they fit together before taking puzzle apart. It is important for the child to see the puzzle whole first. Then proceed to dump out the pieces and put them back together.

17. Using picture cards or a regular deck of cards, begin by putting all the cards face down individually. The child has a chance to turn up two cards at any given turn. He must turn over these two cards trying to remember the position of the cards and what they say on them. They must then be turned back face down. In the same way each player in turn gets to turn over two cards. Soon the time comes when the first card a player turns over is one that he has seen before. If he can remember exactly where it is, he can turn that card over as his second card. There are now two cards turned over that match. This player then gets a chance to play again repeating his play and turning over two more cards. As long as the player can turn over two matching cards he may continue to play. If he can no longer do so, the turn passes to the next player. The person with the most matches wins.

VII. PERIPHERAL VISION

Helpful Activities

1. Sit in front of the child and have four or five small objects or toys in your lap. Pick up one of these with your right hand and hold it off to be child's left side, urging him to look at it and name it. While his attention is on this object, pick up another with your left hand and hold it off to his right side. As soon as he has identified the first one, urge him to look at the second one. While he is looking at this, pick up another object with your right hand and repeat. Keep this little game going as long as you can with quick changes of objects, urging the child to look back and forth from right to left as quickly as possible. As you observe more rapid eye movements and less head movement, hold these objects in various positions so that his eyes will move in all directions. The best targets for this routine are the little 5 and 10 cent toys that you can pick up in almost any dime store. They need not be elaborate, but they should be used only for this routine and put away between practice sessions. Thus, he will not play with them and lose interest in them.

2. Make a practice of handing things to the child from the sides. When you butter a piece of bread for him, do not place it on his plate but hold it to one side so he must look and reach for it. Do this in every possible situation and avoid handing things to him directly from the front as much as possible.

3. Urge the child to look at you when you speak to him. When you wish to tell him something, say, "Look at me" and then make your comment. Everytime that this is done, your child will get practice at looking and listening, which will be an important part of his development later.

VIII. EYE-HAND COORDINATION

Many of the skills necessary in developing eye-hand coordination can be learned in the plysical education class. The teacher could include such skills as catching, throwing, bouncing a ball and striking. Bean bags could also be used. Other activities that could be used in the regular classroom are as follows:

Chalkboard

1. Scribbling

   a. Encourage child to use full arm movement, using elbow and shoulder rather than just finger, hand and wrist.

   b. Have him use each hand and both hands together.

   c. If the child rejects the chalk or cannot maintain a continuous grasp on it, cover the board with chalk and have him erase with large circular movements, using palms of hands.

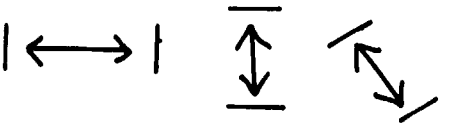
   d. Always encourage smooth, free-flowing movements.

   e. Have him stand back and observe the trace he has made.

   f. Ask him to follow part of it with his finger.

2. Drawing

   a. Have the child draw straight lines between goals; vertical, diagonal and lateral:

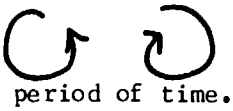
   Stress continuity. 

   Do not have him run chalk back and forth but rather draw several times from left to right then several times from right to left.

   Have him use each hand.

   Be sure he remains in the center of the task and follows with his eyes not his head or his body.

   b. Single continuous circles:

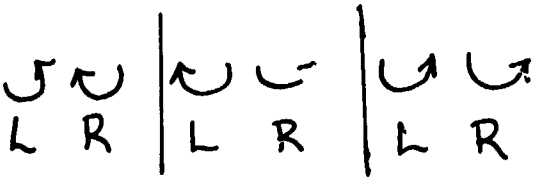
   In both directions. 

   With each hand for a period of time.

   Keep him in the center of the task.

   c. Double continuous circles:

   In, out and parallel in both directions.

   Encourage synchrony of hand movements. 

3. Tracing: Have child trace

   a. Lines

   b. Circles

   c. Lazy 8

   d. Have him perform each hand in both directions (a,b,c, above)

   e. At first make the outline about one inch wide and gradually decrease it to a normal chalk trace.

   f. Keep the child in the center of the task. Encourage him to move only his hand and arm and his eyes.

4. Dot Game: Page 169 "Directionality" SLOW LEARNER IN THE CLASSROOM by N. C. Kephart

5. Clock Game: Page 171-180, SLOW LEARNER IN THE CLASSROOM

SUPPLEMENTARY READING, Pages 161-195.

Pegboard

1. Present a peg to the child and tell him to take it. If he locates the peg with his eyes, then looks away as he grasps it, quickly move the peg a short distance to encourage him to look and grasp at the same time. The moment he grasps it, tell him to put it in the board.

2. Present a peg, say, "Take it" then "Put it here" as you indicate the exact hole.

3. Present a peg and have the child pursue it with his eyes and hand, grasp it and place it where indicated.

   a. Move one peg from left to right across the midline, another from right to left, a third from the board to above his head, etc. Also move some from a distance in close and from in close--out.

   b. If the child turns his head instead of his eyes, gently hold his head.

   c. If his eyes lose their "fix" on the peg, stop the movement immediately and call his eyes back to it.

4. Set up two pegs as goals and ask the child to fill the pegs in thus making a straight line.

   a. Set the goals for vertical and lateral lines.

   b. Joining lines.

   c. Intersecting lines.

   d. Diagonal lines.

5. After each design is completed with pegs, have the child draw (with crayon, or at the chalkboard) the design he has made.

Ball and Balloon Play

1. Balloon

   a. Play, Catch

   b. Release balloon from above child's head and have him pursue and catch it as it drifts down.

   c. Have the child keep the balloon in the air:
   Using both hands and using one hand then the other.

2. Ball

   a. Rolling, catching, throwing, kicking, bouncing, etc.

   b. Use a large, light-weight ball that requires the use of both hands.

Soap Bubbles

1. Have the child blow them into the air, follow with eyes and catch with the wand.

2. Blow them into the air and poke with finger of opposite hand.

3. Hold the child's head if necessary to encourage eye movements.

IX. EYE-FOOT COORDINATION

The physical education instructor could also take an important role in developing eye-foot coordination skills such as kicking, and dribbling a ball. (As in soccer.) Other activities could also be used:

1. Hopscotch

2. Have a ball tied on string. Child is to kick it repeatedly.

3. Kicking a balloon with feet while lying on back.

4. Stepping stones.

PART TWO

VISUAL DYSLEXIA

A disturbance in learning through the visual modality often interferes with the ability to read. It is known that defects in vision and of other visual fields may hamper learning to read, but this paper is chiefly concerned with children who can see, but cannot differentiate, interpret, or remember words because of a central nervous system dysfunction.

Characteristics

1. Visual discrimination difficulties confusing letters or words which appear similar.
   Ex. beg - boy
   ship - snip

2. Rate of visual perception is slow.
   Letter matching exercises are very difficult for this person.

3. Has reversal tendencies in reading and writing. Tend to read dig for big.

4. Tend to invert u for n or m for w when reading.

5. Has difficulty in retaining visual sequences. Pan spelled pna or nap or apn.

6. Has difficulty in revisualization, visual memory disorders.

7. Relevant details in drawings are lacking.

8. Has difficulty in relating parts to the whole.

9. Exhibits a marked breakdown on visual skills as compared with auditory skills on reading readiness and reading diagnostic tests.

10. Shows a preference for auditory activities.

11. Certain types of games or sports are difficult.

Educational Procedures

1. Teach letter sounds by putting letters on flash cards. They should be written in lower case with heavy black ink. Clarity of the stimulus and consistency of form are very important. The consonant sounds should be said without adding the vowel sound.
   Ex. P - "P," not "puh"

2. Teach words that begin with each sound.

3. Teach identification of letter to its sound. If the child is having difficulty with this, use the tactile - kinesthetic approach.

4. Do not teach word-sound associations. Ex. a for apple. Auditory dyslexics may profit from this but not the visual dyslexic. Next present one or two vowel sounds with the three or four consonants. Short a, short i, or the long vowel e are the easiest to learn.

5. Blend sounds into meaningful words. To avoid breakdown in blending it is helpful to begin with words composed of nasal consonants and vowels (man, am, nap.) Immediately have the child tell what it means and use it in a sentence.

6. Present word families (pan, fan, ran.) Vary final consonants also (pat, fat, rag, rat.) Anagrams are good for this...

7. Introduce two letter consonant blends.

8. Introduce long vowel combinations and consonant groupings that are represented by a single sound. (Ay, ee, oa, th) etc. Rules are difficult for the visual dyslexic to remember. Present the combinations with a simple statement, "When you see these two letters together they usually say ____."

9. As soon as the child has read several words, write simple sentences, paragraphs, and stories for him.

10. Make certain concepts of same and different are understood.

Goals and materials for the visually dyslexic child may be similar to those for normal children although specific techniques to improve the deficit in learning must be applied. It is important that these children develop strategies that are useful to them in learning to read and which are transferable to other learning situations.

V. VISUAL FORM PERCEPTION

Training Form Perception

Help for the child with deficiencies in the development of constructive form perception can be provided by use of puzzles of the jigsaw or cut-out type, stick figures or peg board.

Puzzles

Care must be taken that the child completes the puzzle on the basis of evaluation of the total form rather than on the basis of a simple matching of some few specific elements in the form.

Stick Figures

Match sticks (with heads removed) may be used to construct simple geometric figures. For samples of such figures and directions for administration, see pages 263-266 of Kephart's Slow Learner in the Classroom.

The Pegboard

A square piece of acoustic ceiling tile will make a very adequate pegboard. Select a square in which the holes are arranged in straight vertical and horizontal rows.

It will be found that golf tees that have had one half inch clipped from the sharp end make excellent pegs for use with the ceiling tile.

The pegboard offers a difficult form perception problem for two reasons, the form is broken up into large number of units and the task is elongated in time.

Two boards and two sets of pegs are provided, one for the child and one for the adult. The pegs should be of color contrasting with the background. On his board the adult outlines a simple figure, the child is then asked to make one like it on his board.

There are two stages in the training activity. In the first stage, the board with the model figure on it is left in full view of the child. In the second stage of training, the model figure is shown to the child only briefly. By moving from the first to second stage as soon as possible, the child is forced out of the disconnected unit approach and is encouraged to construct the form and

use it as a basis of his procedure.

The order of difficulty of simple forms on the pegboard follows roughly the order of difficulty discussed earlier in connection with chalkboard drawing, except that the straight line replaces the circle as the simplest type of form.

Maintaining Form Against Background

The child can be given aid by the use of a template for a straight line as described under chalkboard training. A cardboard or plastic template is prepared in which a long, narrow opening representing a straight line has been cut out. The template is laid along the pegboard in the prescribed direction and the child places his pegs within the cut out area of the template. When he is able to do this, remove the template and la_ a ruler across the pegboard. This intermediate step may help him to make the transition between template and free activity on the pegboard.

The child should learn to produce a straight, horizontal line completely across the pegboard as well as a straight vertical line extending over the length of the pegboard. He should also learn to produce these lines in various positions on the pegboard.

When the child has learned to construct a straight line, he must learn the problem of achieving a line of a given length. When he has learned to stop with use of a ruler, place the last peg in the row for him. He then follows along the row of holes until he comes to the pre-placed peg. He should be encouraged as soon as possible to learn to stop when his line is of the prescribed length without these additional clues.

Constructing Squares and Rectangles

After he learns the straight line, a square can be presented. It will be found helpful if a solid square made by filling in the entire square area with pegs is presented. The square models should be varied in size to insure the development of concept of square.

When the square has been mastered, the rectangle can be presented. The same problems discussed in chalkboard construction of a rectangle should be considered in the pegboard construction of a rectangle.

The Problem of Orientation

The pegboard presents two background problems. The first problem is the construction of the figure itself. Therefore, pay attention to this problem first and be sure the child is able to construct the figure. Then move on to the problem of orientation and ask him to orient his figure to the pegboard in the same way that yours is oriented, first in the upper left hand corner, then in the lower center portion of the board, etc.

Constructing Diagonals

It will be found that all of the problems encountered in the learning of the horizontal or vertical line will be encountered again when the diagonal line is presented. In many cases it will be found necessary to return to the straight line template or ruler as aids in helping the child. When the diagonal line has been mastered, the triangle and diamond figure can be presented.

Multiple and Interlocking Forms

When single forms have been mastered, the form perception problem can be increased in difficulty by presenting two forms on the board at once. A further complication can be introduced by the use of interlocking forms. It is desirable that the child complete each form separately.

GAMES AND OTHER REMEDIAL ACTIVITIES

Parquetry Blocks

Match colored blocks of various shapes to cards portraying same shapes and colors. (The shapes can be black silhouettes, so the child will need to think only about the form; or they can be colored, in which case the child has to think of both form and shape.)

Peg Board Designs

Finish pattern of pegs started by teacher such as a straight line, a border, or a square with all corners placed by teacher. Or copy pattern of pegs that teacher has made in peg board, making it on second peg board. Make vertical line, horizontal line, cross.

What's New

One player or the teacher asks the question: "What is new in the school room?" or "Can you see which boy or girl is wearing something new?"

Form, Size and Color Beginner

1. Play with blocks, beads, balls, dolls, which differ in size, form, or color.
2. Make imprints of feet and hands in sand box and in clay. Replace hands and feet in imprints.
3. Engage in simple sorting activities, using objects which may be sorted according to use.
4. Engage in simple matching activities. For forms and sizes use homemade form boards. For colors, use large pegboard, matchbox covers that correspond in form, size, color.

Form, Size and Color Intermediate

1. Draw a line to complete a figure only partially drawn by teacher (square, circle, rectangle, oval.)
2. Name color; of various articles of clothing worn, and point out which of them match in color and in design.
3. String beads of various sizes, form, and color.

Be able to understand and use the following words.

Form: Boy, girl, box, ball, round (like ball) circle, square, cross, Stick, egg, heart, triangle, names of commonest parts of body, names of clothing worn, names of familiar toys, names of familiar furniture, names of school materials, names of school equipment.

Size: big, little, tall, short, long, fat, thin, large, small.

Color: yellow, blue, red, orange, green, purple.

Form, Size and Color Advanced

1. String beads of various sizes, form, and color. Copy pattern of beads on a string, or a colored drawing of them, or make up own pattern and repeat it until string of beads is complete. Also string beads according to pattern described by teacher verbally or planned on own initiative and verbalized: "Red ball, blue square," etc.
2. Trace or copy and then cut out geometric forms, and also abstract shapes symbolic of holidays.

Use and Understand the Meaning of These Words

Form - half, circle, rectangle, diamond, oval, club, spade walk in a circle, straight, crooked.

Color - brown, black, white, gray, tan, pink, violet, dark, light, darker, lighter

Size - thick, thin, middle-sized, larger, smaller, longer, shorter, taller, shorter, tallest, shortest, longest, shortest, biggest, littlest, largest, smallest.

FORM PERCEPTION

MOTORIC AWARENESS OF FORM, SHAPE

1. Chalk circles, triangles, squares, diamonds on floor, children march around them, hop around, jump around the outlines.

2. Children draw imaginary triangles, squares, etc. with nose in air or with upper torso bent forward using heads as pencils.

Additional games

Form Dominoes

In making a Form Domino Game for four beginning players use four abstract shapes--boy, girl, box, ball, circle, square, cross, stick, egg, heart, triangle--making two each of every combination of the forms including doubles. Forms should all be painted one bright color. The object of the game is to have each player draw (pick) one card in turn and try to match the form drawn with the forms on the board already played. The rules are almost identical to the regular domino game played with numbers.

Go Fish

Good for matching and naming colors, forms, number figures and sign words. Regular playing cards may be used. The object of the game is to make pairs with two matching cards. When a player makes a pair, he places it near him face down on the table. Players take turns, each one asking the next for a card to match one he holds. If a player he asks has it, he gives it to the questioner who makes a pair, and the next person gets a turn. If the player he asks does not have it he draws a card from the center pile. The player getting rid of all his cards first wins. To make a harder game the cards can portray both different colors and different forms.

VISUAL MEMORY

Like poor auditory memory, poor visual memory often interferes with the ability to read. Visual memory requires the retention of visual stimuli and sequences. When given a series of blocks to arrange in order, children cannot always duplicate the pattern. Some children are able to follow the sequence when a model is present, but are unable to remember them from memory. This recognition and recall is what enables children to read words.

VERBAL EXPRESSION

Verbal expression, also called vocal encoding, refers to the child's ability to express his ideas in spoken language. Language development increases a child's verbal ability to use words to express what he wishes to communicate. Skill in speech enables the child to easily communicate and to be understood by others. This speech skill also includes fluency to permit the child to describe or retell in his own words what he has heard or experienced.

The child's speaking vocabulary can be increased through learning science meanings and through learning names of insects, parts of plants, names of birds, etc. The child can learn more verbal expression through reporting the results of experiments or activities. He could also learn more by sharing experiences, by reporting home experiences related to school activities, by playing science games, by telling what he can about pictures and answering questions, by asking questions, and by classifying and naming things related to the science study. This can also be done with other areas beside science.

The sequential development of a child's communication (by Bernice Baumgartner) generally follows through the following stages. It should be remembered that the child will not necessarily pass through every stage in the sequence.

1. The child uses gestures and physical action, but not words to get what he wants.
2. The child tries to use sounds to convey meaning.
3. The child imitates sounds, words and actions: imitating the teacher during an activity; imitating high and low sounds in music; but no words; imitating sounds of others; repeating words on request but not in real situations.
4. The child attempts to verbalize meaningfully; using single words to include proper names, common exclamations and greetings; identifying objects and pictures with one word; using single words in communicative situations; combining two or more words.
5. The child participates in a group.
6. The child converses with others.

It is important to remember to systematically sequence the activities to progress from the very simple to the more intricate as the child develops in skill.

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BEGINNING LEVEL (3 to 4 Years)

EXPRESSION OR ORAL LANGUAGE

A. Naming and Defining

1. Naming

a. A picture of a girl wearing a red dress is shown to the children. Each child receives a similar picture and is asked to select an appropriate crayon to color the dress. Then they are asked to name red objects in the class room.

b. The children take turns naming things they see in the room.

c. The scene is a clothing store. The teacher is the clerk and asks, "What do you want to buy?" The child may answer as best as he can, by word or gestures.

2. Defining

a. Pictures are presented depicting simple actions such as a girl combing her hair. The children imitate the action. Then they attempt to answer the question, "What is the girl doing?"

b. During the refreshment period the children feel the juice can and answer the question, "Is it hot or cold?"

c. Household furniture is placed before the class and the teacher asks each child to define a piece: "What is a chair?"; "What is a stove?"

3. Action Agent

a. Landscape scenes with sky and water are given each child. They paste pictures of things that fly or swim as the teacher calls out the action. At the completion of the activity the teacher asks, "What flies?"; "What swims?"

b. Several pictures are placed on the flannel board. Children take turns naming "The one who cooks.. "; "The one that barks.. "

c. Animal cookies are served for refreshments. The children are asked to name "One that hops;" "One that meows."

B. Categorizing

1. The children look at a picture of a house or a furnished doll house. They answer questions, "What goes in a bedroom?" "In a kitchen?"

2. Articles of clothing are spaced on the table. The teacher presents a hat and asks a child to find one that is like it. The two are placed side by side.

