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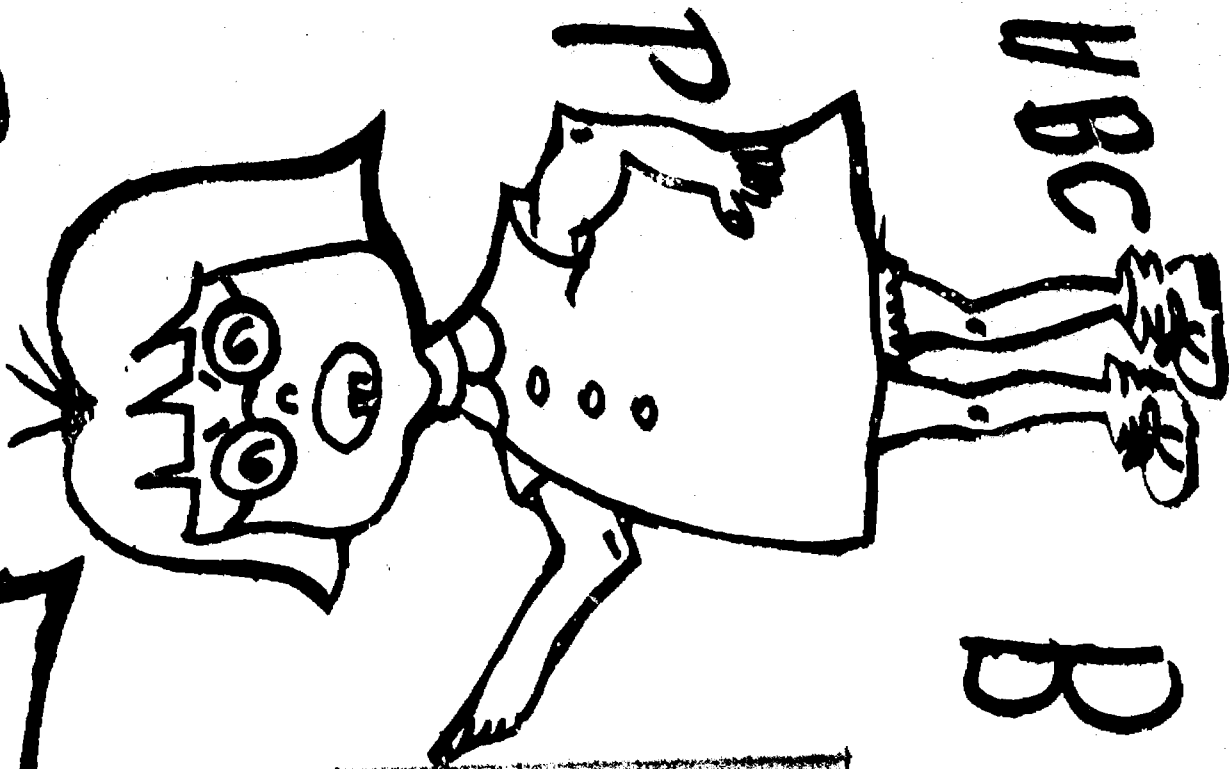
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Sam's no dummy!

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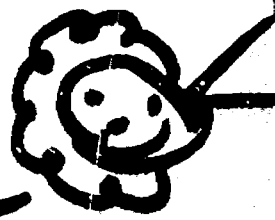
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School District, No. 17

Wayne, Nebraska

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He doesn't look like a dummy...  
He doesn't test like a dummy...  
He's no dummy!

But . . . . .

