DOCUMENT RESUME

ABSTRACT
        One of five volumes devoted to teaching content
subjects to the handicapped, the book addresses ways in which
elementary and secondary regular class teachers have successfully
worked with mainstreamed students in English. The following titles
and authors are included: "Chris Learns to Read" (E. Roake); "Working
Together" (B. Bodner-Johnson); "Strategies for Teaching the
Nonreader" (B. Solis); "English in the Palm of Your Hand" (J.
McKnight); "A Learning-Disabled Student in MY English Class?" (C.
Weiser); "Third Grade Reading--Family Style" (E. Roake); "Teaching
New Vocabulary? Skip It!" (C. Ewoldt); "Self-Esteem as the Medium for
Adaptive Learning and Relating Processes" (M. Philage-Tosic); "Five
Techniques for Motivating Low-Achieving Students in Content Reading"
(P. Gold); "The First Songs of Summer" (D. Steinberg, J. Traub); "A
Baker's Dozen ' Composition Strategies for Mildly Handicapped
Children" (W. Sawyer, J. Clement); "Structured Performance for the
Behavior Disorder Student in the Secondary English Classroom" (J.
Hartmann); "Use of Daily Journal Writing to Assess and Teach Written
Expression to Handicapped Learners" (J. Johnson, M. Newman);
"Mainstreaming in the Secondary School English Class" (M. Forster);
"Teaching Reading Skills in the Home Economics Content Area" (L.
Comerford); and "Mother Goose and Doctor Seuss in Secondary School: A
Parenting Curriculum for High School English Classes" (B. Seiden).
(CL)

Jane W Price, Editor

Teaching
Handicapped
Students

ENGLISH

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A National Education
Association Publication

Note

CONTENTS

FOREWORD

Prepared by the

NEA Committee on Education of the Handicapped

Public Law 94-142, The Education for All Handicapped Children Act, the major federal education legislation for providing a free appropriate education for all handicapped children, must be in compliance with Section 504 of the Rehabilitation Act of 1973. Part D of Section 504 states, in part:

> The quality of the educational services provided to handicapped students must be equal to that of the services provided to nonhandicapped students; thus, handicapped students' teachers must be trained in the instruction of persons with the handicap in question and *appropriate materials and equipment must be available*.

This federal regulation is supported by NEA policy. Point (e) of NEA Resolution 79-32, Education for All Handicapped Children, reads:

> The appropriateness of educational methods, materials and supportive services must be determined in cooperation with classroom tea   rs.

In the context of federal education policy and NEA policy, members of the NEA Committee on Education of the Handicapped have reviewed *Teaching Handicapped Students English*. Members of the Committee are teachers of English, social studies, mathematics, special education, and science, who teach both general and handicapped students in elementary and high school.

The Committee cannot emphasize too strongly the importance of teachers of regular and special education working together. The Committee would also like to urge both groups of educators to use these publications in teaching content areas to handicapped students. Members of the Committee were particularly pleased that teachers wrote these materials, in an effort to successfully teach the handicapped in the least restrictive environment. Because of their firsthand knowledge of proper teaching strategies, teachers are the best source of information to aid their colleagues.

The NEA supports P.L. 94-142 because the Association is committed to education processes which allow all students to become constructive, functioning members of their communities. To this end, when handicapped students are appropriately placed in classrooms with nonhandicapped students, teachers need instructional strategies which provide for individual learning differences. This is not new. However, most regular education teachers have not been trained, as mandated by law, in pre-service or in-service experiences to work with students with handicapping conditions. Teachers are eager to carry out the mandate of the law, but they may shy away from or even object to teaching these students because of this lack of training.

The so-called "mainstreamed" classroom presents new challenges to regular classroom teachers because of the added responsibility of teaching students with handicapping conditions It is particularly important, therefore, to understand the student with a handicapping condition as a whole person in order to emphasize this commonality among all students.

NEA Committee on Education of the Handicapped

Georgia L. Gibson, Chairperson, Stratford, New Jersey; *Lee Betterman*, Mount Prospect, Illinois; *Eugenio del Valle*, Hato Rey, Puerto Rico; *Ruth D Granich*, Bloomington, Indiana, *John Knapp*, Cleveland, Ohio; *Min Koblitz*, Scarsdale, New York; *James Rathbun*, Las Vegas, Nevada, *Ken Rosenbaum*, Louisville, Kentucky, *Ruth Watkins*, Raleigh, North Carolina

EDITOR'S INTRODUCTION

Teachers have always known that no single method of instruction is equally successful with all students and almost instinctively have adapted materials to make allowances for individual differences. With the advert of P.L. 94-142 and similar state laws. the need for these skills is even greater as we work with ever-increasing numbers of exceptional students in the regular classroom. Never have curriculum adaptation techniques been more important.

At the same time. teachers are concerned that the time and effort needed to work with the exceptional student will be lost to others in the classroom While it is true that usually the exceptional student must be taught many things the other students pick up almost intuitively many of the methods that are most successful with mainstreamed students can benefit the others as well For example. insuring success by beginning with material a student knows. using review and repetition. stucturing a consistent classroom environment. teaching to as many modalities as possible. and. above all. keeping expectations high will serve all students

The following sixteen essays offer a wide range of suggestions for working with students in the English content area Eight of them describe strategies for use in elementary classes while eight seem more appropriate to the secondary level All of them are based on philosophies appropriate across the spectrum and incorporate ideas to be adapted and tried at many different levels. In many instances. the ideal situation calls for support staff which may be available on a limited basis if at all. Lack of the ideal need not discourage us, however; strategies and suggestions can be modified and adapted until a practical solution is found In any case. we offer these proposals knowing they have been tried in the classroom. and they have WORKED.

The Editor
Jane Price is an English teacher at Amherst Regional High School, Massachusetts. Her
selections for this book represent materials which she feels are especially pertinent and
practical for English classroom teachers

1. CHRIS LEARNS TO READ

by Esther R. Roake

This vignette describes a success story, but it also conveys a philosophy—an attitude on the part of the teacher that contributed immeasurably to that success. The author is a primary teacher in the Seth Lewelling School, Milwaukee, Oregon.

"The plane fly over ". Round face turned up, his blank eyes seemed to be tracking an airplane across the sky. An eerie chill ran over me Chris would utter this phrase perhaps four times a day, but no other words, for three weeks. This rigid image of a child was my first grade student. He had spent a year in our kindergarten class, clutching a post in the closet or smashing dolls in the doll house.... no words then, just whimpers or barking like a dog

"Wait until you get the one we're sending you this year," they had said. "You'll never teach him to read "The words hit me like a hammer Reaching him, teaching him beca .e a delightful challenge. LOVE was the key, it most alv..ys is.

My classes spend ten or fifteen minutes visiting on our rug each day I simply asked the class if they would like to try to help Chris become less shy? "We must be gentle. Smiles, soft voices and holding his hand at recess may be ways to start." I suggested. Soon Chris was accepting their touch

I placed worksheets the readiness group used, on Chris's desk. As I talked to other students, I gently moved his finger over the letters or objects. Then I put a pencil in his hand and repeated the process I directed no words to Chris himself He would continue to go over and over the pattern until I came back and re· rogrammed him.

Three for four weeks later, we began project role play. Chris was led by a student through all the physical movements which were routine ·lunch count, bathroom breaks, to the rug for stories, etc. It seemed as if Chris saw through the other student's eyes at times

Our next step was role plays with speech. A child would walk in the door and say, "Hi, Mrs Roake." Chris w~s led in by another student who would repeat the words. Three days later Chris said, "Hi " I forgot myself and hugged him. The class beamed. He didn't pull away. It was safe for me to touch him.

I began teaching language as we would teach a bilingual child. first pointing to pictures and then saying words. In two months Chris was speaking short sentences. All instruction was still manipulative. I felt sure that Chris had been listening inside his 'shell' His math skills were average

During this three-month period, we had succeeded in arranging counseling for Chris and his family Observers began to come weekly. They could not believe the progress that twenty-four warm little children had brought about in Chris

Several children rotated working with Chris. First, they simply pointed to the words and read to him. Next. they asked him to say the words with them In very little time. Chris read by himself At the end of the first grade, Chris was reading above the second grade level. He lacked abstract understanding but soaked up information at an amazing rate

One day in May. Chris ran in the spring wind and sun, feeling the freshness on his cheeks. He rolled on the grass and laughed with his friends A week later he ran in a relay team during field day races· this child who had clutched a chair leg or post for security for years Now, his mind was open He drank in feelings through his fingers and body His mind was opened by love and he grew

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2. WORKING TOGETHER

by Barbara Bodner-Johnson

Believing parents and teachers can work together effectively to help the handicapped child, the author illustrates the use of the home-school partnership in the English curriculum. Although specifically used in early primary classes, the concept is valid for older children as well. Barbara Bodner-Johnson is an Assistant Professor in the Department of Education, Gallaudet College, Washington, D.C.

Parents and teachers working together as partners comprise a powerful learning resource for the handicapped child When information from home and school is exchanged and used for the purpose of providing more appropriate "lessons," the child's environment becomes an integrated, more stimulating individualized learning place. The distinguishing characteristic of a home-school partnership is the utilization of input from both sources. Although the relationship is initiated and maintained by the teacher in most instances, the involved parent and teacher both actively seek out the other's overall expectations for the child as well as information about the day-to-day activities that go to make up the home and school day The home-school partnership concept is readily applicable to all content areas of the curriculum, however. it may be best illustrated in the English area of the school program The English content area includes reading, language development, creative writing, drama and all the language arts The significant factor in these study areas is the student's cumulative experience and the extent to which he or she is given the opportunity to draw from personal experiences whatever they may be

How can parents and teachers effectively work together for the improved lea. . . ng and development of the handicapped child? This article describes several techniques. aimed at building skills and knowledge in the English area, to be used by the teacher who is taking advantage of (or wishing for) an active home-school partnership These techniques may be used by teachers and parents of children with any type of handicapping condition. they can be adapted to fit the particular needs of the individual, teacher, and parent The specific activities described here are most appropriate for the young preschool child up to six years of age.

TECHNIQUES

A linguistically stimulating home environment. Teachers can assist the parents in making the home a more linguistically exciting learning place. For the very young child, the value of child-centered communication between parent and child should be stressed. Making the home accessible to the 0-3-year-old's explorations and thus avoiding the restrictive overprotective playpen syndrome is sometimes a difficult concept for the concerned parent to accept. The teacher can accomplish this by making home visits during which, over coffee and through informal conversation, much information can be communicated and many observations made. In preschool classrooms it is common practice to label the desks, chalkboard, clocks. and other objects with the printed word. In addition to describing how labeling objects helps the child's discrimination skills and his her ability to associate symbols with meaning, the teacher can suggest doing similarly at home and sit down with the parent and write, cut out and attach labels to the bed, clock, table, wagon, T V, refrigerator, stove, and anything else The important message to the parent is that because the home is the place where most of the child's learning occurs, he she should maximize the opportunities provided. A caveat. the teacher's attitude in going into any home is that it is already a good learning environment (and most are). the suggestions offered by the teacher should be carefully calculated to build on what he she finds in the home Thus, no major renovations are expected as an outcome of the home visits Rather, the teacher during these times is making himself herself available to the parent for the purpose of nurturing the child's linguistic development.

A quiet time at home. Conversations between child and parent can provide much of the contextual basis of his her language. Parent and child should set aside a mutually agreeable time each day when there are no (fewest) interruptions during which they each feel they have each other all to themselves. When they meet and for how long is up to them. The purpose of the quiet time depends again on the family and the situation. The teacher may suggest some of the following purposes

1 To talk about the day - each points out the high-lights and trouble spots that occurred. What   a particularly significant event? For example, the child may have "aced"a quiz while the parent got a parking ticket This kind of interchange brings the home-school day closer together

2 Plan activities formulate weekend schedules as well as long-range special events such as birthdays and holidays, initiate and plan building or other creative projects as well as work-type activities such as raking leaves, planting the garden, make lists

3 Do homework the contents for homework origi-nate from the school, but parents should be included in some instances. Teachers can use homework as a vehicle for drawing in the parents and making them an integral part of their child's learning Parents should always communicate a willingness to help do homework at the behest of the child

4 Special problem-solving when either the parent or the child is distracted by an upcoming event that is worrisome or an event that occurred that is causing a problem, discussion offers the oppor-tunity to share the problem and perhaps seek greater understanding and, therefore, less worry Children as well as adults can become unduly burdened with a problem that seems to grow with time bu , somehow, diminishes with sharing

5. Feelings and coping language handicapped chil-dren have special needs for language to articulate their feelings, and, associated with this, language to use when they are coping In many instances, handicapped children will find themselves in situa-tions they are unable to successfully manage due to their disability For example, the hearing impaired child will not be able to appropriately respond to the new neighbor boy because he can-not hear him Language such as "I can't hear you " "Please talk louder " "Can I read your lips?" become useful coping mechanisms

Similarly, handicapped children experience more negative experiences due to their disability than do children without the disability Unable to get into the public library and unable to independ-ently use the restrooms at the movie theatre lead the orthopedically handicapped child to feel frus-tration and anger. Being able to clearly articulate those feelings is often a more satisfying channel of release than "acting out" behavior

The overall outcome of quiet time should be to have a satisfying communication experience for parent and child. The communication itself is a vehicle for develop-ing and maintaining a strong family relationship A spin-off of quiet time with the parent is the carryover it has for the child to develop the habit of talking to the teacher and other adults. At the same time, it provides the raw mate-rial for many of the reading comprehension, writing. and self-expression requirements called for in the school curriculum

Field trips. In the area of English, the time-honored field trip is probably not the first teaching tool to which a teacher or a parent turns However, the field trip offers the handicapped learners a golden opportunity to gain exposure to an event or place or experience they may have been denied due to their disability Field trips with the parents should be coordinated with the classroom teacher in order to integrate the activities between school and home. The teacher may wish to write a short note to the parents notifying them of an upcoming reading story about the zoo or fire station and giving them the address, directions, and hours of the zoo or fire station they may visit Appropriate to the language arts program, parents should be informed of classroom events for which visits to art galleries, museums, children's plays, or dances would be suggested Additional field trip sites offering valuable insights are local manufacturers, hotels, churches, ceme-teries, railroad stations, airports, banks, courts, jails, radio and television stations, and the list goes on and on

The pre- and post-teaching model should be applied to enable the most effective use of field trips Photo-graphs, postcards, and other visual material related to the site are valuable teaching tools. Tape recorders can also motivate children and parents to express reactions to the places visited. In addition, the teacher should keep the parents informed of classroom content and suggest appropriate field trip type activities. Thus, the home is able to reinforce what occurs in school. When the children return to school they may share the experience through discussion, writing, or drama with the class. Thus, the teacher and parents together are optimizing the learning environment for the handicapped child

Television. At a time when children are watching upwards of six hours of television a day, neither parents nor teachers should ignore its power as a teaching device for the handicapped child. Teachers and parents alike can use the television guide to preview the week's offerings and draw attention to relevant and interesting programs. Teachers can prepare material and ask parents to pre-teach the content for greater unnderstanding of an upcoming program. Teachers should encourage all parents to watch quality programs such as *Sesame Street* with their child and exchange ideas about the program during it. Many of the shows, e.g., the *Charlie Brown* specials, can be integrated with published reading material. Parents with hearing impaired children who use sign language as their primary means of communication should be encouraged to interpret the news, nature programs, and other appropriate stories for the child. This overall reviewing and cooperative television watching results in parents' becoming more critical consumers of the media.

Reading. For handicapped children, reading as a major source of information can provide an important link with the world. It should also bring them pleasure. At the same time, learning to read with comprehension is a formidable task for many of these children. Again, the home-school team can work toward improving that process. In addition to parents' having books around the home, read ng aloud to their children often, and being models for reading themselves, they can learn how to use puppets, little people, or drawings to illustrate the characters, sequence, or events in a story. Acting out a story with all family members can be an enjoyable learning experience for everyone.

In addition to this "teaching" approach to a story, teachers should point out to the parents the many reading opportunities they have when they are out and about together. Reading signs on restaurants, shops, roads, or at the dentist leads to increased awareness for the child of the usefulness of reading. Reading time schedules, menus, and the newspaper's movie (and other) section becomes a source of teaching reading comprehension, word games, such as Scrabble and Boggle, are also fun learning activities in the reading area.

SUMMARY

The techniques for enhancing learning and achievement of handicapped children in the English area revolve around a commitment by teachers and parents to working together toward that end. The basic belief is that the interaction of parents, teacher, and child in the teaching-learning process improves the quality of the child's learning and development. At the same time, parents probably become better parents and teachers better teachers.

Teachers who work with handicapped children should look to those ideas that foster successful teaching strategies and extend those ideas to parents so that they may become active partners with them. The techniques described here are samples of a wide range of activities that involve parents with the school program. Most are merely probes which strive to enkindle the development of methods of greater value for the individual teacher-parent team.