3. Pictures of a house, tree, and lake are placed on the flannel board. The teacher shows a picture of a boy and says, "The boy lives in a _____?"

C. Number Concepts

1. When playing musical chairs, the teacher and children count the number of chairs. They recount as one is taken away.

2. Drop pennies in a piggy bank to learn to rote-count to five or more.

3. The story of "The Three Bears" is told to the class using flannel board pictures. At the appropriate time the children count the bears, bowls, chairs, and beds.

D. Spatial and Temporal Relationships

1. Within the class room the children answer the teacher's questions. Tell me something that is on the wall, on the floor, in your school supply box.

2. The children make paper plate faces, some with long yarn hair and some with shorter hair. Each child in turn comes before the class and the teacher asks, "Is this hair long or short?"

3. Each child adds another pop-it bead to make the string longer.

E. Sentence Building

1. The children are encouraged to imitate short phrases in the classroom routine, such as "I want a turn." "It's mine."

2. The teacher tells a simple sequence story such as one about a little boy getting dressed in the morning. The children are encouraged to imitate the action and relate it in short phrases or sentences.

3. The children are taught simple songs, games, or stories that have short repetitive phrases as in the song, "Here We Go Round the Mulberry Bush."

PRE-KINDERGARTEN LEVEL (4 to 5 years)

EXPRESSION OF ORAL LANGUAGE

A. Naming and Defining

1. Naming

a. Each child brings a vegetable to class which can be cut up for a salad. As the teacher chops the vegetables the children name them.

b. Using a "put together toy" each child names the part as he attaches it appropriately.

c. During the health unit the teacher places a doctor's kit on the table. The children name the objects that go into the kit as they drop them in.

2. Defining

a. A food store is set up in the classroom. A child buys an item by describing it as to color, shape, size. The teacher may have to provide leading questions.

b. Several valentines are placed on the chart rack. The teacher describes one and a child guesses the correct one.

c. Easter eggs are dyed and decorated in class. Each child describes his favorite egg.

3. Action Agent

a. Several animal masks made from construction paper are placed on the table. By turn the children select a mask and put it on. The teacher says, "Freddie is a frog. What does he do?" If the children gesture the answer, the teacher supplies the word until no longer necessary.

b. The teacher laughs, cries, coughs, or whispers and asks, "What was I doing?"

c. Using the melody "Here We Go Round the Mulberry Bush," the children adapt actions to the unit being studied. "This is the way we wash our car." "This is the way we row our boat."

B. Categorizing

1. An outdoor scene is placed on the flannel board. The teacher places objects in incongruous places; a bus in the sky, a train on the street, a house in a tree. The children tell what is "silly" about the picture.

2. A restaurant is set up in the classroom. The teacher serves as waiter and first asks the children to order something that could be eaten for breakfast. This may be followed by dinner, or snacks.

3. A picture of an animal is pinned on each child. The teacher gives the command, "All of the animals that live on the farm stand up." "All animals that live in the jungle go to the window."

C. Number Concepts

1. A grocery store is organized in the classroom and each child is given ten pennies. Every item costs from one to ten cents. The storekeeper gives the price of the item and the child pays the appropriate amount.

2. The girls go to one side of the room and the boys to the other. The teacher asks, "How many boys are at school today?" "How many girls are wearing hair ribbons?"

3. Specific scenes are placed in the opaque projector. If a picture of a zoo is shown, the teacher may ask, "How many animals do you see?" "How many ducks do you see?"

D. Spatial and Temporal Relationships

1. The playhouse is used to teach the following words: in, on, under, underneath, above, over, beside, on top, inside, outside, in-between, upside down, up, and down. The children manipulate the dolls and furniture as the teacher suggests: "Put the doll inside the playhouse."

D. Spatial and Temporal Relationships - Continued

2. Concepts of today, yesterday, and tomorrow may be taught during the refreshment period. A host and hostess chart designates who will distribute cups, napkins, and cookies, and on which days. Presenting the chart for the week the teacher asks, "Who will pass out cups today?" "Who passed the napkins yesterday?" "Who will serve cookies tomorrow?"

3. Frequent opportunities occur to present the meaning of the words first and last. "Who is first in line?" "Name the first picture in the row." "What happened first in the story?"

E. Sentence Building

1. Story telling may be accomplished in the following ways:

a. During Show and Tell each child explains what he has, where he got it, what he can do with it, and any other pertinent information.

b. The teacher tells the story of "The Three Billy Goats Gruff" through the use of pictures. The children dramatize the story, in sequence, innovating the story dialogue.

c. Action pictures are shown by the opaque projector. The children take turns telling what is happening in the picture. The stimulus pictures may remind the children of personal experiences which can be related.

2. Syntax

a. Using a lotto game the teacher asks, "Who has a flower?" The child must respond, "I do," "I have it," or "He has it." When the activity is structured in this fashion such responses as "Me do" or "I got it" are not acceptable.

b. During the refreshment period the children must ask for a cookie or cracker in a well structured sentence. "May I have a cookie, please?" "I want another one, please."

c. Hollow, plastic Easter eggs filled with pictures are given the children. After a child has opened his egg, he names his picture. The teacher asks, "Where was the duck?" to which the child replies, "In the egg." Then he is asked to tell it all, "The duck is in the egg" or "The duck was in the egg."

Demanding complete sentences at all times stifles the child's spontaneity. In certain activities, however, building correct sentences is part of the training program.

KINDERGARTEN LEVEL (5 to 6 years)

EXPRESSION OF ORAL LANGUAGE

A. Naming and Defining

1. Naming

a. A collection of hats depicting various community helpers (fireman, policeman, nurse) are given to the children. The teacher asks, "Who is Mary?" "Who is John?"

b. Each child receives a picture of a circus performer or circus animal. In turn they dramatize the action in their picture. The other children guess which performer is represented. (A seal balancing a ball on his nose, a ringmaster with a whip, a juggler.)

c. Pictures of objects depicting various seasons of the year are placed in a box. By turn the children select a picture, name it, and paste it to a large chart of the four seasons. (The snowball on the winter scene, the red leaf on the fall scene, the beach ball on the summer scene.)

2. Defining

a. The teacher presents a set of matching pictures of workers and the tools they use in performing their jobs. The children take turns describing a certain tool and the rest of the class guesses which worker uses that tool. One child might say, "I have something that shoots water on a fire." (Fire hose.)

b. The children bring to class pictures starting with a certain sound. A guessing game which also becomes a phonics activity is played. The teacher gives an example of how to play the "guessing game." "Bobby brought a picture of something that is yellow and can be eaten. What is it?" The children in turn describe their pictures for others to guess.

c. One child selects an object from a box and hides it behind him. He is asked questions about its size, shape, color, and function. Questions could be "What color is it?" "Is it big or little?" "Is it round or square?" "What does it do?"

3. Action Agent

a. The teacher presents pictures depicting action verbs, and asks questions, "Who's crawling?" "What's hopping?" "The boy's hitting the ball."

b. A guessing game with nursery rhyme characters is played. The teacher says, "I'm thinking of someone who fell down and broke his crown. Who is it?" Then the children dramatize the rhyme.

c. The children look at a series of pictures: fireman, policeman, mailman, and whisper to the teacher which one he would like to be. Then he describes himself, "I want to be someone who helps us when we are sick. Who am I?" The class provides an answer.

B. Categorizing

1. The opaque projector is used to show a picture of a beach scene. The children are asked, "What do we eat at the beach?" "What do we wear at the beach?" "What are the things we play with at the beach?"

2. Objects in the classroom are categorized as heavy or light. Commands are given, "Kathy, pick up the stapler. It's easy to pick up. It's light." "John pick up my desk." The child might respond, "No, it's too heavy."

3. Pictures of a bird, airplane, and kite are presented and the class tells how they are alike.

KINDERGARTEN LEVEL (5 to 6 years) Cont'd.

C. Number Concepts

1. In preparation for a field trip to the park to ride the train, the children work on number concepts: "All the members of the class want to ride the train. How many tickets should we buy?" "How many cars are on the train?" "How many children will fit on each seat?"

2. When dyeing Easter eggs, the children put three in the red dye. The teacher removes them one at a time and says, "I took one egg out. How many are still in the dye?"

3. After roll call the teacher says, "There are usually nine children at school. Ellen is absent. How many came to school?"

D. Spatial and Temporal

1. In the beginning of February the teacher marks Valentine's Day with a red heart, and the children count each following day until the holiday.

2. The children are told that "Show and Tell" will be on Tuesday. On Monday the teacher asks, "Is Show and Tell today?" The children are taught, "No, it's tomorrow."

3. After the children have collected their Easter eggs they are asked questions as to where they found them. "Did you find it? Under the tree or in the drain pipe?"

E. Sentence Building

1. The children are taught to describe pictures by being asked "What do you see in the picture?" "What are they doing?" "Where are they going?" Complete sentences are expected: "I see a boy, a car, and a dog. The dog is jumping in the car. They are going to the park."

2. During refreshment period, the children are asked to respond with more than one word. "What do you want?" "I want a cookie."

3. After a field trip to the post office, the teacher helps the children build a sequence story. Questions are asked, "What was done first?" "Whom did you see?" "How did you get to the post office?"

READINESS LEVEL

EXPRESSION OF ORAL LANGUAGE

A. Naming and Defining

1. Naming

a. The mothers are asked to bring a variety of boxed cookies. During refreshment time the children ask for the cookie they want by name: vanilla wafer, chocolate chip cookie, ginger snap.

b. To teach the names of shapes such as circle, square, rectangle, and triangle, the teacher draws them on the blackboard. She asks, "Who can find a rectangle?" After an appropriate selection, the teacher asks, "How can you make a rectangle into a door?" (The child draws a door knob.) A roof is added to a square to make a house and a line to a circle for a hearing aid cord and receiver.

c. Children learn to name parts of objects by telling what is missing from drawings on the blackboard; the knob from the door, the handle from the wagon, the dial from the telephone.

2. Defining

a. For "Show and Tell," the assignment is to bring something from home in a closed box. By turn each child describes his object and the teacher guesses what it is. If she is unable to guess because of poor clues, the child cannot show his object to the class until it is again his turn and he gives a better description.

READINESS LEVEL Cont'd.

b. Using a chart of opposites, the teacher says to a child, "These are both apples. You may put one in the pocket chart. Which one will you choose?" He must respond with "The good apple," or "The bad apple." If he replies "apple" the teacher again says, "These are both apples," but gives some clues. The same approach applies to the round and square button, the long and short pencils.

c. The game of "clues" is played any time a few spare minutes occur in the daily program. From a box of hidden objects, a child selects one and hides it in a paper sack. As he describes it as to color, function, or where it can be seen, the children guess what it is. At first the teacher may have to ask questions such as, "What color is it?" "What is it used for?" "Where would we see it?" Later the game can be varied by asking the children to tell only two things about the object.

3. Action Agent

a. For a break in the class routine, the children play, "How will I go to the window?" Each child chooses a different way. "I will crawl like a baby." "I will jump like a kangaroo." "I will hop like a rabbit." When he tells it correctly, he may perform.

b. Charts may be used to teach verbs. The children pull a picture from a stack of pictures and make sentences with the verb. "A dog cannot fly." "A bird can fly." "A boy can run." "A table cannot run."

c. Using a box of objects, the children play "What can you do with it?" Each child in turn puts an object in his sack, then tells one thing he can do with it. "You can cut with it (knife.)" The children name things that cut until the correct answer is given. When an incorrect answer is stated, the teacher or child says "It could be, but it isn't." If an answer such as bread is given, the teacher demonstrates the absurdity.

B. Categorizing - Sorting

1. Noun picture cards are sorted differently from day to day. One day they are sorted according to the material they are made from such as wood which includes chairs, tables, and desks; the leather which includes purses, shoes, and belts. Another time the children distinguish what goes in the kitchen as glasses and pots from objects found in the bedroom such as clothes, sheets, and pillows. The child who is sorting tells the class, "The pillow would be in the bedroom." "The glasses would be in the kitchen."

2. Using charts, the children question each other by calling out "Which chart has the cow?" The child who answers "The farm" takes his turn as teacher.

3. Seals or stamp-set pictures are arranged on "likenesses and differences" cards. For instance, one card has three flowers and a vegetable, consequently a child names the rose, the lily, and the violet and states, "They are alike because they are flowers." "The radish is different because it is a vegetable."

C. Number Concepts

1. The children take turns counting anything which is needed for the classroom activities. For example, one child counts the cups for refreshment time. If he did not have enough, the teacher asks him to count the children without cups, then asks, "How many more do you need?"

2. Small crackers are lined up on the refreshment table. The teacher asks one child to count eight crackers and to eat the eighth one. Or, the teacher may point to a cracker and ask a child which number (in line) it is. If he succeeds, he eats the cracker. If he fails he goes to the end of the line and the teacher gives him an easier number on his next turn.

3. This game may be played with two groups of cookies or crackers to teach the concept of "more, less, many, few." The children choose what they want by stating "more" and pointing to the group with 3 instead of the group with 2. The next day, he may say he wants "less" and gets his cookies if he points to the group with 4 instead of 10.

READINESS LEVEL Cont'd.

D. Spatial and Temporal Orientation

1. Using Thinking Skills, for a group activity the children discuss "What's missing?" The teacher asks, "If I gave you a ladder, where would you place it?" The child who answers "Under the painter" pastes it on the picture. Each child receives an individual sheet when he correctly names where to paste each of the missing items.

2. The "Kindergraph" ahs a work sheet showing how vegetables grow, and how a sand box is used for the garden. Small construction paper vegetable cut-outs are planted in the sand. A discussion follows as to the part of the vegetable that is edible and which part grows under the ground.

3. A daily weather calendar is kept in the classroom. Periodically weather conditions such as rain, snow, cloudy, foggy, and sunshine are discussed. Pictures are used to help teach weather concepts such as clothing on a boy to illustrate temperature. Small additional pictures like clouds and rain are pasted appropriately on the calendar. Each day the weather pertaining to "yesterday" or "last Sunday" is mentioned.

E. Sentence Building

1. The children take turns role playing the weatherman. A cardboard box is cut to represent a television screen. Each day the "weatherman" describes the atmospheric conditions. At first he may need to be prompted to "tell about the sky" or "What kind of clothes did you wear to school?" The teacher encourages a series of sentences.

2. Simple stories such as "The Three Billy Goats Gruff" are acted out, and the children take turns being each character. The teacher often has to tell a child (by soft voice or whisper) what to say, but by the time the last child has a turn, the "lines" will be learned. The play is presented to the parent group another day.

3. The children are given practice in using sentences at refreshment time. The teacher or leader asks, "What do you want?" The child receives a cookie only if he makes a sentence. He is complimented if he makes a sentence different from the child before him. This same approach may be used whenever paper, paste, books, or pegs are passed out to the class.

Speech and Hearing Therapy
Suggestions for Auditory Perception

LEVELS OF QUALITY IN LISTENING

One authority has suggested the following levels of listening:

Little conscious listening except as the child is directly and personally concerned with what is being presented

Intermittent listening as the child is easily distracted by people and things in the environment

Half listening while the child holds fast to his own ideas and waits to insert them at the first opportunity

Passive listening with apparent absorption but little or no reaction

Erratic listening, that is, listening for a time but running off at a tangent when a word or idea presented calls to mind a personal interest or experience

Listening, forming associations, and responding with items from his own experience rather than reacting to what is presented

Listening and expressing some reaction through questions or comments

Listening with evidence of genuine mental and emotional participation

Listening with a real meeting of minds

To a certain extent these are developmental levels, perhaps in the sense that as people become older they listen better, although even adults as well as children lapse into the simpler type on occasion.

WHAT MAKES LISTENING HARD FOR YOUR CHILD?

1. When he is worried or unhappy about something it is hard to listen. He is thinking about his worries instead of what others are saying.

PARENTS: Try to show understanding

2. When he is not feeling well it is hard to listen. He is likely to be thinking about himself instead of what is being said.

PARENTS: Try to keep him physically fit

3. When he is very tired it is hard to listen.

PARENTS: Try to see that he gets adequate rest

4. When he is thinking about what he is going to say next, it is hard to listen to what others are saying.

PARENTS: Try to give him the chance to say what he is thinking. Listening will be easier.

5. When he is constantly criticized and belittled he teaches himself how not to listen.

PARENTS: Try to help him gain self-respect.

LISTENING

Skill in listening cannot be assumed. It must be taught. Parents may use the following ideas to help develop this skill in their children.

1. Helping the child to develop an awareness of the sounds in his environment. There is always an opportunity to listen to the sounds around us.

2. Set a good example of listening for the child and he will probably be inclined to follow your example. Create the atmosphere at home in which the child feels that what he has to say will be regarded with respect.

3. Read to the child. There is no doubt that a child of any age enjoys being read to. Establish the purpose for listening to what is being read.

4. Give occasional opportunities for retelling a short story that has been read.

5. Numerous listening games may be used, (e.g. Tap on table several times. Have the child listen, count mentally and then tell the number of taps. Vary tapping slowly, quickly, different rhythms, etc.)

6. As opportunities arise at home give directions orally, beginning with simple stated directions involving only one step. At first, follow what it is that he is to do, then do it. Gradually progress to two, three, or four step directions.

   Give directions once. Prepare the child for listening carefully the first time the direction is given.

   (e.g. 1. Stand up; turn around two times, raise your left hand; take two steps to the right.
   2. Stand up, turn off TV; walk to bedroom, make one bed, and empty one waste basket, do it now.)

7. Identify noises made with different items while child is in another room or has eyes closed.

SUGGESTED ACTIVITIES FOR DEVELOPING AUDITORY DISCRIMINATION

1. Listen to familiar rhymes. Allow children to give the rhyming words.

2. Listen to musical tones. Tell which is higher, lower, softer, louder, etc.

3. Listen to recording and interpret the music. Clap, march, skip, tiptoe, do what the music tells you.

4. Listen to and identify different sounds such as wind, insects, bells, whistles, street noises.

5. Have children identify words they hear which begin alike; end alike.

6. Answer riddles by selecting the correct answers from pairs of words which sound alike.

7. Have children listen to specific directions and follow the instructions exactly.

8. Guess disguised voices, hidden sounds.

9. Many listening games, as choosing one child to be "it" and the group echoing sounds that he makes.

10. Use records or tapes which have recorded sounds.

Additional Activities to Develop Auditory,
Visual, Kinesthetic Skills

Generalized Deficits in Auditory Learning:

The child with this dysfunction hears, but he does not interpret what he hears. He understands neither spoken or environmental sounds. He is unable to structure his auditory world, to sort out and associate sounds with particular objects or experiences. Because he fails to make these associations, he responds inconsistently to sounds and sometimes is thought to be deaf or hard of hearing. This child is visually and tactually oriented. He prefers colorful and mobile toys rather than those which produce sound.

Educational Procedures:

AWARENESS

1. Goal is to teach the meaning of social sounds and spoken words.
2. Utilize all sensual capacities--not just vision and taction.
3. Have child respond to the cessation of sound; ring a bell behind him and ask him to raise his hand or tap the table each time the sound stops.
4. Select identical toys, e.g., two bells or two drums. Stand behind the child and ring the bell; he is to ring his bell when he hears the one behind him. To make certain that he understands the task, it may be necessary to pantomime the "game" and to help him at first.
5. Reduce the amount of structure and teach him to respond to meaningful sounds. Ring a bell in the same way each day to indicate lunch time. Initially ring the bell so that he can both see and hear it; later conceal it to see whether he responds to just the sound. Select other sounds to represent various activities during the day, such as a drum for recess time or a whistle for dismissal.
6. As the child shows improvement, other meaningful sounds should be presented. Sounds of warning-car horn-train; one at a time should be presented with the object or picture association given at this time. The sound should be played several times to make the correct association with the object.