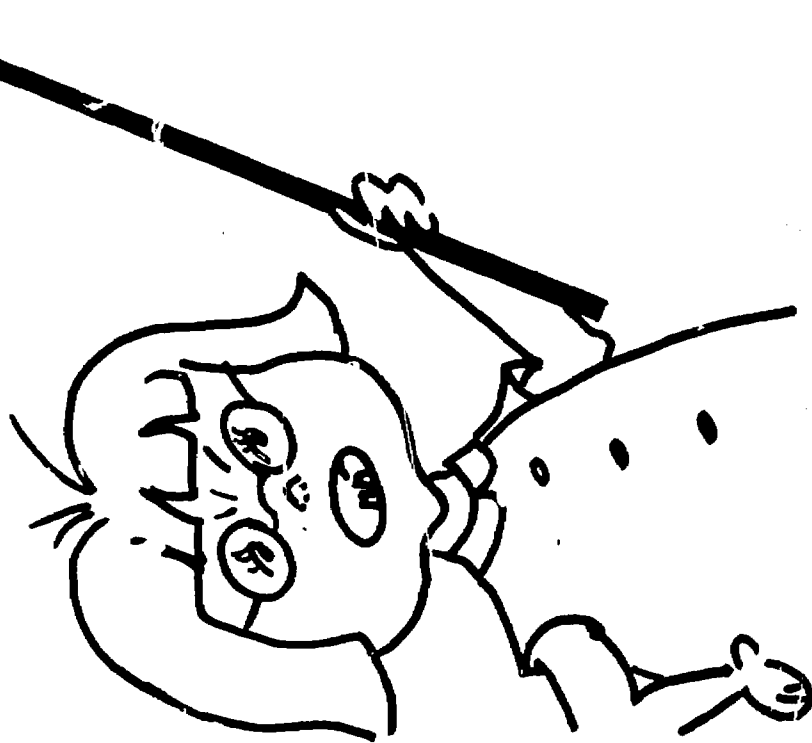
He does have something called

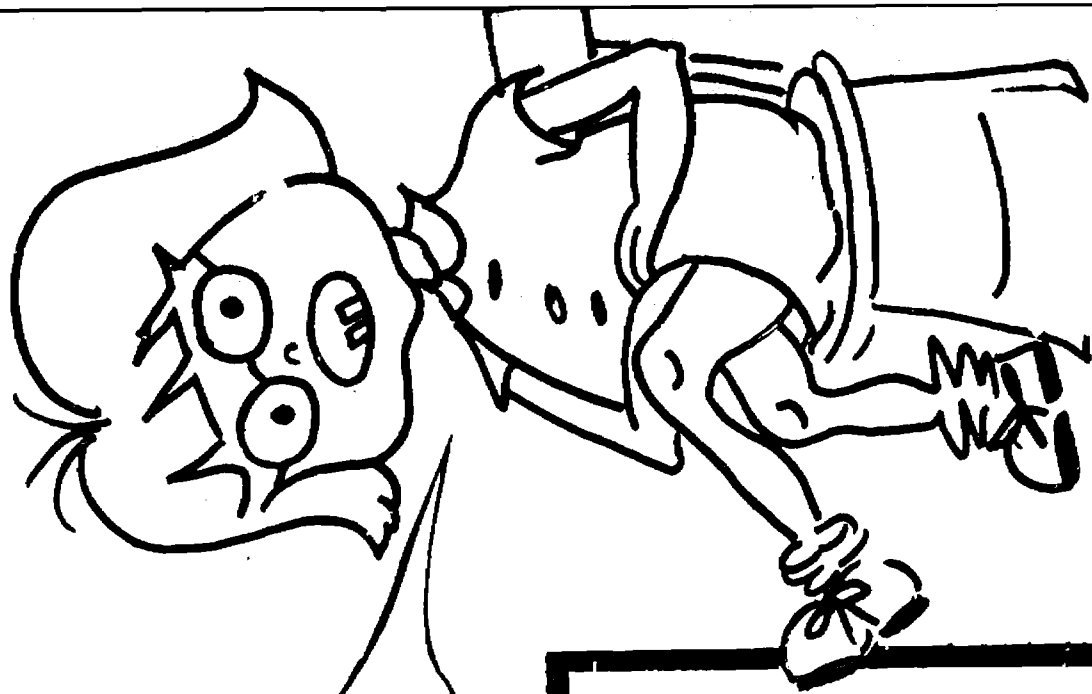
**S L D**

**SPECIFIC LANGUAGE DISABILITY**

He will often be:

- . . . . . A slow, laborious reader despite an average or above average IQ.
- . . . . . A bizarre speller.
- . . . . . Clumsy and sloppy in handwriting skills.
- . . . . . Lost in space - with directionality problems.
- . . . . . Uneven in performance -- one day to the next, one subject to the next.
- . . . . . Confused in processing what he hears.
- . . . . . A "reverse" of letters and numbers.
- . . . . . Hyperactive and inattentive.
- . . . . . Judged as lazy or recalcitrant by teachers and parents.
- . . . . . Discouraged.





