A HANDBOOK FOR PARENTS OF LEARNING DISABLED STUDENTS IN THE MIDDLE SCHOOL CLASSROOM,

MASTERS PROJECT

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I would like to extend my gratitude to my husband with whom I have spent long hours learning the word processor. Thanks.
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CHAPTER ONE
JUSTIFICATION OF PROBLEM
INTRODUCTION

A major concern for educators is that Learning Disabled (L.D.) students regress in their academic skills during the summer months. Basic skills (language arts, math, oral language, and social skills) that were taught and consistently reinforced are often not used during the summer. Summer activities (e.g., family vacations, outdoor games, and family outings) are the number one priority for many middle school students. Three to six weeks at the beginning of each school year must be spent assessing how much students have forgotten and then reteaching those skills that have been lost. To help reduce the loss of learning regarding new concepts, it would be helpful if parents of middle school L.D. students provided activities that reinforced and strengthened their children's deficit skill areas. Parents of middle school L.D. students, therefore, must provide activities that reinforce and strengthen their children's deficit skill areas.

Research completed in the Seattle Public Schools (Tilly, Cox, and Strayroah, 1986) clearly demonstrated that "regular" children experience regression in the cognitive area as well as the social and affective areas. Tilly, Cox, and Strayroah found that regression for some handicapped children was the same as for
regular children, depending on the handicapping condition and the material learned.

A handbook of summer activities could be a significant learning aid for parents. It would serve as a guide to keep the learning process active and help students retain critical concepts. Using a schedule of daily activities, individual projects, and field trips, parents could assist their children in preparing for the next grade level.

OBJECTIVE

The handbook developed as part of this project is divided into three sections: auditory activities, visual activities, and language activities. Different activities are identified for the children to engage in throughout the summer. The activities are designed for implementation by parents of middle school students who have learning disabilities. The goal of the activities is to retain as many skills as possible for success in the next grade.

PROBLEM STATEMENT

The purpose of this project is to develop a parent handbook consisting of specific activities designed to enhance a learning disability student’s retention of basic skills and concepts over the summer months.
AUDIENCE

The activities in this text are intended for use in a middle school context (grades six through eight) in a relatively pluralistic suburban community (which includes a variety of upper middle class, blue-collar, and Appalachian and military families) and is located in the midwestern region of the United States.

The majority of families in the community are low or middle-income. Most parents are interested in their children's ability to secure jobs and to support future families. This type of parental desire does not mean that students are not encouraged to further their education at either a two or a four-year college, but rather that learning for learning's sake is a concept that is not always understood and is not always accepted.

DEFINITION OF TERMS

Auditory Comprehension: The ability to understand what one hears.

Auditory Discrimination: The ability to detect subtle differences between sounds of different frequency, intensity, and pressure-pattern components; the ability to distinguish one speech sound from another.

Auditory Memory: The ability to remember what is heard (words, numbers, stories).

Auditory Perception: The ability to receive sounds accurately
and to understand what they mean.

**Basic Skills:** Language arts will include listening skills, communication, reading, writing, and spelling. Math includes addition, subtraction, multiplication, division, measurement, fractions, and decimals.

**Cognitive:** Refers to the mental process of knowing. Involves use of comprehension and reasoning.

**Learning Disabled:** Students with average or above average I.Q. who exhibit a disorder in one or more of the basic psychological processes involved in understanding or using written or spoken language or requiring mathematical calculation and comprehension.

**Modality:** The method of learning through which sensory perceptions for learning are acquired.

**Recoupment:** The ability to relearn or re-establish a skill to the level of achievement prior to an instructional break.

**Regression:** Student loss of a skill achievement that occurs over an instructional break.

**Tactile:** The sense of touch.

**Visual Comprehension:** The ability to understand what one sees.

**Visual-Motor Coordination:** The ability to coordinate vision with movements of the body or with movement of a part or parts of the body.

**Visual Perception:** The identification, organization, and interpretation of data received through vision.
DELIMITATIONS

Ideally, the parents should use the handbook consistently throughout the summer. The greatest factor in determining how effective this handbook will be is the frequency with which the ideas are used. If parents use the handbook occasionally it will not be effective in stopping learning regression. At the same time, any use of the handbook offers the potential for positive academic or social gain for the student.

The handbook is designed for use by L.D. students in grades six through eight. The activities could be modified to be appropriate for any program area or for other grade levels.

SOURCE of ACTIVITIES

Activities for this handbook were compiled following a search of pertinent literature, books, journals, and ERIC documents. Personal information obtained from fellow educators was also used.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

Students' academic skills deteriorate or fail to improve over the summer vacation (Austin, Roger, and Walbesser, 1972). Parents and teachers are concerned about what can be done to stop academic regression over vacation periods. Parents have a profound influence on how children use their leisure time. Nothing is more fundamental to a child's educational development than the ability of a teacher or significant adult to foster curiosity. And no one is better equipped to spark a child's interest than a parent. In fact, how parents respond to children in the home is twice as significant an influence on school success than is a family's social or economic success (White, 1988).

Studies have shown that the majority of successful students have parents who care and assume a certain amount of responsibility for their children's education. Parent involvement in almost any form seems to improve student achievement. Research indicates that such achievement is greater when parent involvement is comprehensive and well-planned. Children from low-income and minority families have the most to gain when schools involve parents. Parents do not have to be well educated to help with student learning. When parents of low-performing children are trained as tutors, their children
make significant gains in both reading and mathematics (Sattes, 1989).

Parents exercise a major influence on how a children spend their leisure time. Too much unstructured and unproductive use of time can result in overexposure to television, overeating, "hanging around," fear, loneliness, experimentation with drugs, and withdrawal. Children who have too much time often create problems for themselves and their community.

Parents want to know what they can do to help children make academic gains during the summer. Frequently, parents do not feel adequate as tutors for their own children, or in some cases the parents do not have time for tutorial work. Parents need to make a special time to go to the library, to introduce new ideas to their children, to visit a local community attraction, or to conduct tutoring sessions about a certain subject area. Parents are more likely to become involved if they see how contributing will help their children's academic growth. This is especially true for parents who have had little formal education. Parents must know that their help is not just incidental; it is, instead, a critical part of a child's potential for success.

While it is important for children to have structured activities during the summer, it is equally important for children to have some unstructured time to engage in activities that do not require a lot of planning - such as spending time
with friends, reading a book, or developing a hobby.

Educators often rely on summer school programs to help L.D. students or at-risk students maintain or improve academic growth. Summer programs generally run for only part of the summer and may be offered by somewhat less-qualified educational personnel.

Epstein's (1988) study of parent involvement suggests a partial solution to the problem of parent involvement. Epstein's findings, which support work by Henderson (1988), Dornbusch, (1987), and Clark (1983), suggest how educators might be underestimating parents. Educators are especially likely to underestimate the expectations that low-income, single, and minority parents have for their children, the willingness of parents to tutor or have older siblings provide assistance, and the impact such help has on student achievement. Parent involvement can make a difference throughout the school year and could be especially useful in engendering long-term impact throughout the school year. Further summer activities could be useful in diminishing regression/recoupment.

Epstein (1988) surveyed 3,700 fifth grade teachers in 600 schools in 16 districts to find out how teachers involved parents in the learning programs. The teachers interviewed fell into three groups or categories. Some teachers consistently included parents in their children's education, others involved parents infrequently, and a third group did not encourage parent involvement of any kind. Teachers who involved parents
frequently made equal demands on single and married parents and rated them equally helpful and responsible. Teachers asked parents to read to their child, discuss stories, play learning games, tutor the child in a specific skill, or enter into contracts with the child to assure that assignments were completed.

Epstein found that each type of teacher had a different effect on parents, on student attitudes, and on student achievement. The teachers who involved parents were the most effective in classroom management. For example, in classes where parents reported they understood more about the school’s program and goals, they also felt a greater obligation to help their children at home. These parents rated their children's teacher higher in interpersonal skills and in teaching abilities. Most parents who were asked to become involved did so and said they felt good about their participation.

