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Learning Through Perceptual-Motor Activities

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LEARNING THROUGH PERCEPTUAL-MOTOR ACTIVITIES

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by

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TABLE OF CONTENTS

TABLE OF CONTENTS
(continued)

PREFACE

"There may, however, be an additional goal for physical education to contribute to the overall learning ability of the child. Perhaps we should stop thinking of 'physical' education as different from 'academic' education and recognize the mutual contribution of both. Then physical education can become a basic part of a total educational program for the whole child."[1]

My graduate studies at Lindenwood have involved creating a Handbook of Perceptual-Motor Development activities and writing a paper that analyzes and reflects upon the development and implementation of such a program. Thus the following paper gives the reader a comprehensive over-view of a perceptual-motor program in the public elementary school.

The paper provides a historical perspective of the perceptual-motor movement which began in the 1960's. Following this section is a rationale which provides the reasoning for a perceptual-motor program. General objectives for the program are provided in the next section. Terminology and characteristics of the perceptually-handicapped child give further insight into this developmental area of learning.

A major section of the paper is dedicated to the five developmental areas of learning. These areas include general coordination, balance, body and space awareness, eye-hand coordination and eye-foot coordination. Detailed consideration is given to each developmental area and, when applicable, progressing activities are given.

Evaluation of any program is vital to its growth. Therefore the last section deals with evaluation and recommendations for change. In evaluation attention is given to both the instructor and the program. After such

evaluation, recommendations for change are included. Such changes include more kindergarten student enrollment, more parent interviews, and the initiation of such perceptual-motor program in all Hazelwood elementary schools.

BEGINNING INTERESTS IN PERCEPTUAL-MOTOR LEARNING . . .

Learning situations should be experienced by all children on the learning spectrum. Unfortunately in physical education, the emphasis has been placed on the gifted or talented student. Little attention is paid to the student who experiences failure and frustration because he does not move well.

Two years ago, I had the opportunity to become involved in a pilot program involving perceptual-motor learning. This was an outstanding program introduced to the Hazelwood School District. This particular program involved entire classes of kindergarten and first grade students. Perceptual skill concepts were stressed throughout the program. This program made me aware of definite needs involving children who do not move well. This was an excellent starting point for development of perceptual-motor skills in my school.

The perceptual-motor program proposed here is one of small group instruction. Time factors and class size make it next to impossible to meet the needs of students with perceptual-motor problems. Through this program each student's needs are assessed and a program of instruction is set up to meet these needs. Through such a program the child will develop his gross motor coordination.

INTRODUCTION

Perceptual-motor development refers to one's ability to receive, interpret, and respond successfully to information gathered through the senses. The senses most responsible for learning are the auditory, visual, tactile, and kinesthetic. These senses must be stimulated in many ways to ensure maximum growth of the learning process. Through a perceptual-motor program, all of the senses are strengthened, especially the visual sense. It is through this sensory enhanced environment that a child with motor deficiencies can prosper. The intent of such a program is to allow children with motor inadequacies to gain confidence and skills in order to function at a minimal level of proficiency.

HISTORICAL PERSPECTIVE

Perceptual-motor learning received national recognition in the early sixties with the introduction of Newell Kephart's ideas. Many educators have contributed to this idea but none to the degree of Kephart. His book, The Slow Learner in the Classroom, has been the major basis for study in this area. Kephart insists that there is, "No one method of teaching slow learners or children with perceptual motor

problems. There are hundreds of methods among which the teacher must select that one or ones which fit the needs of the child in question."[2]

Teacher attitude, as stressed by Kephart, is an important component of any educational setting. Feeling good about one;s self is the first precedent. A teacher must have his own life in proper perspective. Secondly he must show a genuine concern for his students. Before a teacher can effectively teach, he must believe that his students are human beings worthy of learning. Total involvement and commitment to them will yield the best results.

Macdonald and Zaret did a study on nine teachers and their students. The following quotation from their study indicates the importance of teacher behavior in influencing students:

> It was found that both teachers and student behavior could be reliably categorized. When teacher behavior tended to be 'open' --clarifying, stimulating, accepting, facilitating--the student responses tended to be 'productive'--discovering, exploring, experimenting, systhesizing, deriving implications. When teacher behaviors tended to be 'closed'--judging, directing, reproving, ignoring, probing, or priming--the student responses tended to be 'reproductive' parroting, guessing, acquiescing, reproducing facts, reasoning from given or remembered data.[3]

Thus, a program, whether it is in a perceptual-motor program, or one in math or science needs a good facilitator of learning. And that facilitator, to be an effective

educator must have a good attitude and concern for the learning system.

In addition to this acknowledgment of good teacher attitude, Kephart stresses two other points for consideration. They are that motor development progresses generally from "gross" to "fine" and that the concept of transfer is developed by teaching generalizations. Many times children are expected to display fine motor skills before they properly develop gross motor or large muscle skills. With gross motor development, the child learns to control his entire body or major segments of his body. As he explores his environment and the use of his large muscles, he becomes efficient in his movements. A child with a perceptual motor problem may not have the development necessary to function in his environment. The unfortunate part of this lack of development is that a child deals with his deficiencies by avoiding tasks. Consequently, he becomes unsure of the movements his peers take for granted. With the initiation of a perceptual-motor program, these gross motor areas are assured of development.

Kephart again reveals his staunch support of gross motor development in the following quotation:

> If fine motor control is learned before or without gross motor control, such precise control may develop as a splinter and may come to be detached from the overall activities of the organism.[4]

Thus, the physical education teacher has the responsibility of teaching gross motor skills so that the student will be able to successfully transfer these skills to other aspects of his life outside the actual physical education class. After these gross motor skills are developed, then the instructor should focus on the development of specific motor skills.

In the planning of a perceptual-motor program, splintered skills should be avoided and generalized skills should be encouraged. A splintered skill is a single developed skill which is employed in one specific situation; whereas, a generalized skill is a behavior much broader in scope, and it has a carry-over value in other activities. Because a student can walk a balance beam without falling does not necessarily mean he has good balance. It is when he can transfer his learning, generalize it to other areas, that he has successfully enhanced his balancing abilities. The educator must be careful to teach generalized skills rather than splintered skills in order to assure motor proficiency.

Marianne Frostig is another pioneer in the area of perceptual-motor development. Her programs

emphasize the development of visual perception and the utilization of motor activities as an integral part of the learning system. It is Frostig's theory that children need to be proficient in five basic visual perceptual skills before they can be successful in school. These perceptual skills include:

1. Visual-motor coordination. The ability to combine movement of the body with vision in a coordinated manner.

2. Figure-ground perception. The ability to distinguish an object as distinct from its background. The "figure" is the center of one's attention while the "ground" is only dimly perceived.

3. Perceptual constancy. The ability to perceive objects in the environment as constants despite inconsistencies in shape, color, size, or dimension.

4. Perception of position in space. The ability to perceive objects in relationship to one's own body. Accurate perception one's position in space enable him to identify objects as being to the left or right, above or below, or in front or behind.

5. Perception of spatial relationship. The ability to perceive the position of objects in relationship to each other without regard to self.[5]

Frostig has also developed activities to enhance each of these areas and has developed a test that covers the five areas mentioned above. All of her programs are progressional steps which aid the child in improving his abilities in the classroom.

Robert Valett has developed a program intended to assist a child with a learning disability.

Many of Valett's ideas are parallel with Kephart and Frostig. This particular program goes beyond Kephart's perceptual-motor ideas and Frostig's perceptual training program since it takes the additional skills of language, conceptual, and social skills into consideration. The Valett program is a comprehensive program that offers assistance in:

1. Gross motor development. The development of the child's large muscle abilities in a variety of locomotor activities and the development of an awareness of the body and its parts.

2. Sensory-motor integration. The integration of gross motor activities with fine motor activities through the manipulation of objects.

3. Perceptual-motor skills. The ability to utilize basic visual-motor, visual and auditory skills in a functional manner.

4. Lanaguage development. The functional use of speaking, reading, writing, and spelling.

5. Conceptual skills. The developing of the child's general reasoning abilities.

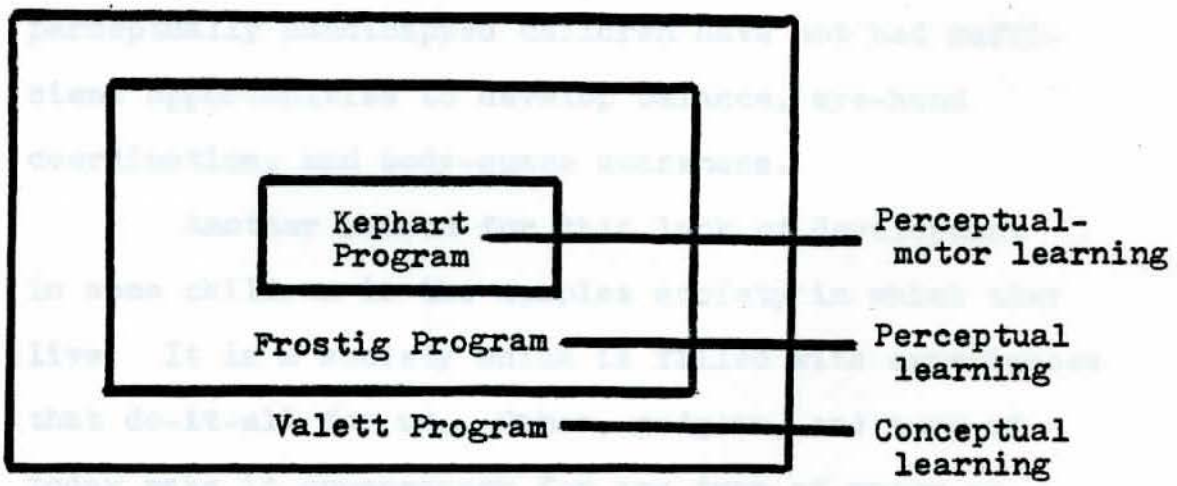
6. Social Skills. The development of accepting social behaviors.[6]

In looking at the above list, it is apparent that the physical education instructor's objectives are closely related to points one, two and three. However, steps four through six are equally important and should be considered in the conception of a perceptual-motor program. Another refreshing aspect of Vallett's theory is that it extends beyond Kephart's and Frostig's theory in that it incorporates remedial skills which

emphasize the conceptual aspect of learning.

All three educators have one central theme. This theme is to view movement as a necessary component in the learning hierarchy. In addition, they all utilize perceptual-motor skills to aid the child in meeting with success in the classroom. Utilizing a perceptual-motor program of planned sequential movements is essential if children with perceptual-motor problems are going to succeed in developing basic skills which are necessary to function within the school and the community.

The following graphic illustrates the relationship between the three theories of perceptual-motor development.



THE RELATIONSHIP BETWEEN
KEPHART, FROSTIG, AND VALETT'S PROGRAMS

RATIONALE

From the moment of birth, man involves himself in a very basic activity called movement. In the development of movements, some move more quickly and efficiently than others. Children with perceptual-motor problems do not move effectively. As a result, they do not mingle and explore their environment like their playmates. Feeling furstrated and angered at the thought that they cannot function on the same level as others, they tend to give up. By the time they get to school, they have avoided the many gross and fine motor activities that should have been developed in the early childhood years. Many of these perceptually handicapped children have not had sufficient opportunities to develop balance, eye-hand coordination, and body-space awareness.

Another reason for this lack of development in some children is the complex society in which they live. It is a society which is filled with experiences that do-it-all for us. Games, gadgets, and toys of today make it unnecessary for any type of motor sequencing or discrimination; much less do they stimulate the thought process in children. The main objective becomes just to sit back and watch. Consequently,

the child experiences not only limited movement but also limited contact with his environment.

A child confronted with the realization that he cannot function at the level of other children his own age can develop a poor self image. In turn, this poor self image, brought about by his inability to experience success in the physical realm, can lead him to engage in a more passive type activity which is less threatening. This activity very often becomes television viewing. Though a good invention in the area of communication, television is not intended to be idolized for five to ten hours a day. The point is that as young students involve themselves in this passive type of activity, they are not challenged by perceptual-motor skills which are necessary for growth. They need to be out climbing trees, jumping over objects, swinging from ropes, and throwing balls. Kephart insists that:

> Although the perceptual-motor problems are usually anatomical or physical in nature, they are aggravated or magnified by our restricted environment, in which children no longer have a need for, or adequate practice in, developing such things as balance and eye-hand coordination.[7]

Being exposed to this type of restricted environment has its limitations. Being passive and not exploring one's environment can be detrimental to a child's early gross motor growth. As young children begin those first important years in school, they should experience

their bodies and what their bodies are capable of doing in order to expel the fear of failure. Therefore, teachers must be keenly aware of the existing problems, and, as a result, structure a systematic program which will ensure the development of the needed skills necessary to combat the deficiencies of their students.

Although the movement experiences of a regular physical education class are by nature perceptual-motor activities, the child with a perceptual-motor problem needs individual attention. Because time is limited and large class sizes, many times it is an impossibility to give all students the individual attention they need. Students needing additional time and practice to develop balance, eye-foot and eye-hand coordination, body-space awareness, and general coordination skills should not be neglected. Thus, the teacher must provide a series of developmental activities which will allow the student to achieve some degree of success; for success breeds success. If a child is confident of his gross motor skills, he will develop a positive self image and will be able to transfer his learning to a classroom situation. The simple task of holding a pencil correctly hinges on a child's ability to develop sufficient eye-hand coordination. This need can be met through an organized, well planned perceptual-motor program.

The proposed perceptual-motor program is designed for kindergarten and first grade students

who have been diagnosed as having one or more perceptual and / or visual handicaps. Early teacher detection, assessment, and remediation of these learning disabilities should be encouraged to avoid future frustrations and failures. The general objectives of this particular program reveal the advantages of the perceptually-handicapped child being involved early in his school career. These objectives will be given later in the paper.

Through a perceptual-motor program, a child can experience a sensory enhanced environment which includes fun and challenging activities that he might not have been exposed to before. Through these activities, a dedicated teacher commitment, and increased experiences with the environment, a child can develop his skills to an average level of proficiency and, thus, develop confidence in his ability to perform other school related activities.

GENERAL OBJECTIVES FOR PERCEPTUAL-MOTOR PROGRAM

The implementation of any program must have sound objectives that should serve as daily guidelines for planning developmental activities. At the end of this perceptual-motor program, the child should have developed the following general objectives:

1. To enhance the sensory functioning of each child.
2. To develop a positive self image through success-oriented activities.
3. To promote a sense of belonging in each student.
4. To develop a positive attitude toward learning.
5. To develop sufficient gross motor coordination to function at a level of average competency.
6. To develop an appreciation of one's body through perceptual motor activities.
7. To develop a sense of cooperation in each student.
8. To assist each student in acquiring efficient movements.
9. To help each child to utilize his strengths to combat his weaknesses.
10. To develop in each child sound safety practices.

TERMINOLOGY

Body Awareness: Knowing the names, movements, functions, and locations of body parts; possessing an inner sense that one side of the body is different from the other side of the body; and understanding one's relative position in space.

Coordination: The ability of the body to integrate the action of the muscles of the body to accomplish a specific movement or a series of skilled movements in the most efficient manner.

Directionality: Being aware of left, right, front, back, up and down as you move in space.

Dominance: Preferring the use of one eye, hand, foot, or side of the body over the other eye, hand, foot or side of the body.

Dynamic Balance: The ability to maintain equilibrium while engaging in various moving balance tasks; i.e. balance beam walking.

Eye-foot coordination: Refers to one's ability to use his eyes and feet together to accomplish a task.

Eye-hand coordination: Refers to one's ability to use his eyes and hands together to accomplish a task.

Fine Motor Coordination: Results from the development of the muscles to the degree they can perform specific small movements. i.e. cutting writing, ect.

Gross Motor Coordination: Results from the development of the skeletal or large muscles to produce efficient total body movement.

Kinesthetic Awareness: This is one's awareness of muscular movement and expenditure of energy as a skill is performed.

Laterality: An inner awareness of the two sides of the body and the ability to use each separately, or both sides together, as the tasks demands.

Locomotor Movements: Moving from one place to another.

Ocular Pursuit: Ability of the eyes to work together in tracking or following a moving object or in focusing from one object to another.

Perception: Using the senses and past experiences to understand a concept or idea.

Perceptual-Motor: Are those skills which indicate the interrelationship between the perceptual or sensory processes and motor activity, and the ability of the individual to receive, interpret, and respond accurately to stimuli, either internal or external.

Sequencing: The ability to remember in order that which has been heard, seen, or felt for both long and short periods of time.

Splinter Skill: A skill developed to solve a specific motor task and which has little or no carry-over value to other motor activities.

Static Balance: Balance involving relatively static postural adjustment; i.e. standing or kneeling balances.

Suspendable Ball: A ball which swing freely on a string attached to the ceiling or other stationary object.

Tactile: That which is perceived by the sense of touch.

