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AUTHOR
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McGahan, F. E.; McGahan, Carolyn
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ABSTRACT

Language consists of symbols written, spoken, or thought about things, places, or feelings seen or unseen. Any block, interference, or impasse to the acquirement of symbolic language can result in a learning disability. Oral language must precede the graphic. The purpose of this handbook is to suggest practical approaches and techniques which will assist teachers, especially those in migrant programs, as they endeavor to help children acquire oral-graphic symbolic language which provides a solid foundation for the total language arts program. These suggestions are in the areas of rating scales for appraising readiness for learning, criteria for evaluating the functional level of older children, the philosophy of oral-graphic symbolic language acquirement, the 3 phases of symbolic language acquirement process, affective approaches, ideas for program activation, and ideas for action. Also included are a basic vocabulary list of life-space words and charts which the teachers can use to keep a record of the children's progress. (NQ)

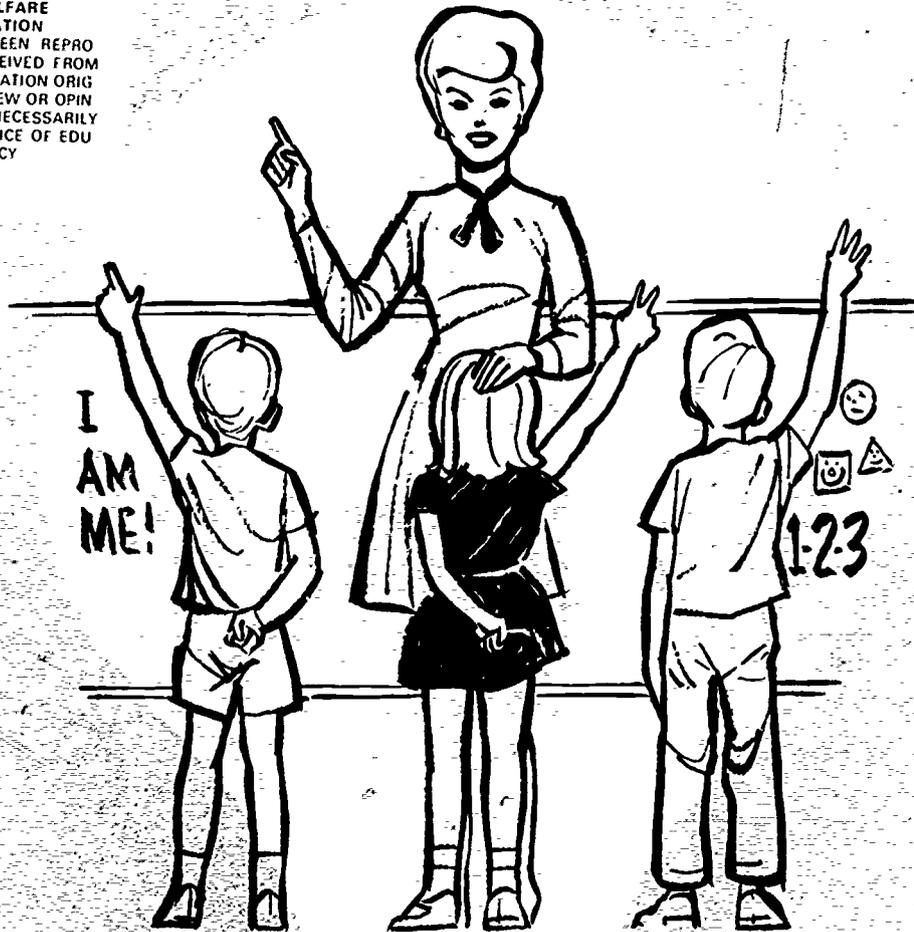
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A TEACHER'S HANDBOOK

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LIGHTING THE WAY FOR LEARNING

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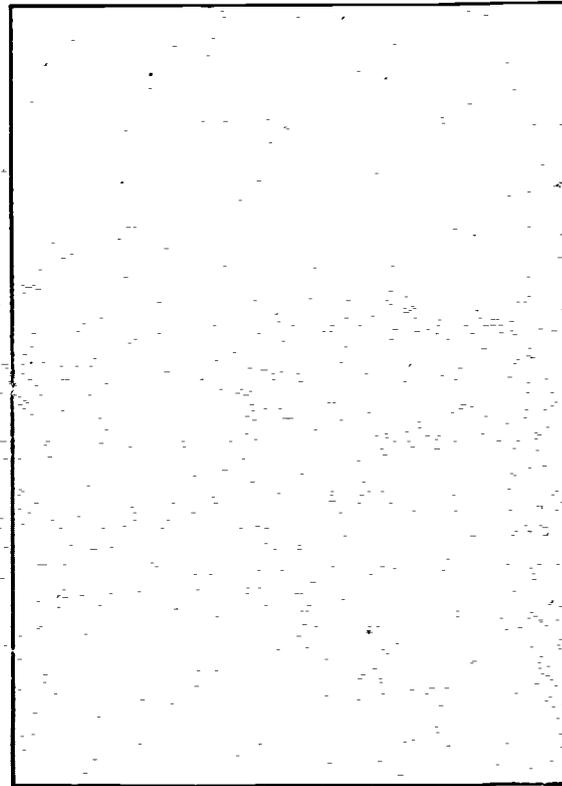
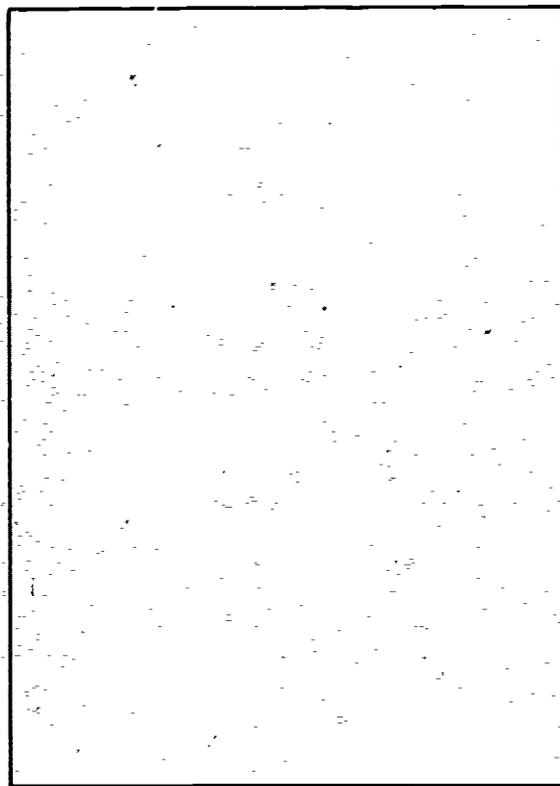
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A TEACHER'S HANDBOOK
of PRACTICAL APPROACHES AND TECHNIQUES
for ORAL-GRAPHIC SYMBOLIC LANGUAGE ACQUIREMENT



DEDICATED

To the teachers of migrant children and all teachers who strive day after day to find a ray of light that will help guide every child through the valley of perception in the learning process.

May, 1971

By: **F. E. McGahan and Carolyn McGahan,**
Educational Consultants, North
East Texas Educational Services,
Inc., Paris, Texas.

**STATE
ADVISORY
COMMITTEE**

Louie Counts, Chairman
Coordinator of Migrant Education
State Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

Mrs. Sally Boyd
Supervisor of Migrant Education
State Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

James H. Carter
Superintendent of Schools
Marion, Arkansas 72364

Gene Catterton
Coordinator of Federal Programs
Wynne Public Schools
Wynne, Arkansas 72396

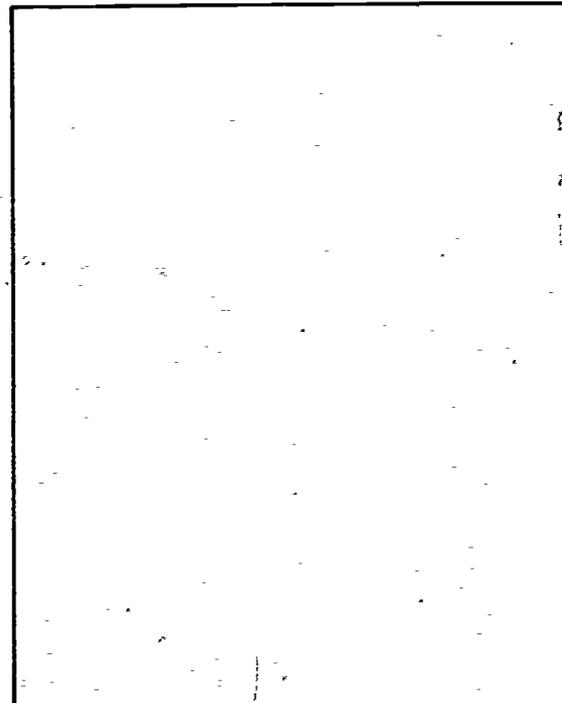
Charles Ellis
Information Officer
State Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

Joesph R. Foster, Jr.
Elementary Supervisor
State Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201

John W. Roden
County Supervisor of Schools
Mississippi County
Blytheville, Arkansas 72315

Thurman G. Smith
Superintendent of Schools
Springdale, Arkansas 72764

Charles Watson
Supervisor of Title III
State Department of Education
Arch Ford Education Building
Little Rock, Arkansas 72201



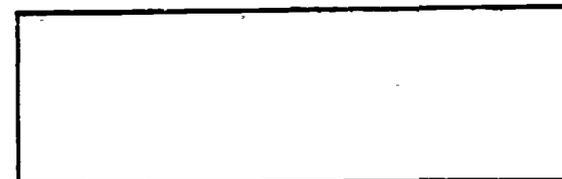
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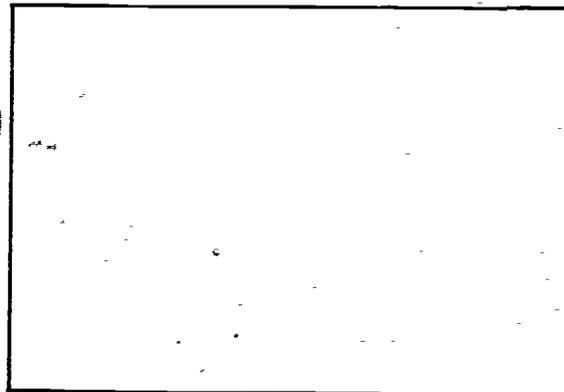
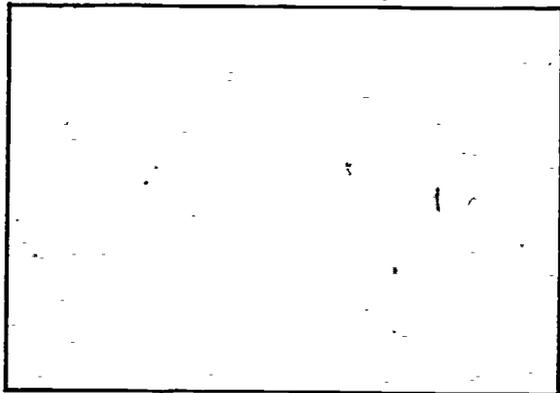
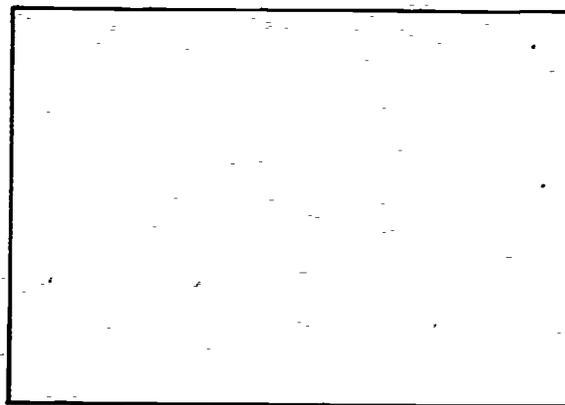
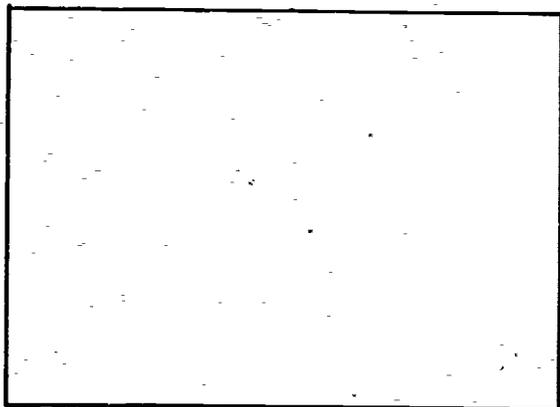


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INTRODUCTION

Let us try to capture in them more than is visible; for instance, let us see in them a potential success image rather than a failure object.

Throughout the various ages scholars have sought to understand how learning takes place. Many theories have been projected and followed. However, the teacher who is confronted with the challenge of helping children to learn may have only a meager understanding of what is actually involved in the learning process.

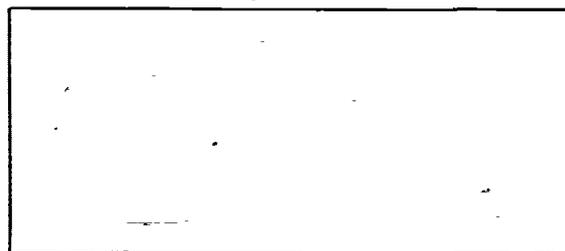
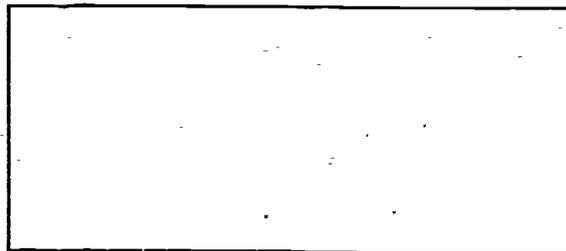
Dr. James K. Knight, a great educator and for many years a professor at the University of Texas, Austin, Texas, theorized that learning takes place when a child is socially, emotionally and intellectually ready. In working with thousands of children in public schools over a period of many years the authors of this handbook have accepted the theory that motorical readiness is also essential for learning.

Since the identification of children's learning problems by the class teacher is necessary for the prevention of later school problems, simple techniques for the recognition and identification of learning blocks or problems are suggested.

Further, the present trend in education is toward the functional. Even though it is im-

portant to know a child's potential capability, it is even more important to know the level at which he is functioning. The functional level may be defined as the point at which the previous experiences junction with the impinging stimuli. The class teacher may appraise an older child's functional educational level through simple suggested criteria. With the awareness of the child's strengths and weaknesses for learning, she will use her initiative in coping with each child's specific needs.

Language consists of symbols written, spoken or thought about things, places or feelings seen or unseen. Any block, interference or impasse to the acquirement of symbolic language can result in a learning disability. Oral language must precede the graphic. Specifically the purpose of this handbook is to suggest practical approaches and techniques that will assist teachers, particularly those in migrant programs, as they endeavor to help children acquire oral-graphic symbolic language which provides a solid foundation for the total language arts program.



CHAPTER I

THE LIGHT BEARER

A great teacher sets the course for his or her life by three stars

- * Sincerity
- * Courage
- * Unselfishness

From these flow a host of other virtues.

In the midst of the confusions confronted by children and particularly migrant workers' children in the classroom, the teacher bears the light that will lead them through to understanding. It is the class teacher who will help the child to feel at ease in a new situation and it is she or he who will lead the child to cognition in the presentation of subject matter. The world of a classroom to the child who moves frequently from place to place can seem vast and dark. The teacher is the light to which the child turns in this class room world.

