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ABSTRACT

This manual, designed to orient new assistant teachers to the principles and routines of the Pennsylvania Research in Infant Development and Education (PRIDE) project, a center-based program enrolling 43 children ages 12-38 months, contains a brief section giving background information on the project and the project's specific guidelines for assistants, and two major sections on procedures and methods and materials. The procedures section details useful practical ideas for helping with the children throughout the daily sessions. The methods and materials section is written to acquaint the new assistant with some of the learning resources of the project and to provide an explanation of how and why these materials are used. The final section of this manual orients the assistant teacher to the two home-based programs operated by the project. (GO)

THE P R I D E PROJECT

ASSISTANT TEACHER MANUAL

The Pennsylvania Research
in Infant Development and
Education Project
West Chester State College
West Chester, Pennsylvania

January, 1973

THE P R I D E PROJECT

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TABLE OF CONTENTS

Foreward 1

Project Overview 2

Orientation 4

Procedures 7

- Do 8
- Don't 9
- Discipline of Children 10
- Greeting Children - Preparing Children to Go Home 13
- Breakfast and Snacks 16
- Bathroom and Diapering 18

Methods and Materials 21

- Manipulative Toys 23
- Pattern and Design Making Equipment 33
- Blocks, Lego, Building Toys 35
- Puzzles 37
- Wall Pictures - Flannel Board Pictures 39
- Books 41
- Art Materials 45
- TV, Films, Records, Tapes 48
- Suggestions for Activities Involving Several Children 50
- Physical Education 54
- Teaching Stations 57
- Total Environment Area 58

Home Program 59

FOREWARD

The first few days of work at the PRIDE Project will be very confusing. The large number of noisy children and adults constantly moving and undertaking new activities create an atmosphere which does not lend itself to being quickly understood. Newly employed assistant teachers can ease their adjustment by reading this manual carefully.

It is not only in your own interest that you be familiar with the principles and routines of the Project. The children's well being is also dependent on it. If one adult encourages a behavior and another discourages it, the child senses his environment to be unstable and inconsistent. He feels confused as to what behavior is appropriate. If, on the other hand, those adults the child encounters have similar expectations for him and for themselves, the child feels safe and consequently can develop more easily in all areas. By reading, understanding, and complying with this manual, you are helping to create a school environment which is healthy and sustaining for the children.

PRIDE PROJECT

PENNSYLVANIA RESEARCH IN INFANT DEVELOPMENT AND EDUCATION PROJECT

(1972-73)

The Pennsylvania Research in Infant Development and Education Project is an educational effort to accelerate the development of children from a variety of cultural and socioeconomic backgrounds. It represents a cooperative effort by college, community, private and state agencies to stimulate the development of children, 12 - 52 months of age, by providing developmentally enriching experiences in a controlled environment which enhances the growth of sensory, conceptual and language abilities.

The Project itself services over 120 children and consists of six distinct segments. four center programs and two home programs. In the Phase I Center Program, 23 children ranging from 12 to 20 months of age are picked up each morning between 7:30 and 8:30 and transported to a large learning space in the West Chester College Learning Research Center. Here they spend a total of four hours per day interacting, sometimes in a structured environment and other times in a free play situation. After a morning of individual as well as group play, sensory training in discrimination and integration, and practice in conceptual and language development tasks, they are transported home for the day. The Phase II Center Program presently enrolls 20 children ranging from 26 to 38 months of age who have completed a year of Phase I activities and are now exposed to a similar program at a higher level which concentrates specifically on the development of beginning math and reading skills. In the Phase I and II Home Programs 23 and 22 children respectively, of the above age ranges are visited individually by student

assistants from the College who act as tutors for two 40-minute periods each week. By providing verbal stimulation and individual instruction in developmental tasks, they seek to accomplish some of the same objectives toward which the Center Programs are directed. Evaluative measurements have indicated favorable program effects in terms of intellectual development, social development and language development.

The Phase III (PreKindergarten) enrollment consists of two center-based groups of children 40 to 52 months of age. The afternoon group consists of 19 children who have completed Phase I and Phase II Center Programs during the preceding two years. The 19 children who meet during the morning have participated in Phase I and II Home Programs. Children in the Phase III Programs learn concepts and skills, many ordinarily reserved for presentation until elementary school, in the areas of reading, math, science, social studies and health and safety. Their learning experiences in Phases I and II prepare them for mastery of the Phase III content.

The overall direction of the Project, now in its fifth year, is the responsibility of Dr. Russell A. Dusewicz, a Research Associate with the Bureau of Research of the Pennsylvania Department of Education. It is operated under the auspices of the Learning Research Center at West Chester State College in West Chester, Pennsylvania, which provides in the way of assistance for the instructional aspects, three teachers, three part-time graduate assistants, and approximately 40 part-time undergraduate student assistants. The Project presently receives support from the following agencies: The U.S. Office of Education; the Pennsylvania State Department of Education; West Chester State College; the Dolfinger-McMahon Foundation; and the Helen Groome Beatty Foundation.

ORIENTATION

1. Schedule of Center Programs

Name	Hours	Location
Phase I	8:00 AM - 12:30 PM	G-39 LRC
Phase II	1:30 PM - 4:30 PM	G-39 LRC
PreKindergarten (AM)	8:00 AM - 11:00 AM	First Presbyterian Church (corner of W. Miner & S. Darlington Sts.)
PreKindergarten (PM)	1:00 PM - 4:00 PM	G-10 LRC

2. Hours

Assistant teachers must be at the center on the hour. When you, as an assistant teacher, are more than five minutes late reporting to work, you will be given less than a full hours work credit. If you must leave work for class, you may leave at ten minutes of the hour. Any assistant teacher who will be absent or late for scheduled hours should call Ext. 2529 and report what time will be missed and the reason for the absence. Because the quality of the program depends on sufficient manpower, make every effort to work all your assigned hours.

3. Clothes

Wear clothes that are comfortable for you and that can take a great deal of abuse. It is entirely possible that you will be crawling around on the floor with the children, cleaning up various messes, doing dishes, or changing diapers.

4. Supervising Teachers

Each center program is directed by a supervising teacher. When you first enter the room, determine who the supervising teacher is and introduce yourself. If you have any questions, they can be directed to her.

5. Children

A new assistant teacher is a stranger to all of the children and must get to know them gradually. If a child does not care to play with you, forcing him will only upset the child and discourage you. When he becomes familiar with you this will no longer be a problem. Get to know the children's names as quickly as possible.

6. Co-workers

Get to know your co-workers as quickly as possible also. Since many assistant teachers worked here before, they know the procedures and many of your questions can be answered by them.

7. Assistant Teacher's Belongings

Your own personal articles may be placed in the right side of the double coat rack. (This is the second large room divider seen upon entering the main room.) Keep all books and umbrellas on the top rack away from the children.

8. Materials

The names of the contents are marked on cabinet doors. Make an effort to learn the names by which toys are referred to and the ways in which they are used. Avoid taking out stored materials when many are already out or when it is near time for the children to enter a group activity.

Remember you will be following instead of leading for the first week or so, but as you settle into a routine everything will fall into place.

PROCEDURES

DO

DO point out and name for the children colors, shapes. sizes, textures, tastes, smells, sounds.

DO name and discuss objects, events children see.

DO mention details child might find interesting after naming an object.

DO encourage imaginative play (e.g., pretending to be a dog, someone on a bus, a wheel on a bike).

DO praise child for behaviors that, hopefully, he will repeat (e.g., putting waste papers in trash, showing kindness to another child).

DO encourage child to speak and listen to what he is saying.

DO carefully put away scissors, knives, detergent, and other dangerous objects and materials.

DO give child only the minimum amount of help he needs with a task to prevent his abandoning it in frustration.

DO try to give attention to those children who do not turn you on.

DO watch experienced students and ask them to answer your questions.

DO tell the children and other workers your name.

DO deal calmly with children's upsets, misbehaviors, or bad language. Nagging, scolding, chasing and criticizing rarely encourage desired behavior. Report there problems to the supervising teacher.

DO use common sense. Measure your actions against the standard of acting in the best interest of the children.

DO remember you have assumed a responsible job. Take very seriously your obligation to work all assigned hours, especially if you are to tutor in the home program. Your absence seriously diminishes the quality of the children's experience.

DO share your innovative and imaginative ideas with supervising teachers and other assistant teachers.

DON'T

DON'T scold a child by saying, "You're a bad boy (girl)." If you must make a value judgment, confine it to the child's acts, not his person.

DON'T laugh at a child when he misbehaves.

DON'T permit children, whether out of anger or glee, to destroy anything.

DON'T permit children to hurt one another.

DON'T draw for, finish puzzles for, or otherwise cut into the child's areas of accomplishment. He can't equal your performance and will only lose his incentive to achieve.

DON'T permit children to leave an unfinished game or puzzle in disarray. Insist that the child at least pile up game pieces neatly.

DON'T permit children to leave their seats at the table with food, crayons scissors, or other potentially messy or dangerous items.

DON'T permit children to put any non-food material into their mouths.

DON'T permit children to throw anything in the large playroom.

DON'T permit children to play at sink in large playroom.

DON'T permit children to play with doors to room.

DON'T permit children to play with the fire door in room G-39, especially the panic bar. Do not use this door yourself for entering or leaving the building except in a fire drill.

DON'T permit children to jump on or crawl under cot.

DON'T permit children to climb on tables or other furniture.

DON'T permit children to stand on chairs.

DON'T permit children to carry chairs about the room.

REMEMBER, EVERY RULE HAS ITS EXCEPTIONS BUT, BEFORE YOU DECIDE THIS IS THE TIME, PLEASE CONFER WITH THE SUPERVISING TEACHER!

DISCIPLINE

The ultimate objectives of the discipline incorporated into the PRIDE Program are two-fold. One, that the child will learn why and when certain behaviors are acceptable and others are not. Two, that the child will be able to control his behavior so as to serve his own interests without infringing on those of others. Of course, only at full maturity does a person truly attain reasoned self-discipline. However, infants and young children are either encouraged in this development or slowed in it by their environments. At PRIDE, we attempt to create a social situation which will foster the child's developing capacity to control his own behavior.

The young child cares little for the rights of others and is generally very ignorant of the norms of acceptable behavior. While sometimes these qualities can be amusing in a one-or two-year-old (e.g., a rugged little 18-month-old scurring up to and snatching away another baby's cookie), they are very unamusing in an older child or adult. A child is not born knowing what behaviors will be socially gratifying in his culture. He must learn them. To allow a child total freedom does him a disservice because he must flounder through a long process of trial and error until he determines what behaviors will increase his self-esteem and develop good feelings towards him in others. We attempt at PRIDE to shorten this process by directing the child to socially acceptable behavior through positive reinforcement.

Generally the most effective way to encourage certain behaviors is making them very rewarding for the doer. Unless a child sees, for example, sharing and taking turns as more rewarding than, grabbing and

[illegible]

of attention) may actually serve to encourage the behavior. Avoid hitting, scolding or nagging. If a child's behavior is dangerous to the other children, isolate him with the comment that he may return when he feels better.

The supervising teacher should always be informed of any behavior problems. Do not do this, however, within hearing or sight of the misbehaving child.

Rules of Thumb

While you undoubtedly have both do's and don't's in your mind, in your interaction with the children stress the do's.

1. Give the child no attention for temper tantrums, or bad language.
2. Encourage a timid child to assert his rights.
3. Remind an aggressive child that other children have rights.
4. If behavior is potentially dangerous, end it. Isolate the child telling him he can rejoin the play when he feels better.
5. Avoid shouting at, embarrassing or calling up unnecessary fear in a child.
6. Never say "You're a bad boy (girl)." Confine criticisms to a child's behavior, not his person.
7. Be consistent. Children will perceive being first rewarded and then punished for the same behavior as a weakness in you. When a child sees you this way, he will test you all the more on the limits you expect him to maintain.

GREETING CHILDREN - PREPARING CHILDREN TO GO HOME

When the children arrive to begin a session, each individual should be warmly greeted. If you notice a new article of clothing, different hair style, new hair cut or other such change, talk to the child about it. Make an effort to observe if a child seems tired, ill, or conversely, especially happy. Children, like adults have good and bad days and being aware of a child's frame of mind can make the day more pleasant for all. Especially in the Phase I group, determine if any child is carrying a bottle or clothing. A piece of masking tape should immediately be wrapped around the bottle and the child's name written on it in indelible ink. If the child no longer wants his bottle, place it in the refrigerator. Examine the clothing and determine if it is the property of the child or the Project. If you are not sure, check with the supervising teacher. Project clothing is stored in the cabinet against the wall that is on the left as you enter the room. The children's personal clothing and all art smocks are kept in the cabinet in the center of the room. Project rubber pants are returned to the bathroom. Parents occasionally forget the Project's request that the children bring no toys or food from home. If a child should come in with either of these things, tactfully try to remove it. Suggest, for example, that the child show his car to the others and then let you put it away so that it will be safe. When the child hands over his toy, mark it with his name written on tape and put it in the clothes cabinet. If a child has food, use your judgment as to which is least conflict - provoking; having him eat it quickly himself, share it, or simply give it to you. Handled insensitively, these situations can

ruin a child's mood for the whole session; therefore, think carefully about how you should deal with the situation.

Children should be encouraged to take off as much of their outdoor clothing as they can manage. All of this clothing, (hats, sweaters, leggings, scarfs as well as coats) should be attached to the child's own hanger and hung up with the child doing all that he is able. By the time children enter Phase II they are usually able to manage everything but the most difficult fasteners. If, however, an assistant teacher allows him to use infantile behavior, a child will be most happy to let someone else take the responsibility for his clothes.

A child learns to take his own hanger, marked with his name, from the others set out on the cot. He then removes his outdoor clothing lying the coat or sweater button side down on the floor. The child fixes the hanger, one side at a time, on the inside shoulders of his coat. Extra clothing is also attached. Mittens are stuffed in the sleeve. A sweater is slipped on the hook through a button hole. A hat is slipped on the hook or stuffed into a sleeve. A scarf is wrapped around the hook. The straps or button-hole of leggings are attached on the hook. The child then lifts the whole collection by the hook and carries it to the rack. Short children need to be lifted to reach the bar and all should have an adult standing near by because in reaching up it is easy for them to tip over backwards. Only boots or rubbers should be stored away from the child's hanger. These should be clipped together and, except for Phase I children, placed on the floor of the clothing cabinet. The footware of Phase I children should be placed on the top of the cabinet.

Children must complete the whole process before beginning any other activity. The only exception to this rule is in the case of a child who

has been absent from school and who is readjusting. Sometimes wearing a coat is very reassuring to a child in this situation. If a child is very hesitant to remove his outer clothing, check with the supervising teacher. If children are permitted to be careless in putting their things away, it is difficult for them to relearn the routine and they are deprived a chance to exercise responsibility for themselves.

At dismissal time, those helping the children prepare to leave should find all the children's belongings, except Phase I children's unfinished bottles, in the clothes cabinet. A check of the refrigerator should be made for bottles. The children, after Phase I, can do most of the gathering of their things and putting on and fastening of their clothes. Phase I children will need a great deal of adult help but can and should contribute to the effort. Children carry home their own bottles, wet diaper bags, pictures and other things. Because the children are usually tired and irritable by the end of the session, a great effort should be made by all the staff to be patient. If the children are ready before the driver and car aides arrive, the group sits together to sing familar songs. Do not seat the children right at the door because arriving workers must walk over them. When the children leave, those accompanying them to the car should insist that they walk through the building. The parking lot is as dangerous as any street and the children should never be allowed in it before the assistant teachers.

BREAKFAST AND SNACKS

The PRIDE Project offers a breakfast and snack to the children in the morning programs. The children in afternoon programs receive a snack. The main objective in feeding the children is to insure that they are not hungry. Hungry children are less able to enjoy and learn in school. Snacks also provide a potential learning situation in which assistant teachers should actively participate.

A child's attitudes toward food, especially new ones, can be improved. He can also learn simple table manners. The chief way an assistant teacher can teach a willingness to try new foods and to use courteous behavior is through example. For this reason assistant teachers should never demonstrate any dislike they might feel for a particular food being served. Also any derogatory remarks from a child should be ignored completely. If a child receives attention for complaining about a food, it will encourage him to be even more critical and rejecting the next time.

Courteous behavior is learned faster and more adheringly when a child is treated politely. Saying "please" and "thank you" to a child and in general respecting a child's dignity provides him with a chance to understand how pleasant it is to be treated with respect and also with a model for how to deal in this way with people.

Children learn most rapidly when names and explanations are provided for their experiences. For this reason snack time should also be used as an opportunity for children to discover and explore tastes, smells, textures and other sensory events. If manpower makes it at all possible, one assistant teacher should sit down and talk with each table of children. Those assistant teachers not sitting should provide for the needs of the tables

so that the atmosphere is not disrupted by the seated assistant teacher's jumping up to fetch. While at a table, the assistant should discuss with the children the types of food they are eating. For example, where the food comes from, what it is (fruit, vegetable, etc.), whether it is hot, cold or room temperature; sweet, sour, or salty; its color, texture and smell.