CHARACTERISTICS OF THE PERCEPTUALLY-HANDICAPPED CHILD

The perceptually-handicapped child may be hindered by one or more of the following characteristics. An observant teacher can detect many of these problems through informal observation of the children on the playground, in the gymnasium, hallways and classrooms. The following characteristics are the more observable traits of a child who is hampered by a perceptual-motor deficiency:

1. The child may have trouble holding or maintaining his balance. The simple task of standing on one foot or walking a balance beam is extremely difficult for the child to master at first.

2. He appears clumsy and cannot carry himself well in motion. In addition, he cannot judge distance with respect to his body and environment. Consequently, he is frequently bumping or colliding into objects or other children.

3. He may appear to be generally awkward in activities requiring coordination. Because of his lack of confidence and inability to function at a level of his peers, he becomes very cautious and withdrawn in his movements.

4. He may do things well or better with one side or limb of his body than the other. Lack of development and the feeling of failure will make the child perform with only those body parts that by nature work well for him. He may feel rejected or afraid to use those body parts that may feel awkward to him.

5. He may not know right from left readily and

may have to hesitate or think carefully before being able to come up with a definite movement or answer to direction. He has difficulty in understanding directional words, such as left, right, up, down, in, out, and between.

6. In performing locomotor skills, he may demonstrate movement much more efficiently on one side than the other. He is slow to learn new or slightly altered movement skills.

7. He may reverse with regularity when such a reversal is not indicated. His appearance of the visual world is unreliable. In seeing and reproducing letters or shapes, they may appear to be backward or upside down.

8. He may be accident prone. Thus, he is in danger of hurting himself or others.

9. Hand-eye coordination may be poor. He may have trouble handling the simple equipment of physical education--bean bags, balls, and other objects that involve a visual-motor perceptual relationship.

10. He may have a very short attention span. When working with the perceptually-handicapped child, a variety of activities must be available to assure success of the objectives. The child often gets bored or easily distracted. Keeping his attention is in many cases the biggest problem in working with the child.

11. The child may have difficulty with motor sequencing. He may not have the ability to sequence motor activities correctly. His memory does not catgorize all of the incoming information. As a result, he experiences frustration and has trouble performing in the game or sport.

12. He may have a hard time functioning in the classroom. In addition to showing reversals in letters and words, his writing shows irregularity and unevenness.

13. There is no set behavior pattern among these children. Some may be excitable or hyperactive,

while on the other hand, some may be very passive and uninvolved. The teacher, as in a normal class setting, ust be prepared to work with all types of students.

14. He may have poor self image and lack confidence in himself. Knowing that his abilities are not at the same level as his peers, he avoids tasks to prevent embarrassment. Through success-oriented activities, his confidence can and will be strengthened.

15. The perceptually-handicapped child is susceptible to learning. Due to lack of exposure to his environment, he has not engaged in the same experiences as his classmates. It is the responsibility of the teacher to have confidence in the abilities of his students. These children can learn through a sensory enhanced environment.

INSTRUCTIONAL IMPLEMENTATION OF THE PERCEPTUAL-MOTOR PROGRAM

PRE-TEST, PRE-INTERVIEW

The first weeks of school are very important ones for all involved. Meeting new students and preparing for the year to come are important. Within these beginning weeks, another important task should take place; that is the observation of student behavior and performance. Looking at the list of characteristics of the perceptual-handicapped child, the instructor begins to look for behavior patterns which characterize the perceptually deficient child. After making such observations, he is ready to test those students who reveal a suspected perceptual-motor problem.

There are a multitude of screening devices which the instructor may use. However, many of them take too much time. Therefore, the test which is used to diagnose perceptually-handicapped children must not only be functional and accurate, but it must also be realistic in terms of the time that it takes to administer and evaluate it.

The test that is included in this program is appropriate because in a relatively short time, the instructor is able to administer the test and evaluate it. In addition, the score is calculated on a point value basis and therefore, the evaluator has available to him an immediate number score for each student participating in the test. (See Appendix B)

A list of all students and the numerical point value next to his name can give an indication of which students need the most help. Since this is a preventative program, early detection is essential; thus, the students with the lowest scores on the scale will be recommended to the program. If sufficient gains in the lowest area of concentration and overall growth is evidenced, that child will be dropped from the program, and another student will be worked in.

After a student has been assessed as needing additional help in this gross motor area, his parents are to be notified and the situation explained as tactfully as possible. A parent questionnaire is sent home to the parents and observations are recorded. (See Appendix D) A week later an interview takes place to discuss the child. The intent of such an interview is to let the parents know that a problem exists, and to gain any information that might be helpful in diagnosing and working with the child during the school year.

Considering the child and all aspects of his environment is essential in developing an individualized program which will aid him in achieving success in the perceptual-motor skills.

MAJOR DEVELOPMENTAL AREAS

The actual test consists of five developmental areas of concentration that need to be developed to assure success in acquiring efficient movement. The areas are general coordination, body and space awareness, balance eye-hand coordination, and eye-foot coordination. No child entering the kindergarten or first grade has total mastery of all these skills. However, each child should have some proficiency in and exposure to these skills. The children who enter the perceptual-motor program are far below performance level in most all of these five areas.

Participants in the program are selected according to the scores they receive on the perceptual-motor test. After all kindergarteners and first graders have been tested those ten students receiving the lowest scores are entered into the program. At this point the parents of students are contacted and asked to complete an information sheet, (See Appendix D) and to attend an interview. After the parent interview, the instructor plans a program which will benefit each student. However, the program will focus on the five developmental areas listed above.

As a beginning point, all students who are enrolled in the program, begin with activities that accent general coordination. The reason for beginning with general coordination activities is two-fold. First of all, general coordination activities stress gross motor skills.

It is essential to learn these skills before encountering the more specific skills. Since many of the specific skills rely on transfer of the gross motor skills, the student must have obtained a certain level of proficiency with these skills. In addition, it is easy to achieve success in the general coordination activities. For students who have had little success and have experienced the frustrations caused by bitter failures, it is important for them to be able to achieve and to do something well. Therefore, in order to get their full endorsement the instructor needs to begin with something obtainable. General coordination activities serve as the beginning point of any well planned perceptual-motor program. After the students have encountered success in the area of general coordination they become involved in activities which stress the other four areas of development. However, these areas and the specific activities for each student are determined by the student's needs as diagnosed by the pre-test. It should be mentioned at this point that the five developmental areas are not sequential and that any area can be used as a beginning point. However, general coordination activities are chosen because these activities deal with large muscles and can give the student immediate success.

GENERAL COORDINATION

Many of the activities of a perceptual-motor program are basic skills people accept as commonplace. In working with perceptual-motor problems, it is best to assume

nothing. One must start with gross motor skills and work in a sequential order to fine motor skills. Newell Kephart indicates that "a child's difficulty with fine motor movements is the outgrowth of a lack of ability in gross motor movements".[8] The activities of the general coordination area focuses on large muscle development.

Locomotor skills are a large part of this area. Learning all of the locomotor movements is something each child masters by the end of the year. Other gross motor activities include mat stunts. Animal imitations, crawling and correcting falling techniques are stressed. Many of these activities are performed early in the program to establish confidence and success for each of the students.

BODY AND SPACE AWARENESS

Many of the children in this program do not know their body parts and the relationship to the space around them.

Ann Mourouzis, on of the authors of Body Management Activities, states the importance of body and space awareness in the following quote. "Body awareness is knowing the names, movements, functions, and locations of body parts; possessing an inner sense that one side of the body is different from the other side of the body; and understanding one's relative position in space. To be successful in developing perceptual-motor skills, a child must be keenly aware of his body movements. Therefore a child should experience a variety of movements which require both the use of his body as a whole, and the use

of muscle groups for specific movements. Using the body in a variety of situations should lead to more efficient use of the body.

"If a child has a feeling of confidence about his ability to handle himself and the objects and situations which confront him he is more apt to develop a positive and healthy attitude toward himself. Therefore he will increase his ability to perform routine and new and more difficult tasks."[9]

There are a variety of ways to accomplish these tasks. Children can learn their body parts by being shown proper names and locations of each. By using equipment, music, and game-reinforcement, these skills can also be learned. Singing games such as "Here We Go Loopty Lou", "Hoekey Pokey" and "Simon Says" are excellent ways to achieve body identity. The use of the blindfold also increases the child's body and space awareness. Blindfolding the child and having him touch his or his partner's body parts will not only strengthen his visual memory but also give him a firm foundation in body awareness.

Obstacle courses are another way to increase space awareness. Many different and challenging courses can be set up in a short period of time. Over, under, and through concepts are usually part of any obstacle course. Scattered bleach bottles on the gym floor is still another good activity. The child must first take the scattered bottles, stand them up, and then walk through the maze of objects. He is cautioned to try not to step on any bottle on the floor.

To develop this area of body and space awareness, the instructor must be aware of several items to ensure maximum success. First of all, he must pick a variety of activities to meet his objectives. Since the perceptually-handicapped child is characterized by a short attention span, it is important to provide enough variety for him. Also, the instructor must be very careful in introducing the activity to the child. This type of child has spent his time avoiding activities at which he has experienced failure. In order to get him to participate, the instructor must instill in him a sense of confidence that he can not only do the activity, but that he can also do it well. Challenging the student to participate in an activity comes from the instructor's tact in introducing the activity. When the student engages in an activity and makes an error, the instructor must again be very careful in handling the situation. It is important that the teacher makes the student aware of the error and the distance that he has miscalculated. However, he must do it in such a way that he does not destroy the positive self image that is being constructed. Constructive criticism administered with "tender loving care" is an essential ingredient of any perceptual-motor program.

BALANCE

If a child is going to encounter success in his environment, the skill of balance is essential.

The perceptually-handicapped child is unsure of himself in this area because he has suffered injury and accidents because of his lack of balance. Thus while other students spend spare time walking balance beams and riding bikes, these children withdraw to other less threatening activities.

There are two different types of balance which the child must be proficient in. These are static and dynamic balance. Static balance is derived from activities accomplished in a stationary position or non-locomotor. This type of balance involves relatively static postural adjustment. Examples of this type would be any standing or kneeling balances and standing on one foot. Dynamic balance refers to one's ability to maintain locomotor movements, like walking a balance beam.

These balancing skills can be enhanced through a perceptual-motor program. In working with a child that has poor balance, the instructor needs to start with static balance activities and progress to dynamic balancing activities.

An excellent activity to develop static balance in children is using balance boards. Before the use of such balance boards, the student may engage in activities such as standing on one foot then standing on one foot with his eyes closed. After working on these types of activities, the child is ready for a balance board.

A balance board is an eighteen-inch square piece of one-inch plywood with a cylindrical or block-type fulcrum positioned at the center of the underside of the square. This makes it challenging for the student to try to balance himself. The balance board can be placed close to a wall for the student's aid in getting up on the board. Once the student is familiar with the mechanics of the balance board, it may be used in an open space. In addition to its value as a promotor of balance, it can also aid in the development of eye-hand coordination. Tossing yarn balls or bean bags while balancing is one of many activities that can be used.

When working with dynamic balance, the dimension of vigorous movement is added. At times the perceptually-handicapped child is unable to handle this type of movement. In the actual working of dynamic balance, it is advised to progress slowly to avoid injury.

There are a variety of ways to develop dynamic balance; the use of balance beams, mini-trampolines and tractor tire tubes are a few. The adjustable balance beam is an asset because of its versatility. Walking, crawling, forward, backward, and sideward movements give the child opportunity to develop balance.

Another piece of equipment which emphasizes the skill of dynamic balance is the mini-trampoline. One benefit of the trampoline is that most children enjoy it. However,

there are a few who may feel hesitant about engaging in this experience. For a child who is afraid to use the mini-tramp, the instructor may provide support by holding the child's hands while he bounces. Gradually the student will try some of the more difficult stunts. The use of the trampoline enhances rhythmic timing and dynamic balance.

Tractor tire tubes can be an alternative or a fore runner of the trampoline. If a trampoline cannot be purchased, some of the jumping patterns and stunts can be performed on large tractor tires. The student can still experience the concept of being momentarily airborne. This can also be used in conjunction with the trampoline as pre-requisite or ability-building activity. Since the children are closer to the ground when using the tractor tire tubes they feel more secure.

Balance is a vital part of a child's learning process. Through these types of activities, the child can learn to balance his body in many different positions. Hopefully, in these endeavors, he will lose the tightness or rigidity in his body that once accompanied his lack of confidence.

EYE-HAND COORDINATION

Eye-hand coordination refers to the integration of the eye and hand working together to accomplish a certain task. Control and accuracy are characteristics of good eye-hand coordination. In order for a student to achieve success in the classroom and in everyday living, good eye-hand coordination needs to be developed.

With the perceptual-motor deficient child, there is a link missing in the process of the eye and hand working together. Early in life children experience eye-hand coordination with the eye following the hand. As the child becomes more efficient in his movements, the process reverses. As a result, the eye becomes more dominate in that the eye begins to guide the hand and receive incoming information.

Again, the idea of not taking any skill for granted is of paramount importance. If a child is experiencing difficulty with the coordination of eye and hand, the instructor must back up and make sure the student is aware of his hands, how they work, and what they will do. Activities that provide the student with this awareness of self and body parts can be given through such a program. After the student becomes aware of his abilities he is ready to experience other, more complex, eye-hand activities.

There are a number of activities to develop this area. Two of these activities that work especially well are balloon activities and the suspendable ball and bat. The balloon activities are tremendous in that they allow the child additional reaction time necessary to catch or bat the object. The balloon activities allow proper placement of hands. In addition, the experience with the floating balloon gives the child an excellent opportunity for tracking the object. From these types of activities,

the child may progress to large foam balls, playground balls and bean bags.

The suspendable ball and bat is the other developmental activity that increases eye-hand control. Working with Kephart's philosophy of general to specific or gross to fine skills is also applicable in this area. The first suspendable ball used is a volleyball tied to a rope suspended from the ceiling. The child is asked to first track the ball with his eyes as the instructor pushes the ball in various patterns. Then the child is asked to hit the ball with any part of his body progressing finally to his hands. This activity focuses first on the gross-motor skill and then finally on the specific skill.

After mastery of these skills, the child moves to a suspendable ball which is the size of a baseball. He is asked again first to track and then to strike the ball with numerous body parts including the hands. When the child feels comfortable with these activities, he can then use the motor control which he has just gained. An activity that stresses this control is to have the child match color coded sections which are marked on each side of the bat. The child is asked to use one part of the bat to hit the ball. More demands can be asked of the child as he progresses. The instructor may ask him to use only one side of the bat, or alternate the side of the bat with each strike.

There are many individual as well as partner activities that can be used with the suspendable ball and motor control bat.

Because our world is a visual-oriented one, man relies on his eyes for much information. Not all children have trained their eyes to work with the rest of their body sufficiently. The training of the eye is necessary for all forms of school activities. Whether the child is on the playground, eating in the lunch room or reading and writing in the classroom, he needs the proper skills for the attainment of eye-hand coordination.

EYE-FOOT COORDINATION

Eye-foot coordination refers to the integration of the eyes and feet to accomplish a specific motor task. Training the eyes and feet to work in harmony is not easy for the perceptually-handicapped child. One progression that could be used in developing this area would be to start by using carpet squares of two different colors for the child to walk on. His feet could be identified with ribbon of the corresponding color that he is to keep his feet on. The child is then asked to pay particular attention to his feet as he walks from one square to the next. Having him go slowly and placing one foot at a time will make the child more aware of his feet. After he has experienced this, he is ready to walk in what is called stepping boxes.

They are 4x6 inch pieces of one-inch plywood color coded the same colors as the carpets, or color for each foot. These stepping boxes are slightly larger than the foot of the student. He is asked to walk through the pattern designed by the instructor, making sure he steps in each box as he advances. These two activities demand that the student watches his foot placement. From the stepping boxes, the child walks through a narrow path made of shoe polish. He is cautioned not to touch any part of the line with his feet. Eventually he can walk a straight line made from shoe polish and finally a zig-zag line. All of the above activities will acquaint the child with his feet and the placement of his feet. From this point he is ready to kick stationary, then moving targets. Too often instructors forget the beginning steps of such a progression and jump right to the kicking of objects thinking that the child has had adequate past experiences to achieve the task.

The instructor should not over-estimate the student's ability for it could mean the loss of everything that has been accomplished. Thus, progression and accurate judgment of the student's abilities are key concepts in this particular area.