Do you recognize him?  
He goes to your school!

He's the kid that doesn't learn reading with a sight word approach --- He may have problems grasping abstractions; then he'll have trouble with math, too.

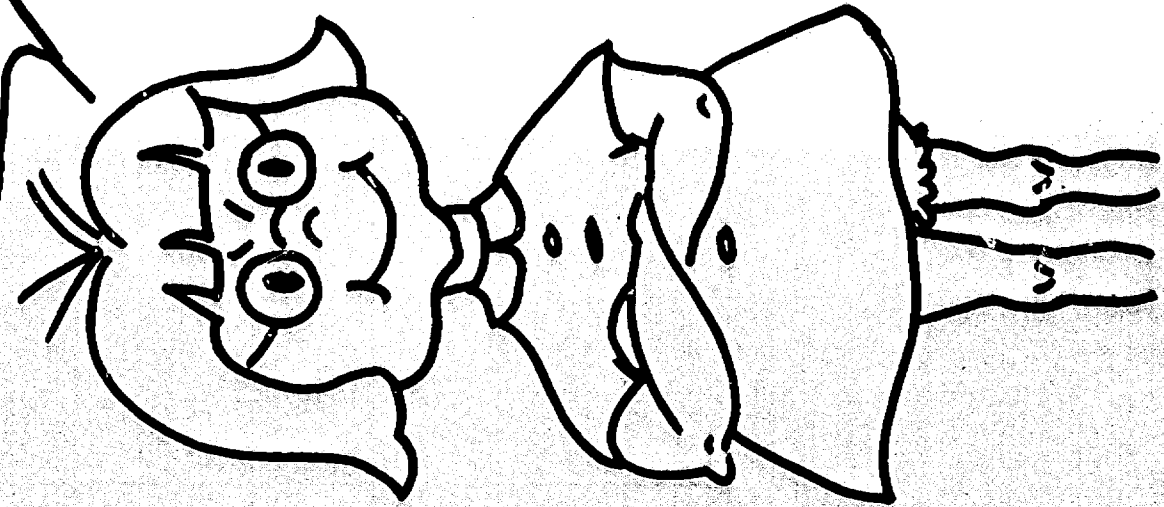
At time his spatial hangups bug you because his margins are non-existent; his work slants this way and that. He has to use his finger to keep his place in reading and he often moves his lips, mouthing the words.

Yet he's an intelligent youngster, often alert in conversation --- but he forgets directions so easily.

Recognize him? There are three or four in every classroom and chances are that he is a boy. If you take time to inquire, his mom or dad may tell you they had problems with reading or spelling when they were children but didn't know why or what to do. Now we know that if we use teaching techniques to match his learning style, "Sam" can be successful.

Will you please help him -  
He wants to learn.

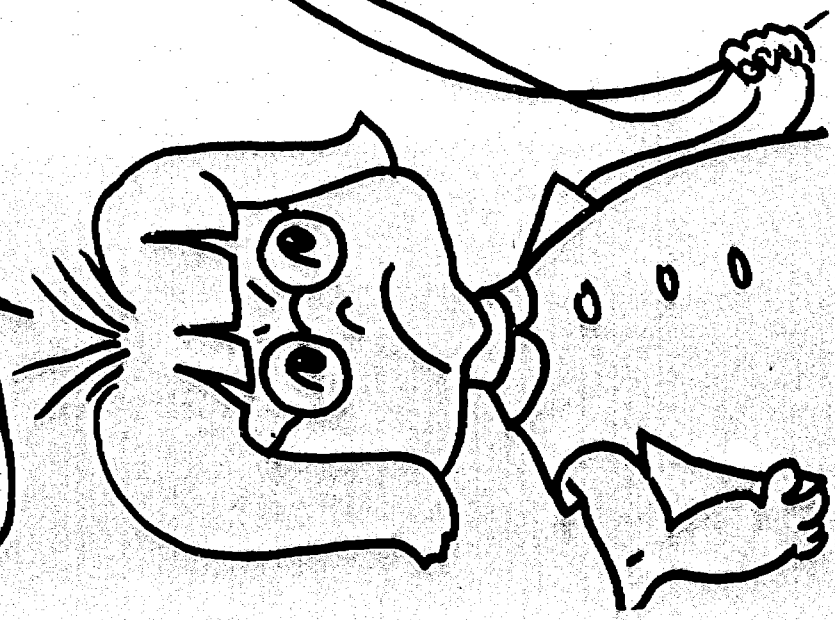
They're doing things in some places!  
Wayne-Carroll schools have been  
helping Sam...