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3. STRATEGIES FOR TEACHING THE NONREADER

by Betty Solis

First discussing ways to deal with the avoidance behavior of nonreaders, the author shows how to use six strategies for getting the nonreader into the early stages of reading. Suggestions are useful for both elementary and secondary classes. The author is a Special Education teacher in the Farmington, Arkansas, School System

The nonreader may be educable mentally retarded or learning disabled. For the purposes of this article, a non-reader is defined as a child of eight years or older, who knows only a few words on any basic word list, who can read nothing more difficult than the easiest pre-primer, and who may know some phonics rules but fails to apply them when actually reading. These children are not all alike, but they are often quite discouraged about reading. Books mean failure to them. Some are able to face their reading problem, but others are extremely defensive about their failure. For those children with a poor atti-tude it is necessary to deal with their defenses and deep sense of failure.

The teacher who is trying to work with such children should understand some of the avoidance procedures they may use. When they fail to make progress, it may be because they have effectively sabotaged the learning activities used by special teachers. Such children will cheat at reading games, look at the answers when using learning center materials, run cards through the Learning Master without reading them, use a tutorgram or other similar device without even looking at the words that are supposed to be read, say they have read a story when they have only viewed the pictures, and so on. Some insist on asking the teacher or an aide so many questions about the work that finally the teacher has done the work and the child has learned nothing. These children have learned not to read because reading is terribly hard. Directional confusion, poor memory, and inconsistencies in our lan-guage sound-symbol system make reading so difficult that the effort required seems just not worth it. The children with severe reading problems but a good attitude will probably make progress, even though it may be very slow. The defensive children will not make progress because they do not try, do not practice; in fact they almost manage to never really read.

It is necessary for me, the teacher, to establish a realistic basis for work with such children They must admit that they have a problem, and that we are going to work together for improvement. We talk together about how hard reading is, but that they are to honestly try to learn. I let them know that they must not try to fool me or themselves If they are not reading during a reading activ-ity, I point this out, check up on them, and call their bluff. These ideas are recurring themes in our relationship. I like to work with at least three children at a time because they will help each other. The less disturbed children will help the others to face their problems.

Starting to Read—The Beginning Stage

1. No books are to be used during the beginning stage.

2 Use a chalkboard every day (preferably a small one you can use at a table). Start by writing a consonant-vowel-consonant word with one short vowel in the middle. Change the beginning consonant at first for word-family practice. Then begin to change the final consonant. When the children are successful at this activity, introduce a new short vowel. Be sure to always review what they already know (or don't know) every day. Introduce consonant blends and digraphs slowly as you continue through all five short vowels. All of the children will not master all of the short vowels. The goal for this period of work is instant recognition of phonograms containing medial short vowels, and processing of blends and digraphs in both initial and final position. I expect 80 or 90 percent accuracy in this activity before we move on.

3. Use flashcards. Each child should have his or her own set if possible. The cards should have color words, number words, names of common objects, and words from a basic list of pre-primer and primer words. Certain

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words that are often confused by poor readers will need special attention Words like *how* and *who* should be introduced at different times If you try to work with too many hard words at once, the child is likely to retain nothing Some children can play games with them, but if they cannot because game-playing fosters cheating or becomes too frustrating, have them work on their own, and then read the words to you You can use a chart to show their progress if they seem to need motivation For most children, the feeling of mastery is reward enough

4 Have the children write They may practice writing words on their flashcards using the study-cover-write-check process They may copy a language experience story you write down for them They may copy and illustrate pages for a book about themselves, or a book about numbers, colors, and animals Real creative writing should be saved for a later stage when the child has a fund of words he or she can use without asking for help

5 Use art activities frequently Children may illustrate their writing, or you may help them write a sentence or two about a picture they have drawn Some art work should be unrelated to either reading or writing, it provides an opportunity for creativity and a chance to manipulate materials

6 Read aloud to the children occasionally, or use stories on cassettes so that they can be learning something about children's literature even though they can't read it for themselves

When the child has acquired a pre-primer vocabulary, knows color and number words and several common nouns, can use initial and final consonants, digraphs and blends, and at least three short vowels, move on to the next stage

Beginning Reading—Intermediate Stage

1 Start using a workbook with a systematic approach to phonics There is no need to stay with only one kind, you may want to use more than one, depending on the child's needs Many beginning workbooks use a lot of pictures, and so require a lot of the teacher's help The pictures may not be easy to recognize, and some of the children have very limited speaking vocabularies A programmed format is the easiest to work with since the children can learn to work independently If the workbook answers are available to them, explain that they should use them only

for checking You will need to circulate from child to child occasionally to have each one read a page to you In that way you will know that they are really doing the work

2 Train the children to use a wall chart to help them with sounds of letters They can figure out many words on their own if they will learn to use a chart that has picture clues to consonant and vowel sounds

3 Give the children books Try the pre-primers from any basal series Some of the oldest pre-primers I have are very useful because they have a very small vocabulary Use linguistic readers, Dr. Seuss books anything the children can read with ease On a chart or on a bookmark, keep a list of the books they read If they are reading a long book with lots of stories in it, write down the name of each story they complete successfully. Sometimes the book chosen will be too hard Just explain that this book is too difficult, and there will be a chance to read it later when it will seem easier Try to listen to each child read orally to you every day An aide or a volunteer is very helpful for this activity

4 Record some easy books or stories Have the children listen to them repeatedly and then read the book or story to you.

5 Read along with the child You might try reading a page aloud first, then have the child read it Or read in unison with the child, supplying needed words.

6 Continue to use the chalkboard to introduce slightly more advanced phonics generalizations Use flashcards, writing, and art to vary the routine and introduce new skills

When the children have read a number of pre-primers and primers, have them go on to any popular children's books for recreational reading, and place them in a basal series, probably at first reader level

Reading—Final Stage

At this point, the children are no longer nonreaders They are now able to do the activities of an ordinary reading group Even though these children are not really caught up with their peers and certainly are not reading at grade level they are reading They will probably continue to need special help, but the hardest part is over

At this stage some activities prove to be valuable for some children. Some will need comprehension exercises. Cloze worksheets work well for this. Probably the best comprehension check is simply asking the child to tell you about the story she or he has read or to write two or three sentences about it. Some very nonfluent readers who read word by word and stumble or regress frequently will profit from timed readings of a passage from a book they are reading. They compete with themselves and their previous scores. Some children thrive on this and are helped a lot, others are made terribly nervous by it and read even worse than before.

No matter what materials or activities you select for your students, always be aware that some things just do not work for some children. Be alert to signals that certain activities or materials are not working, and be ready to change quickly to something else.

4. ENGLISH IN THE PALM OF YOUR HAND

by Jan C. McKnight

The increased interest in signing, the language used by the hearing impaired, makes the strategy described here of value to all levels of teaching. Its use is intended for the elementary classroom, but it could well be modified and adapted to secondary classes. Jan C. McKnight is with the New Carlisle Bethel Local Schools, New Carlisle, Ohio. The illustrations are by Kelly L. Benton.

Handicapped children are in regular English classrooms. Their teachers want to help them but need techniques for helping without taking from the other children or exhausting themselves. Total language, a combination of sign and spoken language, can be a big part of the answer. This is true regardless of the handicapping condition: whether the child is learning disabled, hearing impaired, slow learning, hyperactive, or just lacking in attention.

The suggestions in this article will be most helpful to teachers of elementary English, particularly those working with children, some of whom are mildly-to-moderately handicapped. Children who are deaf, blind, or whose hands are severely involved cannot benefit from these strategies.

Total language is a combination of verbal language and sign language. The sign language has been used for many years by deaf citizens to communicate. It has only lately been found helpful, when combined with oral language, in helping those who are having difficulty in developing speech. Total language has been used, primarily with oral deaf, hearing impaired, aphasic and mentally retarded people, to augment speech.

Even more recently, total language has been used with hearing children. Most of these children have normal language patterns. Total language is used to reinforce learning in several academic areas, one of which is English. Used in regular English classes, total language has three primary functions. First, it makes it possible for the whole class to respond in unison and for the teacher to spot instantly children who are having difficulty. The children can immediately recognize their errors and make corrections. All this is possible without grading a paper.

Second, total language, because many of the signs suggest the meanings of words, often helps to clarify concepts. Concepts, such as opposite and synonym, can be most easily demonstrated by the use of signs.

Finally, facial expression and body language can be very effectively demonstrated and practiced while using sign language By its very nature, sign language encourages the exaggeration of nonverbal communication.

One skill, often practiced in the upper elementary grades, is the identification of parts of speech. Traditionally, the class is given sample sentences and asked to identify the nouns, verbs, or adjectives. This same objective can be met with the use of total language.

First the hand sign positions for *V,N,* and *A* are taught.

V   **N**   **A**

Teaching them takes less than two minutes, even if this is the first total language experience for the class.

After the students can give the *v* sign for verb, *n* for noun, and *a* for adjective with ease, the teacher reads sample sentences or displays them on an overhead projector.

The teacher either emphasizes one of the words or draws a line under it. All of the students make the sign which they believe stands for the correct part of speech.

In this way, every child responds to every question. The children can look around and check their own answers and make corrections as necessary. This checking and changing is very obvious to the teacher. It is easy to scan the room and see which child is having difficulty and needs individual help. It is also obvious if there is general confusion and reteaching is necessary. Many examples can be given in a short class segment. No child can fail to participate without being noticed by the teacher. No child is embarrassed by giving a wrong answer in front of the whole class. The teacher gets instant feedback concerning the effectiveness of the lesson.

If a primary teacher is introducing opposites and synonyms, total language can also be extremely useful These are the signs for a few common antonyms

UP

DOWN

IN

OUT

COME

GO
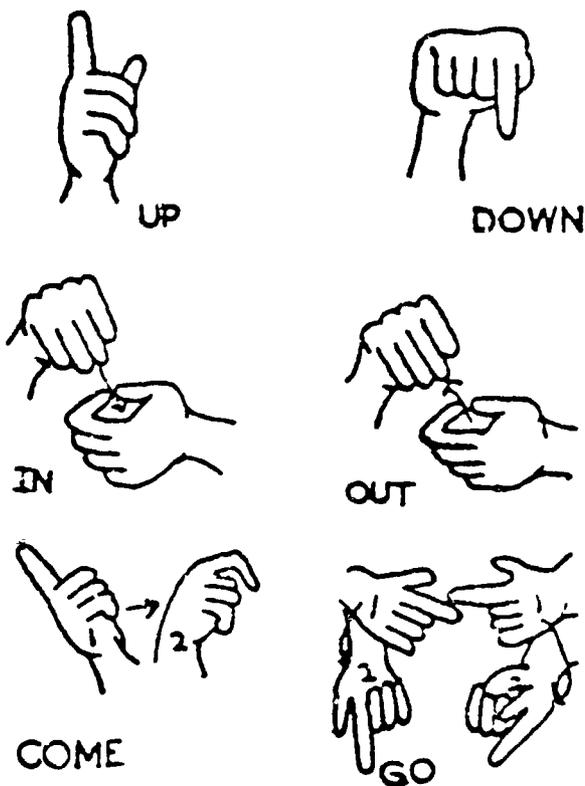
Since the motions suggest the meanings of these words, and they are indeed opposite motions, the concept of opposite becomes very clear even to young children. These signs can be taught very quickly simply by saying each word and making the sign The children repeat the words and signs. Next the teacher dictates a few sentence' using these words. When one of them occurs, the children use the sign.

The teacher knows if all are paying attention, and because a physical response, be it very small, has been involved, most children enjoy this activity

After the children understand the concept of oppo-sites, and of signs for words, they can be asked to invent signs for synonyms such as small, little, or happy, glad These signs will naturally be very similar, and the concept of synonym needs only to be named by the teacher The physical demonstration of the words, and the active par-ticipation in inventing signs make understanding much easier.

Another goal in teaching communication skills is the use of facial expression and body language to help trans-mit ideas. These are often difficult for elementary stu-dents to practice because they feel silly and unnatural

However, when faced with communicating without words, they use expression more naturally. This is why we have used pantomime in the past. The problem has been that without any words, the activity often evolves into a guessing game.

If the group can be taught a few words in sign lan-guage, pantomime, augmented with signs, relieves much of the pressure on the actors and reduces guessing in the audience For this activity, it would be very helpful if the classroom contained several simple sign dictionaries to be used by the children.

Total language used, as described here, is particu-larly useful in groups where some of the children are handicapped. These children are sometimes reluctant to respond alone before a group. Here the emphasis is upon everyone's responding at once. Many handicapped child-ren have difficulty maintaining attention. Total language participation makes lapses in attention immediately obvious to the child and teacher alike. Some handicapped children have trouble receiving information auditorially Total language is multisensory, with the emphasis on the tactile and visual modes. Learning some sign language gives the handicapped child something to demonstrate to parents and friends which they do not know. This cer-tainly is good for the self-image.

Using total language and sign language in the class-room has several other advantages for *all* of the children as well as for the teacher. Using sign language gives the children an awareness of and an appreciation for the deaf community. It develops a cohesiveness within the class, knowing something that others do not. Once a rudimen-tary vocabulary has been acquired, the teacher can use these signs for simple directions such as "sit down," "come here," "yes," and "no " Directions, particularly correc-tions, are much less offensive to the children when given in sign

Positive reinforcement as well can be given in sign. "I love you" can be flashed across the room to a child who needs it with a minimum of distraction.

I LOVE YOU

Sign language is a natural interest among children of all ages and helps to make school a place where they learn something that they want to learn

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Total language can be learned from materials found in most public libraries or resource centers without additional expense It can be easily learned at a pace that is useful in the classroom The teacher needs to learn signs only as fast as the children. Total language makes the teacher's job easier, not more complicated Total language used in elementary English makes it much easier to manage the mainstreamed handicapped child while at the same time enriching the program for the rest of the children

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5. A LEARNING-DISABLED STUDENT IN *MY* ENGLISH CLASS?

by Claire Weiser

A multitude of clear, practical suggestions for use with handicapped students in teaching to their strengths. Addressed primarily to elementary teachers, some of the suggestions should prove practical on the secondary level The author is a Special Education teacher in the Fenton High School, Bensenville, Illinois

Because of P.L. 94-142 and trends in education, more and more students requiring special education will be mainstreamed into the least restrictive environment, the regular classroom. This influx adds new responsibilities to the regular classroom teacher; and nowhere is this more realized than in the subject area of English, not only because English is a required subject and its skills affect all other subjects but also because English skills are often the most underdeveloped and difficult for the learning-disabled student

The primary goal in dealing with a student's learning disability is to enable development to a point at which that student can function reasonably well in society. For example, if a disability suppresses the reading level, the teacher may or may not be able to eventually help match reading level with grade placement. But the teacher can try to develop skills the student will need in adult life

Each learning disability is as individual as the child and, therefore, ways to deal with the disability are individualized. The following suggestions are ideas to try with no guarantee that each will work If one approach does not seem to provide results, try another.

PLACEMENT

If (or rather when) a learning-disabled student is mainstreamed into your regular English class, obtain reliable, recent test scores for reading levels. Do your own diagnostic testing to gain further or more detailed information about the student's reading ability Place the student in an appropriate-level reader and make every attempt to keep the reading at the student's level by supplementing with lower-level books or dittos (have a lower grade teacher run off a few extras for you), audio-visual aids, demonstrations, discussions, or having another student read aloud. Assist the learning-disabled student in library book selection; work with your librarian to procure high-interest, low-vocabulary books which can provide appropriate reading and maturity levels

REMEDIATION

Interview former teachers for the student's strengths, weaknesses, and appropriate remediation techniques, and teach to these Continue to utilize the services of any resource personnel such as the psychologist, social worker, or special education teacher throughout the year.

If the student is an auditory learner, encourage a phonetic method of reading. Present letters clearly and consistently, preferably in lower case, and associate letters with sounds and sounds with words If necessary, train visual discrimination from gross to fine differences in letters, words, and sentences Train in left-to-right sequences: letters in words and words in sentences. Utilize configuration clues, such as outlining a word's shape, to aid in visual recognition of sight words.

If the student is a visual learner, train auditory discrimination and sequencing. Writing from dictation can be valuable Phonics skills may need improvement and may not be a practical tool for decoding. Try sight words and context clues, words should be presented, reviewed, and tested in context. Color cues can be an effective teaching aid to increase attention an improve perception Make use of color cues to differentiate left and right sections of a work page assignment, or groups of short and long vowels, for example.

COMPENSATION

Be flexible in your usual requirements for work from students, Allow the use of visual cues such as a word list, cursive alphabet sampler, etc. Due to the student's possible low frustration level and poor motivation, make reading assignments purposeful and structured. Be sure the student understands why and how reading should be done and what is expected afterwards. Allow the student to point at words with his her finger, underline words with a card or bookmark, and subvocalize words while reading

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if these compensation techniques improve comprehension and or speed and limit distractibility If reading aloud facilitates understanding, have the student read to a friend rather than be embarrassed in front of the entire class. Expect slower oral reading if the student still must decode almost every word due to poor visual memory For comprehension assessment, substitute oral demonstrations, tape-recorded reports, or doing-projects for written reports.