In order to keep the atmosphere of snack time pleasant and to reduce confusion and the number of spills, assistant teachers keep the following in mind:

1. Do not force a child to eat anything that he does not want.
2. A child must sit at the table before being served.
3. A child may not leave that table with food.
4. When a child leaves the table, his food should be removed from his place.
5. A child should be encouraged to say "please" when he wants another helping and "thank you" after he receives food.
6. If a child spills or is sloppy, do not reprimand him, instead see if he can help clean up.
7. Only pour drinks to approximately a quarter of the height of the cups. The cups can be filled more for the older children who drink from cups without spilling, but never to the top.
8. If there are enough assistant teachers present, the dishes should be washed immediately, otherwise they should be rinsed and stacked.
9. Detergent and knives must be placed out of the children's reach.
10. Older children should put their cups in the sink and throw the trash away. The children will want to help prepare the food and should be allowed to when possible.
11. If the food is wrapped, for example, cheese, let the children unwrap it unless they are really infantile.
12. The assistant teachers should watch that the children do not take their neighbor's food.
13. If any food must be prepared such as Instant Breakfast or peanut butter and jelly crackers it is wise to prepare, in the other room, the right amount of food needed.

BATHROOM AND DIAPERING

Most of the Phase I children in the PRIDE Project are not yet toilet trained and must be changed regularly at school. The Phase II group is, for the most part, toilet trained but not completely so. In this group the young age of the children and the long car rides and the afternoon meeting time work together to cause many wetting accidents. Most of the PreKindergarteners never have accidents but others occasionally do. In order to encourage healthy, positive self images in the children, no one should ever scold or embarrass a child who wets himself.

All children who are toilet trained should be offered a chance to use the bathroom as soon as they arrive at school and before they leave for home. During a session, the children should be asked occasionally if they need to use the bathroom. When a child asks to use the bathroom, he should be taken immediately. A child who needs his diaper changed should be taken as soon as possible.

The girls lavatory on the ground floor of the LRC is where the diapering supplies and potty seats are kept. The materials for changing the children are in the last stall of the bathroom. There are Baby Scott liners, rubber pants, pampers, paper towels, toilet paper, plastic bags, ties, gummed name tags, and magic markers. The rubber pants come in four sizes according to weights and are marked A,B,C,D. These rubber pants are to be used with the liners. Do not use pants that are too small for a child. In the front of the rubber pants is a plastic "T" shaped clip which is inserted in a sewn pleat in the liner. The back

of the liner unfolds to lie flat. Use the Baby Scotts snap-fastened rubber pants and liner unless the child cannot wear them. There is a list of children's names specifying those who must wear Pampers (liner and plastic pants combined in one unit) or require special ointments. The Pampers have center pleats which are not to be ripped apart. No rubber pants are required with the Pampers. Make sure the Pampers fits snuggly around the legs to avoid water leakage.

Lay the child on the large table in the bathroom and remove the wet clothes and soiled diaper. Wet cloth diapers and outer clothes are placed in the plastic bag. Rinse out soiled diapers in the toilet. Write the child's name on a gummed name tag and place it on the bag. The plastic bag should be put on top of the coat rack in room G-39 to be returned to the mother. Wet disposable diapers are thrown in the trash can. If a diaper is soiled, please try and rinse off as much soil as possible in the toilet, wrap the remains in a plastic bag and throw it in the trash can. If a child has soiled the diaper, please remember to wash his bottom with a paper towel and warm water. It is easier to put the diaper on the child while he is still lying down.

In the bathroom there are notes asking the mother to return the Project's rubber pants that are given to the child. Pin the note on child's back with his diaper pins. Dry outer clothing is available in the main room in two locations. First look in the personal clothing cabinet and check to see if the mother has sent any clothing along for the child. If not, use Project owned clothing stored in another cabinet. Add to the note on the child's back a request that the Project's clothes also be returned promptly. When the student takes a child to

the bathroom and he is not wet, sit him on the potty chair even if he is not potty trained. It is important not to force the child to sit nor to make him sit too long. If the child goes on the potty, verbally reward him. Try to teach him to use the toilet paper. Please empty and rinse the pot each time it is used.

Initially a Phase I child might be timid in leaving room G-39 for a strange room. You can ease his adjustment by talking calmly and moving slowly. After children are accustomed to using the bathroom, they often ask to go when they have no need to. If a child is reputed to use this behavior, ask other assistant teachers or the supervising teacher how long ago he made his last trip. When in doubt, err on the side of taking him.

The children are fascinated by the water fountain near the bathroom. Do not let them take a drink on the way to the bathroom. Limit the amount they drink on the way back or else they will very soon need to return to the bathroom. Another distraction is the set of sinks in the bathroom. After a child has reached the bathroom, insist that he use the toilet or be changed before he washes his hands.

Let a child do as much for himself as possible; take his clothes off, put them on, wipe himself, roll up his sleeves, wash his hands, dry them and throw out his paper towel. Talk to the child. Name the objects in the bathroom. Show the child his face in the mirror. Try to avoid rushing or pressuring the child. If a child does a reasonably good, but not perfect job of, for example, drying his hands, praise him for it. You might also suggest, for example, that he remember to dry the back of his hands as well as the front. Do not, however, do the job over for him. This can undermine his self confidence and initiative.

METHODS AND MATERIALS

The following pages will acquaint you with some of the learning resources of the Project. They will also provide an explanation of how and why these materials are used. An understanding of these sections will enable you to be a more effective teacher for the children.

Under separate cover, the Project also has an extensive Curriculum Materials Manual. This volume contains an item by item catelogue of all materials and objectives for their uses. In addition, separate manuals for the Math, Reading, Social Studies, Science and Health and Safety curricula are in print. Experienced assistant teachers assigned to work in these areas make use of these guides.

Assistant teachers working in room G-39 (the large play room) should realize that their responsibility is to give attention to a group of children rather than to individuals. The groups are usually interest-based and self-selected by the children. Because of this, especial. with the youngest children, the membership of a group is constantly changing. When all the children have shifted their attention to another area, you too should move. On some occasions you will be directed by the supervising teacher as to your next assignment. Often, however, you must judge for yourself how you can be most useful. Keep several things in mind; the ratio of children to adults, the age of the children, the activities which have and have not been pursued recently, the needs of children who may not have received much attention so far during a day, the scheduled events for the session. When you have just begun working, use simple materials which can accomodate two or three children. As you become more experienced, take on more involved activities. Feel

free to experiment with novel uses for the toys and imaginative ways of presenting concepts. Talk about your successes and failures both, because we all can learn from one another's experiences and ultimately provide better opportunities for the children.

MANIPULATIVE TOYS

Children learn best when they can experience their environment through all of their senses. Seeing how an event occurs, for example, watching another child nest a set of cups, is an important part of learning. Actually handling the materials, though, provides even more understanding and mastery. Manipulative toys give children a chance to both feel and see how various shapes, sizes and weights are related. When using these toys, a child's hands and eyes can provide him data on how different objects compare and contrast. He can discover how the two-dimensional world (outlines) relates to the three-dimensional (solids). He discovers some of the laws that govern the physical world.

An assistant teacher using a manipulative toy with the children should bear in mind that both you and the toy should be sources of learning. For the very young children, there is a need to just handle the materials. This lays a necessary foundation for later work with the toy. When a simple manipulation period has been completed (the time required varies greatly with the child), new possibilities for the toy can be explored. When a child plays a game originated by you, there are two common assistant teacher errors to be wary of. One is providing too much help. This takes away the child's chance to feel a sense of accomplishment from mastering a new skill. The other mistake lies in giving a child so little help, direction, and encouragement that he either is very slow in acquiring the skill or quits in frustration. Present only one game at a time, for example, slipping the round chips into the circular hole of the play chips toy. If the child has not previously tried a particular use for a toy, very slowly demonstrate how, for example, the round chip is fitted into the circular slot. Give him a verbal explanation of what you are doing, but

keep it very short and simple. Next, arrange the materials so that the child can replicate your use of the toy. With a very young child this means putting extra pieces out of reach and leaving only two choices, one correct, the other incorrect. Say to the child, for example, "Put the round chip in the round hole." The manipulative toys are self-correcting (the piece will not fit or sticks out when the child errs). Provide the name of the problem for the child, e.g., "That chip is square. It won't fit into a round hole." Give directions that are clear and simple. Initially the purpose of the directions is to teach the child the words for his situation. For this reason, you should take his hand in yours and move it while talking. For example, hold and direct his hand as you say that a triangular piece must be turned to fit its slot. This experience links words and actions for the child and gives him greater mastery of the task. It also makes it easier for him to apply what he has learned to similar situations he will encounter in the future.

Once the child can manage a simple, one purpose use of a manipulative toy, gradually increase the complexity of the games you play with him. Just because he has mastered one use of a toy, do not expect him to immediately see all the variations possible. Continue to talk to the child while increasing the uses for the toy, giving him both direction and encouragement. If a child seems fixated at a particular point of mastery of a toy, be patient and avoid pressuring him. Eventually he will be bored and want to try new uses for the toy. Then, be imaginative in helping him discover the the novelty still untapped in a familiar toy.

The PRIDE Project uses a large variety of manipulative toys with the children. Each has the potential for many uses. An assistant teacher should make an effort to know these materials and the ways in which they can be employed. The following are the most commonly used:

Name: Wooden Shoe

Description: Wooden shoe with various holes (i.e., circle, square, triangle) and a door in the top front of the box which opens. The blocks are shaped to fit the various holes with a head on each depicting the old woman who lived in the shoe or one of her many children.

Suggested Learning Objectives:

1. The child puts the block through the correct hole in the box.
2. With help, the child learns the names of the shapes.
3. With help, the child learns to name the colors of the blocks.
4. The child laces up the front of the shoe.

Name: Keys of Learning

Description: This is a rectangular-shaped box with six different geometric shapes across the top - each geometric shape has a corresponding plastic piece to fit into the hole. Each plastic piece is a different color. There are six keys which are color-coordinated to the shapes. These colored keys fit into keyholes which are directly beneath their corresponding color shape. When the correct key is placed into the keyhole and turned, the geometric shape will be lifted and can then be removed.

Suggested Learning Objectives:

1. The child puts the key in the correct hole to lift the geometric shape.
2. The child takes the geometric shapes out of their

places and puts them back in the correct holes.

3. The keys and shapes are mixed up, and the child color-matches the correct key to its shape.
4. With help, the child names the colors.

Name: Threading Block

Description: The Threading Block is a three dimensional, irregular-shaped plastic block with nine holes through it. Attached to one end of the block is a long, thick string with a large plastic needle on the end. The needle is drawn through the various holes until the block is threaded. The threading block is only to be used with the Phase I children. At no time is a child allowed to swing the block by the string.

Suggested Learning Objectives:

1. The child threads the block by drawing the needle through the various holes.
2. Upon mastery of threading, the child can unthread the block.
3. With help, the child can name the color of the block and string.

Name: Pounding Bench

Description: The Pounding Bench is a horizontal wooden board with six holes in it. At either end, two vertical wooden pieces are attached which act as legs when the bench is turned on either side. Through each hole a colored wooden peg about four inches long is inserted. Each peg is thick at either end so that the peg cannot fall

out. Accompanying the bench is a small wooden hammer with two flat ends. The pounding bench is only to be used by Phase I children.

Suggested Learning Objectives:

1. The child uses the hammer to hit the pegs from one side to the other.
2. When turned over, the pegs are pounded back to the original side.
3. With help, the child can learn to name the colors.
4. The child can be directed to hit a certain colored peg (Example - the assistant teacher would say, "Hit the red peg." or "Hit the yellow peg.")

Name: Ring Stack

Description: The ring stack is a white plastic rocking base with a pole about twelve inches high. Various size and color rings fit on this pole in a graduated sequence. Ten rings fit on the pole forming a cone.

Suggested Learning Objectives:

1. The child removes the rings from the stack.
2. The child rebuilds the stack, placing the largest ring on the bottom and building up to the smallest ring.
3. The child builds the tower from smallest to biggest.
4. With help, the child can name the colors.

5. The child can be asked to pick out certain colors, "Which one is yellow?"
6. With help the child can name the shape of the rings: circle.

Name: Sorting Box

Description: The sorting box is a seven inch square, wooden box with a hinged lid. Cutinto the lid are five different shapes: circle, square, triangle, rectangle, and irregular. With this are two wooden blocks of each shape. Each shape is color coded.

Suggested Learning Objectives:

1. The child pushes the block through the corresponding shaped hole in the lid.
2. The child lifts the lid and removes the blocks from the box.
3. When asked, the child picks out all blocks of one color.
4. With help, the child learns to name the colors.
5. Using all blocks of one color and shape, the child can count the blocks.
6. Using all blocks, the child can count the blocks.
7. The child can pick out all blocks of one shape.
8. With help the child can name the various shapes.
9. The child can name the shapes of the holes in the lid of the sorting box.

Name: Nesting Cubes

Description: These are five wooden boxes of various sizes. They are hollow with one side completely open so that they may be put one within another. By turning the blocks, the child can build them into a tower.

Suggested Learning Objectives:

1. The child can take apart the cubes.
2. The child can place the cubes inside one another so that he can see through the holes.
3. The child can place the cubes on top of one another to build a tower.
4. The child can use cubes to demonstrate size: big, medium, little.

Name: Mail Box

Description: This is a replica of a mailbox with holes of various geometric shapes in the rounded top. Corresponding shaped blocks of varying colors accompany the mailbox. The blocks are color-keyed by shape. There is a door in the lower front of the box which tilts out.

Suggested Learning Objectives:

1. The child places the blocks through the correct hole in the mailbox.
2. The child takes the blocks out of the mailbox through the door in the lower front.
3. The child can group all blocks of one color together when asked.
4. With help, the child can learn to name the colors.
5. The child can group all blocks of one shape together

when asked.

6. With help, the child can learn to name the shapes.
7. With help the child can name the shapes of the holes in the mailbox.
8. When all blocks are grouped together, the child can pick out a particular shape and/or color.
9. The child can count all blocks of one color.
10. The child can count all blocks of one shape.
11. The child can count all blocks.

Name: Kittie in Keg

Description: This is a set of five plastic color-coded nesting barrels. Each barrel is a bright color. When put together, the barrels fit within each other. The smallest barrel has a tiny plastic kittie inside it.

Suggested Learning Objectives:

1. The child can unscrew each barrel.
2. The child can nest the halves within each other.
3. The child can turn over and stack the halves.
4. With help, the child can learn to name the various colors.
5. The child can match colors that are the same.
6. The child can identify the animal as a kittie cat.
7. The child can use the barrels to demonstrate size: small, medium, large.
8. The child can screw the halves of the barrels back together.

9. The halves can be counted by the child.

10. The child can nest the barrels with one another.

Name: Play Chips

Description: A circular plastic box with four shaped cylinders cut into it: six-sided, square, triangle, circle. Ten wooden chips of corresponding shapes fit into each cylinder. The chips are color-keyed to their shape.

Suggested Learning Objectives:

1. The child places the shaped disk in its correct place.
2. The child can separate all chips of one color.
3. The child can separate all chips of one shape.
4. The child can make a pattern on the floor using the various chips.
5. With help, the child can learn to name the colors.
6. With help, the child can learn to name the shapes.
7. The child can learn to name the shape of the hole in the circular box.

Name: Locking House

Description: This is a sturdy wooden house with four doors on hinges. One door has a latch lock, one door has a hook lock, one door has a magnetic lock, and the fourth door has a turning knob lock. Small wooden cars and people are included in the locking house.

Suggested
Learning Objectives:

1. The child can lock each door.
2. The child can "unlock" each door and open it.
3. With help, the child can identify each lock.
4. The child can use each door to classify similar objects (e.g. "Put all yellow chips in this door.")

PATTERN AND DESIGN MAKING EQUIPMENT

Toys which lend themselves to pattern making provide a worthwhile introduction for children to the concept of arbitrary systems. Knowledge of this concept provides a basis for generalization when later the children encounter written language and numeration. Also early experiences in manipulating such toys and creating and reproducing patterns with them encourage in children the development of the important abilities of visual memory and recognition. A child who has dealt with designs brings a background in these skills to the learning tasks necessary for reading and math.

The Project owns a variety of toys which easily generate designs. Among them are pegs and peg boards, beads and strings, inch cubes, parquetry blocks, sewing picture cards and weaving mats with sticks. Because these toys tend to have many small pieces, be very careful, especially with Phase I children, that no child puts any in his mouth. Also, confine the use of these toys to a well defined area, such as a table or a taped off area on the floor. This provides an easier way to be sure the children use the material safely and, further, makes clean-up easier.

The child initially sees pattern making toys as purely manipulative devices. Placing pegs, stringing beads, stacking blocks, sewing picture cards, weaving mats, and placing inch cubes are skills which must be learned. Allow time and experience for this learning. Be sure the child has good motor dexterity in the task before stressing the pattern making aspect. In the meantime, mention and discuss the patterns that do emerge.

When a child has mastered simple manipulation, the assistant teacher should begin to demonstrate very simple designs, for example, a stack of three blue blocks, for the child to duplicate. Remember you are teaching the child to understand the concept of "same" as well as the concept of shape or color. This is not an easy task for the child at first. Be patient and expect many errors in the beginning. Say to the child, "Can you make a, e.g., tower, like mine." Be sure the materials are readily available. In the beginning, put out only the materials which will exactly replicate your pattern. When the child has mastered this step, put out a few extraneous pieces. Some children will want to take your model apart and use it to build their own. Explain that they should use yours to look at and touch, so that they can make another just like it.