The teacher herself may never be able to conceive of the magnitude of her challenge. The teacher who enjoys her work thinks in terms of challenge and shuns the thought of overwhelming responsibilities. She considers her work as a privilege as she endeavors to find methods and techniques for lighting the way for learning for all children who pass her way.

Just as there are many ways of turning on lights in a building, there are unlimited ways for a teacher to light the way for children to understanding in the academic process. However, there are master keys which may be effectively employed in any situation; then the minute or detailed keys keep the lights turned on.

MASTER KEYS FOR TEACHERS FOR LIGHTING THE WAY FOR LEARNING

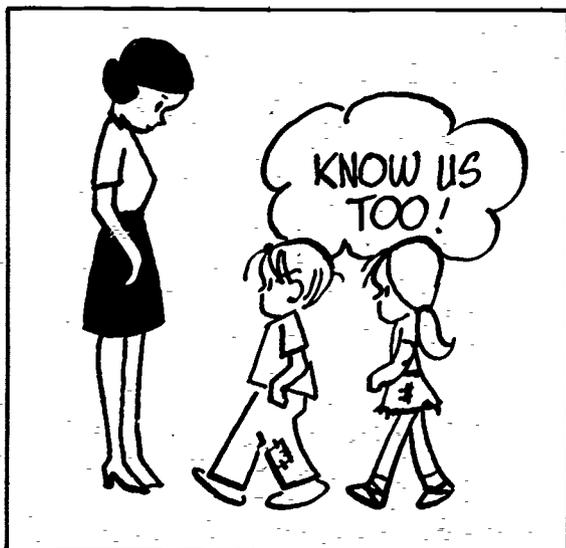
1. Accept the child for what he is and for what he can do.
2. Know through appraisal what the child can do.
3. Allay anxieties by moving in closely to the child.
4. Remember that children learn best that in which they are most interested.
5. Present material that has a purpose.
6. Involve the child in the performance of tasks in which he feels some success.
7. Work for mastery of interrelated ideas.
8. Accept the reality that it takes time to learn and each child learns according to his own timetable.

The strategic role of the class teacher can no longer be denied. Regardless of the planning of other school personnel, it is the teacher who works side by side with the children. It is the teacher who literally keeps her own lights burning every evening so that she can search for special approaches and methods for lighting the way for each child in the classroom on the following day.

The teacher of migrant workers' children may find the master keys more useful in meeting the challenge of working with these children; for she knows that these children have a greater need for motivation than many other children. To bear the light for a migrant child may be simply to find a way to help him feel some success for a day.

CHAPTER II

RATING SCALES FOR APPRAISING READINESS FOR LEARNING AS DETERMINED BY THE EARLY DETECTION INVENTORY AND OTHER CRITERIA



The need for appropriate pupil appraisal is probably more recognized now than at any time in the history of education. Migrant children are no exception to this need. In the past the general attitude regarding migrant children was that they would be in a school center for only a short period of time; so why bother about them? No longer can this attitude be accepted; for, at last, the needs of migrant children are being considered. Even though they are displaced, they seek shelter in class rooms throughout this country.

Migrant children are no different from other children except in their mode of living. Surely they are more alike than they are different; therefore the appraisal of migrant children need not differ from the appraisal of other children.

The validity of the **Early Detection Inventory** is based upon its use with fifteen thousand children in one school system over a period of twelve years. The utilization of such standardized instruments as the **Metropolitan Readiness Test**, the **California Achievement Test** and the **Wechsler In-**

For some of us our roots are young and tender.
Our families are on the move.
The city is merely an inn
For the nights of our journey.
We are the displaced, the migrants.
We are children seeking shelter.

Anonymous

telligence Scale for Children has proved the **Early Detection Inventory** to be .92 accurate.

In Hot Springs, Arkansas where the **Early Detection Inventory** has been used since 1967, it has proved to be .97 accurate when compared with standardized tests. The detailed rating scales shown in this chapter may be used as an assist for weighting the responses in making more precise judgments. Such judgments provide a base line for writing prescriptions, tailoring curriculum designs and determining teacher accountability.

Time, energy and effort are all important factors in the class teacher's daily routine; thus, it is very important that she have simple and quick yet adequate means of appraising children who enter her class room.

Ideally the rating scales are used for assessing the readiness of children at the six year level; however, with a minimum task adjustment the scales may be used effectively for children whose ages range between four and eight years.

SOCIAL-EMOTIONAL READINESS

A child's emotional stability, dependence, overprotection and the ability to shift are reflected in the degree to which he can enter into a new situation.

Check the appropriate response.

| Positive Responses | 1 Excellent | 2 Good | 3 Fair | 4 Poor | 5 Very Poor |
|-------------------------|----------------|-----------|-----------|-----------|----------------|
| Uses self-control | | | | | |
| Independent | | | | | |
| Pleasant; smiling | | | | | |
| At ease; comfortable | | | | | |
| Responsive | | | | | |
| Attentive | | | | | |
| Follows directions | | | | | |
| Cooperative | | | | | |
| Confident; self-assured | | | | | |
| Enthusiastic | | | | | |

If the rating is: Excellent - Good No Cause for Concern
 Fair Needs Help
 Poor - Very Poor Needs Intensive Help

Check the appropriate response.

| Negative Response | 1 Extremely | 2 Considerably | 3 Noticeably | 4 Slightly | 5 Not at all |
|--|----------------|-------------------|-----------------|---------------|-----------------|
| Distractible; lacking control; hyperactive | | | | | |
| Dependent | | | | | |
| Disagreeable; frowning | | | | | |
| Ill at ease; uncomfortable | | | | | |
| Unresponsive | | | | | |
| Inattentive; short attention span | | | | | |
| Unable to follow directions | | | | | |
| Uncooperative; disruptive | | | | | |
| Timid; fearful; unsure | | | | | |
| Lethargic | | | | | |

If the rating is: Extremely - Considerably — Needs Intensive Help
 Noticeably — Needs Help
 Slightly - Not at all — No Cause For Concern

SCHOOL READINESS TASKS

If a child can give his full name, birthdate, age, telephone number and any pertinent facts about his family; such as, number of brothers and sisters and names of parents, his self-identity and sustained memory are operational.

Check the most appropriate column.

School Readiness Tasks

| | 1 | 2 | 3 | 4 | 5 |
|------------------------------|----------------------------------|--|---|-----------------------------|-------------------------------------|
| 1. Knows name | Knows full name | Knows first name | Knows first and middle names | Mumbles name | Makes no effort to give name |
| 3. Knows phone number | Knows full number | Knows number of grandparent | Knows number of relative or friend | Knows part of number | Unable to give any of number |
| 4. Knows birth date | Knows month, day and year | Knows month and day | Knows month | Knows some clue | Unable to give any clue |
| Age | Verbalizes age | Holds up fingers to signify age | Guesses age | Mumbles a number | Makes no effort to give age. |
| | | | | | |

The child, who can give any idea of where he lives even though it may be just a position in space, has spatial awareness. The migrant child may be able to give the address from which he has just moved. If he can, he should be given credit.

Check the most appropriate column.

| | 1 | 2 | 3 | 4 | 5 |
|-------------------------|---------------------------|--|-------------------------------------|---------------------------|--|
| 2. Knows address | Knows full address | Knows name of street and house no. or p. o. box no. | Knows name of town and state | Knows name of town | Makes no effort to give address |
| | | | | | |

If a child can recognize colors, he has the ability to discriminate, classify and catalogue objects or things. If a child can identify and name the basic colors, he has a mental age of five and one-half years.

Check the most appropriate column.

| | 1 | 2 | 3 | 4 | 5 |
|------------------------|-----------------------------------|---------------------------------|--|---------------------------------------|---|
| 5. Knows colors | Can name all of the colors | Knows all colors but two | Can recognize colors but unable to name | Can name at least three colors | Unable to name or recognize any colors |
| | | | | | |

When a child can count objects to thirteen and associate multiple objects with specific symbols, he has mathematical concept awareness.

Check the most appropriate column.

| | 1 | 2 | 3 | 4 | 5 |
|-------------------------------|-------------------------------------|-------------------------------------|--------------------------------|-----------------------|-------------------------------|
| 6. Counts from 1 to 13 | Can count functionally to 13 | Can count functionally to 10 | Can count by rote to 13 | Can count to 5 | Unable to count at all |
| | | | | | |

When a child can identify his right and left side body parts by lateralizing, right hand touching left ear and vice versa, left hand touching right ear and knee, he has the ability to distinguish right and left form and shape of objects and the manner of their arrangement in space.

Check the most appropriate column.

| | 1 | 2 | 3 | 4 | 5 |
|--------------------------------|--|----------------------------------|--|---|--|
| 7. Knows right and left | Knows right and left hand and can follow right-left direction | Knows own right-left hand | Points to hand that is right-left | Confuses on awareness of own right-left hand | Unaware of which is right-left hand |
| | | | | | |

The ability to tie a bow represents good eye-hand coordination and the ability to cope with near-space tasks. It further reflects independence or the ability to work independently.

Check the most appropriate column.

| | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|----------------------------|---|-----------------------|----------------------------|-------------------------------|
| 8. Ties shoe string or bow | Ties a complete bow | Makes a partially complete loose bow | Makes one loop | Makes effort to tie | Makes no effort to tie |
| | | | | | |

A child's ability to recognize the denominations of coins indicates a beginning awareness of how to cope with the spatial stresses of his environmental world independent of parent figures.

Check the most appropriate column.

| | 1 | 2 | 3 | 4 | 5 |
|----------------------------|-----------------------------|---|---|-----------------------------|---|
| 9. Recognizes Coins | Names the four coins | Names all coins except the quarter | Can recognize all coins but unable to name | Recognizes the penny | Unable to recognize or name any of the coins |
| | | | | | |

Body awareness represents the highest order of perceptual awareness. When the child can draw the body parts accurately placed, he has body imagery awareness and he can function in the learning situation.

Check the most appropriate column.

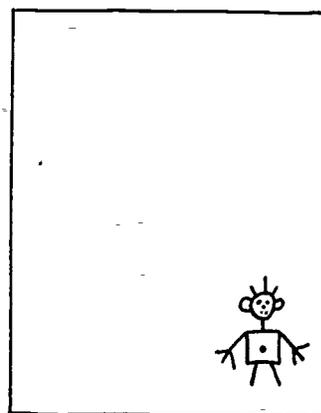
| | 1 | 2 | 3 | 4 | 5 |
|--------------------------------------|-----------------------------|--|--|--|---|
| 10. Makes Picture of a Person | Makes complete torso | Makes torso without arm fingers or feet | Makes only the head with eyes and mouth | Makes only the head with detail | Makes no attempt to make picture |
| | | | | | |

KEY TO MORE DETAILED RATING

| MENTAL AGE | PERFORMANCE |
|-------------------------|---|
| 3 years-3 months | Circle representing head |
| 4 years | Circle representing head and 3 other body parts |
| 4½ years | Circle representing head and 5 other body parts |
| 5 years | Circle representing head and 7 other body parts |
| 5½ years | Circle representing head and 9 other body parts |
| 6 years | Circle representing head and 11 other body parts |
| 6½ years | Circle representing head and 13 other body parts |
| 7 years | Circle representing head and 15 other body parts |
| 7½ years | Represented by complete torso or the 18 major body parts |

For further study of the child's performance on making a picture of a person, it is important to observe where he places the drawing of the human figure. If he places the drawing in the center of the page, it can be assumed that he has an adequate self-concept. If the drawing is small and is placed in an extreme corner or at the bottom of the page, it may be suspected that the child has low feeling tones about himself.

Drawing suggests that child has low self-concept.



When a child can reproduce the circle, cross, square and triangle, he is ready to perform in the essential boundaries of symbolic language. He is ready to begin to formulate letter and numerical shapes which

involve the use of circular, horizontal, vertical and diagonal lines. This is the skill which moves the child immediately into language structuring.

Check the most appropriate column.

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|-----------------------------------|
| 11. Reproduces Geometric Figures | | | | | |
| Circle | Starts at one o'clock position and makes a complete closure | Makes complete closure from any starting point | Makes the complete closure but lines are wavy | Makes circular form without closure | Unable to reproduce circle |
| Cross | Makes complete cross with no pencil dragging | Makes complete cross by making diagonal line from right to left | Makes the vertical line and half the diagonal | Makes only the vertical or the diagonal | Unable to reproduce the cross |
| Square | Makes the complete square without raising pencil | Makes squares by angulating but lines are wavy | Makes square by raising pencil after each line | Makes circular-like angles | Unable to reproduce the square |
| Triangle | Makes complete triangle without raising pencil | Makes triangle by angulating but lines are wavy | Makes triangle by raising pencil after each line | Makes circular-like angles | Unable to reproduce the triangle |
| Rectangle | Makes complete rectangle without raising pencil | Makes rectangle by angulating but lines are wavy | Makes the rectangle by raising pencil after each line | Makes circular-like angles | Unable to reproduce the rectangle |
| Diamond | Makes complete diamond without raising pencil | Makes diamond by angulating but lines are wavy | Makes the diamond with circular-like angles | Makes "dog-ears" along with angles | Unable to reproduce the diamond |

| | | | | | |
|--------------|--|--|--|--|---------------------------------------|
| Divided Rec. | Makes complete divided rectangle by angulating | Makes complete figure but lines are wavy | Makes figure with only partial divisions | Makes circular-like angles and does not cross mid-line | Unable to reproduce divided rectangle |
| | | | | | |

AGE PERFORMANCE EXPECTATIONS

| | |
|----------------------------------|--|
| CIRCLE | 3½-4 - years— Continuous arc and closure expected |
| CROSS | 4-4½ - years— Cross should be distinct with both vertical and horizontal lines evident |
| SQUARE | 5-5½ - years— Should be made without lifting pencil and corners must be angular, not circular |
| TRIANGLE | 5½-6 - years— Should reproduce without raising pencil, thus performing task of making reverse diagonal. |
| DIAMOND DIVIDED RECTANGLE | 5½-7 - years— Between these ages the child without difficulty can reproduce these figures |

If the rating is in: **Column 1-2—No Cause for Concern**
 Column 3- —Needs Help
 Column 4-5—Needs Intensive Help

MOTORICAL READINESS

When a child can perform the four tasks below, his gross motor coordination is adequate and he is ready for the fine motor integration.

Check the most appropriate response.

Motor Performance Tasks

| Gross Motor Coordination | | | | | |
|--------------------------|--|--|---|--|-------------------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| Walks straight line | Walks a straight line with heel to toe | Walks straight line with heel to toe but balance is poor | Walks straight line but not heel to toe | Tries to walk line but not heel to toe | Unable to walk straight line at all |
| | | | | | |

| | | | | | |
|--------------------------|--|---|---|--|--|
| Jumps | Jumps on both feet without moving forward | Jumps on both feet but barely leaves floor | Jumps on both feet but moves forward | Attempts to jump on both feet but leaps forward | Unable to jump on both feet |
| | | | | | |
| Hops on each foot | Hops equally well on each foot | Hops on both feet but barely leaves floor | Can hop only on one foot | Can hop only by holding on to something | Unable to attempt to hop at all |
| | | | | | |
| Skips | Skips smoothly or rhythmically | Skips but not smoothly | Skips but seems to drag one side of body | Attempts to skip but gallops | Unable to attempt to skip |
| | | | | | |

If the rating is in: **Column 1-2—No Cause for Concern**
 Column 3- —Needs Help
 Column 4-5—Needs Intensive Help

Fine motor stress is reflected in the inability to color or write within boundaries, in pencil or crayon gripping, head tilting, body distortion and tense facial movements such as, frowning and protruding of the tongue. The visuo-motor system can be

judged to be working optimally if the child's head is erect, his hand movements are smooth and the posturing is relaxed. There are identifiable causes for any signs of tension.