If a short attention span, visual or auditory reception, and or sequencing problems are apparent, be specific and clear in your instructions and keep assignments short Distribute parts of a work page at a time and evaluate them often; sometimes an entire sheet of work is too overwhelming for this student Regular spelling lists may be too difficult or too long Learning can be improved if small groups of commonly used words or similar words (same endings, same vowels, etc) are practiced and tested. Experiment with spelling words given in sentences or individually in a list to ascertain the more successful method Rather than count reversals as spelling errors, let the student self-correct

Performance will often improve if the student can write comfortably If cursive is difficult, allow printing, and vice versa Cursive writing often eliminates reversals If the student is more comfortable using a pencil than a pen, allow it, legibility and writing speed may improve Copying from the board may be difficult; if so, provide a model at the student's desk

MULTISENSORY

Combine visual, auditory, and tactual cues in your instruction Tap and vocalize syllable parts or "write" a spelling work on one's arm "Write" a word or practice a letter using the entire arm in the air for gross muscle reinforcement Say individual phonetic sounds with the student blending them and locating the word visually. If memorization is requested, have the student write or tape record what is to be memorized Use sandpaper, felt, or any tactile material to make letters for the student to feel and trace over Associate the meaning of a word, such as a picture or the actual object, with the visual spelling and auditory vocalization of the word. Provide tape recorded stories for simultaneous listening and silent reading Use your imagination to make almost every lesson a multisensory learning experience.

CONCLUSION

In general, teach to the student's strengths by being flexible and creative in your daily lessons and remediate weaknesses by using a multichannel approach to instruction Most effective, however, is to observe and learn from the individual students what methods work best for each of them

6. THIRD GRADE READING—FAMILY STYLE

by Esther R. Roake

In a class with a large number of disadvantaged students, gains are possible through the use of peer families and the development of affection and respect for each other. Classroom management techniques that allow this to happen are described in this article. The author is a primary teacher in the Seth Levvelling School, Milwaukee, Oregon.

Welcome to our third grade classroom. Observers, student teachers, and guests add variety to our school days. We hope that we can share something of value to you

Following are the key philosophical thoughts upon which I base my teaching

1 All students can learn.

2. Flexibility helps both students and teachers.

3. Communication sets education into motion

4. Management techniques keep the educational process orderly.

5. Movement through life causes friction, but love and respect prevent or heal the hurt

Before a teacher launches any kind of program, it is wise to develop a personal philosophy. The philosophy need not be original. Visit classrooms and adopt for yourself the ideas that seem to work and fit your personality. Your teaching philosophy is the foundation upon which you will build your program.

As an observer in our classroom, you may need a class list to compare the special needs of the students and the techniques meant to meet their needs.

Our population is 75 percent middle class and 25 percent low income and mobile. The children in the mobile population may move in and out of two or more schools a year, have only one parent, and be involved in a family crisis.

Brandy	A strong reader, active, noisy, has double vision
Brenda	Mature, strong reader, a quiet leader.
Chan	Cambodian, no English, needs manipulative and mime instruction.
Corey	Young, shy, strong in phonics but a timid reader.
Danny	Mainstreamed, can write his name, gross reversals.*
David	Young, outgoing, poor auditory skills.
Derek	Strong reader, good organizer and leader.
Faith	Shy, two years below grade level in reading.*
Heidi	Reads words but has little comprehension.
Jae	Korean, bilingual, strong reader, low comprehension.
Laura	Quiet, withdrawn, hard to test.
Mark	Two years below grade level in reading, absent often.*
Morty	American Indian, averages four moves a year.
Paul A.	Silent, never speaks in a group.
Paul S.	Emotionally disturbed, very noisy, acts out.*
Rachel	Shy, strong reader, will not help others.
Steve	Progressive myopia (correctable at this time), loud, strong reader.
Stephen	Cerebral palsy, air talker, asthmatic, strong reader.
Tracey	Orthopedic problems, strong reader, will be out four to six months with surgery.
Tiffany	Learning disabled, needs extra time for reading.*
Tim	Strong reader, bilateral lisp, will not read in a group.*
Victor	Two years below grade level in reading, passive *
William	Heavy lenses, can't recognize his parent across the room.

* Leaves the room for special help.

Note the number of children who need one-to-one help and will be in and out of the room for services Room management techniques must be strong to remove some of the teacher stress.

I group the students in families Each family should have one strong reader, a leader, an artist, and not more than one very noisy or acting out student Several isolated

desks will help remove students from stress when they need a quiet space. An area with educational activities, games, and books will give the more rapid workers positive activities while the others finish. The family leaders will help the members of their group who ask for assistance.

Good communication is critical. We will meet daily on the rug to formulate group rules and verbalize expectations and frustrations. Yes I express my frustrations and hope the modeling will encourage them to be open. Family leaders report good housekeeping and helpful behaviors from their group. We role-play nonverbal communication and learn to feel our voice boxes to see if we are whispering or talking out loud. Time spent on the rug early in the term leads to smooth sailing later. Our daily schedule is written and posted on the room divider. A digital clock helps younger students read the schedule more easily. Routine is very important to stressful children.

We begin each day with warmth, praise, and sometimes laughter. Often jokes are used for penmanship lessons.

Preparation time is necessary for all types of aide help. Written notes must be ready for all aides if they are to feel comfortable and be effective. Parent aides, visiting grandparents, and cross-grade tutors are very helpful. Student aides are less likely to have conflicts with other obligations and can often be involved in more extensive training programs than adults. Some small children, however, will respond better to an adult than to the older student.

Reading time is possible for Paul A. because he can read into a tape recorder behind the room divider or in the hall. He must be trained in the use of his equipment. However, his progress can be monitored after school. He is a walker, so he is able to stay a few minutes and receive praise for tapes well done.

Stephen can read aloud slowly. He needs short sections for oral reading. He needs little encouragement to share comprehension responses with the rest of the group. It requires careful test monitoring to keep him working at his actual reading level.

Tiffany is reading much better since she understands her problems. Open communication and support is necessary for all of the students, but very productive for the learning-disabled student.

Writing lessons are difficult for Stephen, Victor, William and Paul S. Tracing sheets are necessary until they can work from desk copies. Fortunately, we have an office copy machine that makes quick work of extra copy. Stephen must move to a slant board to write. He must be encouraged to sit erect. Students are all expected to complete minimum tasks. Extra time is available during recess

or lunch. When students make good use of their work time, they should be rewarded with praise and flexibility of minimum requirements.

As an observer you would see that the reading schedule is written on the chalkboard. Groups are listed by the title of the books being read. Each group will participate in a period of oral reading, a period on the rug, and a period of written work plus reading at their desks. Within this format is a great deal of flexibility. I meet on the rug with each group on alternate days. I introduce all new material and do most of the testing.

From the old Chinese school, I have gleaned choral reading. Aides can lead a group in quiet choral reading with little frustration. Yes, you will see finger tracking. At first students track under lines and then down the center of the page or the edge of the page. An instant glance at the group tells me if someone is lost. Aides quickly pick up on helping the student who has trouble without calling attention to the problem. By midyear, I have strong readers in most groups who can lead their peers for short periods of time. Students make two and more years' growth in a year if they read aloud twenty minutes or more each day.

Please notice that one group is reading a page, taking turns with each sentence. They are reinforcing our grammar lesson. Another group takes turns with paragraphs while a third group takes turns speaking for the characters in the story.

Seat work varies from phonic packets to textbook worksheets. All material is self-checked or group-checked. Monitoring is necessary, but when expectations are clear and records of progress are evident, the students take pride in being independent. 'n a class of twenty-five, there will be about five who need daily checking before they put their work away.

Chan began reading periods with filmstrips and tapes. She listened to the tapes and watched the pictures, turning the pictures to an auditory signal. Students then read the stories to her, tracking under the words. Chan quickly transferred the similar consonant sounds. The students who have exibited low comprehension skills learned to concentrate and give meaning to Chan by miming. Everyone got into the act, making for light-hearted moments.

Auditory problems are aided through choral reading. Eyes, ears, and minds must work closely together. We reinforce this training during the spelling lessons. Many of the students who receive services are in the Distar Program. The transfer from decoding to encoding is not automatic for them. I begin by breaking CVC words into parts and gradually we work through blends, digraphs, and long vowel patterns. Success does breed success. The glow of pride in the faces of students who learn to win is a

good moment for me. Let's face it, teachers need to get good vibrations to balance the stress.

Stress is always going to be with us. Paul S. must sit close to me all day. My mind cannot be far away. Morty can be set of, easily. He sets up confrontations to prove his feelings that "peoples don't like Injuns." As his skills improve and his group expresses pleasure in art contributions he makes, I think I see changes. Rachel demanded a role in a play we shared with the IMR class. She has asked to go back as a cross-grade aide. It will be safe to excel there, no classmate will find out she is a 'brain.'

Steve and William must read large print books. Steve needs higher level books, but the State Department for the Visually Impaired will service only the legally blind. (Full page magnification lenses are of some help.)

I look for the areas where we are most alike—our need to excel and be recognized. We share the basics with each other. Our school family gives daily support. As the year progresses and the third grade student becomes more peer-dependent, the family group presses for positive leadership. This is the time to look back and see that the foundation was sturdy and led to solid growth.

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7. TEACHING NEW VOCABULARY? SKiP IT!

by Carolyn Ewoldt

Preteaching vocabulary may not be as necessary or as desirable as is presently believed. The author suggests an alternative method which includes encouraging children to skip hard words or guess and continue reading. The natural redundancy of language is the key. The focus is on the teaching of deaf students. Carolyn Ewoldt is a Research Specialist at Gallaudet College. She has been involved in researching the reading process of deaf children for the past five years, and for the past three years has also served as a reading consultant for the Kendall Demonstration Elementary School, Washington, D.C..

Helga Sandburg (1964) once wrote an article in which she advised young readers to rebel against the rule that they look up the meaning of every hard word. She suggested that they skip the hard words and continue reading. This same advice has also been given by one of the leading theorists in reading, Frank Smith (1975). But Sandburg and Smith were speaking to hearing readers. This advice, given to the deaf, would shock their teachers. Especially for the deaf, teachers reason, it is important to sequence the learning, to limit the vocabulary, and to make certain that their students understand every word before they read the story Therefore, it is common practice to help the reader digest the material a sentence or a word at a time by preteaching sentence patterns, word meanings, and concepts.

However, there are problems with this procedure which need to be examined. One important goal of reading instruction should be that deaf children will choose reading as a leisure activity. All too often this does not happen. One reason may very well be that their enthusiasm for reading is dampened by being given predigested stories As Sandburg said, "it often seems that adults are determined to remove all the mystery" (1964).

Perhaps another reason for deaf readers' lack of enthusiasm for reading is that they have not developed the independent strategies necessary for reading materials of their choosing. Another important goal of reading instruction should be that deaf children will develop independent strategies for dealing with print Reading is, after all, a solitary activity "The world of words is lonely, and you walk into the book by yourself The voices of your teachers and your parents explaining gradually fade into the background .. What you make of it yourself is, finally, what matters." (Sandburg, 1964)

One independent reading strategy is that of learning new concepts through reading by making use of the natural redundancy provided by the context of a whole story. To understand how redundancy works in language, let us look at the simple concept of plurality In the sentence, "The cows were eating grass," the reader is provided with two cues (circled) that denote plurality. If *cows* were presented in isolation, only one cue would be provided, and therefore the likelihood that the reader would attend to plurality would be reduced by half. We can add to the redundancy by providing more context:

> The cows were eating grass when the farmer
> came to get them. "Come on, Bessie and Suzy
> time for you two to get to the barn."

In this passage there are additional cues, and the likelihood that the reader will get a sense of plurality is increased several times.

Good authors make use of redundancy to help readers grasp important concepts. For example, the following two excerpts are from a story called "My Brother Is a Genius" (American Book Company, 1965). The word *genius* is an important concept in this story.

1 You don't have to be a genius to win the prize, just smart enough to plan something really interesting and original.

2 I leaned over the crib, pointed a finger at him and said, "Say 'da' "

Clearly and distinctly Andrew said, "Philosophical "

At first I just looked at him "Philosophical?" I asked "Did you say 'philosophical'?"

"Communication." he said, also clearly and distinctly

"Mother! Dad!" I yelled "Andrew isn't typical! He's he's a genius!"

Deaf readers, like hearing readers, are capable of using this redundancy One deaf girl who read this story fingerspelled *genius* in the first encounter (excerpt #1) but signed *smart* the second time it appeared (excerpt #2) (Ewoldt, 1977) Following the reading of the whole story she retold it as follows:

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The older brother studied and read a book. The baby listened to him read and said, "Philosophical." The baby calmed down from the brother's speech. He listened and understood. It was a surprise. The baby got smart.

It is clear, then, that the concept of genius was understood because of the author's use of redundancy.

How can this important independent strategy be developed in the typical deaf reader? The answer is, simply, let the children read whole stories and trust them to interact with the author in a meaningful way.

But redundancy alone is not sufficient if readers cannot draw from their previous experiences to deal with concepts in the story.

The same reader who handled the concept of genius so beautifully was bewildered by an article about planeria, despite the redundancy in the article. This means that we must not only provide readers with the opportunity to read whole stories that are sufficiently redundant, but also that we be sure that readers have had related experiences prior to the reading so that they can draw from these experiences. In the case of the article about planeria, the students could observe these flatworms and perhaps try the experiments described in the article. They could also view movies about planeria or make scale models of them. Above all, they should have many opportunities to talk to each other and to the teacher about these experiences.

This does not mean, however, that every word or concept in the article must be directly taught. And this does not mean that teachers must diligently seek out all the concepts contained in every story and provide experiences for each one.

In "My Brother Is a Genius" the word *philosophical* appears seven times, but the meaning is not explained, and the concept is not necessary to an understanding of the story. It is only necessary to know that this was one of the big words the baby said, an understanding which a reader demonstrated when she said in the retelling, "The baby said something big, some hard words."

It is important, then, that teachers know which concepts to pursue and which to ignore. If children are given opportunities to do a great deal of reading, concepts which were not clarified in one story may become clear in another story. For example, the same reader described above encountered the word *streetcar* four times in one story. The first time she fingerspelled it, the second time she signed *street* and spelled *car*, the last two times she signed *train*. The following week she read another story in which the word *streetcar* appeared. The first time she encountered the word she shortened it to the sign for *street*. The next time it occurred she signed *train* and was apparently satisfied with her choice of signs because she referred to the streetcar as a train in the retelling (Ewoldt,

1977). (At that point the teacher might be satisfied with the student's understanding of streetcar, or the teacher might follow up with pictures and a discussion of streetcars and their similarity to a train.)

These examples point to the importance of the retelling procedure following the reading. When students retell a story, teachers get the best indication of the extent to which that story was understood, and they can help students clarify or deepen concepts at that time. Misconceptions in the retelling can be noted, and the teacher may then wish to help students with particular sentence constructions or concepts which may have contributed to the misconception.

Activities and/or explanations following the retelling will have more relevance for the students, relieve the teacher from having to explain everything in the story before it is read, and leave more time for dealing in depth with particular aspects of the story.

Most importantly, this procedure puts the initial responsibility for reading in the hands of the students and helps them to develop independent strategies. They can be advised, as Sandburg and Smith have suggested, to skip the hard words or make a guess and trust that if they are important, the words will occur again and there will be a better chance of understanding them.

The procedure recommended here, then, is one of providing students with whole, well-written, interesting stories which they are to read silently without help. The readers can then use their prior experiences and the author's language cues to actively engage in concept development as they read. Knowing in advance that they will be retelling the story can help the students to focus on the meaning. Discussion following the retelling can then focus on important concepts not thoroughly grasped.

This procedure can result not only in more independence for deaf readers, but it can also give their teachers a new respect for what they *can* comprehend independently.

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8. SELF-ESTEEM AS THE MEDIUM FOR ADAPTIVE LEARNING AND RELATING PROCESSES

by Mary Lou Philage-Tosic

Believing that self-confidence is essential if children are to learn above the functional level, the author discusses strategies to promote self-confidence in 5-7-year-olds, and to some extent in 8-12-year-olds. At the same time the emphasis of the lessons is on communication skills. Mary Lou Philage-Tosic is a practitioner in social work and education consultation.

It had long been noted that for many handicapped children, task mastery settled at the functional level and did not produce further interpretation or innovation (M. Frostig, D. Horne, 1964; R. Anderson, 1970; J. Maloni, J. Bruchas, 1972; J. Caescimbeni, 1967; J. Bruner and R. Taguiri, 1954). Sequencing and patterning denotations gave a child a method for organization and the skill of imitation, but exploration and creation did not result. I believe that the acceptance of mastering the task at the imitative level directly reflects the confidence level of a child. At this level he/she is simply borrowing the style of a respected adult. There is no risk in copying, but the child is functioning at a depressive level. He/she trusts the "significant other" more than him, herself, or that the adult will value his her style. Children are often locked into the "what I do is what I am" syndrome and find it difficult to test out their own learning or relating strategies. Confidence is the missing factor, the confidence that it takes to risk newness and mistakes, to make choices and to be responsible—the confidence needed to learn.

Exploring and creating are major steps which have as much to do with the psychosocial development as with the perceptional maturation of the individual. By applying psychotherapeutic diagnostic and treatment skills to the educational process, I hoped to coordinate the two basic areas of growth: that of motor development and that of communication development, to reach the optimal goal of self-esteem.

Communication goes beyond articulation and grammatical skills since it is the vehicle for relating and belonging. It is the crucial catalyst linking self to others and, ultimately, is basic to the development of self-esteem. The latter is defined as the belief in one's ability to perform, to relate, and to belong (V. Satir, 1974). Technology of skill mastery does not necessarily provoke adaptability, while confidence or self-esteem does. It is interesting to note that learning and play are identical in their hierarchies. The sequence is from environmental imposition, to integration, to imitation, to symbolization, and to creation.