LOCALIZATION

1. Seat the child at a table and ask him to close his eyes; then ring a bell on his right and have him turn toward the sound. If he is not successful, ask him to open his eyes and follow the sound by looking and listening. Following success, ask him to close his eyes again and repeat procedure. Increase complexity by moving to different positions in the room and presenting sounds from various directions.
2. Teach him to "follow the sound." Blow a whistle while walking around the room and have the child follow. After he understands the task, have him close his eyes and just follow by sound; make certain that there are no obstructions.

DISCRIMINATION

1. Select two noisemakers having very different sounds, e.g., drum and a bell. Have child gain experience with the toys so that he knows the sound of each object. Then stand behind him with an identical set of toys and ring the bell to see if he can point to the correct object. As he progresses, select sounds more nearly alike and continue the exercises with variation to assure necessary motivation and enjoyment.
2. When success has been gained with two sounds, introduce a third one, making the task more complex. For example, use a drum, a bell, and a clapper, gradually working toward finer discrimination.
3. Record a series of common, everyday sounds, such as those made by trains, airplanes, animals, and household appliances, and select pictures to go with each of them. Then place three or four pictures in front of the child and play one of the sounds. He is to identify the picture associated with it.

MEMORY

1. Face the child and clap once. Ask him to imitate you. Next, clap twice and have him do the same. Then see if he can imitate a pattern of three. When he understands, stand behind him and have him imitate what he hears.
2. Draw a circle on the chalkboard, then clap once to indicate that one figure represents one sound. Next draw two circles and clap twice. Follow with three and then four. Ask the child to look at each set of circles and clap the correct number of times for each set. Then stand behind him and clap a certain number of times and ask him to point to the set of figures corresponding with the number of sounds that he hears.

Disorders of Auditory Receptive Language:

The child who has auditory comprehension disabilities resulting from central nervous system dysfunction hears but does not understand what is said. Unlike those with generalized deficiencies, they comprehend non-verbal social sounds but they are unable to relate the spoken word to the appropriate unit of experience. Language disabilities of this type have been designated as receptive aphasia, sensory aphasia, auditory verbal agnosia, or word deafness. This person usually demonstrates average or above average ability on non-verbal measures of intelligence but is deficient in verbal functions.

Educational Procedures:

1. Structure meaning units, isolated, and timed with the presentation of the symbol. As soon as the word is understood in isolation, it is reintroduced context or short sentences.
2. Repetition--The words and concepts must be gone over and over again to become meaningful.
3. Experience--Words are meaningful when the associated experience is involved.
4. Teaching begins with concrete words which represent common experiences. Nouns, verbs, and a few simple adjectives (hot-cold) or adverbs (up-down) easily associated with daily happenings.
5. Concepts-auditory units refer to more than a single object, that it represents objects of varying sizes and is used in many ways.
6. When possible, use objects to enhance meanings of words. Pictures and direct experiences are essential.

Examples of presentations:

Nouns: shoe-shoe-shoe repeat object name several times
ball-ball-ball

Emphasize name of category---"We eat these, they are foods."

Verbs-Child imitates action or pictures are identified with actions

Adjectives--quality, size, space, and feeling meaningful in relation to other experiences. (cold-hot) experienced personally (Opposite concepts)

Exercise for teaching descriptive words:
If a pile of dishes fell, what kind of sound would you hear?

crashing
squeaking
scraping
shuffling
whistling

Exercises for teaching location:
Give the child a picture of a house and say:
Draw a line over the house.
Draw a line under the house.
Draw a line around the house.
True-False Statements:

Dogs have two legs.
Both cars and bicycles have two wheels.
Most balls are square.

Find the Absurdities:

Mother baked the cookies in the refrigerator.
John was glad that he fell off his bike and hurt himself.

Auditory Memory Span and Comprehension:

Auditory memory span refers to the amount of information an individual can retain in proper sequence for the purpose of immediate action or recall. Many children with neurogenic learning disorders are limited in the amount of information they can recall; consequently they have difficulty taking a series of commands or in comprehending complex verbal instructions. The receptive aphasic fails to execute commands because he does not comprehend, whereas the child with a limited memory span follows single commands but cannot retain a series. The later child is constantly being reprimanded and thought to be naughty or stupid; in school he fails to get his assignments because he cannot remember the sequence of instructions.

Educational Procedures:

1. Emphasis is placed on meaningful associations, organization, and retention in a practical manner so as to be useful in everyday activities. (No work is done with nonsense materials or rote drills.)
2. Clue words to get the child's attention are used by the teacher. Ex. wait, listen, ready. Wait a few seconds after saying the attention-getting word since a brief moment of quiet before the presentation facilitates the listening and recall.
3. Organizational skills are stressed. Revisualize and reauditorize before a task is begun. Maps in the room or other devices to help remember the correct order are used. Have the child repeat the instruction before undertaking the task.
4. Tape recorders may be used for independent work. The child can listen, mark, and check his own answers.
5. A series of instructions should be given first with pencil and paper tasks and graduated to act of physical acts of executing the body in a series of directions.
6. Sentence repetition for those who have the ability to speak but have poor memory span.

   Ex. I see
   I see a dog.
   I see a dog and a cat.
   I see a black dog and a cat.
   I see a black dog and a white cat.
   I see a black dog and a white cat fighting.
   I see a black dog and a white cat fighting in the street.

   Ex
   I went to the store and bought lettuce, bread, and milk.

   Question:
   What did I buy?
   Where did I go?

Disorders of Auditory Expressive Language:

Many children with language disorders have no problem in understanding the spoken word but are deficient in using it ot express themselves. They perform well in nonverbal activities and on verbal tasks not demanding a response orally. They demonstrate good ability on measures of picture identification and reading readiness tests which require only pointing or marking, but if asked to name the pictures or to describe an event, they cannot do so. In school they follow instructions and perform successfully except when asked to speak. There are basically three deficits which are most prevalent in the expressive category. They are:

1. Reauditorization and word selection-These children understand and recognize words but they cannot remember or retrieve them for spontaneous usage.
2. Difficulty saying words-These children comprehend and reauditorize but cannot execute the motor patterns necessary for speaking. There is no paralysis but they cannot voluntarily initiate the movements of the tongue and lips because of an apraxia.
3. Defective syntax-These children are able to use single words and short phrases but are unable to plan and organize words for the expression of ideas in complete sentences. They omit or distort the order of words, use incorrect verb tenses, and make other grammatical, syntactical errors long after such skills have been acquired by normal children.

Educational Procedures:

1. Use meaningful auditory stimulation. Emphasis is placed on the recall of a useful vocabulary for each individual. Extensive auditory stimulation is provided since the child must have words repeated many times in a meaningful setting before he can recall them.
2. Material should be organized so as to make the most efficient use of memory abilities. Words are presented in context, in pairs, in association, and by category.
3. Examples:
   Present pictures on card, e.g., shoes and socks, needles and pins, bread and butter, salt and pepper.
   Word opposites are good for this type of association stimulation.
   Words in series or categories:
   Days of week in order--remove one--which is not there?
   Eating utensils in order--point to one--which is it?
   Objects in room named in order--which is it?
4. Visual cues--used until auditory symbol can be evoked. Look at the word below the picture of the object. Say the word. Erase letters from the end of the word until only the initial letter remains. The object is to name the object by seeing the first letter and then without any clue.
   Ex.
   We eat with a _____. (spoon fork)
   We eat with a _____. (s f)
   We eat with a _____.
5. Kinesthetic and tactual clues.
   Use the real object to feel the shape and size for further aid when trying for recall of the name.
6. Rapid naming drills are profitable for those who are slow to respond.

Disorders of Reading:

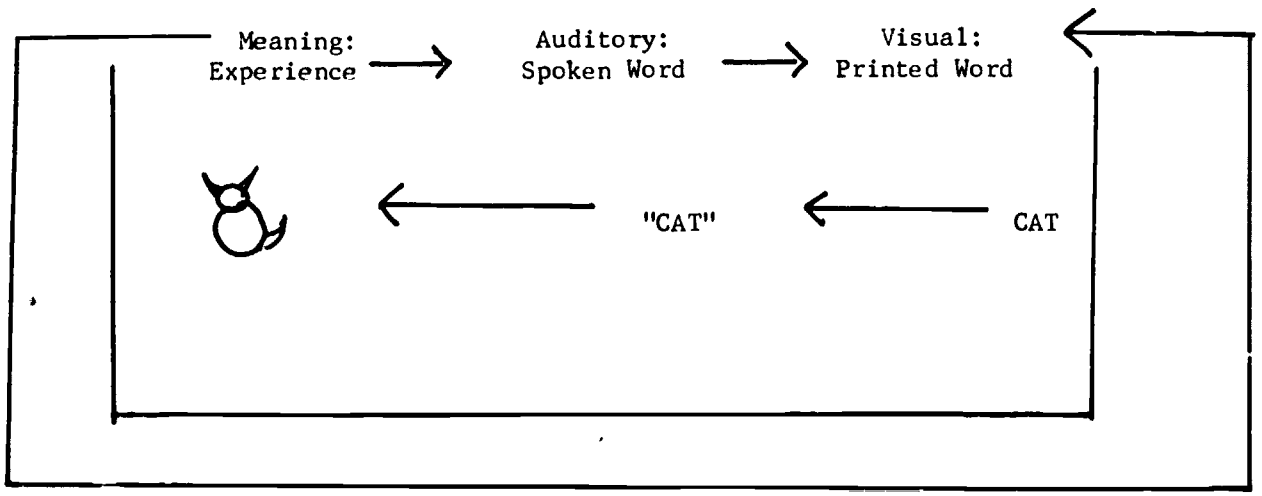
The disorder termed word blindness, developmental dyslexia, and dyslexia describes a condition resulting in dysfunctions in the brain. Children with this disorder are

of normal intelligence, have no significant emotional disturbance, but cannot read. This problem was first noted at the end of the nineteenth century by Hinshelwood and Morgan. Orton in 1937 made a notable contribution through the concept of strephosymbolia, and Gillingham and Stillman in 1940 developed procedures for teaching children with this type of disturbance.

To better understand the process essential for normal acquisition of the reading skill, it has been suggested by Myklebust and Johnson that reading is a visual symbol system superimposed on auditory language.

The child first integrates nonverbal experiences directly. Next he acquires auditory, then later a visual verbal system which represents both the experience and the auditory symbol. The acquisition of each symbol system requires a number of integrities. It assumes the ability to integrate nonverbal experience, that the individual will be able to differentiate one symbol from another, attach meaning to it, and retain it.

Deficiencies in discrimination, interpretation, or retention of either auditory or visual symbols can cause problems in reading. Remediation cannot be via a unitary approach. The procedures of choice depend upon the nature of the dyslexia. A major remediation objective is to develop integration of experience, the spoken word, and the printed word. Throughout the training, emphasis is given to such integration as well as to reciprocity of functions. This is illustrated by the following schema:



Schema illustrating the processes required for learning to read.

The approach of remediation often circumvents the major disabiltiy but simultaneously includes work on the deficits. Visual dyslexics rarely learn from a global word approach because they cannot retain an entire sequence of letters, but they can learn individual sounds and blend them into words. Auditory dyslexics, however, can learn words as wholes, but in the early stages of training, they do not learn through phonics. With proper training both types of dyslexics can acquire a sight vocabulary and phonetic skills. The initial training varies.

Other disabilities often occur with the reading disorder. They are: Memory impairments, memory for sequence, left-right disorientation, time disorientation, motor body image, poor writing and spelling, topographic disorder, and deviations in locomotor coordination, balance, and manual dexterity.

Visual Dyslexia--Characteristics:

1. Visual discrimination difficulties confusing letters or words which appear similar. Ex. beg boy
   ship snip
2. Rate of visual perception is slow. Letter matching exercises very difficult for this person.
3. Reversal tendencies in reading and writing, tending to read dig for big.
4. Inversion tendencies reading u for n or m for w.
5. Difficulty retaining visual sequences. Pan spelled pna or nap or apn.
6. Difficulties in revisualization, visual memory disorders.
7. Relevant details in drawings are lacking.
8. Difficulty relating parts to the whole.
9. Marked breakdown on visual skills as compared with auditory skills on reading readiness and reading diagnostic tests.
10. Preference is shown for auditory activities.
11. Certain types of games or sports are difficult.

Educational Procedures:

1. Teach letter sounds by putting the letters on flash cards. The letters should be written in lower case with heavy black ink. Clarity of the stimulus and consistency of form are extremely important. The consonant sounds should be siad without adding the vowel sound. Ex. P - "p," not "puh."
2. Teach words that begin with each sound.
3. Teach identification of letter to its sound. If the child is having difficulty with this, use the tactile-kinesthetic approach.
4. Do not teach word-sound associations. Ex. (a for apple) Auditory dyslexics may profit from this but not the visual dyslexic. Next present one or two vowel sounds with the three or four consonants. Short a, short i, or the long vowel ee are the easiest to learn.

5. Blend sounds into meaningful words. To avoid breakdown in blending it is helpful to begin with words composed of nasal consonants and vowels (man, am, nap) Immediately have the child tell what it means and use it in a sentence.
6. Present word families (pan, fan, ran) Vary final consonants also. (pat, fat, rag, tat) Anagrams are good for this.
7. Introduce two letter consonant blends.
8. Introduce long vowel combinations and consonant groupings that are represented by a single sound. (ay, ee, oa, th) etc. Rules are difficult for the visual dyslexic to remember. Present the combinations with a simple statement, "When you see these two letters together they usually say_____."
9. As soon as the child has read several words, write simple sentences, paragraphs, and stories for him.
10. Make certain concepts of same and different are understood.

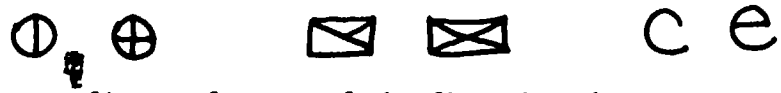
General Form and Configuration:

1. Match pictures to outline drawings.
2. Match objects to outlines.
3. Draw designs or pre-letter forms.
4. Prepare geometric figures. Have the child feel the edges with his eyes opened then closed. Ask if they are alike.
5. Draw around a word. Next have him write each letter in the boxes provided.

Ex. 

Perceiving Detail:

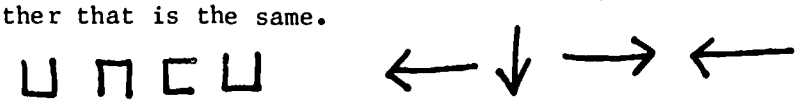
1. Prepare drawings with internal designs in a different color. Awareness of internal and external detail.



2. Prepare figures for use of the flannelgraph. Have child tell whether they are the same or arrange his to look like teacher's model.
3. Use anagrams and cutout letters for those whose greatest problem is in reading. Arrange sequences of letters and ask child whether they are the same. (come and came)

Orientation of Letters:

1. Select two or three cars and place them in various directions on the table. Ask if they are going the same way or find the one that is going in a different direction.
2. Ask the child to look closely at the first picture in each row and find another that is the same.



Visual Sequentialization:

1. Arrange colored beads on a string according to a specific pattern.
2. Have the children in the class line up according to specific orders. (boy, girl, boy, girl)
3. Make paper chains of colored strips, encouraging the children to develop their own pattern.
4. Older children choose correct sequence of letters for words.

puc	cup	upc
sun	uns	nus

string	swing
	sting
	spring
	string
	sling

5. Rapid visual discrimination-

no	in	on	no	an	me	no	ma	no
bed	dab	bid	bed	bad	dub	bud	bed	bod

Auditory Dyslexia:

The visual dyslexia child cannot learn whole words but this may be the principle way the auditory dyslexic learns them. He does not relate a part of the word to the whole and therefore must learn each new word as a entity. The auditory dyslexic does not learn to read unless he can form a direct association between the symbol and the experience or unless

each new word is said for him.

Characteristics are:

1. They have numerous auditory discrimination and perceptual disorders which impede use of phonetic analysis. Cannot hear the similarities in initial and final sounds of words.
2. Discrimination of the short vowel sounds is difficult.
3. He cannot recognize a rhyme or think of words that rhyme.
4. Difficulty with analysis and synthesis.
5. May be able to read silently better than orally. He associates words with meaning but cannot transduce the visual symbols to the auditory.
6. Some have a disturbance in auditory sequentialization. If auditory verbal symbolic functions are affected, they may not be able to follow the pronunciation of multisyllable words (emeny for enemy), or when writing, they may transpose letters. In nonverbal impairment, they may not be able to follow a rhythm pattern and amy not be one who enjoys music.
7. Behaviorally, auditory dyslexics tend to prefer visual activities. Many are good in shop, woodworking, and athletics. They are inferior on tasks which involve auditory memory, sequence, and discrimination. On reading readiness and diagnostic tests they are below average in memory for sentences, blending, syllabication, and rhyming.

Educational Procedures:

1. Select a meaningful reading vocabulary.
2. Develop auditory-visual correspondence.
3. Relate printed symbol with experience (label objects in room)
4. Use Language Master of dual channel tape recorder. Put picture on card with short sentence. Child watches each word as it is said.
5. Use experience stories.
6. Auditory discrimination-match sounds.
7. Encourage reauditorization.
8. Utilize visual and kinesthetic cues.
9. Develop awareness and recognition of nonverbal auditory patterns.
    a. drum--jingle--drum vs. jingle--drum--drum.
10. Imitate sound and rhythm patterns.
11. Coordinate auditory and visual patterns.
    a. ..- vs. ...-
12. Develop awareness of number of syllables within words.
13. Emphasize the rhythmic sequence of words.
14. Blend syllables into words. (ta--ble)
15. Combine individual sounds into words. (s-t-o-p)

Auditory-Motor Integration:

These children are unable to say words; the children comprehend and can recall but cannot associate words with the motor patterns for speaking. The inability to imitate words differentiates this group from others with disorders of spoken language. Information from case histories indicates that these children are silent babies. They do not babble as much as the other children in the family and their vocalizations during early periods of training consist of vowel sounds with varying inflections.

Educational Procedures:

1. Teacher inventories the movements, phonemes, or words that the child can produce and capitalizes on them.
   Parallel play is an excellent way to get vocalizations from the child voluntarily. Have child look in mirror or trace around lips with index finger to get the feel of the sounds.
2. Verbal instructions-teacher gives specificific instructions of what the child should do to make the proper sound.
3. Motor kinesthetic-The teacher guides the child's tongue and lips or jaw into position, makes him conscious of the kinesthetic sensation, and reinforces the pattern through repetition.

Syntax--

4. Experience and Sentence Plans-Meaningful experiences either through play activities or pictures are arranged.

   Daddy is eating. (Say while presenting object.)
   Mommy is eating.

   Daddy is _____.
   Mommy is _____.

   Cadence, rhythm, and inflectional patterns are important for the development of syntax.
   Amplify the unstressed words or word endings in a sentence.
   Scrambled sentences and specific sentences are good stimulus material for syntax.

   Ex.
   run can I

   _____ _____ _____

   Ex. I came _____ the car.

   Come _____me to the party.