Project Success, a Title III funded project, began in 1971 in West Elementary School, Wayne, for children with specific language disability, Grades 1-4. Underlying philosophy was a commitment to keeping "Sam" in the mainstream of education. There are too many Sams to ever meet their needs except in an economical classroom-based program. In the project, classroom teachers are taught by the trained language therapists, first observing; then team teaching; and finally assuming the leadership role.

The classroom-based program is the only effective way, too, because Sam is not just a "reading case" or a "motor problem" or a "math disaster". He's a human being, and he needs understanding as a whole person. That's why Project Success deals with the whole child and all who guide him and attempt to help him develop his potential.

Never heard of it, huh?



Curriculum Modification

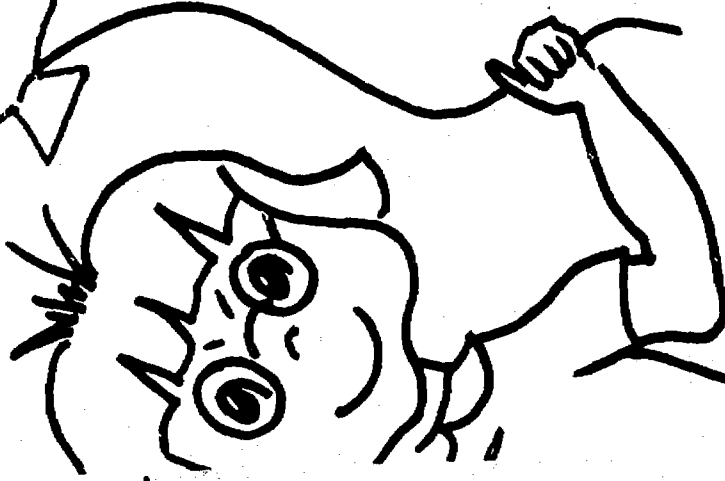
Language Arts

Motor Perception

Project Success is divided into 3 parts

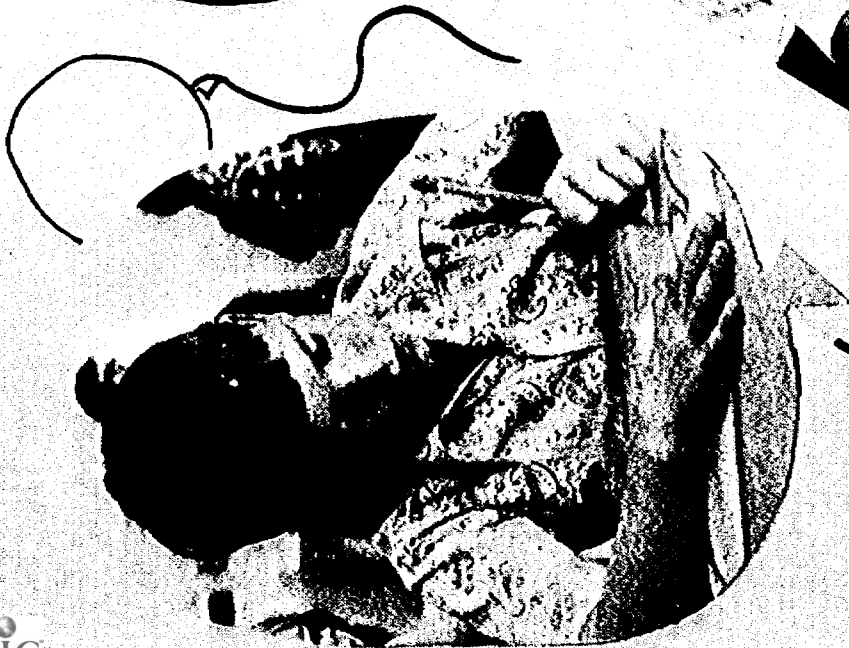
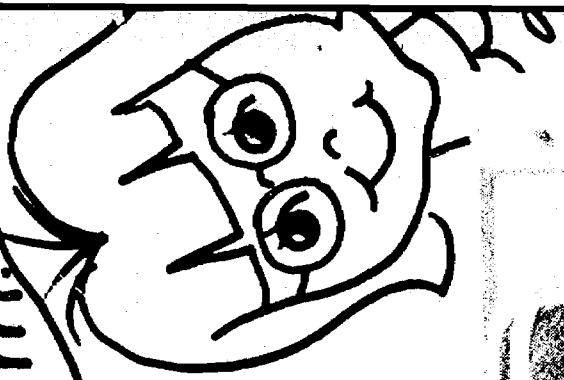
Language  
Arts