Applying, then, the perceptual exercises to the motor area and play therapy techniques to the communication area, a strategy for the full development of the person could be deployed (see Table 1). It would also be amenable to small or large groups and adaptable to younger and older age groups.

Since perceptual-training skills are well documented, I will instead focus on the conjoint psychosocial process and describe programs which were adapted to the specific needs of groups, yet which ultimately followed the suggested outline. For a young group of 5-7-year-olds, a combination of the DUSO (Developing Understanding of Self and Others) program with puppetry and bibliotherapy was effective in such areas as social-emotional, learning disability, and retardation. The DUSO provided a method of introduction to the uniqueness and OK-ness of each individual, with the media most desirable—book and puppet.

From this could easily evolve the introduction of *Moods and Emotions* cards, which illustrated a situation and a character's response to it. The children were asked to attend to the character's eyes, mouth, body-set, muscular rigidity or flex and describe what he or she might be feeling. In that way, we moved away from somatic feelings (sick, hot, etc.) to the emotional awareness. By labeling feelings, a new sense of control emerged. Familiarity and commonality tended to nullify the extreme reactions to the unknown, i.e., helplessness and panic. They were then asked to duplicate their observation on an undifferentiated, or blank, chalkboard face. After this was repeated, and the negative feelings identified and depicted as comfortably as the positive ones, the children were introduced to books, specifically chosen to convey the cause-effect process of stressors. They were asked to listen and, when they heard a "feeling," to identify it; after which they were given puppet forms to trace, cut out, and staple together; and then to decorate, but on which to illustrate unmistakably, a feeling suggested in the book. Each puppet created was to specify a separate feeling.

TABLE 1
Strategy for the Full
Development of the Person

Motor (Perceptual Training)		Communication (Psychosocial Training)		
I *Body Image*	-body parts, directional vocabulary	I *Self Identification* gender, age uniqueness		
II *Body Awareness,* *generalized gross* *motor movement*	-rolling, sitting, standing, walking, running, crawling, creeping, jumping, hopping, throwing, skipping	II *Labeling of Feelings* the hierarchy is *good - bad*		
		glad	sad	mad
		happy	confused	angry
		proud	nervous	frustrated
			anxious	embarrassed
			ashamed	
III *Sensory Motor* *Integration*	-tactile discrimination laterality, directionality, dominance, rhythm balance ocular activity	III *Awareness of Cause-Effect Relations* *of Feelings to Behavior to Feelings* I feel I act Others feel I feel Others act Others feel		
IV *Perceptual Motor* *Training*	-visual discrimination figure-ground, memory and motor response, auditory decoding, discrimination, figure-ground, memory sequential memory and motor response	IV *Group Social Dynamics* sequenced from parroting to dialoging Listening skills Eye contact Nonverbal cues Consistency of words to feelings Roles Feedback		
V *Concept Formation*	-classification, abstraction	V *Problem Solving Skills* - coping, judgment, value clarification, responsible decision making		

After each child had a collection of four, we altered the process. As a story was read, and a feeling registered, the child would hold up one puppet While observing others, or showing indecision, he she was introduced to the complexity of feeling many emotions simultaneously, such as fear and sadness, embarrassment and anger, shyness and loneliness, pride and relief, nervousness, and fright. At this point, dialogue naturally began. "Who's right, who's wrong," was replaced by acceptance of ambiguity and on a deeper level, fear of mistakes and openness to creativity were modified. Then the "Has it ever happened to you?" was introduced and the ability of the children to participate freely and securely, promoted. The process of analyzing cause-effect relationships allowed the children to define themselves not only as recipients of and reactors to stress, but also as innovators and controllers who could assess and adapt alternatives. New methods of coping were now explored in plays in which the puppets could be frozen so that planful alternatives could be rehearsed, tested, and judged Those lessons explored inconsequen-

tially in a play could now be adapted to other situations.

In another early grade, merging into a group had not occurred. For this class, the remote goal was peer group reinforcement of appropriate behaviors since considerable attention had been given to the immature and dependent behaviors. Berger's book *I Have Feelings* was introduced as the focal point for our sessions. It was special since the design of the book was to describe situations to label feelings and, in the final step, to provide resolution by outlining a method for changing or continuing the dominant feeling. The appeal of the book was as predictable as the chaos which would ensue when this stimulated group wanted immediate feedback yet was unable to be recognized After two attempts at sharing the book, a discussion of the effect of the stimulation on each individual and on others led to the class's designation of rules for our time together The rules all revolved around controls, raise your hand, wait your turn, give your own idea, don't repeat someone else's, don't interrupt With the third reading, I used my own behavior to reinforce

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theirs, giving eye contact and recognition to the rule-keepers, bypassing the "I can'ts" and "I won'ts." At this point we introduced a new phase to promote group recognition of the individual's cooperative behavior We introduced "Superperson" into our session Each child wrote his her name on a paper slip and could display it on his her desk, until a rule was violated Then it was turned over At the end of twenty minutes, all names displayed were collected The children were very cognizant of who had done what and the effect of the "anonymity" or "namelessness." All names collected were awarded superstickers, but from the deck one name was chosen to be "Superperson " That child then was given a compliment from every class member Each compliment had to be original and was written on the blackboard for all to see The whole list was then copied on a large paper star which became Superperson's After the feeling of resolution had been integrated, the compliments followed the "I like _____'s _____ and to make _____ feel super today, I'm going to _____" format After twelve weeks, substantial behavioral and dialoguing changes were seen in individuals and in groups Consistent with the theory of psychosocial growth fostering perceptual development, academic success was the bonus

Older children, 8-12 years, who have had a history of manipulative or of resistive behavior (which is a choice of coping defenses to the same problem of lack of self-worth) are more difficult to coax into verbal socialization There is a need for assessing the social development and for anticipating group members rather than adult modeling as the base for change The process has to be the teacher since no book, puppet, or third party could evoke the same results that leadership rotation could In one group of learning-disabled youngsters manifesting all the attendant behaviors and concomitant feelings of losers, this system was introduced Each week one child was chosen at random to become the leader for the following week He would introduce to the group a game or activity and assume an authority position for a 30-minute sector, after which group feedback would be shared The direct plunge into an authoritarian role was a most ambivalent experience The usual pattern of coming unprepared soon gave way to bringing games, learning the directions, providing tasks for each member, and giving and enforcing a system for cooperation Retrieval did not occur if the leader was unprepared Silence and acting out became uncomfortable enough that the group pushed the leader to perform, and usually a spontaneously concocted activity occurred, from riddles to magic After each person had three chances to lead and a new awareness of style, coping, and alternatives had surfaced, the feedback became very potent, and attention was paid to the labeling of observations and to the subjective impact Patterns were

seen, and alternatives tested Our next part of the process involved co-leadership of randomly selected partners This added the dimension of high-power low-power position, negotiation, conflict-resolution skills, and shared responsibilities The partnerships provided an intimacy, which for many of these youngsters had never occurred The task-orientation gave them safety as well as allowed for the very skills to emerge which they would need to develop creative and adaptive academic processes Again, after six months, substantial changes were measured and had generated beyond the group to allow the children to anticipate, cope with, and resolve many social dimensions The same process was being applied in academic work situations In a similarly aged group of physically handicapped children, the *Ungame* was introduced since the pervasive depressive group quality did not promote the usual tension or anxiety to motivate self-initiated activity This game had no winners or losers, but only focused on the opportunity to communicate more effectively The game board gave the momentum to identify pools of feelings by the illustration of areas such as "Worry Wharf," and "Impatient Island," and by cards which provided the vehicle for disclosure of personal feelings in the areas of anxiety, fantasy, and success The participants always selected, from coded cards, the depth of exploration they were willing to undertake For example, yellow cards such as "Tell about the neatest birthday present you ever received" or "What would you do if you had a magic wand" were safe, while a black card "Share a time when your feelings were hurt" or "What feelings do you have the most trouble expressing?" took more trust This priming helped very insulated children to relate in a safer way initially and then to move on to a more spontaneous level of group interaction. Although their process was longer, after nine months expressive skills and involvement had improved Even body set was more relaxed and open However, generalization to other social sets and academic application were still the remote goal

In each process, the psychosocial programs were geared to a weekly one-hour session, but each program had built-in generalizers which could reinforce the process during the interim Puppets could be used, stars reexamined, leadership plans rehearsed and augmented, even for the latter group, the experience could be ruminated throughout the week. Plus, the built-in preparation factor for the following week never let a session be completely dismissed Although additional sessions during the week may have deepened the process, overall experience has shown that the process, to be well internalized, has to be deployed in an impact-respite-impact structure over a period of time Marathon technology which promotes fast change does not promote the basic internalization process needed to sustain change It is most essential

to remember that the primary goal of this classroom intervention is developmental and not therapeutic.

It is interesting to note that socialization can start with the behavioral process or with the verbal process and still evolve to the same point of decisive action and ownership. Responsibility for one's self is a *sine qua non* of independent learning and of emotional growth. Personal strategies of learning were developed utilizing another's structure, but ultimately trusting oneself enough to risk flexibility and to explore alternatives in arriving at a self-owned product. Self-confidence, group participation, and achievement were the net results of the process of correlating perceptual technology with social development. The most exciting outcome was the adaptive person

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9. FIVE TECHNIQUES FOR MOTIVATING LOW-ACHIEVING STUDENTS IN CONTENT READING

by Patricia Cohen Gold

Using a directed reading approach, the author shows how the motivational techniques of voting, ranking, continuum exercises, use of either/or, and listening can be used to encourage student success. Patricia Cohen Gold is an Assistant Professor of Education at The Johns Hopkins University in Baltimore.

Nearly one million students leave school each year, yet well over half of them have at least average intellectual ability. Reasons commonly given for dropping out include boredom, anger, and the inability to tolerate the failure associated with poor school achievement. Concomitant with poor school achievement are behavioral characteristics identified as.

1. a passivity toward learning, i.e., a tendency to avoid new experiences and limit contacts,

2 a low level of risk taking in new learning experiences, and

3. a low level of self-confidence in learning demonstrated by indecisiveness and the need for excessive reassurance and positive feedback (Hamechek, 1978).

As a composite, these characteristics reflect both a lack of interest in the school curricula and a lack of motivation to learn in the school setting. The lack of interest is attributed to the fact that students believe that academic skills are neither valuable in the real world nor relevant for their future success (Epps, 1970).

While teachers have little flexibility in regard to the curricula they teach, they do have the freedom to choose methods that both demonstrate the relevance of the curricula and increase student interest. Since interest increases attention and students learn best those things in which they are interested (Herber, 1970), it is imperative that teachers adopt strategies that emphasize the inherent relevance and interest in subject areas so as to increase student motivation.

Motivation is a complex phenomenon that blends the environment, attitudes, aspirations, and self-concepts of students. Teaching techniques that allow for student expression of feelings, priorities, and prior knowledge of the subject matter increase motivation and provide the impetus for the clarification of facts, concepts, and values (Simon, Howe, Kirschenbaum, 1972). The purpose of this article is to describe five techniques that not only emphasize student relevance, interest, and motivation, but also facilitate the use of a directed reading approach.

A directed reading approach is a method for guiding students through the reading demanded in any subject area. While directed reading approaches may vary, the basic components are motivation, vocabulary development, purpose setting, silent reading, guide discussion, skill development, and follow-up activities (Roe, Stoodt, Burns, 1978). The motivational techniques described in this article incorporate the initial steps of the directed reading approach. In utilizing these techniques prior to reading, teachers not only introduce basic concepts in novel ways but also stimulate ideas and develop vocabulary. Used prior to reading, these techniques provide purposes for reading and give direction to the subsequent post-reading discussions.

The first of these motivational techniques is voting. Voting is a quick way of getting students to think about various dimensions of one issue or about a variety of different issues. Students are confronted with a series of statements to which they respond by agreeing or disagreeing Each student has a chance to take a stand and note the response of the rest of the group. Points of group agreement and disagreement provide the impetus for more in-depth discussion The voting technique requires only two or three minutes but can be extended to an hour depending upon the number of questions and the length of time allowed for discussion. Examples of statements appropriate for the voting technique include.

| Social Studies | Slavery is a destructive force. |
| Science | As long as you see nothing in stream water, you know it is pure water. |

Mathematics	Numbers have both positive and negatives values.
Career Awareness	On a job interview when asked about previous work experience, you should have some job you can describe.

Students are instructed to raise their hands if they agree or make fists with thumbs down if they disagree with the statements. Then they read to determine if the author would agree or disagree with the statements. They must be prepared to validate the post-reading discussion with facts given by the author

Ranking, a second motivational technique, consists of presenting three or more possible choices for students to rearrange in order of preference or priority, e g , best to worst, most important to least important, etc. This technique helps students consider different options and make their own personal choices. While choosing among alternatives, they examine and defend their choices and are exposed to the thinking and choices of others Ranking can be done by students individually, in pairs, or in small groups. When ranking is not an individual exercise, students must learn to compromise through exchanging and substantiating their opinions The ranking of several statements can be accomplished in ten to fifteen minutes. Examples of statements for ranking include

Social Studies	Rank from most important to least important the effects on sixteeth century African history of guns, liquor, gold.
Science	Rank from most important to least important the contribution of each of the following to a biological environment primary producers, primary consumers, decomposers
Mathematics	Rank from most often to least often the use of negative numbers to describe time, temperature, altitude
Career Awareness	Rank from most important to least important the characteristics an employer examines during a job interview appearance, personality, completed job application.

Students share their rankings and reasons in small groups or with the total group Then they read to determine how the author would rank the statements and base the subsequent discussion on facts given in the reading.

Thirdly, in the continuum exercise students are faced with two opposite choices or viewpoints for which they will select a place on the continuum which most closely represents their personal view. Students are exposed to a wide array of responses and many gradations of choice They must examine their own opinions so as to take a stance where they are comfortable. They become aware of a range of views in what may appear to be a homogeneous group. The discussion not only brings their own views into sharper focus but also improves their abilities to listen and to understand others. For more emphasis, students may physically place themselves on a line representing the continuum. The exercise requires ten minutes or more depending on the length and intensity of discussion. Examples of statements appropriate for the continuum include:

Social Studies	In the sixteenth century, Europeans were (more, less) interested in slaves than gold
Science	Clear stream water is (never always) safe to drink
Mathematics	The use of numbers with negative values (is is not) important in the reporting of business transactions.
Career Awareness	A prospective employer should (always never) judge a person's personality and capability by his her appearance

Students give reasons for choosing their positions on the continuum and then read for the purpose of determining the position the author would take Students must substantiate the author's would-be position with stated facts from the reading selection

Fourthly, the either or technique forces students to choose between two opinions or to select an option with which they most closely identify This technique requires students to examine choices between two options that are appealing or between two options that are unappealing. The technique exposes students to the thoughts of others and requires ten to twenty-five minutes. Examples include

Social Studies	A gun can serve both a positive and neg, tive purpose.
	A bottle of liquor can serve both a positive and negative purpose
Science	Stream water is just like tap water
	Stream water is better than tap water

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Mathematics	Numbers having positive values are widely used in our society. Numbers having negative values are widely used in our society.
Career Awareness	Before going in for a job interview it is best to think of all the problems that could arise Employers are looking for young aggressive workers with clear ideas and the courage to express those ideas.

Students select a choice and share their reasons with the group Following the discussion, they read with the purpose of determining the choice the author would make. Post-reading discussion then centers on facts in the selection that verify the choice believed to be that of the author.

Lastly, the listening technique consists of the presentation of a statement or paragraph to which each student in a group of three responds individually Each group member is given the opportunity to respond by being the focus person while others listen. Group members, therefore, are given equal time to express their views and react to issues. Students learn to listen and react for a purpose. One group member may be designated to summarize the small group discussion for the total group The technique requires twenty minutes or more. Statements for use with the listening technique include.

Social Studies	The national press could force the United States into a war by convincing the American people it was necessary
Science	A group of living things that can adapt to many types of environment is likely to have a high rate of survival
Mathematics	In algebra, if a statement is true when letters are used, then the principle will hold true in all situations

Career Awareness	There are limited vocational opportunities in the field of clothing, fabrics, and fibers.

Each student is given five minutes to respond while the other two group members listen. After summarizing and sharing with the total group, students read to determine how the author would respond. Students identify the facts to substantiate their conclusions.

In summary, the voting, ranking, continuum, either/ or, and listening techniques have been identified as being highly effective for motivating and guiding students to read in any subject area The use of these techniques has several positive effects. It facilitates the creation of a warm, emotional, classroom climate by providing situations which require active student response based initially on background of experience but subsequently on the subject area reading Therefore, students are conveyed the message that they have the ability to do what is required. Moreover, teachers are afforded the possibility of directing the reading of more difficult material and developing more zestful, energetic, critical thinking. The result is greater opportunities for teachers to give more positive feedback. By increasing student interest and motivation, teachers insure greater opportunity for school success

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10. THE FIRST SONGS OF SUMMER

by David I. Steinberg and Judith E. Traub

Although used with junior high students in a summer school setting, the methods described here could be adapted for classes at the elementary level. Incorporating music with writing was one of the keys to success. David I. Steinberg teaches Academics Through Music at the Kingsbury Lab School, Washington, D.C. Judith E. Traub is the Reading Specialist of the Junior High Program at the Kingsbury Lab School, Washington, D C

I wish she would come back to me.
'Cause she sure 'nough will be my star
So little shining star,
No matter where you go, you're mine
You're my shining star

A fourteen-year-old boy with learning disabilities wrote the lyrics quoted above He and 19 other junior high age students were involved in an experimental class designed to teach songwriting in a 6-week summer session at the Kingsbury Lab School, a private school in Washington, D.C , for children with learning disabilities.