Gradually increase the complexity of the patterns you present. Be sure the child has mastered the execution of less difficult designs before moving on.

A good conclusion to working with pattern making materials is to ask the child to create a pattern of his own. You then reproduce it. This provides a chance to underscore the concept of sameness in a different way. It also allows you to discuss the colors used and the shapes created by the child.

BLOCKS, LEGO, BUILDING TOYS

Building toys combine qualities of both manipulative and pattern making toys. Through their use, children can discover much about balance and design. Blocks provide children with an opportunity to try out combinations with different shaped and sized objects. They can observe the potential of familiar material to manifest new dimensions when assembled in novel patterns. Blocks also allow children to create representations of real objects. Houses, garages, barns and roads are familiar motifs. Children enjoy incorporating other toys such as dolls or animals with their block buildings.

The children enjoy adult companionship when using building toys and profit by suggestions and praise. You also might demonstrate a house, bridge, or tower and encourage a child to try one on his own. Do not, however, actually build a structure for a child's use. Also, avoid over-directing the children's use of the blocks and the consequent undercutting of their capacity for spontaneous, original play with the material.

In order to keep the use of building toys safe and orderly, there are standards which all adults working with the children must support. The blocks should be kept in the block corner. If a child wishes to use them in conjunction with other toys, he should bring the others toys to the blocks, not vice verse. Children enjoy pushing down block structures and may knock down their own. Do not, however, permit them to destroy the work of other children. The children may not ever throw blocks. Often boys, particularly beginning at the Phase II level, come to believe

that they have more right to the blocks than do the girls. Tactfully try to include all interested children in block play. Do not, however, say, for example, "Girls can use the blocks too." because this kind of sex-typing remark only defines the idea more in the children's minds and actually increases the competition.

PUZZLES

The puzzles come in five progressively more difficult varities—one piece, one piece inter-locking, five or less pieces interlocking, ten or less pieces interlocking, ten or more pieces interlocking. Each puzzle is numbered on the back, and each piece to a puzzle is marked with the same number. The numbers on the puzzles increase as the difficulty increases. The puzzles provide the child with an opportunity to see and manipulate a shape and its outline. The puzzles also are useful in teaching the names of the objects they illustrate, the relative location of feet, hands, head, etc., and directional phrases such as turn over, turn around.

The child intially does not see the puzzle as a picture to be assembled and is likely to be satisfied in dumping out, throwing or chewing the pieces. With time and direction he will learn to relate the puzzle pieces to the empty areas. Trial and error will eventually sharpen his awareness that a certain puzzle piece can be slid, without pounding, into the one appropriate opening.

The correct amount of assistance and encouragement spurs the child on. Too much interference will prevent the child from discovering the puzzle solution himself and therefore deprive him of the full intellectual growth and accompanying satisfaction the task should provide. The younger the child, the more likely the need for some measure of assistance. Watch the child. If his interest in the task is high, he will probably solve it without your helpful s ggestion. If one area of the puzzle is frustrating him, your observations and comments can get him over the rough spot and give him the lift he needs to finish the puzzle. If in doubt,

as to whether you should say anything, don't.

Watch out for children who say that the puzzle they have chosen is too difficult. They may have mastered it and are only teasing. Perhaps what they need is not an easier but a more difficult puzzle.

When a child is bored with a puzzle or frustrated by its difficulty, don't insist that he finish it. Do demand, however, that all the pieces of the puzzle are piled on the puzzle board. This applies to the use of any game or toy.

WALL PICTURES - FLANNEL BOARD PICTURES

The pictures available for the children are aides in teaching language and certain concepts. In discussing a new picture, first say its name to the child several times. Let him point to it. Encourage him to say the name himself. See if he can find the picture when it is mixed with others. If it is a wall picture, have him pick it out from among the others near it.

When the child can recognize the object, begin to point out its characteristics to him. Tell him about the color, size, shape of the object. Point out the relationships between the objects pictured, e.g., "This is a big doll, that is a little doll." "This boy is in the car, that boy is out of the car." Help him observe details, e.g., clouds in the sky, flowers in the grass, curly or straight hair. The more details you can present to the child, the keener you are making his own powers of observation. Sound as if the content of the picture has interest for you. The tone of your voice will influence the amount of attention the child will give you. Don't make a monologue of your conversation. Pause, let the child repeat your comments or make his own. If some aspect of the picture which you did not observe catches his eye, let him tell you about it. If he needs the word for the situation, tell him what it is. Don't force the child to look at the picture after it has lost appeal for him. Even if you don't get to point out some aspect of the picture that time, later on his interest will probably rekindle and he will be able to absorb more of the content. If you keep at it to the point of boring him the first time, it will be difficult to interest him in it again.

When children in the Phase I group discover that the wall pictures are held on with tape, they vastly enjoy removing them. If an assistant teacher sees a child taking down wall pictures, he should go to the

child and say, "Let's put this picture back where it belongs." Then, with the child's help, replace the picture. A child outgrows this ripping-down phase quickly if it is handled in this way. Also, a child's desire to remove wall pictures diminishes if he is helped to hang-up his own drawings and is given pieces of tape with which to experiment.

Pictures give a consistent tactile sensation. Touching them over and over does not teach the child about the object pictured. It does, however, cause the edges of the picture to lift from the material on which they are mounted. This presents the child then with the fascinating opportunity to peel the picture from the mounting. Therefore, for the sake of the appearance and life of the picture, discourage the child from actually handling them. Show him how to point with his finger without touching the picture. Some children have a need to make physical contact with the picture and their learning is hampered with excessive concern about not touching the pictures. With flannel board pictures, stop the child from rolling, ripping or chewing the picture. Be especially careful that the child does not leave the flannel board area with the picture in his hand. Use your own judgement remembering that the picture is only a teaching aid but that your tolerating its abuse is bad for the child.

BOOKS

When children have enjoyable experiences with books and learn the pleasure available in the capacity to read, they have strong motivation to learn how to read. Even before this, books can teach children much about themselves and the world. Reading to children provides them with a chance to learn both the vocabulary and construction of our language. For all these reasons, an assistant teacher should acquire the ability to use books effectively with the children.

The PRIDE Project owns many books for the children's use. These books are kept on the open shelf of the cabinet in the center of the room. Books are also borrowed regularly from the Laboratory School Library and the Curriculum Library. Books which have been borrowed are stored on the top of the file cabinet.

The children are free to take the Project's books at anytime. A borrowed book should be used only with adult supervision and should be returned to the top of the file cabinet when it has been read. Learning to use books is first a manipulative problem which fascinates a child. He will first be clumsy and can easily tear pages. Do not scold a child for accidentally ripping a page. Instead show him how to turn pages by lifting the corner. Let the child ake part in repairing the book with tape. If a child should rip pages intentionally, tell him that he may not use the book in that way. Again show him how to properly handle the book. If the behavior persists, take the book from the child and tell him he may use it again when he will not hurt the book. Then redirect his attention to some activity in which he can use his pent up energy or aggression, for example, the pounding bench. Later, offer the book

to the child saying that you are sure that now he remembers how to use it.

Children at different stages of development learn from books in different ways. A child's attention span and the richness of his background largely determine how much he can derive from a particular book at a particular time. Do not underestimate, however, what a child is capable of taking in. Children will want to hear stories long before they themselves can use the words to tell one. Also, as long as a child is interested in the book, telling him the story helps him develop concepts even if he does not take in all you say. Telling the child the story in a book does not always mean reading the text. It takes time, experience, and knowledge of the child to master the skill, but a story teller for children must avoid the opposite errors of either boring the child with a mass of words he cannot understand or not providing the most learning from the experience by skimming over too many details. Know the story before you read to the child. Watch and be sensitive to the child's response. The youngest children enjoy simply turning pages and looking at pictures. They do not yet realize the pictures are part of a larger plot to a story. When looking at a book with a very young child (generally under 15 months) dwell on the content of the individual pictures as you would wall pictures. Do, however, make some mention of the plot or theme of a book, for instance, noting that the pictures of dogs, cats, fish, etc., are all pictures of animals.

As children develop they enjoy learning how the pictures fit together into a story. Some children will attend long enough to hear only a quick condensation of the story. Others will be able to take in a partly condensed and partly text-read version. Some can hear the

whole story read. The most mature enjoy details added by the story teller.

Although an assistant teacher may start reading to an individual child, others are usually attracted and the story telling turns into a group activity. To minimize confusion hold the book yourself. Tell the children it will be your chance to turn the pages. Say that when you have finished reading together they may hold the book themselves. Put enthusiasm into your story-telling. If an older child talks, comments, or points while you are telling the story, give him little attention and keep going. Scolding him will embarrass him and disrupt the pleasant atmosphere. Replying will distract everyone. When you have completed the story, take up his remarks.

Use vivid expression, varying the pitch and tempo of your voice. Pauses, whispering and quick starts also add excitement to story telling. The children feel a need sometimes for familiar experiences. If you read an appealing story well, expect requests to repeat it many times. If the very young children become preoccupied with a detail, for example, growling like a lion they see in the illustrations, let them enjoy it and do not press them to keep moving. Bear in mind that stories can be a vehicle from which children can enrich their language in both vocabulary and usage. Stories help children learn to deal with complex events. Stress transitional words like "first," "next," and "finally," to ease the children's mastery of sequence. Point out associations, for example, "these boys are brothers," "the mommy put apples, oranges, and grapes in a fruit bowl," "this dog is big, this one is little." Discuss motivation of characters. If the children are old enough to deal with

the question, ask them what they would have done or what they liked about the story. Do not ask questions that can be answered by yes or no, for example, "Did you like the story?"

When reading to Phase II and PreKindergarten children, point to various words in the text that have been used in reading lessons or might be familiar to children from signs or advertisements. Do not, however, sacrifice the children's attention by doing this at an exciting part of the story. Instead, take up this activity after an initial reading of the story. If the children are interested, read to them pointing to each word as you read it.

Always strive to make using books interesting and fun for the children. When they have tired of a story, put it away promptly. Next time they will bring new experiences and ideas to the book and take new learning from it. If they are pressured to stay after their attention has dissipated, there may be no next time.

ART MATERIALS

Young children's art is satisfying to its creators because of the process not the product. Scribbling with crayons, tearing and cutting paper, brush and finger painting are in themselves delightful to children. Please respect this motor-oriented, non-representational stage at which the very young children perform.

Only with time and adult suggestion do children become representational in their art activities. Children draw the important things in their lives, those things which have the most meaning for them. Realism and accuracy of execution in art are not values for very young children. Children's enjoyment of art is fostered when their works are praised, when they have the time and materials to discover new potentials in their drawings, when they can discuss what they are doing or have done. It is almost as serious an error to bestow insincere praise on a child's art work as it is to be critical of it. A child quickly recognizes an adult's patronization of him and is mad- just as unconfortable by the attitude as any adult would be. At best, value statements should be kept to a minimum. When children are forced to meet someone else's standards in the use of art materials their pleasure is diminished and they cannot learn confidence in their ability to work with materials. In this same vein, an adult should not draw for a child. The child realizes he cannot match the adult's pictures and loses interest in trying for himself.

Do not interrogate a child about his work by asking, "What did you draw?" This question and those like it usually have the opposite effect for the one intended. Children see it as a conversation killer. Ideally any discussion

of a child's work should deal with it's tangible properties. Point out the colors the child is using. Remark on any shapes or patterns he has made. Making comments the child perceives as honest invites him to talk about his work much more readily than does a barrage of compliments.

Art supplies for the PRIDE Project Phase I and II are stored in room G-39 in the cabinent above the counter in which the sink is located. Paints, chalks, clay, scissors and other potentially messy or dangerous materials are used only with the permission of the supervising teacher. Each child who uses paint or other materials which could stain his clothes must wear a smock. If a child refuses to wear a smock, tell him, without emotional emphasis, that he need not wear the smock but that he may not use the materials until he puts on a smock.

If possible, an assistant teacher should work with only a few children at a time. If the area is crowded, rough housing and spilled, crushed and broken materials and unexpectedly decorated walls are likely to result. When a spill occurs, it should be cleaned as quickly as possible in order to prevent staining or further smearing. If the child who spilled is old enough to understand the concept of helping, he should be encouraged to cooperate in the clean up effort. Never make any kind of issue of spills because it will embarrass the child and likely only encourage more accidents. When a child leaves the table, he should leave all art supplies on the table. A picture a child wishes to take home should be labeled with his name and placed on the shelf over the children's clothes or in the sleeve of his coat.

Art activities will be initiated often by the supervising teacher. Assistant teachers may begin working with the children after first conferring

with the supervising teacher. Suggestions for various art sessions are:

Crayons: Color on white or colored paper, color over different textures to see pattern.

Paints: Brush painting, finger painting.

Play dough or clay: Roll, shape, stretch, press patterns on, cut or mark with other objects.

Paste and glue or tape on a background: Pictures from magazines, torn or cut paper, yarn, sparkles, dry cereal, macaroni.

Chalk: On dry or wet paper.

Sissors: Cut fringe, strips, shapes in paper or cloth.

TV, FILMS, RECORDS, TAPES

Much audio-visual material is used with the children outside of the T.E.A. The use of the TV, presently, is confined to watching five minutes of Sesame Street on occasion in the morning. However, films, filmstrips records and tapes are employed extensively to enrich the children's experiences. Some of the software used is owned by the Project, some is borrowed. All the hardware is Project property.

Assistant teachers will often be asked to operate equipment or direct the children in learning situations using A - V materials. Before using any of the equipment, be sure you are familiar with its operation. If you have any doubt, consult an experienced assistant teacher or the supervising teacher. The equipment is very expensive both to buy and maintain and, therefore, risks should never be taken when using it.

The children of the Phase I group should never touch the equipment. The Phase II and PreKindergarten children are permitted to operate equipment only on rare occasions. When a child uses instrument controls, it should only be as an individual under close supervision and with the knowledge of the supervising teacher. If a child plays with or touches equipment when he should not, the nearest adult should remove his hands and tell him that, for example, the film strip projector makes pictures he can enjoy right now but that he may not run it until he is bigger. The children should be allowed to observe an adult operating a machine and often like to hear simple explanations of the mechanics. While it is not totally satisfying for them, they can quickly adjust to the idea that A-V equipment is one part of their school environment which they may look at, but not manipulate.

A-V activities are initiated by the supervising teacher for whatever part of the group is in the room Before the activity is commenced, all assistant teachers should cooperate in any preliminary clean-up which is necessary. This entails, especially with the very young children, specifying what needs to be picked up and where it should go. Example and encouragement from assistant teachers are necessary in helping the children. learn this routine. After the area has been prepared, direct the attention of the children to the planned activity. When the activity includes a visual component, the children are asked to sit down so that those behind them can see. Try to motivate all the children to participate, but if a child refuses to come, do not distract and bore the rest of the group by bringing him against his will. Often he will come later if little is made of his initial refusal. If a child's behavior is such that the attention of the rest of the group is threatened, an assistant teacher should take the child for a walk outside the room.

While engaged in A-V activities, an assistant teacher's role will vary depending on the age of the group and the nature of the activity. For example, a film strip and story used with the Phase I group often requires a simplification of text in order for it to have meaning for the child. Therefore, you would need to provide for the children sitting near you appropriate comments on the film strip. If the same filmstrip-record combination were used with the Phase II group, it might be better to say nothing about the film strip but instead direct the attention of the children to the record. Guidance for assistant teacher participation in an activity is given by the supervising teacher.

SUGGESTIONS FOR ACTIVITIES INVOLVING SEVERAL CHILDREN

If we are short of assistant teachers and several children need your attention, try making use of these suggestions:

1. Take a few children to look at new decorations in the hall, or upstairs.
2. If it is unlocked, go to the gym with a few energetic children.
3. Color pictures with crayons, being careful not to let the children hold more than one crayon at a time.
4. Build with blocks - make houses, stores, cars, trains.
5. Watch Sesame Street 9:00 - 10:00, channel 12.
6. Sing or recite nursery rhymes or songs. Play hand, circle or clapping games,
   e.g. "Ring Around the Rosie"
   "London Bridge Is Falling Down"
   "This Little Piggie Went to Market"
   "Clap, Clap, Clap, Your Hands"
   "Itsy Bitsy Spider"
   "Patty Cake"
   "Jack Be Nimble"
   "Row, Row, Row, Your Boat"
   "Bear Hunt"
   "Jack and Jill"
   "Farmer in the Dell"
   "Thumbkin"
7. Show the children photographs of themselves.
8. String beads.
9. Read a story.
10. Play a film strip and record.
11. Play the sounds tape.
12. Match colors using disks, cut-outs, objects in room, taffies or M & M's.
13. Work with Play Dough or Clay.
14. Discuss pictures on the walls.

15. If weather permits, take a few children out onto the grass.

16. Go to the mirror and point out to children their facial features, body parts, articles of clothing, etc.

17. Tell a story using the plastic zoo or farm animals or flannel board.

18. Have an imaginary meal with the dishes - have the children decide what they'll eat and let them serve.

19. Play Dominos.

20. Play "Simon Says."

21. Play "Follow the Leader." Be sure you don't lead the children to do things that are not permitted, e.g., standing on chairs.