Students' attitudes also changed as a result of parent involvement. They had a more positive attitude toward school, saw greater similarities between home and school activities, and believed friendly relationships existed between their teachers and their families.

Henderson's (1988) synthesis research describes 49 studies. None of the studies showed that involving parents in their child's education causes test scores to drop. In fact, programs incorporating strong parent involvement produce students who
perform better than identical programs that do not provide for parental involvement.

Schools with teachers who relate closely to the families in the community outperform other schools. Children whose parents help them at home, and who stay in touch with the school, score higher than children of similar aptitude and family background where the parents are not involved. Even more encouraging are the long-term effects of parental involvement. For example, graduates of Headstart and Follow-Through programs in which the level of parent involvement is higher do better throughout their entire school careers. Some of the benefits of parent involvement are: higher grades and test scores, long-term academic achievement, positive attitudes and behavior, more successful programs, and more effective schools.

In a large and continuing study of high school students in the San Francisco Bay Area, Dornbusch (1988) has found that parenting styles produced marked differences in student achievement. Another contributing factor is the student's family's ethnic group, educational level, and family structure. Dornbusch consistently found that "authoritative" styles are associated with the lowest student grades, "permissive" styles with the next lowest grades, and "authoritative" styles (parents who are firm but open to discussion and negotiation) with the highest grades. Dornbusch concludes that parenting style is a more powerful predictor of student achievement than ethnicity,
family level of education, or family structure. However, he has not yet presented data showing that low-income students from "authoritative" homes do as well in school as middle-class students.

Clark (1983) conducted a much more narrowly focused study of ten low-income black families and found that those families with a teenager in the top twenty percent of his or her high school class had "authoritative" parenting styles. His study strongly suggests that a family's overall cultural style, not the more commonly used variables as marital status, educational level, income, or social class - determines whether or not children are prepared to perform well in school.

Epstein's (1988) study, as well as those by other researchers, illustrate the positive role of parent assistance throughout the school years. A program of parent involvement in "at-home learning" has the potential to stop regression of the student's skill achievement.

The public library provides endless opportunities for parents to help improve their children's reading ability. Reading aloud to a child is one of the best ways to teach children to read (California Association of Teachers of English, 1986). Hearing stories read aloud improves the development of a child's reading abilities. It exposes children to literature and to a variety of language patterns, sentence structures, and new words that often do not occur in the more informal oral language experienced by
the child. Reading provides some background knowledge (a requisite for comprehension) in a variety of areas. Reading exists in a great many forms and has the potential for appeal to any interest or age level. When parents read to their children, they also have the opportunity to model fluent reading. Furthermore, hearing good books tends to encourage the student to read good books (California Association of Teachers of English, 1986).

According to Nickolson (1980), there is a definite discrepancy between fathers' and mothers' enjoyment of reading. Only 30% of the fathers enjoyed reading books as compared to 72% of the mothers. Another troublesome statistic is that 20% of the fathers reported that reading was not an enjoyable activity for them. It is possible that society reinforces the notion that the male view of literacy is different from the female. Boys appear to be pressured to behave in a manner that is identifiably male, whereas reading is thought to be a quiet, more feminine pursuit.

Trelease (1985) laments that children rarely see their fathers become excited about books, but often witness enthusiasm for sporting events. Wheeler (1984) observed that as boys mature their reading begins to resemble closely the reading pattern of their fathers. Schools need to strive deliberately to involve fathers in home-school links so that children of both sexes view a positive male reading model at home.

A number of school districts around the country has had
success with programs where parents pledge to spend fifteen to twenty minutes a day reading to their children. According to Magid (1987) it is important for parents to teach children to conduct a dialogue with the book they are reading—for instance, to ask, just before the end, how the child would complete the story and then compare it with the author's conclusion. Also, parents should find out what their children enjoy reading (books, magazines, paperback books, and even crossword puzzles) and respond accordingly.

Reading, or rather reading instruction, should not be an attempt to teach a child to love reading. Reading should be viewed as one more avenue to help children enjoy those things they want to do. Children can be taught to enjoy making things, finding out about new ideas, and enjoying a variety of experiences, but we cannot teach them to love reading. Reading is a means to an end in itself (Farr, 1981).

Math is another area where parents can help improve their child's skills. Help here is not limited to just drills and practice of basic facts. Math can be just as lively as reading if it is handled properly (Stenmark, 1985). Cooking provides many math opportunities, whether measuring the ingredients for cake, timing a batch of cookies, or selling the finished product (making change). A visit to the supermarket can be loaded with math exercises (comparing prices, shopping for the best buys, estimating totals). "Body math" encourages children
to measure the size of their hands, the circumference of their heads, and their growth over the course of a year.

Home computers should not be overlooked as a learning tool. Just as parents teach their children to drive a car, they need to make them comfortable with computers as preparation for the future. Computers can offer a wonderful chance for children to deepen their understanding of the math they learn at school (Alper and Halmbert, 1984). There are strategy and logic games (computerized tic-tac-toe, chess, and checkers), games that teach angle measurement and estimation, and games that incorporate geometry and spatial relations.

Parents need not buy a computer or send their child to computer camp: computers can be rented for a weekend. Some libraries rent out time on computers, and some museums offer computer games for free. Introducing a child to computers or letting him or her introduce a parent to computers is an exciting and instructive way to enliven a summer afternoon.

Parents do not necessarily have to be with their children physically every hour to ensure that their children have meaningful experiences. Information and ideas should be provided to help busy parents think consciously and explicitly about out-of-school time. That is what this text is intended to do. The activities provided in this manual are devised to give children an opportunity to strengthen their visual modality, auditory modality, and language skills in a natural setting—the home.
Parents should be available to help children and to answer questions that may arise. However, children should be in charge of the activities and of their own learning. Parents are responsible for creating the right learning environment.

These activities outlined in Chapter 4, Chapter 5, and Chapter 6 have been designed to be fun and different from most regular school assignments. They should serve to enhance self-confidence and give children a feeling of satisfaction and a feeling of accomplishment. The assignments should not be viewed as tedious tasks that have to be done. Rather, they should be planned to maximize the child's involvement with ideas and his/her own intellectual potential.
CHAPTER THREE
WHO IS LEARNING DISABLED?

Specific Learning Disabilities (S.L.D.) refers to a disorder in one or more of a child's basic psychological processes involved in understanding or in using language, spoken or written. Students with an S.L.D. condition may manifest an imperfect ability to listen, think, speak, write, spell or to do mathematical calculations. The S.L.D. term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The S.L.D. term does not include children who have learning problems which are primarily the result of visual, hearing, of motor handicaps, of mental retardation, or of economic disadvantages.

Deficits in academics may be in the following areas:

1. Reading: problems unlocking new words, problems remembering words, and problems understanding what is read.

2. Spelling: problems sounding out words and problems remembering sight words.


CHARACTERISTICS of the LEARNING DISABILITY CHILD

If one were to evaluate 100 children with this condition (learning disabilities), he/she might find 30 or different profiles of strengths and disabilities (Silver 1980). Educational testing procedures often can determine with a fair degree of accuracy the type of specific learning disability that a person may have. Because learning disabilities can go, in a sense, wherever the brain goes, they can effect vision, hearing, muscle control, memory, the capacity of the brain to organize information into proper sequences or abstractions, and the ability of the brain to coordinate operation that involve cooperation between different functions (as in using a hammer and a nail, which involves cooperation between the visual and motor systems). Learning disabilities can interfere with any or all of the steps associated with the processing of information by the brain. They can affect the ability of the brain to receive information, to produce information, or to carry out any of the many steps that lie between input and output.

Learning Disability children have trouble organizing information. The inability to put data into proper sequences, for instance, may show up in spelling; in telling time; in remembering the order of days, months, seasons; or in repeating a story— an L.D. may start in the middle, then tell the beginning, then the end. Numbers are frequently reversed (23, for example, becomes 32). Similarly, L.D. students may have trouble
organizing their belongings, scheduling or anticipating events, or interpreting their own behavior patterns as well as those of others. After reading or hearing a story about a dog, an L.D. may not be able to build on that story to a discussion of other dogs or all dogs. An L.D. may grasp material perfectly during a lesson, then forget it all within a short time.