We began by believing that everyone could write songs. The first day it was important to write a song as a group, to play it together, and to have it sound terrific.

"How many of you have never played a xylophone before?" asked Dave.

Four hands slowly raised.

"You'll be able to play today "

Judy passed out the xylophones The students tried them out. On a large sheet of poster board, Dave wrote.

<u>C E G</u>

Pointing to the letters, Dave said, "Pick a note, any note."

Marty yelled, "C!"

Dave wrote a "C" under the first group of letters, and added a new group

<u>C E G</u>   <u>G B D</u>
 C

"We have the first note of our song Who wants to pick the next one?"

"B!"

Dave added a "B" under the second group When we had finished, there were four notes chosen from four different groups. It looked like this·

<u>C E G</u>   <u>G B D</u>   <u>C F G</u>   <u>G B D</u>
 C   B   G   D

Then Bobby asked, "Which 'C'?"

"There are two 'C's' on a xylophone," said Dave, "a high one and a low one Which one sounds best to you?"

"The low one "

"O.K., here's how you write it on a music card." Dave drew a box and put a "C" in it and said, "You put a low 'C' near the bottom. You start it near the left because we read music from left to right, just like we read words in sentences "

The class decided where the next three notes would go and decided we should play it through twice. The card looked like this
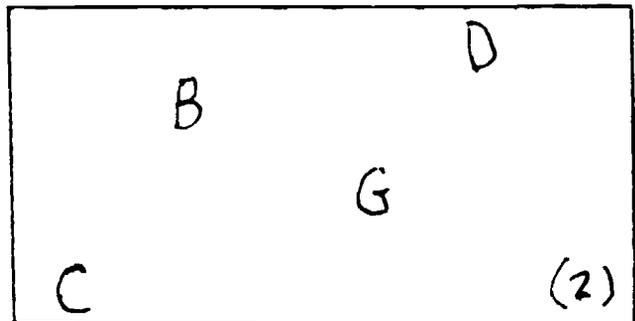
Judy wrote the songs on index cards for each student to have near him or her, and spent time helping those students who were new to the xylophone. The class practiced the song for a few minutes Dave accompanied them on the piano, playing C and G chords in a rock and roll beat. The class was smiling. The biggest smiles came from the guys who had never played an instrument before.

"The song sounds good, but it can sound better Let's add new instruments."

Big xylophones were set up. Drums and woodblocks were handed out. We took a few minutes to warm up. The song was played again. Now it sounded great!

"Today we wrote and played our first song as a group See you tomorrow "

Over the next two weeks, the students wrote their own individual melodies through this same method. By using this process, they discovered that the groupings of notes were actually chords.

Writing their own music, the students were practicing many of the same skills they would need to construct word sentences in their other academic work. Notes had to be written in a left to right sequence and properly placed on a page. Each student was taught to write music in such a way as to designate on paper the specific position of each note in accordance with its position on a keyboard. When reading their own melodies, the students had to understand the symbolic languages used, a skill that is directly related to the reading process.

Playing our songs as a group helped make it safe for the students to write their own melodies. Next we asked them to write their own lyrics. For most students, this was a frightening assignment. To help the students be successful at lyric writing, we found several basic requirements were needed. First we discovered that we needed a large number of adults because this was to be a one-to-one experience. We were fortunate to have with us graduate students so that for each group of 10 students there were 3 adults. We had the use of several tape recorders and each student had her his own cassette and notebook.

Our basic process was a language experience approach. Each student would work privately with one teacher and, after discussion, the student would dictate his ideas. Together they would review the song and make any desired changes. If the student had a melody in mind, he she would sing and record the tune. That night a teacher would take home the lyric and cassette, figure out the song by ear and rewrite it so that the song could be played on the piano. The next day the teacher would play the song for the student privately so that the student could make any more desired changes. If the student gave permission, the song would be played in class. By the end of the day, a neatly written copy of the song would be placed in the student's notebook.

Sometimes a student would write about an ordinary experience like coming to school.

I really hate to wait for buses that come late
I'd rather walk than ride
'Cause when I do get on there's no where to sit
And then I have a really big fit

Sometimes a student would borrow a melody. The following song about World War III was written to the tune of "The William Tell Overture."

There once was a ship that sailed the ocean
It was a big one with four smokestacks
But then suddenly one day
A torpe-e-do,
With the name of the ship, hit it

The best part of the summer happened when students expressed their feelings on issues that were important to them. Sometimes the feelings about an incident at home would be expressed in song.

When I came home and found mama
She was cryin' I asked her what was wrong
She said my daddy just walked out
He said he's never comin' back.
She said, "What're we gonna do?"
And that's when I became a rock and roll star

Some of the older students wrote love songs.

I don't know why I'm madly in love with you.
I wish I knew why I was madly in love with you
But I maybe just have a crush on a girl like you.
You're just breakin', breakin' my heart

One student expressed how living in the city can perhaps be a frightening experience.

What you know will not hurt you,
If you talk it out
But if the boy finds out,
Then he will beat you to death

It is always hard to say goodby to people you feel close to. This song was used to express feelings about separation.

I'm leavin' come tomorrow. Don't be sad. I want no sorrow
I'll take my hell over there, and leave it there tomorrow
I'll be back for your lovin'. You can bet your cat on that
I'm leavin' come tomorrow, and I'll take your heart with me

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The students found it enjoyable to write satirical songs about their teachers and the school When Dave accepted this song with good humor, the student went on to write many others (To the tune of "Rock A Bye Baby")

Rock and roll Davey on the guitar,
When the crowd cheers, you feel you're a star
Wher the strings break, you feel like a fool
So don't worry, Davey, you can still teach at school

The same student wrote the following verse to the tune of "Old MacDonald," and it expressed all our good feelings about our successful work and each other

The school is proud of its kids,
And why shouldn't it be?
They're the best in this whole town,

It's easy for you to see
They work so hard, to do their best
Know that they can do no less
The school is proud of its kids,
And why shouldn't it be?

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11. A BAKER'S DOZEN OF COMPOSITION STRATEGIES FOR MILDLY HANDICAPPED CHILDREN

by Walter E. Sawyer and James R. Clement

A variety of techniques is offered that should prove useful in improving writing at both the elementary and secondary levels The authors demonstrate how to get good writing which they characterize as having a rich vocabulary, elaboration, logical sequence, and sentence variety. Walter E. Sawyer is Language Arts Coordinator and James R. Clement is a fifth grade teacher at the Waterford–Halfmoon Union Free School District, New York.

In the developmental language process. composition or written expression is the final and most complex skill area Children demonstrating learning disabilities and mild mental retardation. however. can and should achieve many aspects of this communication skill A comprehensive program foc g on activities before. during. and after the writing activity period. combined with a larger number of prompts and cues. can enable these children to develop successful writing communication skills

The "baker's dozen" of instructional strategies offered here form the foundation of a successful program. The list comprises strategies for use at all points of the program: most can be implemented as soon as a child is able to write words. Activites such as alternative audience, oral outlining. and animal-vegetable-mineral are for the pre-writing period Techniques such as the writing conference. evaluation corner. and backward reading are used following the actual composing period. Still other activities such as charting. sentence combining, and writing groups are incorporated at various points in the writing cycle The readers are invited to use some or all of these activities as they best fit into their language arts or English program

TEACHING ABOUT GOOD WRITING

Several educators have analyzed how children approach the task of writing (Sager, 1977, Sawyer, 1978) They discovered no new secrets about what makes up good writing; there are only four elements While many children appear to incorporate these elements into their written work with little or no formal instruction, special emphasis must be placed on each element with the mildly handicapped.

First, good writing is characterized by a rich vocabulary which includes the exact use of words, terms which appeal to the senses. descriptive words, and unusual expressions. Elaboration is the second factor; the writer provides essential details, a smooth flow of ideas, and a lack of confusing gaps. Next, the successful writer organizes the work into a logical sequence of ideas which stick to the topic. Finally. the writer uses a variety of sentences to express ideas clearly, accurately, and fluently.

ALTERNATIVE AUDIENCE

Rather than always writing for the teacher, one may wish to have children write to another audience for motivation and development of purpose in writing. Among the other audiences one would include are:

1 Other children The students could write to children in another classroom. another school, or another grade

2 Other teacners. This could include teachers students do not ordinarily write to.

3. Companies: One teacher used this approach to equip a classroom with free supplies ranging from yardsticks. to cameras, to typewriters!

4. Children's publications Students can write stories and poems for some of the many publications which publish original work by children.

5 Closed circuit television Many schools have access to videotape recording equipment. Using this as a resource, children can develop news programs, advertisements, movie reviews, and so forth Many local cable television companies are delighted to play such projects on their public access channels to fulfill part of their public service requirements

Commonly used word	Synonyms	Antonyms
fast	quick speedy rapid brisk swift	slow pokey sluggish molasses-like
scared	terrified frightened horrified panic-stricken	brave confident assured bold
big	monstrous enormous magnificent gargantuan	microscopic tiny petite miniscule

ORAL OUTLINING

Many children indicate that the use of an outline is of little value and is rarely completed after the composition is completed (Sawyer, 1978; Stallard, 1977) E M Forster once wrote, "How can I tell what I think till I see what I say?" The comment may well describe the feelings of many handicapped children. Since one doesn't (or at least shouldn't) ask a child to read aloud from a book which the child has not previously read silently, why expect the child to write something he she has not had an opportunity to talk about The oral outlining procedure can take place with another student, in a writing group with several others, in the whole class brainstorming session, or with the teacher in a writing conference

ANIMAL-VEGETABLE-MINERAL

Based on the old television program, the students develop lists of similes, metaphors, and hyperboles for use in their own writing. Lists can be added to before, during, and after the writing period Samples of expressions include (a) *animal*   sly as a fox, drunk as a skunk, whale of an appetite, (b) *vegetable*   nutty as a fruitcake, cauliflower ears, sour as a pickle, (c) *mineral*   dead as a doornail, sharp as a tack, quick as lightning The Ozark Figurative Language List (Layton, 1979) provides a rich source of additional possibilities

WORD BANKS

This strategy can further assist children in expanding the richness of the vocabulary in their compositions By analyzing their own commonly used words and through brainstorming sessions, children can compile word banks for use during rewriting sessions Charts such as the following are compiled in students' writing notebooks

CHARTING

As its name implies, charting assists the child in seeing where the story is going before the writing voyage begins It is particularly effective in enabling the handicapped child to develop a logical progression and cause-effect relationships The teacher provides the first row and the first column, the student completes the rest. A completed chart would appear as follows

Composition "The day I got lost in the city"

Steps	What happened?	Why did this happen?	How did you feel?
First	Went to Chicago	To buy shoes	good
Next	Parked car	To keep it safe	OK
Next	Lost my father	Looking at sights	scared
Next	I cried	Lost forever	awful
Next	Went to police	Try to find father	still scared
etc	etc	etc	etc
Last	Father walked into police station	Looking for me	great, happy

SENTENCE COMBINING

This technique is based upon Hunt and O'Donnell's (1970) analysis of immature and mature writers. The former tend to connect isolated parts with the word "and," thereby creating many run-on sentences. The mature writer avoids this device through the elimination of unnecessary verb parts and combination of subjects. Developing writing maturity is accomplished by having students break their run-ons down to a series of simple statements and recombine without the use of "and."

Step 1   Bill has a car and it is blue and it is fast and he drives it to work every day

Step 2   Bill has a car
It is blue
It is fast
He drives it to work every day

Step 3   Bill drives his fast blue car to work every day

The second step, which sometimes causes difficulty with students, can be achieved by asking questions such as "Tell me one thing about it What happened first? What happened next? etc."

WRITING GROUPS

While the use of reading groups is something many teachers are familiar with, perhaps less frequently used is the writing group Each group is composed of three to five students of varying degrees of expertise The writing group provides children with both an opportunity to help one another and a ready-made audience for their work A seven-step process for writing groups includes

1 The teacher asks students to respond with words and ideas related to the title of the composition or topic As fast as students can give words and ideas, the teacher writes them on the board There are no wrong answers, everything is written down Spontaneity must be maintained

2 On cue, the students pick up their pencils and begin writing about the topic, using the word bank on the board for ideas This free writing period is timed. Students who stop writing for a moment must whisper to themselves, "I'm thinking...I'm thinking," until they can get started again

3 Students use the free writing papers to develop a first pencil draft of their compositions

4 The students me in groups for the purpose of improving the first drafts. Each group is provided with for ssors, colored markers, glue, and used for backing) The compositions are read aloud for group reactions Positive comments are encouraged Authors then cut up sentences from their first drafts and glue them to the backing paper in the best possible order; poor sentences are eliminated, markers are used to draw lines and arrows, and additional words are added This step is intended to show children that even though something is on paper, it is still subject to change

5 The revised papers are used to compose a second draft

6 All compositions are proofread for spelling, grammatical, and mechanical errors The teacher and the dictionary serve as resources. If possible, all compositions are duplicated for the group

7 Final copies are written in pen for the teacher's evaluation These will be the first drafts which the teacher will correct

REFLECTIVE QUESTIONING

One is cautioned at the outset to use this strategy sparingly Otherwise, it may well interfere with the creative process To use reflective questioning, the teacher periodically asks the students to stop writing and put their pencils down The students are then asked questions such as Why did I write that? What does it have to do with the rest of my story? Is there a better way of saying it? What will that mean to my reading audience? The technique is aimed at assisting children develop a consciousness about organization and structure (Graves, 1973)

INSTANT SPELLING

When students reach a word they are unable to spell during their writing period, they are allowed to raise their hands and ask the teacher to spell it. The teacher, in turn, writes the correct spelling on the board. Students check the word reservoir on the board prior to asking for any spelling. At the end of the writing session, the teacher writes down the important words from the board for duplication and distribution to the class. These words are copied into students' spelling dictionaries. During future writing assignments, students must check their spelling dictionaries prior to asking the teacher for a new spelling. This strategy finds support from many educators who contend that a major part of a child's spelling program should be comprised not of the words in a spelling workbook, but rather of words the children use in their own reading and writing (Hillerich, 1976)

BACKWARD READING

The backward reading technique uses students as partners in the proofreading process. Starting with the last sentence of the composition and proceeding toward the beginning of the paper, the child reads each sentence until the very first sentence of the composition is reached. As each sentence is read orally, the partner reacts as to whether it makes sense or not. The backward reading technique is useful in helping students locate their run-ons, check subject-verb agreement, determine whether the sentence contains a subject, and eliminate the awkward use of conjunctions to start a sentence

WRITING CONFERENCE

The writing conference is a personalized way of working with individual students (Graves, 1976). The teacher meets with each student for five to ten minutes for the purpose of eliciting information rather than for issuing directives to the child. This procedure satisfies both the need of children to hear themselves offer opinions and the need of teachers to learn how logically their children are able to think. Questions which help children reflect upon their writing are most useful. Who is telling the story? Why did you choose him? What did the monster look like? Why did you place this sentence after this one?

Here's a similar story you wrote last month, which one do you like best and why? Besides me, who else do you think might like to read your paper?

EVALUATION CORNER

Based on the work of Schiff (1979), the evaluation corner serves as a valuable post-writing activity. The corner should be equipped with a table, chairs, tape recorder, and critique worksheets. During individual time periods, students go to the corner to record their compositions for later playback and evaluation by their peers. A form for students to use in evaluating each other's work is developed by the teacher. The emphasis should always be on the positive side with items such as "The best part of the paper was   and   I think this paper could be made even better if   "

The evaluation form may also be used to communicate, to the author, factors which the readers would like more information on. An evaluator might be interested in such things as "Why did the lion attack? How old were you in the story?" This provides the writer with the opportunity for improving the composition in the next draft

CONCLUSION

Although each of the strategies can be a useful tool, it is important to realize that children's writing can best be improved by the constant use of such tools and much practice. Few people enjoy doing those things they do poorly. Therefore, it is critically important that children know they are doing something well. Whether it comes from the teacher or from other students, children must get the message that their attempts to express themselves with pen and paper have value to others

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12. STRUCTURED PERFORMANCE FOR THE BEHAVIOR DISORDER STUDENT IN THE SECONDARY ENGLISH CLASSROOM

by Jane F. Hartmann

This practical approach lists eight techniques to be used by the teacher to provide structure for the student by "curbing the amount of acting-out responses cued." In addition, the author gives suggestions for writing assignments with useful specific instructions. The author is a Resource Teacher in The Salem High School, Massachusetts.

The behavior disorder student, in particular the acting-out, impulse-ridden adolescent student, has an especially difficult time with certain English activities on the secondary level The difficulties present themselves in written language projects where behavioral, academic, and motor tasks must be combined within a given time period in a given assignment. Teachers have long recognized this problem which triggers feelings of frustration in both teacher and student.

A combination of guides for the shaping of behaviors recognized as necessary for the successful completion of academic tasks, and guides for the shaping of the particular written language activity at hand can produce appropriate student behaviors, acceptable English assignments, and teacher-student harmony.