22. Play "Red Light, Green Light."

23. Have the children help clean up by putting all toys on the tables.

24. Have the children practice buttoning their sweaters.

25. Take out the fabric samples - let the children feel each piece, and discuss its texture and color.

26. Say the numbers in the number line, pointing to each numeral.

27. Have each child name all the other children and any student assistants he can.

28. Have one child tell what another is wearing.

29. Count off as you put, e.g. blocks into a box.

30. Role-play that you are a nurse, store owner, bus driver and encourage the children to assume roles the same or complementary roles.

31. Blow soap bubbles.

32. Play game with list of directions following activities ... sometimes let one of the children give the directions ... think up some of your own. (see following pages)

***Caution: With any group activity for very young children, attention spans will vary. Don't lose the whole group trying to keep one child's interest.

DIRECTION - FOLLOWING ACTIVITIES

I Do with the children.

II Give the command, see if they can do it alone.

1. Touch your nose.
2. Open your mouth.
3. Touch your ears.
4. Show me your teeth.
5. Touch your ankles.
6. Stick out your tongue.
7. Touch your hair.
8. Touch your shoes.
9. Touch your knees.
10. Clap your hands.
11. Stand up.
12. Touch your elbows.
13. Sit down.
14. Wiggle your fingers.
15. Put your thumb in your mouth.
16. Close your eyes.
17. Open your eyes.
18. Touch your shoulders.
19. Stand on one foot.
20. Hold up one hand.
21. Hold up two hands.

22. Touch your wrists.

23. Stand up again.

24. Hold your nose.

25. Put your hands on your hips.

26. Touch your head.

27. Sit down again.

28. Jump up.

** Create some of your own.

** Try giving two and three successive directions (this improves children's listening and auditory memory skills)

PHYSICAL EDUCATION

The children have one or two half-hour physical education periods each week. Most of the year, due to the weather, these are spent in the gym. If the day is warm and clear and the ground is dry, the period is usually spent outside. There is one swimming lesson each week for the Phase II center children.

The children are told they are going to the gym or outside only when it is time to leave. They look forward to this period so much that if they learn a trip is planned for later in the session, it is difficult to keep their attention on any other activities.

After the gym period has been announced, each child wearing hard-soled shoes has his shoes removed, fastened together with a clothes-pin marked with his name and placed on the top of the clothes cabinet. Children may wear sneakers to the gym. When the children are prepared and sitting, they are asked to walk calmly holding hands to the gym. Be sure no children run ahead because there is an open staircase they must walk down to enter the gym and trying to negotiate it without help would be dangerous for the children.

In the gym, balls, hoops, climbing equipment and mats are the basic equipment used. Especially with the infant group, little direction need be given in the use of the materials. The older groups respond well to simple game suggestions such as tossing balls and running races (where no winner is pointed out).

The basic mistake assistant teachers should avoid in the gym is turning a physical education period into a spectator sport for the children. Keep asking yourself this question, "Who is getting the exercise here, the child or me?" If it is a case where you are putting forth all the effort, the child will not want to ruin his good thing by moving on his own. It

is perfectly all right to do an activity with a child. The problem lies in doing an activity for a child.

When the period is over, the children should be seated on the floor near the exit door. When they are calm, they leave for the playroom again being encouraged to walk quietly, holding hands. As soon as the children have returned, those in stocking feet should have their shoes put back on. Never take down several pairs of shoes at the same time because the children remove the clothes-pins and matching a child with his shoes is then difficult.

The playground outside is seldom used due to the weather. Therefore, the children find it very novel and exciting to play there. They also have a rather limited understanding of the hazards of outdoor play equipment. For both of these reasons, assistant teachers should be especially vigilant of the children's safety outside. Each child using a swing should receive the undivided attention of one adult. Great caution should be taken to keep other children from venturing into the path of moving swings. (The children are permitted on the climbing equipment only if there is sufficient manpower to provide adequate supervision, no more than two children to one adult.) The children should not leave the flat area outside the room. If a child should stray out of the area, do not run after him. Walk calmly in his direction calling his name. The children enjoy being chased and if you indicate that you think keeping them in a specified area is a game, they will behave accordingly. Please do not let them believe that the boundary restrictions are anything but a very serious demand. All of the children are entirely too young to be allowed anywhere even remotely near the busy traffic surrounding the L.R.C. unless accompanied, hand-in-hand, by an adult.

Swimming lessons are provided for the Phase II children through the cooperation of the W.C.S.C. Physical Education Department. The south campus pool is used for the lessons. Assistant teachers scheduled for the hours of swimming instruction and not previously committed to home program appointments for that time, work at the pool. The assistant teacher may either participate directly in the lessons or supervise the children waiting for a turn in the water. If you will be working with the children during swimming lessons, you will receive a set of detailed instructions.

TEACHING STATIONS

Students who have experience working with the PRIDE Project are asked to work with individual children or small groups at the teaching stations located in room G-38. The goals, specific directions, and materials for the lessons used are provided by the supervising teacher.

Generally, the learning experiences planned for the teaching stations involve those skills or concepts with which the child is just attaining mastery. A child might, for example, work on matching skills with shapes, sizes, or colors. Other activities, involving practice in discriminating tastes, smells, sounds, and feels, are used as well as work in math and reading. The relative quiet, unstimulating surroundings and individual teaching employed in the teaching stations provide a situation in which a child's attention span is maximized and focused on a particular object. Children learning in this atmosphere show substantial development.

TOTAL ENVIRONMENT AREA (T.E.A.)

The T.E.A., room G-17, contains a cylindrical projection surface with a carpeted floor. The viewing area is entered through a flap door in the hoop of screening material. The children and assistant teachers, therefore, are enclosed in a 360-degree viewing area. Projection equipment (film strip, slide and super-8 projectors) and sound equipment (stereo system and tape player-recorders) are located outside the screen. Visual images are projected from the outside, through the screen, and viewed on the opposite inside surface of the circle.

In the T.E.A., experiences and sensory stimulation are provided, which would otherwise be less accessible to the children. Because the visual and auditory stimulation the child receives there is entirely controlled, a situation is created in which distractions can be greatly minimized and attention to the object at hand can be intensely focused and concentrated. For example, to help the children develop the concept of "horse" multiple images, both still and moving, of horses might be projected on all 360° of the cylinder, while the audio equipment plays the sounds of horses neighing, snorting, and galloping.

Lessons, stories, and games are presented with objectives in language and sensory development, reading, math, social studies, and health and safety. A great effort is made to use an interdisciplinary approach in the preparation of presentations for use in the T.E.A. The T.E.A., when in operation, is staffed by a projectionist and two or three assistant teachers. Before each presentation, the projectionist, assistant teachers, and supervising teacher discuss the objectives and materials involved and also individualizing procedures to be employed with specific children.

HOME PROGRAM

The PRIDE Project conducts, in addition to its center-based programs, two home programs. The Phase I home program consists of 23 children, aged 12 to 20 months, involved in their first year of individual tutoring. In the Phase II Home Program, 22 children, aged 26 to 38 months, are enrolled for their second year. When Phase I group is recruited, approximately 50 children are enrolled. These children are randomly assigned to the center program or the home program. Each year both groups are pre-tested in the fall and post-tested in the spring. The statistical information derived serves to measure the impact of the two programs.

Each child in the home program receives two weekly visits of approximately 40 minutes each from an assistant teacher. Within the limits of scheduling restrictions, a child is taught by a single assistant teacher. Rides to and from the child's home, when necessary, are provided.

When a child is assigned to an assistant teacher, it is the responsibility of the assistant teacher to gather some preliminary data regarding the child from the supervising teacher. Be sure you know the child's age, his interests and his past performance as appraised by those who have worked with him. Seek suggestions as to materials, activities, and techniques which might assist you in getting a good start with your particular child.

If you have never taught previously in the home program and there is available manpower, an experienced assistant teacher will accompany you on your first home program visit. In preparing to leave the center, you will need to collect a home program report sheet (see sample copy, page 63).

These are kept on top of the file cabinet in Room G-39. Also assemble a supply of materials for use with the child. Until you have made several visits to the child and are truly knowledgeable concerning the child's level of development and attention span, bring a wide variety and large number of toys, games, art materials, and books with you. While you will have a selection of toys with you during each visit, they should be presented one at a time to the child. Leave those still to be used out of sight and reach of the child.

When you arrive at the home, remember that both the child and his family will need time to become accustomed to you. Just as with the children in the center, being gentle and patient in the beginning will ultimately speed the process of establishing rapport. Do not be too distressed if the child initially will have nothing to do with you or even clings crying to his mother. A child who reacts in this way is likely overly dependent. By slowly drawing this child out you are providing him with the very valuable learning experience of developing trust and affection for a non-family member.

The parents of home program children have been asked to provide a quiet work area for you and their child. Some homes cannot easily meet

this need but it is your responsibility to help create a good work atmosphere for the tutoring session. For example, if the rest of the family is watching the TV in the living room, you might ask permission to work with the child in the kitchen pointing out that he will learn better with fewer distractions. Of course, if the family refuses you should not pursue the issue but should try to make the best of the situ ation as it exists.

Home program lessons should encompass as much of the center program as possible. Ordinarily Phase I Home Program children receive concept, vocabulary and perception developing experiences similar to those received by the Phase I center children. Phase II Home Program children work in the above-mentioned areas on a more sophistocated level and also study beginning number concepts. Because the assistant teacher usually comes to know the child assigned him better than other staff members, a large part of the direction for the child's instruction is assistant teacher generated.

The supervising teachers are available to give suggestions for lessons or other problems you may encounter in teaching a child. Some member of the staff should be promptly informed if a child has more than two consecutive absences or spotty attendence; if the home is so noisy or crowded that the teaching situation is difficult; if there is a conflict with the child or parent which is not improving; or if some other circumstance is reducing the session's learning potential for the child.

The report sheet should be filled out according to the directions on it. Any comments you can add are very helpful. Most assistant teachers fill in the preliminary information and names of materials on the way to the child's home and rate the child's performance and make comments while riding back to the college.

In addition to completing the report sheet, you should also fill in the weekly Home Program Attendance Sheet (see sample copy, Page 64) opposite the name of the child you are teaching. The current sheet is hung on the wall to the left of door in Room G-39. If the visit occurred as planned, fill in with the word "seen." If there is a change from the routine, describe it in a phrase, for example, "child sick," "snow day," "child seen by substitute teacher."

The parents have been informed that the assistant teacher may not babysit while tutoring. If asked by the mother if you would object to watching the child or children while she is out for a minute, please tell her that you would like to but that the college does not permit you to do so. It is necessary to adhere to this policy because once the assistant teacher has assumed responsibility for the child, he must not leave until the parent returns. If the mother is late returning, the assistant teacher, all others tutoring in this time period, the driver and possibly the whole center program are thrown off schedule. If a serious emergency occurs and the assistant teacher judges the family desperately needs him, he may, acting as a private individual, give the help which is required.

In the past, assistant teachers have been stranded across town because of some confusion on the part of the driver. It is very unlikely this will ever happen to you. However, if you should miss your ride back to the college, return to the home in which you have been teaching or some other neighborhood home in which PRIDE Project teachers visit. Ask to borrow the phone and call 436-2835, 436-2886, or 436-2529 and report your situation and location to the secretary. As soon as possible a driver will be sent to pick you up.

Home Program Report

The PRIDE Project

Child's Name _____

Teacher's Name _____

Date _____

Material	Objective	Successful	Tried	Unsuccessful	Verbalization Yes	Verbalization No

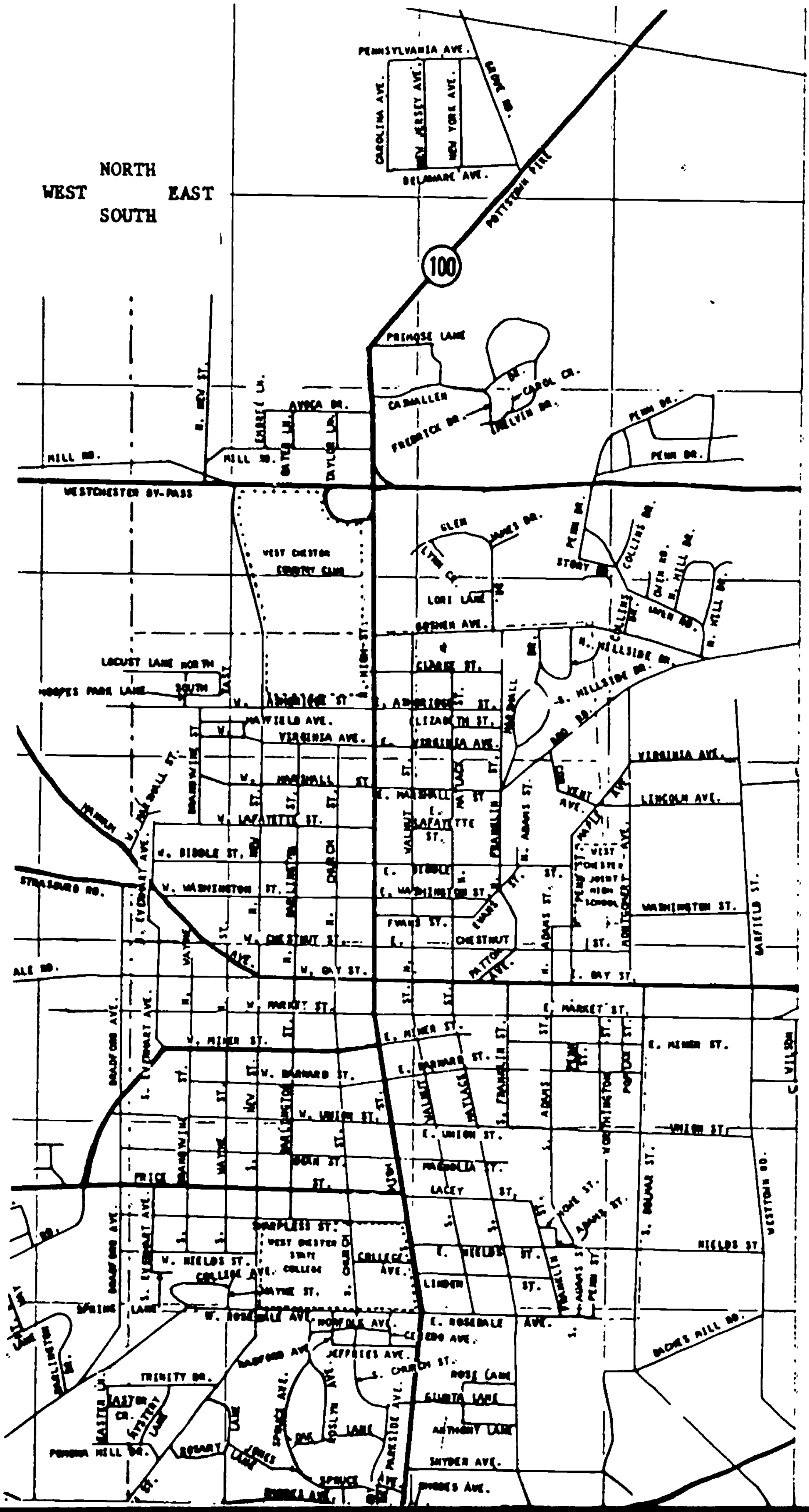
Comments:

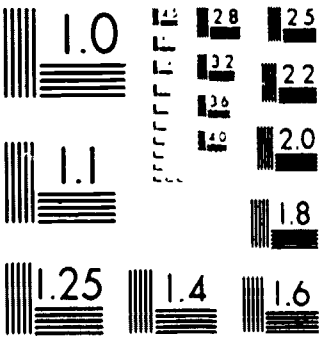
Home Program

Phase I

Name Week of _____

	First Visit	Second Visit


NORTH
WEST
EAST
SOUTH
100
POTTSTOWN PIKE
PENNSYLVANIA AVE.
CAROLINA AVE.
NEW JERSEY AVE.
NEW YORK AVE.
DELAWARE AVE.
PRIMOSE LANE
CARROL CR.
MILL RD.
WESTCHESTER BY-PASS
WEST CHESTER
COUNTRY CLUB
LORI LANE
GOSHEN AVE.
LOCUST LANE NORTH
HOOPES PARK LANE
N. HIGH ST.
CLARKE ST.
W. ASHBRIDGE ST.
E. ASHBRIDGE ST.
MAYFIELD AVE.
ELIZABETH ST.
VIRGINIA AVE.
W. MARSHALL ST.
E. MARSHALL ST.
W. LAFAYETTE ST.
W. BIDDLE ST.
W. WASHINGTON ST.
WASHINGTON ST.
STRASBURG RD.
W. CHESTNUT ST.
CHESTNUT
EVANS ST.
W. GAY ST.
E. GAY ST.
W. MARKET ST.
E. MARKET ST.
W. MINER ST.
E. MINER ST.
W. BARNARD ST.
E. BARNARD ST.
W. UNION ST.
E. UNION ST.
UNION ST.
MAGNOLIA ST.
LACEY ST.
PRICE
SHARPLESS ST.
WEST CHESTER STATE COLLEGE
W. NIELDS ST.
NIELDS ST.
COLLEGE AVE.
LINDEN ST.
SPRING LANE
W. ROSEDALE AVE.
E. ROSEDALE AVE.
NORFOLK AVE.
JEFFRIES AVE.
ROSE LANE
ANTHONY LANE
SNYDER AVE.
TRINITY DR.
POMONA HILL DR.
ROSARY
SPRUCE
PARKSIDE AVE.
LINCOLN AVE.
WEST CHESTER JOINT HIGH SCHOOL
BRADFORD AVE.
S. EVERHART AVE.
BRANDYWINE ST.
WAYNE
S. FRANKLIN ST.
S. WALNUT ST.
WALNUT
ADAMS
WORTHINGTON
POPLAR ST.
S. BOLMAR ST.
WESTTOWN RD.
GARFIELD ST.