LEARNING CIRCUITS

These five broad areas of development can be taught in many ways. Perhaps one of the most efficient ways to

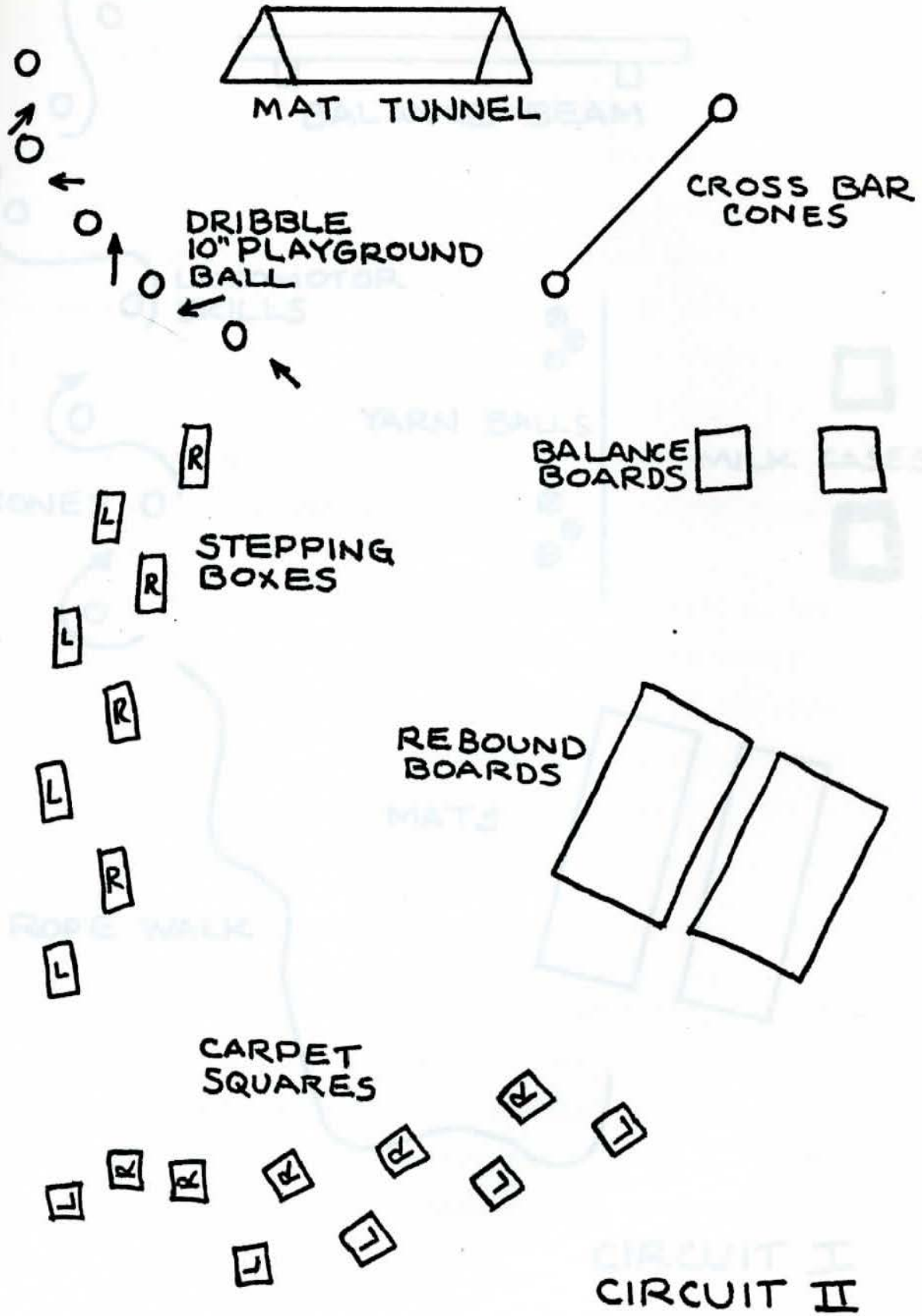
achieve the objectives for each unit is to employ the use of learning circuits. Learning circuits involve setting up several learning stations or areas within a class period. Each learning area or circuit focuses on a different aspect of a particular perceptual-motor skill. One such circuit may have an area for balance, another for body awareness, and still another for eye-hand coordination. Thus, a learning circuit is a series of developmental activities which are functional to a child's learning.

There are many advantages of learning circuits for the students in the program. Most participants are weak in more than one area. With a learning circuit many areas can be developed. Another advantage is that they involve maximum participation. Since circuits provide a variety of activities, a student is never at a loss for something to do. In fact the numerous activities keep the child with a short attention span involved and challenged. In addition, the circuits give children an opportunity to complete instructed tasks and permits them time to indulge in creative experiencing of their own choosing.

Learning circuits are also advantageous to the teacher. They give the instructor the freedom to assist, participate or evaluate the activities that are being engaged in by the students.

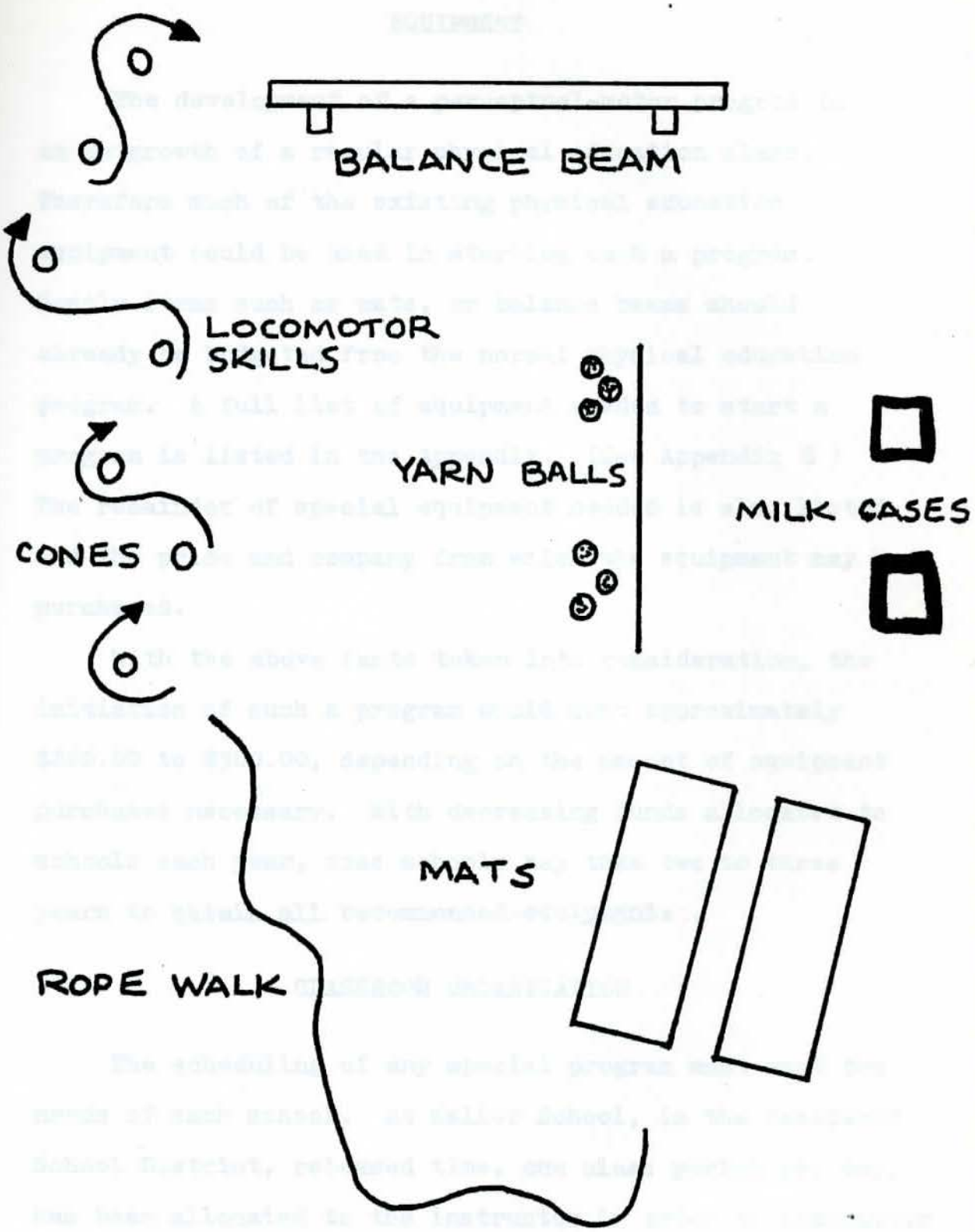
Learning circuits enable the instructor to work first of all with the whole group of students at one time or to position himself at one station and aid students as they come to that particular station. No matter what way the children receive instruction, positive reinforcement is encouraged. When a teacher praises a student for an accomplished task and places him in the limelight, he will undoubtedly begin to view himself in more positive terms.

LEARNING CIRCUITS



CIRCUIT II

LEARNING CIRCUITS



CIRCUIT I

EQUIPMENT

The development of a perceptual-motor program is an outgrowth of a regular physical education class. Therefore much of the existing physical education equipment could be used in starting such a program. Costly items such as mats, or balance beams should already be budgeted from the normal physical education program. A full list of equipment needed to start a program is listed in the Appendix. (See Appendix G) The remainder of special equipment needed is also listed and the price and company from which the equipment may be purchased.

With the above facts taken into consideration, the initiation of such a program would cost approximately $200.00 to $300.00, depending on the amount of equipment purchases necessary. With decreasing funds allocated to schools each year, some schools may take two to three years to obtain all recommended equipment.

CLASSROOM ORGANIZATION

The scheduling of any special program must meet the needs of each school. At Walker School, in the Hazelwood School District, released time, one class period per day, has been allocated to the instructor in order to administer the program. This released time insures that students

at both ends of the learning spectrum, lower and higher, are given equal time. Within the confines of an ordinary class period it is difficult to meet the needs of all students.

Before the beginning of school, a schedule is worked out and a special block of time is built into this special instruction. Normally, this instruction occurs in the class period before lunch. For all teachers involved this seems to be the most advantageous time to work with the students. No other physical education classes are scheduled at this time, so the use of the gymnasium is possible.

In the beginning of the school year after the testing has been done, the children are ready to be grouped. Many factors are taken into account in scheduling the students. Such factors include whether they are free to come, who else is in the group, and the ability of the child. The students will meet with the instructor three to four times a week for a short block of time consisting of fifteen to twenty minutes. One block of time needs to be left open during the week for planning of the individual activities. This planning session is vital to the success of the program. Each day's lesson needs to meet program objectives. (See Appendix F for sample schedule.)

The groups should be kept small (two to five students) to assure that each student is given indivdual attention.

The child also feels freer to perform because of the small group situation. Keeping in mind the actual purpose of the program - to develop skills while increasing the student's sense of success and confidence - is another reason for limiting the size of the groups. Within these small groups, the goals of the program can be more readily obtained.

ADMINISTRATOR'S POINT OF VIEW

The principal has the final decision as to whether or not he feels a program is beneficial and should be continued or not. From the beginning stages of a very rudimentary program which I started three years ago until the inception of my present program, I have had as a staunch supporter, my principal, Mr. James French. This support is evidenced in the following quotations from semi-annual evaluations:

> March 1, 1975 - The children here at Walker School really appreciate Ron's enthusiasm and interest in their growth and development. He continues his high level of performance as a physical education instructor. Each year he introduces new activities and discards those that are not appropriate. His work with children with motor difficulty has continued this year.
>
> November 23, 1976 - As I have said in the past, Ron is doing a tremendous job here at Walker School. He continues to perform in a creative manner when dealing with all aspects of his job. Ron is attempting to improve his knowledge of physical education by participating in Lindenwood's master program. Ron has, in the last two years served as an instructor in two Inservice Workshops in the area of physical education. Ron has accepted all extra responsibilities when asked and performed duties in a commendable way. He spends a great deal of time in preparation for his classes, and this time of planning can be seen in his performance with each class. Ron is approaching his masters program with the same enthusiasm he give to his teaching. He is trying to develop materials and ideas that will make him a more effective teacher with children who have various learning problems. Since he is making a commitment to the district of improved instruction, we here at Walker School are attempting to assist him with his program in any manner we can - such as the loan of books, some typing and assistance in utilizing his ideas.

Another reason why the principal is in favor of the perceptual-motor program is that is has served as a means to achieve unity in the faculty. So many times special area teachers, those in art and music as well as classroom teachers, tend to specialize in their own disciplines or classrooms and do not work together to solve a student's problem. However, all teachers have become involved in the perceptual-motor program. For instance, the art teacher stresses visual discrimination while the music teacher stresses auditory discrimination. In normal classroom activities, perceptual-motor skills are focused on in order to improve reading skills. All teachers and the guidance counselors are all actively involved in attempting to develop positive self images. Thus, the program has served as a means for staff to work together in solving common problems. As a result a sense of comradeship has evolved. In reference to this aspect of the program, Mr. French states that, "our approach is one of diagnoses of students' remedial needs and then the following through by the total staff to attack those problems." Through the perceptual-motor program, the staff is better meeting the needs of the students. This is evidenced by the general progress and the gain in specific test scores that are given at the end of the academic year.

EVALUATION OF THE PROGRAM

At the end of the school year, each of the students involved in the program was post-tested. All students made substantial gains according to the test scores. Each child's weakest area was determined in the beginning and especially emphasized throughout the school year. The program of each child indicated that the developmental skills were successful.

As a representative sample of the students participating in the program, four students were selected to show the gains made in four areas of perceptual-motor development. In the area of balance, the students gained an average of four points after participating in the program. A more dramatic accomplishment was revealed in the areas of awareness and general coordination. Each student averaged a gain of approximately eight points. Post-test scores in the area of spatial organization revealed an increase of approximately two points for each student. On the last area of concentration, eye-hand coordination, each student increased his score by a little over two points.

Perhaps, the total differential points between the pre-test and the post-test reveals the most accurate gains made by each student.

STUDENT	PRE-TEST	POST-TEST
I	35	55
II	33	54
III	48	57
IV	44	57

A more thorough listing of each student's scores is given on the following charts.

What the test scores did not show was the affective part of the students' development. The students entered school being very withdrawn. However, by the end of school, they were making friends, getting involved, and gaining confidence. Through involvement in the perceptual-motor program, tangible proof of their success and achievement was evidenced by the staff.

These children entered the school system unprepared for what was ahead of them. They had not been exposed to the same experiences their peers had. An example of this was revealed in a post-interview with a parent. Sally's mother pin pointed some of her child's problems by saying, "I think the whole problem was that she really had not done much until she entered school." Through the program, students have a chance to learn by experiencing their environment.

PERCEPTUAL-MOTOR ASSESSMENT

STUDENT #1

TESTING AREAS	TOTAL POSSIBLE	PRE-TEST	POST-TEST	LOSS - GAIN +
Balance				
Balance Beam Forward	3	2	3	+1
Balance Beam Backward	3	2	3	+1
Jump Box Forward	3	1	3	+2
Jump Box ¼ Turn	3	0	3	+3
General Coordination and Awareness of Self				
Walk	5	5	5	0
Run	5	5	5	0
Leap	5	4	5	+1
Gallop	5	2	5	+3
Skip	5	4	5	+1
Hop	5	1	5	+4
Identification of Body Parts	2	2	2	0
Spacial Orientation				
Stepping Stones	3	3	3	0
Obstacle Course	3	2	2	0
Eye-Hand Coordination				
Ball Catch	3	0	3	+3
Suspendable Ball	4	2	3	+1

PERCEPTUAL-MOTOR ASSESSMENT

STUDENT #2

TESTING AREAS	TOTAL POSSIBLE	PRE-TEST	POST-TEST	LOSS - GAIN +
Balance				
Balance Beam Forward	3	1	3	+2
Balance Beam Backward	3	2	3	+1
Jump Box Forward	3	2	3	+1
Jump Box ¼ Turn	3	1	2	+1
General Coordination and Awareness of Self				
Walk	5	5	5	0
Run	5	5	5	0
Leap	5	2	5	+3
Gallop	5	2	5	+3
Skip	5	5	5	0
Hop	5	2	5	+3
Identification of Body Parts	2	0	2	+2
Spacial Orientation				
Stepping Stones	3	3	3	0
Obstacle Course	3	1	3	+2
Eye-Hand Coordination				
Ball Catch	3	0	2	+2
Suspendable Ball	4	2	3	+1

PERCEPTUAL-MOTOR ASSESSMENT

STUDENT #3

TESTING AREAS	TOTAL POSSIBLE	PRE-TEST	POST-TEST	Loss - GAIN +
Balance				
Balance Beam Forward	3	3	3	0
Balance Beam Backward	3	2	3	+1
Jump Box Forward	3	2	3	+1
Jump Box ¼ Turn	3	3	3	0
General Coordination and Awareness of Self				
Walk	5	5	5	0
Run	5	5	5	0
Leap	5	5	5	0
Gallop	5	3	5	+2
Skip	5	5	5	0
Hop	5	5	5	0
Identification of Body Parts	2	0	2	+2
Spacial Orientation				
Stepping Stones	3	1	3	+2
Obstacle Course	3	2	3	+1
Eye-Hand Coordination				
Ball Catch	3	3	3	0
Suspendable Ball	4	4	4	0

PERCEPTUAL-MOTOR ASSESSMENT

STUDENT #4

TESTING AREAS	TOTAL POSSIBLE	PRE-TEST	POST TEST	LOSS - GAIN +
Balance				
Balance Beam Forward	3	3	3	0
Balance Beam Backward	3	2	3	+1
Jump Box Forward	3	3	3	0
Jump Box ¼ Turn	3	3	3	0
General Coordination and Awareness of Self				
Walk	5	5	5	0
Run	5	5	5	0
Leap	5	5	5	0
Gallop	5	2	5	+3
Skip	5	1	5	+4
Hop	5	5	5	0
Identification of Body Parts	2	0	2	+2
Spacial Orientation				
Stepping Stones	3	2	3	+1
Obstacle Course	3	3	3	0
Eye-Hand Coordination				
Ball Catch	3	3	3	0
Suspendable Ball	4	2	4	+2

This past year has been an amazing learning experience for me. Working with these students and parents was most rewarding. This is just the beginning of an investigation of the effectiveness of perceptual-motor learning. The development of better skill activities and progressions need to be sought. I plan to continue my study of this area in hopes of helping more students achieve minimal proficiency in motor learning so that they might better function in their environment with a sense of confidence.