Type of Disability: Decoding Process Disability (Does not understand the significance of what is seen and heard)

	Observable Classroom Behavior	Teaching Techniques	Individual
Auditory (Auditory Perception)	Does not understand what he hears. Poor receptive vocabulary. Cannot carry-out directions. Cannot identify sounds correctly.	Group Use short, 1 concept phrases Ask short questions. Use experience charts in reading. Give visual clue whenever possible, i.e. gestures, written materials, etc.	Train listening skills. Increase vocabulary. Give increasingly more difficult oral instructions and problems. Write from dictation. "Simon Says" kinds of games.
Visual (Visual Perception)	Does not enjoy pictures of books. Does not understand what he reads. Cannot describe what is happening in a picture. May only be able to label objects. Cannot categorize pictures.	Use visual aids whenever possible. Allow child to auditorize whenever possible. Use phonic method of reading. Check comprehension carefully, giving auditory clues. Permit child to use records, tape-recorder, or other method of auditorizing material to be learned.	Train ability to label, describe, using simple pictures or objects. Use simple visual aids for practice. Identify colors, letters, numbers, etc.

Type of Disability: Auditory-Vocal Channel Disability (Visual Learner)

Observable Classroom Behavior

-May have a speech problem.

-May sequence sounds or syllables oddly.

-May use "small words" incorrectly.

-Seems not to listen or understand.

-May seem shy, rarely talks in class.

-May watch teachers fact intently, trying to lip read.

-Responds in one word sentences

-Can follow instructions better after he has been shown rather than told.

-Cannot learn rote - memory tasks such as alphabet, number combinations, telephone number, address.

-Seems to be less intelligent that I.Q. tests indicate.

-Can "do" many more things than teacher would expect, i.e. fix electrical cords, put puzzles together, figure on abacus, etc.

Teaching Techniques

Group

-Look-Say Method

-Sight words

-Flash cards

-Configurational Clues

-Contex Clues

Individual

-Teach auditory discrimination

-Teach Sound Blending

-Introduce phonics using Gillingham Method

-Use exercises to train all 5 auditory-vocal channel abilities

(Grammatic Closure)

Type of Disability: Auditory-Vocal-Automatic Disability (Does not learn automatically from hearing language structure over and over.)

Observable Classroom Behavior	Teaching Techniques	
	Group	Individual
Mispronounces words commonly used.	Encourage imitation of teacher's phrases.	Choral reading or speaking
Does not use correct plural endings for such words as mouse, man, etc.	Provide visual cues whenever possible.	Direct repetition of proper syntax.
Does not use correct verb endings for past and progressive tenses.	Check sound-blending abilities before pressing phonics.	Language Master
Makes grammatical or syntactical errors which do not reflect those of his parents.	Work on sight vocabulary.	Hagge-Kirk-Kirk
May have related automatic disabilities in concepts of time and space, or in sound-blending.	Check visual closure abilities.	Remedial Reading Drills.
	Provide records to memorize (short poem).	Use incomplete sentences.

Type of Disability: Sequencing Disability (Cannot remember sequences of non-meaningful stimuli.)

	Observable Classroom Behavior	Teaching Techniques	
		Group	Individual
Auditory-Vocal-Sequencing (Auditory-Sequential Memory.)	Can't remember what he hears. Doesn't know alphabet by heart. Can't count. Can't memorize multiplication tables. May not be able to memorize First Communion prayers or hymns. May not know his address, telephone number. Can't remember instructions.	Permit child to use visual cues. Have him write as he memorizes. Use short, 1 concept sentences. Use visual aids.	Memory training exercises. Teach words in series. Have child learn simple finger-plays. Language Master Programs Repeat sentences verbatin.
Visual Motor Sequencing (Visual Sequential Memory)	May misspell even own name after adequate practice. Can't write alphabet, numbers, addition and subtraction facts, or multiplication tables. May recognize a word one day and not the next.	Permit child to use an auditory cue. Permit him to trace when possible. Use audio-visual aids whenever possible. Flash cards to be traced.	See Quees-pictures. Copy sequences of beads, blocks, etc. Golve mazes. Join dots to make patterns. Teach typing.

Type of Disability: Encoding Process Disability: (Does not express ideas in words or gestures.)

	Observable Classroom Behavior	Teaching Techniques	
		Group	Individual
Vocal Encoding (Verbal Expression)	Shy, seldom talks in class.	Provide opportunity and time for oral responses.	Practice speaking in sentences.
	Responds with one-word answers.	"Shoe and Tell" may require much help from teacher.	Give definitions.
	May talk a lot, but expresses few ideas.	Give visual cue to help child describe events.	Discussions.
		Encourage oral reports, but with use of notes permitted.	Ask child to describe motor acts.
			Encourage imitations of tutors speech.
Motor Encoding (Manual Expression)	Poor motor coordination.		Trace as much as possible.
	Poor at "Simon Says" when words are omitted.		Encourage child to draw.
	Has trouble imitating other children in games.		Imitate teachers movements.
	Poor at "Charade" - type games.		Charades.
	Seldom communicates with gestures.		Teach child to button, zip, and tie.
	Handwriting, drawing is very poor.		Kephart's exercises.
			Barsch's program.
			Physical education.
			Imitate tutors actions.

Type of Disability: Association process Disability (Does not manipulate linguistic symbols internally) (Does not relate what is seen and heard to what has been stored.)

	Observable Classroom Behavior	Teaching Techniques	
		Group	Individual
Auditory-Vocal-Association (Auditory Association)	Low score on Similarities Subtest of WISC. Poor concept formation in verbal responses. Has problems with abstract reasoning. Thinking quite concrete. Will raise his hand but give a foolish answer. Is very slow to respond. Needs time to mull over a question. Does not comprehend directions. Has never enjoyed being read to.	Ask 1 concept questions, eliciting several short answers. Accept concrete answers. Supplying more abstract for him. Provide visual cue where possible. Give ample time for response. Give child a written question to think about before answering.	Train his ability to find common characteristics. Practice finding differences or similarities. Categorize or classify objects. Identify incongruities in stories. Use Continental Press materials given auditorally.
Visual-Motor Association (Visual Association)	Cannot handle primary work-book tasks. Concept formation poor on standardized tests. Does not comprehend what he reads. Cannot tell a story from pictures. All he can do is label objects in the picture.	Permit him to trace correct responses first. Provide an auditory cue.	Train the ability to classify. Short objects, pictures by use, shape, size, color. See-quees story cards Incongruities in pictures.

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Type of Disability: Visual-Motor Channel Disability (Auditory Learner)

Observable Classroom Behavior	Teaching Techniques	
	Group	Individual
"Strauss Syndrome" child	Phonetic method of reading.	Exercises to train visual-motor abilities.
Reversals of b, d, p, q, u, n, when writing beyond c. a. 7 or 8.	Encourage oral responses.	See-quees for V-M sequencing.
Inversion of numbers when writing (17-71), as well as reversals	Utilize stimulus-reduction to reduce hyperactivity.	Train visual discrimination.
Mixed Laterality.	Color cues to reduce perseveration.	Train laterality.
Awkward motorically, frequently tripping over own feet, bumping into things.	Book marker to block out all but one line to reduce distractability.	Train body-image.
Poor motor coordination.	Tape record lessons whenever possible.	Use Ray Barsch's Movegenic Curriculum.
Hyperactive, short attention span, perseveration	Present material on records, permitting oral answers.	Use Kephart's techniques. The Slow Learner in the Classroom.
Can give correct answers when teacher reads a test to him, but will not sit down and put them on paper.	Give tests orally, with teacher writing answers.	Use Language Master or tape recorder extensively.
Poor handwriting, artwork, drawing.	Strauss--Lehtinen: Psychopathology and Education of The Brain-Injured Child.	Tape record homework answers and type child's response.
Poor performance on group tests of intelligence or achievement.		
Seems brighter than tests show him to be. Poor perception of time and space. Gets lost easily. Can't tell time.		
May have vision problems.		

SUGGESTIONS TO THE CLASSROOM TEACHER FOR HELPING THE CHILD WITH IMPAIRED HEARING

1. A child with impaired hearing should be seated in the front of the room and on the side so his best ear is toward the majority of the class.

2. The child should be encouraged to watch the face of the teacher when she talks.

3. The teacher should face the child with impaired hearing as much as possible when speaking to the class.

4. Speak in an ordinary tone of voice and without exaggerated lip movements.

5. The hard of hearing child should be encouraged to look around when other members of the class speak.

6. If a choice of teacher is possible, the hard of hearing child should be put with the teacher who speaks slowly and precisely. Personalities and sympathetic understanding are very valuable.

7. We are apt to over-estimate the hearing efficiency of the child with impaired hearing, because when he is paying attention he apparently can hear quite well. It is to be remembered that the child is hearing at the expense of greater effort than the normal child expends.

8. The hard of hearing child should be encouraged to speak clearly. He should be kept "Speech Conscious."

9. He should be encouraged to take part in the music programs, especially vocal participation.

10. Since a hearing defect affects language progress, the hard of hearing child should be encouraged to compensate by a more active interest in all language activities such as reading, spelling, original writing, etc.

11. The child with impaired hearing should be drawn into active participation in all plays and other activities which involve speech.

12. The hard of hearing child should be watched carefully to be sure he is not withdrawing from the group or that he is suffering a personal reaction as the direct result of his impaired hearing.

13. Be vigilant in noting common colds, influenze, throat and nose infections, tonsilitis, healing ears, etc., in the hard of hearing child.

14. All special considerations which we show to the hard of hearing child should be handled so as not to call attention to the defect.

PARENT HANDOUTS

PARENT HANDOUTS

GENERAL INFORMATION AND SUGGESTIONS FOR

MOTOR PERCEPTUAL SKILL TRAINING

FIRST AND FOREMOST, DO NOT ALLOW YOUR CHILD TO PRACTICE HIS MISTAKES. If you see him performing any activity in an inappropriate manner, stop him and show him the right way before he makes a habit of doing it wrong.

ALL RUNNING AND THROWING GAMES SHOULD BE AVAILABLE TO YOUR CHILD. Many specific activities could be listed here, but the informed parent will encourage his child to participate in all of the games and actions that will contribute to the child's movement patterns. RHYTHMICAL WORK WITH MUSIC IS MOST HELPFUL. Skipping, hopping, dancing, baton twirling, etc., would be good activities. IN ADDITION, SWIMMING IS ONE OF THE VERY BEST ACTIVITIES FOR THE DEVELOPMENT OF TOTAL BODY ACTION.

THE ACTIVITIES SUGGESTED FOR DEVELOPING GENERAL AND SPECIAL MOVEMENT PATTERNS ARE DEVELOPMENTAL: THEREFORE IT IS IMPORTANT THAT THEY BE PRESENTED IN ORDER. The child need not completely master each skill before moving to the next; but he needs to reach the point of feeling comfortable with the movement.

IN THE COURSE OF WORKING WITH THESE ACTIVITIES, YOU WILL BE AWARE THAT MANY OF THE MOVEMENTS OVERLAP. This is necessary and planned, so that the child will gain the knowledge that these movements are common to several activities and so that the training activities will not become boring. You will also find some overlapping of the use of fine and gross motor skills; frequently one activity will contain both as well as ocular movements. As these activities build, one upon the other, it is necessary that the child be able to integrate all three.

IF A CHILD CANNOT ACCOMPLISH THE OCULAR MOVEMENTS NECESSARY, a complete eye examination and appraisal of his vision and visual abilities should be arranged. THE CHILD WITH MOTOR PERCEPTUAL PROBLEMS HAS GREAT DIFFICULTY DOING EVEN THE SIMPLEST TRAINING ACTIVITIES. He will tire easily and complain of fatigue; this is frequently true. Therefore, training should be intense, but of short duration.

The following books, which were used as references, contain several additional descriptions of motor-ocular movements and many suggestions for other training activities. If you are experiencing particular problems you would find them helpful. Parents would probably find Mr. Getman's book most helpful.

Steps to Achievement for the Slow Learner, Ebersole, Kephart, Ebersole
Charles E. Merrill Publishing Co., Columbus, Ohio

How to Develop Your Child's Intelligence, G. N. Getman, The Announcer Press, Luverne, Minnesota

The Slow Learner in the Classroom, Newell C. Kephart, Charles E. Merrill Publishing Co., Columbus, Ohio

A. ACTIVITIES TO DEVELOP GENERAL AND SPECIAL MOVEMENT PATTERNING

Muscle flexibility and coordination are the essentials for success in the following ten movements, and every child should be able to accomplish all ten routines after some practice.

1. It is important to emphasize that creeping on all fours (hands and knees or hands and feet) is of great significance to all of the coordination skills of childhood. Barrels with both ends knocked out have unlimited uses that will be fully explored by the child. Most important, the older child will review the significant creeping patterns as he moves through these tunnels.

2. Angels in the Snow or Swimming on Your Back: Your child lies on his back on the floor with legs straight and arms at his sides. Arms are then moved on the floor in a full arc to a position above the head. Arms are held at sides, and legs are moved apart as widely as possible and back to a heels-together position. As soon as fluid bilateral movements are gained in arm and leg motions, they are combined, as arms move out and up, legs move apart. When arms are returned to sides, legs are moved together. When a child can control and synchronize his body movements in this routine, he will be more capable and more bodily efficient in other action patterns.

3. Stomach Roll: Your child lies face down on the floor, with hands behind his back. Have your child arch his back and rock like a rocking chair. If your child has difficulty arching his back, help him in this routine by asking him to lift his head as high as he can. Then have him lift his legs as far as possible. Finally, ask him to lift head and legs at the same time, and rock on his stomach. Back control and flexibility are being developed here. Many children have such poor body control they do not know which muscles to use to accomplish these rocking movements. Use of the sling will assist these children.

4. Rolling Sit-Ups: Once again have your child lie on the floor on his stomach. Have him place his hands on the floor, palm downward, as if he were going to do push-ups. When you say, "Go," he is to roll to a sitting position, using his hands and arms to give him the thrust he needs to raise his upper body. If he rolls to his left, his right arm pushes him into the roll, and his left arm pushes him to the sitting position. If he rolls to his left, have him continue to his left and return to the original position, on his stomach. Next, he should start by rolling to his right to reach the sitting position, and continue to his right until he is back on his stomach again. These rolling sit-ups develop a combination of arm thrust and lift to bring about a change of body position and direction.

5. Sit-Ups: Have your child lie on his back with hands clasped behind his neck. While you hold his feet down, he should try to sit up. Here also a sling back of the child's neck may be necessary at the start because of poor control of his upper abdominal and/or hip flexor muscles.

6. Bent Knee Sit-Ups: Have your child lie on his back as in 5, now with his knees bent and his feet almost touching his seat. Hold his feet down again and see if he can sit up. In this exercise the hip flexors are prevented from helping the abdominal muscles. If the child can do 5, but cannot do this one, it indicates that his lack of control is in the abdominal muscles. The sling may again be necessary until some ability is gained.

PLEASE NOTE: THERE IS SOME EVIDENCE THAT SMALL CHILDREN MAY DAMAGE THE LIGAMENTS OF KNEES AND ANKLES IF THIS ROUTINE IS OVEREMPHASIZED.

7. Feet Lift: Have your child on his back as in 5, with a pillow under his hips. Now he must lift feet with legs straight to a distance of 10" above the floor, and then hold them there a moment or two. Every child should be able to hold his feet in this position at least ten seconds. You can time the child adequately by counting chimpanzees instead of seconds. Say, one chimpanzee, two chimpanzees, etc. up to ten. Thus, approximately ten seconds will have elapsed. A child who cannot hold his feet aloft for this length of time has an inability in the hip flexor muscles and may have to lift each leg separately before lifting both at the same time.

8. Roll from Back to Hands and Knees: Have your child lie on his back with legs straight and his arms at his sides. At your signal, have him roll over and rise to his hands and knees, facing the floor. Have him roll back to his starting position so he is once again lying on his back on the floor. At the next signal, have him roll to the opposite side and rise again to his hands and knees. This routine utilizes thrust for rolling and lifting but includes the appropriate leg actions to reach the final position. Here the legs are also used to assist the roll, and a coordination of legs, arms, and torso is developed.

9. Roll from Back to Hands and Feet: This routine is much like the previous one, except the child comes to an all-fours position instead of a hands and knees, creeping position. Further, he must keep knees straight and do more bending at the hips and waist. This routine assists in developing hip and waist flexibility in preparation for the next routine, and the rotational flexibility in the hip area that is so important to proper walking patterns.

10. Toe Touch: Standing feet together, knees straight, your child should bend at the hips and touch his toes with his finger tips, holding the position for three seconds. This develops the flexibility and control of the back and hamstring muscles. Should your child not be able to maintain his balance or bend far enough to touch his toes, have him start by touching the palms of his hands to his knees. As flexibility increases, have your child touch ankles and then toes. Adult assistance can be given to aid the child in balancing by placing your hands on his hips, holding him from behind as he leans forward.

FOLLOWING ARE SEVERAL OTHER ACTIVITIES THAT WILL AID IN DEVELOPMENT OF MORE ADEQUATE GENERAL AND SPECIAL MOVEMENT PATTERNING IN YOUR CHILD.

1. Hang a punching bag from the ceiling. Instruct the child to hit the bag continually with one hand, and then the other. When he can do this easily, require him to alternate his right and left hands as he hits, so that he is forced to shift his weight. Punching bag activities can be used as the child stands, or as he kneels. Vary this activity by using a pillow tied in the middle or a tetherball.

2. Instruct the child to walk inside the sections of a ladder on the floor. Then have him balance while walking on the rungs and edges of the ladder.

3. Roll a ball to the standing child, directing him to raise his right or left leg so that the ball can roll under it. (To do this well, shifting weight is necessary.)

4. Draw a circle on the floor, requesting the child to put his right or left foot into the circle. Use a table-top to do this exercise with the hands. Speed up the activity as the child learns.

5. Obstacle Course: Using your child's own flat hands, feet and knees as the patterns, draw around these on light weight white cardboard. Cut out many of these forms so you will have enough of them to make tracks around the house. Arrange these prints so your child must creep under tables, then walk across the room, and then creep across an adjoining room. Patterns can be taped to the floor with masking tape and to davenports and rugs with straight pins. With a bit of imagination, parents can place tracks through the entire house; baby steps, giant steps, forward and backward, up and down stairs, backward and frontward....use as many variations as possible.

6. Two footed jumping is a necessary skill for superior control of all leg movements. Skipping, the free and joyous movement of childhood cannot be achieved unless a child can first jump with both feet simultaneously. A jump board is a very satisfactory bouncer for children up to 40 or 50 pounds in weight. Obtain a full 8 foot strip or 5/8" or 3/4" plywood, 12 or 14 inches wide. Support it at each end with large blocks or small boxes of sufficient height so your child can bounce on the middle of the board without bumping the floor or ground. Your child may wish to hold your hands as he starts on the jump board, but he will soon gain balance and confidence enough to jump alone. This confidence will soon gain quickly if you encourage your child to start by looking at the board so he may steer his position on it. As he becomes more capable upon this device, he will begin to use his visual judgments of the width and length of the board to orient all of the many movements possible upon it.

7. Ask the child to raise his right or left hand, or right or left foot. Increase the speed of the verbal directions, as the child learns.

8. Walking a string stretched on the ground is a good preliminary to a walking beam, and the heel to toe foot position also demands equilibrium.