Learning disabilities can affect the person's ability to retrieve information stored in his/her brain. This can be seen, for example, in a classroom situation when a teacher asks an L.D. to answer a question; the response, if there is one, often comes slowly. (This symptom often confuses teachers and parents and sometimes leads them to conclude that an L.D. is simply a lazy child, for the child may readily raise a hand to answer a question when he or she knows the answer yet remain unable to perform in a demand situation.) So-called output deficits are also frequently seen in motor activity: clumsiness or poor coordination in walking, running, sports, and other gross motor activities are common characteristics of the learning disabled. Fine motor deficiencies frequently present themselves in an L.D.'s inability to do puzzles or perform other acts in which eyes must direct the hands, particularly handwriting. Speech production may also be affected. An L.D. child may not begin to speak as early as other children do, and articulation may remain a lifelong problem.

The list that follows is a very general one, intended only
to suggest the range of problems with which L.D.s have to contend. Rarely does every characteristic show up in a child. Professionals have found that symptoms tend to occur in clusters. Silver (1980) observes that the disabilities associated with the syndrome tend to be grouped in one of the two basic patterns. One relates to disabilities in visual perception, visual memory, fine motor and/or visual motor areas. The other pattern is characterized by disorders of auditory perception, auditory integration, auditory memory, and language output (Silver 1980).

1. Hyperactivity: excessive movement
3. Emotional Inconsistencies: mood changes, depression, demonstrativeness, shy and withdrawn behavior, and crying or happiness.
4. General Orientation Problems: poor spatial judgment and awareness, difficulty with obstacle courses, and directional confusion (left-right) (up-down).
5. Disorders of Attention: unable to attend to assigned tasks and difficulty following directions.
6. Impulsiveness: not thinking before answering, moving without thinking, and wandering aimlessly.
7. Memory: difficulty with long and short term memory,
poor sequencing skills, and inappropriate responses.

8. Speech and Hearing: poor sentences order, difficulty pronouncing sounds and words, incorrect verb tenses, and misnaming words.

9. Poor Body Awareness: lacks identification of body parts, lacks awareness of location and/or function of body parts.

10. Poor Sense of Rhythm: poor body rhythm and lacks rhyming and blending ability.

11. Problems with Concepts: unable to categorize or generalize.


13. Poor Tactile Awareness: lacks sensitivity with touching and feeling experiences.

SPECIAL STROKES for SPECIAL FOLKS at HOME
for the Parents

The list that follows is intended to assist parents at home to understand their S.L.D. child better. The suggestions are short and simple exercises that will help parents while working with their S.L.D. child.

1. Help child identify and understand problems.
2. State directions and requests clearly.
3. Make sure child knows what is expected of him or her.
4. Give child credit for ideas.
5. Give ample time to complete a task.
6. Listen to what the child is saying.
7. Read aloud to the child.
8. Take the child to the library.
9. Send child on errands with oral directions.
10. Give child ample time to respond to a question.
12. Have a child jump rope while spelling words or memorizing math facts.
CHAPTER FOUR
PRESENTATION OF ACTIVITIES
VISUAL DEFICIT

"The doctor says my eyes are perfect. I don't need glasses, and I can see o.k.," is often the cry of the visual-perceptually handicapped individual. This may be perfectly true, yet the child continues to reverse "d's" and "b's" and is unable to sequence letters for spelling or reading. He or she skips lines when reading, omits words, and/or regresses frequently during visual tracking. In this chapter, the characteristics of children with visual deficits will be described and activities for improving visual acuity will be suggested.

CHILDREN WITH VISUAL DEFICITS:

WHAT YOU MIGHT NOTICE

1. They reverse b, d, p, q, u, n, or numerals after the first grade.

2. They have difficulty seeing objects on a "busy" background.

WHAT YOU MIGHT DO

1. Parents should point out specific differences in letters. Teach the correct way to begin and stroke letters and numerals. Provide tracing experiences in salt trays or on sandpaper.

2. Children may need practice looking for objects in hidden pictures.
WHAT YOU MIGHT NOTICE (CONTINUED)

3. They get lost easily; Lose place when copying from board; Lose place on page while reading; Skip lines; Omit words.

4. They have poor handwriting or art work.

5. They respond better to questions verbally than orally.

6. They have poor motor coordination, or "trip" easily. They have difficulty with ball skills.

7. They have difficulty with word analysis.

8. They have difficulty with spelling.

9. They have poor comprehension.

WHAT YOU MIGHT DO (CONTINUED)


4. Children may need practice in visual motor activities. Children may need experiences following mazes, doing dot to dot pictures, or shading.

5. Children may need to take test questions orally.

6. Children may need body awareness experiences.

7. Parent should point out phonetic similarities and differences in words. Find little words in big words. Look for root words.

8. Parent should emphasize phonics in decoding. Child may need to type spelling words. Child may need to say word or sound when writing words. Child may need kinesthetic approach to spelling.

9. Child may need visual clues. Child may need tape recorder to learn lessons. Child may need categorizing experiences.
VISUAL PERCEPTUAL ACTIVITIES

Visual perception is a process involving the receiving of visual stimuli and then interpreting them on the basis of past experience. Some children seem to have problems accurately perceiving objects. For example, when they view a cube, they see 3 squares, or perceive no difference between an oak leaf and an ivy leaf. When they read, they do not discriminate between words of similar configuration. The word "dog" may be called "big".

Children with visual perceptual discrimination problems will show one or more of the following symptoms:

1. Reversals--b for d, p for q, 2 for z, ; for j, E for 3.
2. Inversions--n for u, m for w, 6 for 9.
3. Letter confusion--h for n, r for n.
4. Sequencing problems--on for no, saw for was.
5. When reading aloud, they omit a word or group of words, insert a word or group of words, or they substitute a known word for the printed word because the known word has the same initial consonant and configuration.
6. Punctuation is disregarded.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * *

OBJECTIVE: To develop visual perceptual discrimination for the reversal of b and d.

PROCEDURE: Ask the child to make a big B. If he or she does it
correctly, point out that the little b turns the same direction, but the big B has 2 half circles on it. Repeat this procedure daily for 5 days.

* * *

PROCEDURE: With masking tape, fasten this on the child's desk. Leave on the desk indefinitely.

* * *

PROCEDURE: Have the child trace b's, saying as he does each one. Repeat, tracing 5 times each day for 4 weeks without introducing or mentioning the d.

* * *

PROCEDURE: Have the child make b by rolling it in a clay strips an bending it into the b shape.

* * *

PROCEDURE: Have the child locate all b's in the following letter sample and then have the child color each b red.

```
  j b c e d b f j
  b t o b m l s b
  r w b u b t l d
```

NOTE: Be certain to make each letter in the above exercise at least one-inch high. Do not put p or q in the exercise.

* * *

PROCEDURE: Ask the child to locate all words in the following list that contain b:

```
  bag   open   come   dog
```
When b is well-fixed, repeat same activities concentrating on the letter d.

***

PROCEDURE: You can help the child who has trouble remembering which way the letters b and d face by making a word picture.

Point out that to make bed look like a bed, the b has to go to the right and the d has to go to the left. When the child says the word, he or she will hear the b sound at the beginning and the d sound at the end. Have the child make his/her own beds to be sure they can distinguish between the two letters.

***

OBJECTIVE: To develop visual perception for p or q.

PROCEDURE: Trace the letter p five times each day for three weeks, saying p's as each is made.

***

PROCEDURE: Use a clay practice, making and saying p as the child forms the letter p using clay.

***

PROCEDURE: Child locates p and colors each p from a list of 30 letters. You may include b, d in this list.
PROCEDURE: Child locates words containing p from a list of words.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

OBJECTIVE: To develop visual perception for the inversion of n for u and m for w.