WITH THESE  
APPROACHES  
"MULTI SENSORY"  
"SYSTEMATIC PHONICS"  
"HIERARCHY OF SKILLS"  
FOR DAILY PRESCRIPTIVE  
TEACHING AND EVALUATION"



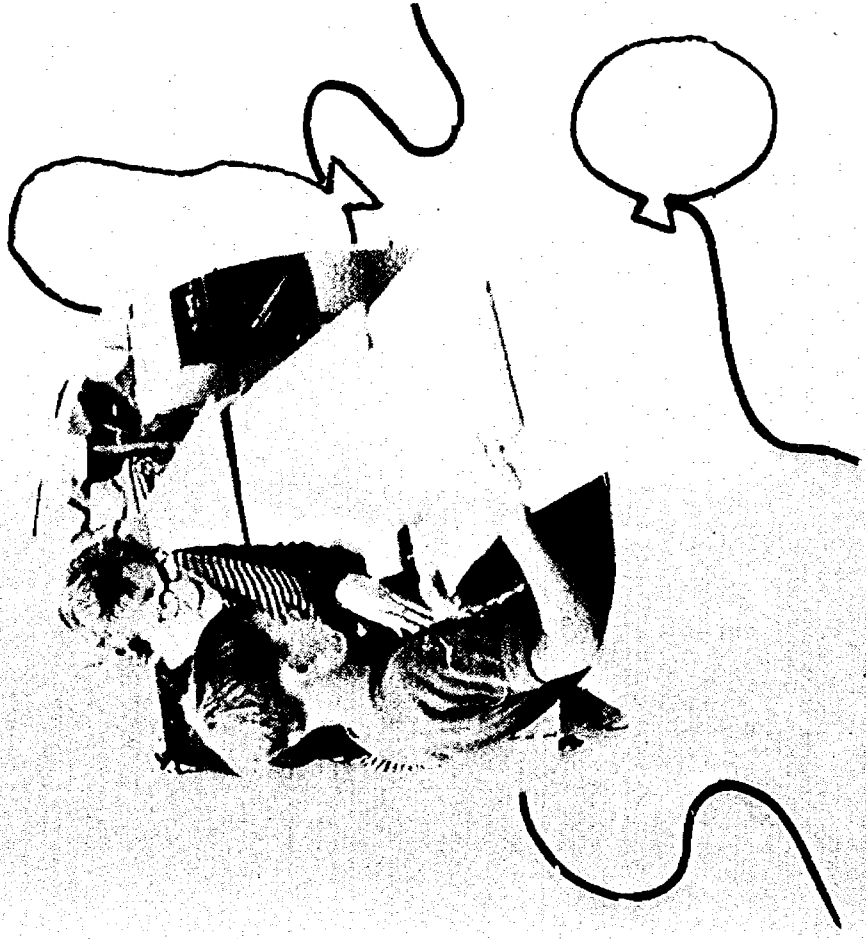


Wow! Do we ever use  
innovative techniques  
in our Language  
Arts program!





How many syllables?



Blending - a skill often overlooked.

But.....  
Project Success  
Project stop  
doesn't stop  
here!