9. Make colored shapes on a big piece of paper. Instruct, "Put your right hand on the red circle" or "Put your left hand on the green square." To simplify the task, put several objects which the child can identify readily on the table, asking him to put a specific hand on a particular object. Flat objects are least distracting. Be sure the child has to use each hand on each side of the midline. Vary this technique by asking the child to place the right or left foot at specific places on a floor pattern.

10. Have the child move a ball across a room by pushing gently with first one foot and then the other, at command.

11. Encourage the child to do things with parts of his body:

    a. Roll up the car window with your left hand
    b. Touch the wall with your left shoulder
    c. Make a circle with your left elbow
    d. Beat this drum with your right wrist.

When possible, have him practice similar manipulation exercises with the feet and legs.

12. Provide a bolt board, putting numerous sizes of bolts through a board about fifteen inches long, so that the child can manipulate the nuts on and off the bolts.

13. Carry objects which are heavy, or which are difficult to balance. For instance, carry one glass of water with two hands, one glass of water in one hand, or one glass of water in each hand.

14. String objects, such as spools, beads, or buttons. (Add an order to the stringing pattern to aid counting and sequencing.) String macaroni, dyed with food coloring, dissovled in robbing alcohol.

15. Pour shelled corn from one container to another. The smaller the container, the harder the task.

16. Cut bits of paper into random shapes and then paste the pieces on plain paper to make random designs. Vary the textures and types of papers to add interest.

B. ACTIVITIES TO DEVELOP EYE MOVEMENT PATTERNS

How well a child sees his world and the objects and tasks therein is determined by how well he learned to visually inspect the contents of the space which surrounded him in early childhood. The child who lacks eye movement controls cannot see at a glance and must spend additional time and energy in making visual discriminations. The child who enters school with eye movement skills has a tremendous advantage. Considerate parents can do much to assure this advantage for their children by using the following routines to assist their children to gain these ocular readinesses.

1. Sit in front of your child and have four or five small objects or toys in your lap. Pick up one of these with your right hand and hold it off to your child's left side, urging him to look at it and name it. While his attention is on this object, pick up another with your left hand and urge him to look at the second one. While he is looking at this, pick up another object with your right hand and repeat. Keep this little game going as long as you can with quick changes of objects, urging your child to look back and forth from right to left as quickly as possible. As you observe more rapid eye movements and **less** head movement, hold these objects in various positions so that his eyes will move in all directions. The best targets for this routine are the little 5 and 10 cent toys that you can pick up in almost any dime store. They need not be elaborate, but they should be used only for this routine and put away between practice sessions. Thus, he will not play with them and lose interest in them.

2. Make a practice of handing things to your child from the sides. When you butter a piece of bread for him, do not place it on his plate but hold it to one side so he must look and reach for it. Do this in every possible situation and avoid handing things to him directly from the front as much as possible.

3. Urge your child to look at you when you speak to him. When you wish to tell him something, say, "Look at me," and then make your comment. Every time that this is done, your child will get practice at looking and listening, which will be an important part of his development later.

4. When your child asks for things urge him to point at, as well as name the object. When your child makes a request of you, say to him, "Show me," or "Point to it," so he gets the idea of looking, pointing and speaking.

5. Attach a string to a golf ball or a rubber ball (about two inches in diameter) so it can be hung from a light fixture or doorway.
   a. Have the ball at about your child's nose level when he stands facing it. Swing it gently to and from him and instruct him to watch it, as it comes and goes.
   b. Swing it side to side and again instruct him to watch it without head movements as it swings back and forth.
   c. Hang the ball about 3 feet off the floor. Have your child lie on his back directly under it. Now swing it in a rather large circle and instruct him to watch it until it comes almost to a stop.

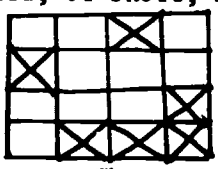
6. Children can also help each other in developing eye movement patterns. Attach a small cut-out of an airplane to the eraser of a pencil with a thumb-tack. One child would hold the pencil and make the airplane fly in front of another child. The second child would be the plane spotter and would have to keep his eyes on the plane at all times, through all its movements. At the same time the pilot is instructed to watch the spotter to be sure he maintains visual contact with the plane. The pilot is then instructed to catch the spotter if he can, and if he does see the spotter losing visual contact, he wins a score point in the game. Then the two children trade jobs and the game starts over. This is an excellent procedure because it brings competition in as motivation and the children are both gaining eye movement skills without realizing that they are practicing or working at it. Parents may also play the game with their children.
   These routines provide practice in eye movements which compare with the use of eyes for reading activities. When eyes follow these targets, the same ocular action is produced as that required to move eyes across lines of print in readers or across pages in first workbooks. As eyes move more smoothly in these routines, they can then move across pages with more skill and efficiency.

7. Have your child hold his right and left forefingers erect, about 12 or 14 inches apart and about 12 inches in front of his eyes. Have your child look quickly from left to right, and from right to left forefinger, etc. Urge him to move his eyes as quickly as possible but be sure that both eyes land on his finger tip each time. Have him work to achieve rhythm, speed and smoothness of the jump between fingers and to make immediate landings with both eyes. Some children may have difficulty in developing the rhythmic fixation from finger to finger. If so, use your index finger to pace him from left to right, touching his finger each time. A young child's attention can be held if you ask him to watch the bunny (your finger) hop from finger to finger.
   This practice is similar to the action of eyes necessary in leaving one line of print and picking up the next.

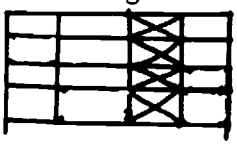
8. Have your child hold a pencil erect about 10-12 inches in front of his nose. Have him look from the pencil to numbers on a calendar across the room as quickly as possible. Now look back at pencil, then to numbers on calendar, repeating until he has made 10 to 15 "round trips." Be sure that he sees both targets clearly and quickly. As this becomes easier have him move the pencil closer to his nose and repeat. This routine gives practice in two areas of visual performance. It improves the ability to shift eyes quickly from the chalkboard to the work sheet on desk, or from textbook to teacher and back to the book. It also improves the speed of visual focusing and the

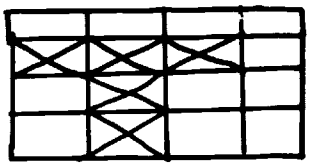
skill of seeing clearly at all the various distances involved in classroom activities. Most students will show improvements after several sessions of practice in these routines.

9. Place two form boards side by side. One is used by the teacher, the other by the student. Begin with designs involving one component. Put a block or poker chip in one of the four sections at the corners of the teacher's board, and ask the student to do the same with his. After he realizes where one item is to be placed at one corner, require the student to place an object in two, three, or four corners.
Next, develop patterns confined to a small board or to small areas of a larger board, which are easier for the child to copy than designs requiring scrutiny of the whole board. Do this by covering half to three-quarters of the board with a large piece of cardboard. Since the edge of the form board acts as a stable guideline, produce initial patterns with the whole board which involve the corners of the board, or short, straight-line patterns along the sections of the outside rows.



Proceed now with vertical-line patterns. Those that are not along the outside of the board will be more difficult for the student, since a greater awareness of spatial relationships is required. After he has made the line, the child can feel what vertical means. Introduce the horizontal line, finally combining it with the vertical.





When using the form board for pattern development, there are four important considerations:

1. When a child studies a form or design, he should orient it in relation to himself and then orient the components in relation to one another.

2. When transposing designs, consider where they are placed in relationship to one another.

3. Make patterns more complicated by increasing the number of components and/or the number of colors.

4. Proceed with definite purposes, moving from simple designs involving one and then more components, to more complex designs. Proceed from vertical to horizontal to diagonal patterns.

Barbara Umberger

Marilyn Cauble

PLAY AS A TRAINING ACTIVITY

Playthings should always be learning things, and the learning factor is assured by the provision of objects that fit the child's level of visual manual development. Too frequently parents unthinkingly prevent the opportunities that give eye-hand practice. Every child has a driving desire to explore the likenesses and differences that exist in the objects around him. A child's interest in any object stems from its usefulness to him. Just because it is attractive to an adult does not assure its attractiveness to a child.

1. A percolator is one of the most important toys a child can have. It is a simplified, yet more all inclusive model of nested blocks. It provides eye-hand experience in shapes, sizes, textures, temperature, inside or outside, curved or flat, top or bottom, light or heavy (when empty or filled), and is very durable.

2. Every child should have his own cupboard or drawer in the kitchen. A cupboard or drawer of his own becomes his treasure chest and will save his mother many steps. Most important of all, this treasure chest provides visual search and manual reach opportunities not found elsewhere.

3. Blockcraft Construction Blocks is a set of pegged blocks that are useful from the ages of 18 months through the primary school years. Their primary value lies in a design that assures the child of a match in visual and manual clues. The very young child is given the opportunity to develop eye-hand control as he fills the holes with pegs of varying lengths. The older child can construct to the limits of his imagination and visualization.

4. Every father who is a week-end carpenter is aware of the desire his children exhibit to use hammer and nails. These children should be given a scrap of soft lumber, a light-weight hammer and short nails with large heads so they can carpenter too. The nails should be started for them to avoid the pounded fingers that might discourage this activity. The integration of hand movements and dexterity with visual steering and control of eye fixations makes this activity valuable to the child's total development. It is also very useful in the development of special movement patterns of hands and eyes.

5. Permit your child to use his preferred hand. Do not insist that he always uses just one hand in simple activities. There is more and more evidence in the study of handedness that rigid one handedness can be a handicap to a child. Many occupational activities demand that both hands be in alternate or supporting action. Help your child to gain the use of either hand in actions where either hand can serve him well. Two handed skills are just as important as the single hand skills.

6. Tracing around blocks and cut-outs or tracing the outlines of simple, heavy line pictures is excellent practice for your child. It furnishes a definite visual pattern for the child to follow while allowing freedom of direction and mobility of hand. It also creates a need to use the non-preferred hand in a supportive role while it holds the pattern to be traced.

7. Many fathers are upset and concerned about a child's inability to catch a ball tossed to him. Catch should be played with balloons before catch with a ball is attempted. The balloon floats slowly enough for the child to learn control of hands and fingers necessary for speedy grasp in catching it as it comes to him through the air. Large, round, slow balloons, and finally large, heavier beach balls will provide the skills of hands and eyes essential to catching softballs and baseballs. Here again it is important to remind all parents that

skills with a baseball glove, a one-handed act, must evolve from basic bilaterality which originates from catching the balloons.

8. Cut simple forms. When the child wishes to cut out pictures, encourage him to start by cutting out the picture of a picture, by following simple lines that encircle the picture. For example, it will be very helpful to him to have black crayon lines shaped like a picture frame around his picture of a dog, truck, etc. This allows him to cut out pictures by keeping the directions of his scissors simple and within his ability. As his cutting skill increases, the crayon lines can be drawn close to the contour of the actual picture. Thus, his skill increases with the increasing complexity of the task, until he no longer needs the crayon outlines and can cut on the actual picture lines. This develops the highly important eye-hand skills wherein the visual judgments are the specific guides to hand activities.

9. Have your child fit objects together, nested cubes of various sizes, jigsaw puzzles, etc. Care must be taken in the use of these materials to ensure that the child completes the puzzle on the basis of evaluation of the total form rather than on the basis of a simple matching of some few specific elements of the form. Puzzles should be selected in which the picture presents a single form or a limited number of separated forms. Avoid puzzles in which the figures are complicated, in which they overlap each other, and in which they are not sharply delimited from the backgrounds. Additional help can be given if the child is permitted to break down the form for himself before he attempts to build it up. Thus, a simple but very effective puzzle can be constructed by asking the child to choose a picture from a magazine. Help him direct his choice toward the kind of a picture which will have simple, clear forms which stand out sharply from the background. Then draw lines with a heavy crayon outlining pieces to be cut out. Then give the child scissors and ask him to cut out the pieces along the lines which you have drawn. Particularly in the early stages of such training, be sure that you outline the pieces in such a manner that the form remains dominant. The lines outlining the piece should be simple, straight lines and simple curves, not complicated with many zigzags. Then the child has completed the cutting out process, he is then asked to assemble the pieces into the total picture again. The experience of having observed the entire picture and of having it called to his attention before it was cut apart helps him to retain the total form as the dominant portion of the task. You will want to use a large number of different pictures rather than use the same picture of puzzle a number of times. Many of the cans that are discarded from the kitchen can be prepared so that nested sizes can be obtained. Duplicate this activity for older children by having them stack dishes, set the table, sort silverware, etc.

10. Have your child make pictures on the peg board (acoustic ceiling tiles and golf tees with the points cut off make excellent inexpensive peg boards for home use.) If it is difficult for your child to create a design, cut familiar shapes out of light cardboard around which the pegs can be placed by your child. Remove the cardboard and have him compare the outline of the pegs and the cardboard cut out. This furnishes the opportunities for eye-hand activity followed by visual inspection for similarities and comparisons. As your child gains skills in making pictures on the peg boards, urge him to use fewer pegs in his outlines. When he can illustrate a square, for example, by placing the four corner pegs in the proper positions, he has learned to perceive form by using minimum visual clues.

11. Activities such as jacks, Lincoln Logs, Tinker Toys, swings, wheelbarrows, tricycles, and bicycles are aides to the child in gaining advanced coordination.

12. Have child trace shapes, his name or other words, using carbon paper or magic slates. Lift the paper and see how accurate his tracing is. This allows visual comparison and helps develop the ability to make visual discriminations of likes and differences. Repeat until tracing is like the original. Then have your child copy his name or words without tracing.

Marilyn Cauble

SENSORIMOTOR

1. Play games using a large ball. Bounce the ball a certain number of times, or roll the ball to a specific target.

2. Invite a child to draw a simple form on the board. The other children may reproduce it on paper or group several similar pictures on the bulletin board. Have the children close their eyes. Remove one picture. See if they can identify the missing pictures.

3. Arrange long rows of dried beans or corn, one row per child. At the signal they begin picking them up as fast as possible. First one to finish wins.

4. The teacher moves a pen or finger before the child's eyes and he is to follow the moving object without moving his head--just his eyes. This includes vertical, horizontal and diagonal tracking. Suggestions for more elaborate tracking exercises can be found in Kephart's Slow Learner in the Classroom.

5. Use flat seeds (pumpkin or watermelon seeds). Dry until brittle. String with large needle and heavy thread. Paint.
   Use for texture: first slippery then dry.
   Use for shape: flat and oval
   Use for counting.
   Use for estimating: how many seeds will fit on a long string.
   Use for manual dexterity: needle through middle of seed.

6. Water soluble crayons: A water color effect may be produced by floating a wash of plain water over a sketch that has been done with water soluble crayons. A brush using water may be used over the crayon drawing. The brush dipped in liquid starch will help get a smooth effect.

7. Place gadgets of hardware devices on try for children to try out and use, e.g. lock and key, scale, ticket, puncher, screw tops on plastic bottles.

8. The children work with large pictures drawn on heavy tagboard. These pictures, sometimes three or four or five are all of a separate color and super-imposed on each other. E.g. on the tagboard there may be a yellow duck, a green tree, a red teddy bear and a blue boat. Each picture overlaps onto the other. A large piece of heavy plastic is then placed over the tagboard and the child is given a grease pencil to trace over the pictures. This can be wiped off with a kleenex. Different colored grease pencils may also be used in the beginning to clarify this for the child.

9 Let the children play with large cut-out letters (cardboard, plastic or plywood). They can "copy" from name cards or other large labels, perhaps beginning by laying the anagrams directly on top of the printed word. In forming a letter, use a new color each time the pencil is lifted. Cut letters and/or numbers from sandpaper and paste on heavy backing for child to trace with finger.

10 Line up a team on each side of the table and distribute straws. Place crumpled paper in center (crumpled wad of newspaper will suffice). Team which is able to blow it off opposite side wins.

11 Pegboard or ceiling block exercises are good for sensorimotor skills. The children can begin by making rows of red pegs...blue pegs, etc. Later, alternating colors can be arranged; red, blue, red, blue. A teacher's nod indicates to the child what he is to do...later, verbal instructions will be given. Arrange the pegs from left to right and top to bottom.

12. A large clothesline is painted on the chalkboard, and the children are to draw clothes on it with chalk.

13. The children remove shoes and socks and draw with a crayon between their toes, on large drawing paper on the floor. Soft crayons are the best for this type of exercise.

14. The children can learn to trace around stencils at this level and then eventually color and cut the shapes they have traced. It is important, in the beginning, to have stencils which are easily recognizable by the children, for they attach familiar things with greater eagerness than non-familiar.

15. Each child is given a garb bag. The child puts one hand in the garb bag and holds out his empty hand. The child closes his eyes and the teacher puts a ball, a block or another object in the extended hand. The child feels the object and then with the other hand finds the other object.

16. The children toss bean bags into a large box or wastebasket. Lines are either drawn on the floor or put on the floor with tape, so the child must do this at a distance away from the box.

17. The children work at the skill of dexterity in picking up small objects with rapidity. Tiny things are dropped on the floor. These could be buttons, pieces of paper or cloth, pick-up sticks, etc. In a given amount of time, the child is to pick up as many objects as he can. This can later be developed to include color or number concepts or concepts of association. Pick up all the things that are square, red, etc.

Many activities carried on in the classroom are meaningful for sensorimotor development:

1. Erasing the chalkboard with an eraser in each hand.
2. Dusting with two dustcloths; one in each hand.
3. Polishing the floor with a polishing cloth in both hands.
4. Shining mirrors, scrubbing sinks.
5. Filling the big pegboard with all the pegs, from left to right and top to bottom, etc.

Bush, Wilma Jo and Marian Taylor Giles,
AIDS TO PSYCHOLINGUISTIC TEACHING
Charles E. Merrill Publishing Co.,
Columbus, Ohio

Memory Span

1. The teacher uses colored plastic cups, as many as needed, and placed them before the children in a particular sequence. The children study them. Then they are removed and the child must replace them in correct order. This may also be done by matching colored beads placed in an egg carton.

2. About three colored cups, all the same color, are placed upside down on the table. Under the cup is a button. The child sees the button. Then the teacher covers it with a cup and begins to manipulate the cups around the table. When the teacher stops, the child must tell which cup is hiding the button.

3. The child is given a little shopping basket and then directed to buy a certain amount of things. The items include objects in the classroom. E.g. "One day Michael was shopping and he bought a record, a red crayon, a puppy dog, and a telephone." The child then proceeds to pick up these items as he moves around the room.

4. About nine or ten objects are placed on the table. The child is given a few minutes to look at the objects and perhaps name them also. The objects are then covered with a cloth and the child must name as many of them as he can remember.

5. The teacher tells a story and simultaneously places the pictures on the flannel board as the story progresses. The children then remove the pictures and retell the story using the flannel pictures in their correct sequence.

6. The teacher uses a colorful picture book and shows the child two, three or four pictures at a time. Then the pictures are removed and questions are asked concerning what the child saw. E.g. if it were a book about the circus, the teacher will ask, "Who was riding a bike; who had balloons; who had a red ball on his nose, etc."

7. GAME: "Who is Missing?" The child who is "IT" closes his eyes. While the teacher chooses another child to hide, the rest of the children scramble in different positions. "IT" opens his eyes and tries to discover which child is hiding. The second child is the next "IT."

8. Put several objects in a cigar box. Show, then remove one and let him guess which one has been removed. Later increase the number of objects.