PROCEDURE: Adapt tracing, clay activities for n, u, m, w. Use of sandpaper letters is recommended. Have the child trace letter’s direction by rubbing his or her pencil point over the surface. Ask the child to tell you which directions he/she is going as he/she does it.

* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *

OBJECTIVE: To develop visual perception for the letter confusion h for n.

PROCEDURE: Reteach formation of h, n, r, n. Point out the length of the bar in h as compared to n.

```
\[ \text{\textbf{h \ r}} \]
```

Point out that the r stops in midair and is not brought to the base line.

Use worksheets to reinforce skills taught.
Visual Discrimination Activities

1. a: d a o u c a i a
2. d: p t d k q b t l
3. h: r n h m h l f h

Sample from worksheet for inversion/letter confusion:

1. n: u n w m n r
2. w: m w w m w m

GENERAL VISUAL DISCRIMINATION ACTIVITIES

OBJECTIVE: To improve visual discrimination, closure, memory, and spatial relationships.

PROCEDURE: Cut the numerals from a deck of playing cards. Fasten the deck together with a large notebook ring. Flip the cards rapidly and have the child tell what the card is by looking at the groupings only with no numerals for clues.

OBJECTIVE: To improve visual discrimination and thinking skills.

PROCEDURE: Have a large assortment of jigsaw puzzles, ranging from simple to complicated. A chart may be kept to time the more simple wooden types of puzzles. More complicated puzzles may be set up in the child's room and left over a period of time with friends or a parent helping the child to complete the puzzle.
OBJECTIVE: To improve visual discrimination and memory sequencing.

PROCEDURE: Give students pictures with shadows. Have them tell the time of time according to where the shadows fall. Several pictures of the same object, with different shadow placement, may be used. Have students arrange cards in sequential order, according to the shadows.

ACTIVITIES FOR REMEDIATION OF SEQUENCING PROBLEMS

OBJECTIVE: To improve visual sequencing skills.

PROCEDURE: Place a masking tape arrow on a child's desk. Have the child hold the card with word next to the arrow so the child can be sure to attack the word in left to right sequential fashion.

When a child misses a word, ask him/her to spell the word to make certain he/she is beginning with the right initial letter. If necessary, draw word on a small card, putting the initial letter in red.

PROCEDURE: If a child misreads a sentence, ask him/her to try it over. Insist on accuracy even if the child must use his/her finger to point at each word.
**PROCEDURE:** Make worksheets requiring sequencing skills.

1. on: or on no oh on
2. bad: dad had bad bed
3. saw: saw was sam saw

**OBJECTIVE:** To improve visual sequencing through directions.

**PROCEDURE:** Give the child a set of cards with sequence directions written on each. Have them put the cards in proper order. Suggestions for sequencing:

1. Directions for making a cake.
2. Sewing directions for making a dress.
3. Parts of an outline.
4. Directions to a particular location
5. Instructions for putting together a piece of equipment.
6. Parts of a letter.
7. Address for an envelope.

**EXAMPLE:** Make a cake (each step is a separate card).

1. Assemble mixing bowl and utensils.
2. Assemble ingredients.
3. Start heating oven to 375 degrees.
4. Grease, then line with waxed paper the bottoms of two 1 1/2-inch-deep 8-inch pans.
5. Sift together flour, baking powder and salt and sift 3 times.
6. With electric mixer at high speed, beat egg whites until foamy. Add 1/2 cup sugar gradually, beating only until mixture holds soft peaks. Then with mixer at medium speed, thoroughly mix shortening with 1 cup sugar until very light and fluffy.

7. Next, at low speed, beat in alternately, flour mixture in fourths and combined mild and extracts; then beat egg white mixture into batter.

8. Turn into pans. Bake 25 minutes or until done.

9. Cool pans on wire racks about 10 minutes. Remove from pans, peel off paper, cool on racks.

* * * * * * *

OBJECTIVE: To improve visual sequential memory through playing cards.

PROCEDURE:

1. Use a deck of regular playing cards. Place four cards in front of the child. Give him/her 10 seconds to commit to memory. Turn them over and have him/her recall them in sequential order. Check the work for accuracy. Gradually increase the number of cards. The child should be able to remember up to 10 in a sequence by age 14.

2. Place cards with pictures in front of child. Repeat above procedure.

3. Place cards with numerals in front of child. Repeat above procedure.

4. Place cards with syllables that make words in front of
child. Repeat above procedure.

5. Place cards with words in front of child. Repeat procedure.

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OBJECTIVE: To improve visual sequencing, visual motor, and visual closure through the use of the comics.

PROCEDURE: Keep a good supply of comics-sequencing puzzles. Paste comics on tagboard or construction paper. Cut up and put each set in a separate envelope. Label on the outside of the envelope, "Beetle Bailey," "B.C.," etc.

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ACTIVITIES FOR FIGURE-GROUND ACTIVITIES

Visual figure-ground is the ability to focus one's attention on a given stimulus while other visual stimuli are also present. Children who experience problems in this area may show any of the following symptoms:

1. They lose their place frequently because their attention is diverted by all the other words or math problems on the page.

2. They are distracted from a task if there is any movement around them.

3. They miss the central theme of a picture because their attention fails on some minor detail.

4. They are unable to copy from the blackboard.

5. They are unable to catch a ball. Because of the
distraction of other objects in their visual field, their attention is drawn away from the on-coming ball.

6. They may complain they can't find an object (e.g., a pencil) on their cluttered desk because of the distracting stimuli from other objects.

There are several techniques that are helpful to a child with figure-ground deficits. If losing his/her place is the problem, the child should be encouraged to use a marker while reading. A 5" x 7" index card helps the child eliminate a portion of the distracting stimuli. If possible, this child will benefit from being seated at a carrel or in a part of the room where traffic is minimal.

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OBJECTIVE: To improve figure-ground, visual discrimination, and form constancy.

PROCEDURE: Mazes may be purchased or drawn to provide practice in visual discrimination. They may be as simple or complicated as necessary to fit the child's needs. Mazes are particularly good for the child with visual figure ground difficulty.

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OBJECTIVE: To improve visual discrimination, figure-ground, position in space, and closure.

PROCEDURE: Get several state maps from any gas station. Paste one of the maps on construction paper or tag board. Cut this map into pieces. Some of the pieces should be cities, others only a
piece of highway. The pieces should vary in difficulty. Always make sure there are clues on the pieces you cut as to their proper location.

Distribute the maps to the child. Give the child four or five of the cut-up pieces. The child's task is to find the location of the cut-out piece on their map. To accomplish this goal, the child will have to use many visual clues. He/she may use the key at the bottom of the map, the topography, color clues, highway numbers, etc.

This game increases map-reading skills, visual discrimination, figure ground, and visual perception.

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OBJECTIVE: To improve figure-ground, closure, sequencing, and discrimination.

PROCEDURE: Provide the student with Word Find Puzzles. The student is given a list of words to find and circle; the words are hidden within a group of letters. A ditto copy of the letters making up the puzzle is used as a work sheet.

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OBJECTIVE: To improve figure-ground, position in space, and discrimination.

PROCEDURE: Drawing in perspective requires considerable visual discrimination ability. Going outside to draw landscapes, buildings, streets, telephone poles, and objects in perspective should be encouraged whenever possible. This also improves
conceptualization skills and it develops gross visual discrimination skill.
CHAPTER FIVE
PRESENTATION OF ACTIVITIES
AUDITORY DEFICIT

The ability to perceive and discriminate sounds is not contingent upon auditory acuity alone. Many persons with "perfect" hearing as tested by an audiometer have difficulty in distinguishing between certain phoneme sounds (the smallest unit of sound in any particular language). Phonemes may be distorted in initial, medial or final position. "Close the door," may become "across the shore," or other variations. These discrepancies in auditory perception can often be detected in looking over spelling words that have been dictated when children have not had prior knowledge of the spelling list. Therefore, "thin" is often heard as "fin"; "fine" as "find."