A child learns about himself and the world in which he lives through his senses. Teachers are obligated to provide the student with a sensory-enhanced environment. Students need to develop perceptual skills as part of their learning process. These skills cannot be left to chance. It is the teacher's duty to bring these students who are below normal to an average level of competency so that they, too, can experience positive feelings toward themselves. The need for a perceptual-motor program is a vital step in the educational process..

RECOMMENDATIONS

Although I have been pleased with the perceptual-motor program this year, there are several items which I plan to incorporate into the program next year if possible.

1. Since it is a preventative program, kindergarten students could be involved.
2. To keep the parents aware, and involved in his child's development, there should be more parent-teacher conferences and rap sessions throughout the year. This mutual exchange on a regular basis will strengthen the individualized aspect of the program.
3. Attempt to involve all Hazelwood Elementary Schools in an individualized perceptual-motor program by the fall of 1978.
4. In order to achieve total involvement of all elementary schools, the Board of Education should allocate money to provide workshops that might inform physical educators of any background or current events happening in this area.
5. Using the computer from the central office, a complete statistical study should be kept on each child participating in the program. This would give a more accurate evaluation of the program.

FOOTNOTES

[1]N. Kephart: A.H. Ismail and J.J. Gruber: Motor and Intellectual Performance (Columbus, Ohio: Charles E. Merrill Books, 1967), page VIII.

[2]N. Kephart, The Slow Learner in the Classroom (Columbus, Ohio: Merrill Publishing Co., 1960), page VI.

[3]Carl R. Rogers, Freedom To Learn (Columbus, Ohio: Merrill Publishing Company, 1969), page 118.

[4]Bush and Giles, Aids to Psycholinguistic Teaching (Columbus, Ohio: Merrill Publishing Co., 1969), page 248.

[5]Vannier, Foster, Gallahue, Teaching Physical Education in Elementary Schools (Philadelphia: W.B. Saunders Company, 1973), page 59-60.

[6]Ibid., page 60-61.

[7]McCarthy and McCarthy, Learning Diabilities (Boston: Allyn and Bacon, Inc., 1969), page 35.

[8]Bush and Giles, Aids to Psycholinguistic Teaching (Columbus, Ohio: Merrill Publishing Co., 1969), page 248

[9]Ann Mourouzis, Body Management Activities (Cedar Rapids, Iowa: MWZ Associates, 1970), page 27.

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APPENDIX A

PERCEPTUAL-MOTOR ASSESSMENT

(Pre and Post)

						NAME OF PUPIL	
PRE						Balance Beam Forward	BALANCE
POST							
						Balance Beam Backward	
						Jumping Box Forward	
						Jumping Box ¼ Turn	
						Walk	AWARENESS OF SELF
						Run	
						Leap	
						Gallop	
						Skip	
						Hop	
						Identification of body parts	
						Stepping Stones	SPATIAL ORIENTATION
						Obstacle Course	

PERCEPTUAL-MOTOR ASSESSMENT

(Pre and Post)

NAME OF PUPIL	EYE-HAND COOR.				COMMENTS
	Ball Catch		Suspendable Ball		
	PRE	POST			

APPENDIX B

SCORING FOR PERCEPTUAL-MOTOR ASSESSMENT

(PRE AND POST)

Balance: Balance Beam

3 . . . smooth, no loss of balance

2 . . . Slightly hesitant, could not maintain balance throughout

1 . . . very hesitant, little control

0 . . . could not or would not perform

Jump Box

3 . . . two feet take-off and land--no loss of balance.

2 . . . slightly hesitant, could not maintain balance throughout.

1 . . . very hesitant, little control

0 . . . could not or would not perform

Awareness of Self: Locomotor Skills

5 . . . could do skill with no explanation or demonstration

4 . . . needed prompting or some explanation, then performed

3 . . . needed explanation and demonstration, action was correct for most of the skill

2 . . . needed explanation and demonstration, action was correct for some of the skill

1 . . . needed explanation and demonstration, action was correct for none of the skill

0 . . . could not or would not do any part of the skill

Identification of Body Parts

2 . . . Does not hesitate to accurately touch body part named

1 . . . slightly hesitant in touching body part named

0 . . . could not or would not touch one or more body parts named

Spatial Orientation: Stepping Stones (carpet tiles)

3 . . . after explanation, the performance was smooth and accurate with little or no hesitation

2 . . . after explanation, the performance was hesitant in some parts, stopped on wrong tile or off at least once

1 . . . after explanation, the performance lacked control, stepped on wrong tile frequently, placed two feet on one tile to gain balance, seemed to have difficulty in matching colors

0 . . . could not or would not perform

Obstacle Course

3 . . . performance is smooth after one explanation and/or demonstration

2 . . . after explanation and demonstration the child touches one obstacle

1 . . . two or more obstacles are touched

0 . . . could not or would not perform

Eye-Hand Coor.: Ball Catch

3 . . . catches all three balls using hands and fingers only

2 . . . catches two balls using hands and fingers only

1 . . . catches one ball using hands and fingers only

0 . . . catches no balls using hands and fingers only

Suspendable Balls

4 . . . ball is hit through space using either hand seven times with the proper amount of force to maintain a steady rhythm

3 . . . ball is hit either with too much or too little force causing child to miss the ball on the next hit one (1) time

2 . . . ball is missed two (2) or more times

1 . . . ball is hit only once, all rhythm is lost, controlled movement of hand contacting ball is not present

0 . . . could not or would not perform

APPENDIX C

ADMINISTERING THE TEST

(PRE-POST TEST)

Before starting a comprehensive perceptual-motor program, it is necessary to assess students' strengths and weaknesses. There are a number of detailed screening surveys available but often time becomes a limiting factor. The proposed evaluation scale of this program takes little time to administer and gives the instructor adequate information to plan an individualized program for each student.

INSTRUCTIONS FOR ADMINISTERING TEST

1. Tests are designed so that they do not take much time. However, this is not to say that the instructor should rush through the activities. Allow children time to complete each section of the test.

2. Do not tell the children it is a test. This may make them nervous, and they will not function at the level they are capable of. Make the atmosphere a comfortable one.

3. All children who enter the program should be post-tested prior to release from the program.

4. Give each student a fair assessment. If you are unsure of a given performance, allow a repeat of the activity.

5. The main objective of such screening is to assess individual student needs. The students who need the most help will be admitted to the program. A program of planned activities will be developed to meet individual student needs.

GENERAL TEST AREA--BALANCE

ITEM I: Balance Beam (low)

Educational Purpose: Evaluation of balance, laterality, visual motor association.

Procedure: Instructor stands at the opposite end of balance beam from where child is. Child is asked to walk the entire length of the balance beam forward one way with eyes focused on the instructor's hand held at eye level of child.

Evaluation: Refer to rating scale

ITEM II: Jumping Box (18-20 inches High)

Educational Purpose: Evaluation of gross-motor coordination, dynamic balance, kinesthesis, laterality, and directionality.

Procedure: Child is asked to take a jumping position on jump box with feet about shoulder distance apart. Have child jump from top of jump box and land on mat or other soft surface. Instruct the child to jump with both feet leaving jump box at same time and to land on both feet at same time without falling or losing balance.

Repeat the same as above except have child jump with a quarter turn to the right. Visual demonstration by instructor may be necessary.

Evaluation: Refer to rating scale.

GENERAL TEST AREA--AWARENESS OF SELF

ITEM III: Locomotor Skills

Educational Purpose: Evaluation of gross-motor coordination

Procedure: Have child stand ten yards from the instructor. Have the child perform the following locomotor skills: walk, run, leap, gallop, skip, hop.

Evaluation: Refer to rating scale.

ITEM IV: Identification of Body Parts

Educational Purpose: Evaluation of body image.

Procedure: Have child stand facing the instructor at a distance of five to ten feet apart. If more than one child is being tested, have the student blindfolded or his eyes closed. Ask the child to touch the following body parts: head, hair, eyes, ears, nose, mouth, shoulders, chest, hips, elbows, knees, and feet.

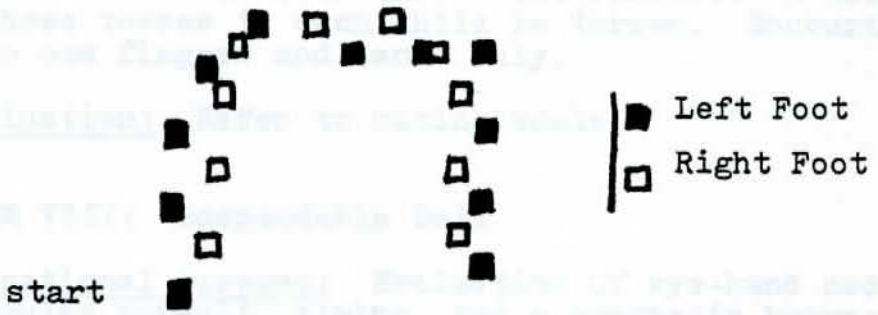
Evaluation: Refer to rating scale.

GENERAL TEST AREA--SPACIAL ORIENTATION

ITEM V: Stepping Stones

Educational Purpose: Evaluation of eye-foot coordination, laterality, and directionality.

Procedure: Lay out even number of carpet squares of two different colors. Mark the child's feet the same color as the squares with blue on the left foot and red on the right foot. Instruct the child to walk on the stepping stones matching the color on his feet to the corresponding carpet square. Tell him to take his time and not to skip any squares.



Evaluation: Refer to rating scale.

ITEM VI: Obstacle Course

Educational Purpose: Evaluation of spacial orientation and body awareness.

Procedure: Child is asked to perform a series of three tasks:

1. Step over an obstacle about as high as his knees without touching it. (Use yardstick across two cones or chairs.)

2. Go under an obstacle about two inches lower than his shoulders without touching it. (Can use a yardstick across the top of two chairs.)

3. Go through a narrow opening without touching obstacles. (Any objects that force the child to turn sideways to get through without touching--chairs, standards, etc.)

Evaluation: Refer to rating scale.

GENERAL TEST AREA--EYE-HAND COORDINATION

ITEM VII: Ball Catch

Educational Purpose: Evaluation of eye-hand coordination and ocular pursuit.

Procedure: Child is asked to stand eight to ten feet away from instructor. Using his hand to catch the ball, the student must catch a seven inch playground ball which has been thrown underhanded. A total of three tosses to each child is thrown. Encourage child to use fingers and hands only.

Evaluation: Refer to rating scale.

ITEM VIII: Suspendable Ball

Educational Purpose: Evaluation of eye-hand coordination, ocular pursuit, timing, and a synthesis between the visual system and the motor system.

Procedure: Ask the child to stand in front of a suspendable ball that is extended to chest height. The child is asked to hit the ball through space using either hand seven times consecutively with the proper amount of force to maintain a steady rhythm.

Evaluation: Refer to rating scale.

APPENDIX D

Dear Parent:

All kindergarten and first grade students have been tested in physical education class, and your child needs additional help in the area of _____. In order to identify the problem successfully, we need feedback. Would you please make some observations of your child during the next week. At that time, we will get get in touch with you for an interview. The intention of this interview will be to become more aware of your child's history.

Hopefully through this interview, we will gain sufficient information that will help us in working with your child. Please fill out the attached form and bring it with you at the time of the interview.

Sincerely,

Ronald J. Bauwens
Physical Education
Instructor

PARENT QUESTIONAIRE

_____ _____

CHILD'S NAME DATE

_____

BIRTH DATE

Please tell us about your child. Circle the letter that best describes your child.

1. Started walking
   A. Early (About 9 or 10 months of age)
   B. Average (11-16 months)
   C. Late (17 months or later)

2. Toilet Training
   A. Early success
   B. Average success (Age 2 to 3)
   C. Late success
   D. Still a problem

3. General coordination for his/her age
   A. Better than average
   B. Average
   C. Awkward or slow

4. When eating,does he/she use the same hand consistently?
   A. Always
   B. Seldom switches hands
   C. A problem

5. Around the house does your child bump into objects? (Chairs, tables, doors, etc.)
   A. No
   B. Yes

6. Would you say your child's eye-hand coordination is good?
   A. Yes
   B. No

7. Dressing his/her self in the morning
   A. Dresses self completely
   B. Puts clothes on but can't button or zip
   C. Can only put on easy things like coat or hat

8. Putting on shoes
   A. Puts on shoes and ties them
   B. Gets shoes on right feet but can't tie
   C. Gets shoes on the wrong feet
   D. None of the above

9. How independent is your child?
   A. Very independent
   B. Seems to ask for more help than usual for age
   C. Generally helpless or dependent upon others.

10. Playing with other children
   A. Plays well and enjoys it
   B. Some difficulty in getting along with others
   C. Frequent problems
   D. No opportunity to play with others

OTHER COMMENTS:

APPENDIX E

PRE-INTERVIEW

The purpose of this project is to use this taping as a measuring or evaluative device. Hopefully I will get some input from the parents of the students I will be working with in the area of perceptual-motor learning. With this interview, along with the testing I have done on each child, I will be able to determine the areas the child is weakest in. The main areas I will be working with are balance, awareness of self, spacial orientation, and eye-hand coordination. I will also be doing some work in other areas obviously, because the child must be treated as a whole functioning person. The interview with the parents will be a starting point or a pre-test interview. I will be asking some specific questions and then talk generally about the child with the parent. I will be working with the students in small groups of 2 - 4 students. The students will see me three days a week, for about 20 minutes each time. I will be concentrating on specific areas in which the students are having problems.

It is my hope that through small group instruction children will improve their motor skill functioning. There will be a follow-up interview or post-interview with the parents at the end of the year. The purpose of this interview will be to discuss any improvement on the child's part. This will be both my observations

as well as the parents.. I am confident that this program will be successful and that children I work with will strengthen their weaknesses in the group motor activities.

This area is one in which I will exert much energy and effort because I feel the need for working with children that have perceptual-motor problems. If we can get these children early in life, that is the students primarily in grades first, second and third, we can attack the problems and get them corrected so they may continue their education with some success in the area of physical education.

Interviewer: Mrs. X., the purpose of this interview is to ultimately help Sally in the area of perceptual-motor learning. It will help her develop coordination. I would like to ask you a set of questions and would you please answer them to the best of your ability.

1. Around the house does Sally have any difficulty dressing herself? Does she get herself ready for school?

Mrs. X: She can, but will she. It is very hard to get her started in the morning. I got her to be earlier but it does not help. It's not that she can't she just will not do it.

Interviewer: Does she basically dress herself?

Mrs. X: On weekends I don't even fool with her, because we don't have to be anywhere. But on school

days I have to get in there and help her.

Interviewer: So she moves at her own pace.

Mrs. X: Yes.

Interviewer: Can she tie her own shoes and get them on the correct feet?

Mrs. X: Yes, she can do that. She has been known not to get them on the correct feet but it really isn't a problem.

Interviewer: Around the supper table does she use the one hand, the preferred hand, or does she use her left and sometimes the right?

Mrs. X: Like I told you the other day, I thought she was strictly right handed. That same night I noticed her using her left hand. She had the fork in her left hand. She messes around so much at the table I don't know how anyone could put up with ten kids like her. I could not do it.

Interviewer: When she is in the house does she bump into objects around the house? Does she bump into the door, coffee table, or chair as she is walking into the other room? Does she have difficulty moving around the house?

Mrs. X: I really have not noticed. There is so much going on around the house. I really do not know.

Interviewer: How about eye-hand coordination? Does she catch balls with her older brothers in the backyard? Does she do anything like that? Have you had any

occasion to observe her eye-hand coordination?

Mrs. X: She gets out with her brothers once in a while. I have the two year old at home and I have to watch him a lot. I really have not paid that much attention.

Interviewer: Many of these questions we as parents take for granted. I do the same thing. Do you recall any instance when she might have the opportunity to catch a ball or other object, and does she have difficulty doing this?

Mrs. X: I really don't know, does she here?

Interviewer: I gave her a test in the first week of school and she had trouble catching a 7" playground ball.

Mrs. X: She took the four year old program test and they did not say a whole lot about it.

Interviewer: Is she involved in any outside activities?

Mrs. X: I have her in dancing school.

Interviewer: How does she do in that?