9. Show the child a figure for a few moments and see if the child can reproduce it.

10. Different objects are hidden around the classroom while the children watch. Sometimes four or five objects are taken and placed all around the room in different hiding places. Then, upon request, the child is to find a particular object. E.g. if the teacher has hidden the red puppy dog and the red fire engine and a bean bag and a green bell, she would ask one of the children to specifically find the red puppy dog.

11. Colored symbols are placed on the table before the child such as a circle, a triangle, a square. The colors are either red, blue, green or yellow. Small objects are placed on the symbol and the child studies them for a moment or two. The objects are then removed and given to the child and the child is to replace them on the correct shape. This exercise can be varied in several different ways. After the objects have been removed, the child must remember not only which shape the object was on, but if the shapes have been rearranged, he must also put them back in their same order.

12. A set of cards with individual numbers on each are placed before the child. The teacher writes a five or six number series on the chalkboard and the child is expected to arrange the cards in the same order--is not a memory exercise, but pure sequencing.

    The memory process can be introduced after (a) by giving the child a short number sequence with a long time interval for examination. Saving the series may aid the memory process.

    If (a) and (b) are too difficult, the teacher is to write a series on the chalkboard and arrange the cards in the correct or incorrect order. The child merely checks the sequences to see if they are identical.

13. (a) The teacher presents orally to the child a series of items (e.g. numbers, letters, sounds of letters, names of objects and pictures, etc.) The child then arranges a number of cards that have the appropriate items clearly indicated on each card. E.g. the teacher says, a-b-f-e, and the child arranges the cards with individual letters on them in the same orders i-e, a-b-f-e.

    (b) the presentation is the same as "a" but the responses are oral.

    (c) The presentation is the same as "a" but the response is both oral and arranging-----i.e. simultaneously.

MOTOR ENCODING

1. This old man, he played one (one finger is held up)
He played nick-nack on his thumb (index of right hand taps left thumb)

With a nick-nack, paddy wack (is more interesting when alternating thumbs, fingers, and hands are used)

Give the dog a bone (hold a make-believe bone in hand)
This old man came rolling home. (Circle arms around each other as if rolling).

This old man he played two (two fingers)
He played nick-nack on my shoe (nick shoe)

This old man, he played three (three fingers)
He played nick-nack on my knee (tap knee)

This old man he played four (four fingers)
He played nick-nack on my door; (forehead)

This old man he played five (five fingers)
He played nick-nack on my hive (fight bees)

This old man he played six (six fingers)
He played nick-nack on my sticks (index fingers)

This old man he played seven (seven fingers)
He played nick-nack up in heaven (fly like angels)

This old man he played eight (eight fingers)
He played nick-nack on my plate (make believe plate)

This old man he played nine (nine fingers)
He played nick-nack on my spine (pretend)

This old man he played ten (ten fingers)
He played nick-nack once again

Repeat the Chorus.

2. Papers can be prepared on which the child is directed to draw and color, for example, two black sticks or three yellow mats. For the slower, large paper is needed. For the better group, regular sized typing paper might contain four or five small squares each labeled with meaningful color, or number.

Give blank papers labeled at the bottom, 'two red triangles' etc., to the pupils. They are to select the correct color and form from a pile of outlined figures on construction paper, cut them out and place them on the labeled paper. As the children achieve mastery, plastic forms may be given them and they are directed to trace the figure on the proper color paper, then cut it out and paste it. If the word and other shape words have been learned only auditorally, the symbol of another can be substituted as numerals with words.

3. The teacher gives the child an auditory command such as "come to me, but don't walk." The child must listen to the command, then choose which way he will perform the command, as hop, skip, run, etc.

4. The children get into a line one behind the other. The leader may do anything and the players must follow.

5. As a preparation for the game Charades, the teacher can do an action and ask the children to guess what it is she is doing. Simple actions should be attempted first, as climbing a ladder, walking out of doors, or running up some stairs. Then ask one child to come to the front and do something while the others guess what he is doing. This game must be structured so that the children do not have a whole gamut of things that they can do, but rather limit it to a specific category of things: something you ride that has our sound in it. It is easier and less distracting to children who have trouble organizing thoughts.

6. Head, Shoulders, Knees and Toes may be sung to the tune of Here We Go Round the Mulberry Bush.

   1. Head, shoulders, knees and toes
      (touch the above)
      Repeat two more times---
      And we all clap together. (clap hands)

   2. Shoulders, head, knees, and toes (touch)
      Repeat two more times---
      And we all clap together. (clap hands)

   3. Knees shoulders, head and toes (touch)
      Repeat two more times--
      And we all clap together. (clap, clap)

   4. Toes, shoulders, knees, and head (touch)
      Repeat two more times---
      And we all clap together. (clap hands)

7. Donkey and Fiddler

   Seat the children in a circular formation. Explain that the symbol for the donkey is made by holding up hands to the head and making flapping ears. The symbol for the fiddler is pretending to play the fiddle. One player walks around the circle stopping in front of another player and makes the motion of either the donkey or the fiddler. The player must respond making the opposite sign. If he is slow or makes the same sign he is it. Any other two signs may be used representing any variety of objects or motions. This develops the thinking process and provides fun at the same time.

8. Some children have difficulty coordinating two different channels or activities if they are to be carried out simultaneously. A method of checking to instruct the child to do as the teacher does. The teacher then makes various body movements while vocalizing. An example would be, like imitating an airplane--the arms are extended like wings and the person walks around the room roaring like an engine. Or the child is to hop, quack and clap his hands simultaneously. Note those activities that are dropped out. For example, the child may be able to make the physical action but not while vocalizing.

9. Read each sentence silently, then perform the action or answer the question, then re-read the senterce aloud.

1. Open the door.
2. Call three children's names.
3. Walk toward the window.
4. Find a picture of an elephant.
5. Name two things a circus clown can do.
6. Make a picture of a tent.
7. Tell a boy or girl to follow you around the room.
8. Carry a book from the table to your chair.
9. Find a picture of a bear.
10. Tell why lions have to live in a cage.
11. Tell something you can see in a circus.

10. Put toy animals in individual bags. Let a child choose a bag and look at the animal. He imitates behavior of that animal and children try to guess.

11. In preparation for this exercise, draw a box on the board and have two boys and two girls place their hats in a table or desk. Then manuscript the following sentences on the board. Call upon individual pupils to read each sentence silently, perform the action, and then reread the sentence orally. Variation may be provided by having another pupil do the oral reading after the action has been performed.

1. Make a hat on the box.
2. Run to me.
3. Get a hat for David.
4. Go up and down.
5. Get a hat for Ann.
6. Make a bunny in the box.
7. Make a hat go up.
8. Make a bunny on the box.

12. Give each child three pipe cleaners. Each of the three should be a different color. The children are shown how to make a stickman's head and body and later attach one pipe cleaner for two arms and one pipe cleaner for two legs by twisting it around the body.

13. The children at the chalkboard are to make two squares and put two circles under it to represent wheels. They are also to use the side of their chalk and fill in the insides of the square and circle.

14. Numbers are placed on the floor for the children to see, along with a large assortment of blocks. The children are to stack the number of blocks to correspond with numbers placed on the floor. Can use other objects for this activity.

15. How many things can you do with your feet? The child must respond verbally and then perform his ideas motorically - march, run, walk, skip, etc.

16. Concepts of big and little. Two large signs are placed in front of the room, one 'big' and one 'little.' The children are to sort a large assortment of blocks to the appropriate sign.

17. A magazine picture, cut in half, is pasted to a large piece of drawing paper, and given to the child. He is to draw the other half of the picture with a crayon.

HOME TRAINING ACTIVITIES

To approach home training from the point of view of the skill we are trying to develop or the deficit we are trying to repair.

Here are some suggestions for each category:

To Improve Visual Skills:

1) Tidying a room--learning to spot things out of place.

2) Dusting.

3) Hobbies--flower, leaf, rock, sea shell collections, bird watching--activities where the child is directed to difference in shape, size and color, and learns to spot them quickly.

4) At the supermarket--Give a list of items to find. If he cannot read yet, bring along a few labels of items he is to locate by matching; or cut out the trademarks, or print the letters of items to be found like FAB or DUX or JELLO.

To Improve Motor Skills: (Here the aim is to insure that the child can manage his body skillfully in large muscle movements and use his hands in many different precise movements).

1) Carrying parcels.

2) Hanging out the laundry.

3) Mopping, waxing floors.

4) Moving furniture.

5) Mowing lawns.

6) Raking leaves.

7) For hands and fingers, all of the kitchen activities mentioned above are ideal.

To Give Practice in Left-Right Discrimination:

1) Table setting.

2) Organizing the boots and shoes in the cupboards, with mates together. (An outline of a left and right shoe drawn on a cardboard can provide a guide to correct alignment.)

3) Sorting out all mittens and gloves and arranging them in pairs.

4) If a child consistently puts his shoes on the wrong feet, an outline on a cardboard mat beside his bed can show him how to place them. A small mark with a felt marker on the inner edge of the sole of each shoe will go unnoticed by other children, but will give him the clue he needs to tell which shoe goes where.

To Help Visual-Motor Skills: Where precision in combining eye and hand are needed.

1) Folding napkins.

2) Icing cakes.

3) Blue-berrying.

4) Picking up paper and cigarette butts from the lawn.

5) Going for a walk can become a visual-motor exercise if you play: "Step-on-a-crack, you'll break your mother's back."

6) Sorting out father's nails, screws, nuts and bolts into jars.

7) If child has trouble catching a ball, the skill can be taught at a simpler level by tossing something that moves more slowly and is easier to catch. One father made his son into a ball player with a daily workout in the bedroom by tossing his shirt, pajamas and socks across the room to the boy whose job it was to put the dirty clothes in the clothes hamper.

To Strengthen Auditory Skills:

1) Listening for something specific--use the stove timer or the alarm clock to signal important events.

2) Answering the telephone--learning to discriminate voices (for example, get friends and relatives to call to test the child's skills).

3) Listening to some of the recorded announcements on the telephone that repeat themselves indefinitely. In this way, no adult's goodwill is taxed, and the message can be heard over and over again until it is assimilated.

4) Listening to the radio. Children brought up on television have little practice in listening for information without a visual image to help. If the whole program seems too demanding, encourage directed listening--tuning in to find out specific things--the weather report, the ski conditions, or who won last night's hockey game.

5) Learning to recognize bird calls.

6) Interesting conversation, slowed up and fed in short units without too many distractions, will help the child who assimilated speech poorly.

7) Regular reading aloud--short stories or stories with chapters, so that there is something to look forward to and to think about; and poetry, especially poems with refrains that tempt the child to join in.

To Help Concept Development:

A. Practice Categorizing

1) Sorting laundry--into light and dark colors, children's and adults, cottons and woolens.

2) Putting away groceries--dividing them into refrigerator goods and pantry products, fruits and vegetables, fresh foods and canned goods.

B. Learning about Numbers

Sorting, matching, ordering (arranging things in order of size) are all necessary precursors to counting.

1) Table setting.

2) Putting out milk bottles.

3) Helping to decide how many pieces of cake are needed for supper.

4) Using the measuring cup.

5) Helping with shopping.

6) Playing games--especially games where a dot pattern on the dice is matched to the number of squares the player moves. Any games that require keeping score.

C. Getting a clearer picture of the world around them through real experiences.

1) Take them to the grocery store, the post office, the bank and see that they understand their functions.

2) Give them some skills which will help them develop independence. Teach them how to buy a paper or a loaf of bread. (You may have to start with borrowing sugar from a neighbor).

3) Help them learn the neighborhood, not just one specific route. Let them see that you can arrive at the same place by two different routes; try going around the block to get to the next-door neighbor.

4) Teach them important addresses and phone numbers.

5) Teach days of the week by tying them to specific activities or television programs that occur on each day.

6) Where necessary, help compensate for poor memories or poor perception by making crutches available to them, e.g., a calendar where the days can be torn off or marked off, helps keep track of the week. Circle or color in important dates as reminders. A cuckoo clock in the house is a marvelous way to heighten awareness of the passage of time. The gift of the first alarm clock or watch often creates a fascination with time that accomplishes what much instruction in time-telling failed to do.

D. Becoming familiar with the short-cuts and conventions of our society.

1) The measuring device that records

a. Time (clock, calendar)
b. Distance (the ruler, yard stick, mileage gauge on the car)
c. Speed (speedometer)
d. Temperature (the one that helps decide what clothes to wear). A small thermometer in his room or outside his window intrigues a youngster.
e. Weight (the bathroom scale, grocer's scale)

2) Our way of translating three dimensional space into two dimensions--maps. (A first step might be a map of the neighborhood, or a treasure hunt, with a map of the house as a guide).

3) Translating time into two--dimensions--as we do in comic strips and some diagrams and charts, where we illustrate successive steps. Sometimes this way of representing events in time makes them intelligible to children who have trouble organizing temporal material. For one child, a family tree helped him understand the family relationships he could never get straight. Another child got organized through picture-charts which indicated the steps to take in dressing and tidying his room.

4) Learning to make use of the devices we have invented to compensate for short memories--telephone books, dictionaries, encyclopedias, cookbooks, even the slide rule. This is essential in the age of the computer and the storage of massive quantities of information.

A GUIDE TO PARENTS IN HELPING THE PRESCHOOL AND EARLY SCHOOL AGE CHILD SPEAK EASILY AND DISTINCTLY

The speech of young children is often not clear. Many children do not have perfect speech for some time after they enter kindergarten. During the preschool years it is more important for your child to have personality and be able to express his ideas than it is to say words correctly. However, there is a great deal you can do to help your child improve his speech. The following suggestions are given to aid you in helping your child develop good speech.

Good health promotes good speech development. Your child will develop better speech if he has:

(1) a well balanced diet.
(2) a regular mealtime routine.
(3) a happy mealtime atmosphere without stress and strain.
(4) a regular bedtime routine. Ideally children of this age should sleep approximately 12 hours.
(5) quiet times or a regular nap routine.
(6) opportunity for active play and companionship with children, and
(7) a variety of healthful outdoor play activities.

You can expect your preschool child to:

(1) be interested in any activity for only a short time.
(2) be energetic and restless.
(3) have negative behavior.
(4) be more difficult to handle when he is tired, hungry, or not in good health.
(5) display temper when he is unable to make you understand his speech.
(6) be unaware of his speech difficulty.
(7) cry, to be unhappy, to refuse to talk, to walk away, or to be generally negative if you try to correct his speech errors.
(8) say new words better than words he learned at an earlier age.
(9) use isolated words better than continuous speech.
(10) change his speech only gradually.

You can help your child improve his speech if you will avoid:

(1) correcting errors in his speech.
(2) making him aware of his speech problems.
(3) discussing his speech problem in his presence.
(4) trying to force your child to talk.
(5) using penalties or treats. Such as: withholding food or toys.
(6) asking unnecessary questions to make your child use speech.
(7) showing signs of being disturbed or embarrassed when others comment on your child's speech. A casual reply, such as "we understand him," is recommended.
(8) making your child say words over to say them better.
(9) comparing your child's speech ability with that of other children.
(10) holding your child to adult standards of behavior, such as table manners or sitting still.
(11) holding your child to adult speech standards. At this age ability to express his ideas is more important than correct pronounciation, grammar or adult vocabulary.

It will hasten your child's speech improvement if you:

(1) listen for the thought he is trying to express rather than for the speech errors.
(2) take time to listen to his conversation.
(3) try to recognize as much of your child's speech as possible. Listen for vowels and parts of words.
(4) make all speech enjoyable. Correction of speech responses at this age may delay the speech development.
(5) are satisfied with the speech your child uses, being corrected is no fun.
(6) help your child by casually talking for him if he cannot make himself understood.
(7) allow all talking to be voluntary. Encourage conversation.
(8) provide opportunities for your child to help you and help himself. This may take more of the adult's time but provide a good learning situation.
(9) substitute picture books and recommended games in place of playing roughhouse or wrestling.
(10) give your child the feeling that you accept him as he is - including his speech - and that you are entirely satisfied with him.
(11) give your child love and affection freely and build a home situation in which your child feels secure.
(12) find satisfactory substitutes for over-stimulation, excess TV or radio programs. Children's programs are recommended.

SPECIFIC HELPS FOR THE PARENTS OF THE CHILD WITH A SPEECH PROBLEM

1. Complete physical check-up
   Hearing test. (Sometimes there is high frequency sound loss.)
2. Have child evaluated by competent speech therapist. Get suggestions and follow up.
3. Remember that speech is the problem, not the child.

A. Your preschool child
   1. Talk to your child in complete sentences.
   2. Speak slowly and distinctly using good English (Never use "baby talk." If you do your child will really have to learn two languages.)
   3. Listen to your child when he wants to talk, even if his speech is slow and difficult to understand.
   4. Avoid correcting him - just casually repeat correctly what he has tried to say.
   5. Read many stories and verses to your child. Repeat the same ones many times. Remember to use slow distinct speech as in conversation.

B Your school-age child
   1. Provide adequate medical care for your child.
   2. Make sure that he is receiving adequate rest.
   3. Give him more than the usual amount of affection and security!

LANGUAGE DEVELOPMENT OF THE CHILD

1 year - First word - nouns.

1½ years - 20 to 100 words - nouns and some verbs. Single word sentences.

2 years - 200 to 300 words - nouns, verbs - two word sentences.

3 years - 900 words - nouns, verbs, pronouns, and adjectives.

4 years - 1500 words - verbs, pronouns, nouns

DELAWARE COMMUNITY SCHOOL CORPORATION

SPEECH SUGGESTIONS FOR PARENTS

1. When speaking to your child or answering him (or her) always try to use slow, distinct speech. Most of what children learn to say is through imitation. If an adult speaks too rapidly and not distinctly enough, the child has difficulty hearing and learning the more complicated sounds.

2. Try to spend time with your child each day on speech alone. This time may involve just reading to him or it may involve working on a specific sound which he has difficulty with. This should become a part of your daily routine and it should be done in such a way that it becomes a pleasant and desirable time for your child.

3. Never tease or scold a child about his speech. Praise and encouragement are much better!

4. Never stop a child in the middle of a sentence to correct his speech. Wait until he has completed his thought. If you want the child to slow down you should encourage him to do so before he begins to talk with such statements as, "Take it easy not" or "There's no need to rush. We have plenty of time."

5. Never try to hurry-up a child when he is explaining something and do not say things for him. This only makes the child feel as though he isn't able to do it himself. As a result, he may stop trying to talk for himself or he may develop hesitant speech.

6. Stimulate good speech in your child by bombarding him with correct sounds and words. If he says "fank you" for "thank you" it is a good idea to take the time to repeat the correct word in such a way that the child will be sure to hear the correct sound. When correcting a word, repeat it in a sentence. Do not just say the word or have the child repeat it.

7. Constant correction or "nagging" about speech is not good. Each parent must learn his or her own child's limit when direct correction of speech is attempted. All other speech correction should then be done indirectly. Indirect correction of speech would involve such things as reading stories, playing speech directed games, and bombardment of the correct sounds by the parents or by others closely associated with the child.

8. Try not to let your child think you are worried or over-anxious about his speech. The child, of course, must know you want him to improve, but it is also important that he does not acquire feelings of guilt and self-consciousness about his speech. Try not to correct him or talk about his speech in front of other people unless you are absolutely certain he feels no embarrassment.

9. Remember - your child wants to improve his speech pattern.

10. Help your child create a good attitude toward his speech lessons. Do not make him feel that the lessons are a penalty, but rather that they are fun and interesting.