Vowel sounds are particularly difficult to audit in encoding. The short sounds of e-i, u-o are often confused. The inability to perceive and discriminate fine sounds may be due to emotional disturbances within the individual, inability to attend.

interferences within the processing system itself, or an inability to isolate background noises (auditory-figure ground dysfunction). All of us, at one time or another misunderstand information, but the perceptually auditorially handicapped person is more consistent in his or her inability to translate auditory input into a meaningful "mind-picture."

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CHILDREN WITH AUDITORY DEFICITS:

WHAT YOU MIGHT NOTICE

1. They sequence sounds incorrectly.

2. They confuse words with similar sounds like cat-hat or when-went.

3. They have difficulty memorizing an address, birthday, phone number, the A,B,C's, or number order.

4. They are not able to follow oral directions.

5. They have difficulty staying with a task.

6. They use one word in answer to a question.

7. They have difficulty blending sounds.

8. They are not able to spell.

WHAT YOU MIGHT DO

1. Parents should point out and emphasize differences in sounds in our language. Drill on rhymes, alliteration, initial sounds, and vowels.

2. Parents should have student observe position of tongue and feel vibrations while specific sounds are made.

3. The child needs memory training experiences.

4. Parent should teach the child to follow directions by having child repeat directions orally.

5. The child needs to be seated where there are fewest distractions.

6. The parent needs to teach the child to organize verbal responses.

7. The child needs rhythm activities that stress auditory and discrimination and auditory sequencing.

8. The child may need to learn to spell by saying, tracing, and writing.
9. They have difficulty remembering math facts.

10. They have difficulty in a phonics-oriented reading program.

11. They may speak in a monotone or unnatural pitch.

9. The child needs repetition through the use of flash cards, math games. May need to write in order to memorize.

10. The child may be a visual learner. Child may be successful with a sight approach to reading.

11. The parent should use a distinct speaking voice. Have child practice repeating what is said.

Auditory perception is the process of receiving auditory stimuli and interpreting them on the basis of past experience. The child who has auditory perceptual problems experiences frustration in school. He or she is often accused or punished for "not listening." While it is possible that, at certain times, any given child may not be listening because of daydreaming, whispering, or passing notes, it is a matter of degree. This chapter concerns the child who habitually experiences auditory perceptual deficits.

The child who consistently has auditory perceptual problems has more and more trouble in school as he/she grows older because:

a. The lecture technique is used with increasing frequency as the child progresses through the grades.

b. The amount of visual stimulation (chalkboard samples,
pictures) decreases as the child matures.

Learning to listen is harder than learning to use visual information obtained from books because:

1. Visual information in the form of the printed word is permanent and can be reread if it isn’t grasped the first time. The reader can even take time to refer to a dictionary if he/she does not possess a clear picture of a word’s meaning.

2. The reader can tell where one word ends and the next begins because of spacing. When we listen we normally get only one shot at the information (unless it’s taped and can be replayed); therefore, we must rapidly process a word or group of words to get a mental picture. We must also be able to hear where one word begins and another ends. To illustrate what I mean, assume you are giving directions to a group of students. You say "Open your math book to page 59 and do problems 1-25," but to the auditory handicapped child is sounds like "openyourmathbooktopage59anddoproblems-25". This is confusing enough to the child, but if you speak with a drawl, or unusually fast, or in very long sentences, the child simply gets a partial and blurred message. Anyone who has studied a foreign language, will have experienced the dilemma faced by the child with auditory perceptual problems. The problem is one of trying to make sense out of an auditory message given too rapidly before having sufficient familiarity with sounds to process them adequately.
HOW TO RECOGNIZE AND HELP CHILDREN WHO HAVE AUDITORY DISCRIMINATION PROBLEMS

The child experiencing auditory discrimination problems may show one or more of the following difficulties:

1. An inability to tell the direction from which a sound is coming.
2. An inability to identify the source of common sounds (e.g., water running, a dog barking, a bell ringing).
3. An inability to discriminate between sounds such as n/m, b/p or v/f.
4. An inability to discriminate between short vowel sounds (e.g., big for beg).
5. An inability to hear likenesses (such as rhyming words) and differences in sound.

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OBJECTIVE: To improve auditory discrimination.

PROCEDURE: Make a tape of groups of words with similar sounds. These may be ending sounds, initial sounds, or medial sounds. The child selects the word which does not belong.

EXAMPLES:

1. grapple, grace, face, grump, grin
2. sing, singe, bring, thing, wing
3. edify, nullify, cancel, stupefy, dignify
4. strip, trip, stripe, whip, nip, sip
5. it, in, pick, eat, fill, sip

The child should check his/her answers with an answer key and the tape. The child should point out why a particular word did not fit with the group of words given. In this way, the child is alerted to what he/she hears and finer discrimination skills are developed.

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OBJECTIVE: To improve auditory discrimination and processing.

PROCEDURE: The parent reads a sentence with an incorrect word that has a similar sound to the word that should be in the sentence. The child is to identify the incorrect word, then repeat the sentence, and replace the incorrect word with the correct word.

EXAMPLES:

1. The gray quireel (squirrel) was busily storing nuts for the winter.

2. The man dug a large hole with his hovel (shovel).

3. The children were guranteed (quarantined) by the Health Department during the time they had the measles.

4. The burglary ceedent (incident) was reported on the 6 o'clock news.

5. The injector (inspector) looked around the house for clues.

6. The U.S. government rekires (requires) that all males must reccur (register) for selective service at age 18.
7. The governor has required (retired) from his office and is now residing (residing) in his own home town.

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OBJECTIVE: To improve in auditory discrimination, memory, and closure.

PROCEDURE: The parent dictates directions (such as working from left to right) and asks the student to make a one-inch line using a ruler. The following directions are then given: "From the farthest right hand tip, make another one-inch line, going down in a straight line. From the bottom tip, make a one-inch line, parallel to the top line. Close this form with a one-inch line form with a one-inch line from top left to bottom left of two parallel lines". (The child should complete a square.)

Directions may also be given orally to bisect lines, angles, etc.

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OBJECTIVE: To improve auditory discrimination.

PROCEDURE: Read a paragraph containing a sentence that does not belong to the paragraph. Have the child identify the sentence that does not fit with the topic.

EXAMPLES:

The British intelligence had been looking for him since dawn. They had searched his apartment, the wharf, and other of his haunts. The stray dog whined pitifully. They had blocked off the exits to the city on the ground.
OBJECTIVE: To improve auditory discrimination.

PROCEDURE: The child is to auditorially discriminate the absurdity of selected statements. The child will explain why the statement is not logical and what part of the statement makes it illogical.

Some possible statements:

1. Mother hated candy so much that she ate almost a box a day.

2. As the sun was setting in the east, we detected a storm brewing.

3. Moving quickly to the south, into the rising sun, the birds flew in a V position.

4. He measured the oil carefully into the cylinder holding the water. The oil settled to the bottom, allowing the water to come to the top.

5. When we saw the light, fluffy, clouds, we were apprehensive, for we knew there would soon be a thunder storm.

ACTIVITIES FOR AUDITORY MEMORY PROBLEMS

Auditory memory is the ability to retrieve information which has been received via the hearing channel. A child in grades one through three should be able to memorize short poems of up to 6 lines and songs of 6-10 lines (Harwell, 1982). A child by the
age of eight should be able to count to 100 by rote with no error, should be able to say the alphabet with no errors, should know his/her address and phone number, the days of the week, and the months of the year in sequential order (Harwell, 1982). Children by the end of grade four should know their basic addition, subtraction, multiplication, and division facts by memory (Harwell, 1982). If a child is unable to do these things, he/she may have an auditory memory problem. The child needs auditory memory training.

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OBJECTIVE: To improve auditory sequential memory.

PROCEDURE: Dictate a series of digits for child to recall and give back orally.

EXAMPLE:

2-2-9-4-3-5-12-14-1-6

Dictate a series of digits for child to recall and write. Give both visual and auditory reinforcement when checking the answers.

