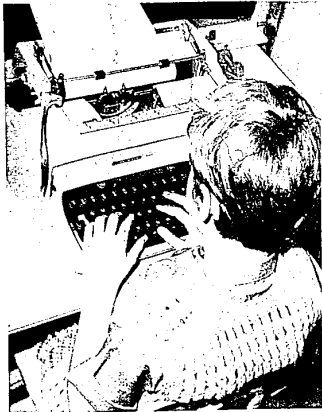




MOTOR TRAINING—Lynn Bothwell learns to use a primary typewriter and by doing so improves her fine motor skills.



HANDS UP—Brian Corey learns to differentiate between right hand and left as part of "gross motor" training in perceptual development.

Miracles Can Happen In Farmington

Students of Mrs. Carleen Thomas and Mrs. Valerie Cheyne at Forest Elementary in Farmington gave an outstanding performance last Christmas of the play "The Sailor's Christmas."

Anything remarkable about this? Yes, because these students are enrolled in two of the three classes which comprise the perceptual development program offered by the Farmington School District.

For them, memorization of

lines requires heroic effort and many, many hours of rehearsal.

Mrs. Cheyne is teacher of 10 pupils ranging from eight to 10½ years old. Nine pupils who report to Mrs. Thomas are 10 and 11. Nine younger children from six to eight are taught by Mrs. Nancy Brodnick at Cloverdale.

Their exceptional needs usually become apparent during the first grade of regular school work. Though on two individuals manifest perceptual disabilities in precisely the same way, their common problem is an inability to get along in a regular classroom.

This is not due to a lack of intelligence. Rather, differences may appear as a high degree of distractibility, poor organization, poor use of language, emotional instability, hyperactivity or its reverse, extreme lethargy, a difficulty in changing tasks, a lack of motor coordination.

Roughly, perceptual disorders fall into the four categories of visual, hearing, social, or motor disabilities.

"To determine the treatment for each individual case requires extensive testing by a team of workers which may be composed of a psychologist, a social worker, a reading specialist, and a speech and language correctionist," Mrs. Cheyne explained.

ALL THREE of the teachers have post-graduate training in dealing with exceptional children.

Their classrooms are divided into study carrels to reduce distractions, and enrollment is limited to not more than 10 students per class.

The teacher discovers each student's special strengths and uses them to correct his weaknesses.

By learning parts, the pupil learns to comprehend the whole.

The point of breakdown in the child's developmental sequence is determined and built upon from that plateau.

Games and devices are used to develop insight into a particular learning step. Many kinds of manipulative materials help to sustain interest.

THERE ARE NOW 54 such

programs operating in 23 Oakland County districts. Costs of housing and equipping classrooms are paid out of revenue from the special education tax approved in 1953 and 1955 by county voters.

Operating costs are shared by Oakland Schools and the state department of education.

"Our program is not a panacea," said Douglas Smith, supervisor of special education. "It does not erase problems. But if we can receive a youngster at the right time, we can assist him to make a fairly good adjustment back into the educational mainstream."



STR-E-TCH—Randy Luok's chalkboard circles help him to refine his fine motor operations. They're fun, too.



SOUND DISCOVERY—Mark Lyons, assisted by Mrs. Valerie Cheyne, trains his ear to distinguish more and more different sound values.



LISTENING IN—David Hill and Garyth Brown prepare to read for Mrs. Car-

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