11. Provide any information that concerns your child's speech to the therapist. The information will be kept confidential and it may assist your child's speech program.

SOME INDICATIONS OF HEARING IMPAIRMENT IN SCHOOL CHILDREN

1. Complaints of tinnitus (noise), ringing in the ears, or stuffiness in the ears.
2. Deafness, dullness, heaviness, blockage.
3. Tenderness, itching, heat or pain about the ear.
4. Moisture, running or discharge in the external ear canal.
5. Deformity or swelling in or about the ear.
6. Any sudden change in attitude to response, especially after an illness.
7. Inattention and frequent failure to respond to questions.
8. Frequent requests to have words, dictation, or assignments repeated.
9. Inability to hear conversation in a group, as shown by frowning, straining forward when the child is addressed or paying no attention.
10. Peculiar position of the head, such as turning one ear toward the speaker or tilting it.
11. Inability to locate the direction from which the sound comes.
12. Defects in speech: Faulty articulation, mispronunciation of simple words, monotonous or abnormally pitched words.
13. Signs of weariness or fatigue early in the day.
14. Emotional instability, unexplained irritability, timidity, marked introversion, supersensitivity, or withdrawal tendencies.
15. Vertigo (dizziness).
16. Marked retardation in school.

CAUSES OF HEARING IMPAIRMENT

I. Congenital

1. Infant is born with some normal structure of the ear missing.

2. The infant while still in the uterus may have incurred some danger to the ear. For example: syphillis or tuberculosis in the mother, an overdose of medication such as quinine taken by the mother while pregnant, the occurrence of acute illness in the mother during the period (especially German measles.)

3. Word deafness - inability to interpret words though hearing is present. (aphasia)

II. Acquired

1. Wax or foreign bodies in the ears. (No loss if removed).

2. Enlarged and diseased tonsils and adenoids.

3. Frequent colds.

4. Bad teeth.

5. Running ears.

6. Measles, meningitis, scarlet fever, influenza, mumps, and other contagious diseases, especially when associated with high fever.

7. Boxing the ears and pricking the ears with pointed instruments.

8. Violent blowing of the nose.

9. Extremely loud noises.

10. Otosclerosis.

11. Trauma (injury).

12. Cera - antitoxins.

13. Acquired word deafness (aphasia) brain abscess.

SUGGESTIONS TO THE HOME FOR AIDING

THE CHILD WITH HEARING IMPAIRMENT

1. Take the child to a doctor during or after childhood diseases.

2. If he has trouble with his ears, take him to an ear specialist.

3. Accept the diagnosis of the doctor and follow his advice.

4. Help the child to be objective. He should not be pampered and treated as an exception at home. He must learn to face his problem.

5. Encourage the hard of hearing child to take part in the family activities.

6. Be sure you have the attention of the child before you speak to him.

7. Speak in an ordinary tone of voice - do not exaggerate lip movement or with a loud voice.

8. If he does not hear you the first time, repeat the idea using different words.

9. When the family group is present have one person talk at a time so the child can follow.

10. Encourage the child to look at your lips when you speak. It will be easier for him to lipread if the light is to his back.

11. Insist that he associate with hearing children everyday.

12. Encourage him to join such organizations as the Boy or Girl Scouts, Church Leagues, etc.

13. If necessary, obtain lip reading lessons for your child. Consult the Superintendent of Schools or the Speech and Hearing Therapist.

14. Secure a hearing aid if necessary.
    a. Be sure you consult a person who understands acoustics and hard of hearing children and not someone who is primarily interested in selling a hearing aid.

    b. Consult the Speech and Hearing Therapist for advice.

15. Health Rules:

    a. If it is necessary for the child to blow his nose, have him blow it gently and with his head forward, closing first one nostril and then the other.

    b. Frequent colds require the attention of the doctor.

    c. Diseased and enlarged tonsils may effect the opening to the tube in the ear.

    d. Wash the ears with a damp cloth.

SUGGESTIONS TO THE HOME FOR AIDING

THE CHILD WITH HEARING IMPAIRMENT

-Continued-

16. Never allow the children to put soap, pencils, or other objects in the ear.

17. Never use hairpins, matches or sticks to remove wax or foreign bodies from the ear. (Take him to a doctor).

18. Medicines should not be placed in the ear without the advice of a doctor.

19. Swimming should not be permitted if the child has a head cold or a running ear.

20. The ears should never be pulled or struck.

21. Keep the hard of hearing child out of cold or drafts.

Mrs. Sheliah Allen
Speech and Hearing Clinician

Form 6-H

DELAWARE COMMUNITY SCHOOL CORPORATION

Regarding_____

Hearing Loss_____

Dear Parent:

Your child was given a hearing test as required by Indiana State law. This test can uncover small losses in hearing which are not ordinarily noticed by the parents, teacher, or even the child. It is important to discover such a loss when it is small in order to prevent it from reaching the point where it is both noticeable and handicapping.

This test indicated that your child has a hearing loss. You may already be aware of this loss. However, as a matter of caution, we advise that your child be examined by a doctor to determine what is causing the present hearing loss.

The following important facts should be considered by you.

1. A hearing loss can be more successfully treated in childhood than at any other time.

2. In many cases, if the loss is left untreated it will grow gradually worse and will become a severe handicap when the child has reached adulthood.

3. A hearing loss progresses slowly, and we do not realize what is happening until we have lost almost half of our hearing. Then it is almost too late.

4. To be hard of hearing in adult life can be a severe handicap to one's economic and social success and everyday happiness. If such a situation can be avoided by early medical treatment during childhood, it is certainly worth the careful consideration of each parent.

Please take the two attached sheets with you to the doctor. Thank you for your cooperation.

Sincerely,

_____
Speech and Hearing Therapist

_____
Principal

DELAWARE COMMUNITY SCHOOL CORPORATION
R.R. 1
Muncie, Indiana 47302

Dear Parents or Guardian:

It will be necessary for your children to have a tuberculin skin test before they are enrolled for the first time in our schools. This is in accordance with Indiana law, Chapter 28, Acts of 1967. It applies to all new students regardless of the grade level.

This skin test may be obtained free of charge from the Delaware County Tuberculosis Association, 615 East Washington Street, Muncie, which is a United Fund Agency. (The telephone number is 289-7309). The test can be given on Monday, Tuesday, Wednesday or Friday from 8:30 a.m. to 5:00 p.m. After it is administered, a return trip is necessary within 48 to 72 hours to check the test and secure the necessary written evidence from the Association that it has been given. Your family doctor can also give the tuberculin test. It should be given before the other immunizations.

Kindergarten and first grade children are also required to have a school physical with the necessary immunizations before being enrolled in our schools. If the child has had a school physical for Kindergarten, this will be acceptable for first grade also. However, the tuberculin test must be current - within the past 12 months. Consult your doctor regarding immunizations to protect your child from diphtheria, whooping cough, tetanus (lock jaw), smallpox, measles and mumps. Forms are available from your schools. We request a school physical in 4th, 7th, and 10th grades also.

Thank you for your cooperation.

Sincerely,

Deborah Alexander, R.N.

Jo Ann Sheller, R.N.

Lawrence E. Foote
Superintendent

DELAWARE COMMUNITY SCHOOL CORPORATION

Health Department

Dear Parents:

A visual screening program has been conducted in your child's school. It appears that _____ should be referred for further eye examination by your eye doctor.

_____
School Nurse

Please return this note with the following information to the school nurse.

Name of Doctor_____ Address_____

Date of Examination_____

Remarks of recommendations_____

_____

Visual Acuity OD_____
OS_____ before correction
Visual Acuity OD_____
OS_____ after correction

When is student to be rechecked?_____

Teacher_____

Grade_____

PROFESSIONAL REFERRALS

AND

RECORD FORMS

PROFESSIONAL REFERRALS AND RECORD FORMS

FORM 3-H

DELAWARE COMMUNITY SCHOOL CORPORATION

To the Examing Physician:

_____ is referred to you on the basis of the findings recorded on the accompanying audiogram.

It is possible that you are already coversant with the child's hearing acuity. It is also possible that the condition discovered by these tests is temporary. However, as a matter of caution, perhaps the ears should be checked from a medical angle.

Since your diagnosis and prognosis of this case will determine what remedial measures are necessary for the child from an educational point of view, will you kindly fill out the information of the avcompanying blank and return it in the enclosed self addressed envelope?

Thank you for your kind cooperation in helping to make the present Indiana State Hearing Law as effective as possible.

Sincerely,

Speech and Hearing Therapist

FORM 3-H

DELAWARE COMMUNITY SCHOOL CORPORATION

PHYSICIAN'S REPORT

Hearing

Name_____Age_____School_____

Condition of Nasopharynx_____Tonsils_____

Condition of Nose_____

Condition of Ears: Right_____Left_____

Infections present elsewhere_____

Diagnosis:_____

Prognosis:_____

a. Is the hearing loss temporary?_____

b. Is the hearing loss permanent?_____

c. May the hearing loss be reduced by treatment?_____

d. May it require a long period of treatment for any improvement?_____

e. May the hearing loss be progressive?_____

Medical Recommendation (or treatment given)_____

_____

Scholastic Recommendations:

_____1. The child should be cautioned to watch the lips of speakers.

_____2. The child should have lip reading lessons.

_____3. The child needs a hearing aid.

_____4. The child's hearing loss is not significant at this time but should be watched.

Comments:_____

_____

Signed_____M.D.

Date_____

DELAWARE COMMUNITY SCHOOL CORPORATION

Physical Examination

Name_____ Birthdate_____ School_____
Will Attend

Parent or
Guardian_____ Address_____

School
last attended_____ Grade_____ Phone_____

DISEASE HISTORY

IMMUNIZATIONS

Disease	Date or Age		Original Date or Age	Booster Date or Age
Chickenpox		Sickle Cell Anemia		
Measles		Smallpox		
Mumps		Tetanus		
Whooping Cough		Diphtheria		
3-Day Measles		Whooping Cough		
Rheumatic Fever		Polio: Oral		
Scarlet Fever		Salk		
Other		Measles		
		Other		

Contact with Tuberculosis: Yes_____ No_____ May child have T.B. test if offered at school? Yes_____ No_____

Other serious illness or injury_____

Does this child have any condition present which should be considered in planning his program at school?

_____

_____

_____
(Signature of Parent or Guardian)

PHYSICIAN'S EXAMINATION

CODE: NO DEFECT -O- DEFECT: NOTE CONDITION

Height_____ Weight_____
Posture_____
Nutrition_____
Eyes_____
Ears_____
Nose_____
Throat_____
Glands: Lymph _____
Allergy_____
Teeth_____

Heart_____
Lungs_____
Abdomen_____
Hernia_____
Reflexes_____
Genitalia_____
Orthopedic_____
Blood Pressure_____ X-Ray_____
TB Test Date_____ Neg_____ Pos_____

Comments_____

Physically fit to participate in physical education program? Yes_____

If not, why?_____
Is he physically fit for competitive sports? Yes_____ No_____

Date_____

_____ M.D.
Address_____
Phone_____

DENTAL EXAMINATION

Name_____ Age_____ Sex_____ Classifications:
Emergency_____
Routine_____
Care_____
Normal_____

Cavities: No. of permanent_____

No. of primary (excluding centrals and laterals)_____

X-Rays: This examination

Single_____ Fullmouth_____ Bite-wings_____

Are further X-rays necessary? Yes_____ No_____

Occlusion: Normal_____ Abnormal_____

Is orthodontic correction indicated? Yes_____ No_____

Gingirae and soft itssues (cheek, mucosa, lips, etc.)

Normal_____ Abnormal_____

Comments: _____

Fluoridation: Previous fluoride treatments: Yes_____ No_____

Child receives benefit of fluoridated drinking water in home: Yes__No____

City water used in home Yes__No____

Prior dental service:

No. of fillings: Primary_____ Permanent_____

No. of missing teeth: (have been extracted; not unerupted)

Primary_____ Permanent_____

Did patient arrange for necessary treatment? Yes____ No_____

Habits: Thumb, finger, tongue, mouth breathing, etc._____

Remarks:

Date_____ _____D.D.S.

RELEASE FORM

Department of Educational Psychology

Ball State University

As parent, guardian or agent thereof of the minor child_____, I do hereby release and discharge Ball State University, staff members of Ball State University and the undersigned student examiner from all claims, demands and causes of action, either legal or equitable, which may hereafter arise as a result of or in relation to testing, psychological assessment or reports thereof with said minor child on or about the_____day of _____, 19____.

It is further understood and agreed that testing results and reports thereof are primarily for training purposes and that Ball State University is under no obligation to release or convey this information in any manner whatsoever to other persons or agencies.

_____
Parent

_____
Student Examiner

_____
Date

Delaware Community School Corporation
Royerton Elementary
R.R. #1
Muncie, Indiana 47302

Dear Parents:

We have had the opportunity for the past several years of working with graduate students from Ball State University. The use of these students allows us to expand the services we are able to provide the students of Royerton.

These Ball State Students are generally teachers who are at college extending their education. They are under the close supervision of their college professors as well as the Royerton staff. However, as they are still students it is a policy of Ball State, at times, to have a release signed by the parents or guardian.

We would appreciate your signing and returning the enclosed Release Form from Ball State. In about 6 to 8 weeks, we would be happy to interpret any results available to us as a result of the work of the Ball State Students.

Sincerely,

Marilyn Cauble
Counselor

MC/njt

DELAWARE COMMUNITY SCHOOL CORPORATION
R.R. 1
Muncie, Indiana 47302

_____ _____
School Address

PUPIL PERSONNEL SERVICES

_____ _____
Date City

AUTHORIZATION FOR RELEASE OF INFORMATION

This is an authorization for you to convey to _____

_____medical, psychological, social or academic information

relative your services to_____

_____.

Signed_____
Parent or Guardian

Signed_____
Counselor

This is an authorization for the Pupil Personnel Services Staff of Delaware Community School Corporation to administer a personal diagnostic survey to_____.

I understand that parts of the screening may be monitored and results may be used for research and educational purposes as long as confidentiality is maintained.

I also give my permission for this information to be shared with authrozed personnel at my child's school and/or with other professional agencies that might be concerned with my child's welfare.

_____
Parent or Guardian's Signature

Date _____

RESOURCE INFORMATION

The following materials were found useful in establishing our program.

DELAWARE COMMUNITY SCHOOL CORPORATION

RESOURCES FOR THE DEVELOPMENT OF A PERCEPTUAL MOTOR PROGRAM

BOOKS

*SLOW LEARNER IN THE CLASSROOM - Newell Kephart
Charles E. Merrill, 1300 Alum Creek Dr., Columbus, Ohio

*THE PURDUE PERCEPTUAL MOTOR SURVEY - Roach & Kephart
Charles E. Merrill

*SUCCESS THROUGH PLAY - D.H. Redler & Newell Kephart
Harper and Row, #9 East 33rd St., New York, N.Y.

INTENSIVE PROGRAMMING FOR SLOW LEARNERS - Sheila Doran Benyon
Charles E. Merrill Publishing Co.

STEPS TO ACHIEVEMENT FOR THE SLOW LEARNER - Marylou Ebersole,
Newell C. Kephart, and James B. Ebersole
Charles E. Merrill Publishing Co.

MOTOR APTITUDE AND INTELLECTUAL PERFORMANCE - A.H. Ismail and Joseph
J. Gruber, Charles E. Merrill Publishing Co.

*MOTORIC AIDS TO PERCEPTUAL TRAINING - Clara M. Chaney and Newell C. Kephart,
Charles E. Merrill Publishing Co.

PERCEPTUAL READINESS AND BEGINNING READING - Dorothy Margaret Simpson,
University of Louisville, Louisville, Kentucky.

THE REMEDIATION OF LEARNING DISABILITIES - Robert E. Valett,
Fearon Publishers, Inc., 2165 Park Blvd., Palo Alto, Calif. 94306

*PHYSIOLOGY OF READINESS - G.N. Getman, O.D.
P.A.S.S., Inc., P.O. Box 1004, Minneapolis, Minnesota 55440

*HOW TO DEVELOP YOUR CHILD'S INTELLIGENCE - G.N. Getman & A.N. Getman,
Box 219, Luverne, Minn. 56156

NEUROLOGICAL ORGANIZATION IN THE CLASSROOM - Carl Delacato
Systems for Education, 612 N. Michigan Ave., Chicago, Ill. 60611

DIAGNOSIS & TREATMENT OF SPEECH AND READING PROBLEMS - Carl Delacato,
Charles C. Thomas, Springfield, Ill.

THE FIRST FIVE YEARS OF LIFE - Arnold Gasell
Harper and Row

THE CHILD FROM FIVE TO TEN - Arnold Gasell, Frances Il
Harper and Row

A MOVIGENIC CURRICULUM - Ray Barach
Bureau for Handicapped Children - John Melcher, Director
State Dept. of Public Instruction, Madison, Wisconsin

RESOURCES FOR THE DEVELOPMENT OF A PERCEPTUAL MOTOR PROGRAM - Cont'd.

LEARNING DISABILITY, AN EDUCATIONAL ADVENTURE - Newell C. Kephart, Kappa Delta Pi Press, West Lafayette, Indiana

MOVEMENT PATTERNS AND MOTOR EDUCATION - Barbara B. Godfrey and Newell C. Kephart, Appleton Centruy Crofts, New York

FROSTIG MOVE-GROW-LEARN, MOVEMENT EDUCATION - Marianne Frostig, Follett Educational Corporation, Chicago

DAILY SENSORIMOTOR TRAINING ACTIVITIES - A handbook for Teachers and Parents of Preschool Children. William T. Braley, Geraldine Konicki, Catherine Leedy. Freeport, N.Y. 11520

SUGGESTED PHYSICAL EDUCATION ACTIVITIES - State of Indiana, Department of Public Instruction. Bulletin No. 227.

DEVELOPING CHILDREN'S PERCEPTUAL SKILLS IN READING - Lydia A. Duggins, Mediax, Inc., Wilton, Conn. 06897

PERCEPTUAL TRAINING IN THE CURRICULUM - George Early, Charles E. Merrill Publishing Company, Columbus, Ohio

READING AND LEARNING DISABILITIES - George Kaluger and Clifford J. Kolson, Charles E. Merrill

JOURNAL OF LEARNING DISABILITIES - 5 No. Wabash Avenue, Chicago, Ill.

ACADEMIC THERAPY - Academic Therapy Publications, Order Dept., 1543 Fifth Avenue, San Rafael, California 94901

PERCEPTUAL DEVELOPMENT PROGRAM - Charts. Audio Dynamic Research, 1219 East 11th Street, Pueblo, Colorado 81001

SUCCESSFUL PROGRAMMING - Selected Papers on Learning Disabilities. Association for Children with Learning Disabilities, 2200 Browneville Road, Pittsburgh, Pennsylvania 15210

MINIMAL BRAIN DYSFUNCTION IN CHILDREN - Sam Clements
U.S. Dept. of Health, Educ. & Welfare, Superin, of Documents,
U.S. Govt. Printing Office, Washington, D.C.