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ABSTRACT

This manual, designed to orient new assistant teachers to the principles and routines of the Pennsylvania Research in Infant Development and Education (PRIDE) project, a center-based program enrolling 43 children ages 12-38 months, contains a brief section giving background information on the project and the project's specific guidelines for assistants, and two major sections on procedures and methods and materials. The procedures section details useful practical ideas for helping with the children throughout the daily sessions. The methods and materials section is written to acquaint the new assistant with some of the learning resources of the project and to provide an explanation of how and why these materials are used. The final section of this manual orients the assistant teacher to the two home-based programs operated by the project. (GO)

THE P R I D E PROJECT

ASSISTANT TEACHER MANUAL

The Pennsylvania Research
in Infant Development and
Education Project
West Chester State College
West Chester, Pennsylvania

January, 1973

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TABLE OF CONTENTS

Foreward 1

Project Overview 2

Orientation 4

Procedures 7

- Do 8
- Don't 9
- Discipline of Children 10
- Greeting Children - Preparing Children to Go Home 13
- Breakfast and Snacks 16
- Bathroom and Diapering 18

Methods and Materials 21

- Manipulative Toys 23
- Pattern and Design Making Equipment 33
- Blocks, Lego, Building Toys 35
- Puzzles 37
- Wall Pictures - Flannel Board Pictures 39
- Books 41
- Art Materials 45
- TV, Films, Records, Tapes 48
- Suggestions for Activities Involving Several Children 50
- Physical Education 54
- Teaching Stations 57
- Total Environment Area 58

Home Program 59

FOREWARD

The first few days of work at the PRIDE Project will be very confusing. The large number of noisy children and adults constantly moving and undertaking new activities create an atmosphere which does not lend itself to being quickly understood. Newly employed assistant teachers can ease their adjustment by reading this manual carefully.

It is not only in your own interest that you be familiar with the principles and routines of the Project. The children's well being is also dependent on it. If one adult encourages a behavior and another discourages it, the child senses his environment to be unstable and inconsistent. He feels confused as to what behavior is appropriate. If, on the other hand, those adults the child encounters have similar expectations for him and for themselves, the child feels safe and consequently can develop more easily in all areas. By reading, understanding, and complying with this manual, you are helping to create a school environment which is healthy and sustaining for the children.

PRIDE PROJECT

PENNSYLVANIA RESEARCH IN INFANT DEVELOPMENT AND EDUCATION PROJECT

(1972-73)

The Pennsylvania Research in Infant Development and Education Project is an educational effort to accelerate the development of children from a variety of cultural and socioeconomic backgrounds. It represents a cooperative effort by college, community, private and state agencies to stimulate the development of children, 12 - 52 months of age, by providing developmentally enriching experiences in a controlled environment which enhances the growth of sensory, conceptual and language abilities.

The Project itself services over 120 children and consists of six distinct segments: four center programs and two home programs. In the Phase I Center Program, 23 children ranging from 12 to 20 months of age are picked up each morning between 7:30 and 8:30 and transported to a large learning space in the West Chester College Learning Research Center. Here they spend a total of four hours per day interacting, sometimes in a structured environment and other times in a free play situation. After a morning of individual as well as group play, sensory training in discrimination and integration, and practice in conceptual and language development tasks, they are transported home for the day. The Phase II Center Program presently enrolls 20 children ranging from 26 to 38 months of age who have completed a year of Phase I activities and are now exposed to a similar program at a higher level which concentrates specifically on the development of beginning math and reading skills. In the Phase I and II Home Programs 23 and 22 children respectively, of the above age ranges are visited individually by student

assistants from the College who act as tutors for two 40-minute periods each week. By providing verbal stimulation and individual instruction in developmental tasks, they seek to accomplish some of the same objectives toward which the Center Programs are directed. Evaluative measurements have indicated favorable program effects in terms of intellectual development, social development and language development.

The Phase III (PreKindergarten) enrollment consists of two center-based groups of children 40 to 52 months of age. The afternoon group consists of 19 children who have completed Phase I and Phase II Center Programs during the preceding two years. The 19 children who meet during the morning have participated in Phase I and II Home Programs. Children in the Phase III Programs learn concepts and skills, many ordinarily reserved for presentation until elementary school, in the areas of reading, math, science, social studies and health and safety. Their learning experiences in Phases I and II prepare them for mastery of the Phase III content.

The overall direction of the Project, now in its fifth year, is the responsibility of Dr. Russell A. Dusewicz, a Research Associate with the Bureau of Research of the Pennsylvania Department of Education. It is operated under the auspices of the Learning Research Center at West Chester State College in West Chester, Pennsylvania, which provides in the way of assistance for the instructional aspects, three teachers, three part-time graduate assistants, and approximately 40 part-time undergraduate student assistants. The Project presently receives support from the following agencies: The U.S. Office of Education; the Pennsylvania State Department of Education; West Chester State College; the Dolfinger-McMahon Foundation; and the Helen Groome Beatty Foundation.

ORIENTATION

1. Schedule of Center Programs

Name	Hours	Location
Phase I	8:00 AM - 12:30 PM	C-39 LRC
Phase II	1:30 PM - 4:30 PM	C-39 LRC
PreKindergarten (AM)	8:00 AM - 11:00 AM	First Presbyterian Church (corner of W. Miner & S. Darlington Sts.)
PreKindergarten (PM)	1:00 PM - 4:00 PM	C-10 LRC

2. Hours

Assistant teachers must be at the center on the hour. When you, as an assistant teacher, are more than five minutes late reporting to work, you will be given less than a full hours work credit. If you must leave work for class, you may leave at ten minutes of the hour. Any assistant teacher who will be absent or late for scheduled hours should call Ext. 2529 and report what time will be missed and the reason for the absence. Because the quality of the program depends on sufficient manpower, make every effort to work all your assigned hours.

3. Clothes

Wear clothes that are comfortable for you and that can take a great deal of abuse. It is entirely possible that you will be crawling around on the floor with the children, cleaning up various messes, doing dishes, or changing diapers.

4. Supervising Teachers

Each center program is directed by a supervising teacher. When you first enter the room, determine who the supervising teacher is and introduce yourself. If you have any questions, they can be directed to her.

5. Children

A new assistant teacher is a stranger to all of the children and must get to know them gradually. If a child does not care to play with you, forcing him will only upset the child and discourage you. When he becomes familiar with you this will no longer be a problem. Get to know the children's names as quickly as possible.

6. Co-workers

Get to know your co-workers as quickly as possible also. Since many assistant teachers worked here before, they know the procedures and many of your questions can be answered by them.

7. Assistant Teacher's Belongings

Your own personal articles may be placed in the right side of the double coat rack. (This is the second large room divider seen upon entering the main room.) Keep all books and umbrellas on the top rack away from the children.

8. Materials

The names of the contents are marked on cabinet doors. Make an effort to learn the names by which toys are referred to and the ways in which they are used. Avoid taking out stored materials when many are already out or when it is near time for the children to enter a group activity.

Remember you will be following instead of leading for the first week or so, but as you settle into a routine everything will fall into place.

PROCEDURES

DO

DO point out and name for the children colors, shapes, sizes, textures, tastes, smells, sounds.

DO name and discuss objects, events children see.

DO mention details child might find interesting after naming an object.

DO encourage imaginative play (e.g., pretending to be a dog, someone on a bus, a wheel on a bike).

DO praise child for behaviors that, hopefully, he will repeat (e.g., putting waste papers in trash, showing kindness to another child).

DO encourage child to speak and listen to what he is saying.

DO carefully put away scissors, knives, detergent, and other dangerous objects and materials.

DO give child only the minimum amount of help he needs with a task to prevent his abandoning it in frustration.

DO try to give attention to those children who do not turn you on.

DO watch experienced students and ask them to answer your questions.

DO tell the children and other workers your name.

DO deal calmly with children's upsets, misbehaviors, or bad language. Nagging, scolding, chasing and criticizing rarely encourage desired behavior. Report these problems to the supervising teacher.

DO use common sense. Measure your actions against the standard of acting in the best interest of the children.

DO remember you have assumed a responsible job. Take very seriously your obligation to work all assigned hours, especially if you are to tutor in the home program. Your absence seriously diminishes the quality of the children's experience.

DO share your innovative and imaginative ideas with supervising teachers and other assistant teachers.

DON'T

DON'T scold a child by saying, "You're a bad boy (girl)." If you must make a value judgment, confine it to the child's acts, not his person.

DON'T laugh at a child when he misbehaves.

DON'T permit children, whether out of anger or glee, to destroy anything.

DON'T permit children to hurt one another.

DON'T draw for, finish puzzles for, or otherwise cut into the child's areas of accomplishment. He can't equal your performance and will only lose his incentive to achieve.

DON'T permit children to leave an unfinished game or puzzle in disarray. Insist that the child at least pile up game pieces neatly.

DON'T permit children to leave their seats at the table with food, crayons, scissors, or other potentially messy or dangerous items.

DON'T permit children to put any non-food material into their mouths.

DON'T permit children to throw anything in the large playroom.

DON'T permit children to play at sink in large playroom.

DON'T permit children to play with doors to room.

DON'T permit children to play with the fire door in room G-39, especially the panic bar. Do not use this door yourself for entering or leaving the building except in a fire drill.

DON'T permit children to jump on or crawl under cot.

DON'T permit children to climb on tables or other furniture.

DON'T permit children to stand on chairs.

DON'T permit children to carry chairs about the room.

REMEMBER, EVERY RULE HAS ITS EXCEPTIONS BUT, BEFORE YOU DECIDE THIS IS THE TIME, PLEASE CONFER WITH THE SUPERVISING TEACHER!

DISCIPLINE

The ultimate objectives of the discipline incorporated into the PRIDE Program are two-fold. One, that the child will learn why and when certain behaviors are acceptable and others are not. Two, that the child will be able to control his behavior so as to serve his own interests without infringing on those of others. Of course, only at full maturity does a person truly attain reasoned self-discipline. However, infants and young children are either encouraged in this development or slowed in it by their environments. At PRIDE, we attempt to create a social situation which will foster the child's developing capacity to control his own behavior.

The young child cares little for the rights of others and is generally very ignorant of the norms of acceptable behavior. While sometimes these qualities can be amusing in a one-or two-year-old (e.g., a rugged little 18-month-old scurring up to and snatching away another baby's cookie), they are very unamusing in an older child or adult. A child is not born knowing what behaviors will be socially gratifying in his culture. He must learn them. To allow a child total freedom does him a disservice because he must flounder through a long process of trial and error until he determines what behaviors will increase his self-esteem and develop good feelings towards him in others. We attempt at PRIDE to shorten this process by directing the child to socially acceptable behavior through positive reinforcement.

Generally the most effective way to encourage certain behaviors is making them very rewarding for the doer. Unless a child sees, for example, sharing and taking turns as more rewarding than, grabbing and

of attention) may actually serve to encourage the behavior. Avoid hitting, scolding or nagging. If a child's behavior is dangerous to the other children, isolate him with the comment that he may return when he feels better.

The supervising teacher should always be informed of any behavior problems. Do not do this, however, within hearing or sight of the misbehaving child.

Rules of Thumb

While you undoubtedly have both do's and don't's in your mind, in your interaction with the children stress the do's.

1. Give the child no attention for temper tantrums, or bad language.
2. Encourage a timid child to assert his rights.
3. Remind an aggressive child that other children have rights.
4. If behavior is potentially dangerous, end it. Isolate the child telling him he can rejoin the play when he feels better.
5. Avoid shouting at, embarrassing or calling up unnecessary fear in a child.
6. Never say "You're a bad boy (girl)." Confine criticisms to a child's behavior, not his person.
7. Be consistent. Children will perceive being first rewarded and then punished for the same behavior as a weakness in you. When a child sees you this way, he will test you all the more on the limits you expect him to maintain.

GREETING CHILDREN - PREPARING CHILDREN TO GO HOME

When the children arrive to begin a session, each individual should be warmly greeted. If you notice a new article of clothing, different hair style, new hair cut or other such change, talk to the child about it. Make an effort to observe if a child seems tired, ill, or conversely, especially happy. Children, like adults have good and bad days and being aware of a child's frame of mind can make the day more pleasant for all. Especially in the Phase I group, determine if any child is carrying a bottle or clothing. A piece of masking tape should immediately be wrapped around the bottle and the child's name written on it in indelible ink. If the child no longer wants his bottle, place it in the refrigerator. Examine the clothing and determine if it is the property of the child or the Project. If you are not sure, check with the supervising teacher. Project clothing is stored in the cabinet against the wall that is on the left as you enter the room. The children's personal clothing and all art smocks are kept in the cabinet in the center of the room. Project rubber pants are returned to the bathroom. Parents occasionally forget the Project's request that the children bring no toys or food from home. If a child should come in with either of these things, tactfully try to remove it. Suggest, for example, that the child show his car to the others and then let you put it away so that it will be safe. When the child hands over his toy, mark it with his name written on tape and put it in the clothes cabinet. If a child has food, use your judgment as to which is least conflict - provoking; having him eat it quickly himself, share it, or simply give it to you. Handled insensitively, these situations can

ruin a child's mood for the whole session; therefore, think carefully about how you should deal with the situation.

Children should be encouraged to take off as much of their outdoor clothing as they can manage. All of this clothing, (hats, sweaters, leggings, scarfs as well as coats) should be attached to the child's own hanger and hung up with the child doing all that he is able. By the time children enter Phase II they are usually able to manage everything but the most difficult fasteners. If, however, an assistant teacher allows him to use infantile behavior, a child will be most happy to let someone else take the responsibility for his clothes.

A child learns to take his own hanger, marked with his name, from the others set out on the cot. He then removes his outdoor clothing lying the coat or sweater button side down on the floor. The child fixes the hanger, one side at a time, on the inside shoulders of his coat. Extra clothing is also attached. Mittens are stuffed in the sleeve. A sweater is slipped on the hook through a button hole. A hat is slipped on the hook or stuffed into a sleeve. A scarf is wrapped around the hook. The straps or button-hole of leggings are attached on the hook. The child then lifts the whole collection by the hook and carries it to the rack. Short children need to be lifted to reach the bar and all should have an adult standing near by because in reaching up it is easy for them to tip over backwards. Only boots or rubbers should be stored away from the child's hanger. These should be clipped together and, except for Phase 1 children, placed on the floor of the clothing cabinet. The footware of Phase I children should be placed on the top of the cabinet.

Children must complete the whole process before beginning any other activity. The only exception to this rule is in the case of a child who

has been absent from school and who is readjusting. Sometimes wearing a coat is very reassuring to a child in this situation. If a child is very hesitant to remove his outer clothing, check with the supervising teacher. If children are permitted to be careless in putting their things away, it is difficult for them to relearn the routine and they are deprived a chance to exercise responsibility for themselves.

At dismissal time, those helping the children prepare to leave should find all the children's belongings, except Phase I children's unfinished bottles, in the clothes cabinet. A check of the refrigerator should be made for bottles. The children, after Phase I, can do most of the gathering of their things and putting on and fastening of their clothes. Phase I children will need a great deal of adult help but can and should contribute to the effort. Children carry home their own bottles, wet diaper bags, pictures and other things. Because the children are usually tired and irritable by the end of the session, a great effort should be made by all the staff to be patient. If the children are ready before the driver and car aides arrive, the group sits together to sing familar songs. Do not seat the children right at the door because arriving workers must walk over them. When the children leave, those accompanying them to the car should insist that they walk through the building. The parking lot is as dangerous as any street and the children should never be allowed in it before the assistant teachers.

BREAKFAST AND SNACKS

The PRIDE Project offers a breakfast and snack to the children in the morning programs. The children in afternoon programs receive a snack. The main objective in feeding the children is to insure that they are not hungry. Hungry children are less able to enjoy and learn in school. Snacks also provide a potential learning situation in which assistant teachers should actively participate.

A child's attitudes toward food, especially new ones, can be improved. He can also learn simple table manners. The chief way an assistant teacher can teach a willingness to try new foods and to use courteous behavior is through example. For this reason assistant teachers should never demonstrate any dislike they might feel for a particular food being served. Also any derogatory remarks from a child should be ignored completely. If a child receives attention for complaining about a food, it will encourage him to be even more critical and rejecting the next time.

Courteous behavior is learned faster and more adheringly when a child is treated politely. Saying "please" and "thank you" to a child and in general respecting a child's dignity provides him with a chance to understand how pleasant it is to be treated with respect and also with a model for how to deal in this way with people.