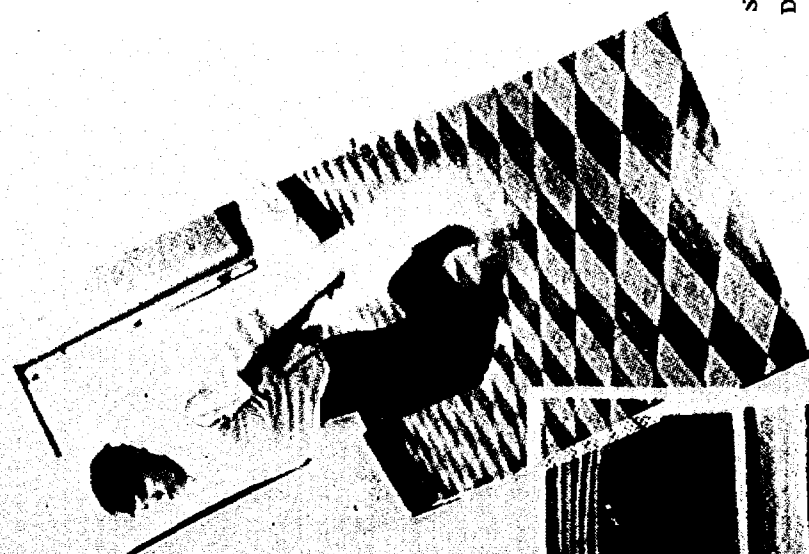
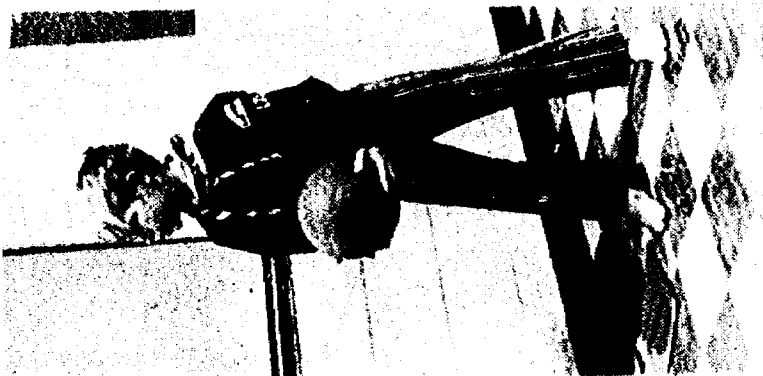


Muscle Memory

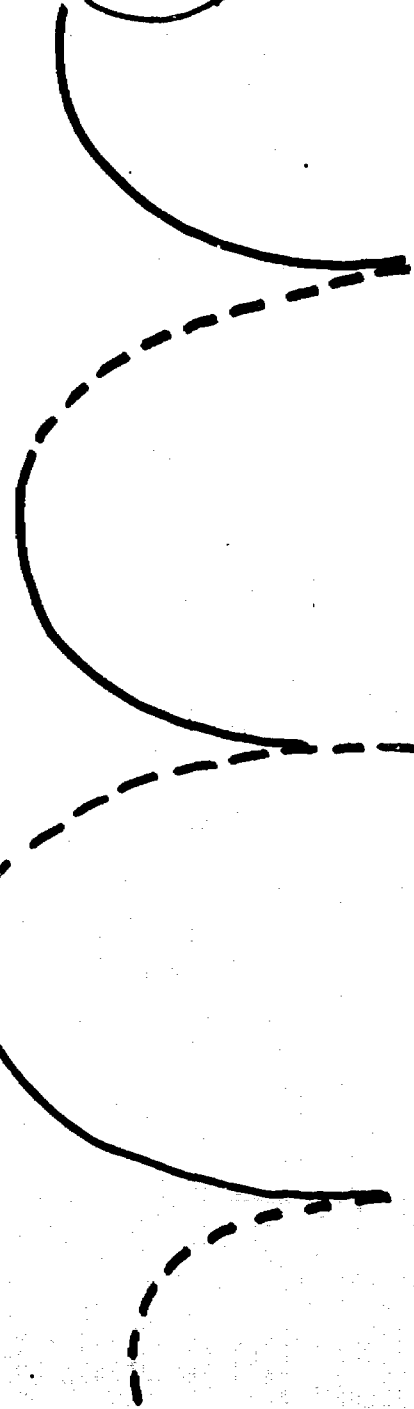
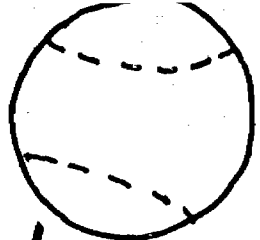
A child's ego begins with his physical self... wow! What a great way to build self confidence!