Check the most appropriate column.

| | 1 | 2 | 3 | 4 | 5 |
|---|------------------|-------------|-------------|-------------|------------------|
| Fine Motor Coordination | Excellent | Good | Fair | Poor | Very Poor |
| Colors Smoothly Within Boundaries | | | | | |
| Posture | | | | | |
| Position or Grip of Pencil or Crayon | | | | | |
| Reproduction of Geometric Figures | | | | | |
| | | | | | |

If the rating is in: **Column 1-2—No Cause for Concern**
 Column 3- —Needs Help
 Column 4-5—Needs Intensive Help

**Other Observed Fine
Motor Coordination**

Fusion

| | | | | | |
|-----------------|--|--|--|---|---|
| | | | | Near space (check one) | Remote space (check one) |
| Tracking | | | | Horizontal Vertical Diagonal (Check one) | Horizontal Vertical Diagonal (Check one) |

A check in any of the above spaces suggests the need for further study including possible referral to appropriate medical sources or the need for visual training.

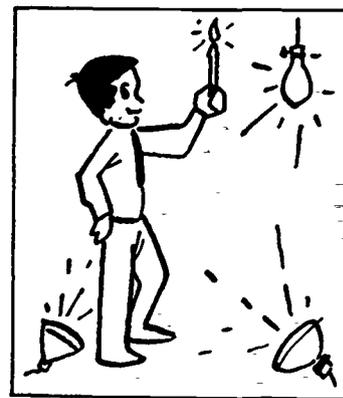
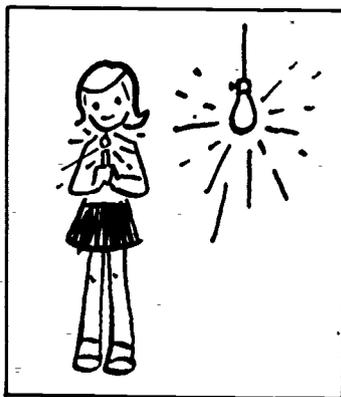
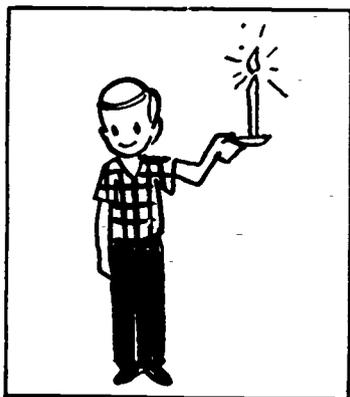
These rating scales when checked carefully provide for smooth movement of the child from his experience background and capability to what he is expected to know. The class teacher, therefore, is able to make precise judgments as to a child's readiness for successful task performance. In working with all children, particularly children of migrant workers, it is important to begin helping them at the point where their past experiences juncture with the presenting stimuli. For example, this simply means that if the child can count functionally only to six, it becomes necessary to help him learn how to count functionally to seven and the other numbers in sequence.

CHAPTER III

IDEAS FOR PROGRAM ACTIVATION

"Find the spark and the child will respond."

Margie Perkins, a great teacher



What can be done to strengthen a child's weaknesses for learning after his strengths and weaknesses have been identified? This is an age old question which may never have a "cook book" answer, but the purpose of this chapter is to suggest several techniques and approaches which the authors have found helpful in strengthening specific weaknesses that many children experience in the learning process.

Every class teacher is creative in his or her own right. If he or she can know how to pinpoint specifically a child's capability for learning and can be provided some directional approaches, then many other original ideas will present themselves.

In order to facilitate usefulness of this handbook, these suggestions or approaches are simply listed with brief explanations whenever necessary.

SUGGESTIONS OR APPROACHES FOR COPING WITH SOCIAL-EMOTIONAL PROBLEMS: DISTRACTIBLE, LACKING CONTROL, HYPERACTIVE

1. Make special effort to be sure that child understands what to do.
2. Assign him leadership roles; such as passing out papers, picking up toys or arranging chairs for a reading group.

3. Provide opportunity for child to tell about where he has lived, what he likes to do, about his family members.
4. Read stories or poems which will help child become aware of the need for controlling himself in the group.
5. Have children do self-evaluations of their behavior each day. A single sheet entitled **ABOUT ME TODAY** may be used for this. Let each child check his own sheet.

Circle correct answer

- | | | |
|---|-----|----|
| 1. Did I get to school on time? | Yes | No |
| 2. Did I finish all my work? | Yes | No |
| 3. Did my teacher have to correct me for talking and moving about too much? | Yes | No |
| 4. Did I get along well with my classmates? | Yes | No |
| 5. Have I used without permission something that did not belong to me? | Yes | No |

Make a good citizenship chart. At the end of each week, use stars as a reward for each child who has "yes" answers for the entire week.

DEPENDENT

1. Provide opportunity for child to make simple decisions. For example, let him decide where to display some of his work or let him decide what game to play first on the playground.
2. Let him go on errands in which an oral response is required.
3. Deliberately assign him as a leader in simple games. If necessary, help him lead the game.
4. Ask him to bring to school something that he owns. Let him tell the class about it; for example, where it came from, if it is a gift, why this is meaningful to him.
5. Encourage child to look at and talk about picture books on the library shelf. This can be used as a class activity at some period during the day.

DISAGREEABLE, FROWNING

1. Make an effort to find out if child is hungry. If he is, arrange for him to have something to eat.
2. In one corner of the room arrange a play activity center. For boys include such activities as block building, toy automobile play, modeling clay. For girls include feeding the doll, setting the table, talking over play telephone. Observe for negativistic or hostile tendencies. If play activity provides evidence of hostile feelings, talk to the child alone and encourage him to talk about himself.
3. Let children talk about experiences which make boys and girls happy or sad. Let them identify happiness or sadness by studying facial expressions in pictures.
4. Let children cut pictures from magazines of people smiling and people who seem unhappy. Let them make a scrapbook entitled **Happy-Sad**. Let them paste the happy pictures in one section and the sad pictures in another section. Provide opportunity for them to tell why each one is happy or sad.
5. Frequently let the children sing such songs as "It Isn't Any Trouble Just to S-M-I-L-E."

ILL AT EASE, UNCOMFORTABLE

1. Occasionally use this outline which will provide opportunity for children to report about themselves. Let children answer "yes" or "no" when question is read to them.

OUTLINE for REPORTING

1. Do you feel well today?
 2. Did you enjoy your breakfast?
 3. Have you completed your homework?
 4. Do you dread some of your school work today?
 5. Are you afraid of some boy or girl in school?
 6. Are you worried about something?
 7. Are you afraid of being punished if you make a low grade?
 8. Do you enjoy playing on the playground?
 9. Do you feel that you have some good friends at school?
 10. Do you fear having to move from one school to another?
2. Observe carefully the clothing that child wears. If condition of clothing seems to be a cause for child's feelings, try to arrange for a home visit and explore the possibility of securing more adequate clothing.
 3. Arrange for this child to be near a child who is accepting and helpful.
 4. Frequently display child's work on the bulletin board.
 5. Keep a record on the chalkboard each month of children who have birthdays that month. On each child's birthday:
mail child a birthday card
let child act as messenger for the day

UNRESPONSIVE

1. Comment favorably on any new belonging child may have.
2. Encourage child to make a picture of his pet and try to illicit conversation about the pet.
3. Encourage child to bring something from his home for the classroom; this might be a bottle, jar or box. Comment favorably on his contributions.

4. Try to arrange for field trips in local area. Encourage children to tell what they liked most about the trip.
5. Recognize that some children are unable to express themselves quickly and fluently. Allow ample time for child to reply.

INATTENTIVE, SHORT ATTENTION

1. Since the causative factors of inattentiveness and short attention span are often physically based, if possible, secure help from the medical profession.
2. Try to find child's chief interest and provide him with materials which center around this interest; for example, if his interest is horses, encourage such activities as drawing pictures of horses, making a scrapbook of horses, reading stories about horses.
3. Work for a routine structure so that child can pattern. It is important that children with this problem know what to anticipate next.
4. Give these children a chance to move about frequently by changing the pace frequently. Particularly limit the time required for writing tasks.
5. Demonstrate willingness to exercise authority even though this strength is reflected only by a disapproving gaze.

UNABLE TO FOLLOW DIRECTIONS

1. Frequently provide opportunity for child to repeat in a series names of objects or series of digits; such as, chair, box, table, dresser, fox, cow, wolf, monkey, horse, 2649, 82756, 946342
2. Let child go on errands in which he is to remember to do at least three things. If he does not remember all of them, refrain from any criticism.
3. Repeat explanations slowly and whenever possible with visual contact.
4. Take children on space walks. Upon their return to the classroom, provide opportunity for them to tell what they remember seeing.
5. Provide listening periods frequently such as listening to records and stories and repeating what has been read or listening for certain sounds. This can be a

group activity in which all children sit quietly with their feet on the floor and their hands in their laps.

UNCOOPERATIVE, DISRUPTIVE

1. Since children who are uncooperative and disruptive usually have a low self-concept, it is important to help them realize that they are individuals and that they are important.
2. If possible, provide a full length mirror in places where children may easily look at themselves.
3. Take pictures of the children and show them to the group. Make favorable comments about the pictures.
4. Use songs and games in which child's name is included; such as "Did You Ever See a Lassie (Susie)", "Paw-Paw Patch", "Frog in the Middle" (Tom in the middle goes hop, hop, hop; he'll find another one hop, hop, hop.)
5. Provide opportunity for leadership roles to help them feel that they have a group responsibility. For example, let them lead the class to the lunch room, let them deliver messages to other places on the campus, let them lead in games.

TIMID, FEARFUL, UNSURE

1. Refrain from forcing a child into a situation that he fears. Talk with him and show him that there is nothing to fear. For example, if he is fearful of trying to make the figure 3, move in closely to him and show him individually how to make a 3. If necessary, hold his hand while he attempts to make a 3.
2. Provide opportunity for children to be helpful; such as keeping books where they belong, helping to keep paper from the floor, helping to arrange the bulletin board.
3. In an individual or group situation let children respond to these questions:
 - A. Have you been treated unfairly by someone at school or elsewhere?
 - B. By whom would you like to sit in the classroom?
 - C. With whom do you like to play?
 - D. With whom would you like to do your school work?

E. What things worry you most?

Through securing responses to the above questions the teacher can become aware of how children feel about themselves. Highly mobile children who often experience low feeling tones about themselves and social insecurities can be helped to move quickly into group acceptance through simple techniques.

- A. If a child feels that he has been treated unfairly by someone, provide an opportunity for him to verbalize about his feelings. In turn help him to understand why he has these feelings.
 - B. If a child and especially a highly mobile child has a desire to sit by some particular child, make this possible for him. This can be done very calmly at the close of a school day.
 - C. Subtly arrange for children to play with whom they like to play.
 - D. If a child especially likes to work with another particular child, arrange for this at least occasionally.
 - E. Provide opportunity for a child to talk about whatever seems to worry him.
4. Provide opportunity for them to tell about themselves; for example, different places where they have lived and what they have seen as they have traveled.
 5. Provide opportunity for children to answer these questions:
 - A. Which stores have you gone to in this neighborhood?
 - B. In which stores do you like to shop and buy?
 - C. What is the nicest home you ever visited—why did you like it?
 - D. Do you like to live in this neighborhood?
 - E. What is the name of the county and the county-seat where you live?
 - F. Where do you like to go on weekends?

From the responses to these questions conclusions can be drawn as to the children's familiarity with their community, their feeling of belonging and their awareness of nearby interesting places. After securing the answers, de-

liberately teach about the community in order to develop awareness and feelings of belonging.

LETHARGIC

1. Use any special interest that children may have to bring about desired performance. For example, if the interest is in cars, provide opportunity for the child to talk about cars, make scrapbooks about cars, find out what kind of cars are sold in the neighborhood.
2. Enlist the help of a school and/or county health nurse to help determine if there are any physical causes for lethargy.
3. Be sure that academic tasks are at the level of the child's functional capability; for example, if he can write only his first name, begin to help him write his last name. If he knows the names of two days of the week, help him to learn the others.
4. Call attention to any progress shown.
5. Use touch as a means of approval and reassurance; for example, lightly touch child's shoulder and explain that a given task is to be performed.
6. Be sure that child knows what to expect in a task performance; for example, in teaching a reading class explain clearly the steps that are to be used.

SUGGESTIONS OR APPROACHES FOR STRENGTHENING FOR SCHOOL READINESS

1. For establishing personal identity use name tags and locker tags. Each day provide opportunity for children to say all of their names until mastery is attained.
2. Let children answer roll by giving their birthdate until mastery is attained; then let them give their address until they reach mastery.
3. Frequently play the game—Who Am I? Each child answers with his full name.
4. Let children make **About Me** scrapbook. Let each one make a picture of himself and his family members. Help him to write the names of his family members. Then let each one make a picture of his house. Help him to write

- his address. If he has a telephone, let him find a picture of a telephone and under the picture write his number.
5. Use records—**Days of the Week and Months of the Year**, Peter Pan Records, LP 45610A, for developing time awareness. Order from Peter Pan Records, Newark, New Jersey.
 6. Every day, call attention to the month, date and year which is written on the chalk board. Let those who experience difficulty in learning the days of the week, say the date every day.
 7. Develop color awareness through:
 - A. Handling of colored objects—sticks, straws
 - B. Using colored charts in shapes of geometric figures
 - C. Using varied colored buttons
 - D. Using egg cartons for sorting objects
 1. pieces of straws—red, green, blue, yellow
 2. bottle caps—silver
 3. buttons—varied colors
 4. tags with thread
 5. nuts
 6. paper clips
 7. paper squares
 - E. Using colored charts
 - F. Using colored cloth
 - G. Reading books; such as, *What is Red?*, *Little Red Riding Hood*, *Stripes and Spots*.
 - H. Singing Songs—"Red and Yellow—I can Sing a Rainbow," "Little Boy Blue," "Baa-Baa Black Sheep," "Mary Had a Little Lamb."
 - I. Playing games—I see something—(name color); step on something—(name color)
 8. Develop number concept awareness through:
 - A. Using the abacus
 - B. Counting beads
 - C. Counting wooden forks, spoons, counting objects in room, counting parts of body, counting objects in pictures
 - D. Using records; such as, "Hickory Dickory Dock," "Ten Little Indians", "One, Two Buckle my Shoe," "Counting Song"
 - E. Using games; such as,

Scramble: Children, pretending to be chickens, form a circle. The teacher scatters kernels of corn or beans on the floor and the children gather them rapidly. Each child counts the kernels in his possession.

Bounce the Ball: Draw shapes of geometric figures on the floor. Then say, "Bounce the ball two times in the triangle and three times in the square," and so forth.