A common English activity which causes a behavior disorder student difficulty is the written book report usually assigned for class time. This activity, assigned frequently by the English teacher from grades 7-12, requires the student to shape his her outward behaviors in ways he she finds difficult. This activity demands quiet, stationary, attentive behaviors over a long period of time and, at the same time, production of a paper which is organized, clear, concise, and in the correct form.

Behavior shaping guides used continuously and consistently by the classroom teacher will provide the structure needed by the impulse-ridden student. In a sense, structure can be provided *indirectly* by the teacher's NOT ALLOWING impulsive behaviors to be triggered. The acting-out adolescent is adept at stirring up situations that allow or call for inappropriate, off-task behaviors. The task of the teacher becomes one of thinking one step ahead of the student, of not allowing the student to manipulate the situation so that he she is asked to leave the room, thus not having to face the troublesome assignment

The following eight techniques, when used consistently by the English teacher, will provide structure for the student by curbing the amount of acting-out responses cued.

1. Speak in even, natural tones—use eye contact—use clear, simply stated requests and ignore teacher-baiting remarks

2. Address the behavior, not the student. "Talking out is not acceptable at this time." "Fighting is out of bounds here."

3. Draw attention to the task at hand. "What answer do you have?" "What question did you find difficult?"

4. Give verbal praise for on-target behaviors. Also gives smiles, nods, and other gestures to indicate that you notice that the student is behaving within limits.

5. Find something good about the student's work to praise Write notes on homework, quizzes.

6. Make a conscious effort not to allow yesterday's mistakes to color your attitude toward the student.

7. Discuss negative behavior with a student away from the classroom Do not reward negative behavior with attention that stops the regular activities of the class.

8. Enlist the help of the class. "When _____ is disruptive it is important that you _____ (ignore him her, ask him her to stop, continue working).'

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Furthermore, the teacher must discover the student's tolerance for certain highly charged situations and use any strategy possible to manipulate the classroom situation to compensate for these issues Fritz Redl has identified some of these areas of difficulty and they are noted briefly here [1]

1 *Tolerance for competition.* A student might need to skip spelling bees, group projects, timed tests

2 *Taunting threshold* A student might need clear, concrete statements that cannot be heard as taunts or jeers

3 *Tolerance for certain reality issues, i.e., authority.* A student might need to have assignments given in nonauthoritative language "The assignment is due Friday," rather than "I'm telling you to get that paper in by Friday "

4 *Exposure to "dare" situations* The student might need to hear positive contingencies "When you finish this assignment you'll have ten extra credits " Negative behavior triggering statements such as "If you do that again you'll have to leave the room" should be avoided

5 *Special handling of personal possessions* A student might need to keep a jacket, hat or other item with him her

6 *Proximity or distance tolerance for adults* A student might need to have an actual physical distance between him herself and persons of authority

The success of these interventions is in direct proportion to the information the teacher has about the student And always, with the accommodation of these highly charged areas, the notion must be conveyed to the student that the teacher recognizes that these issues are difficult for the student at present. but that it is hoped and expected that the behaviors will be improved in the future The teacher is not condoning poor behaviors and lack of control. but rather he she is recognizing the need for a temporary accommodation for the sake of a more important goal, namely, the task at hand It is important that the teacher feel clearly that although his her classroom is now a good environment for learning, he she will *further* manipulate this environment for the sake of the student who is not ready to work successfully in such an environment It is an accommodation to the inability of the student, at present, to perform in what is, for most students, a productive environment Most students having these difficulties should be working with counselors to modify their inappropriate behaviors

Just as the student's behaviors shoot out in all directions, so his her writing follows the same pattern Margins are ignored, sizes and shapes of letters vary from line to line Handwriting deteriorates as the student begins to feel frustration and senses the inability to make any headway with the assignment. In short, the assignment becomes an impossibility because the student has lost the sense of where he she is on the page. A guide for the shaping of the writing assignment will provide the structure needed

The following guide, which can be adapted by English teachers to suit particular classroom purposes, should be typed or clearly printed and given to the student when the book report is to be written. This guide provides the student with a simple, concrete set of directions that enable him her to mold writing to the task, move from idea to idea, and have a sense that the assignment is "getting done " An accompanying visual guide is a further aid, something for the student to model as he she progresses.

BOOK REPORT GUIDE

This is going to be a three-paragraph book report Refer to the VISUAL GUIDE to get an idea of how it should look when you are finished (The VISUAL GUIDE is a sample, laid out to demonstrate the proper format)

1 For the FIRST PARAGRAPH, *indent* and write two or three sentences telling the title, author and type of book (fiction or non fiction)

2 For the SECOND PARAGRAPH, *indent* and write ten lines telling the plot of the story. include when and where it takes place and what happens. Tell only the important parts *Then*, write two sentences that describe the main character. Tell what kind of character he she is what qualities (honesty, courage) he she possesses *Then*, write a sentence about the most interesting part of the story

3 For the THIRD PARAGRAPH, *indent* and write a sentence telling if you would recommend this book to a friend *Then*, write a sentence giving a reason for what you stated in the previous sentence

PROOFREAD AND MAKE CORRECTIONS

YOU HAVE NOW COMPLETED
AN EXCELLENT REPORT!

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The ability to begin the task immediately when using the guide keeps the student's attention and self-esteem intact, making him her more willing to complete the assignment. Students completing the assignment receive immediate reinforcement when comparing their papers with the VISUAL GUIDE, and also have a sense that the paper contains the essential ingredients of a successful book report

Some students benefit from being given a headstart A rough draft (using the guide) can be written at home the evening before the classroom project During class time the other students will be writing and the teacher and student can proofread together for spelling, mechanics, and content errors The writing in class can be a final copy of a successful report

13. USE OF DAILY JOURNAL WRITING TO ASSESS AND TEACH WRITTEN EXPRESSION TO HANDICAPPED LEARNERS

by Janet M. Johnson, and Marlane Newman

Used by all students including the handicapped, journals can provide assessment of strengths and weaknesses in written expression, the success or failure of remediation techniques, data on interests and concerns of students while personalizing the learning environment. Janet M. Johnson is Associate Professor and Coordinator of Special Education Programs in the Department of Education, Northern Kentucky University, Highland Heights. Marlane Newman. is a clinic teacher in the Northern Kentucky University–Campbell County Public Schools Center for Exceptional Children, Highland Heights.

The Center for Exceptional Children at Northern Kentucky University provides a setting for diagnostic and prescriptive teaching of students with learning and or social-emotional difficulties. A characteristic of most students referred to the Center has been the low scores achieved on standardized tests of written expression such as the Test of Written Language (Hammill and Larsen, 1978). In addition, students frequently avoided or protested structured writing assignments. When they have written, their expression and mechanics have usually been low in quality as well as quantity.

These observations led to many questions. Were the students' problems in written expression primarily due to motivation deficits or to skill deficits? To what extent might the poor performance relate to discrepancies between language patterns required on tests and assignments and the language patterns used by the children themselves? What types of writing activities might be most helpful in improving the children's writing? Center personnel determined that additional strategies were required to answer these questions related to the purposes of the Center to provide valid and reliable assessment of specific needs of individual students, and to provide recommendations for methods and materials that were tested in the Center and found to be effective in remediating student deficits.

A strategy that has proven effective in providing additional assessment data as well as motivation for correcting writing difficulties has been daily journal writing. Each student is required to write something in a private journal every day. However, he she may write at any time

during the day and may write any amount on any topic. Frequent topics are events at home or school, reports of skills the student has learned, creative stories, and feelings about something that happened. However, any written content is accepted. In the few instances when students protest, they are asked to write their protests. If a student says that he she can't think if anything to say, the teacher may suggest writing on what happened the previous day or evening. If the reply is, "I didn't do anything," the student is told to write about doing nothing. Therefore, content varies from "I don't want to write today." to lengthy reports and stories.

Students are told that they may write their entries in any way they wish and that words do not have to be spelled correctly, but that the students should to do their best to make themselves understood. They may check a dictionary or ask a friend for help in spelling. Students who cannot write at all are permitted to dictate their entries to a teacher aide. Students are told that they need not show their work to anyone except the teacher, but that they may read their entries to a friend if they wish.

The teacher reads the journals every day after the students leave, but does not correct any errors. Frequently, he she writes notes back to the children to comment on the content or to ask a question. If a student asks the teacher to read a journal entry with him or her, the teacher will do so if time permits. The teacher will do so if time permits. The teacher comments verbally about the topic and may compliment the student on correctly applying a skill that is being taught. However, at no time are errors pointed out to a student even though the error may

be the objective of a directed lesson. This contrasts with daily structured lessons in spelling and writing where errors are discussed.

Two sample entries written by each of four children demonstrate example content and expression.

Written by seven-year old male

Now it's my 7th bay. I wish I cude sta loger but tha wot let me.

I have loss of freans Tim Bro and Mike and robby. I gave Miss. Newman a pare She sed thack you. by naw im going it finesh my work

Dictated by eleven-year old male

I had a nice good day I have some friends. It's Michael's birthday tomorrow. This is a nice school, I just tore my coat. And I know my math. Michael will be nine. Mike knows how to count. Timmy B. knows his ABC's. He also knows his colors. I fight with my sister at home She's nine years old. We fight about money. Mom gives her money. She doesn't give me money.

We have two students in here. Miss Newman is walking outside the door. Two persons are in back. She is helping Vannie with his V's. Miss Newman is mean, half nice, half mean. She is doing her homework. The other is talking. Mrs. Newman is gone. Timmy is doing homework. Timmy with the good shirt on. Now I know how to spell two and nine. I am 11 years old and I like math.

Written by nine-year old male:

This is my 2nd. Week in miss. Numen's class i am working good in math my birthday is tomorror i will be nighn yer's old! yester day i did a papper adot well axiwelly it was two papper on a hanted sport's car.

I called robert last night he is my frend he gos to northren with me I like robert he's a good frend we have lot's of fun

Written by six-year old male

BIRTHDAY NEWS "I DON'T LIKE THIS" SAID ME MORE PEPOLE HAVE BIRTHDAYS EAR-

LYER THAN MINE MINE IS 7, 18 MY BROTHER'S IS 1 10 MY DOG'S BIRTHDAY IS 1 22 TIMMY BRE'S BIRTHDAY IS 6, 26 MRS SMITH'S BIRTHDAY IS 6 1 DAD'S BIRTHDAY IS 6 29 I SAY "WHAT ABOUT MOM'S BIRTHDAY." IT'S FUNNY THAT MOM'S BIRTHDAY IS 8 29 MY GRANDMOTHER'S BIRTHDAY IS 2 7 MY OTHER GRANDMA'S BIRTHDAY IS 12 31

"CHAPTER 47 CONSONANTS B = BIENNIAL C = CAKE (HARD C) D = DO F = FANG G = GINGERALE (SOFT G) H = HAT J = JUGGLER

Journal writing has proven to be an effective method of motivating students to write Rarely have s' "ents protested. Nor have they often required reminders or encouragement. On some occasions, students have requested that words needed for journal entries be included in spelling lists of directed lessons. At times they have called the teacher's attention to the fact that they used particular skills in writing their entry. Frequently students share their journals with each other and ask permission to show them to adults who visit the Center.

The journals have also effectively contributed to diagnostic and prescriptive teaching in four ways. First, the journals provide direct assessment of written expression strengths and weaknesses. Problems noted in analysis of standardized test responses have been validated as also occurring in journal entries. In some cases, however, the journal entries have indicated that the children's organization and content are of higher quality when they use their own language patterns than is suggested by scores on standardized tests. This finding helps to identify whether the children's oral language may be adequate and remediation should focus on mechanics of writing, whether anxiety about taking tests may be an objective for remediation, or whether children's writing difficulties derive from language differences rather than deficits. In some instances, journal entries have been lower in quality than would be expected from standardized test scores. This observation helps to identify whether the problem may be one of motivat' n, whether students have acquired a skill but have not identified relevant circumstances for application, or whether immediate objectives should focus on general language development. Regardless, significant and substantial information about oral as well as written language is produced.

A second advantage of journal writing is the validation of selected objectives and teaching methodology. To

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the extent that errors repeatedly occur in entries, the teacher is assured that remediation of that error is a high priority. To the extent that a child corrects errors, the teacher is assured that directed lessons are being effective or that revisions in structured teaching are required to permit the student to acquire the skill or to learn appropriate generalizations. To the extent that correct usage continues, the teacher can determine that the skill has been maintained or that review lessons should be scheduled. In a few instances, skills not selected for direct remediation have improved. This may suggest that the act of writing in a nonthreatening situation is sufficient in itself to motivate some children.

A third benefit has been the additional data for assessing interests and concerns of students. Content of journals frequently identifies student likes and dislikes. This is useful in determining content and approaches likely to be effective in teaching writing as well as other academic subjects. In addition, journal entries often give valuable information about children's social or emotional needs. Thematic content can validate needs such as self-control, feelings of rejection or anxiety, or inappropriate interpretation of social situations.

A fourth advantage has been the personalization of the learning environment. The free choice of topics permits the students to comment on anything they wish to tell the teacher and be assured that it will be read even though the teacher may have been too busy during the day to listen to conversation. The two-way communication by use of teacher comments assures the students that the teacher is interested and concerned about them as individuals.

The ease of implementation and benefits derived suggest that journal writing may be a valuable addition to regular classroom activities. Benefits include its cost-effectiveness in money and time. No expensive materials are required. It requires very little preparation time and virtually none of the teacher's time during the day. It need take very little of a student's time so that direct instruction time is reduced very little.

The strategy adapts to students of any grade or skill level so that mainstreamed handicapped learners may participate fully with students who are not handicapped. Further flexibility is possible by asking students to include in their entries particular content or to apply particular skills in addition to their free choice content.

While journal writing by itself may not be sufficient to remediate children's written expression deficits, it provides validation of objectives and direct instruction that is useful in referring children for additional services, communicating with special educators, and evaluating methods and materials used in the regular classroom. In addition, it provides an opportunity for students to practice and apply skills learned in a nonthreatening and motivating situation.

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14. MAINSTREAMING IN THE SECONDARY SCHOOL ENGLISH CLASS

by Mary J. Forster

Keeping in mind the special abilities and disabilities of mainstreamed children, the teacher has developed units in English with a variety of activities for all students. Examples from As You Like It *and* Bless the Beasts and Children *are given with methods, activities, and evaluation procedures. Mary J. Forster is an English teacher at Moravia Central School in Moravia, New York.*

The following two units are for a mixed group of high school students In addition to the 20-25 "more normal" students are five students from special education classes who are being mainstreamed into the English class. The teacher has observed the five in her class and discussed at length with the special education teacher their special abilities and disabilities The results of the observations and discussions are below

Lonnie — Prefers open structure. is more intellectually than emotionally directed. learns best from reading. prefers to work alone. is rapidly paced. because he is capable but not usually challenged. he has become a discipline problem

Tony — Very methodical and slowly paced. likes to work with other students. learns through multiple sensory channels; however. he is immature. hyperactive. moves around the room a lot

Linda — Very methodical and slowly paced. likes to work with others. learns through multiple sensory channels: but she reads at a 5th grade level. is sulky. has a withdrawn attitude

Dave — Rapidly paced. very independent. intellectually directed. prefers open structure: learns best from listening for he is visually impaired (almost blind). is usually very quiet in class

Maria — Very methodical. learns best from reading and listening. is slowly paced. independent. a Spanish-speaking student with a reading knowledge in English. Maria is only semi-verbal in English

The teacher has planned her lessons for *As You Like It* and *Bless the Beasts and Children* with these students' particular needs in mind

As You Like It

MONDAY

Objective: To read the first two acts and know the plot which unfolds.

Method 1. (Group of 3) Take turns reading out loud and after each scene discuss what took place Write down the plot summary. scene by scene after the discussion of it.

Method 2 (Individually or in pairs) Read the first act alone. Together (if in pairs) answer the questions on the study sheet. Read Act 2 next. Then answer the questions on the study sheet for A2

Method 3 (In pairs. for the reading disabled or blind student) The reader reads out loud while the other student listens. The student who is not reading will paraphrase the action and the reader will write it down (after each scene) They will discuss out loud the questions on the study sheet.

Method 4 Listen to the recording of the play by professional actors and actresses while reading along in your text. Write up the part of the program (which you would hand out to the audience) which briefly states what happens in each scene

Method 5: Read the two acts and then view the TV broadcast of *As You Like It*. Briefly note what changes (if any) the director made in filming the play.

Method of Evaluation: The student will narrate the major happenings of the first two acts *or* the student will write a plot summary which includes the major happenings of acts I and II.

Also Available: Prose readings of his plays, e.g., Lamb's *Tales of Shakespeare*, *Modern Tales of Shakespeare* (easier reading for Spanish-speaking student and reading disabled).

TUESDAY

Objective: To recreate the setting of *As You Like It*, the Forest of Arden, using as sources various reproductions of Elizabethan woodcuts (of forests) and the description of the forest in the text.

Activity 1 Draw and color in a picture of the stage set up as the Forest of Arden. People the forest with animals and trees, etc., but do not include the characters themselves.

Activity 2 Make a miniature reproduction of the stage as the Forest of Arden. Use as materials cardboard, styrofoam, construction paper, etc.