WINTER HAVEN PERCEPTUAL PROGRAM - Dr. Charles W. McQuarris
Winter Haven Lions Research Foundation, Inc., Box 1045
Winter Haven, Florida

RESEARCH MATERIAL

NEUROPSYCHOLOGICAL (DOMAN-DELACATO) AND PERCEPTUAL MOTOR (KEPHART) THEORIES OF TREATMENT FOR CHILDREN WITH EDUCATIONAL INADEQUACIES
A comparison of these two theories - Commonwealth of Pennsylvania Dept. of Instruction, Harrisburg, Pa. 17126

MOVEMENT BEHAVIOR AND MOTOR LEARNING - Bryant J. Cratty
Lea & Febiger, Washington Square - Philadelphia, Pa.

THE FROSTIG PROGRAM FOR THE DEVELOPMENT OF VISUAL PERCEPTION -
Dr. Marianne Frostig & Horns, Follet Pub. Co., 1010 W. Wash., Chicago, Ill.

RESOURCES FOR THE DEVELOPMENT OF A PERCEPTUAL MOTOR PROGRAM - Cont'd

WHAT OPTOMETRY AND ITS RELATED FIELDS HAVE TO OFFER THE READING TEACHER - Joan Lambeth-Optometric Extension Program, Duncan, Oklahoma

VISUAL MOTOR PERCEPTION TEACHING MATERIALS - (Catalogue) Teaching Resources, Inc., 334 Boylston St., Boston, Mass. 02116

*READINESS FOR LEARNING - (Program for Visual & Auditory Perceptual Motor Training) Pierce McLead - J.B. Lippincott Co., East Washington Square, Philadelphia, Pa. 19105

DIAGNOSIS AND TREATMENT OF SPEECH AND READING PROBLEMS - Carl H. Delacato Pub., Chas. C. Thomas, Springfield, Ill.

FEELINGS AND LEARNING - 3615 Wisc. Ave., N.W., Washington, D.C. 20016

MEASUREMENT IN PHYSICAL EDUCATION - (A practical approach) Harold Barrow, Rosemary McGee, Lea & Fabiger, Aug. 1964, Wash. Sq., Phila., Pa. 19106

HOW TO KEEP YOUR CHILD FIT FROM BIRTH TO SIX - Bonnie Prudden Institute for Physical Fitness, Inc., 112 Central Pk. So., N.Y., N.Y. 10019

LET'S KEEP THEM STRAIGHT (Body Mechanics for the Infant and Young Child) Amer. Institutes of Family Relations, 5287 Sunset Blvd., Los Angeles

HEALTH, PHYSICAL EDUCATION AND ACADEMIC ACHIEVEMENT
Charles A. Bucher-Professor of Health, Physical Education and Recreation, School of Educ., New York University

THE PLACE OF PERCEPTION IN IMPROVING READING COMPREHENSION - Paul J. Kinselle, The A & B Reading Bulletin, Allyn & Bacon, Inc. 150 Tremont St., Boston, Mass. 02111

BASIC MOVEMENT - Purpose, Content, Helpful Hints, and Lesson Sequence Dayton Board of Education, Elem. Educ. Bulletin #8, Feb. 17, 1965.

BEAN BAG ACTIVITIES - Beti Havard Jones, Swanasa College The Elliott-Morris Co., Lynn, Mass.

RECORD ALBUMS

*HONOR YOUR PARTNER - Album #7, Album #14 - (Music for basic movement) Ed Durlacher, Educational Activities, Freeport, N.Y.

BASIC CONCEPTS THROUGH DANCE FOR EXCEPTIONAL CHILDREN (Body Image) Educational Activities, Inc. Freeport, N.Y.

LISTENING AND MOVING - Educational Activities, Inc., Freeport, N.Y.

*DEVELOPING BODY-SPACE PERCEPTION MOTOR SKILLS ALBUMS #1 and #2. Classroom Materials Co., 93 Myrtle Drive, Great Neck, N.Y.

KEEP FIT AND BE HAPPY - Bonnie Prudden, W135B Roetter Music Co., 251 North Main St., Dayton, Ohio.

RESOURCES FOR THE DEVELOPMENT OF A PERCEPTUAL MOTOR PROGRAM - Cont'd

RECORD ALBUMS - Cont'd.

ROPE SKIPPING AND BALL BOUNCING - Album #12, PHYSICAL FITNESS - Album #14, Educational Activities, Inc., P.O. Box 392, Freeport, N.Y.

CHICKEN FAT - Robert Preston, U.S. Jaycees, Box 7, Tulsa, Okla. 74012

BASIC CONCEPTS THROUGH DANCE - (Body Image) #601 Educational Activities, Inc., P.O. Box 392, Freeport, N.Y.

THE DEVELOPMENT OF BODY AWARENESS AND POSITION IN SPACE #505 - Educational Activities, P.O. Box 392, Freeport, N.Y.

EXPLORING PERCEPTUAL MOTOR NEEDS OF PRIMARY LEVEL CHILDREN #606-7 - Educational Activities

FITNESS FUN FOR EVERYONE, Album #24, Educational Activities, Inc.

Rhythm Record. PHYSICAL FITNESS FOR PRESCHOOL CHILDREN, PHYSICAL FITNESS FOR PRIMARY CHILDREN - F.A. Owen Publishing Co., Danville, New York.

MATERIALS FOR A PERCEPTUAL MOTOR PROGRAM:

- Marble track
- Records
- Footprints cut from red and green consturction paper 50 green and 50 red
- Walking board
- Balls of different sizes
- Large blocks of different sizes
- Frostig materials
- Rhythm band instruments
- Yardsticks
- Scoops
- Twist boards
- Old rubber tires
- Beans or split peas for counting
- Templates (Forms for tracing at the board and on paper) Look into templates for the alphabet
- Pipe cleaners (Form shapes & letters)
- Tooties, launcher and net
- Fit-a-Place cutouts
- Coordination toys
- Eye-hand coordination exercises
- Waddle boards
- Small rhythm sticks - 2 for ea. child
- Chalkboard - white & colored chalk
- 100' Rope (For a maze on floor)
- Balloons
- Flannel Board
- Dowel Rods
- Volley ball net
- Masking tape
- Coffee cans and lids
- Buckets (for bean bag toss)
- Balance boards
- Stepping stones (may be rubber markers, old tiles, etc.)
- Clay to form shapes, geometric forms, and letters
- Full length mirror
- Metronome

TOOTI TOSS, 2 LAUNCHERS AND 2 DOZEN TOOTIES, SET #4
Creative Ideas Company, 5328 W. 142nd Place, Hawthorne, Cal. 90250

*BASIC MATERIALS

SAMPLING OF CORRESPONDENCE AND INDICATION

OF INTEREST IN THE PROGRAM

THE MARIANNE FROSTIG CENTER OF EDUCATIONAL THERAPY
DEVOTED TO CHILDREN WITH LEARNING DISABILITIES

5981 Venice Boulevard
Los Angeles, California 90034
(213) 937-0490
213) 271-7220

July 19, 1973

Mr. Fred F. Glancy, Jr.
Project Director
Delta High School
R. R. #1
Muncie, Indiana 47302

Dear Mr. Glancy:

Thank you for your note of July 16 and for sending me the scribbled note I left in Muncie.

I have told my staff here about my trip and how very impressed I have been with what I have seen in Muncie; first of all, with your very careful testing of every child, the follow-up while he progresses through school, the use of open classrooms, the excellent team work of your staff, the interests of your teachers. In fact, I will include your school system in the book which I am currently writing as an example of what can be done in relation to optimally helping every child in public school.

Thank you again for your time and attention and for having me speak to your staff. I hope we will meet in the future and that you are soon coming to California where I will have the honor not only to show you and Mrs. Glancy the Center, but also to show you Disneyland and all the other attractions. Please let your staff know that I am admiring your and their work and that I believe it to be unique in our country.

Sincerely yours,

Marianne Frostig

O. M. Reeter
2402 Wildwood Drive
Enid, Oklahoma 73701

November 21, 1973

Mr. Fred Glancy, Jr.
Delaware Community Schools Corporation
Rural Route 3
Muncie, Indiana 47302

Dear Mr. Glancy:

It would be impossible to put into words the impression I received from visiting each of the schools in your school district on Monday, November 19. The work of the Insight Unlimited team is outstanding!! Such skills and dedication I have not witnessed before! Seeing this team in action was an experience I shall always remember.

Please accept my appreciation for your hospitality and if I can be of further assistance to you and your work there, please feel free to contact me.

Much success in Houston in February. You certainly have a "story to tell to the nation" resulting from expenditure of energy, time and knowledge given by the Insight Unlimited team.

Enclosed is my plane ticket.

Very sincerely yours,

O. M. Reeter

O. M. Reeter

OMR:lb

Project Adapt

"A Developmental Approach to Psycho-Motor Transfer"

Title III, E.S.E.A.
408 E. Broadway
Fairview, Oklahoma 73737
(405) 227-4756

Bob Van Meter, Superintendent
Rod McDonald, Federal Programs
Don Friesen, Project Director
Wah-Leeta Steele, Consultant

November 8, 1972

Mr. Fred Glancy
Delaware Community School Corp.
R.R. #3
Muncie, Indiana 47302

Dear Mr. Glancy:

Just a few lines to say a great big "THANKS" for your first-class hospitality during our recent two-day visit to your school system.

It was after much phoning and letter writing all over the U.S. that we determined to come to the Delaware community Schools. The reasons being: (1) it was the closet school to Oklahoma that we could locate (725 miles) involved in psycho-motor activities with all students on a developmental basis involving the classroom teacher and (2) it is, quite frankly, one of the very few schools who has recognized the need and implemented such a program.

It was the consensus of all the party that our time and money was well spent and that we will be able to use some of your ideas in our program.

If any of your people would ever have the opportunity to visit our part of the country we will make every effort for you to see the right people and programs that are available.

Also, we are interested in the results of your research next Spring and we will keep you apprised of ours.

The best to you, your staff and program as we strive for better education.

Sincerely,

Don Friesen

DF:nj
cc: Lawrence E. Foote
Charles E. Parsons
John Stebbins

"As a child moves he learns"

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D C 20202

June 15, 1973

Dear Superintendent:

On behalf of the Bureau of Elementary and Secondary Education of the United States Office of Education, I wish to congratulate your school district for having had an exemplary educational project identified and validated through this year's pilot Identification, Validation and Dissemination process.

Participation in the I.V.D. process required a great deal of intensive effort and a high degree of cooperation among the local, state and federal educational agencies. Literally hundreds of projects throughout the nation were reviewed during this pilot year of the process. To have had your project validated as one of the 107 "exemplary" projects recommended by the State Departments of Education represents a major accomplishment of which you should be justly proud.

The U.S.O.E. with the cooperation of the states plans to refine and expand this process in our continuing effort to identify, validate and disseminate successes in educational program practices.

Thank you for your contribution to this endeavor.

Sincerely,

Robert R. Wheeler
Associate Commissioner for
Elementary and Secondary Education

National Advisory Council on Supplementary Centers and Services

2100 Pennsylvania Avenue, N.W./Suite 818/Washington, D.C. 20037/202-676-7255

June 22, 1973

Mr. Fred Glancy
Delaware Community School Corporation
R. R. 3
Muncie, Indiana 47302

Dear Mr. Glancy:

On behalf of the members of the National Advisory Council on Supplementary Centers and Services I am pleased to present an "Educational Pacesetter Award" to your ESEA Title III project, "Insight Unlimited."

This award is being made to your project in recognition of its selection by the United States Office of Education as one of 107 Title III projects identified and validated as a result of the recent "Identification/Validation/Dissemination (IVD)" effort. The IVD program was designed to determine those Title III projects which show evidence of success in areas relating to innovativeness, pupil achievement, cost-effectiveness, and program administration.

It is a special tribute to your project to have been selected from among the more than 2000 Title III projects in this country and to be considered worthy of replication and adoption by other school systems.

We appreciate the efforts being made by you, your staff, and your community in improving American education and wish you continued success.

Sincerely,

Arthur Ballantine

Arthur Ballantine
Chairman

AB/gm

cc: Dr. Roy L. McCormick, Chairman, ESEA Title III State Advisory Council
Mr. Ronald Treibic, ESEA Title III State Coordinator
Mr. Charles Parsons, President, School Board, Eaton
Mr. Laurence Foote, Superintendent, Muncie
Dr. Jack Reigle, East Central Study Council, Muncie

BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

TEACHERS COLLEGE
Department of Special Education

September 7, 1973

Mr. Fred Glancy
R. 1 %Delta High School
Muncie, Indiana 47306

Dear Mr. Glancy:

I was present at your School Board Meeting, September 4, when you voted to accept Hearing Impaired children into your school system, and I wanted to tell you that I, too, was impressed by your concern for children. During the past two years, as an advisor to the Tri-County Association for Hearing Impaired Children, I have had occasion to attend several board meetings "to the south", and I assure you that "concern" has been lacking there.

It is certainly a great honor to Mr. Foote, Mr. Glancy, and to you gentlemen to have a Pupil Personnel Service program that has been chosen as a model program for the rest of the nation. That too, reflects your concern for children.

Sincerely yours,

Emily Wallace

Emily Wallace
Dept. Of Special Education
Ball State University

ss

STATE OF MAINE

Department of

Educational and Cultural Services

AUGUSTA MAINE 04330

December 6, 1974

Mr. Lawrence E. Foote
Superintendent
Delaware Community School Corporation
R.R. #3
Muncie, Indiana 47302

Dear Mr. Foote:

Please accept my sincere thanks to you and the entire Delaware Community School Corporation for making it possible for nearly 200 Maine educators to experience the Insight Unlimited team and their Program.

In spite of an exhausting schedule, each of the five 2-day workshops was precisely prepared and executed with a rare degree of professionalism and enthusiasm. The team's sensitive response to the specific needs of each audience created the atmosphere of mutual respect and acceptance which is prerequisite to all learning.

According to participant response, a great deal of learning did occur, most people have become excited about implementing their new ideas, and many are beginning to speak of teaching children rather than reading or math.

This program has most definitely been an exciting learning experience for myself as well as for many Maine educators. My hope is that circumstances permit us to work together again in an effort to provide a better education to all children.

Most Sincerely Yours,

Joanne Cassidy
Guidance Project Director

JC/ss

Maine

Pupil Evaluation Team Training Workshop Evaluation:

Summary Report

The major purpose of this program was to provide school personnel with concrete information which could be used in the development and implementation of effective Pupil Evaluation Teams in their own school districts.

The results of the evaluations for the five workshops have been left in the form of raw data in an effort to allow any interested person to draw his own conclusions as to the effectiveness of this program.

With the understanding that my own personal bias is very much in favor of this project, I have drawn some ~~influences~~ inferences of my own which may help to interpret this data.

Nearly every workshop participant had more than one goal; some had as many as three or four. Ninety-six percent indicated they had achieved their goals "some" to "full achievement" with 76% of the total falling in the "much" to "full" categories.

Rates of "some" to "full" were given by 95% to question #4, 89% to question #5, and 98% to question #6.

It seems that the vast majority of the participants achieved their various goals, left with greater understanding of the functioning of the PET, had most of their questions concerning PET answered, and felt they could apply most of their newly acquired skills to their own schools.

Although in the past, many people have expressed a preference for contact with in-state consultants, question #5 lends very strong support (98% average and above) to the theory that Maine educators appreciate, accept, and respond to ideas that they feel are worthwhile, regardless of the geographical region from which they emerge. Question #7, where the great majority found presentations by and interactions with workshop staff most valuable, also lends support to the acceptance by Maine people.

In conclusion, it is my feeling that the overwhelming majority of the workshop participants were more than satisfied with the training received, many felt excited about implementing their new learnings, and some, like myself, acquired new insight into the role of the educator in relation to the whole child.

STATE OF INDIANA

Dr. Harold H. Negley Superintendent
STATE DEPARTMENT OF PUBLIC INSTRUCTION
ROOM 229 - STATE HOUSE
AREA CODE 317-633-6610

INDIANAPOLIS 46204

ESEA, Title III
120 W Market Street - 10th Floor
Indianapolis, Indiana 46204
317-633-4385

April 16, 1974

Lawrence Foote, Superintendent
Delaware Community School Corporation
Route 3, Box 48
Muncie, Indiana 47302

Dear Superintendent Foote:

In an age when education and educators are being taken to task for dubious processes and products, it should be a source of great pride to you to know that Insight Unlimited is unquestionably one of the finest educational processes and products ever developed and implemented in the United States.

My three-year association with Mr. Glancy and his exceptional staff has proven that education and educators are not stagnant; let anyone who doubts that innovation does exist or thinks that educators don't care about children visit the Delaware Community Schools. Let the cynics talk to teachers, aides, parents, children, administrators, community members, and project staff of the Insight project. Let the voices of those who doubt the seriousness of your intent talk with Mr. Glancy about his project and its accomplishments. Let them all see the accolades of the professional and general communities. I suspect that even the most vocal cynic will have to surrender to the weight of empirical evidence of success and become an additional member of the growing legions of "Orange" admirers.

The work that has been done with learning disabilities in Delaware Community Schools is, in my professional judgment, an educational marvel. One of the most truly incredible aspects of the program if not the most incredible, is the astonishing fact that an entire school staff is working cooperatively toward a single objective -- helping pupils learn effectively. Nowhere in this state have I seen a

more hardworking, dedicated group of teachers, administrators, counselors, aides, parents and community members. These individuals are truly professionals who put the education of children first. Without such individuals, the prognosis for education is too dismal to contemplate.

While working with the Insight staff in Houston and New Orleans, I found that their processes and product were even more exceptional than even I believed. In talking with a great number of people from across the United States, it seems as though everyone wants to visit the project in Indiana or have the project visit them in their home states. Somehow, with a limited amount of money, the Insight program has become a nationally known demonstration site for learning disabilities; and the accolades are not unwarranted.

The Insight project is the finest tribute to you, your staff and education which I have ever seen. Mr. Glancy and his staff deserve the cheers of everyone associated with education. It has been a great privilege for me and ESEA Title III to be associated with the Insight project and staff. The Orange Blazers will surely go down in history as the trademark of educational accountability and progress.

If ever I may be of assistance to you, do not hesitate to contact me.

Sincerely,

Donald Treibic

Donald A. Treibic, Director
ESEA Title III

DAT:gh

following comments have been arbitrarily chosen as being representative of participant response:

Sample Comments:

Just a tremendous workshop - best I've been to in State of Maine! We could use a lot more like it to reach a lot more education!

Elem. Reading Teacher
Thomaston Workshop

I wish every classroom teacher could have experienced this workshop.

Special Education Teacher
Thomaston Workshop

I really was not aware of PET and its purposes! Now I feel a better understanding and am interested in being involved in setting up a screening process.

Teacher
Thomaston Workshop

This workshop was quite helpful in formulating ideas for functioning next year. I appreciate the exposure to this operation - The presentation was extremely well presented with many helpful suggestions in planning and organizing the program for next September.

Counselor
Thomaston Workshop

We need additional workshops at the local level directed by the State Dept. of Ed. It seems that direction should be coming from resource people at that level. I am afraid that there are few, if any, qualified people in the State Dept. who have had as much orientation as we who have attended this workshop. I feel that PET's are very much in need, but will be very different throughout the state. Perhaps this is necessary.

Principal
Farmington Workshop

This would be an outstanding workshop to offer to anyone interested on teachers convention day. The joint relationship with MTA for mainstreaming would be another state department plus factor.

Principal
Farmington Workshop

We would love to have your team at a workshop in our District.

Principal
Ellsworth Workshop

Excellent and highly appreciated

Teaching Principal
Ellsworth Workshop

I have found this workshop very valuable.

Assist. Superintendent
Ellsworth Workshop