Grab Bag: Place a large number of beans in a bag; let children reach in and get a handful; let them count the number of beans they have.
 9. Develop left-right awareness through:
 - A. Using green tape on left hand and red tape on right hand
 - B. Making a small green check in upper left hand corner of paper and a red check in upper right hand corner of paper
 - C. Walking beam exercises—let children say which foot is moving forward
 - D. Letting children practice putting rubber bands on left-right hand.
 - E. Having a social center in the classroom—letting children set the table correctly
 - F. Placing hand on left side of chest in pledge to the flag
 - G. Playing games; such as, *I Touch my Left Ear*; *I Touch my Right Foot*; *I Touch my Right Eye* and so on.
 10. Develop skill in tying through:
 - A. Tying of own shoes
 - B. Using **Learners' Book** with Record, Pre-School Publications, P.O. Box 272, Commerce, Texas
 - C. Using cards with outline of shoe and yarn stapled on
 - D. Using tennis shoes on wooden boards or wooden shoes
 11. Develop awareness of coins through:
 - A. Letting children handle and name coins
 - B. Playing store (buy objects)
 - C. Making posters using pictures of

- simple objects and showing cost of objects
12. Develop body imagery awareness through:
 - A. Using Family Stand-Ups which may be purchased from Pre-School Publications, P.O. Box 272, Commerce, Texas
 - B. Using wooden man and letting children use clothespins for toes and fingers
 - C. Using full length mirror and calling attention to the parts of the body that are round, straight and triangular (nose)
 - D. Using Books; such as **Me, Big and Little, Lou Was Little, The Birthday Party**. (These can be purchased in drug stores.)
 13. Develop skills in reproducing geometric figures through:
 - A. Using the templates which may be secured from Winter Haven Lions' Club, Winter Haven, Florida
 - B. Following Frostig's Program for the **Development of Visual Perception** published by Follett Publishing Company, 1010 West Washington Street, Chicago, Illinois, 60607
 - C. Using the parquetry blocks for reproducing visual patterns
 - D. Finger painting activities in which certain geometric forms are emphasized
 - E. Using clay

SUGGESTIONS OR APPROACHES FOR STRENGTHENING GROSS-MOTOR COORDINATION

1. Encourage routine participation in these activities:
 - A. Walking a board heel to toe
 - B. Jumping a rope
 - C. Climbing a ladder
 - D. Crawling through wooden structures in the shape of a circle, square, triangle, rectangle, diamond—crawling through and rolling over a barrel
 - E. Balancing on a balancing board
2. Play singing games; such as, "Skip to my Lou", "Jump Over The Sea", "Did You Ever See a Lassie"
3. Routinely play games; such as, hop

scotch, skipping to the ladder and climbing the ladder, and jumping over obstacles.

SUGGESTIONS OR APPROACHES FOR STRENGTHENING FINE-MOTOR COORDINATION

1. Use templates according to the following order:

- A. Circle—to develop continuity of movement.

The child holds the template against the chalk board with his non-preferred hand. Holding the chalk in his preferred hand, he draws **inside** the circle. He should be urged to move the chalk in a **counter-clock-wise direction** and continue to make these "guided" circles until his hand movements are **fluid and continuous**.

(All templates should be used to guide the preferred hand first, but as the skill is acquired, the non-preferred hand should also be used. This emphasizes and **reinforces the kinesthetic and proprioceptive signals** which can come from activity. Skill improvement is desired for both hands, but no attempt should be made to alter dominance per se. The child will determine his own dominance as his skills improve. Basic and gross movement skills must be acquired first, then degree of skill will show in a dominant hand—that hand used more and more skillfully.

- B. Slot—to develop directionality of movement and "Start and Stop" control

This template also develops a percept of "straight" and eliminates the curves and arcs drawn by the unskillful child. **Start with vertical** and horizontal positions until hand-movements are fluid and skillful before working in the diagonals. Then have the child rotate the slot **into every possible**

meridian so that he can experience the differences in directions.

- C. Square—to develop directionality of movement, change in direction and continuity in turn develops closure, or the completion of a form.

The ability to **turn a corner, keeping the line continuous, with no lifting** of the chalk or pencil from the board or paper is an important achievement. The fluidity and skill of movement, as in all of the activities with the templates, are the critical measure of the child's progress.

- D. Triangle—to develop directionality of movement, change in direction which now combines the diagonals with horizontal and the continuity for **closure**. Acute angles are more difficult to perceive and judge than that of a 90 degree turn. This template will demand more practice than the previous three, and the skill of corner manipulation will be the critical measure of progress.

- E. Rectangle—to develop directionality of movement, change of direction, length of line and the continuity of closure.

The discrimination of likenesses and differences is a very basic perceptual development to each child. All previous templates are individually unique and the discrimination of each involves a single perceptual decision. The rectangle resembles a square but is different from a square. The use of this template provides a kinesthetic and proprioceptive reinforcement of the visual differences between a square and a rectangle. This template should also be rotated to give the "feel" of **difference in the length** of the lines when the form is being produced on the chalk board.

When the child has gained fluid, full arm movements of his chalk at the board, many

variations may be initiated:

- A. Transfer the operation to the horizontal desk top where a different set of visual and kinesthetic, proprioceptive functions are brought into play.
- B. By putting old newspapers on the floor and through the use of mixed quantity paints the templates can be so secured to the paper as to permit the entire class to participate in coloring within the boundaries of the templates.
- C. Initiate the sizing skills by cutting down the size of the template to provide experience for a gradual delimiting of the template dimension.
- D. Construct simple configurations of a body image with the use of a circle and a rectangle. Other configurations can be formulated such as a dog, chicken, truck, mouse, house, etc.
- E. Begin free hand drawing of the template-acquired skills as soon as a child can tolerate the experience.
- F. Improvise as much as possible with the more capable children by embellishing and the creation of designs that are based upon the geometric figures: a large house with doors, windows of various sizes, and a chimney; a small house, or a garage with a driveway, a dog house or a bird house, trees, sidewalks, the sun, the moon, a snowman, animals of various kinds, a wagon. The possibilities are many as well as those details which the child himself will add that mere adults cannot think about.

The multiple form template can be used in many ways. The child can be instructed to make his own picture by using it or one can be made for him as a pattern. He then can be instructed to make one just like it.

As the child develops, he will of his own accord discard the template as being too time-consuming and will progress into free hand drawing. If he seems to be depending on the templates for guides, he should be urged to draw each form with the template

and then to draw the same form without the template. The plastic template will further aid the child to establish motor skill and the resulting form perceptions and form comprehension.

IN REVIEW:

1. The child at the board is given a template and instructed or aided to draw around inside the edges of the appropriate template of the achievement progression: circle, cross, square, triangle, rectangle, and the diamond plus the divided rectangle. (It is suggested that a degree of mastery occur before introducing the next template in the progression.)
2. The child does this until fluid movements of arm and hand are noted in the major forms.
3. Move to easel, if available, and repeat form or forms.
4. Move to horizontal desk and repeat form or forms on large sheet of paper.
5. Where stress is experienced, a return to chalk board is advised.
6. Begin to reduce size of forms gradually until double or single space skill quality is achieved or acquired.
7. Total class activity can be achieved by using work tables or the floor with the use of paints. Secure the templates with tape for those that experience difficulty in balancing.
8. With the more skilled pupils encourage creativity in elaborate and intricate designs. With the less skilled, use the vertical rectangle and the circle to form the torso and the head of the human body to enhance body image awareness. Again, a variety of animals can be formulated with the horizontal rectangle and a slightly elevated circle.
9. For the accelerated: Use paper plates with colored popcorn or beans or rice---. Once the entire class becomes involved, geometric figures can become a centrally focused activity for art and other meaningful class activities; hence the class potential for the acquirement of symbolic language is vastly enhanced.
10. Move to finger dexterity and eye-hand coordination synchrony through the use of scissors and pasting designs in a more complex design.
11. Introduce the multiple form template when the child is ready. These can be

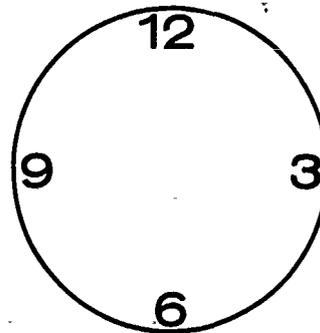
made from card board if wood or plastic ones are not available.

12. Work for mastery of each form progression, and a feeling of success for both the teacher and the pupil will surely result.
13. Each template or shape in the sequence can be elaborated, but each stage must be utilized or acquired in the developmental order.
14. Wherever and whenever possible juncture visual-motor training including gross motor skills with Frostig's **Visual Motor Perceptual Skill Training**.
15. When the child is ready, move toward symbolic language acquirement, but not before readiness for acquirement is present. The child will be ready when he has gained sufficient skill to be free from the guided forms and can turn to visual contact reproduction.

2. Let children use color paints after attaining some degree of mastery in using the templates.
3. Let them use sewing cards in which they sew with yarn around simple patterns.
4. Let them practice stringing beads, buttoning and zipping.
5. Cut out and place on a wall a circle about 18 inches in diameter as suggested below:

Ask child to take a pointer and follow these directions in using the circle:

1. Go from 6-12
2. Go from 12-6
3. Go from 9-3
4. Go from 3-9
5. Go from 3-6
6. Go from 6-3
7. Go from 9-12
8. Go from 12-9
9. Go from 9-6
10. Go from 6-9



For every child a different type of lighting is needed. Many children need only a candle light to guide them in the pathway to learning. Other children need just enough light to reinforce in critical situations while others have to be led consistently with various kinds of lights. When class teachers can know the specific needs of each child, they will know the lights that will be needed.

CHAPTER IV

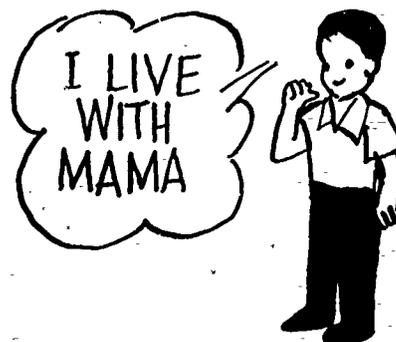
CRITERIA FOR EVALUATING FUNCTIONAL LEVEL OF INDIVIDUALS AS DETERMINED BY THE FUNCTIONAL EDUCABILITY INDEX AND OTHER EVALUATIVE CRITERIA

A major responsibility of education today is to know the functional level at which a child can work comfortably in the academic process.

The age range for the use of this design is from ten years through adult. It can be adapted downward to the ninth year level.

The functional approach is primarily concerned with a smooth orderly learning movement from past experience to that which the learner is expected to know. Hence, the functional level is defined as the point at which new or presenting stimuli bridges smoothly with what the learner is expected to understand. The teacher zeroes in on the learning continuum. Each acquired concept enables the learner to progress smoothly up the learning ladder. The overriding concern thus becomes one of making valid judgments as to when an individual has reached a level of concept mastery before he is required to move to a new concept progression.

The suggested scales on the following pages offer the teacher a schematic weighted scale design that can make possible valid judgments as to the learner's readiness for successful task performance.



PERSONAL IDENTITY

The individual's environmental awareness and sustained memory capability or his ability to remember factual knowledge can be assessed through his responses regarding his full name, his address, his birthdate, telephone number, names of family members and their birth dates. Also one may make a fair judgment as to the individual's ability to organize thoughts in sequential order.

Check appropriate column below.

| | 1 | 2 | 3 | 4 | 5 |
|----------------|---|--|---|---|--|
| Name | Can write and spell correctly full name | Can write full name but unable to spell middle name | Can write full name but unable to spell last name | Can give full name but unable to write correctly | Can give first name only |
| | 1 | 2 | 3 | 4 | 5 |
| Address | Can write and spell correctly full address; writes phone number | Can write complete address but misspells part of it; writes phone number | Can give full address but unable to spell it correctly; writes phone number | Can give only the name of city and state; can give last digits of phone no. | Unable to give address or phone number |
| Phone | | | | | |

| | 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|--|--|
| Father's last and first name; birthdate | Can write and spell correctly father's full name and birthdate | Can write father's full name and birthdate but misspells part of it | Can give father's full name and birthdate but unable to spell either or both | Can give only first or last name of father; unable to give age or birthdate | Unable to give father's name, age or birth date |
| | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| Mother's last and first name; birth date | Can write and spell correctly mother's full name and birth date | Can write mother's full name and birth date misspells part of it | Can give mother's full name and birth date unable to spell either or both | Can give only first or last name of mother; unable to give age or birth date | Unable to give mother's name, age or birth date |
| | | | | | |
| | 1 | 2 | 3 | 4 | 5 |
| If unmarried, name your brothers and sisters; give birth dates | Can write names of brothers and sisters; writes birth dates | Can write names of brothers and sisters but misspells some of them; writes birth dates | Can tell names of brothers and sisters; knows ages but not birth dates | Can name some of brothers and sisters; knows ages of some but not birth date | Can give only the first name of brothers and sisters |
| | | | | | |

If checks are in columns 1-2
 If checks are in column 3
 If checks are in columns 4-5

— No Cause for Concern
 — Needs Help
 — Needs Intensive Help



ABSTRACT REASONING

Abstract reasoning suggests the individual's ability to comprehend the hidden meaning. It further suggests the capability of expressing verbally that which the individual reasons logically.

Check appropriate column below.

| | 1 | 2 | 3 | 4 | 5 |
|--|---|--------------------------------|---|-------------------------------------|--------------------------------|
| 1. That old boy sure played it cool. | Responds in complete and meaningful sentences | Responds in meaningful phrases | Responds with only one appropriate word | Responds with inappropriate meaning | Unable to respond to statement |
| | | | | | |
| 2. Are you going to chicken out this late in the game? | | | | | |
| | | | | | |
| 3. My old man just can't dig me. | | | | | |
| | | | | | |
| 4. Just drop it if you are not interested. | | | | | |
| | | | | | |
| 5. He has something up his sleeve. | | | | | |
| | | | | | |
| 6. A burned child dreads the fire. | | | | | |
| | | | | | |
| 7. Into each life some rain must fall. | | | | | |
| | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| 8. The shortest distance isn't always the shortest way. | | | | | |
| | | | | | |
| 9. Beauty is only skin deep. | | | | | |
| | | | | | |
| 10. All that glitters is not gold. | | | | | |
| | | | | | |
| 11. A bird in the hand is worth two in the bush. | | | | | |
| | | | | | |
| 12. Don't count your chickens before they are hatched. | | | | | |
| | | | | | |

10-13 years

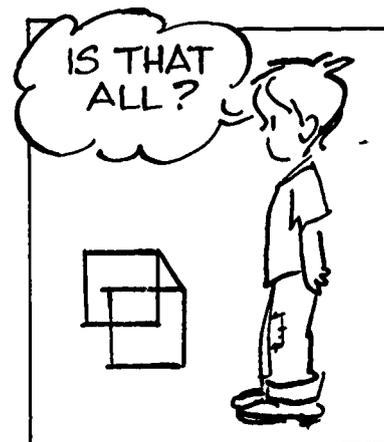
- If checks are in column 2 — No Cause for Concern
- If checks are in column 3 — Needs Help
- If checks are in columns 4-5 — Needs Intensive Help

13 years or older

- If checks are in column 1-2 — No Cause for Concern
- If checks are in column 3 — Needs Help
- If checks are in columns 4-5 — Needs Intensive Help

VISUAL PERCEPTION

The degree to which the individual can perform adequately the visual perception tasks indicates the capability of learning language symbols and symbolization, depth perception, writing and visual sequence. When the individual experiences difficulty in this area, he may be expected to be slow in acquiring oral-graphic symbolic language.