Activity 3 Using a movie camera, film some shots of the Forest of Arden as you see it.

Activity 4 (In pairs) Listen to someone read the descriptions of the Forest of Arden from the text. Fill in, in your imagination, the mood of the setting, its atmosphere. Would you like to live there? Why or why not? Is it a utopia? Write a journal entry explaining why you would be happy or unhappy living there.

Activity 5 (In pairs or individually) Go to the library and research information on the Elizabethan woodcuts of forests and hunts. Summarize the information and write a 300-word paper on the aspect or individual part

which you found most interesting. Think about the question: Does the Forest of Arden accurately represent the information which you researched?

WEDNESDAY

Objective: To describe the main characters, what type person they are, and their role relationship in the play.

Method 1: (Group of 9) Each person takes the role of one of the 8 lovers (or of Jacques) and researches from the text what type person that character is, i.e., background, brother/sister, lover to whom, temperament, etc. Present yourself (as the character) to the whole class ("I am Rosalind, and I am lover to...and this is what has happened to me – up to Act 3.) Improvise – give yourself the characteristics of your character in your presentation to the class.

Method 2: Make a chart which illustrates the characters' relationships to each other. Indicate the type of relationship (friend, daughter, enemy, lover, etc.) (Suggestion for a model family tree.)

Method 3: (Individually or in pairs) Match the characters with the descriptions given on the worksheet. Each character will have three descriptions on the worksheet.

Method 4 Pantomime: After reading character descriptions, draw a name from a hat and act out nonverbally the most distinguishing characteristics of that particular person. The others will guess who it is you are acting out and then will make suggestions as to what else could have been done to more accurately present the character.

Method 5 (Group of 8 or more) Make puppets of each of the main characters; try to make the puppets reflect the inner characters of the people. Put together a short scene (5 or 10 min.) in which all the puppets (characters) interact with each other (invent the dialogue or choose lines from the play for each character)

THURSDAY

Objective: To demonstrate the concept of soliloquy using Jacques' "Seven Ages of Man" as an example

Activity 1 Memorize Jacques' soliloquy and present it to the class as if you were on stage

Activity 2 (8 people – 7 characters and 1 narrator) Seven people will act out in pantomime each of the seven ages as the narrator speaks his soliloquy; they are concrete representations of the thoughts in his soliloqy "

Activity 3 Illustrate the seven ages of man in a sequence of pictures Be sure to illustrate the facts of soliloquy in your drawings, i e , coming from one man's mird sequentially.

Activity 4 Look up the definition of "soliloquy" in the *Dictionary of Literary Terms*. Read Jacques' soliloquy on the Seven Ages of Man Write your own soliloquy or narrate it into a tape recorder

Activity 5 Look up in the *Dictionary of Literary Terms* the terms "soliloquy" and "interior monologue " Compare and note the differences of this soliloquy with Browning's "My Last Duchess" (an interior monologue)

FRIDAY

Objective To spell correctly and define accurately ten literary terms necessary for understanding *As You Like It*

Words

comedy	metaphor
Shakespearean fools	Petrarchian lover
pastoral	genre
hymen	humours theory
character foils	personification

For all methods, use *Dictionary of Literary Terms*

Method 1 (In pairs or individually) After finding the definitions, either find two examples of the words from the play or, where appropriate,

explain why the word applies to the play (For blind person, listen to definitions on the tape recorder and then listen to the sentences which contain the words.)

Method 2. Illustrate the meaning of the words either in drawings or from pictures in a magazine

Method 3 (Groups of 10) Act out the meanings of the words in front of each other, one word to a person, while the other nine guess which word you are acting out (charades)

Method 4 Make up a poem using all of the words; the meanings of the words should be made fairly obvious and the words must be grammatically correct Or write a short fable using all of the words correctly

Method 5. Make a collage of pictures and these words, find pictures and other words (synonyms) that center around these words as they reflect on the play *As You Like It*. Each vocabulary word must appear on the collage and one picture (minimum) must represent the meaning of each word.

Bless the Beasts and Children

MONDAY

Objective To spell correctly and know the meanings of a 10-word vocabulary list taken from *Bless the Beasts and Children*

Activity 1 Divide into groups of three and each student looks up three words (from the list) in the dictionary. Then each student pronounces his her three words and explains the definitions (the other two write the definitions in their notebooks). All together make up ten sentences using each word in the proper context.

Activity 2 Listen to a tape which defines each word and puts it into a sentence All the sentences together (on the tape) make up a story. Make up your own story using all the words and tape it

Activity 3: Look up the definitions of each word. Fill in a crossword puzzle that uses the words in all of their possible contexts.

Activity 4: Find the words in Chapter 2 in *Bless the Beasts and Children*. Write out the sentences which contain them Look up the definitions in the dictionary. Try to use all ten words in one sentence that is grammatically correct and meaningful.

Activity 5: Draw pictures for each word, making certain that the meaning is illustrated without words in your drawing (such as conversation) You can use a sequence of pictures, or one picture only. for each illustration, but each word must have its own illustration

Method of Evaluation: On Friday students will complete a spelling and vocabulary test where they will correct the misspelled words (in the list at the top of the test) and then will either use each word correctly in a sentence or illustrate the meaning of each word in a picture (The blind student can take an oral test)

(headgear), thoughts, and family background Find a statement in the book for each boy which is typical of his personality.

Activity 3: Illustrate each boy to show his physical characteristics as well as portraying, as best you can, his inner personality (what he likes to do, etc)

Activity 4: You are the director of advertising for the movie *Bless the Beasts and Children*. Make up a billboard with pictures of each boy in a particular scene in the movie. (Use photos, pictures from magazines, draw caricatures, etc.)

Activity 5. Compose a four-line poem for each boy which describes something about the boy. Each poem can be separate from the others, or they can each be a stanza in a 20-line poem (Or compose limericks or other short stanza poem)

Method of Evaluation: Given a quote from the book which is characteristic of each boy, the students will be able to identify which boy the quote is identifying

TUESDAY

Objective: To read Chapter 3 which describes the five boys and to describe each character's distinct personality and peculiarities

Activity 1: Divide into groups of five. Each student reread the chapter and look solely for information on a chosen boy of the five boys Compile the information on each boy and choose the most distinct and peculiar characteristics respective to each boy Write a letter to your grandmother telling her about your new friends (as if they were alive) Blind student can listen to the cassette which is available for the book He She can then "call" home and tell grandmother about his her new friends (on tape)

Activity 2: Working individually, reread the chapter and make a chart of the 5 boys using such categories as physical characteristics, hat

WEDNESDAY

Objective: To describe the incidents leading up to the decision of the boys to make their journey and to define three values (which the boys believed in) that contributed to the decision.

Method 1: (Small group 10-12 and teacher) Brainstorm ideas on what basic values most people hold as important to their lives. After gathering a list (15 min) on board or overhead projector, cross off the values which do not seem to influence the boys' decision Then break into groups of two and reread the *particular* incident earlier in the day which drove the boys to make their decision Decide the three highest values the boys used and explain why they apply

Method 2: Two groups of three students each Reread the incident at the buffalo preserve and decide what values the boys held in making their decision Then the two groups will

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oppose each other in a debate (one side "yes," the other "no") on whether the boys acted on good values or on misplaced values judgment. Keep in mind the "laws" of society they had to break in order to accomplish their mission.

Activity 3   List the boys in the order in which they make their decision to go on the journey first, second... last. How did the buffalo preserve incident affect each one and for what specific reason did each boy decide to go?

Activity 4   (Groups of three) Reread the chapter which describes the buffalo preserve incident and decide the intention of each shooter. Each person takes the role of one of the three shooters. By means of pantomime, act out the three shooters as they were killing the buffalo. Be sure to exaggerate the emotions shown in your face.

Activity 5   You are Howard Cosell and you are on national TV, describing the minute-by-minute action of the annual buffalo shoot-out. Taking a satirical view of what is happening, either write out the script you would use, *or* give your spontaneous account of the slaughtering into the tape recorder. If a camera is available, have a photographer film you. In your commentary mention (subtly) the values or lack of values which the shooters embody.

THURSDAY

Objective   To describe the five confrontations which the boys faced on their journey and to describe how each problem was overcome.

Method 1   Draw a map which covers the territory from the camp to the buffalo preserve. With one colored pen, draw the plan which the boys originally decided upon. With another color of pen, draw the journey as it really progressed. Mark the confrontations at the respective spots on the map. Number them and, in the key to the map, briefly explain the obstacle and by what methods the boys overcame it.

Method 2   (Groups of five) Each student chooses one of the five confrontations and outlines the main points of each. Each student then explains his/her confrontation to the rest of the group. Together, choose one of the five obstacles to act for the rest of the class; each of the five students will play a character. Since there will be more than five characters in each scene, choose only the major characters. In dealing with the conflict, be sure to show the boys' frustrations with the problem and the difficulty in solving it.

Method 3   (Individually or in pairs) You are a reporter and you live in the town where the boys stole the truck. It was your brother's truck. When are you reporting the truck theft, the police tell you the entire story of the boys' escapades. Completely shocked and outraged at the boys' delinquent behaviors, write a news story describing their lawbreakings which will be printed in that afternoon's paper.

Method 4   (Individually or in pairs) Make a bulletin board display which explains the confrontations the boys encountered and how they conquered the problems.

Method 5   Work through the study guides covering the five confrontations. Make up a quiz which you would give the class if you were the teacher.

FRIDAY

Objective   Through journal writing, the students will describe their personal reaction to the theme of "The ends justify the means." Think about the questions *Any means as long as the outcome is good? Even if it means breaking a law?*

Activity 1   Write a one-page (minimum) personal response to the theme "The ends justify the means." Refer directly to *Bless the Beasts and Children* as well as to your own experience. Date the entry.

Activity 2   Pair up with a person who disagrees with your stance. Explain your side to him/her.

and he she will do the same. Write your entry individually and in your entry direct your arguments to the points discussed

Activity 3: Use a tape recorder as your journal medium and relate your thoughts and feelings verbally. Play back your entry to yourself before giving it to the teacher to listen to

Activity 4: Write an original poem (of at least 15 lines) which expresses your view on the theme "The end justifies the means "

Activity 5 Find a cartoon or picture in a magazine which illustrates the idea of the "Ends justify the means." Tape it in your journal and describe how (or how not) the cartoon justifies "The ends justify the means." Do you follow this philosophy?

Method of Evaluation: How well does the student support his her choice with reflection and thought?

15. TEACHING READING SKILLS IN THE HOME ECONOMICS CONTENT AREA

by Linnie Sue Comerford

Although the activities described here took place in a home economics class of eighth grade students, the strategies used to help students develop more favorable self-concepts apply to all content areas. The reasons for the frustrations and failures are present in situations that all teachers have faced. The author is a Home Economics teacher in the Roosevelt Junior High Community School, West Palm Beach, Florida.

An individualized self-concept approach to reading instruction in home economics will find students working on practical materials where results are immediate They will use life skills activities to develop needed deficient skills in word attack, vocabulary, reading comprehension. This will enhance a purpose for reading in that the purpose for each skill introduced will be examined and discussed prior to the activity implementation.

A class of twenty-one eighth grade students who represented the greatest challenge were chosen for this research. This group had the widest range of reading levels. Four students in this class could not read above second grade level. Three students read on the eighth grade level, leaving fourteen class members spread fairly evenly from second to eighth grade levels. Their concentration span was very limited, an average of ten minutes. This was partly due to their diets, and to the time of day their class was scheduled, 10:15 to 11:10 a.m Being locked in to the local environment was another disadvantage this class faced

The Stanford Diagnostic Reading Test, sections I, II, and III were administered. The students ranged from grade 11 9 to grade 1.0 on the Auditory Vocabulary, from grade 9 to grade K on the Phonetic Analysis, and from grade 9 9 to grade 2.0 on Reading Comprehension

The students' responses to a self-concept activity, the "Me Tree," indicated very few values in their lives. 'f the twenty-one students, fourteen would not or could not respond initially. Those who did used nouns to indicate tangible ownership. At the end of the unit this activity was repeated with greater in-depth participation, such as the use of verbs of action and descriptive adjectives Also they showed a better understanding of their environment as the responses reached out to include others, as well as being personal The "Me Tree" activity (Appendix A) indicated a low self-concept, so the students studied vocabulary words related to the self Synonyms were

listed for twenty-three words. The slight differences in some words were discussed as the students completed sentences and did a word search. The students had a lot of fun drawing their self-portraits. It was a very successful assignment as everyone understood and could achieve success with a drawing Self-descriptive terms and information about the students' physical and emotional life were included in the questionnaire "All About Me" (Appendix B). About half of the students completed the questionnaire. For most of them the amount of writing involved discouraged them from even starting.

To test their general knowledge of home economics, a Semantic Attribute Listing was given at the beginning and again at the end of the unit. The student was to list twenty words under each of the following headings. food, sew, house, child, and you. Thirteen students attempted to do this activity, ranging from 100 responses to 9 responses. Most of the words tended to be nouns that were tangible in their daily lives. The final responses of the listings were highly unsuccessful as the class rebelled when they realized they would not have another cooking lab, and only eight students attempted the listing with responses ranging from 83 responses to 7 responses. To overcome the rebellion for the final testing desired by the participant, the class was allowed to bring a snack to eat at the end of the period. As a result, they agreed to take the other test and try to do their best. It would have been preferable not to have done this study at the very end of a foods unit to avoid this situation, i.e., rebellion of class at being told they would not cook and eat again.

The first reading-cooking assignment was a gingerbread house The class orally told the story of *Hansel and Gretel* as they remembered it. Only two of the students knew the outline of the story. Six of the students said they had never heard the story The story was outlined on the board and added to as it was remembered Finally the story was read The class was asked to write a description

of the gingerbread house The descriptions were detailed and original, some describing pictures on the bulletin board of candy and cookies Three houses related to the story of *Hansel and Gretel* Part of the reason was the difficulty the class had with spelling and writing Next, the class members chose partners and prepared to cook The recipe was demonstrated and the class took notes during the demonstration of the recipe Sixteen students had copied the list of ingredients correctly Only two students had copied the instructions for mixing During the first day cooking lab, the class used their list of ingredients and measured the ingredients for the recipe Since they had not concentrated enough on the procedure, only four of the ten groups of partners mixed the recipe in order However, as it was possible to mix it after everything was dumped in the bowl, everyone eventually had acceptable dough The second day the class rolled out the dough and, using a pattern, cut out the rectangle and triangle cookies that would become the house One student who had never demonstrated initiative was able to figure out how to cut a rectangle two inches by four inches The cookies were shaped, and on the third day baking started Everyone was very careful in the timing and nothing was burned The recipes all tasted good, so the participant knew that the measuring had been correct Even if the mixing procedure had not been followed the entire class achieved success in the final product The class had a guest cake-decorator demonstrate ways of decorating the house They learned to make edgings and leaves and simple drop flowers The icing (glue) was successfully made by all the students, beating the egg white stiff and adding confectioner's sugar until it was stiff The class showed patience in holding the cake pieced together until the icing hardened which required about one minute The class used the new knowledge of cake decorating and had many creative ideas in individualizing their houses There were fourteen completed houses The reason there were not twenty-one had to do with absences, as it was the Christmas week, and five students were out most of the week Several were out part of the time because of activities in the school

During this cooking lab period, there was an opportunity to work one-to-one with discovered self-concept problems one thumbsucker, two very shy students, and one student rejected by the entire class His partner was a boy who could not read but was very kind and felt empathy for this student Their partnership was mutually satisfactory as the ejected student helped the boy with his reading There were four students who ate all the extras or always grabbed the best and most for themselves whenever possible They were protective of all the gingerbread house parts and were careful that students in other classes did not taste an important part of a house, though they did not hesitate to eat any extra cookies made by others

Each day the main difficulty in this cooking lab was getting the class to stop They were elated that the recipe was put together and tasted good and excited when they understood the position of the rectangle and triangle in making the house The baking and decorating of the house were 90 percent positive experiences The 10 percent represents absences that prevented the completion of the project

To summarize the understanding of the written word, a Cloze-type test was administered at the end of this project The section of the story of *Hansel and Gretel* that describes the gingerbread house was copied, and every seventh word was deleted The class was asked to write in a word that gave meaning to the sentence Of a possible 45 responses, they ranged from one responses to 43 responses for the ten students who attempted this exercise Eight students did not try to understand the exercise It was a new and untried experience and they would not get involved Three students were absent

The second project was to study nutrition and apply this knowledge to themselves A vocabulary list of 28 words was given The students were to look the words up in the dictionary The use of the dictionary was reviewed prior to the assignment being initiated Only one student was able to complete the list from the dictionary She worked in class and completed the assignment at home The students were helped to find the words in the dictionary and read the meaning but only six attempted to write the definitions Finally definitions were written on the board using only one word Fourteen students wrote some of the definitions from the chalkboard, with nine completing the list

The class kept a record of all the food they ate and the liquid they drank for a twenty-four hour period Two students had this information written down upon their return to class the following day Six students were able to remember what they ate The remainder of the class listed foods they usually ate The record was listed on a chart that divided the foods into the four basic food groups Ten students were able to list the foods on the chart Only four were able to complete the chart and decide which foods belong in each group If there had been more time to spend on this activity, it is possible that more understanding could have been developed To teach the basic diet, a collage was made of the four food groups Ten students completed the poster Only two students who did not try the chart activity completed the poster