# MOTOR PERCEPTION





SPATIAL AWARENESS      TEMPORAL AWARENESS      MUSCULAR STRENGTH  
DYNAMIC BALANCE      BODY AWARENESS

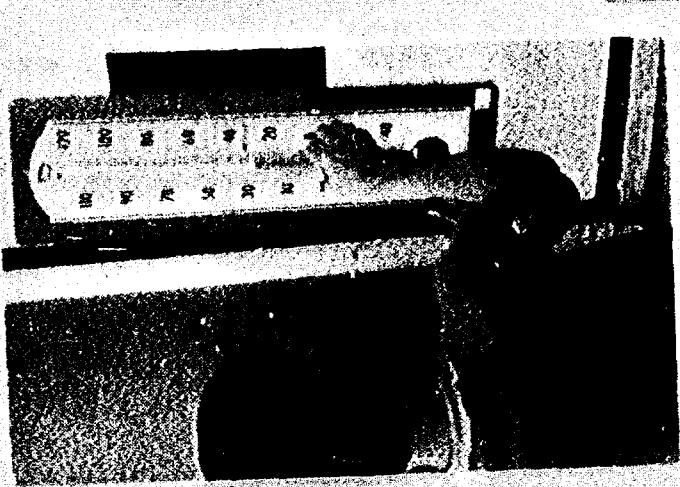
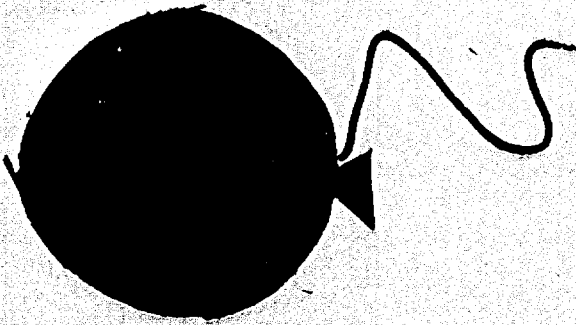
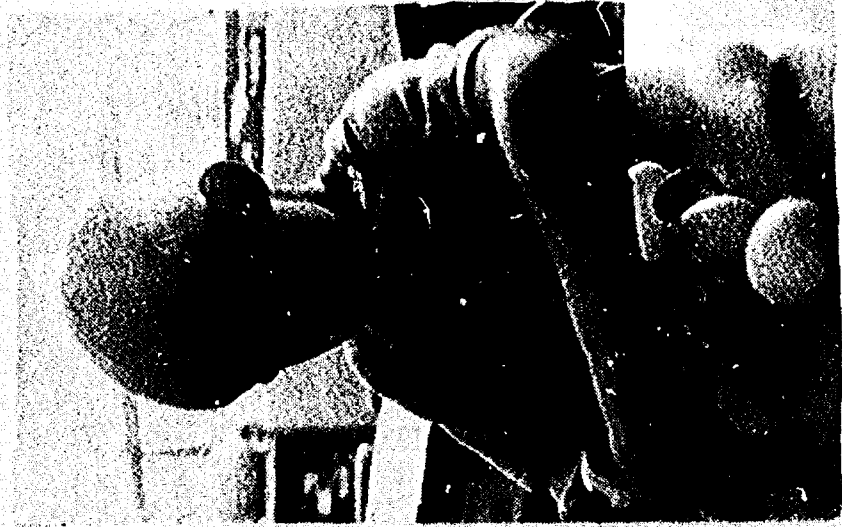


WOW!  
Teaching techniques geared to individual learning styles!