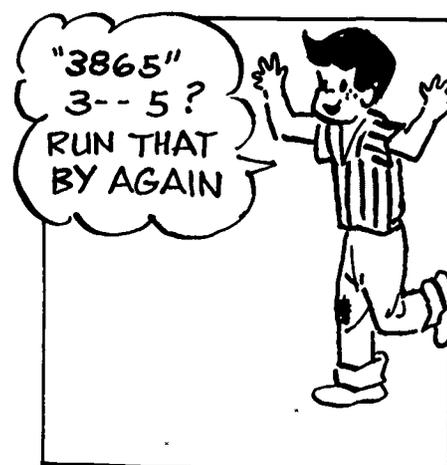
| | 1 | 2 | 3 | 4 | 5 |
|-----------------|-----------------------------|---|--|--------------------------------|-------------------------|
| Figure 1 | Connects all lines smoothly | Connects all lines but one line is wavy | Connects all lines but they are all wavy | Connects only one or two lines | Unable to connect lines |
| Figure 2 | | | | | |
| Figure 3 | | | | | |
| Figure 4 | | | | | |
| Figure 5 | | | | | |

10-13

- If checks are in column 2 — No Cause for Concern
- If checks are in column 3 — Needs Help
- If checks are in columns 4-5 — Needs Intensive Help

13 years or older

- If checks are in columns 1-2 — No Cause for Concern
- If checks are in column 3 — Needs Help
- If checks are in columns 4-5 — Needs Intensive Help



IMMEDIATE RECALL

The ability to repeat six digits forward and four digits backwards indicates the capability of remembering the parts of a multiple direction. The individual who is unable to repeat three digits backwards will be expected to experience difficulty in sequencing and in remembering prefixes, medial parts and sounds.

Check appropriate column below.

| 1 | 2 | 3 | 4 | 5 |
|--|--|---|--|--|
| Can repeat 6 digits forward and 4 digits backwards | Can repeat 5 digits forward and 3 digits backwards | Can repeat 5-6 digits forward but not in sequence | Can repeat 4 digits forward and 2 digits backwards | Can repeat 3 digits forward and 2 digits backwards |
| | | | | |

If checks are in columns 1-2 — No Cause for Concern
 If checks are in columns 3-4 — Needs Help
 If checks are in column 5 — Needs Intensive Help

HORSE, COW,
 TABLE, BOOK
 COOKIE... I
 CAN'T NAME
 NO MORE



NAMING OF OBJECTS

The individual's ability to perceptualize can be broadly determined by his skill in naming of objects. If the individual can name twenty objects in a minute, he has adequate language facility.

Check the appropriate column below.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Can name from 25-30 objects in a minute | Can name from 20-25 objects in a minute | Can name from 15-20 objects in a minute | Can name from 12-16 objects in a minute | Can name only 12 or fewer objects in a minute |
| | | | | |

If checks are in columns 1-2 — No Cause for Concern
 If checks are in columns 3-4 — Needs Help
 If checks are in column 5 — Needs Intensive Help

MATHEMATICAL REASONING

The capability of dealing with number concepts is assessed through the individual's awareness of time and space as well as abstract number values. Mathematical elements deal with time, space and numberness. If the individual is able to make specific calculations in relation to position in space as well as spatial relation to time, a judgment can be made as to his ability to relate mathematical concepts to his needs.



Check the appropriate column.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|----------------------------------|
| Works all problems without pencil and paper assist | Works first 6 problems without pencil and paper assist | Works any 8 problems with or without pencil and paper assist | Works first 5 problems with or without pencil and paper assist | Works 4 or fewer problems |

10-13 years

- If checks are in columns 2-3 — No Cause for Concern**
- If checks are in column 4 — Needs Help**
- If checks are in column 5 — Needs Intensive Help**

13 years or older

- If checks are in columns 1-2 — No Cause for Concern**
- If checks are in column 3 — Needs Help**
- If checks are in columns 4-5 — Needs Intensive Help**

The repertoire of ideas that class teachers have for helping children is unlimited if they can be sure of the needs; thus one of the major problems which confronts teachers is simply being able to determine specific learning blocks. Through the use of these suggested rating scales teachers may make a judgment as to the individual's level of per-

formance in these six major areas of learning. Perhaps the greatest encouragement that teachers may have is to know that they can begin working with children at the level at which they can perform comfortably in the learning situation. This represents the functional approach which is the key to coping with children's learning problems.

CHAPTER V. IDEAS FOR ACTION

Let us help children see the connections between the instruments we use and the work that they are or will be doing.



Through the use of the ideas for action which are suggested in this chapter, teachers may find that lighting the way for learning may be made easier for children who have experienced very little academic success during the first three or four years of their school experience and especially for migrant children whose mobility may have hindered their academic progress.

SUGGESTIONS FOR COPING WITH WEAKNESS IN SUSTAINED MEMORY

1. Let child be responsible for remembering where certain materials belong in the classroom. Let him check at the close of the day to see that everything is in place.
2. Encourage children to bring to school things that they have brought from various places where they have lived. Let each child show what he brought and let him tell what he can remember about the place where he got each object that he brought to school.
3. In helping children remember the days of the week, months of the year and special holidays, let each of them have a blank calendar form. Every day at a specific time help them to fill in the date on the calendar. Each day let those experiencing difficulty in remembering have an opportunity to say the exact date.
4. Provide opportunity for migrant children to make a scrapbook of some place where they have lived.
 - A. Use sheets of construction paper for the back of the book.
 - B. Use unruled sheets of paper for the inside of the scrapbook.
 - C. Let child organize scrapbook according to this plan:
 1. Use a title page which contains child's name, grade, school and present address.
 2. Use a page for table of contents.
 3. The first page may contain a map of the state where he lived. He may identify the exact place where he lived with a star.
 4. Other pages may include: Why I Liked to Live in This Place, How People Make a Living, Farm Products, Interesting Facts (Encourage the use of pictures.)
 5. Frequently show films to the group. Provide special opportunity for those who have difficulty in remembering to tell what they can remember about the film.
 6. Ask children to make a list of road signs that they have seen as they have traveled from place to place. These might include warning signs and signs of instruction.
 7. If possible take children on field trips. When they return to class, provide opportunity for them to tell in sequential order where they went and what they did on the trip.
 8. Provide opportunity for children to name all of their classmates.

SUGGESTIONS FOR COPING WITH WEAKNESS IN ABSTRACT REASONING

1. Let children make charts of pictures of things that are moved by wind.
2. Have a weather chart in the room. Lead children in discussing activities which are suitable for different kinds of weather. Also discuss types of clothing that are needed for different types of weather.
3. Let children make a study of various animals and insects that are found in the area in which they live.
 - A. One group may collect insects and mount them.
 - B. One group may collect pictures of animals found in the area.
 - C. All of the children may list dangers involved with the various insects and animals.
4. Let children plan imaginary trips. Use this outline for them to follow.

My Imaginary Trip

- I. Purpose
 - II. Distance from my home
 - III. Interesting places on the way
 - IV. Time to be gone on trip
 - A. Time of stopping each day
 - B. Distance traveled each day
 - V. Cost of meals (for child himself)
 - A. Breakfast
 - B. Lunch
 - C. Dinner
 - VI. Gasoline needed
 - VII. Most interesting part of the trip
5. Divide class into groups of three. Let one group make a study of sizes such as large-small, tall-short. Let another group make a study of shapes such as round-square, thick-thin. Let another group make a study of colors of different types of food. Let each group make lists of words relating to the particular study. The activity may be carried further through the use of pictures to represent words. Encourage children in drawing the pictures.
 6. Frequently let the group participate in an "I See" activity. One child may say, "I see something red and big. What is it?" Other children guess until the right answer is guessed. Then another child will say, "I see _____."

This activity may continue until each child has had an opportunity to say, "I see _____."

7. Let children formulate questions from short paragraphs that they read. This may also be done with written arithmetic problems.
8. Using words from the **Basic Vocabulary of Life-Space Words**, let children make original sentences. This may be done orally or they may write the sentences.

SUGGESTIONS FOR COPING WITH VISUAL PERCEPTION PROBLEMS

1. The Frostig Program for the Development of Visual Perception may be used for all school age levels. The Frostig Program Box (complete set) order number 3560, may be ordered from Follett Publishing Company, 1010 West Washington Street, Chicago, Illinois, 60607. If the Frostig Program is used throughout a school system, the complete set is very desirable.
2. Frequently let children fill in missing lines or parts of pictures.
3. Let children practice making various designs by using the geometric figures. The use of parquetry blocks for making designs may be used especially well for children through the fourth grade.
4. Include in the daily schedule a brief period of time for gross motor activities. Include these activities: walking board, balancing board, alternate stepping, walking heel to toe on a crooked rope and ladder climbing. Other activities may be added from time to time. (Note: For alternate stepping large footprints may be drawn on the floor and children alternate their feet in walking on the footprints. Large plastic rings can be easily used also.)
5. Encourage children to underline in either red or blue the letter or letters which are difficult for them to remember in words. For example: if in spelling **beautiful** a child frequently omits the letter **a**, ask him to write the word by putting the **a** in red.
6. Let children make a card file of their own. Each day let them put on a separate card the words that have been most difficult

for them to spell and then let them file the cards.

7. If children seem to be unable to keep their eyes on a line in reading, let them use as a guide or marker a three by five card in which one fourth of an inch slit has been cut in the center.
8. Provide children with an outline map of the state in which they live. From a complete map let them write on the outline map the names of town, rivers, lakes, parks, etc.

SUGGESTIONS FOR COPING WITH WEAK IMMEDIATE RECALL

1. Frequently write short lists of words on the chalkboard. These may be taken from any text book that is being used. Let the children look briefly at the list then erase the list and ask them to write the words as they remember seeing them on the board.
2. Provide frequent opportunity for children to repeat verbal information that has just been heard.
3. As a part of the class activity in some subject each day let children write short sentences by dictation.
4. Have a child name a letter; let another child give a word which begins with that letter. Encourage the children to think about ideas that the word makes them think about. Write the words on the chalkboard. Let the children look at them carefully; erase them and let the children write the words that they remember.
5. Let children make a list of compound words that they remember from their reading material.
6. Give listening assignments in which children are required to report to the class something that they have heard on radio or TV. They may report news, weather or some special report.
7. Take children on a walk. When they return to the classroom, let them draw pictures of things that they remember seeing.
8. Set up a small booth in the corner of the classroom. Make a list of the names, addresses and telephone numbers of the children in the classroom. As the teacher sits in the booth, children come one at a

time and inquire about the address and telephone number of a classmate. When the teacher gives the information, the child repeats it.

SUGGESTIONS FOR COPING WITH WEAK LANGUAGE FACILITY

1. Let children retell short stories that are told to them.
2. Provide opportunity for children to make announcements to the class.
3. Have children describe interesting places where they have been.
4. Have children read aloud suggested passages from stories or their textbooks.
5. Record children's voices. Let each child describe himself. Play the recording for the class and let other children guess the identity.
6. Have children give reports on stories that they have read.
7. Provide opportunity for children to tell how to make or do something; such as how to make up a bed, how to build a bird house, how to wash clothes and so on.
8. Have children write a short personal news item that might be included in a newspaper. Let them read the news item to the class.

SUGGESTIONS FOR COPING WITH WEAK MATHEMATICAL REASONING

1. Use the following type of worksheet to give practice in locating and positioning numbers from 1 to 100.

Write the Numbers That Come Before and After

| | | |
|-------|----|-------|
| _____ | 24 | _____ |
| _____ | 56 | _____ |
| _____ | 77 | _____ |
| _____ | 95 | _____ |
| _____ | 43 | _____ |
| _____ | 62 | _____ |
| _____ | 18 | _____ |
| _____ | 37 | _____ |
| _____ | 86 | _____ |
| _____ | 11 | _____ |

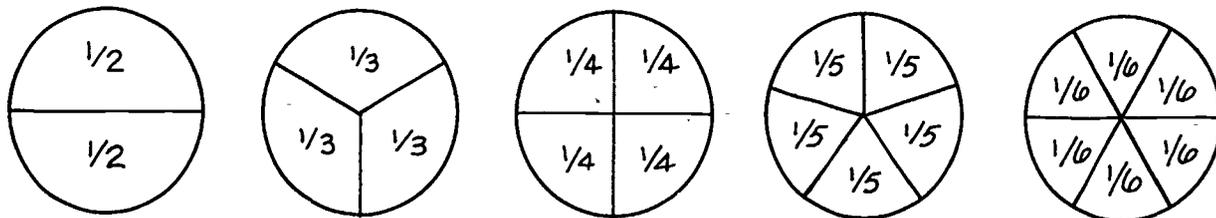
2. Have children use numbers in games such as counting while jumping the rope or counting while doing exercises.
3. Discuss signs and meanings occasionally.

| | | |
|---|----------|---------------------|
| + | plus | add |
| - | minus | take away, subtract |
| X | multiply | times |
| ÷ | divide | goes into |
| = | equals | is |

- Talk about the meanings of A.M. and P.M. Have children tell whether the times for various things that they do are A.M. or P.M.
- Handy Pack—Arithmetic, teaching aids in pad form, may be used for drill in basal arithmetic. These may be ordered from

Fern Tripp, 2035 East Sierra Way, Dinuba, California, 93618.

- Give children thought problems concerning the concept of a dozen; for example: Tom has 8 eggs. How many more will be needed to make a dozen eggs? Mother bought a dozen eggs. She used 5 of them. How many did she have left?
- For his reference let each child make a chart which shows the fractional part of a single object. Let each child use the chart to help him gain mastery in the understanding of fractions.



- Make practice sheets for drill in writing cents in decimal form.

Can you write another way?

| | |
|-----|-------|
| 6c | _____ |
| 10c | _____ |
| 13c | _____ |
| 9c | _____ |
| 18c | _____ |
| 25c | _____ |
| 40c | _____ |
| 38c | _____ |
| 3c | _____ |
| 79c | _____ |
| 11c | _____ |
| 67c | _____ |
| 82c | _____ |
| 94c | _____ |
| 53c | _____ |

Meeting the needs of migrant children as well as meeting the needs of many other children requires a deviation from the orthodox curriculum. The suggestions that are provided in this chapter for the purpose of meeting peculiar learning needs represent action designs which in the experiences of the authors have proved workable and practical.

CHAPTER VI

PHILOSOPHY OF ORAL-GRAPHIC SYMBOLIC LANGUAGE ACQUIREMENT

The children in our school are strangers to us; migrants, working the field from farm to farm. They come to the city for winter months. We clean and clothe them; provide them food; get them to the clinic in preparation for learning. Then they leave. They will not pass this way again.

Anonymous

Educational practices at the turn of the century and educational practices at the beginning of the decade of the forties were very much the same except for one emerging concept, that of special education. The entire system seemed to have been caught up with two delimiting working concepts; namely, a unilateral basal curriculum design and purported to provide all things for all children; and for the children who found the curriculum demands too stringent, the school was in no way to share the blame for inaptitude. Thus, mass instructional input could be expected to elicit mass favorable responses and understandings. Very little, if any, concern for the child who found the going tough, therefore, could be manifested without incriminating the system; hence, such generalizations as day dreamer, immature, bad boy, lazy, poorly motivated came into the education vogue. The primary role of the teacher therefore became one of perfecting group instructional methods and techniques.

Just how and why did American education find itself in such a lockstep system, a system both in attitude and procedures that extended well into the fifties? The major blocking force to change and innovation rested in a public demand and a felt societal need to vest the total educational design in the mastering of the 3 R's. It naturally followed that an effective school program would be one that felt its most intense responsibility to provide school experiences that assured the overriding 3 R goal. To be able to realize such a highly specific goal, the curriculum



design was accordingly so circumflexed as to accommodate to the average I.Q. range. Pupils whose learning rate fell into the accelerated range and those pupils whose learning rate rested at the slower level found themselves, paradoxically, caught up in a state of stultification. The rapid learner experienced an impasse for the lack of release and challenge. The slower learning pupil experienced severe stress in the fact that his inabilities were stress-bound. Hence, there was an appalling drop-out rate of 50% or well above into the fifties.