Each student chose a snack from the list of foods eaten A bar graph was drawn to show the nutrients in each snack food Fifteen students completed the bar graph Comparison of the nutritional value of the favorite junk foods was the basis for choosing a nutritious snack

to prepare in class Cheese pizza won for the snack The pizza recipe was analyzed on a chart. listing the nutrients in each ingredient Fourteen students completed part of the chart. where they had to find the ingredients on a chart in a foods textbook and copy the information onto the assignment sheet

The new experiences for the class with the pizza recipe were making the dough with yeast. kneading. and sampling the different kinds of cheeses. The students copied the recipe from the demonstration given by the teacher Eight students were able to copy the recipe correctly The class had been divided into six groups. so many of the students knew someone in their group had copied the recipe and they would be able to prepare the recipe whether they copied it or not The lab experience involved three hours The first day of lab. the ingredients were measured and the dough mixed and kneaded Students worked on a time schedule. so that they were completed and the kitchen clean in the fifty-five-minute period The second day the dough was placed in the pan This is a very time-consuming process for the beginner There were twelve pizzas made. so each person had an opportunity to try his ability to shape the dough The third day the sauce was added and the pizza was baked The mozzarella was grated. and added the last five minutes of baking All twelve pizzas looked and tasted good

The class members were very proud of themselves as they told their friends about the pizzas they had cooked Many of the students tried the recipe at home They were ready to keep cooking. as this was one of the most successful experiences they had had as a class and as individuals all year The students who did not share earlier were observed to be sharing with those in their group and with others in the class The student who had been rejected was a part of the class for this project When he had asked if he could work by himself. the teacher had suggested that he be the lab assistant However. when a group of girls asked him to be in their group. he was elated. accepted their invitation. and did his share of the work The thumbsucker got involved in this project and forgot his habit (He did revert to thumbsucking during the evaluation the next week)

A consumer education part of the course involved learning to read labels The student had to read the printed material on a cereal box to find the answers to specific questions Along with this lesson costs. additives. and importance of cereal in the diet were discussed The lesson provided the basis for well-formulated questions from the students as they really wanted to know how some of the listed ingredients affected them This written assignment had the best response sixteen students because it was at the end of the unit and after a most successful pizza lab

The final week of the study was to be used for the evaluation. The students did not like being tested in home economics classes. and nine refused to try on the comprehension section of the Stanford Diagnostic Reading Test. with one student refusing to take the entire test. The second day. four students refused to take the test on Sections I and III The third day the "Me Tree" was redone with much more success Fifteen students responded with two to thirty-one descriptive phrases each During this class period. the class realized there were to be no more cooking labs. and they rebelled by refusing to complete the Semantic Attribute Listing Eight students responded with only three listing more words than in the prelisting

The refusal of the students to take the tests created a problem To gain the cooperation of the students. the class discussed snacks and the uncooperative students were allowed to bring a snack to class the following day to eat after the class work. On the next day the content area of the class was tested by a multiple-choice quiz. The problem with the students in home economics is not one of learning content material but of being able to read The manner in which the class is taught when using reading as a basis for teaching content material makes a grave difference. as evidenced by the success of the participant.

Over this six-week period in an individualized home economics reading lab. 62 percent of the twenty-one eighth graders made gains in auditory discrimination. 62 percent made gains in word understanding and 43 percent made gains in reading comprehension as measured by the Stanford Diagnostic Reading Test. The social behavior in the classroom improved 100 percent as no referrals to the dean were written during this time for any student (Referrals are for fighting. arguments. and any other conduct that can not be tolerated in the classroom) The students were ready to begin work before the bell rang. Cooperating and sharing increased with the additional studies of self-concepts Eighty-one percent of the students increased their home activities and projects related to home economics This was measured by the reports given to the teacher orally

Using reading as the basis for instruction is strongly recommended for all content areas As shown by the data collected in this study. the students' success in reading affected their self-concepts and their ability to grasp the meaning of the content material The self-concept activities introduced in this program improved the students' confidence in themselves and allowed a favorable atmosphere for more learning to take place Reading and self-concept go hand in hand I firmly believe that improved nutrition and the ability to read on an independent level will solve many of the social problems of our society

APPENDIX A

Building Students' Self-Concept
A "Me Tree"

Purpose

This strategy is designed to help students identify their strengths and accomplishments as a means of promoting their feelings of self-worth

Procedure

Have students draw large "Me Trees" on newsprint. On the roots, students write, draw symbols, or paste pictures of all their strengths and talents/abilities. On the branches, students write all of their accomplishments and successes— one per branch. Some roots and branches should be left empty so that new elements can be added as they happen in the future.

APPENDIX B

ALL ABOUT ME

by _____

MY FAMILY
There are _____ people in my family I have _____ sisters I have _____ brothers My mom _____

My dad_____

ME
I am _____ years old I am _____ inches tall I weigh _____ pounds My hair is _____. My eyes are _____
I like to play _____
I like to eat _____ .
I like to watch _____ .
I like to read _____
I don't like _____
I am afraid of _____
I hate to _____ .
I cry when _____

SCHOOL
My teacher is _____
I like to _____ in school. I play with _____
_____ at school
School begins at _____ School is out at _____

SATURDAYS
On Saturday I like to _____ .
I help _____
I get up at _____ o'clock I go to bed at _____ o'clock

MY FAVORITE
My favorite day of the week is _____
My favorite color is _____
My favorite toy is _____
My favorite month is _____
My favorite holiday is _____ .

16. MOTHER GOOSE AND DOCTOR SEUSS IN SECONDARY SCHOOL:
A Parenting Curriculum for High School English Classes

by Betty Bobo Seiden

A case is made here for a unit on children's literature in a secondary English class. The focus on child development clarifies the objectives of the unit and increases student interest. Betty Bobo Seiden is teacher-in-charge of the Arroyo Viejo Crisis Program in Oakland, California

The role most students seem destined to play is one for which the schools have least prepared them Most students will eventually become parents, but for some reason educators have ignored that role. Whether the traditional neglect is due to fear that preparation for parenthood may encourage an early assumption of that role or to the belief that no preparation is needed for such a natural phenomenon, research has not yet enlightened us However, our statistics on child abuse and neglect indicate that parental love and parenting skill do not come so easily. Too many parents just do not feel prepared to cope with the responsibilities of parenthood. Social workers in child abuse centers say that they receive calls about everything discipline, feeding, toilet training Yet, at the same time, we have never been better informed about the importance of the first few years of life or about the developmental sequences, thanks to people like Freud, Erickson, Piaget, Spock, et al

Because all of my students, grades 9 though 12, have been pregnant, I have had to face the reality of imminent parenthood Practically all of my students return to regular school, leaving the parental role to be taken over by the grandmother, aunt, or other surrogate. Even pregnant high school girls have difficulty seeing themselves as responsible for the care and feeding of another human being. But what better time than secondary school can there be for a parenting curriculum?

For many, high school will be the end of a formal educational experience. Even more fortuitous for the educator is the fact that high schoolers are egocentric enough and close enough to their own childhoods to relive and examine their own development Though they may not yet see themselves as parents, they readily put themselves in the child's place, recalling the need to be understood This becomes especially obvious when they are asked after viewing the filmstrip "When Children Disobey" to write a response to the following questions Describe a situation that happened to you when you were small that you thought was unfair. What was the most effective punishment you can remember?

A parenting curriculum need not be confined to the home economics or social studies departments. When first I attempted to teach a unit on children's literature, trying to infuse my students with my own excitement about the tremendous volume of delightful books for the pre-school child, I met at best only a polite acceptance and sometimes a hostile, "I ain't gonna read no book to no child!" Undaunted, I tried again and again until I finally worked out a curriculum that students began to request. What had been missing initially was a component on child development. What do children like doing their first six years of life, and why should anyone read to them? So we begin the unit by defining our objectives. The first question for discussion becomes, "What are the benefits of reading to a child?"

When students are made aware that books are written for children who cannot yet read, there is no problem eliciting the following justifications for a unit on children's literature. i.e., picture books.

1. You and your child will share an experience that is mutually enjoyable and will bring you closer together.

2 Through stories a child will gain insight into himself or herself and develop a deeper awareness of the world Children see themselves in the story situation. It matters little whether the characters are people, black or white, or whether the characters are rabbits or badgers; the situation can help children to understand both themselves and the world they live in a little bit better

3 Listening to stories and rhymes is a way of learning language and an excellent way of building vocabulary since words come up in the story that

may never be heard in ordinary conversation

4 An early exposure to books will not only help prepare a child for school but may encourage a life-long interest

But not just any book The book that may appeal to the four-year-old may not be appropriate for the two-year-old Children do not reach the same stage of development at the same time, but they generally go through the same stages in the same sequence Although we speak of "ages," it is more accurate to match the literature to the "stages " High school students will need to be assured that if their child is not walking at nine months and reciting nursery rhymes at two years, he-she may be no less intelligent than a neighbor who is doing all these marvelous things

Once we are assured that what we are doing is worthwhile, we begin comparing the characteristics of children with the characteristics of appropriate literature Through lectures, filmstrips, movies, outside speakers, and discussion, the students follow the child from birth to school For each stage of development I have on hand a few examples of stories that I enjoy reading to demonstrate to the class the techniques of reading stories to children There are many other examples that could be used

I *The first 18 months* We call this the age of curiosity, because babies need to be curious to learn They learn through their senses, therefore, it is important for them to have things to see, things to listen to, a variety of foods, and close physical contact with the parents (Students worry about "spoiling" a baby It should be pointed out that all living creatures need body contact Real spoiling comes later) Curiosity is a good thing and should be encouraged

Mother Goose rhymes are fun during this stage of development The baby and the toddler enjoy the rhythmic, rhyming verses They can also enjoy colorful pictures and mobiles that illustrate some of the rhymes Since one *Mother Goose* differs from another only in the illustrations, the book should be selected on that basis Pictures that show all races of children are more representative of the multiethnic world we live in and will discourage the early development of stereotyping One such illustrator is Gyo Fujikawa

Sometimes students will underestimate children's ability to understand a story or Mother Goose rhyme They prefer to wait, putting off exposing children to literature with the excuse that "he won't understand it anyway " If that were the case, there would be no point to doing this unit Whether the child understands or not,

he she is learning to communicate By the time a child understands the phenomenon of a pig going to market, it is too late to enjoy the game

II *From 18 to 30 months.* We call this the "negativistic" age. Sometimes around the age of two the child makes an important discovery his her own mind We call the child "negativistic" because so often he she expresses his her own mind in opposition to parents, not necessarily meaning "No" so much as "I can make a decision too " The toddler's development will be smoother if the child is allowed to make some simple decisions At every opportunity he she can be allowed to choose between two acceptable alternatives

At this stage children need to explore their environment Therefore it is imperative to make the environment safe for exploration. They like to play alongside but not necessarily *with* other children (parallel play), so it is better to have a similar toy for each child rather than to encourage sharing at this age

In addition to *Mother Goose* the literature that would be appropriate for this age includes books or stories that involve little or no plot and that require no more than five minutes to read or tell *Red Light, Green Light* and *Goodnight, Moon* are examples of books that satisfy a child's curiosity about her his world Rhymes, repetition, giving names and places to things in the context of a simple story this is the beginning of literature

III *From 2 and a half to 3 and a half* We call this the age of cooperation If the movie *The Terrible Two's and the Trusting Three's* is available, it is an excellent illustration Having been filmed two generations ago it is dated so far as clothes are concerned, but the observations of children's behavior are still relevant The three-year-old has the hang of it, is polite, cooperative, sociable. He She likes to imitate adult behavior He She takes pride in knowing how to behave and enjoys figuring things out for him herself

It takes many years to outgrow *Mother Goose* and some of the rhymes that were too long and complex for the toddler, like "The House That Jack Built," are fun for the three-year-old, who is now ready for a plot Stories that have a moral to them have an appeal at this stage of development *The Little Red Hen, What Do You Say, Dear? Peter Rabbit* and *Curious George* are just a few of the stories that feature a character whose behavior is exemplary, either as a warning or as a model.

IV *The four-year-old* We call this the age of autonomy Just as parents are about to pat themselves on the back for raising such a good child, here comes the four-year-old saying, "I can do it myself " This child likes to be inde-

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pendent, takes the initiative, and uses imagination At the same time he she worries about competency, worries about parental love, worries about staying healthy He She worries about his her "image" and can be known to wear the same outfit day in and day out The four-year-old can be a nuisance

Since the child at this stage of development is so much more imaginative, plots can be longer and more complicated A story can take from 10 to 15 minutes to read or tell Some general themes that are appropriate are the following·

A Sibling rivalry Competition for the love and attention of the parents is the theme of *Peter's Chair, Sam*, and *Baby Sister for Frances*. Even the only child is not exempt from jealousy, as illustrated in *Stevie*, written and illustrated by an 18-year-old

B Competency Children enjoy stories where the youngest and or smallest turns out to be the most clever and resourceful An interest in the fairytale emerges around this time *Where the Wild Things Are* and "What Was I Scared Of?" in *The Sneetches* are just two of the many examples of stories that answer the four-year-old's fears and insecurities with assurances

C Information The child's growing curiosity about the world can be satisfied with so many books *Make Way for Ducklings* or *Blueberries for Sal* are beautifully illustrated stories that teach so much about the way animals actually live Colors, shapes, sex, and other mysteries of nature provide subjects for the many books that appeal to the inquisitive and imaginative four-year-old

V *The five-year-old* If the environment has been responsive to the needs of the first 5 years providing encouragement to a curious mind, providing choices to an expanding mind, providing role models for self-esteem, providing skills for developing independence, the five-year-old should begin a period of latency (until adolescence), prepared to cope with the world

All the characteristics of pre-school children's literature will still be appropriate The five-year-old still enjoys detailed pictures on every page, but pictures can be fewer and more abstract The child still enjoys simple plots and occasional rhymes, but stories can be longer now Especially important at this stage of development is a character with whom the child can empathize and identify The character need not be fully developed and multidimen-

sional He or she could be as simple as Jack and the Beanstalk or Cinderella, so long as his or her situation exemplifies some of the aspects of childhood The five-year-old is not unfamiliar with the giants and wicked stepmothers He or she confronts them every day in the home, neighborhood, and school. Allegories, legends, and stories that lend themselves easily to dramatization like *Ask Mr. Bear* are fun not only for the children but for the high school students who will be doing this unit.

And therein lies an ulterior motive for offering a unit on children's literature It has something for everyone Students whose reading skills are weak can experience success reading a children's story Students who have not been able to write a complete sentence can experience a sense of achievement writing an alphabet or number book for a child There is something in this unit for a wide range of abilities, because the skills taught include

1 Taking notes in outline form

2 Using community resources, calling the local library to find out the time of a children's story hour to observe, and checking out picture books to read in class

3 Interpreting literature orally, making a story interesting to an audience

4 Writing short essays in response to questions raised by the lecture, discussion and audiovisual materials about child development

5 Writing a book for a specific audience, the preschool child

The time needed to develop this unit will depend upon

1 The number of students enrolled as each student will read to the class while the other students will evaluate
    A The student's interpretation
    B The appropriateness of the story for a particular stage of development

2 The availability of audiovisual materials and speakers Some of the effective presentations we have had included a children's librarian, a pediatrician, a psychiatrist, an author of children's books and the *Parents Magazine* filmstrip and cassettes, "Everyday Problems of Young Children"

3 How much children's literature the teacher wants to cover I limited my objectives to the books written for children who have not yet reached first grade and therefore presumably cannot read, but a case could be made for continuing a study of the literature through the first six years of life

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REFERENCES

The following list is by no means definitive There are innumerable picture books in the public library There are books and articles, both popular and professional, about child development There are other movies and filmstrips that would be just as appropriate as the ones mentioned The important thing is to have materials on hand with which to begin I have found the ones listed below to be helpful

1 Erickson, Erik *Childhood and Society* New York W W Norton & Co, Inc 1963

2 Ginott, Haim *Between Parent and Child* New York Avon Books, 1960

3 Spock, Benjamin *Baby and Child Care* New York Pocket Books, 1973

Picture Books

4 Brown, Margaret Wise *Goodnight, Moon* New York Harper & Row 1947 *Runaway Bunny* New York Harper & Row 1942

5 Flack, Marjorie *Ask Mr Bear* New York Macmillan Co, 1971

6 Geisel, Theodor (Dr Seuss) *The Sneetches* New York Random House 1953

7 Hoban, Russell *Baby Sister for Frances, Bedtime for Frances, Bread and Jam for Frances* New York Harper & Row, 1964

8 Joslin, Sesyle *What Do You Say, Dear?* New York Scholastic Book Services 1961

9 Keats, Ezra Jack, *Peter's Chair* New York Harper & Row 1967

10 McCloskey, Robert *Make Way for Ducklings* New York Viking Press 1941

11 _____ *Blueberries for Sal* New York Viking 1948

12 McDonald, Golden *Red Light, Green Light* New York Doubleday and Co, 1944

13 *Mother Goose* Illustrated by Gyo Fujikawa New York Grosset & Dunlap 1968

14 Rey, Hans Augusto *Curious George* Boston Houghton Mifflin Co, 1973

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NEA Resolution adopted by the NEA Representative Assembly

B-25 Education for All Handicapped Children

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