* * * * *

PROCEDURE: Dictate a series of letters for the child to recall and give back orally.

EXAMPLE:

k-k-n-w-y-a-t-x-h-p-v-o

Repeat, using different letters, having the child write them.
PROCEDURE: Dictate letters that make words. See if the child can see relationship in recalling letters to spell word. Do orally.

EXAMPLE:

p-r-o-m-i-s-e  e-x-i-t

PROCEDURE: The parent instructs the child to close eyes and put head on table. A descriptive sentence is read to the child. The child responds by recalling in writing or orally the word pictures he/she saw, in sequence.

"The majestic peaks rose high above the picturesque village below diminishing it in size and importance."

PROCEDURE: Dictate a series of related sounds. Have students repeat the syllables, then the word the sounds made.

EXAMPLE:

br  ing  sw  ish  ing  ep  i  sode

in  vi  ta  tion

(Blending is a very difficult task for many auditorially, perceptually handicapped children. This exercise is excellent for remediation.) This exercise may also be written after much practice has been given with the child making verbal responses. Exercises may also be taped for independent study.

* * * * *
PROCEDURE: Dictate a series of related words for children to recall in sequence. They may respond both verbally and in writing.

EXAMPLE:
The large, red car drove slowly up the hill grinding its gears as it moved.

* * * *

PROCEDURE: Read the listing of TV programs from a TV Guide for an evening, or any part of the day. Give the child five minutes to recall and write in sequential order, with time listings if possible, of as many of programs as they can remember.

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ACTIVITIES FOR CHILDREN WITH AUDITORY ASSOCIATION AND AUDITORY CLOSURE PROBLEMS

The child needs to be able to recognize and complete parts of the whole from a partial stimulus. He/she also must be able to integrate previously learned material with new material received auditorially. For example, if you said "A banana is yellow, a tomato is ________", most children quickly supply the missing word RED. The child with association problems will not respond or will take a long time responding. He cannot process the question and relate it to previous experience. Another example of this kind occurs when you ask the child to compare two items for likeness or differences, as when we ask
children to compare two poems or questions such as "How are a bus and a plane alike?"

The child with auditory association problems has trouble with cause and effect relationships. If you say "Jane’s dog has been run over. Why is she crying?" Most children will say "Because she’s sad," "Because she’ll miss him," but the child with association problems may say "I don’t know" or give an incorrect response such as "Because she’ll get in trouble." Using this example you might go on to ask "What will happen next?" Most children will say, "She’ll bury the dog" or "She’ll get a new puppy" but the child with association problems is unable to make a correct association.

Auditory closure refers to the ability of the child to blend sounds into words, to blend words into sentences of correct meaning to use correct verb tense, and to blend ideas into paragraphs. Some children can learn phonics perfectly looking at "toast" and saying t...o...s...t, but be unable to close it to "tost" and understand the mental picture of a piece of toast.

Another example of this situation is found in sentence structure. The child wants to say "I would like to try that" and it comes out "Me want to do that." In this case the child knows his/her mind but he/she can not remember how his request should be phrased.

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OBJECTIVE: To improve auditory closure and discrimination.
PROCEDURE: This activity stresses sound discrimination, as well as the ability to extend with language and relate known to unknown.

EXAMPLES:

"I'm thinking of a word that sounds like height. It deals with a sense." "____________(sight).

"I'm thinking of word that sounds like table. It is a type of fiction." "________(fable).

"I'm thinking of word that starts with an explosive blend and ends with the sound of ink." "________(think).

"I'm thinking of a word that means to be alert at once, and ends with the suffix of tion." "________(attention).

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OBJECTIVE: To improve auditory closure.

PROCEDURE: The parent gives any sequence orally, omitting one or two in the sequence. The child to give back the sequence and supply those items missing.

EXAMPLE:

1. 1, 2, 3, 4, 5, _, _, _, 9, 10, 11, 12
2. A, B, C, D, _, _, J, K
3. Sunday, Monday, __________, Wednesday, ____________, ____________, Saturday.
4. Oh, say can you________by the dawn's early ________________------

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OBJECTIVE: To improve auditory association skills.
PROCEDURE: The parent can orally say auditory stimulation and have the child answer.

EXAMPLE:
Which is loudest: a shout, a whisper or a scream?
Which goes faster: a snail, a cat or a horse?

* * * * *

PROCEDURE: The parent can play games such as classification where they must give additional words that belong to the same group.

EXAMPLE:
BIRDS: Name of kinds of different birds: robin, bluebird, turkey, quail, and etc.

* * * * *

PROCEDURE: Have discussions on topics of interest to the child.

EXAMPLE:
I'm thinking of three things: a cracker, a piece of toast, and chili. How are they alike?
What would you do if you found a hundred dollars?
A language disorder in itself is a major factor contributing to learning disabilities, and as such should be dealt with specifically.

Language enables people to have explicit thoughts and to transmit those thoughts to others. Teachers, as a group, either consciously or unconsciously, tend to judge students on their ability to deal effectively with language. The students who are unable to express themselves intelligibly are often labeled as "slow," "withdrawn," or "uninterested in learning." The more articulate child, though perhaps no more intelligent, may make an impression on the teacher as "bright," "contributing," "interested," or "good personality." Whether the teacher is aware of it or not, he/she responds to the loquacious student, because he/she feels that student has responded to him/her.

Some language disabilities, however, in the adolescent student are so subtle that they are not recognized by the teacher who views the student on a surface level. A language disability may be camouflaged by liberal use of acceptable peer language which may appear to be "hip-talk," "street language," or "inner-city slang." The students who are unable to express themselves
comfortably may be misjudged as surly, belligerent, or obstinate.

Without a workable language, students are unable to identify objects, order events, or clarify ideas, or give extended meaning to their world and those persons about them. The student may be deficient in taking in language, translating it to inner symbols, or expressing it, or all three.

Language disabilities may occur for a number of reasons. Some of them may be:

1. Poor auditory perception
2. Lack of language exposure
3. A mismatch of the child's environmental language with the academic or school language.
4. An inability to link language symbols with inner symbols (usually attributed to types of central nervous system damage).

I am not talking here of the physically handicapped individual, who may have a language disability due to a lack of visual or auditory acuity. Rather, I am referring to students who should be able to deal effectively with the language of their school system. Language disorders have been categorized into:

a. Inner language disorders.
b. Receptive language disorders.
c. Expressive language disorders.

An inner language disorder is the most severe form of language disturbance and usually refers to an inability to assimilate experiences or associate sounds. Piaget (1952) refers
Receptive language disorders refer to the process of understanding verbal symbols and are often referred to as "receptive aphasia." Some students have difficulty discriminating tone, pitch, or subtle voice word-parts within a sentence. This may be detected in students who say "du" for "the," or omit suffixes or articles of speech in sentences, and it is often associated with children from overcrowded or noisy environments.

Another type of receptive disorder is found in the individual who is able to understand a given word in only one way, and is unable to translate it when it is used to mean something else. For instance, the person with this type of perceptive dysfunction may hear the sentence, "He read the billboard," and translate it as mean "The billboard was red."

Expressive language disorders refer to the process of producing spoken verbal symbols, which includes persons suffering from a stroke or aphasia. The individual thus affected may intend to say one word, but say another. In past years I worked with a boy "Tom", who was famous for being the "clown" of the school. He had aphasia tendencies that caused him to say rather unusual things at inappropriate times. He was astute enough to recognize that he was unable to control this at times, so he devised a manner of "cover-up" which enabled him to turn this
nonsensical speech into something that his peers perceived intentional and a "blast."

Aphasia is an impairment of the ability to use or understand oral language (may be one or the other, not necessarily occurring simultaneously in an individual). It is usually associated with an injury or abnormality of the speech centers of the brain. The individual with an expressive language disorder often communicates with a type of sign language or body language, more often than he/she does with verbal language.