It must be pointed out that there was a growing awareness on the part of a few educators as evidenced by spotty community efforts that the system, though effective in many ways, failed to come to grips with the needs of the total school population. Spotted research designs such as the Winnetka, Illinois Plan began to emerge. Instruments for appropriate appraisal began to be developed. The Wechsler Bellevue Intelligence Test for Adults represented the most noticeable contribution. Such criteria as Draw-A-Man by Florence Goodenough soon followed.

In the meantime, classroom teachers began to study the effectiveness of grouping, particularly at the primary level. Here, children found themselves either blue, red or yellow birds depending upon the difficulty of the basal curriculum demands. The bright child found some release and challenge in the "bird setting." The slower moved further toward the oblivion rim to the color table eventually or out. Some of the milder throw-

backs experienced multiple retention. In general, side-lining to inactivity became the accepted practice for the unteachables or those pupils whose learning problems presented stubborn impasses.

One bright spot in newer approaches to effective teaching occurred in the southwest. In 1938, a small community, Cunningham Independent School District, Cunningham, Texas, Lamar County; undertook a five-point approach in assuring every child within its sphere of responsibility a full measure of success in the learning process. These components were:

1. Early identification or detection
2. Individual appraisal for all children
3. Broad shifts in the curriculum design, accommodating to slow, average and bright pupils
4. Emphasis on the components of behavioral change, self-image, personal worth, pride
5. Broad community involvement in both planning and implementation

It suffices to say that the results reflected significant gains in all five areas. Again in 1954, when this design was instituted into a much larger school population where there was enormous community wealth as opposed to economic deprivation as existed in the smaller community, the same results remained consistent.

By the early fifties there was evidence that the long overdue educational thaw had actually begun. More and more communities moved into action. Enabling legislation for the retarded child was passed by most of the states by the mid fifties. The provision for the expansion to include other special programs soon followed. Programs for the deaf and hard of hearing, the visually impaired and the orthopedically involved were well established practices by 1960. Perhaps the most outstanding advance was an emerging awareness of the perceptually handicapped as a handicapping entity involving a much larger incidence than had ever been dreamed of. These programs portended, at long last, a major shift from the structure of the 3 R days to a more all inclusive design both as to curriculum and practice.

In addition, a scattering of programs emerged for the rapid learners throughout the country, the first of which was centered

in St. Louis, Missouri. By 1963, organized classes for the minimally brain damaged and the emotionally disturbed were organized in several states—Michigan, New York and Texas. The first of the class structures especially for these two exceptionalities on a large scale in the public school was provided in the Houston area where six classes were initiated in the Galena Park Schools in 1956-1957.

Two major events occurred in the late fifties and the early sixties that sparked intense local and national concern. Sputnik called for a program design oriented toward the academically capable. Paradoxical'y, the abrupt pulling away from a program design from the set 3 R curriculum laid bare the impoverished curriculum designs for the slow achiever. The most immediate reaction was to provide a type of learning situation for these children that would drain off or separate them from the sharply focused concern for the gifted. The actual plight of the educator was reflected in a statement heard quite frequently—"By reducing the drag, acceleration is vastly facilitated." It is a just criticism to say that, by and large, the unteachables were imaged and categorized as 'retardates without bothering about the need for adequate and functional appraisal implemented with appropriate curriculum design.

Immediately following the above innovation, cataclysmic changes occurred in a second movement represented by the monumental Federal Programs that were instituted in the mid-sixties. They served to intervene on behalf of the slow achieving child. Thus, for the first time in the history of American education, the plight of the vast incidence of the slow achieving pupils, 30% or more as seen in the traditional school, came to light and there was a dramatic focusing on the absolute necessity of assuring appropriate educational opportunities for these lost children if the American way of life was to remain solid and firmly directed. In general a much broader concept emerged, that of perceiving the child whose learning rate was significantly retarded for whatever the etiology or situational causation as a very important member of the American society. He, accordingly, deserved the best efforts of society in the assurance of his full growth potential.

With the coming of a new educational day for all children, the new designs generally were to be based upon five major components undergirded by adequate research and investigation. These five structural components, in fact, emerged as a basis on which local school districts might qualify for participation in the Federal Programs. These components are:

1. Early detection
2. Appropriate appraisal
3. Tailored curriculum offerings
4. Appropriate teaching methods and techniques
5. Long range planning including evidence of broad community involvement both in planning and implementation

The specific program for the inclusion of the children of migrant workers represents even a greater educational advance. The concept of the educational plight of children of migrant workers went beyond the categorized handicapping conditions and took into consideration the disadvantages that spawned from both the social and economic sub-culture living areas. Here thought was focused at last on the delimiting aspects associated with the unmoored and displacement factors found in the sub-culture realities.

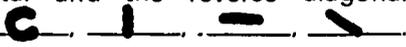
Attitudinal change, appropriate structuring of curriculum design and necessary funding are major hurdles to make in any new educational effort. When these hurdles are once made, the central focus then becomes one of determining the major factor or factors which block learning.

The authors of this handbook present a major universal causality to learning regardless of other learning impasses, namely, the child who is otherwise intelligent and finds it difficult to respond appropriately or learn at the age expectancy experiences the most stress in the acquirement of communication skills, either in oral or written responses or both.

Oral language facility precedes written or graphic language capability. Hence an edu-

cational design based upon a major focus concern for ORAL-GRAPHIC SYMBOLIC LANGUAGE ACQUIREMENT can eventually meet the divergent needs of the school population ranging from the trainable through all of the ramifications of peculiar needs to include the gifted.

The concept components of the Oral-graphic Symbolic Language Acquirement theory are herein analyzed and delineated.

Oral language is equated with spoken language emanating from aural input and understandings while graphic language is equated with written language and is possible only through mastery of the ability to formulate the twenty six alphabetical symbols. These symbol variations are formed from four strokes: the circular, the vertical, the horizontal and the reverse diagonal strokes— 

Graphic language is hierarchical therefore it becomes a necessary progression to move from well-founded oral language to properly conceived and accurately shaped letter symbols with an absolute synchronized sound-shape achievement in the acquirement of oral-graphic symbolic language.

The spontaneous automatic mutual identification of synchronized sound and shape must reach a reflex stage before effective learning is possible.

Assuming that the individual has progressed through most of his early essential growth milestones and is functioning at a six year level, a minimum of stress in meeting the demands of acquiring written or graphic language may be expected. On the other hand, if and when the growth milestones have been delayed or illy gained and in many sub-areas still lagging, these lags serve as inhibitors to effective learning. Also the absence of appropriate life experiences which may be common among children of migrant workers will hinder the learning rate acceleration.

The suggested schemata in the following chapter is designed to assure lost and forgotten children success in gaining skills to interpret meaning behind the printed symbol or in learning to read.

CHAPTER VII

THE SYMBOLIC LANGUAGE ACQUIREMENT PROCESS

An effective reading program is built on a foundation of early diagnosis of inadequacies, careful evaluation of needs and abilities and the utilization of professionally designed materials and methods.

By and large there are two major approaches to the teaching of reading, the analytic and the syncretic. The analytic approach is initiated with the generalization or a whole concept. Such an approach presupposes that the learner has the ability to understand whole thought entities and also that the learner has the ability to detect the missing elements of the presenting concept. Further, the analytic approach presupposes that the visual memory strength is sufficient to support sustained recall. The syncretic approach, on the other hand, is a complete reversal. The learner acquires his reading skills through a bit by bit, trace by trace progression. The whole concept is achieved by putting the concept elements together in reaching the generalization. Past experience is linked with the presenting stimuli. In as much as the development of the mind evolves on a bit by bit, trace by trace progression finalizing in an engram, it is logical to conclude that the perceptual world of the child whose learning acumen is impeded responds best in a learning situation that is oriented to the syncretic developmental growth progression.

The Woolman Progressive Choice Method, later designated as **Lift Off To Reading** and **Reading In High Gear**, exemplifies a complete exposure to the syncretic approach. Both its elaboration and its unique structure leave very little to be desired in a global effort to provide an appropriate learning vehicle for the perceptually impaired learner. Among its many meaningful tenets three stand out as particularly important:

1. The approach links the presenting stimuli with past experience.
2. Provision is made for both intervention and prevention of secondary overlay learning impasses.
3. The method does not necessarily deal

with a reading impasse exclusively, but it also serves to broaden the learner's language potential base.

It is in this light that the authors choose the Woolman sound-letter sequence in the elaboration of an

ORAL-GRAPHIC SYMBOLIC LANGUAGE ACQUIREMENT SCHEMATA.

Further, once the learner is moved through the various sound-letter sequence and his absolute mastery has been achieved, the instructor may elect one of three alternates:

1. She may wish to use Cycles II and III of the Woolman schemata.
2. She may elect to use one of the many other similar approaches to that of Woolman.
3. She can elect to pursue the oral-graphic schemata to its fullest elaboration.

For the highly mobile child the last alternate would seem the most logical.

Oral-graphic symbolic stimulation is divided into three parts:

Phase One—sound-symbol overlay synchrony

Phase Two—building word power

Phase Three—language incorporation

SOUND-SYMBOL OVERLAY SYNCHRONY

1. The sound-symbol is overlaid on the 26 letter shapes of the alphabet in raised letter form, limiting each letter shape to one specific sound-symbol identification.
2. The multiple sensory approach is employed in all stimulus-response components.
3. Rhythmical counting is instituted for the purpose of obtaining a total physi-

- cal-mental impact for imprinting cognitive language components.
4. One to one support is employed when deemed advisable; more expanded group participation can take place when only minimal support is needed.
 5. Movement or acceleration into progressive acquirement of the symbols is premised on the learner's task entrance mobility.
 6. Mastery of each symbol-letter sequence is the primary objective. (Automatic satisfactory response indicates mastery.)
 7. The oral-graphic approach represents a rapid and intense employment of only the most essential learning skill factors of adequate language. To illustrate, the Woolman sequence is herein listed:

| | | | | |
|---|---|---|---|---|
| M | A | C | N | W |
| O | G | B | J | X |
| P | D | F | I | Z |
| T | L | U | K | Y |
| S | H | R | V | E |

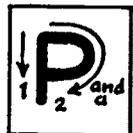
THE WOOLMAN SOUND SEQUENCE



Sounded m as in mom-mop



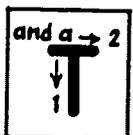
Sounded o as in ox-box-fox



Sounded p as in put-pass-pup (soft blow sound)



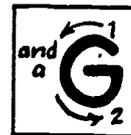
Sounded s as in sis-miss-kiss (snake sound)



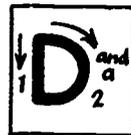
Sounded t as in to-tot-Tom



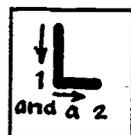
Sounded a as in at-bat-ask



Sounded g as in Gus-gum



Sounded d as in does-dad



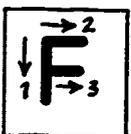
Sounded l as in lamp-doll-will



Sounded h as in hat-hot-him



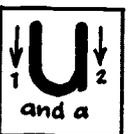
Sounded c as in cup-cap-cop-(k)



Sounded f as in fire-fun-Tif



Sounded b as in back-bat-bell



Sounded u as in up-cup-umbrella



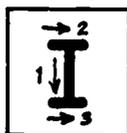
Sounded r as in run-fern-car



Sounded n as in nut-nun-Nan



Sounded j as in jump-jig-Jim



Sounded i as in it-sit-lip



Sounded k as in kit-back-kid



Sounded v as in vat-vim-vigor



Sounded w as in way-win-war



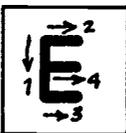
Sounded x as in cox-box-fox



Sounded z as in zoo-zam-zip



Sounded y as in yet-yam



Sounded e as in Ed-Kelly-set



Sounded q as in quarter-quit

For emphasis these aids are suggested for establishing sound constancy and compounding-blending skills:

Remember that each letter will have a sound attached; for example,

M will have a labial breath push sound as found in may-mop-mom

O will have the short sound **aw** as found in ox-box-fox

P will have the very light poo feather sound as in put-pass-pup

It is essential that the teacher and the learner achieve sound mastery before moving on; for example, the **P** sound is not made with a puff but rather with the light poo stretched effect.

T will have a very light sound as in tot-Tim (The tongue placement is touched lightly against the hard pallet with a light breath push-took.)

S will have a sliding-hissing sound as in sis-simmer

A will have a short **a** sound as in task-ask-mask-am

G will have sound **g** as in got-game-gone

D will have **d** sound as in does-dad-Dan

L will have the **ll** sound as in shall-will-lily

H will have the **huh** sound as in hat-has-him

C will have the **k** sound as in cup-cat

B will have the **b** sound as in back-bat

F will have the **f** sound as in fire-fun-fit

U will have the short **u** sound as in up-umbrella

Again sound mastery is stressed; for example, **O** must sound **aw** as in ox-fox. Confusion will be avoided when the learner advances to such sounds as u-o-u. In other words, avoid being careless and lacking in mastery as the sound-symbol letter shape synchronizes into meaningful language indicators.

R will have the **r** sound as in run-car

N will have the **n** sound as in nut-can

J will have the **j** sound as in jug-juice

I will have the short **i** sound as in sin-win-in

K will have the **k** sound as in kite-kid

V will have the **v** sound as in vim-vigor

W will have the **w** sound as in way-win-went

X will have the **x** sound as in cox-box-fox

Z will have the **z** sound as in zebra-zoo

Y will have the **y** sound as in yet-young

E will have the short **e** sound as in ever-Ed

Compounding presents another extremely important mastery hurdle. A list of some of the compounds is presented. First, spell the letter compound; then synthesize the sound.

OM is om om-om—this means that when the learner sees om, the sound is om

MO is ma-ma-ma

OMO is ama—not amo, but ama

OP is apa-apa

OPO is apa-apa

Some of the most difficult compounds are:

OMP amp-amp-amp

POM pam-pam

TO ta-ta

The vowels will have their short sounds only.

OT will be at

TO will be ta

OTS will be ats

OS will be as

SO will be sa-saw

One may expect the most difficult problem with the vowels. Again these are repeated for reinforcing sound memory:

OM—am OB—ab OV—av

OD—ad OX—ax OZ—az

OL—al OR—ar

OC—ac OJ—aj

A few expected difficult compounds with the **aw** sound are:

OT—at ZO—za OBO—aba

OTO—ata OZO—aza

The use of key words in establishing sustained memory is critically important.

O—octopus-Oliver

A—act-apple

U—upper-under

MU—much

I—it-hit

E—Ed-fed

Learners may have great difficulty in differentiating sounds. If the teacher were to say these words—pen-pin-pan-pond-pit-pack, the learners will not really hear the sound differences. But the sound overlay must be exact and constant in order to enable the learner to be critically aware of the various sounds. Building up the critical awareness is the most vital aspect leading to successful language attainment.

The teacher's awareness of sound symbol-letter shapes is essential. Her mastery leads to the learner's mastery. If the teacher insists that the learner be precise in making the sounds exactly as they should be made, he will find that the learner will have a much firmer foundation later for language acquirement.

When the learner has mastered the 26 sound-graphic symbol synchrony and has

developed a fair skill in compounding or blending the most essential blends, such as, st-fl-br-th-sh-ch, he is ready for Phase Two of symbolic language acquirement.

BUILDING WORD POWER

The ability to spell a word suggests word usage capability. Building word power should be initiated with the most basic life-space words; that is, words that are a part of the learner's oral (word meaning) vocabulary such as stop, go, blue, brown.