Mrs. X: Well, I didn't start her until March. Then we put her in the next year class. She was in it until last week. There were too many in the class and they tried to weed out some. Sally was one of the ones she weeded out to go back to the beginning group. She does not do a real super job, but I am sure it is good for her.

Interviewer: The more you can get her involved in these types of things the better.

Mrs. X: She has to be there at nine. It is hard for her

to get up.

Interviewer: Does she look forward to going?

Mrs. X: She loves it.

Interviewer: She says very little in P.E. class. She is very quiet. She is not willing to participate. If I ask her she will participate but will not volunteer.

Mrs. X: She is in Pixies now. And her leader says she is the first one to get things done. I don't know why she would be first.

Interviewer: She probably is very interested. Can you compare her early childhood growth to your other children? Do her brothers do a lot for her?

Mrs. X: No, not much.

Interviewer: In comparison to the others has she progressed in the same pattern or is she weaker or stronger in any area?

Mrs. X: She is slower.

Interviewer: Generally in everything do you think?

Mrs. X: Well, like potty training. We thought she would be quicker being a girl. When I had the baby she regressed. But she is over this now. Lots of girls are trained by 2 but for her it was 3.

Interviewer: Is there anything you could tell me that might be helpful in working with Sally. You have indicated that she is generally slower than your other children.

Mrs. X: Yes that's true. I expected her to be faster being a girl and she also started school so young.

Interviewer: When was she born?

Mrs. X: Sept. 18. Kevin my oldest was born October 9, so he had a whole year to develop. He is very smart. But her, I don't know.

Interviewer: With this interview I think I know more about Sally. What I am going to do is work with Sally here at school for short blocks of time, 15 - 20 minutes 3 to 4 days a week. Hopefully through this additional practice she will develop some of these areas she is weak in. Anything you can do at home to help her motor coordination, that is play catch with her or anything you can do to get her involved. See if she can just get interested. I think a lot of her problem is she is not ready to do these things. She showed the interest in the Pixie crafts and she finished first. So I am going to be working with Sally throughout the school year and I would like to have a follow-up interview in the spring to see if there has been progress.

Mrs. X: Is this 20 minutes out of her school day.

Interviewer: This is a time right before lunch during their free time. I am not taking her first thing in the morning. OK? I thank you very much.

POST INTERVIEW

Interviewer: I would like to first say that I am really excited about the progress Sally has made this year. The difference between these last couple of months compared to the beginning of the school year has been fantastic. She has started to open up much more and skill-wise she has really done well. I would like to go over the post test here and show you the progress that has been made. In the area of balance, which she needed work in, and you can see here she has progressed to the top in all balance areas tested. The practice she has received and the activities she has engaged in, have really helped her build self-confidence. I noticed in the beginning of the year, say on the balance beam, at first she was very shakey and now she goes right through without any problems.

Mrs. X: She still takes dancing lessons.

Interviewer: That's good. Every little bit helps. The area of locomotor skills and identification of body parts, she went up in these areas. The area of spacial orientation and eye-hand coordination she has made significant gains in these areas also. So I would have to say that her all around growth was good. I was really happy with her growth.

Mrs. X: Mrs. Adams told me the other day that she is starting to blossom . I just can't believe it.

Interviewer: I have talked to Mrs. Adams and the guidance counselor about that. It has been a pleasure to see that kind of progress made. In the beginning she was so tight and so withdrawn. I knew that one of these days she was going to let her emotions out.

Mrs. X: I think the whole problem was she really had not done much until she entered school.

Interviewer: There are many kids who miss out on experiences because they are glued to the television. It is good, but kids need to explore their environment. My kids can give you the program schedule for the day. These kids are missing out on valuable experiences.

Mrs. X: She doesn't watch television all the time. She stayed in the house a lot. She did not mix in with the kids. She is starting to more now. I was trying before to watch her and the little one and I probably keep her in more than I should have.

Interviewer: I would have to say as a result of these tests scores she has made tremendous progress. The other thing, as Mrs. Adams has indicated, her social behavior has improved. The other day for instance, we were working with shapes, walking on them, identifying them, and jumping on them. And I just sat back and watched her. She was giggling and laughing and having the best time with the other students. I have never seen her that

involved. I said to myself, let her go and I'll make a notation in her records.

Mrs. X: Mrs. Adams has indicated that she thinks the Pixies was a good idea too. She is starting to hit it off with that group of girls.

Interviewer: So you think she has made progress in both skills and behavior around the house.

Mrs. X: I have noticed more in the last three weeks. I was in the hospital and gone so she has had to do more for herself. She has grown up more. I have seen the difference. She had to be a little more independent.

Interviewer: I would like to conclude this interview by saying it has been a real pleasure working with Sally. To watch her progress throughout the year like that was both challenging and satisfying to me.

Mrs. X: I imagine it was.

Interviewer: I appreciate you coming up to talk with me and I thank you very much for all of your time.

Mrs. X: Thank you.

REACTION

The reasoning behind the parent interview is to get a clearer picture of the problems of the child. If the parents are receptive, many good ideas can come from such interviews. It can also give the instructor insight as to why a child acts as he does.

With this particular interview, many insights were suggested. Sally missed out on many experiences because her mother was somewhat over protective. Instead of allowing her to go out and play with the kids, she made her stay in so she knew where Sally and her younger brother were. It seems as though Sally was on her own while spending her time in the house. This was apparent through the mother's comments when asked, "Does she move well around the house" or "Could you make an observation on her eye-hand coordination", does she play catch with her brothers in the yard?" The mother's reply was "Gee, I really do not know." With the combination of Sally's lack of confidence in playing with her peers and her mother's lack of attention, she has missed out on many of the everyday experiences the average child encounters.

Parents need to be involved with their children and provide meaningful experiences at an early age. Mrs. X summed it up well in the post interview by saying,

"I think the whole problem was she (Sally) really had not done much until she entered school."

This feeling of rejection and failure is what the perceptually handicapped child lives with day by day. Hopefully through a perceptual-motor program children like Sally will get the individual attention and opportunity for practice they had not had before. As a result of such a program, Sally's self-concept should be enhanced.

APPENDIX F

SAMPLE PERCEPTUAL-MOTOR SCHEDULE

	11:30 - 11:50	11:50 - 12:10	12:15
Monday	Teacher	Preparation	L
Tuesday	Joe, John Shannon	Billy, Dick Mary, Marty	U
Wednesday	Joe, John Shannon	Billy, Dick Mary, Marty	N
Thursday	Joe, John Shannon	Billy, Dick Mary, Marty	C
Friday	Joe, John Shannon	Billy, Dick Mary, Marty	H

APPENDIX G

Much of the equipment needed will be available through the regular physical education program. Descriptions, names and addresses of equipment will follow.

1. Drum
2. Records
3. Record Player
4. Mats
5. Playground Balls (various sizes)
6. Wiffle Balls
7. Yarn Balls
8. Tennis Balls
9. Sponge Balls
10. Ropes
11. Balance Beam (adjustable)
12. Wands
13. Rubber Rings
14. Hockey Sticks
15. Bats (small)
16. Tennis Racquets (junior)
17. Paddles
18. Masking Tape
19. Shoe Polish
20. Equipment from the regular Physical Education Program.

PERCEPTUAL MOTOR PROGRAM IN PHYSICAL EDUCATION EQUIPMENT LIST

EQUIPMENT ITEM	SOURCE	APPROXIMATE COST
1. Balance Beams (2) 1 low 1 medium	Austin Tent Company 1561 Minert Road Concord, California 94520	$30.00 Low (10' long, 6" high) $55.00 Medium (10' long, 9½" high)
2. Jump Box (1) with incline board	Austin Tent Company (see #1 source)	$65.00
3. Hoops (6) 3 - 30" No. 1230 3 - 36" No. 1236	Casom Corporation 6030 Watzata Boulevard Minneapolis, Minn. 55416	$ 1.75
4. Rebound Net - practice pitch (1)	Central Hardware	$ 7.99
5. Rebound Board (1)	Creative Ideas Company 5328 W. 142nd Place Hawthorne, California 90250	$15.00
6. Mini-Trampoline (1)	Salsich Recreation Company 2292 Grissom Drive St. Louis, Missouri 63141	$45.00
7. Coordination Ladder (1) 8' wood with round rungs	Local Hardware	$30.00
8. Boundary Markers (10) - 18"	Program Aids Inc. 161 Macquesten Parkway Mount Vernon, N.Y. 10550	$55.00 set

PERCEPTUAL MOTOR PROGRAM IN PHYSICAL EDUCATION EQUIPMENT LIST
(continued)

EQUIPMENT ITEM	SOURCE	APPROXIMATE COST
9. Plastic Tubes-golf club tube (6)	Discount Store or Sporting Goods Store	$ .15 or .20 each
10. Scooter Boards (12) 12" x 12"	Program Aids Inc. (see #8)	$130.00 set
11. Bean Bags - 4 ox. (10)	Local Supply	$ .30 each
12. Bowling Pins (6)	Used from Local Bowling Alley	Free
or	or	
Indian Clubs - 18"	Wolverine Sports 745 State Circle Ann Arbor, Michigan 48104	$ 3.99
13. Tire - Bicycle (12)	Local Bicycle Shop	Free
Auto (4)	Local Service Station	Free
14. Tire Holder (1) (Portable Stand)	Local Service Station or Tire Shop	Free $ 5.00
15. Geometric Shapes (7) with stands or can be made	Austin Tent Co. (see #1)	$ 50.00 set
16. Bleach Bottles (30)	Community	Free
17. Carpet Squares (20)	Local Dept. Store	$15.00
18. Stepping Boxes (12)	Homemade	Free
19. Twister Game (1)	Local Dept. Store	$ 5.00

PERCEPTUAL MOTOR PROGRAM IN PHYSICAL EDUCATION EQUIPMENT LIST
(continued)

EQUIPMENT ITEM	SOURCE	APPROXIMATE COST
20. Blindfold (2)	Homemade	Free
21. Cards with shapes - 1 set	Homemade	Free
22. Balance Boards (3)	Homemade	Free
23. Jumping Boards (2)	Homemade	Free
24. Tractor tubes (4)	Local Truck Lines	Free
25. Jump the Shot Suspendable Volleyball	Homemade	Free
26. Suspendable Ball and Bat (2)	Perception Development Research Associates La Porte, Texas 77571	$ 4.95
27. Balloons (25)	Local Dept. Store or Dime Store	$ 2.00
28. Beachballs (3)	Local Dept. Store or Dime Store	$ 1.50

LEARNING THROUGH PERCEPTUAL-MOTOR ACTIVITIES

BY
RONALD J. BAUWENS

JUNE 30, 1977

TABLE OF CONTENTS

If a child develops a good image of his body, he will have a sound base upon which to build the perceptual skills which will be needed in future classroom activities.

William Braley

RATIONALE

Since the society in which we live is a very mobile one, movement is a vital part of our culture. From birth man learns to move and react in his environment. Therefore, the purpose of this handbook is to help children attain the basic development skills necessary for life. These developmental skills which will be referred to as perceptual-motor skills will not only enable children to move more efficiently but will help them develop a positive self image and gain confidence in what they can do for themselves.

Many of the children entering our school systmes today do not move well. They are unsure of the basic movements their peers take for granted. Many of these perceptually handicapped children have not had sufficient opportunities to develop balance, eye-hand coordination, and body-space awareness. This complex society of ours is filled with experiences that do-it-all for us. Games, gadgets, and toys of today make it unnecessary for any type of motor sequencing or discrimination, much less do they stimulate the thought process in children. The main objective becomes just to sit back and watch "it." In this way, television can be one of society's biggest problems. Though a good invention in the area of communication, it is not intended to be idolized for five to ten hours

a day. The point is that as young students involve themselves in this passive type of activity, they are not challenged by perceptual-motor skills which are necessary for growth. They need to be out climbing trees, jumping over objects, swinging from ropes, and throwing balls. If these skills are not developed, the school must take responsibility for bringing these students to an average level of competency. Although the movement experiences of a regular physical education class are by nature perceptual-motor activities, the child with a perceptual-motor problem needs individual attention. Many times it is an impossibility to give a child the individual attention needed. This calls for a perceptual-motor program.

This proposed perceptual-motor program is designed for kindergarten and first grade students. Early detection of these learning disabilities should be encouraged as soon as possible to avoid future frustrations and failures. In this program, there are activities which provide individual attention for students with such problems. In addition, the activities focus on the affective domain of learning in order to increase the child's positive self concept.

CHARACTERISTICS OF THE PERCEPTUAL-MOTOR HANDICAPPED CHILD

1. The child may have trouble holding or maintaining his balance.
2. He appears clumsy and cannot carry himself well in motion.
3. He may appear to be generally awkward in activities requiring coordination.
4. He may show signs of dysfunction in lateral dominance.
5. He can do things well or better with one side or limb of the body.
6. He does not know right from left readily and may have to hesitate or think carefully before being able to come up with a definite movement or answer to a direction.
7. In locomotor skills, he does movements much more efficiently on one side than the other.
8. He may reverse with regularity when such a reversal is not indicated.
9. The child has difficulty in gauging space with respect to his body, and bumps and collides with objects and other children.
10. He may be accident prone.
11. Hand-eye coordination may be poor. He may have trouble handling the simple tools of physical education-beanbags, balls, and other objects that involve a visual-motor-perceptual relationship.
12. He may have a very short attention span.
13. The child may have difficulty with motor sequencing.
14. He may have a hard time in the classroom. He may show reversals in letters and words. His writing shows irregularity and unevenness.
15. He may have a poor self-image and lacks confidence in himself.

The preceeding observable characteristics were formulated by teacher's observations of students and observations of authorities in the field of perceptual-motor learning such as Newell Kephart.

CONSIDERATIONS FOR THE INSTRUCTOR OF A PERCEPTUAL-MOTOR PROGRAM

1. Make the sessions you work with the children short and frequent as opposed to long and drawn-out. Working with the children three to four times a week for a period of fifteen to twenty minutes is ideal.

2. Be well-planned. From the test results determine what areas the child is weakest in and set up your program to remediate that problem. An unorganized instructor will be recognized immediately by the students, and the activities will lose their meaning.

3. Keep daily logs and lesson plans to give direction to the program. Jotting down observations and evaluations on the students takes little time and will assist you in the instruction of the student.

4. Know your students. Check into each student's background. Find out all you can that may be beneficial in working with the student. What have been his previous experiences? Has he had any physical complications as a youngster? Has he had any major illnesses? These answers can be obtained by school records. Another means of getting to know the student would be by setting-up an interview with the parents.

5. Do not get frustrated over a child's inability to perform tasks in specific areas. Give him alternatives or simpler tasks to perform. At this stage generalizations

are being formulated instead of specific skill tasks. Go from simple to complex. The child, given adequate time, practice and a genuine concern by the instructor will succeed. Give him small successes to build upon. Success breeds success.

6. Be kind and understanding, but be firm. The children you work with have varied personalities and backgrounds. Some of the children in the perceptual-motor program may be shy and lack confidence. Others may be aggressive. You must be prepared to construct learning situations and techniques for both.

7. The employment of activity circuits are an asset to the program. Circuits enable maximum participation. While the instructor is working with one student the others are encouraged to discover and learn at the other available stations.

8. There are many ways to achieve the same objective. The instructor should be looking for ways to adapt new and existing materials into the program.

9. Make all directions clear and concise. They should be in simple terms that enable necessary student response. Give the student time to grasp the ideas before giving

a new set of instructions or commands.

10. Make sure all students are familiar with school safety rules as well as physical education safety rules. Children may get a false impression that existing rules do not apply.

PRE AND POST TESTING

The child with a learning disability needs to be detected early in his school years. At this point in his life, he has experienced many failures. Because of these failures, he is unsure of his physical ability and will not try many of the activities his peers perform for fear of ridicule. The perceptual-motor program is a preventative program in that its goal is early assessment and treatment of learning problems. To do this all kindergarten and first grade students should be tested. The test results are then analyzed, and it is determined which children would best benefit by this type of small group instruction. From the test results, the children are placed into small groups of two to five students. If at any time throughout the school year, a student makes sufficient gains, he may be taken out of the program.

Through the activities and learning situations presented during the year, the student should show measurable progress. This progress is measured by a post test. Any child not making sufficient gains will be recommended for return into the program the next year if the instructor feels the student would benefit.

The following test is a simple device to indicate where the student is in the gross developmental

areas. It can be administered with relative ease. A rating scale for each section is attached to aid the instructor in the screening.