Some students have difficulty with remembering and recalling or expressing the sound of a word. This disability is referred to as dysnomia. They may be able to describe the object or tell what it does, but immediately call to mind the correct label. This type of disability seems to be closely related to the reading disability dyslexia, and occurs both in reading and recalling auditory information. A student may say the word "basket" for "box" in recalling a selection read to him/her, or say "lake" for river when reading orally.

A more common language disability is often seen in the student who is able to speak in single words or short phrases but has difficulty formulating complete sentences. This is also a type of expressive aphasia, or expressive language disability.

Our language is constantly changing as the world around us changes. New meanings for old words emerge. For instance I use the word "space out" and I think I know what it means. but to
conceptualize the meaning is difficult. Unless, I have experienced the word in the same context as the student uses the word. By extending students' experiences, the teacher or parent may do much to increase both receptive and expressive language.

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OBJECTIVE: To enhance vocabulary development through the use of thesaurus.
PROCEDURE: Assign words to be looked up in a thesaurus. Read or copy words with similar meanings. Discuss subtle differences in word meanings. What are the similarities or differences? Use words in sentences meaning the same thing. Use words in sentences meaning something different.

EXAMPLES

fair: equitable, equal, evenhanded, reasonable, justifiable, legitimate, logical, decent, mediocre.
mission: errand, task, assignment, object.
eager: zealous, wild, ardent, avid, ambitious, vehement, prompt, voracious, enthusiastic, willing.

Discuss why different word are more descriptive for different situations.

***

OBJECTIVE: To enhance vocabulary development with word families.
PROCEDURE: Provide children with a set of cards or lists to be grouped by families. This exercise may be used to explain the
root derivation of words. It also provides an opportunity for discussion of word meanings, how words are created, how words may be recognized for pronunciation or for spelling.

Most dictionaries provide lists of common words from Greek and Latin derivatives. Children may also be given the root and see how many words they can come up with for that "family" or group.

**EXAMPLE**

**Greek Roots**

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>logos</td>
<td>the soul</td>
<td>logical, logic, logistics, logarithm, dialogue, monologue, travelogue, psychology, sociology</td>
</tr>
<tr>
<td>demo-</td>
<td>people</td>
<td>demagogue, democrat, democratic, democracy, demography, epidemic</td>
</tr>
<tr>
<td>auto-</td>
<td>self</td>
<td>automobile, autonomy, autosuggestion, autopsy, automatic</td>
</tr>
<tr>
<td>psyche</td>
<td>mind, soul</td>
<td>psychology, psychic, psychosomatic, psychoanalysis, psychosis, psychologist, psychedelic, psychomotor</td>
</tr>
<tr>
<td>astro-</td>
<td>star</td>
<td>astronomy, astronaut, astrolabe, disaster, astrodome, astrology</td>
</tr>
</tbody>
</table>

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**OBJECTIVE:** To enhance vocabulary development of the meaning of familiar phrases.

**PROCEDURE:** Discuss the meaning of familiar phrases. See if the child can give explanations of the phrases, both orally and
written.

EXAMPLE

Common Phrases

1. An eager beaver.
2. Comfortable as an old shoe.
3. You can’t win them all.
4. Pretty as a picture.
5. Burned to a crisp.
6. Things go better with a coke.
7. Up and at’em.
8. Rise and shine.
9. Sadder but wiser.
10. That’s the way the cookie crumbles.

* * * * *

OBJECTIVE: To improve vocabulary (lifesaving vocabulary words).

PROCEDURE: Standard vocabulary lists don’t always include those cautionary words that are important for children to know. Instead of waiting for children to learn them the hard way, introduce a lifesaving vocabulary list that includes such words as: flammable, caution, physician, toxic, voltage, and yield. Post the list on a bulletin board and discuss how and where the words are commonly used.

* * * * *

OBJECTIVE: To improve vocabulary and be able to distinguish antonyms.
PROCEDURE:  (Two to six players)
Make a set of cards with as many pairs of words as you desire.
Deal three cards to each player. The rest of the deck is placed face down in the middle of the table. The first player may ask any other player for a card; "Give me a antonym for prompt." If the player has it, he gives it to him, and the person may continue until someone does not have what is asked for and states, "Go find your own antonym." At this point the player may take a card from the top of the deck of cards. When a player can play no more, it is the next person's turn. When a player gets a pair of matching words, the words cards are placed together in front of the player. When someone has used all the cards in his/her hand, the game is over and the score is counted up for that game.

To score: Each pair equals five points. Withholding a card asked for is minus ten points.

Going out: Two points

Each card left in a player's hand at end of game equals one point.

minimum - maximum
complex - simple
estasy - apathy
progress - regress
succinct - round-about
succumb - overcome
asset - liability
liquefy - solidify
tentative - permanent
exit - entrance
discord - harmony
submerge - emerge
horizontal - vertical
continuous - intermittent

Difficulty of words used may be suited to the ability of the group. Words may be handed out beforehand on a word list for the
child to look up and study.

** * * * *

OBJECTIVE: To improve vocabulary and distinguish synonyms.

PROCEDURE: This game is played in the same manner as the antonym game, except that the sets of words are synonyms instead of antonyms. Two or three cards may be required per set for this game.

declare announce proclaim
mild moderate clement
aggressive combative war-like
evident obvious apparent
pressure stress application of force
prolong extend lengthen

** * * * *

OBJECTIVE: To improve vocabulary and distinguish homonyms.

PROCEDURE: Played in the same manner as the antonym game, using homonyms instead of antonyms. To add to this game, the one asking and the one giving the card should give the meaning for the homonyms.

phase - faze feat - feet fair - fare
bough - bow dew - due way - weigh
pair - pare gate - gait die - dye
plane - plain soul - sole straight - strait
time - thyme entrants-entrance lode - load

** * * * *

OBJECTIVE: To improve vocabulary (compound words) and provide practice in reading and spelling skills (Compound Word Spin).

PROCEDURE: Materials: A wheel with words, with a spinner in the
middle. A deck of cards with words. Directing fan the deck of cards out on the table, face down. Player 1 draws a card from anywhere in the deck. The children then spin the word wheel. If the word in their hand and the word they dialed make a compound word, they score a point. If not, they keep the card. At their next turn they may choose to draw another card, or spin to match the one they already have. When all the cards in the deck are used, the game is over. Each card a player has in front of him/her at the end of the game counts as one point against him/her.

Words for Cards
air, grand, flash, head, up, down, base, kick, snow, every, any, man, oat, work, hand, sun, hay, to, birth, school, class, street, horse, no, high, blue, when, out, school, bath, bed, chalk, house, sea, watch, fisher, mail

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OBJECTIVE: To improve vocabulary skills and oral communication.
PROCEDURE: In this exercise, one person states a word. The other person has 60 seconds to say as many words with the same or similar meanings as possible. It is then the next person's turn to supply a word challenge--the person can refer to a dictionary or thesaurus. This is an excellent game for promoting the use of dictionaries and extending vocabulary. The game may be varied using word opposites.

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OBJECTIVE: To develop understanding of parts of speech and to be able to use them in daily activities.

PROCEDURE: (Adjective Brainstorming) Given one minute, and a noun, the child is to write or give verbally as many applicable adjectives or descriptive words as possible for the noun.

EXAMPLE

For the noun "Summer".
Adjectives: Hot, humid, sticky, warm, green, bright, extended, dry, long, short, dragging, expected, late, last, next, brown, flowering, productive.

For the noun "Picture".
Adjectives: Colorful, beautiful, modernistic, descriptive, blue, oblong, rustic, ancient, sketched, photographed, hanging, framed, etched, miniature.

OBJECTIVE: To develop understanding of parts of speech and to be able to use them in daily activities.

PROCEDURE: (Adjective Anna) Draw a stick figure on the board and alongside it write seven or eight parts-of-the-body nouns (hair, skin, eyes, and so on). Ask the child to describe each noun with three adjectives. Then ask the child to make drawings of the person he/she has described and to label his/her drawings with the nouns and three adjectives.
Be sure to encourage children to use colorful, concrete adjectives rather than such amorphous descriptions as lovely or ugly, even though it may mean an Adjective Anna with webbed, spiny, green hands.