The suggested six step spelling schemata which follows has proven to be effective in building for spelling competency. The six step spelling mastery progression includes:

1. A word list up to 25 words is prepared by the teacher. With teacher support the learner achieves pronunciation mastery of the list.
2. The learner copies with visual contact the word list.
3. The teacher prepares a word list for herself. She covers the words in Columns 1 and 2 and dictates the word list to the learner.
4. Words that present difficulty and requiring visual reference in Step III are carried to Step IV. In Step IV the learner is required to analyze the word by indicating syllables and blends.
5. Words which still present difficulty are carried to Step V. In this step dictionary study is suggested for the purpose of obtaining word meaning and sentence usage. Synonym and or phrase definition is suggested.
6. Words are used in short simple sentences for the purpose of broad language incorporation. Words not mastered in Step VI should be carried forward into a new word power building list.

It may be added that word spelling lists may also come from reading materials or other subject matter areas other than language oriented contexts, for example, the Basic Vocabulary of Life-Space words which is included in this chapter.

Step I

**Assisted by the teacher
pupil reaches mastery in
pronunciation of word
list.**

Step II

**Pupil copies word with
visual contact. Teacher
prepares a copy of list.**

Step III

- 1. Teacher covers the
copied list.**
- 2. Pupil spells the
dictated word list.**

| | | |
|-----|--|--|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| 6. | | |
| 7. | | |
| 8. | | |
| 9. | | |
| 10. | | |
| 11. | | |
| 12. | | |
| 13. | | |
| 14. | | |
| 15. | | |
| 16. | | |
| 17. | | |
| 18. | | |
| 19. | | |
| 20. | | |
| 21. | | |
| 22. | | |
| 23. | | |
| 24. | | |
| 25. | | |

A BASIC VOCABULARY *
of
LIFE-SPACE WORDS .

A

above
am
arm

after
and
ask

again
animal
at

airplane
apple
away

all
are

B

baby
bath
bell
big
blow
boots
bowl
bring
bucket
buy

bad
be
below
bird
blue
born
box
broom
build
by

ball
beans
belt
birthday
boat
both
boy
brother
burn

banana
bear
beside
black
body
bounce
bread
brown
bus

bat
bed
bicycle
block
book
bow
breakfast
brush
bush

C

cabbage
candle
carry
chalkboard
church
close
coat
come
cost
cracker
cut

cafeteria
candy
cat
cheese
clap
closet
cold
commode
cotton
crayon

cake
cap
catch
chew
clay
cloth
color
cook
cough
cross

calf
car
chair
chicken
clean
clothes
comb
cookie
count
cry

can
carrot
chalk
children
clock
cloud
comb (hair)
corn
cow
cup

D

dance
dinner
doctor
door
drum

day
dirt
does
down
dry

desk
dirty
dog
draw
duck

did
dish
doll
dress

dime
do
doll bed
drink

E

ear
erase

eat
eraser

egg
excuse (me)

eight
eye

elbow

F

face
fast
find
fish
flush
fork
from

fall
father
finger
five
fly
four
fruit

farm
feed
fingernail
flag
food
fountain
fun

farmer
feet
fire
floor
foot
friend
funny

family
fence
first
flowers
for
front

G

game
give
grapefruit
grow

garden
glass
grapes

gate
goat
grass

get
go
green

girl
good
ground

H

hair
happy
hear
here
hop

hall
have
help
him
horn

hammer
hat
hello
his
horse

hand
he
hen
hit
house

handkerchief
head
her
home
how

* Taken from: Preschool Instructional Program for Non-English Speaking Children (Texas Education Agency—Revised Feb 1961)

| | | | | | |
|--|--|--|--|--|--|
| I | | | | | |
| is | ice | ice cream | in | inside | |
| J | | | | | |
| jump | juice | | | | |
| K | | | | | |
| kick know | kite | kitten | Kleenex | knee | |
| L | | | | | |
| lamp leg light live | laugh log like look | lavatory lemon line lost | leaf letter listen love | left lettuce little lunch | |
| M | | | | | |
| mail market melon moon much | make match milk mother my | man may mirror mouth | many me miss Mr. | marble meat money Mrs. | |
| N | | | | | |
| nail nickel nose | name night not | napkin nine now | neck no number | new noise nurse | |
| O | | | | | |
| of on orange (color) | off one our | office onion out | oh! open outside | old orange (fruit) over | |
| P | | | | | |
| paint party people piano pin please pretty purse | pay paste pen pick plant pocket principal push | pan peach pencil picture plate pot pull put | pants pear penny pig play potato puppy | paper peas pet pillow playground pray purple | |
| Q | | | | | |
| quarter | quiet | quilt | | | |
| R | | | | | |
| rabbit ready rice rocking chair rope | radio recess ride rode round | rain red right roll rug | rake rest ring room run | read rest room rock rooster | |
| S | | | | | |
| saucer seesaw she shoe sing skip soap sour stand street sunshine | saw sell sheet show sink skirt socks spoon stick street supper | school seven shelf sick sister sky something spider stop sugar sweep | scissors sew shine sidewalk sit sleep song squirrel story suit swing | see shade shirt sign six slide soup stamp stove sun | |

T

table
teacher
that
these
throw
tomato
touch
tree
television or TV

tablet
telephone
the
they
time
tomorrow
towel
tricycle

take
tell
their
things
to
tongue
toy
truck

talk
ten
them
this
today
toothbrush
tractor
turtle

tall
teeth
there
three
toilet paper
top
train
two

U

under

up

us

V

vase

vegetable

W

wagon
wash
wet
white
window
write

walk
wastebasket
well
who
wipe

want
water
what
will
with

wait
we
when
wind
wood

warm
wear
where
winter
work

Y

yard

yellow

yes

you

your

ENVIRONMENTAL WORDS**School and Community****1. School**

ball
book
chalkboard
cookie
door
fountain
kite
lunch
office
picture
rocking chair
scissors
slide
strong
things
vase

bat
box
clay
crayon
drum
friend
Kleenex
marble
paint
playground
room
see saw
song
swing
toilet paper
wastebasket

bell
bus
clock
desk
eraser
game
lavatory
mirror
paper
principal
rope
shade
stamp
table
top
water

bicycle
cafeteria
color
doll
flag
hall
light
noise
paste
recess
school
sheet
stick
tablet
toy
window

block
chalk
commode
doll bed
floor
horn
line
nurse
pencil
rest room
school bus
shelf
story
teacher
tricycle
wood

2. Community

airplane
man
rain
train

car
market
rock
woman

cotton
men
sidewalk

farm
moon
sign

farmer
people
street

Home and Family

baby
bow
brother
children
dinner
fire
hammer
letter

bed
bowl
bucket
church
dish
fork
home
match

birthday
boy
can
closet
family
gate
house
miss

boat
breakfast
candle
cup
father
girl
knife
money

born
broom
chair
dime
fence
glass
lamp
mother

nail
pen
pot
room
spoon
tractor

name
penny
purse
rug
stove
truck

napkin
pillow
quarter
saucer
supper
wagon

pan
pin
quiet
sink
telephone
yard

party
plate
radio
sister
television or TV

Animals and Insects

animal
chicken
hen
puppy
turtle

bear
cow
horse
rabbit

bird
dog
kitten
rooster

calf
duck
pet
spider

cat
goat
pig
squirrel

COLOR AND NUMBER WORDS

black
purple
five
six

blue
red
four
ten

brown
white
nine
seven

green
yellow
one
two

orange
eight
three

Outdoor

bush
garden
log
sun
warm

cloud
grass
night
sunshine

day
ground
rain
tree

fish
ice
sky
wind

flower
leaf
stick
winter

HEALTH WORDS

Body

arm
eye
foot
leg
tongue

body
face
hair
mouth

doctor
foot
hand
neck

ear
finger
head
nose

elbow
fingernail
knee
teeth

Clothing

belt
coat
shirt
sweater

boots
dress
shoe

cap
hat
skirt

cloth
pants
sock

clothes
pocket
suit

Cleanliness

bath
dry
towel

clean
handkerchief
wash

comb
sick
well

dirt
soap

dirty
toothbrush

Foods

apple
candy
cracker
grapefruit
meat
peach
soup

banana
cake
egg
ice cream
melon
pear
sugar

beans
carrots
food
juice
milk
peas
tomato

bread
cheese
fruit
lemon
onion
potato
vegetables

cabbage
corn
grapes
lettuce
orange
rice
water melon

ACTION WORDS

am
bounce
buy
clap
cross
does
fall
get
hear
jump
live

are
bring
can
come
cry
draw
feed
give
help
kick
look

ask
brush
carry
cook
cut
drink
find
go
hit
know
lost

be
build
catch
cough
dance
eat
flush
grow
hop
laugh
love

blow
burn
chew
count
do
erase
fly
have
is
listen
mail

make
pay
pull
read
run
shine
skip
sweep
touch
wear

may
pick
push
rest
see
show
sleep
take
wait
will

miss
plant
put
ring
sell
shut
slide
talk
walk
wipe

open
play
quiet
ride
set
sing
stand
tell
want
work

paint
pray
rake
roll
sew
sit
stop
throw
wash
write

GENERAL WORDS

A
am
below
by
first
funny
her
I
little
Mrs.
now
on
please
she
surprise
the
this
under
we
where
yours

above
and
beside
close
for
good
here
in
many
much
of
our
pretty
some
sweet
their
time
up
well
who

after
at
big
cold
from
happy
him
inside
me
new
off
out
right
something
tall
them
to
us
wet
with

again
away
both
down
front
he
his
it
Miss
no
oh
outside
round
soon
thank
these
today
warm
what
yes

all
bad
but
fast
fun
hello
how
left
Mr.
not
old
oven
said
sour
that
they
tomorrow
was
when
you

LANGUAGE INCORPORATION

It is to be understood that the three phases of oral-graphic symbolic language acquisition do not have sharp breaking of beginning and finalizing points of initiating and closing junctures. Instead each phase is partially present at any given level of progression. For example, oral language can have a well developed structure prior to any written language capability. There is at every phase level the total language incorporation to some degree.

Step VI of the building word power represents the apex of language usage in written form. Hence Phase Three emerges as the inevitable outcome.

Symbolic language incorporation presupposes the learner's capability to read. Therefore, in Phase III the teacher moves toward assisting the learner to attain the necessary reading and general language competency that will support the learner in his independent efforts to move in broad group instruction.

Care should be exercised in the selection of appropriate curriculum materials at all times especially when the learner is building

the will to learn, establishing skills to interpret meaning behind the printed symbols and developing a stronger independent capability. Five characteristics of suitable selected material are:

1. The story length must be short, preferably one page.
2. The content must be of a high interest level.
3. The vocabulary must provide challenge but not be overwhelming.
4. There must be sufficient continuity of the material to offer an ever expanding challenge or gradation of difficulty. There are many programs such as Webster's Readers, materials by Steck-Vaughn Publishers, Austin, Texas, materials by Follett Publishing Company, 1010 West Washington St., Chicago, Illinois, and **Lift Off to Reading** published by SRA, Chicago, Illinois and others.
5. The materials selected should provide for learner's final phasing out into the orthodox curriculum.

Five major teaching techniques are suggested for Phase III:

1. Work to help the learner lift his self-concept level.
2. Before the initiation of a reading task anticipate word difficulty by skimming the content and listing words that could be the most difficult. Master these words before introducing the reading material.
3. Permit the learner to use any crutch that facilitates his movement.
4. Use rhythmical reading to enhance reading flow.
5. Work for approximate mastery before introducing new material.

Learners who have had the benefit of an intensive oral-graphic language exposure must also have the benefit of very careful phasing out of and back into the orthodox academic mainstream. Expectancies must be realistic. An awareness on the part of the learner that he can return to the supported learning situation if satisfactory progress is threatened is vital. The school personnel should keep in sharp focus the fact that the individual who has been deeply involved in a significant therapeutic learning-behavioral change experience will need some continued support over a reasonable period of time. Should these cautions be carefully adhered to, eighty-five per cent of the learning casualties can be totally fused with the regular academic learning programs.

ORAL-GRAPHIC SYMBOLIC LANGUAGE STRUCTURE

A working frame of reference is the first essential aspect of aiding the learner to establish the desired response pattern. In oral-graphic symbolic language acquirement there are eight major factors that set the tone for the process.

1. Correct placement of paper
2. Correct posturing
3. Correct holding of pencil
4. Correct lighting
5. A full explanation to the learner or learners of what is expected of him or them and what the precise approaches are to be
6. Until all 26 sounds have been acquired, all shapes are capitalized and an exact

sequence is to be followed.

7. Initial sessions are taped if possible to be used for reinforcement, parent support and involvement and individual skill mastery.
8. There shall be no departure from a strict structure of employment.

A suggested procedure is offered for the letter shape overlay closures. For the purpose of setting the specific structure of the Woolman sequence, three different types of letter shape counts are presented. In addition, a suggested procedure for compounding or blending is offered.

I. M Sound

A. Dot-to-dot structure

1. -1-2-3-4=sound of M
2. 8 dot-to-dot structures are made by the teacher for setting a precise pattern response.
3. All 8 structures should be well spaced and aligned on ruled notebook paper and placed within the boundaries of the red lines.
4. The learners fill in dot-to-dot structures as they and the teacher count 1-2-3-4=sound of M. (The sound is overlaid before the pencil is lifted from the final stroke.)

B. The learners then make three additional rows of the shapes—8 shapes to each row as they and the teacher count and sound each shape.

C. At the completion of the 32 shapes the learners are asked to underline each sound symbol with a short horizontal bar (M) at which time the sound is made for the purpose of reinforcement.

II. O Sound

A. Initiate the beginning stroke of the O sound at one o'clock going counter clockwise making sure that there is good closure.

B. The placement structure as to alignment and space is precisely that of the M.

C. Dot-to-dot structure

1. 8 dot-to-dot structures are made by the teacher.
2. The learners fill in dot-to-dot structures as they and the teach-

er count and sound 1 and a 2=sound of O.

3. The learners then make three rows of O's—8 shapes to each row as they count and sound with the teacher.

4. The learners make horizontal bars under each shape as this movement progresses.

III. Introduction of compounds

A. On the completion of the O structuring, the teacher places on the chalkboard 5 sets of MO sounds, counting as the sets are placed on a horizontal level:

1. 1-2-3-4 M and 1 and a 2 O

2. Have the learners then place these compound shapes on the ruled notebook paper in the same pattern as is on the board. Best results are obtained when both the learners and the teacher quietly count out the shapes in unison.

3. Have learners put short horizontal bars under each shape of the 5 sets. Lastly place a long bar under the MO and blend as MO.

4. Reverse sound-shapes and do OM and OMO and MOM.

B. Upon the completion of M-O-P-S-T sounds it is well to review the five sounds in a very thorough manner by making as many compounds as possible before moving to the three count shape of A. A letter-sound vocabulary is thusly built:

1. M, O, MO, OM, MOM

2. P, PO, OP, POP, POM, MOP

3. S, SOM, MOS, SOP, MOM'S, POP'S

4. T, TOM, MOT, TOT, POP, STOP, TOP

IV. Introduction of A sound

A. Dot-to-dot structure

1. -1-2-3=sound of A

2. 8 dot-to-dot structures are made by the teacher.

3. The learners fill in the dot-to-dot structures as they and the teacher count 1-2-3=sound of A.

4. The learners then make 8 shapes

on three separate rows as they and the teacher count and sound each shape.

5. At the completion of the 32 A shapes the learners are asked to underline each sound symbol with a short horizontal bar at which time they make the sound.