PERCEPTUAL-MOTOR ASSESSMENT

(Pre and Post)

							NAME OF PUPIL	
							Balance Beam Forward	BALANCE
							Balance Beam Backward	
							Jumping Box Forward	
							Jumping Box ¼ Turn	
							Walk	AWARENESS OF SELF
							Run	
							Leap	
							Gallop	
							Skip	
							Hop	
							Identification of body parts	
							Stepping Stones	SPATIAL ORIENTATION
							Obstacle Course	

PERCEPTUAL MOTOR ASSESSMENT

(Pre and Post)

NAME OF PUPIL	EYE-HAND COOR.				COMMENTS
	Ball Catch		Suspend-able Ball		
	PRE	POST	PRE	POST	

SCORING FOR PERCEPTUAL-MOTOR ASSESSMENT

(PRE AND POST)

Balance: Balance Beam

3 . . . smooth, no loss of balance
2 . . . slightly hesitant, could not maintain balance throughout
1 . . . very hesitant, little control
0 . . . could not or would not perform

Jump Box

3 . . . two feet take-off and land - no loss of balance.
2 . . . slightly hesitant, could not maintain balance throughout.
1 . . . very hesitant, little control
0 . . . could not or would not perform

Awareness of Self: Locomotor Skills

5 . . . could do skill with no explanation or demonstration
4 . . . needed prompting or some explanation, then performed
3 . . . needed explanation and demonstration, action was correct for most of the skill
2 . . . needed explanation and demonstration, action was correct for most of the skill
1 . . . needed explanation and demonstration, action was correct for none of the skill
0 . . . could not or would not do any part of the skill

Identification of Body Parts

2 . . . does not hesitate to accurately touch body part named
1 . . . slightly hesitant in touching body part named
0 . . . could not or would not touch one or more body parts named

Spatial Orientation: Stepping Stones (carpet tiles)

3 . . . after explanation, the performance was smooth and accurate with little or no hesitation
2 . . . after explanation, the performance was hesitant in some parts, stopped on wrong tile or off at least once

1 . . . after explanation, the performance lacked control, stepped on wrong tile frequently, placed two feet on one tile to gain balance, seemed to have difficulty in matching colors
0 . . . could not or would not perform

Obstacle Course

3 . . . performance is smooth after one explanation and/or demonstration
2 . . . after explanation and demonstration the child touches one obstacle
1 . . . two or more obstacles are touched
0 . . . could not or would not perform

Eye-Hand Coordination: Ball Catch

3 . . . catches all three balls using hands and fingers only
2 . . . catches two balls using hands and fingers only
1 . . . catches one ball using hands and fingers only
0 . . . catches no balls using hands and fingers only

Suspendable Balls

4 . . . ball is hit through space using either hand seven times with the proper amount of force to maintain a steady rhythm
3 . . . ball is hit either with too much or too little force causing child to miss the ball on the next hit one (1) time
2 . . . ball is missed two (2) or more times
1 . . . ball is hit only once, all rhythm is lost, controlled movement of hand contacting ball is not present
0 . . . could not or would not perform

ASSESSMENT--PRE AND POST INTERVIEW

Another valuable evaluation tool is an interview with the parents. After establishing which children you will work with, it is valuable to find out as much as possible about the student. Many times children have completely different personalities at home. Information about the child's past and home behavior could be helpful in working and assessing that student's needs. It is important to know the child's total environment.

GENERAL OBJECTIVES FOR PERCEPTUAL-MOTOR PROGRAM

1. To enhance the sensory functioning of each child.

2. To develop a positive self image through success-oriented activities.

3. To promote a sense of belonging in each student.

4. To develop a positive attitude toward learning.

5. To develop sufficient gross motor coordination to function at a level of average competency.

6. To develop an appreciation of one's body through perceptual motor activities.

7. To develop a sense of cooperation in each student.

8. To assist each student in acquiring efficient movements.

9. To help each child to utilize his strengths to combat his weaknesses.

10. To develop in each child sound safety practices.

ACTIVITIES

The following activities are only suggested activities to enhance perceptual-motor abilities. The child with a perceptual-motor problem is one that has missed out on some segment of the learning hierarchy. Through this sensory enhanced environment, the facilitators of learning should be able to provide the child with the skills necessary for growth.

Many of these activities are done in the regular physical education class. It is up to the individual instructor to pick the activities which he feels would best meet his objectives. Presenting the activities in a fun and challenging way is vital. Total involvement and a dedicated commitment to these children will yield everlasting results.

ACTIVITIES TO DEVELOP GENERAL COORDINATION

Many of the activities of a perceptual-motor program are basic skills people accepts as commonplace. In working with perceptual-motor problems, it is best to assume nothing. One must start with gross motor skills and work in a sequential order to finer motor skills. The activities in part focus on large muscle development activities.

OBJECTIVES FOR GENERAL COORDINATION

At the completion of this unit, the student will be able:

1. to hold a balance position on one foot for three seconds then hop forward on the same foot with three jumps. Repeat with opposite foot.
2. to skip a distance of fifteen feet on three different occasions.
3. to gallop, leading with either foot, a distance of fifteen feet on three different occasions.
4. to use six of the basic locomotor skills as specified by the teacher to move from one specified area to another.
5. to jump a series of jumps, keeping feet together, for a distance of ten feet.
6. to walk while keeping body erect, using cross lateral movements of arms and legs.
7. to assume a body position on a mat and move on command.

8. To turn a complete forward somersault.

Name of Activity: Locomotor Skills

Running
Walking
Skipping
Galloping
Jumping
Leaping
Sliding
Hopping

Materials Needed:

Cones
Hoops
Drum
Record
Record Player

Play Area:

Large area that permit total body movement.

Description:

1. Have children execute each of the locomotor skills down to a line and back.

2. Have students execute locomotor skills around cones, or other objects.

3. Play follow the leader.

4. Have children execute one locomotor skill then change to a different one on command.

5. Use a drum or record with appropriate beat.

Teaching Hints:

Some students will need weeks of practice for mastery of these transport movements. Skipping with a student is helpful.

Name of Activity: Mat Stunts

Materials Needed: Mats

Play Area: Gymnasium

Description:

1. Crawling
   Assume the crawl position with hands, knees, and feet in contact with the mat. Crawl, moving arm and leg of the same side, simultaneously (homolateral pattern movement). Then crawl by moving opposite arm and leg together (cross-diagonal crawling).

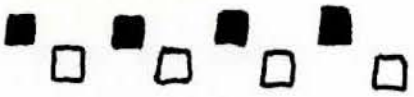
2. Elbow Drag
   Assume a prone position, use hands and forearms only to move your body forward. Drag feet behind trying to stay in straight line.

3. Seal Crawl
   Assume a push-up position. Legs straight, weight on hands. Keeping the arms straight propel body forward down the mat, dragging feet behind.

4. Crab Walk
   Assume a squat position and reach back, placing both hands on floor without seat touching floor. Keep head up and walk forward, backward, sideward.

5. Inch Worm
   Assume push-up position, keep knees stiff, move feet forward as close as possible to hands by inching forward with the feet. Regain starting position by inching the hands forward while keeping the feet stationary.

6. Crawling on Hands and Knees
   Using the homolateral and cross-pattern movements have a child crawl on twelve-inch carpet squares. Can also number squares and have students call out the numbers as they touch them. See next page for diagram.



7. Falls
   a. Knee Fall
      Take kneeling position on edge of mat, and fall forward to a prone position, turning head to the side before contacting the mat.
   b. Front Fall (Standing)
      Assume a standing position with toes up to the mat. Fall forward and land on your hands in a push-up position. Lower your body to a prone position.
   c. Half-Turn Front Fall
      Take a standing position with your back toward the mat and heels touching the edge of the mat. Make a half turn and front fall to the mat.
   d. Full Turn Front Fall
      Take a standing position facing the mat with toes touching the edge of the mat.. Make a full turn and front fall to the mat.

8. Rolls
   a. Log Rolls
      Assume prone position with hands over your head and roll to the end of the mat. Roll with your head at your side. Roll with one hand over your head and one hand at your side. May be done with seven inch playground ball between feet or hands.
   b. Forward Rolls
      Position of hands on the mat, palms placed flat with fingers spread at shoulders width for body support. Head tucked to chest to keep head contact with mat at a minimum. Start forward rolls with shoulders being carefully lowered to the mat to support the weight of the body. May be done with ball between knees or ankles.

Teaching Hints:

These are only a few basic activities that students can engage in. The mat stunts are completely new for many students. Encourage the students to make up their own mat stunts.

ACTIVITIES TO DEVELOP BODY AND SPACE AWARENESS

Body awareness is knowing the names, movements, functions, and locations of body parts; possessing an inner sense that one side of the body is different from the other side of the body; and understanding one's relative position in space. To be successful in developing perceptual-motor skills, a child must be keenly aware of his body movements. Therefore a child should experience a variety of movements which require both the use of his body as a whole, and the use of muscle groups for specific movements. Using the body in a variety of situations should lead to more efficient use of the body.

If a child has a feeling of confidence about his ability to handle himself and the objects and situations which confront him, he is more apt to develop a positive and healthy attitude toward himself. Therefore he will increase his ability to perform routine and new and more difficult tasks. (Body Management Activities on page 27.)

OBJECTIVES FOR BODY AND SPACE AWARENESS

At the completion of this unit, the student will be able:

1. to complete an obstacle course which consists of equipment to go under, over and between, moving as directed and within two inches of the equipment.
2. to touch body parts with both hands as named by the

teacher while student is blindfolded.

3. To move the right hand, right foot and turn to the right on cue from the teacher.

4. To move the right hand, right foot and turn to the left on the cue from the teacher.

5. To touch body parts to a specific piece of equipment within three seconds.

6. To respond to directions for bilateral, unilateral, and cross-lateral movements of body limbs while lying in a supine position.

7. To walk on twenty tile squares of two different colors without error. Each foot will be color-coded.

Name of Activity: Body Parts

Materials Needed:

Yarn Balls
Tires
Records
Record Player

Play Area: Any Area

Description:

1. In order to establish a good self image, children need to know their body parts and the relationships to each other. Children are instructed to touch the following body parts without hints from the other children:

head	neck	
hair	shoulders	hands
eyes	chest	palms
eyelashes	back	fingers
eyebrows	abdomen	legs
ears	waist	knees
nose	hips	ankles
cheeks	buttocks	feet
chin	arms	toes
mouth	elbows	soles
forehead	wrist	heels

Children may be blindfolded.

2. Touch body parts to other body parts.
   a. Put your hands to your knees
   b. Touch your elbows to your waist
   c. Toes to toes

3. Touch body parts to equipment or surroundings in environment.
   a. Touch feet to bean bag.
   b. Touch your head to the tire.
   c. Knees to floor
   d. Back to wall

4. Movement of various body parts.
   a. Bend your knees
   b. Nod your head
   c. Make a fist

5. Play games and perform dances that emphasize body parts.
   a. Simon Says
   b. Here We Go Loopty Lou
   c. Hokey Pokey

6. Touch body parts of your partner
   a. Knees to knees
   b. Elbows to elbows
   c. Partner a's head to partner b's chest.

7. Mirror identification: Child views self in mirror

Teacher Hints:

Repeated practice and familiarization of the body parts will come with time. Teacher cues in other activities will reinforce this concept.

Name of Activity: Obstacle Courses

Materials Needed:

Hoops
Crossbars
Cones
Vaulting Horse
Mats
Bleach Bottles
Large Geometric Shapes
Ropes

Play Area: Large space for various courses

Description:

Obstacle courses are fun for the children because they are challenging and they must control their bodies in a confined area of space. Basic obstacle courses include things to go over, under, and through.

There is no set pattern for obstacle course construction. The following equipment could be employed:

1. Hoops
2. Cross Bars and Cones
3. Ladders - Going in and out the rungs.
4. Arranging mat tunnels with hard mats.
5. Constructed geometric shapes made from plywood
6. Bleach bottles - scatter formation on floor. The student must walk through without touching.
7. Walking between long ropes without touching.
8. Vaulting horse - crawling over the top and back to floor.

Teacher Hints:

When going through such a course, children are instructed to take their time and try not to touch any piece of equipment. Controlled movements are desired.

Name of Activity: Angels - in - the - Snow

Materials Needed:

Mats

Play Area: Any area

Description:

Have child lie on his back on floor with arms at side and feet together. This is the starting position. Make sure child has sufficient room to move. Ask the child to move his arms along the floor to a position above his head. Make sure arms are straight and fully extended above the head so his hands can touch. Next instruct the child to move his feet apart. Be sure he moves them wide apart and that his heels remain on the floor. After he understands what is expected, go on to the first task.

1. Move just your arm (point to right arm) Now move your arm back to your side.
2. Move just your left arm (point to it). Now move it back to your side.
3. Move just your right leg. (point to it) Now move it back.
4. Move just your left leg. (point to it)
5. Move both arms. Now back.
6. Move both legs. Now back.
7. Move left arm and left leg. (point)
8. Move right arm and right leg. (point)
9. Move right arm and left leg. (point) Now back.
10. Move left arm and right leg. (point) Now back.
11. Continue combinations.

The eleven items were taken from Kephart's book, The Slow Learner in the Classroom, page 135.

Teacher Hints:

Encourage child to keep contact with mat. Do not raise limbs off the mat. Rest after giving one set of instructions. This could get tiresome.

Name of Activity: Stepping Stones

Materials Needed:

10 red carpet squares
10 blue carpet squares

Play Area: Gymnasium

Description:

The object of the stepping stones is to walk the squares of two different colors arranged in a pattern with the right foot on one color and the left on the other. Colored tape or ribbon could be used for marking the feet. The child must step on the designed pattern.

1. Carpets in a straight path.
2. Zig-Zag pattern.
3. Scattered formation with two colors together making the child hop on one foot.
4. Have child walk backwards through the various patterns.

Teaching Hints:

If a child misses, encourage him to go back and try it again.

Name of Activity: Twister Game

Materials Needed:

4 mats
Twister Game

Play Area: Any Area

Description:

Excellent game for body and space awareness as well as teaching the right - left concept.

The game includes a color-coded game board with a spinner that designates hand or foot placement.

Rules: Spin the wheel. When it stops, it will tell you which body part and color to put on the large playing board. The person who fails to match up colors properly or falls off balance loses.

This game can be bought commercially.

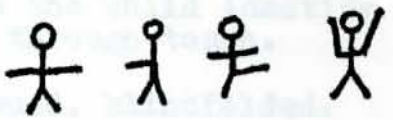
Teaching Hints:

Make the child do the work. Make him spin and verbally tell what he is to do.

Name of Activity: Imitation of Movement

Materials Needed: None

Play Area: Large Area



Description:

Standing, facing the children, ask them to look at you and do everything that you do.

1. Stand erect, arms at sides and feet together.
2. Extend the right arm.
2. Extend right foot.
3. Extend right arm and right foot.
4. Extend left arm.
5. Extend left foot.
6. Extend left arm and left foot.
7. Extend right arm and left foot.
8. Extend left arm and right foot.

Could also have child look at movements, close his eyes and imitate movement from memory.

Teaching Hints:

Do not talk to students while doing activity.
Give the child sufficient time to react.

Name of the Activity: Feelings

Materials Needed:

Shapes (geometric)
Blindfold
Ropes
Cards with geometric shapes

Play Area: Gymnasium

Description:

1. Blindfold the child. Have him touch a card with a geometric shape on it. This shape is raised slightly and textured. The child must first identify what the shape is, then remaining blindfolded go among larger wooden shapes and through the tactile sense find the same geometric shape.

2. Blindfolded again have the child identify many different shapes through touch.

3. Crawl a 2x6 piece of wood, blindfolded.

4. Crawl between two ropes, without touching the ropes.

5. Under teacher supervision, have child walk up and down a ladder.

6. Walk a horizontal ladder and balance beam.

7. Climb a pole or suspended rope.

8. Long rope; one end is held by the teacher, the other end is held by the student. Hand over hand motion until student is close to teacher.

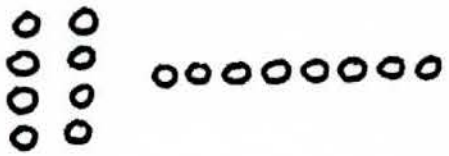
9. Have children write numbers and letters on the back of others with their fingers.

ALL OF THESE ACTIVITIES COULD BE DONE WITH EYES CLOSED OR BLINDFOLDED.

Teaching Hints:

Some of the students may not want to be blindfolded, but after seeing others blindfolded they will probably conform. Do not force a child to be blindfolded.
These are only a few activities the child can experience with eyes closed. Through the use of a blindfold, the child becomes more aware of his surroundings.

Name of Activity: Tires



Materials Needed:

8 auto tires
mats

Play Area: Gymnasium

Description:

1. Arrange the tires in a straight line or zig-zag pattern and have student execute all locomotor skills. Try not to touch tires.
2. Do same as #1, but play follow the leader.
3. Run through the tires, stepping in each tire.
4. Run on top of tires.
5. Hop on top of all tires.
6. Leap frog from one tire to the next.

USING SINGLE TIRE

1. Walk, crawl, kneel on tire.
2. Jump into middle and out using concepts of out, in, front, back, side.
3. Touch one, two, or three body parts to tire.
4. Roll tire around the gym.
5. Ask students for suggestions.

Teaching Hints:

It is a good idea to have mats under tires. Painted lines, circles and solid colors on tires will aid instructional program.