Children learn most rapidly when names and explanations are provided for their experiences. For this reason snack time should also be used as an opportunity for children to discover and explore tastes, smells, textures and other sensory events. If manpower makes it at all possible, one assistant teacher should sit down and talk with each table of children. Those assistant teachers not sitting should provide for the needs of the tables

so that the atmosphere is not disrupted by the seated assistant teacher's jumping up to fetch. While at a table, the assistant should discuss with the children the types of food they are eating. For example, where the food comes from, what it is (fruit, vegetable, etc.), whether it is hot, cold or room temperature; sweet, sour, or salty; its color, texture and smell.

In order to keep the atmosphere of snack time pleasant and to reduce confusion and the number of spills, assistant teachers keep the following in mind:

1. Do not force a child to eat anything that he does not want.
2. A child must sit at the table before being served.
3. A child may not leave that table with food.
4. When a child leaves the table, his food should be removed from his place.
5. A child should be encouraged to say "please" when he wants another helping and "thank you" after he receives food.
6. If a child spills or is sloppy, do not reprimand him, instead see if he can help clean up.
7. Only pour drinks to approximately a quarter of the height of the cups. The cups can be filled more for the older children who drink from cups without spilling, but never to the top.
8. If there are enough assistant teachers present, the dishes should be washed immediately, otherwise they should be rinsed and stacked.
9. Detergent and knives must be placed out of the children's reach.
10. Older children should put their cups in the sink and throw the trash away. The children will want to help prepare the food and should be allowed to when possible.
11. If the food is wrapped, for example, cheese, let the children unwrap it unless they are really infantile.
12. The assistant teachers should watch that the children do not take their neighbor's food.
13. If any food must be prepared such as Instant Breakfast or peanut butter and jelly crackers it is wise to prepare, in the other room, the right amount of food needed.

BATHROOM AND DIAPERING

Most of the Phase I children in the PRIDE Project are not yet toilet trained and must be changed regularly at school. The Phase II group is, for the most part, toilet trained but not completely so. In this group the young age of the children and the long car rides and the afternoon meeting time work together to cause many wetting accidents. Most of the PreKindergarteners never have accidents but others occasionally do. In order to encourage healthy, positive self images in the children, no one should ever scold or embarrass a child who wets himself.

All children who are toilet trained should be offered a chance to use the bathroom as soon as they arrive at school and before they leave for home. During a session, the children should be asked occasionally if they need to use the bathroom. When a child asks to use the bathroom, he should be taken immediately. A child who needs his diaper changed should be taken as soon as possible.

The girls lavatory on the ground floor of the LRC is where the diapering supplies and potty seats are kept. The materials for changing the children are in the last stall of the bathroom. There are Baby Scott liners, rubber pants, pampers, paper towels, toilet paper, plastic bags, ties, gummed name tags, and magic markers. The rubber pants come in four sizes according to weights and are marked A,B,C,D. These rubber pants are to be used with the liners. Do not use pants that are too small for a child. In the front of the rubber pants is a plastic "T" shaped clip which is inserted in a sewn pleat in the liner. The back

of the liner unfolds to lie flat. Use the Baby Scotts snap-fastened rubber pants and liner unless the child cannot wear them. There is a list of children's names specifying those who must wear Pampers (liner and plastic pants combined in one unit) or require special ointments. The Pampers have center pleats which are not to be ripped apart. No rubber pants are required with the Pampers. Make sure the Pampers fits snuggly around the legs to avoid water leakage.

Lay the child on the large table in the bathroom and remove the wet clothes and soiled diaper. Wet cloth diapers and outer clothes are placed in the plastic bag. Rinse out soiled diapers in the toilet. Write the child's name on a gummed name tag and place it on the bag. The plastic bag should be put on top of the coat rack in room G-39 to be returned to the mother. Wet disposable diapers are thrown in the trash can. If a diaper is soiled, please try and rinse off as much soil as possible in the toilet, wrap the remains in a plastic bag and throw it in the trash can. If a child has soiled the diaper, please remember to wash his bottom with a paper towel and warm water. It is easier to put the diaper on the child while he is still lying down.

In the bathroom there are notes asking the mother to return the Project's rubber pants that are given to the child. Pin the note on child's back with his diaper pins. Dry outer clothing is available in the main room in two locations. First look in the personal clothing cabinet and check to see if the mother has sent any clothing along for the child. If not, use Project owned clothing stored in another cabinet. Add to the note on the child's back a request that the Project's clothes also be returned promptly. When the student takes a child to

the bathroom and he is not wet, sit him on the potty chair even if he is not potty trained. It is important not to force the child to sit nor to make him sit too long. If the child goes on the potty, verbally reward him. Try to teach him to use the toilet paper. Please empty and rinse the pot each time it is used.

Initially a Phase I child might be timid in leaving room G-39 for a strange room. You can ease his adjustment by talking calmly and moving slowly. After children are accustomed to using the bathroom, they often ask to go when they have no need to. If a child is reputed to use this behavior, ask other assistant teachers or the supervising teacher how long ago he made his last trip. When in doubt, err on the side of taking him.

The children are fascinated by the water fountain near the bathroom. Do not let them take a drink on the way to the bathroom. Limit the amount they drink on the way back or else they will very soon need to return to the bathroom. Another distraction is the set of sinks in the bathroom. After a child has reached the bathroom, insist that he use the toilet or be changed before he washes his hands.

Let a child do as much for himself as possible; take his clothes off, put them on, wipe himself, roll up his sleeves, wash his hands, dry them and throw out his paper towel. Talk to the child. Name the objects in the bathroom. Show the child his face in the mirror. Try to avoid rushing or pressuring the child. If a child does a reasonably good, but not perfect job of, for example, drying his hands, praise him for it. You might also suggest, for example, that he remember to dry the back of his hands as well as the front. Do not, however, do the job over for him. This can undermine his self confidence and initiative.

METHODS AND MATERIALS

The following pages will acquaint you with some of the learning resources of the Project. They will also provide an explanation of how and why these materials are used. An understanding of these sections will enable you to be a more effective teacher for the children.

Under separate cover, the Project also has an extensive Curriculum Materials Manual. This volume contains an item by item catelogue of all materials and objectives for their uses. In addition, separate manuals for the Math, Reading, Social Studies, Science and Health and Safety curricula are in print. Experienced assistant teachers assigned to work in these areas make use of these guides.

Assistant teachers working in room G-39 (the large play room) should realize that their responsibility is to give attention to a group of children rather than to individuals. The groups are usually interest-based and self-selected by the children. Because of this, especially with the youngest children, the membership of a group is constantly changing. When all the children have shifted their attention to another area, you too should move. On some occasions you will be directed by the supervising teacher as to your next assignment. Often, however, you must judge for yourself how you can be most useful. Keep several things in mind; the ratio of children to adults, the age of the children, the activities which have and have not been pursued recently, the needs of children who may not have received much attention so far during a day, the scheduled events for the session. When you have just begun working, use simple materials which can accomodate two or three children. As you become more experienced, take on more involved activities. Feel

free to experiment with novel uses for the toys and imaginative ways of presenting concepts. Talk about your successes and failures both, because we all can learn from one another's experiences and ultimately provide better opportunities for the children.

MANIPULATIVE TOYS

Children learn best when they can experience their environment through all of their senses. Seeing how an event occurs, for example, watching another child nest a set of cups, is an important part of learning. Actually handling the materials, though, provides even more understanding and mastery. Manipulative toys give children a chance to both feel and see how various shapes, sizes and weights are related. When using these toys, a child's hands and eyes can provide him data on how different objects compare and contrast. He can discover how the two-dimensional world (outlines) relates to the three-dimensional (solids). He discovers some of the laws that govern the physical world.

An assistant teacher using a manipulative toy with the children should bear in mind that both you and the toy should be sources of learning. For the very young children, there is a need to just handle the materials. This lays a necessary foundation for later work with the toy. When a simple manipulation period has been completed (the time required varies greatly with the child), new possibilities for the toy can be explored. When a child plays a game originated by you, there are two common assistant teacher errors to be wary of. One is providing too much help. This takes away the child's chance to feel a sense of accomplishment from mastering a new skill. The other mistake lies in giving a child so little help, direction, and encouragement that he either is very slow in acquiring the skill or quits in frustration. Present only one game at a time, for example, slipping the round chips into the circular hole of the play chips toy. If the child has not previously tried a particular use for a toy, very slowly demonstrate how, for example, the round chip is fitted into the circular slot. Give him a verbal explanation of what you are doing, but

keep it very short and simple. Next, arrange the materials so that the child can replicate your use of the toy. With a very young child this means putting extra pieces out of reach and leaving only two choices, one correct, the other incorrect. Say to the child, for example, "Put the round chip in the round hole." The manipulative toys are self-correcting (the piece will not fit or sticks out when the child errs). Provide the name of the problem for the child, e.g., "That chip is square. It won't fit into a round hole." Give directions that are clear and simple. Initially the purpose of the directions is to teach the child the words for his situation. For this reason, you should take his hand in yours and move it while talking. For example, hold and direct his hand as you say that a triangular piece must be turned to fit its slot. This experience links words and actions for the child and gives him greater mastery of the task. It also makes it easier for him to apply what he has learned to similar situations he will encounter in the future.

Once the child can manage a simple, one purpose use of a manipulative toy, gradually increase the complexity of the games you play with him. Just because he has mastered one use of a toy, do not expect him to immediately see all the variations possible. Continue to talk to the child while increasing the uses for the toy, giving him both direction and encouragement. If a child seems fixated at a particular point of mastery of a toy, be patient and avoid pressuring him. Eventually he will be bored and want to try new uses for the toy. Then, be imaginative in helping him discover the the novelty still untapped in a familiar toy.

The PRIDE Project uses a large variety of manipulative toys with the children. Each has the potential for many uses. An assistant teacher should make an effort to know these materials and the ways in which they can be employed. The following are the most commonly used:

Name: Wooden Shoe

Description: Wooden shoe with various holes (i.e., circle, square, triangle) and a door in the top front of the box which opens. The blocks are shaped to fit the various holes with a head on each depicting the old woman who lived in the shoe or one of her many children.

Suggested Learning Objectives:

1. The child puts the block through the correct hole in the box.
2. With help, the child learns the names of the shapes.
3. With help, the child learns to name the colors of the blocks.
4. The child laces up the front of the shoe.

Name: Keys of Learning

Description: This is a rectangular-shaped box with six different geometric shapes across the top - each geometric shape has a corresponding plastic piece to fit into the hole. Each plastic piece is a different color. There are six keys which are color-coordinated to the shapes. These colored keys fit into keyholes which are directly beneath their corresponding color shape. When the correct key is placed into the keyhole and turned, the geometric shape will be lifted and can then be removed.

Suggested Learning Objectives:

1. The child puts the key in the correct hole to lift the geometric shape.
2. The child takes the geometric shapes out of their

places and puts them back in the correct holes.

3. The keys and shapes are mixed up, and the child color-matches the correct key to its shape.
4. With help, the child names the colors.

Name: Threading Block

Description: The Threading Block is a three dimensional, irregular-shaped plastic block with nine holes through it. Attached to one end of the block is a long, thick string with a large plastic needle on the end. The needle is drawn through the various holes until the block is threaded. The threading block is only to be used with the Phase I children. At no time is a child allowed to swing the block by the string.

Suggested Learning Objectives:

1. The child threads the block by drawing the needle through the various holes.
2. Upon mastery of threading, the child can unthread the block.
3. With help, the child can name the color of the block and string.

Name: Pounding Bench

Description: The Pounding Bench is a horizontal wooden board with six holes in it. At either end, two vertical wooden pieces are attached which act as legs when the bench is turned on either side. Through each hole a colored wooden peg about four inches long is inserted. Each peg is thick at either end so that the peg cannot fall

out. Accompanying the bench is a small wooden hammer with two flat ends. The pounding bench is only to be used by Phase I children.

Suggested Learning Objectives:

1. The child uses the hammer to hit the pegs from one side to the other.
2. When turned over, the pegs are pounded back to the original side.
3. With help, the child can learn to name the colors.
4. The child can be directed to hit a certain colored peg (Example - the assistant teacher would say, "Hit the red peg." or "Hit the yellow peg.")

Name: Ring Stack

Description: The ring stack is a white plastic rocking base with a pole about twelve inches high. Various size and color rings fit on this pole in a graduated sequence. Ten rings fit on the pole forming a cone.

Suggested Learning Objectives:

1. The child removes the rings from the stack.
2. The child rebuilds the stack, placing the largest ring on the bottom and building up to the smallest ring.
3. The child builds the tower from smallest to biggest.
4. With help, the child can name the colors.

5. The child can be asked to pick out certain colors, "Which one is yellow?"
6. With help the child can name the shape of the rings: circle.

Name: Sorting Box

Description: The sorting box is a seven inch square, wooden box with a hinged lid. Cut into the lid are five different shapes: circle, square, triangle, rectangle, and irregular. With this are two wooden blocks of each shape. Each shape is color coded.

Suggested Learning Objectives:

1. The child pushes the block through the corresponding shaped hole in the lid.
2. The child lifts the lid and removes the blocks from the box.
3. When asked, the child picks out all blocks of one color.
4. With help, the child learns to name the colors.
5. Using all blocks of one color and shape, the child can count the blocks.
6. Using all blocks, the child can count the blocks.
7. The child can pick out all blocks of one shape.
8. With help the child can name the various shapes.
9. The child can name the shapes of the holes in the lid of the sorting box.

Name: Nesting Cubes

Description: These are five wooden boxes of various sizes. They are hollow with one side completely open so that they may be put one within another. By turning the blocks, the child can build them into a tower.

Suggested Learning Objectives:

1. The child can take apart the cubes.
2. The child can place the cubes inside one another so that he can see through the holes.
3. The child can place the cubes on top of one another to build a tower.
4. The child can use cubes to demonstrate size: big, medium, little.

Name: Mail Box

Description: This is a replica of a mailbox with holes of various geometric shapes in the rounded top. Corresponding shaped blocks of varying colors accompany the mailbox. The blocks are color-keyed by shape. There is a door in the lower front of the box which tilts out.

Suggested Learning Objectives:

1. The child places the blocks through the correct hole in the mailbox.
2. The child takes the blocks out of the mailbox through the door in the lower front.
3. The child can group all blocks of one color together when asked.
4. With help, the child can learn to name the colors.
5. The child can group all blocks of one shape together

when asked.

6. With help, the child can learn to name the shapes.
7. With help the child can name the shapes of the holes in the mailbox.
8. When all blocks are grouped together, the child can pick out a particular shape and/or color.
9. The child can count all blocks of one color.
10. The child can count all blocks of one shape.
11. The child can count all blocks.

Name: Kittie in Keg

Description: This is a set of five plastic color-coded nesting barrels. Each barrel is a bright color. When put together, the barrels fit within each other. The smallest barrel has a tiny plastic kittie inside it.

Suggested Learning Objectives:

1. The child can unscrew each barrel.
2. The child can nest the halves within each other.
3. The child can turn over and stack the halves.
4. With help, the child can learn to name the various colors.
5. The child can match colors that are the same.
6. The child can identify the animal as a kittie cat.
7. The child can use the barrels to demonstrate size: small, medium, large.
8. The child can screw the halves of the barrels back together.

9. The halves can be counted by the child.

10. The child can nest the barrels with one another.

Name: Play Chips

Description: A circular plastic box with four shaped cylinders cut into it: six-sided, square, triangle, circle. Ten wooden chips of corresponding shapes fit into each cylinder. The chips are color-keyed to their shape.

Suggested Learning Objectives:

1. The child places the shaped disk in its correct place.
2. The child can separate all chips of one color.
3. The child can separate all chips of one shape.
4. The child can make a pattern on the floor using the various chips.
5. With help, the child can learn to name the colors.
6. With help, the child can learn to name the shapes.
7. The child can learn to name the shape of the hole in the circular box.

Name: Locking House

Description: This is a sturdy wooden house with four doors on hinges. One door has a latch lock, one door has a hook lock, one door has a magnetic lock, and the fourth door has a turning knob lock. Small wooden cars and people are included in the locking house.

Suggested
Learning Objectives:

1. The child can lock each door.
2. The child can "unlock" each door and open it.
3. With help, the child can identify each lock.
4. The child can use each door to classify similar objects (e.g. "Put all yellow chips in this door.")

PATTERN AND DESIGN MAKING EQUIPMENT

Toys which lend themselves to pattern making provide a worthwhile introduction for children to the concept of arbitrary systems. Knowledge of this concept provides a basis for generalization when later the children encounter written language and numeration. Also early experiences in manipulating such toys and creating and reproducing patterns with them encourage in children the development of the important abilities of visual memory and recognition. A child who has dealt with designs brings a background in these skills to the learning tasks necessary for reading and math.

The Project owns a variety of toys which easily generate designs. Among them are pegs and peg boards, beads and strings, inch cubes, parquetry blocks, sewing picture cards and weaving mats with sticks. Because these toys tend to have many small pieces, be very careful, especially with Phase I children, that no child puts any in his mouth. Also, confine the use of these toys to a well defined area, such as a table or a taped off area on the floor. This provides an easier way to be sure the children use the material safely and, further, makes clean-up easier.

The child initially sees pattern making toys as purely manipulative devices. Placing pegs, stringing beads, stacking blocks, sewing picture cards, weaving mats, and placing inch cubes are skills which must be learned. Allow time and experience for this learning. Be sure the child has good motor dexterity in the task before stressing the pattern making aspect. In the meantime, mention and discuss the patterns that do emerge.