* * * *

OBJECTIVE: To develop understanding of parts of speech and to be able to use them in daily activities.

PROCEDURE: (Adverb Brainstorming) Given one minute, and a verb, the child is to write or give orally as many adverbs or adverb-phrases as possible that are applicable to the word.

EXAMPLE

Spoke
Rapidly, hurriedly, slowly, hesitatingly, jerkily, loudly, roughly, with feeling, explosively, timidly, softly.

* * * *

OBJECTIVE: To develop understanding of parts of speech and to be able to use them in daily activities.

PROCEDURE: (Activating Adverbs) To help explain the role of adverbs, try this Charades-like game with children. On several dozen slips of paper, write such directions as "Hop across the room" or "Clap your hands." Put the slips in a container.

Give each child a blank piece of paper that has been folded in half. Then have children, in turn, draw one of the slips of paper from the container. The first child reads the direction and performs the action; the other children observe the action,
write down what the child did on one half of his/her papers and, using an adverb, how she did it on the other half. For example, in response to a girl who clapped her hands, a child could write "clapped hands" (what) on half the paper and "gently" (how) on the other half. When everyone has had a chance to perform, compile a list of the adverbs used and discuss the children’s choices.

* * * * *

OBJECTIVE: To develop understanding of parts of speech and to be able to use them in daily activities.

PROCEDURE: (Picturing Sentence Parts) Nouns, verbs, and prepositional phrases. The roles of the different parts of a sentence become clearer through this flip-chart book activity which combines both reading and drawing.

To make the book, collect these materials: a three-ring binder, 30 index cards, a black marking pen, a hole punch, clear adhesive paper.

Divide the cards into three stacks. On the card in the first stack, write nouns or noun phrases (a dog, the skinny clown, the broom). On the cards in the second stack, write verbs or verb phrases (swims, was running fell). And on the cards in the third stack, write prepositional phrases (in the soup, over the tree, behind the couch).

Punch a hole in the top of each card and cover the cards with clear adhesive paper (or laminate them) for durability.
Insert the three stacks of cards into the three-ring binder.

Children flip the cards to make different combinations of sentence parts and choose one to illustrate. You can change the cards in the book or add to them whenever you want.

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OBJECTIVE: To develop understanding of parts of speech and to be able to use them in daily activities.

PROCEDURE: (Parts of Speech Bingo) Both building the Bingo card and playing the game help to extend an understanding of language. To play the game, you instruct the children to fold their paper into four parts. Open the paper and write the headings across the top of each column. Four headings of any of the parts of speech may be given. The children are to select which heading they feel the words should be placed under, as you read the list to play the game. Children may skip around and place a word on any line under the correct category. You use this word list to read back at random, under the headings.

<table>
<thead>
<tr>
<th>VERBS</th>
<th>ADVERBS</th>
<th>ADJECTIVES</th>
<th>PRONOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>regretfully</td>
<td>beautiful</td>
<td>you</td>
</tr>
<tr>
<td>rely</td>
<td>condescendingly</td>
<td>careless</td>
<td>themselves</td>
</tr>
<tr>
<td>behold</td>
<td>slowly</td>
<td>slovenly</td>
<td>him</td>
</tr>
<tr>
<td>signify</td>
<td>meekly</td>
<td>despicable</td>
<td>she</td>
</tr>
</tbody>
</table>

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OBJECTIVE: To improve written expression and to be able to write more creatively.

PROCEDURE: (Writing Sentences and Paragraphs) Writing expressive
sentences from a set of words can be a creative and interesting, experience for children which extend language skills. Children enjoy comparing the diversity of sentences using the same words. These words may then be used to write a paragraph after experimenting with sentences only. Omission and addition of prefixes and suffixes is allowable.

EXAMPLES

1. Words to use--image, joyous, desire, joy, joyful
   
   (a) When she saw her image in the mirror, she was not joyous because she desired to be more beautiful.

   (b) The beautiful image reflected on the water triggered a joyous desire within him to communicate with nature.

   (c) The image of creating joy in the hearts of men was not his desire.

   (d) It was her desire to present a joyful and beautiful image to the world.

2. Excite, describe, description, secure, fascinate, mystery.

   (a) The mystery of the world was fascinating and exciting to John. He could describe for hours the beauties of nature. To try to shorten his lectures was impossible, as one could not secure his attention long enough to interrupt.

   (b) An exciting mystery is fascinating to the average TV viewer. Each description of the characters must be listened to carefully if you are to secure enough clues to find out "who done it".

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OBJECTIVE: To improve written expression and to be able to write more creatively.

PROCEDURE: (Place Brainstorming) This exercise may be oral the first few times, then broadened to include written exercises. Give one to two minutes for each exercise. Give the child a particular place. Have the child write everything he/she can think of that would be in that place.

EXAMPLES
Office, kitchen, bedroom, classroom, spaceship, garage, darkroom, scientist lab, bathroom, postoffice, creamery, bakery, carpentry shop.

OBJECTIVE: To improve written expression and to be able to write more creatively.

PROCEDURE: (Making Up Commercials) Given a product to sell, students can have fun and extend their language skills as they write and read original commercials. Parodies of commercials also provide excellent language extension.

OBJECTIVE: To improve written expression and to be able to write more creatively.

PROCEDURE: (Writing Own TV Endings) Assign a TV show that comes on one channel one night and another channel the next night.
This must have a plot, not a talk or quiz show.

Name of show ________________________________

Type of show ________________________________

Setting _____________________________________

Plot:

Conflict arising:

How I would finish show:

(Events in sequence I would have happen)

Ending:

* * * * *

OBJECTIVE: To improve written expression and to be able to write more creatively.

PROCEDURE: (Thumbprint Characters) Thumbprints are transformed into small creatures and become the subjects of this paragraph-writing activity.

Provide ink pads so that the child can place his/her thumbprint on a piece of paper. Then ask the child to, corporate his/her prints into drawings of animals or imaginary creatures.

Under the finished drawings, have the child list the following: the name of the creature, the creature’s habitat, the
creature's behavior or its role in its own society. Then ask the child to use the information he/she has listed to write a paragraph describing his/her creations.

You can also use thumbprint characters to give the child a practice in organizing the child's ideas and developing topic sentences. Ask the child to list any 10 characteristics of their creatures, write a topic sentence that will encompass the information, and then develop paragraphs with the supporting details.
CHAPTER SEVEN

CONCLUSION

The ideas and activities in this book are not recipes. A parent or teacher cannot "turn out" a child as one does a cake. Do not expect to turn to a "recipe," follow it and have the problem solved. It will not happen. The activities must fit the objectives developed for the child, based on his/her specific disability or need. Do not limit yourself to the activities in this text, or to any one program: Discover your own creative potential. The "chemistry" occurs through parent-child interaction. When you feel you have reached the end of your rope with your child and can never teach him/her what he/she needs, that is often the moment when your imagination propels you into an activity that sparks the child's learning. Ideas may be a combination of things you have read, other activities you have tried, and the child's best learning channel.

SOME THINGS TO REMEMBER

1. A child does not resent doing something at which he/she can succeed, especially if it is presented in a manner for a specific purpose. Aim for the development or skill levels, not the chronological age.

2. Keep your eyes open for new materials and ideas. Attend workshops and conferences.
3. Set realistic objectives for yourself and your child. Do not engage in activities just for the sake of doing something different.

4. Do not be afraid to experiment. Your own ingenuity and creativity as you work with your child will enable you to come up with activities to fit specific needs.

5. Adapt activities to meet the social and emotional needs of the child. For instance, first grade reading material may be the reading level of the teenager, but do not use a first-grade reader.

There is "chemistry beyond" the pages of this paper. The chemistry starts the day you look at your child and view his/her strengths and weaknesses. It starts when you ask yourself, as a parent, to unlock the chemistry that is inside your child. Your task is not impossible. Don't expect to "cure" all ailments or even to teach all knowledge and skills. You, the parent, are an exciting guide to open up a new world for your child.
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