ACTIVITIES TO DEVELOP BALANCE

In the book, Body Management Activities, balance is defined as "the ability to maintain equilibrium while engaging in various locomotor and non-locomotor activities." The mon-locomotor type of balance is called static, and the balance used in performing locomotor patterns is called dynamic. (Body Management Activities, page 39)

OBJECTIVES FOR BALANCE

At the completion of this unit, the student will be able:

1. to execute ten consectutive jumps rhythmically on a jump board.
2. to walk forward without falling off the balance beam placing feet heel to toe the full length of the balance beam while keeping eyes on a fixed point.
3. to walk the full length of the balance beam sideways in either direction using a step-slide step.
4. to walk the balance beam backwards placing toe to heel without stepping off more than one time while keeping eyes on a fixation point.
5. to maintain balance for five seconds on two occasions while feet are placed on the edge of a balance board.
6. to walk up incline board to jump box; take off on two feet, and then land in bike tire with bent knees maintaining balance for three seconds.
7. to walk up incline board to jump box; take off on two feet making a quarter turn in the air, and land in bike tire with bent knees maintaining balance for three seconds.

8. To support weight on right foot for three seconds, and then hop forward three times in succession on the same foot.

9. To jump ten times consecutively in the middle of the trampoline without assistance.

10. To walk the rungs of an inclined ladder until reaching end supports, and turn and walk forward back to starting position.

Name of Activity: Static Balance

Materials Needed: Blindfold

Play Area: Any Area

Description:

1. Stand on a single line.
2. Stand on a line with one foot.
3. Stand on a line blindfolded.
4. Stand on one foot blindfolded.
5. Stand on a rope and do above activities.
6. Stand on a balance beam and do the above activities.
7. Balance on one foot with arms over head.
8. Balance on one foot with one hand at side and other up in the air.
9. Balance one foot with arms folded across chest.
10. Toss and catch a ball while balanced on one foot.

Teaching Hints: Try the activities first with eyes open, and then progress to blindfold.

Name of Activity: Balance Beam, Erasers, Wand Ball

Materials Needed: Low and High Balance Beam

Play Area: Gymnasium

Description:

1. Walk forward on beam, arms held sideward.
2. Walk backward on beam, arms held sideward.
3. With arms held sideward, walk to the middle, turn around and walk backward.
4. Walk forward to the middle of the beam, then turn and walk the remaining distance sideward left with weight on the balls of the feet.
5. Walk to center of beam, then turn and continue sideward right.
6. Walk forward with left foot always in front of right.
7. Walk forward with right foot always in front of left.
8. Walk backward with left foot always in front of right.
9. Walk backward with right foot always in front of left.
10. Walk forward with hands on hips.
11. Walk backward with hands on hips.
12. Walk forward and pick up a blackboard eraser from the middle of the beam.
13. Walk forward to center, kneel on one knee, rise and continue to end of beam.
14. Walk forward with eraser balanced on top of head.
15. Walk backward with eraser balanced on top of head.

16. Place eraser at center of beam. Walk to center, place eraser on top of head, continue to end.

17. Have partners hold a wand 12 inches above the center of beam. Walk forward to beam and step over wand.

18. Walk backward and step over wand.

19. Hold wand at height of 3 feet. Walk forward and step under wand.

20. Walk backward and pass under bar.

21. Walk beam backward, hands clasped behind body.

22. Walk beam forward, arms held sideward, palms down, with an eraser on the back of the hand.

23. Do the same only going backward.

24. Walk beam forward, arms held sideward, palms up, with an eraser on the palm of each hand.

25. Do the same only going backward.

26. Walk beam sideward, right, weight on balls of feet.

27. Walk beam sideward, left, weight on balls of feet.

28. Walk forward to middle of beam, kneel on one knee, straightening right leg forward until heel is on beam and knee is straight. Rise and walk to end of beam.

29. Do the same thing only using the left leg.

30. Do the same thing only going backward.

31. Walk to middle of beam, kneel on one knee, straighten left leg forward until heel is on beam and knee is straight. Rise and walk to end of beam.

32. Hop on right foot, length of beam.

33. Hop on left foot, length of beam.

34. Hop on right foot, length of beam, then turn around and hop back.

35. Do the same on the left foot.

36. Walk to middle of beam, balance on one foot, turn around on this foot and walk backwards to end of beam.

37. Walk to middle of beam, left sideward, turn around and walk to end of right sideward.

38. Place eraser at middle of beam, walk out on it, kneel on one knee, place eraser on top of heads, rise, turn around and walk, backward the remaining distance.

39. Walk the beam backward with an eraser balanced on the back of each hand.

40. Hold wand 15 inches above beam. Balance eraser on head, walk forward stepping over wand.

41. Hold wand 15 inches above beam and walk backward.

42. Hold wand and walk right sideward.

43. Hold wand and walk left sideward.

44. Hold wand 3 feet. Walk forward, hands on hips, and pass under bar.

45. Do the same backward.

46. Walk beam forward, eyes closed.

47. Walk beam backward, eyes closed.

48. Walk beam sideward, eyes closed.

49. Stand on beam, feet side by side, eyes closed, and record number of seconds balance is held.

50. Stand on right foot, eyes closed, and record number of seconds balance is maintained.

51. Do the same on the left foot.

52. Crawl on hands and knees.

53. Walk beam while eye is fixed on instructor's hand.

54. Walk down the beam making continuous circles with arms.

55. Clap hands going down the beam.

56. Clap sides of body while going backwards.

57. Draw various geometric objects as walking.

58. Bounce 7 inch ball while walking beam.

Teaching Hints: Start with a tape line and progress to the low balance beam. Once the child is comfortable on the beam, he may advance. Also take shoes off to stimulate tactile sense.

Name of Activity: Balance Boards

Materials Needed: Two Different Size Balance Boards

Play Area: Any Area

Description:

1. Balance with the feet apart.
2. Balance with the feet together.
3. Balance with arms in various positions.
4. Balance while touching parts of the body.
5. Balance with bean bag or eraser on head.
6. Balance while playing catch with instructor.
7. Balance while throwing bean bag into target.
8. Balance while eyes are closed.
9. Balance while eyes are fixed on various targets.
10. Balance on one foot.
11. Balance while sitting on board.
12. Balance while trying to make a full twisting turn.

13. Have children create a new activity.

Teaching Hints: Have students take off shoes to stimulate tactile and avoid slipping. Have students start by a wall to lean on until comfortable with boards.

Name of Activity: Trampoline

Materials Needed: Small Trampoline, Mats

Play Area: Open Area

Description:

1. Bounce the child while he lies in a prone and supine position.

2. Have him bounce for himself while in a prone and supine position.

3. Balance on hands and knees in center of canvas.

4. Balance on one foot and then the other.

5. Have child bounce in middle of canvas by bending his knees and thrusting upward with his feet as he hits the canvas.

6. Have child bounce several times on canvas and then stop with a quick motion. Have the child practice, "1,2,3, Stop Bouncing!" several different times.

7. Have child bounce on one foot. Repeat on opposite foot.

8. Alter position of feet. First bounce on right and then on left. Repeat this ten times.

9. Do jumping jacks in middle of trampoline.

10. Toss and catch a soft ball while bouncing.

11. Clap hands while bouncing.

12. Clap to a designated rhythm.

13. Bounce while performing various arm movements.

14. Turns (promotes laterality and directonality)

a. ¼ turn to the right or left

b. ½ turn to the right or left

c. 3/4 turn to the right or left

d. full turn to the right or left

15. Knee drop--Assume a kneeling position in the middle of the canvas. Keep back straight and buttocks does not rest on heels. Stand up and start bouncing, and then drop to the kneeling position maintaining a straight body.

16. Knees Up to Feet--Repeat 15 directions and after completion come up to feet and continue bouncing.

17. Seat Drop--Have child sit in middle of canvas, legs straight, hands at sides, and touching the canvas. This is the position needed when bouncing to the canvas. Have child first bounce several times and then do a seat drop.

18. Seat to Feet--Repeat 17 and after completion come up to feet and continue bouncing.

19. Four Point Drop--The child bounces upward and leans forward. He lands on the mat with hands and knees shoring the weight distribution equally. His back should be horizontal and his head slightly up.

20. Combinations

a. 5 bounces, knees to feet, to seat.

b. Knees to feet, seat to feet, knees.

c. 2 jumping jacks, 1 bounce, four point drop.

21. Rope jumping on Trampoline. Instructor and one other child turns while performer stands in middle of canvas.

a. Pendulum swing--not making a full turn.

b. Jumping forward

c. Jumping backward

22. Child holds and turns own rope.

Teaching Hints: 1. Emphasize all safety rules.

a. Jump in bare feet on canvas bed.

b. Use proper dismount--sitting down and sliding off.

c. Remove all objects from pockets, and disregard all necklaces and chains.

d. Do not get on without instructor's permission.

2. Stress symmetrical use of arms and legs.

3. Do not let students bounce for long periods of time.

4. This is a new experience. Do not push a student into advanced work. Hold his hands or use a rope around his waist to assure student security if necessary.

5. Make an X in the middle of the canvas to encourage student to stay near the middle.

6. Follow a program. Go slowly.

Name of Activity: Tractor Tires

Materials Needed: Large tractor tire tubes, mats, shoe polish markings on tubes, soft ball.

Play Area: Middle of gymnasium

Description: Tractor Tubes are an alternative to the trampoline. Many of the same activities can be done on this equipment.

1. Bounce with feet apart--straddle tube.
2. Bounce with feet together.
3. Bounce on right foot.
4. Bounce on left foot.
5. Do jumping jacks.

6. Bounce with alternative of right then left foot.

7. Straddle position on tube, make quarter and half turns.

8. Bounce forward, backward, and sideward.

9. Bounce with partner
   a. holding hands and moving sideward
   b. bouncing on one foot
   c. alternate bounces
   d. toss soft ball while bouncing
   e. jumping from one tire to the next
   f. crawling on tubes

Teaching Hints: Stress the safety of the activity. Encourage student creativity to make up additional activities.

Name of Activity: Ladder and Inclined Ladder

Materials Needed: Wooden Ladder, Supports for Inclined Ladder, Mats

Play Area: Any Area

Description: Horizontal Ladder

1. Walking straight ahead, walk the ladder
   a. between the spaces forward
   b. between the spaces backward
   c. sideways in the spaces
   d. on the rungs (forward, backward, sideward)
   e. All-Fours Walk--Move hands and feet alternatively along the rungs of the ladder and then on the outside rails.
   f. Inch worm--Hands on inside rungs, the child, with hands at the waist,

moves his hands forward in ladder. Feet stay in place until the body is extended; then they move forward until they touch the hands. Repeat with hands and feet on outside rails.

g. Rabbit Hop--Start at the end of the ladder with hands on second rung and feet in space behind. Move hands to the next rung up and feet trail in the space behind. Continue to the end.

2. Jumping and Hopping

a. Forward and backward in the spaces

b. Forward and backward in every other space

3. Bounce ball while walking on the ladder.

4. Balance bean bag or eraser on head while walking.

5. Turn ladder on side. Hold the ladder while students climb in and out of the spaces.

Inclinded Ladder

1. All Fours Walk

2. Both feet and one hand

3. Inch worm (See Horizontal Ladder)

4. Stand up, walk on rails, and walk on rungs forward

5. Walk rails and rungs backwards

6. Walk ladder while bouncing a ball

7. Balance bean bag or eraser on hand and walk ladder

8. Partner walk--side step up the rails holding hands

9. Side step with partner--no hands

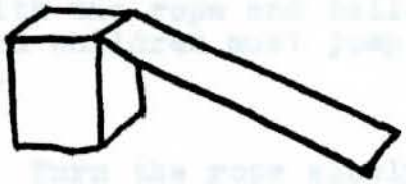
Teaching Hints: No running on the ladder. Slow, purposeful movements are desired.

Name of Activity: Jumping Box

Materials Needed: Jump Box, Mats, Bike Tire

Play Area: Open Area

Description:



1. Standing two foot take off
2. Running two foot take off
3. Jumping into one tire, or two tires
4. Jump into tire, and then do forward roll
5. Turns
   a. quarter turn
   b. half turn
   c. three quarter turn
   d. full turn
6. Jumping Jack in air
7. Clap hands over head in air

Teaching Hints: Student should always take off on two feet and land with control on the mat. After landing have students count to three before walking off the mat.

Name of Activity: Jump the Shot

Materials Needed: Twelve foot rope with a soft ball tied to the end.

Play Area: Large open area

Description: Children are equally spaced around the outside making a complete circle. The instructor is in the middle with the rope and ball. He begins to turn the rope and children must jump over it as it comes past them.

Teaching Hints: Turn the rope slowly enough for the child to judge the distance, and then jump over the top of the turning rope.

Name of Activity: Bounding Boards

Materials Needed: Plywood Jumping Boards

Play Area: Gymansium

Description: This activity can be used as a lead up to the trampoline. The student can get the feeling of being airborn a little at a time.

1. Bounce with feet apart.
2. Bounce with feet together.
3. Do jumping jacks.
4. Bounce on right foot.
5. Bounce on left foot.
6. Bounce with alternation of right then left foot.
7. Bounce and make a quarter turn.
8. Bounce and make half turn.
9. Bounce forward, backward, and sideward.
10. Bounce with eyes fixed on various targets.
11. Bounce with a partner.

Teaching Hints: Encourage the student to bounce low

at first and then get higher. This is a good strength builder. After completing this activity, students should be ready to try the trampoline.

ACTIVITIES TO DEVELOP EYE-HAND COORDINATION

Eye-hand coordination refers to the integration of the eye and hand working together to accomplish a certain task. Control and accuracy are characteristics of good eye-hand coordination. In order for a student to achieve success in the classroom and in everyday living, good eye-hand coordination needs to be developed.

OBJECTIVES FOR EYE-HAND COORDINATION

At the completion of this unit, the student will be able:

1. To catch a bean bag tossed from a distance of six feet, three out of five times.
2. To toss a bean bag into a specific target from a distance of four feet, three out of five times.
3. To catch a 7 inch playground ball three out of five times from a distance of ten feet.
4. To strike a suspendable ball with a motor control bat three times consecutively while keeping the eyes on the ball.
5. To strike a suspendable ball with either hand three times consecutively while keeping the eyes on the ball.
6. To track a given object as it moves back and forth ten times in a thirty-inch horizontal path.
7. To move the eyes from one object to another while head remains in a stationary position.

8. To strike a whiffle ball with a hockey stick three times consecutively and making contact on each hit.

9. To bounce a 10 inch playground ball five times consecutively using the extended fingers for control.

Name of Activity: Bean Bags

Materials Needed: One bean bag per child

Play Area: Open area

Description: Bean bag activities, Singles

1. Throw bean bag up in air and catch it when it comes down.

2. Throw bean bag in air and catch it with right hand only. Then left.

3. Throw bean bag up in the air. On command--"right", "left", "both", catch the bean bag with appropriate hand as it comes down.

4. Throw bean bag up and clap hands before catching the bean bag. Increase the number of claps.

5. Throw bean bag up in air, clap your hands, slap your legs, and catch it.

6. Encourage students to make new combinations.

7. Toss bean bag in the air and without moving catch it. Try throwing a little higher each time.

Description: Bean bag activities, Doubles (Partners)

1. Three to five feet apart, throw bean bag underhand to partner. Increase the distance with improvement.

2. Toss back and forth with right hand only. Toss back and forth with left hand only.

3. Toss with both hands.

4. Do 1,2,3 with overhand throw.

5. Do 1,2,3 with sidearm throw.

6. Try to toss to partner without making him move.

*All of the preceeding activities could be done with a yarnball.

Teaching Hints: Stress to the students the need for controlled throwing and keeping their eye on the bean bag as it comes to them.

Name of Activity: Throwing at Targets

Materials Needed: Balls, Bean Bags, Hoops, Tires, Shapes, Rings

Play Area: Gymnasium

Description: Throwing at various targets, the child attempts to throw his object (balls or bean bags) into the center of each target.

1. Into the center of a bike tire or auto tire which is laying on the floor or propped up.

2. Throw a bean bag into each one of the spaces in a ladder.

3. At taped geometric figures on a wall.

4. Into a rolling hula hoop.

5. Into commercial-made games, clown toss and ring toss sets.

6. Human ring toss--tossing rings on students hands or legs.

7. Tic Tac Toe--make taped tic tac toe board and use marked beanbags to play the game.

8. Roll or throw ball at bowling pin.

Teaching Hints: Throwing into larger objects and decreasing the size gradually is suggested. The student needs to experience success.

Name of Activity: Rebound Net

Materials Needed: Rebound Net, Various size balls, Hula Hoop

Play Area: Gymnasium

Description:

1. Throw object into net under handed.

2. Throw object into net under handed and try to catch on rebound.

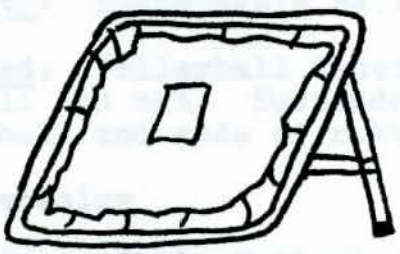
3. Throw object over hand into net.