# CURRICULUM MODIFICATION





MULTI-SENSORY MATERIALS AID THE STUDENTS

**CURRICULUM  
MODIFICATION**

**MOTOR  
PERCEPTION**

**LANGUAGE  
ARTS**





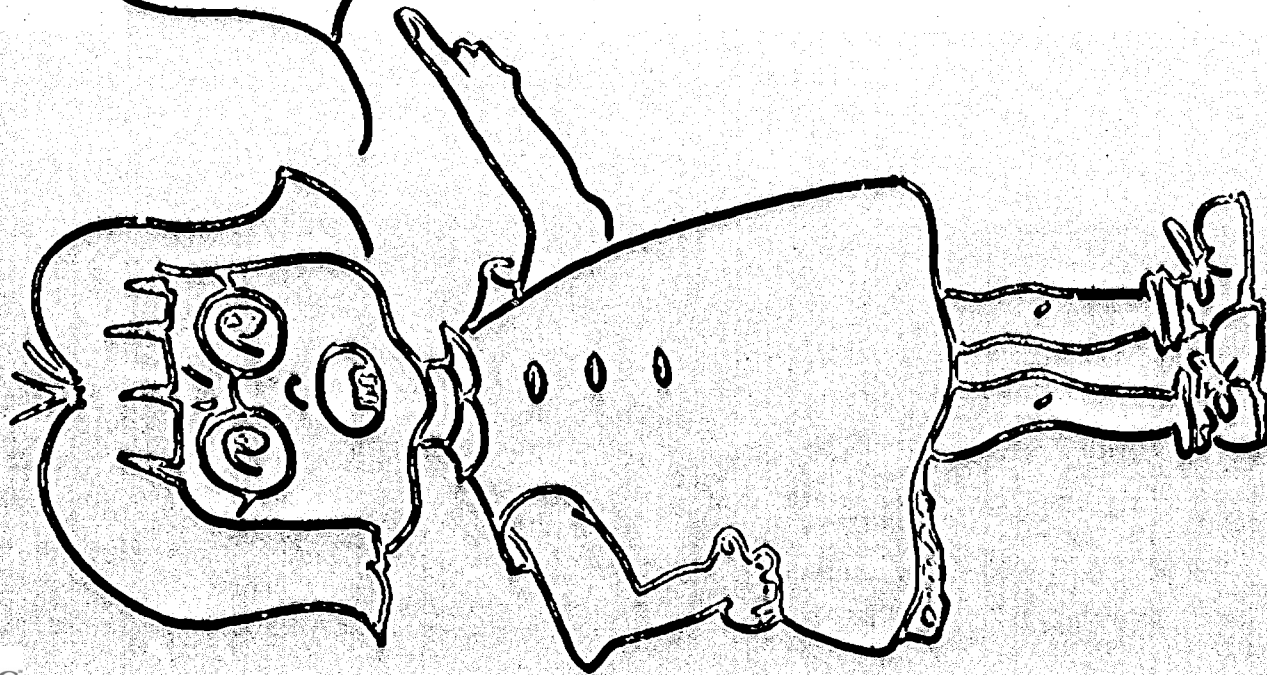
The school  
can't do it  
all, you know!



When parents and teachers study together and exchange ideas, children benefit. In Project Success, bi-monthly workshops are held with emphasis on fun activities parents can share with their children to help them strengthen their learning pathways and build a sturdy self-image.

A Community Council where professionals, lay citizens and parents come together to work for the welfare of children has given strong support to Project Success.

Subcommittees of the council recruit volunteer aides who have been an important ingredient in the success of the project. The committees suggest ways the project can be improved and coordinate with other agencies to provide a summer workshop to train area teachers in the techniques that work with SLD children.



So you like what you  
saw? What are you  
going to do about  
it?

Three curriculum guides are available if you are interested in importing Project Success into your classroom: Language Arts, Motor Perception and Curriculum Modification.

Include \$2.50 per manual and send your request to Richard Metteer, Project Director, West Elementary School, Wayne, Nebraska 68787. Please include your school name and address.

The children and staff of Project Success love company. Come visit us if you can.

# A Summary of "Project Success"

"Project Success for the SLD Child" has as its general goal the prevention of educational failure for the elementary school child with specific language disability (Grades 1-9). The child who is the target of Project Success has been termed the Specific Language Disability child not because language is the only area in which the child's difficulty manifests itself but because his characteristic inability to read, write and spell with facility despite a normal I.Q. has a devastating effect upon his progress in almost all subjects of the curriculum. Whatever else his problems, his language problem is crucial and and its solution is highest priority.

A prescriptive Program and classroom delivery system exists for every child in the project in three areas: (1) A multi-sensory structural linguistic language program which integrates all aspects of language - - reading, writing, speaking and listening: (2) Motor perception training to help the SLD child understand and control his own body and thus become more efficient and effective in his movements: (3) Curriculum modification in all subject areas so that classroom teachers become more adept at developing alternative strategies appropriate to the learning style of the child. Curriculum modification is a translation of individual need into an individualized program which will keep the child functioning in an adequate manner within the mainstream of education.

Daily process evaluation is achieved through the use of hierarchy skill charts in both the language and motor skill, he or his instructor records his success on his hierarchy chart so that both know which skills have been mastered and which remain to be presented and practiced.