When a child has mastered simple manipulation, the assistant teacher should begin to demonstrate very simple designs, for example, a stack of three blue blocks, for the child to duplicate. Remember you are teaching the child to understand the concept of "same" as well as the concept of shape or color. This is not an easy task for the child at first. Be patient and expect many errors in the beginning. Say to the child, "Can you make a, e.g., tower, like mine." Be sure the materials are readily available. In the beginning, put out only the materials which will exactly replicate your pattern. When the child has mastered this step, put out a few extraneous pieces. Some children will want to take your model apart and use it to build their own. Explain that they should use yours to look at and touch, so that they can make another just like it.

Gradually increase the complexity of the patterns you present. Be sure the child has mastered the execution of less difficult designs before moving on.

A good conclusion to working with pattern making materials is to ask the child to create a pattern of his own. You then reproduce it. This provides a chance to underscore the concept of sameness in a different way. It also allows you to discuss the colors used and the shapes created by the child.

BLOCKS, LEGO, BUILDING TOYS

Building toys combine qualities of both manipulative and pattern making toys. Through their use, children can discover much about balance and design. Blocks provide children with an opportunity to try out combinations with different shaped and sized objects. They can observe the potential of familiar material to manifest new dimensions when assembled in novel patterns. Blocks also allow children to create representations of real objects. Houses, garages, barns and roads are familiar motifs. Children enjoy incorporating other toys such as dolls or animals with their block buildings.

The children enjoy adult companionship when using building toys and profit by suggestions and praise. You also might demonstrate a house, bridge, or tower and encourage a child to try one on his own. Do not, however, actually build a structure for a child's use. Also, avoid over-directing the children's use of the blocks and the consequent undercutting of their capacity for spontaneous, original play with the material.

In order to keep the use of building toys safe and orderly, there are standards which all adults working with the children must support. The blocks should be kept in the block corner. If a child wishes to use them in conjunction with other toys, he should bring the others toys to the blocks, not vice verse. Children enjoy pushing down block structures and may knock down their own. Do not, however, permit them to destroy the work of other children. The children may not ever throw blocks. Often boys, particularly beginning at the Phase II level, come to believe

that they have more right to the blocks than do the girls. Tactfully try to include all interested children in block play. Do not, however, say, for example, "Girls can use the blocks too." because this kind of sex-typing remark only defines the idea more in the children's minds and actually increases the competition.

PUZZLES

The puzzles come in five progressively more difficult varities—one piece, one piece inter-locking, five or less pieces interlocking, ten or less pieces interlocking, ten or more pieces interlocking. Each puzzle is numbered on the back, and each piece to a puzzle is marked with the same number. The numbers on the puzzles increase as the difficulty increases. The puzzles provide the child with an opportunity to see and manipulate a shape and its outline. The puzzles also are useful in teaching the names of the objects they illustrate, the relative location of feet, hands, head, etc., and directional phrases such as turn over, turn around.

The child intially does not see the puzzle as a picture to be assembled and is likely to be satisfied in dumping out, throwing or chewing the pieces. With time and direction he will learn to relate the puzzle pieces to the empty areas. Trial and error will eventually sharpen his awareness that a certain puzzle piece can be slid, without pounding, into the one appropriate opening.

The correct amount of assistance and encouragement spurs the child on. Too much interference will prevent the child from discovering the puzzle solution himself and therefore deprive him of the full intellectual growth and accompanying satisfaction the task should provide. The younger the child, the more likely the need for some measure of assistance. Watch the child. If his interest in the task is high, he will probably solve it without your helpful suggestion. If one area of the puzzle is frustrating him, your observations and comments can get him over the rough spot and give him the lift he needs to finish the puzzle. If in doubt,

as to whether you should say anything, don't.

Watch out for children who say that the puzzle they have chosen is too difficult. They may have mastered it and are only teasing. Perhaps what they need is not an easier but a more difficult puzzle.

When a child is bored with a puzzle or frustrated by its difficulty, don't insist that he finish it. Do demand, however, that all the pieces of the puzzle are piled on the puzzle board. This applies to the use of any game or toy.

WALL PICTURES - FLANNEL BOARD PICTURES

The pictures available for the children are aides in teaching language and certain concepts. In discussing a new picture, first say its name to the child several times. Let him point to it. Encourage him to say the name himself. See if he can find the picture when it is mixed with others. If it is a wall picture, have him pick it out from among the others near it.

When the child can recognize the object, begin to point out its characteristics to him. Tell him about the color, size, shape of the object. Point out the relationships between the objects pictured, e.g., "This is a big doll, that is a little doll." "This boy is in the car, that boy is out of the car." Help him observe details, e.g., clouds in the sky, flowers in the grass, curly or straight hair. The more details you can present to the child, the keener you are making his own powers of observation. Sound as if the content of the picture has interest for you. The tone of your voice will influence the amount of attention the child will give you. Don't make a monologue of your conversation. Pause, let the child repeat your comments or make his own. If some aspect of the picture which you did not observe catches his eye, let him tell you about it. If he needs the word for the situation, tell him what it is. Don't force the child to look at the picture after it has lost appeal for him. Even if you don't get to point out some aspect of the picture that time, later on his interest will probably rekindle and he will be able to absorb more of the content. If you keep at it to the point of boring him the first time, it will be difficult to interest him in it again.

When children in the Phase I group discover that the wall pictures are held on with tape, they vastly enjoy removing them. If an assistant teacher sees a child taking down wall pictures, he should go to the

child and say, "Let's put this picture back where it belongs." Then, with the child's help, replace the picture. A child outgrows this ripping-down phase quickly if it is handled in this way. Also, a child's desire to remove wall pictures diminishes if he is helped to hang-up his own drawings and is given pieces of tape with which to experiment.

Pictures give a consistent tactile sensation. Touching them over and over does not teach the child about the object pictured. It does, however, cause the edges of the picture to lift from the material on which they are mounted. This presents the child then with the fascinating opportunity to peel the picture from the mounting. Therefore, for the sake of the appearance and life of the picture, discourage the child from actually handling them. Show him how to point with his finger without touching the picture. Some children have a need to make physical contact with the picture and their learning is hampered with excessive concern about not touching the pictures. With flannel board pictures, stop the child from rolling, ripping or chewing the picture. Be especially careful that the child does not leave the flannel board area with the picture in his hand. Use your own judgement remembering that the picture is only a teaching aid but that your tolerating its abuse is bad for the child.

BOOKS

When children have enjoyable experiences with books and learn the pleasure available in the capacity to read, they have strong motivation to learn how to read. Even before this, books can teach children much about themselves and the world. Reading to children provides them with a chance to learn both the vocabulary and construction of our language. For all these reasons, an assistant teacher should acquire the ability to use books effectively with the children.

The PRIDE Project owns many books for the children's use. These books are kept on the open shelf of the cabinet in the center of the room. Books are also borrowed regularly from the Laboratory School Library and the Curriculum Library. Books which have been borrowed are stored on the top of the file cabinet.

The children are free to take the Project's books at anytime. A borrowed book should be used only with adult supervision and should be returned to the top of the file cabinet when it has been read. Learning to use books is first a manipulative problem which fascinates a child. He will first be clumsy and can easily tear pages. Do not scold a child for accidentally ripping a page. Instead show him how to turn pages by lifting the corner. Let the child take part in repairing the book with tape. If a child should rip pages intentionally, tell him that he may not use the book in that way. Again show him how to properly handle the book. If the behavior persists, take the book from the child and tell him he may use it again when he will not hurt the book. Then redirect his attention to some activity in which he can use his pent up energy or aggression, for example, the pounding bench. Later, offer the book

to the child saying that you are sure that now he remembers how to use it.

Children at different stages of development learn from books in different ways. A child's attention span and the richness of his background largely determine how much he can derive from a particular book at a particular time. Do not underestimate, however, what a child is capable of taking in. Children will want to hear stories long before they themselves can use the words to tell one. Also, as long as a child is interested in the book, telling him the story helps him develop concepts even if he does not take in all you say. Telling the child the story in a book does not always mean reading the text. It takes time, experience, and knowledge of the child to master the skill, but a story teller for children must avoid the opposite errors of either boring the child with a mass of words he cannot understand or not providing the most learning from the experience by skimming over too many details. Know the story before you read to the child. Watch and be sensitive to the child's response. The youngest children enjoy simply turning pages and looking at pictures. They do not yet realize the pictures are part of a larger plot to a story. When looking at a book with a very young child (generally under 15 months) dwell on the content of the individual pictures as you would wall pictures. Do, however, make some mention of the plot or theme of a book, for instance, noting that the pictures of dogs, cats, fish, etc., are all pictures of animals.

As children develop they enjoy learning how the pictures fit together into a story. Some children will attend long enough to hear only a quick condensation of the story. Others will be able to take in a partly condensed and partly text-read version. Some can hear the

whole story read. The most mature enjoy details added by the story teller.

Although an assistant teacher may start reading to an individual child, others are usually attracted and the story telling turns into a group activity. To minimize confusion hold the book yourself. Tell the children it will be your chance to turn the pages. Say that when you have finished reading together they may hold the book themselves. Put enthusiasm into your story-telling. If an older child talks, comments, or points while you are telling the story, give him little attention and keep going. Scolding him will embarrass him and disrupt the pleasant atmosphere. Replying will distract everyone. When you have completed the story, take up his remarks.

Use vivid expression, varying the pitch and tempo of your voice. Pauses, whispering and quick starts also add excitement to story telling. The children feel a need sometimes for familiar experiences. If you read an appealing story well, expect requests to repeat it many times. If the very young children become preoccupied with a detail, for example, growling like a lion they see in the illustrations, let them enjoy it and do not press them to keep moving. Bear in mind that stories can be a vehicle from which children can enrich their language in both vocabulary and usage. Stories help children learn to deal with complex events. Stress transitional words like "first," "next," and "finally," to ease the children's mastery of sequence. Point out associations, for example, "these boys are brothers," "the mommy put apples, oranges, and grapes in a fruit bowl," "this dog is big, this one is little." Discuss motivation of characters. If the children are old enough to deal with

the question, ask them what they would have done or what they liked about the story. Do not ask questions that can be answered by yes or no, for example, "Did you like the story?"

When reading to Phase II and PreKindergarten children, point to various words in the text that have been used in reading lessons or might be familiar to children from signs or advertisements. Do not, however, sacrifice the children's attention by doing this at an exciting part of the story. Instead, take up this activity after an initial reading of the story. If the children are interested, read to them pointing to each word as you read it.

Always strive to make using books interesting and fun for the children. When they have tired of a story, put it away promptly. Next time they will bring new experiences and ideas to the book and take new learning from it. If they are pressured to stay after their attention has dissipated, there may be no next time.

ART MATERIALS

Young children's art is satisfying to its creators because of the process not the product. Scribbling with crayons, tearing and cutting paper, brush and finger painting are in themselves delightful to children. Please respect this motor-oriented, non-representational stage at which the very young children perform.

Only with time and adult suggestion do children become representational in their art activities. Children draw the important things in their lives, those things which have the most meaning for them. Realism and accuracy of execution in art are not values for very young children. Children's enjoyment of art is fostered when their works are praised, when they have the time and materials to discover new potentials in their drawings, when they can discuss what they are doing or have done. It is almost as serious an error to bestow insincere praise on a child's art work as it is to be critical of it. A child quickly recognizes an adult's patronization of him and is mad- just as unconfortable by the attitude as any adult would be. At best, value statements should be kept to a minimum. When children are forced to meet someone else's standards in the use of art materials their pleasure is diminished and they cannot learn confidence in their ability to work with materials. In this same vein, an adult should not draw for a child. The child realizes he cannot match the adult's pictures and loses interest in trying for himself.

Do not interrogate a child about his work by asking, "What did you draw?" This question and those like it usually have the opposite effect for the one intended. Children see it as a conversation killer. Ideally any discussion

of a child's work should deal with it's tangible properties. Point out the colors the child is using. Remark on any shapes or patterns he has made. Making comments the child perceives as honest invites him to talk about his work much more readily than does a barrage of compliments.

Art supplies for the PRIDE Project Phase I and II are stored in room G-39 in the cabinent above the counter in which the sink is located. Paints, chalks, clay, scissors and other potentially messy or dangerous materials are used only with the permission of the supervising teacher. Each child who uses paint or other materials which could stain his clothes must wear a smock. If a child refuses to wear a smock, tell him, without emotional emphasis, that he need not wear the smock but that he may not use the materials until he puts on a smock.

If possible, an assistant teacher should work with only a few children at a time. If the area is crowded, rough housing and spilled, crushed and broken materials and unexpectedly decorated walls are likely to result. When a spill occurs, it should be cleaned as quickly as possible in order to prevent staining or further smearing. If the child who spilled is old enough to understand the concept of helping, he should be encouraged to cooperate in the clean up effort. Never make any kind of issue of spills because it will embarrass the child and likely only encourage more accidents. When a child leaves the table, he should leave all art supplies on the table. A picture a child wishes to take home should be labeled with his name and placed on the shelf over the children's clothes or in the sleeve of his coat.

Art activities will be initiated often by the supervising teacher. Assistant teachers may begin working with the children after first conferring

with the supervising teacher. Suggestions for various art sessions are:

Crayons: Color on white or colored paper, color over different textures to see pattern.

Paints: Brush painting, finger painting.

Play dough or clay: Roll, shape, stretch, press patterns on, cut or mark with other objects.

Paste and glue or tape on a background: Pictures from magazines, torn or cut paper, yarn, sparkles, dry cereal, macaroni.

Chalk: On dry or wet paper.

Sissors: Cut fringe, strips, shapes in paper or cloth.

TV, FILMS, RECORDS, TAPES

Much audio-visual material is used with the children outside of the T.E.A. The use of the TV, presently, is confined to watching five minutes of Sesame Street on occasion in the morning. However, films, filmstrips, records and tapes are employed extensively to enrich the children's experiences. Some of the software used is owned by the Project, some is borrowed. All the hardware is Project property.

Assistant teachers will often be asked to operate equipment or direct the children in learning situations using A - V materials. Before using any of the equipment, be sure you are familiar with its operation. If you have any doubt, consult an experienced assistant teacher or the supervising teacher. The equipment is very expensive both to buy and maintain and, therefore, risks should never be taken when using it.

The children of the Phase I group should never touch the equipment. The Phase II and PreKindergarten children are permitted to operate equipment only on rare occasions. When a child uses instrument controls, it should only be as an individual under close supervision and with the knowledge of the supervising teacher. If a child plays with or touches equipment when he should not, the nearest adult should remove his hands and tell him that, for example, the film strip projector makes pictures he can enjoy right now but that he may not run it until he is bigger. The children should be allowed to observe an adult operating a machine and often like to hear simple explanations of the mechanics. While it is not totally satisfying for them, they can quickly adjust to the idea that A-V equipment is one part of their school environment which they may look at, but not manipulate.

A-V activities are initiated by the supervising teacher for whatever part of the group is in the room. Before the activity is commenced, all assistant teachers should cooperate in any preliminary clean-up which is necessary. This entails, especially with the very young children, specifying what needs to be picked up and where it should go. Example and encouragement from assistant teachers are necessary in helping the children. learn this routine. After the area has been prepared, direct the attention of the children to the planned activity. When the activity includes a visual component, the children are asked to sit down so that those behind them can see. Try to motivate all the children to participate, but if a child refuses to come, do not distract and bore the rest of the group by bringing him against his will. Often he will come later if little is made of his initial refusal. If a child's behavior is such that the attention of the rest of the group is threatened, an assistant teacher should take the child for a walk outside the room.

While engaged in A-V activities, an assistant teacher's role will vary depending on the age of the group and the nature of the activity. For example, a film strip and story used with the Phase I group often requires a simplification of text in order for it to have meaning for the child. Therefore, you would need to provide for the children sitting near you appropriate comments on the film strip. If the same filmstrip-record combination were used with the Phase II group, it might be better to say nothing about the film strip but instead direct the attention of the children to the record. Guidance for assistant teacher participation in an activity is given by the supervising teacher.

SUGGESTIONS FOR ACTIVITIES INVOLVING SEVERAL CHILDREN

If we are short of assistant teachers and several children need your attention, try making use of these suggestions:

1. Take a few children to look at new decorations in the hall, or upstairs.
2. If it is unlocked, go to the gym with a few energetic children.
3. Color pictures with crayons, being careful not to let the children hold more than one crayon at a time.
4. Build with blocks - make houses, stores, cars, trains.
5. Watch Sesame Street 9:00 - 10:00, channel 12.
6. Sing or recite nursery rhymes or songs. Play hand, circle or clapping games,
   e.g. "Ring Around the Rosie"
   "London Bridge Is Falling Down"
   "This Little Piggie Went to Market"
   "Clap, Clap, Clap, Your Hands"
   "Itsy Bitsy Spider"
   "Patty Cake"
   "Jack Be Nimble"
   "Row, Row, Row, Your Boat"
   "Bear Hunt"
   "Jack and Jill"
   "Farmer in the Dell"
   "Thumbkin"
7. Show the children photographs of themselves.
8. String beads.
9. Read a story.
10. Play a film strip and record.
11. Play the sounds tape.
12. Match colors using disks, cut-outs, objects in room, taffies or M & M's.
13. Work with Play Dough or Clay.
14. Discuss pictures on the walls.