B. A word vocabulary is thusly built:

1. AT, AS MAT, PAST, SAT, PAST, STAMP, MAST, PAT

2. TOT SAT, POP SAT AT TOP, MOM SAT, MOM PATS TOM, SAM MOPS MOM'S MAT.

V. The exact sequence of the letter-sounds must be followed. The order of introduction of each sound is the same; that is, dot-to-dot structures are made by the teacher; the learners fill in the structures as they and the teacher count and sound; the learners then make three (3) rows of additional letter shapes—8 shapes to each row as they and the teacher count and sound each shape; the thirty-two (32) shapes are then underlined with horizontal bars at which time the learners and the teacher sound each individual letter shape. Compounding, blending and sentence formation follow.

VI. Suggested letter shape count

M—1-2-3-4=sound

O—1 and a 2=sound

P—1 and a 2=sound

S—1 and a 2=sound

T—1 and a 2=sound

A—1-2-3=sound

G—1 and a 2=sound

D—1 and a 2=sound

L—1 and a 2=sound

H—1-2-3=sound

C—1 and a 2=sound

B—1-2-3=sound

F—1-2-3=sound

U—1 and a 2=sound

R—1-2-3=sound

N—1-2-3=sound

J—1 and a 2=sound

I—1-2-3=sound

K—1-2-3=sound

V—1 and a 2=sound

W—1-2-3-4=sound

X—1 and a 2=sound

Z—1-2-3=sound

Y—1-2-3=sound

E—1-2-3=sound

Q—1 and a 2=sound

VII. General suggestions

- A. The introduction of one letter shape per day is suggested; however the time factor is left to the discretion of the teacher when mastery has occurred.
- B. Review for mastery continuously.
- C. After completing Phase One the teacher will need to reinforce the letter-sounds and move into Phase Two. In Phase Two, Building for Word Power, diphthongs and other difficult sounds are introduced in the same manner as the separate sounds are introduced.
- D. It should be emphasized that in Phase Two the ground work is laid for the learner's ability to take group instruction. In this phase the primary emphasis is upon building word power through his ability to spell the included Basic Vocabulary of Life-Space Words, words that occur in simple reading material and the words that employ two or more shapes in the making of a single sound; such as sh, oi, ch, ng, th, wh, ing, str, etc. The multiple single sounds are treated as a unit structure and are introduced in the same manner as the single sounds.
- E. Phase Three emerges naturally. The

learners have gained sufficient strengths in word recognition and word meaning which enables them to read short simple stories with understanding. This phase, in which the major emphasis is placed upon the capability of the learners to incorporate their achieved skills into broader language usage, has as its overriding objective the enabling of the learners to take group instruction from basal texts. A major caution rests in the use of modified and highly adaptive materials before requiring the learners to move into the midstream of basal material.

- F. Whenever possible the learners who experience severe difficulty should be given the benefit of **Lift Off To Reading** and **Reading In High Gear**, Cycles Two and Three of each.

USE OF PROGRESS PROJECTION SHEET

For those teachers who work with children of migrant workers, the **Progress Projection Sheet** which follows serves a dual purpose:

1. A specific record of the individual's advancement in the acquirement of oral-graphic symbolic language.
2. A transfer vehicle used to indicate the precise level of progress attained as of the date of transfer.

PROGRESS PROJECTION SHEET

Name _____ Birth Date _____ Age _____ Grade _____

School _____ Teacher _____ Date _____

Early Detection Inventory Rating _____

Functional Educability Index Rating _____

Phase One

Sound-Symbol Synchrony

(Check last sound studied)

(List blends studied)

M
O
P
T
S
A
G
D
L
H
C
B
F

U
R
N
J
I
K
V
W
X
Z
Y
E
Q

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Phase Two

Building Word Power

(List last 10 life-space words studied)

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Phase Three

Incorporation into Language Usage

Reading Grade Level _____
(Any Standard Reading Test) _____

Reading Method Employed _____

CHAPTER VIII

AFFECTIVE APPROACHES

We go to school. We find our teachers friendly or unfriendly, friendly for the most part. We accept ourselves as teachers accept us, worthy or unworthy, troublesome or happy, able or unable, conforming or creative. We see ourselves as teachers see us.

Anonymous



The affective approach in education has to do with the ease and comfort with which an individual can tolerate the impinging stimuli. In his or her efforts to provide a class situation which will lend itself to the affective aspect in learning, the teacher will be primarily concerned with the children's feeling tones. For children of migrant workers this may be particularly true since it may be difficult for them to feel a part of the group quickly. It behooves the teacher, then, to observe carefully for overt behavior patterns, withdrawal tendencies, malingering and facial expressions which reflect extreme anxiety and unhappiness. When any of these clue tensions are observed, the teacher may be supportive by moving in closely to the child and providing sanction and reinforcement while seeking to find the causative factors of the behavior patterns.

The approaches herein suggested may lend support to teachers as they eagerly strive to make learning more available to children.

1. Each week select a host and hostess for the classroom. (This may be done by drawing names from a box in which each child has placed a slip with his name written on it. Each child in the class should be selected at least once during the year.) The major responsibility of the host and hostess is to help new children feel welcome. The class as a whole may decide some of the things that can be done to help others feel welcome.
2. The results of cross-dominance may be

slowness in completing written work, confusion in understanding multiple directions and excessive fatigue. Be willing to allow extra time for written work when a child makes an effort to complete the work but is unable to do so within a time limit. Make an extra effort to be sure that the child understands what to do when multiple directions are given.

3. A teacher's strategy for day-dreaming:
 - A. Be sure that child knows how to initiate assigned tasks.
 - B. If he is unable to do the group assignment, provide him with materials with which he can work comfortably.
 - C. If the above suggestions do not bring desired results, try to find a way to secure the child's medical history. If a school nurse is available, her services should be enlisted. If not, the teacher may secure information by visiting the home. If there is a history of a difficult birth, excessive temperature or accidents of a serious nature, an effort should be made to secure medical help for the child.
 - D. It is well to remember that a child who persistently day-dreams and does not do his work has problems which require very cautious handling by the teacher.
4. Story riddles may be used not only to encourage the participation of children in the group situation but also to accelerate abstract reasoning skills. The

teacher reads a story to the children and the children are asked to make up a riddle about one of the characters. For example, one child may say I am a poor little girl. My sisters do not like me. Who Am I? The first child to guess the right answer becomes the leader and gets to ask a riddle.

5. As a means of encouraging children to respond orally include such activities as these:

A. Use mimeographed sheets and let children respond to these questions. When they have completed their written responses, let them read their responses to the group. (This is an effective way to gain an awareness of the feeling tones of children. Initial expressions can be varied.)

1. At the breakfast table _____.
2. I have lived _____ places in my life.
3. Every Saturday I _____.
4. My dad is happy when _____.
5. On my birthday _____.
6. I like to go to _____.
7. A special time to me is _____.
8. My family has fun when _____.

B. Let children participate in a **Name It** activity. Keep in the room a box of objects of various sizes, shapes and colors. Blindfold a child, ask him to pick up an object, identify it and describe it to the class. Let each child participate in this activity.

6. A suggested procedure to follow when a child takes something that does not belong to him.

A. Talk to the child alone and find out who his friends are. If he has none, encourage other children to play with him.

B. Try to find out if he is trying to get even with somebody. This can best be done by encouraging him to talk about himself and about the things he does at home.

C. Know if the child is hungry. If hunger is suspected, find a way to get him something to eat.

D. Encourage child to ask to talk about anything that bothers him.

E. If child repeats the act of taking something that does not belong to

him, talk to him again privately and stress the importance of his seeing how long he can go without taking something

7. Provide opportunity for children to give directions for getting to different places.

A. Migrant children might describe the directions they followed when they last moved.

B. Other children might give directions for going to such places as parks, mountains, museums.

8. Place a small attractive box on a shelf in the classroom. Cut a small slit in the top of the box. In another box nearby place small strips of paper about one inch wide and five inches long. Explain to the children that when something is bothering them, they may write on a slip what is bothering them. They then sign their names and place the slips in the box. This may serve as an excellent means of helping children to express their feelings. Through her awareness of children's anxieties, regardless of the source, the teacher may alleviate stress through:

A. Just a simple movement toward a child.

B. Structuring of the learning pattern so that a child will know precisely the steps involved.

C. Avoiding the reflection of any irritability.

D. Moving back to a task involvement in which the child can feel comfortable.

E. Providing opportunity to discuss privately the concerns that are strictly personal.

9. When a child does not finish a simple task which he begins, he has for all practical purposes reached an operational impasse. Causative factors for the impasse may be:

A. A child's will to work may be blocked due to his inability to connect meaning with the task at hand.

Approach: Move in closely to the child and help him initiate another step in the task and explain to him how to perform the next step.

B. He may not be sure of the performance pattern.

Approach: Help from another child may reinforce the explanations of the teacher.

- C. He may be unable to follow specific directions.

Approach: Explain one at a time how to perform each step of the task

10. Read or tell stories about something that relates to children's background or their experiences. Let children tell related experience stories. As a variation ask children to study a picture and then tell:

A. What they think happened in the picture

B. How this picture makes them feel
Use this approach to induce verbal expression and to help children become involved in the group situation.

11. Show a film and let each child write three sentences about it. Let each child read his sentences. Such an approach can be effective in getting total group involvement.

12. Use dramatization for helping children to learn to say "thank you," "please," "excuse me" or "pardon me." Also let them dramatize different ways of introducing people. Follow the dramatizations with group discussions as a means of emphasizing the importance of gaining social skills. Let each child express his opinion about how one should conduct himself in church, in a hospital, in a grocery, drug or department store or in a theater.

13. Place in the room a Good Deed box. When one child sees another in the class do a good deed, he places that child's name in the Good Deed box, listing the deed done. At the end of the week the child with the most good deeds to his or her credit is rewarded with a prize.

14. Once each six weeks let children formulate a News Sheet. Let each child write a sentence or two about something that he has done during this period of time. The teacher then types what the children have said about themselves and makes a mimeograph copy for each child to take home to his parents.

15. Suppose—

- A. At the beginning of a class period a child hollers "I don't have my lesson and I don't aim to get it."

Approach: Refrain from comment before the group. Quietly move near the child; stand by him or sit beside him. If any comment is made, simply explain that the matter will be discussed later.

- B. Some of the children giggle when a new child who is poorly dressed enters the class.

Approach: Find a reason to send the new child on an errand. While he is away from the room, explain that this is something that should never be done. Enlist the help of the children in making the child feel welcome.

- C. A child consistently refuses to talk in the classroom.

Approach: Arrange for the most popular children in the room to sit near the child. Encourage them to be friendly with the child. Wait patiently. Expressive speech will come without insistence.

- D. A child blurts out, "My old man got drunk last night. I got tight too."

Approach: Refrain from comment before the group. Move in closely to him. If he comments further, suggest that he talk in private. At an appropriate time during the day, explain to him that what he and his family do is strictly their business. They have the right to believe as they do and the privilege of doing what they wish. But, hereafter, he is not to announce in class what has happened at home.

- E. A child announces that he has no pencils, paper or materials with which to work.

Approach: Keep a supply of pencils, paper and other materials in a particular place in the classroom. Provide him with materials sufficient for the day. Find out if the parents of the child are unable to buy materials. If so, explain that the child

may help the teacher in keeping the classroom orderly in order for him to feel that he is paying for the materials. If the parents are able to buy materials, the child is likely using this to signal his frustration because the academic tasks are too difficult for him. If this is the cause of his not having materials, it will be well for the teacher to provide tasks which are within the child's performance capability.

The factor of human relations is involved

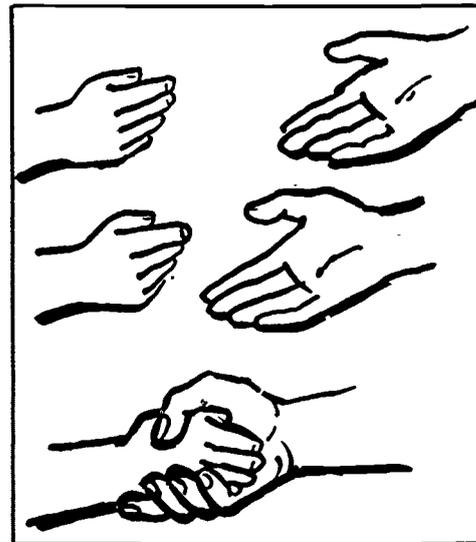
as changes in school programs are made. Teachers of children of migrant workers may recognize their responsibility to children as one of knowing, loving, serving and influencing children in a way that will provide them with the necessary skills for living and that will help develop their potential talents and skills. In lighting the way for learning, teachers of all children will likely find their greatest satisfaction in using the affective approaches which will create a better self-understanding and provide a satisfying and meaningful life for all who pass their way.

CHAPTER IX ON THE BEAM

We will leave the children
Stronger than we found them.
For we are teachers
Committed to a dream.

One of the most important
things a teacher can do is to
send a pupil home in the
afternoon liking himself just
a little better than when he
came in the morning.

Dr. Ernest Melby,
Michigan State University



Every hour for the class teacher is an hour of decision. In his or her efforts to meet the ever increasing demands of the classroom, the teacher has to be on the beam, so to speak, just to cope with the exigencies of the moment. Just as every day is a different time, every child is a different world. Proficiency in meeting the needs of the different worlds with which the teacher is challenged comes best through experience and willingness to reach out to the children through the application of personal and meaningful relationships.

1. Simply touching a child in a moment of frustration or anxiety can be very effective.
2. If a child recoils from touch, one may suspect deep emotional problems.
3. Since children have a tendency to react as their teachers react, a quiet manner and gentle voice can prove very effective and supportive in the classroom.
4. Find a way to help every child feel some success every day. This might be as simple as the child's showing improvement in making a circle or in writing his name.
5. In the classroom have a refuge corner where children can feel free to go when they experience so much anger or deep frustration that they cannot tolerate the group.
6. Two essential steps in teaching spelling

are:

- A. Being sure that children can pronounce the words by reflex.
 - B. Being sure that they can copy words correctly from visual contact.
7. Emphasizing a child's own efforts in school, rather than his standing in the group, and by measuring him according to what may be fairly expected of him will help prevent frustrations and feelings of defeat.
 8. Many children and especially children of migrant workers will not have privacy at home and will be unable to complete written homework assignments for reasons beyond their control. Provide at the school after-school study space for those children to compensate for difficult study conditions at home.
 9. Limited vocabularies can be improved through field trips. Children of migrant workers need to gain skills in learning to talk to others, in having others talk to them, in listening when others speak and in having others listen when they speak. Teacher participation in the community will be helpful in facilitating the arranging of field trips.
 10. In a corner of his or her desk every teacher who has the challenge of working with children of migrant workers might keep for referral a card which reads:

A CHILD FOR A DAY

(A Teacher's Thoughts)

This may be an opportunity to help this child experience the happiest day of his entire school life. Even though he will be here for just one day, maybe his life can be made brighter for having passed this way. He will be treated as though he will be here indefinitely.

A PATTERN TO FOLLOW

1. Welcome him as a member of the class.
2. Seat him near a friendly child.
3. Provide an opportunity for him to tell the group something about himself.

4. Deliberately arrange for him to have some leadership role during the day.
5. Encourage his participation in class activities.
6. Arrange for him to have something of which he can be proud to take with him when he leaves the school.

Lighting the way for the acquirement of oral-graphic symbolic language for migrant children and other children becomes a matter of utilizing the curriculum for enriching the human relations factor which makes possible all areas of growth through a deep and abiding mutual respect between children and teachers.

**THE TEACHER KEEPS
THE LIGHTED FLAME AGLOW.**

**SPARKS FOR THE
TEACHER**



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