15. If weather permits, take a few children out onto the grass.

16. Go to the mirror and point out to children their facial features, body parts, articles of clothing, etc.

17. Tell a story using the plastic zoo or farm animals or flannel board.

18. Have an imaginary meal with the dishes - have the children decide what they'll eat and let them serve.

19. Play Dominos.

20. Play "Simon Says."

21. Play "Follow the Leader." Be sure you don't lead the children to do things that are not permitted, e.g., standing on chairs.

22. Play "Red Light, Green Light."

23. Have the children help clean up by putting all toys on the tables.

24. Have the children practice buttoning their sweaters.

25. Take out the fabric samples - let the children feel each piece, and discuss its texture and color.

26. Say the numbers in the number line, pointing to each numeral.

27. Have each child name all the other children and any student assistants he can.

28. Have one child tell what another is wearing.

29. Count off as you put, e.g. blocks into a box.

30. Role-play that you are a nurse, store owner, bus driver and encourage the children to assume roles the same or complementary roles.

31. Blow soap bubbles.

32. Play game with list of directions following activities ... sometimes let one of the children give the directions ... think up some of your own. (see following pages)

***Caution: With any group activity for very young children, attention spans will vary. Don't lose the whole group trying to keep one child's interest.

DIRECTION - FOLLOWING ACTIVITIES

I Do with the children.

II Give the command, see if they can do it alone.

1. Touch your nose.
2. Open your mouth.
3. Touch your ears.
4. Show me your teeth.
5. Touch your ankles.
6. Stick out your tongue.
7. Touch your hair.
8. Touch your shoes.
9. Touch your knees.
10. Clap your hands.
11. Stand up.
12. Touch your elbows.
13. Sit down.
14. Wiggle your fingers.
15. Put your thumb in your mouth.
16. Close your eyes.
17. Open your eyes.
18. Touch your shoulders.
19. Stand on one foot.
20. Hold up one hand.
21. Hold up two hands.

22. Touch your wrists.

23. Stand up again.

24. Hold your nose.

25. Put your hands on your hips.

26. Touch your head.

27. Sit down again.

28. Jump up.

** Create some of your own.

** Try giving two and three successive directions (this improves children's listening and auditory memory skills)

PHYSICAL EDUCATION

The children have one or two half-hour physical education periods each week. Most of the year, due to the weather, these are spent in the gym. If the day is warm and clear and the ground is dry, the period is usually spent outside. There is one swimming lesson each week for the Phase II center children.

The children are told they are going to the gym or outside only when it is time to leave. They look forward to this period so much that if they learn a trip is planned for later in the session, it is difficult to keep their attention on any other activities.

After the gym period has been announced, each child wearing hard-soled shoes has his shoes removed, fastened together with a clothes-pin marked with his name and placed on the top of the clothes cabinet. Children may wear sneakers to the gym. When the children are prepared and sitting, they are asked to walk calmly holding hands to the gym. Be sure no children run ahead because there is an open staircase they must walk down to enter the gym and trying to negotiate it without help would be dangerous for the children.

In the gym, balls, hoops, climbing equipment and mats are the basic equipment used. Especially with the infant group, little direction need be given in the use of the materials. The older groups respond well to simple game suggestions such as tossing balls and running races (where no winner is pointed out).

The basic mistake assistant teachers should avoid in the gym is turning a physical education period into a spectator sport for the children. Keep asking yourself this question, "Who is getting the exercise here, the child or me?" If it is a case where you are putting forth all the effort, the child will not want to ruin his good thing by moving on his own. It

is perfectly all right to do an activity with a child. The problem lies in doing an activity for a child.

When the period is over, the children should be seated on the floor near the exit door. When they are calm, they leave for the playroom again being encouraged to walk quietly, holding hands. As soon as the children have returned, those in stocking feet should have their shoes put back on. Never take down several pairs of shoes at the same time because the children remove the clothes-pins and matching a child with his shoes is then difficult.

The playground outside is seldom used due to the weather. Therefore, the children find it very novel and exciting to play there. They also have a rather limited understanding of the hazards of outdoor play equipment. For both of these reasons, assistant teachers should be especially vigilant of the children's safety outside. Each child using a swing should receive the undivided attention of one adult. Great caution should be taken to keep other children from venturing into the path of moving swings. (The children are permitted on the climbing equipment only if there is sufficient manpower to provide adequate supervision, no more than two children to one adult.) The children should not leave the flat area outside the room. If a child should stray out of the area, do not run after him. Walk calmly in his direction calling his name. The children enjoy being chased and if you indicate that you think keeping them in a specified area is a game, they will behave accordingly. Please do not let them believe that the boundary restrictions are anything but a very serious demand. All of the children are entirely too young to be allowed anywhere even remotely near the busy traffic surrounding the L.R.C. unless accompanied, hand-in-hand, by an adult.

Swimming lessons are provided for the Phase II children through the cooperation of the W.C.S.C. Physical Education Department. The south campus pool is used for the lessons. Assistant teachers scheduled for the hours of swimming instruction and not previously committed to home program appointments for that time, work at the pool. The assistant teacher may either participate directly in the lessons or supervise the children waiting for a turn in the water. If you will be working with the children during swimming lessons, you will receive a set of detailed instructions.

TEACHING STATIONS

Students who have experience working with the PRIDE Project are asked to work with individual children or small groups at the teaching stations located in room G-38. The goals, specific directions, and materials for the lessons used are provided by the supervising teacher.

Generally, the learning experiences planned for the teaching stations involve those skills or concepts with which the child is just attaining mastery. A child might, for example, work on matching skills with shapes, sizes, or colors. Other activities, involving practice in discriminating tastes, smells, sounds, and feels, are used as well as work in math and reading. The relative quiet, unstimulating surroundings and individual teaching employed in the teaching stations provide a situation in which a child's attention span is maximized and focused on a particular object. Children learning in this atmosphere show substantial development.

TOTAL ENVIRONMENT AREA (T.E.A.)

The T.E.A., room G-17, contains a cylindrical projection surface with a carpeted floor. The viewing area is entered through a flap door in the hoop of screening material. The children and assistant teachers, therefore, are enclosed in a 360-degree viewing area. Projection equipment (film strip, slide and super-8 projectors) and sound equipment (stereo system and tape player-recorders) are located outside the screen. Visual images are projected from the outside, through the screen, and viewed on the opposite inside surface of the circle.

In the T.E.A., experiences and sensory stimulation are provided, which would otherwise be less accessible to the children. Because the visual and auditory stimulation the child receives there is entirely controlled, a situation is created in which distractions can be greatly minimized and attention to the object at hand can be intensely focused and concentrated. For example, to help the children develop the concept of "horse" multiple images, both still and moving, of horses might be projected on all 360° of the cylinder, while the audio equipment plays the sounds of horses neighing, snorting, and galloping.

Lessons, stories, and games are presented with objectives in language and sensory development, reading, math, social studies, and health and safety. A great effort is made to use an interdisciplinary approach in the preparation of presentations for use in the T.E.A. The T.E.A., when in operation, is staffed by a projectionist and two or three assistant teachers. Before each presentation, the projectionist, assistant teachers, and supervising teacher discuss the objectives and materials involved and also individualizing procedures to be employed with specific children.

HOME PROGRAM

The PRIDE Project conducts, in addition to its center-based programs, two home programs. The Phase I home program consists of 23 children, aged 12 to 20 months, involved in their first year of individual tutoring. In the Phase II Home Program, 22 children, aged 26 to 38 months, are enrolled for their second year. When Phase I group is recruited, approximately 50 children are enrolled. These children are randomly assigned to the center program or the home program. Each year both groups are pre-tested in the fall and post-tested in the spring. The statistical information derived serves to measure the impact of the two programs.

Each child in the home program receives two weekly visits of approximately 40 minutes each from an assistant teacher. Within the limits of scheduling restrictions, a child is taught by a single assistant teacher. Rides to and from the child's home, when necessary, are provided.

When a child is assigned to an assistant teacher, it is the responsibility of the assistant teacher to gather some preliminary data regarding the child from the supervising teacher. Be sure you know the child's age, his interests and his past performance as appraised by those who have worked with him. Seek suggestions as to materials, activities, and techniques which might assist you in getting a good start with your particular child.

If you have never taught previously in the home program and there is available manpower, an experienced assistant teacher will accompany you on your first home program visit. In preparing to leave the center, you will need to collect a home program report sheet (see sample copy, page 63).

These are kept on top of the file cabinet in Room G-39. Also assemble a supply of materials for use with the child. Until you have made several visits to the child and are truly knowledgeable concerning the child's level of development and attention span, bring a wide variety and large number of toys, games, art materials, and books with you. While you will have a selection of toys with you during each visit, they should be presented one at a time to the child. Leave those still to be used out of sight and reach of the child.

When you arrive at the home, remember that both the child and his family will need time to become accustomed to you. Just as with the children in the center, being gentle and patient in the beginning will ultimately speed the process of establishing rapport. Do not be too distressed if the child initially will have nothing to do with you or even clings crying to his mother. A child who reacts in this way is likely overly dependent. By slowly drawing this child out you are providing him with the very valuable learning experience of developing trust and affection for a non-family member.

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The parents of home program children have been asked to provide a quiet work area for you and their child. Some homes cannot easily meet

this need but it is your responsibility to help create a good work atmosphere for the tutoring session. For example, if the rest of the family is watching the TV in the living room, you might ask permission to work with the child in the kitchen pointing out that he will learn better with fewer distractions. Of course, if the family refuses you should not pursue the issue but should try to make the best of the situ ation as it exists.

Home program lessons should encompass as much of the center program as possible. Ordinarily Phase I Home Program children receive concept, vocabulary and perception developing experiences similar to those received by the Phase I center children. Phase II Home Program children work in the above-mentioned areas on a more sophistocated level and also study beginning number concepts. Because the assistant teacher usually comes to know the child assigned him better than other staff members, a large part of the direction for the child's instruction is assistant teacher generated.

The supervising teachers are available to give suggestions for lessons or other problems you may encounter in teaching a child. Some member of the staff should be promptly informed if a child has more than two consecutive absences or spotty attendence; if the home is so noisy or crowded that the teaching situation is difficult; if there is a conflict with the child or parent which is not improving; or if some other circumstance is reducing the session's learning potential for the child.

The report sheet should be filled out according to the directions on it. Any comments you can add are very helpful. Most assistant teachers fill in the preliminary information and names of materials on the way to the child's home and rate the child's performance and make comments while riding back to the college.

In addition to completing the report sheet, you should also fill in the weekly Home Program Attendance Sheet (see sample copy, Page 64) opposite the name of the child you are teaching. The current sheet is hung on the wall to the left of door in Room G-39. If the visit occurred as planned, fill in with the word "seen." If there is a change from the routine, describe it in a phrase, for example, "child sick," "snow day," "child seen by substitute teacher."

The parents have been informed that the assistant teacher may not babysit while tutoring. If asked by the mother if you would object to watching the child or children while she is out for a minute, please tell her that you would like to but that the college does not permit you to do so. It is necessary to adhere to this policy because once the assistant teacher has assumed responsibility for the child, he must not leave until the parent returns. If the mother is late returning, the assistant teacher, all others tutoring in this time period, the driver and possibly the whole center program are thrown off schedule. If a serious emergency occurs and the assistant teacher judges the family desperately needs him, he may, acting as a private individual, give the help which is required.

In the past, assistant teachers have been stranded across town because of some confusion on the part of the driver. It is very unlikely this will ever happen to you. However, if you should miss your ride back to the college, return to the home in which you have been teaching or some other neighborhood home in which PRIDE Project teachers visit. Ask to borrow the phone and call 436-2835, 436-2886, or 436-2529 and report your situation and location to the secretary. As soon as possible a driver will be sent to pick you up.

Home Program Report

The PRIDE Project

Child's Name _____

Teacher's Name _____

Date _____

Material	Objective	Successful	Tried	Unsuccessful	Verbalization Yes	Verbalization No

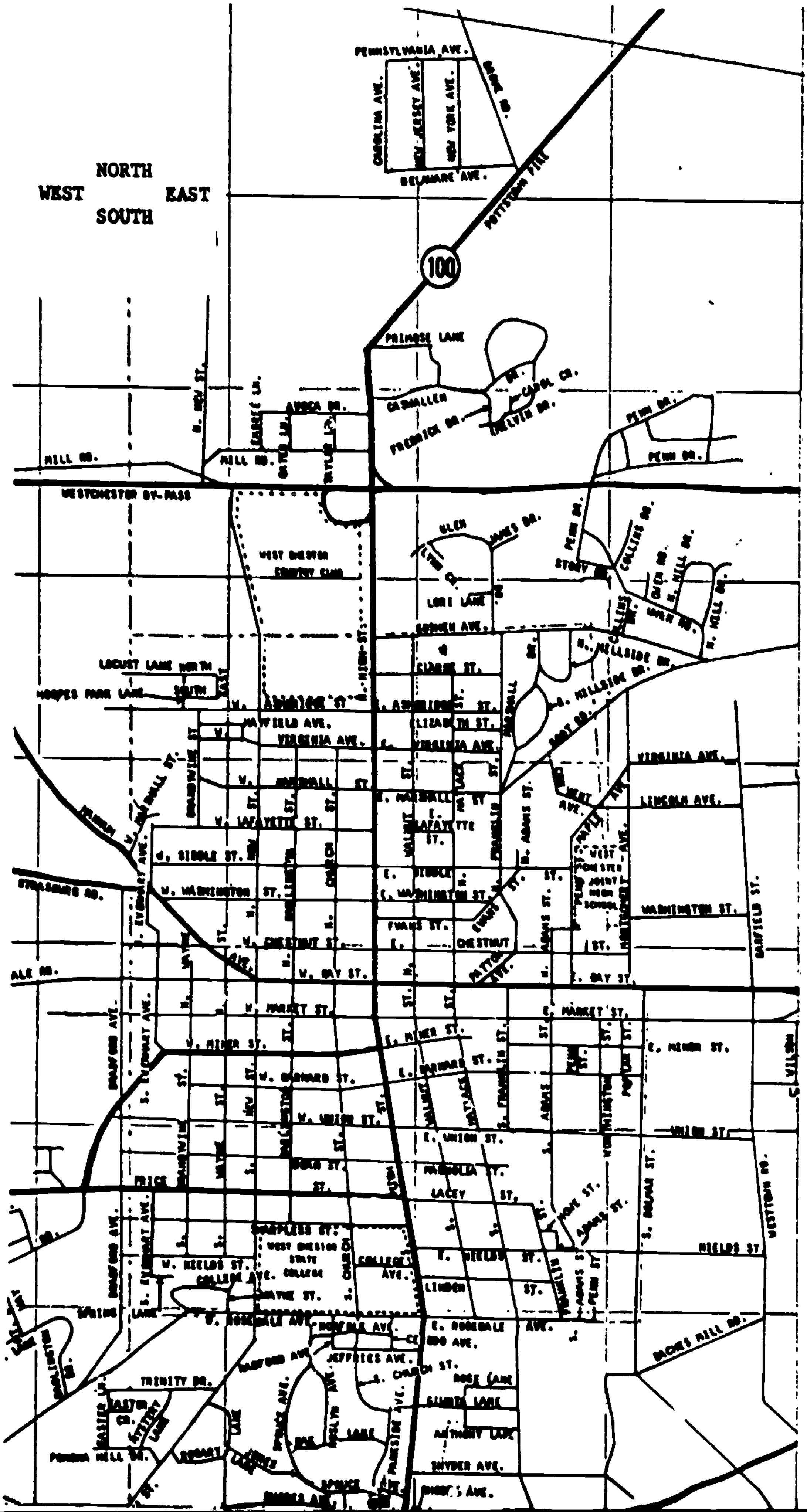
Comments:

Home Program

Phase I

Name Week of _____

	First Visit	Second Visit


NORTH
WEST
EAST
SOUTH
100
PENNSYLVANIA AVE.
CAROLINA AVE.
NEW YORK AVE.
DELAWARE AVE.
POTTSTOWN PIKE
PRIMROSE LANE
HILL RD.
WESTCHESTER BY-PASS
WEST CHESTER COUNTRY CLUB
LORI LANE
GOSHEN AVE.
LOCUST LANE NORTH
SOUTH
HOOPES PARK LANE
MAYFIELD AVE.
VIRGINIA AVE.
W. LAFAYETTE ST.
W. WASHINGTON ST.
W. CHESTNUT ST.
W. GAY ST.
W. MARKET ST.
E. MARKET ST.
W. MINER ST.
E. MINER ST.
W. BARNARD ST.
W. UNION ST.
E. UNION ST.
MAGNOLIA ST.
LACEY ST.
SHARPLESS ST.
WEST CHESTER STATE COLLEGE
W. NIELDS ST.
NIELDS ST.
COLLEGE AVE.
LINDEN
E. ROSEDALE AVE.
TRINITY DR.
SNYDER AVE.
LINCOLN AVE.
WASHINGTON ST.
GARFIELD ST.
WEST CHESTER JOINT HIGH SCHOOL
EVANS ST.
CHESTNUT
S. BOLMAR ST.
WESTTOWN RD.
ROSE LANE
ANTHONY LANE
PRICE
SPRING LANE