4. Throw object into net over hand and try to catch on rebound.

5. Make a game--Try to catch three in a row, five in a row, etc.

6. Throw object into net, have it rebound into hula hoop.

7. Throw object into net, have it rebound. Have partner try to catch object before it hits the ground.



Teaching Hints: Stress good throwing form. The opposite legs stepping in front first and use follow through. Catching the object is secondary to hitting the target. Once they can hit the target, have them concentrate on catching. Have them use both hands and bring the object into the body.

Name of Activity: Rebound boards

Materials Needed: Rebound Boards, and Bean Bags

Play Area: Gymnasium

Description: Put a bean bag on the end of a rebound board. With a heel action, press down on opposite end which will launch the bean bag into the air.

1. Step down on board launching bean bag in air.

2. Try to catch the launched bean bag with both hands.

3. Catch with one hand.

4. Launch bean bag up in the air, and clap hands before catching.

5. Launch bean bag in air, and have partner try to catch it. The catcher then switches.

Teaching Hints: Encourage a toe-heel action in launching objects. Make sure they catch with their hands only.

Name of Activity: Suspendable Ball and Bat

Materials Needed: Volleyball taped to rope, small suspendable ball and bat. Suspendable ball is the size of a baseball and made of rubber.

Play Area: Gymnasium

Description: Suspendable Volleyball--This ball can be suspended from the ceiling or a basketball goal. It should hang down to chest in height.

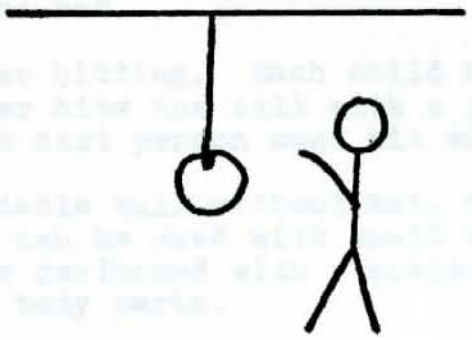
1. Bat the ball with entire arm.

2. Bat the ball with open hand.

3. Bat the ball with your chest, head, or other body parts.

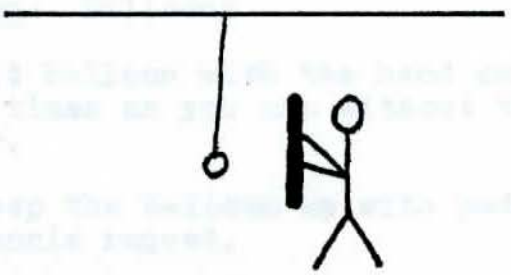
4. See if student can keep hitting the ball consecutively and with good control.

5. Hit ball and touch various body parts between hits.



*After mastery of this activity, the child is ready for the small, suspendable ball.

Description: Suspendable Ball and Bat--The bat is color-coded. The ends are one color and every two inches going to the middle is a different color band. Using the suspendable ball, have the child visually track the ball as the instructor puts the ball in different paths. Encourage the student to use only his eyes for tracking.



Using the suspendable ball and bat, hands are placed a shoulder width apart.

1. Use any part of the bat to hit the ball. Just make contact.

2. Hit only the part of the bat between the student's hands.

3. Hit only the areas outside the student's hands.

4. Hit only the color on the bat designated by teacher.

5. Hit each colored band five times each.

6. Hold the bat like a sword, and hit ball with the end of the bat.

7. Partner hitting. Each child has a bat. The leader hits the ball with a particular color and next person must hit with same color.

*Using suspendable ball without bat, the same set of activities can be used with small suspendable ball that were performed with a suspendable volleyball, using various body parts.

Teaching Hints: Stress soft, straight hits with motor control bat. If ball is hit too hard, control will be lost. This activity also stresses body awareness. Make sure the student is tracking the ball and not just swinging wildly.

Name of Activity: Balloons and Beach Balls

Materials Needed: Round Balloons, Box

Play Area: Large Open Area

Description: Balloons

1. Hit balloon with the hand as high and as many times as you can without touching the floor.

2. Keep the balloon up with paddle, stick, or tennis raquet.

3. Bounce balloon off wall.

4. Hit balloon to partner. See how long the team can keep it up.

5. From starting line, have student see how many hits it take to get his balloon ten feet into a box.

6. Use only one hand to keep balloon up.

7. Use other body parts to keep balloon up.

*After students have gained confidence in keeping balloons up, have them progress to using a beach ball.

Many of the activities used for the balloons can be used in beach ball activities.

Teaching Hints: Balloons are excellent because of the added reaction time. Students can get set before the balloon comes. Use the beach ball in groups to start. May have them try to just keep it up with the instructor's help.

Name of Activity: Batting Objects

Materials Needed: Hockey Sticks, Bats, Tennis Racquets, Paddles, Sponge Balls, Box, Carpet Squares, Two Cones

Play Area: Gymnasium

Description: Using a small baseball bat:

1. Bat a stationary 10 inch playground ball.
2. Bat a rolling 10 inch playground ball.
3. Bat a 7 inch playground ball off a batting tee.

Using a hockey stick:

1. Bat a stationary ball.
2. Bat a rolling ball.
3. With a carpet square pattern (L-Shaped) and a box at one end, try to bat the ball along the path and into the open box. See how many hits it takes you.
4. Try to hit a stationary ball between two cones.
5. Try to hit a rolling ball between two cones.
6. Push the ball between a zig zag pattern of cones with the hockey stick.

Using a paddle or tennis racquet:

1. Hit the ball out of your hand.
2. Throw ball up and hit it.

3. Bounce ball and hit it.

4. Hit ball against the wall.

5. Hit ball to partner and partner tries to stop ball or catch it.

6. Instructor throws ball and lets it bounce once while student hits it with paddle.

7. Instructor throws ball and student hits it on a fly.

Teaching Hints: Stress keeping eye on the ball. If student is not succeeding, use bigger ball or paddle. You may even have to use balloons.

Name of Activity: Ball Control

Materials Needed: 10 Inch or 7 Inch Playground Balls

Play Area: Gymnasium

Description:

1. Bounce and catch ball.

2. Bounce ball over head and catch.

3. Bounce ball, clap hands, and catch.

4. Toss and catch ball.

5. Bounce ball with two hands, repeatedly.

6. Try to bounce ball repeatedly with right hand.

7. Try to bounce ball repeatedly with left hand.

8. Try to alternate hands while bouncing ball.

9. Dribble for two minutes without stopping or bumping into neighbor.

10. Play "Teacher Call Ball." Instructor throws ball up, calls a student's name, and he, in turn, tries to catch the ball either in the air or after it bounces once.

11. Bounce ball to music.

Partner Activities:

1. Bounce ball back and forth.

2. Bounce, catch, and then roll to partner.

3. Toss to partner.

4. Throw ball against wall. Let it bounce once and partner tries to catch it.

5. Sit down and toss back and forth.

Teaching Hints: Make sure the size ball you use is proper. Make it challenging and fun. Stress keeping eye on the ball.

ACTIVITIES TO DEVELOP EYE-FOOT COORDINATION

Eye-foot coordination is the integration of the eyes and feet to accomplish a specific task. Training the eyes and feet to work in harmony is vital to many sport activities as well as for experiences in daily living.

OBJECTIVES FOR EYE-FOOT COORDINATION

At the completion of the unit, the student will be able:

1. to walk a tape line without falling while concentrating on placement of the feet.
2. to walk through a set of twelve stepping boxes without missing.
3. to walk on nine out of ten rungs of a ladder without loss of balance.
4. to kick a stationary ten inch playground ball three times consecutively.
5. to kick a ten inch playground ball rolling from a distance of ten feet, two out of three times.
6. to drop kick a ten inch playground ball held in hands three out of five times.

This is a suggested progression for teaching eye-foot coordination:

1. Walking on colored carpet squares
2. Walking in stepping boxes slightly bigger than students' feet
3. Walking in narrow paths made from shoe polish

4. Walking on straight lines
5. Walking on curved lines
6. Walking on a balance beam
7. Kicking stationary objects
8. Kicking moving objects

Name of Activity: Carpet Squares and Stepping Boxes

Materials Needed: Twenty carpet squares(two different colors); Ten stepping boxes (Two different colors)

Play Area: Gymnasium

Description: The object of the stepping stones and stepping boxes is to make the child think about the placement of his feet. He must walk on the squares or boxes of two different colors arranged in a pattern with the right foot on one color and the left on the other color. Colored tape or ribbon could be used for marking the feet. The child must step on the designed pattern.

1. Arrange the carpets or boxes in a straight path.

2. Zig-Zag pattern

3. Scattered formation with two colors together making the child hop on one foot. Only do this with carpet squares.

4. Have child walk backwards through the various patterns.

Teaching Hints: If child misses, encourage him to go back and try it again. Controlled,purposeful movements are desired.

Name of Activity: Paths and Alleys

Materials Needed:

Rope
Shoe Polish
Balance Beam

Play Area: Gymnasium

Description:

1. Have child walk between two narrow lines made of shoe polish, forward and backward.
2. Walk between curved lines, forward and backward.
3. Walk on single line, forward and backward.
4. Walk on single curved line going forward and backward.
5. Walk on top jump rope.
6. Walk on balance beam. Refer to balance section.

Teaching Hints:

Let students watch the placement of the feet at the start. As the activities progress, students should not have to watch feet as much. Encourage students to stay in the boundaries or on the line.

Name of Activity: Kicking Stationary Objects

Materials Needed:

Various size balls
Suspendable Volleyball

Play Area: Large open area.

Description:

"Suspendable Volleyball"
Lower the volleyball suspended from ceiling or basketball goal so the ball is one inch from the floor.
1. Kick the ball with the instep.
2. Kick the ball with the inside of foot.
3. Kick the ball with the toe.

"Kicking a 10-inch playground ball."
1. Kick the stationary ball with instep.
2. Kick the ball with the inside of the foot.
3. Kick the ball with the toe.

Vary the size and texture of the balls used. Use balloons, beachballs, sponge balls, and yarn balls.

Teaching Hints:

At first tell student to just make contact with the ball. After practice he is ready to move to moving targets.

Name of Activity: Moving Targets

Materials Needed:

Ladder
Balls
Suspendable volleyball
Cones

Play Area: Large open area

Description:

"Suspendable Volleyball"

1. Intructor tosses ball out; when it comes back have child hit it with any part of his leg.

2. Intructor tosses ball out, as it comes back child hits it with part of foot instructed to use; toe, inside of foot, instep.

3. Student kicks ball out, when it returns he hits it again.

4. Student tries to kick ball consecutively, as many times as possible.

"Moving Ball"

1. Intructor rolls 10" playground ball to student to hit. He tries to kick ball back to instructor.
2. Student uses wall to hit ball against.

).

3. Kick ball to partner. Partner kicks ball back.
4. Decrease the size of the ball to kick.
5. Dribble down the middle of a ladder with ball.
6. Dribble ball around cones or other objects.

Teaching Hints:

Do not progress until student is ready.
You may have to use balloons or beach balls if student cannot kick other balls.

Name of Activity: Kicking Objects into Targets

Materials Needed:

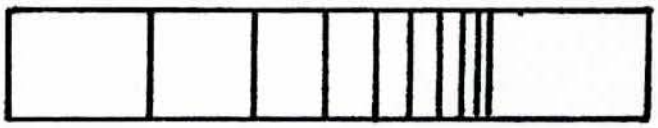
Large box
Various size balls

Play Area: Gymnasium

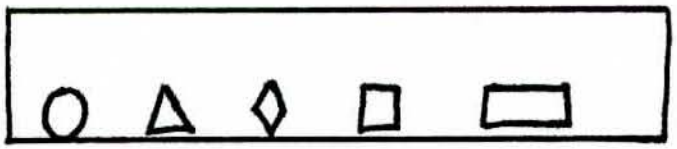
Description:

The following activities should be done first with kicking stationary objects; then advance kicking moving objects.

1. Put large, varied size lines on a wall. Kick a ball into each area. The size of the lines (distance between each line) should decrease in width.



2. Have geometric shapes on a wall close to the floor. Have a child kick a ball into each shape.



3. Kick ball into large box.

4. Kick ball between cones. As child gets better decrease the width between cones. You could also have another student stand between cones to try and stop the ball.

5. Have four different size balls and have child try and kick all the balls into a goal.

Teaching Hints:

Intruct the child to look at target, not his feet.

LEARNING CIRCUITS

Learning circuits involve setting up several learning stations or areas within a class period. Each learning area or circuit would focus on a different aspect of a particular perceptual-motor skill. One such circuit may have an area for balance, another for body awareness, and still another for eye-hand coordination. Thus a learning circuit is a series of developmental activities functional to a child's learning. Learning circuits give the instructor the freedom to assist, participate, or evaluate the activities that are being engaged in by the students.

ADVANTAGES OF LEARNING CIRCUITS IN A PERCEPTUAL-MOTOR PROGRAM

1. Most children in the program are weak in more than one area. With a learning circuit, many areas can be developed.

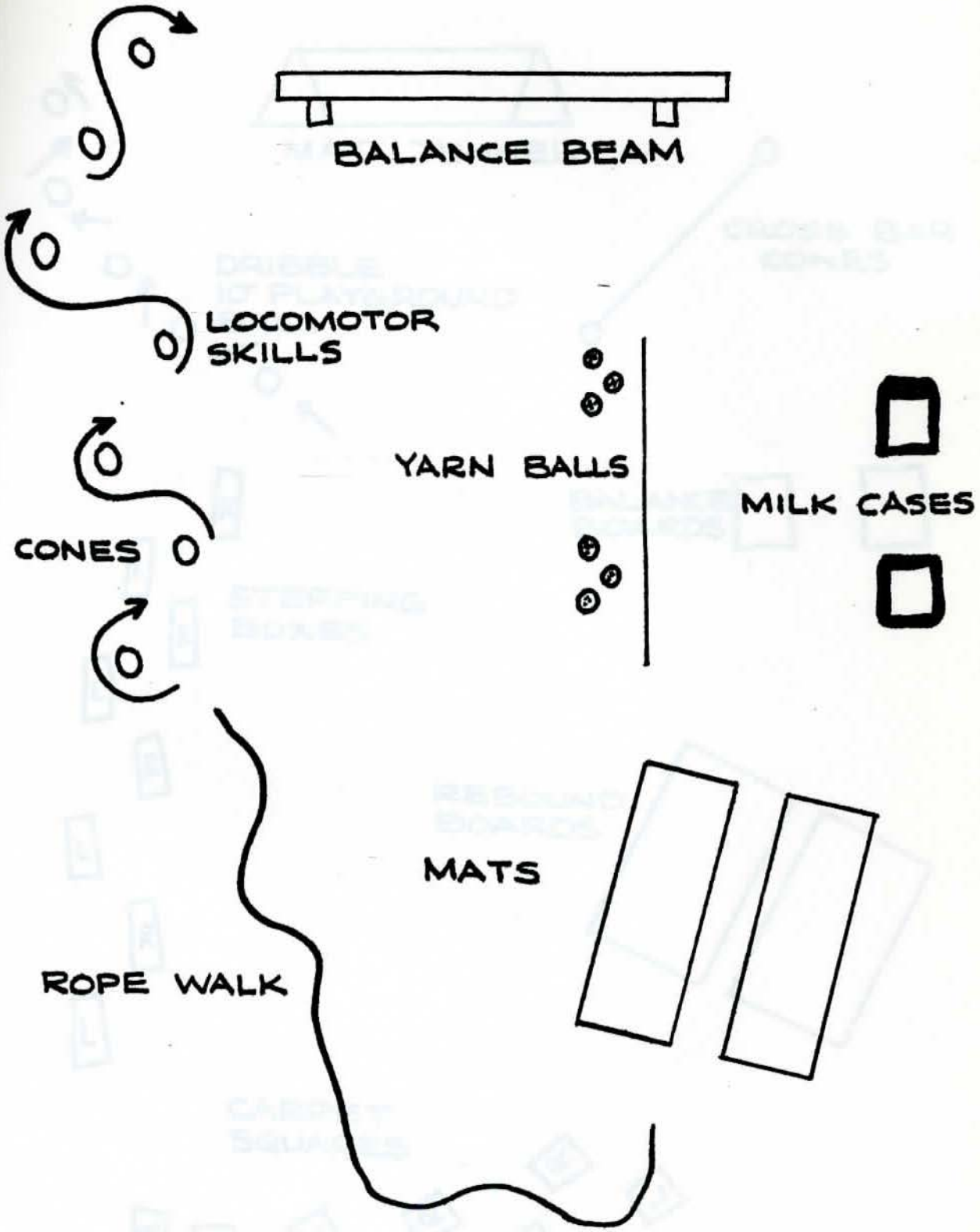
2. Learning circuits involve maximum participation. No student has to wait for a turn.

3. They give children an opportunity to complete instructed tasks and permits time for creativity of additional activities.

4. Once a circuit is explained, the teacher can step back and observe student behavior.

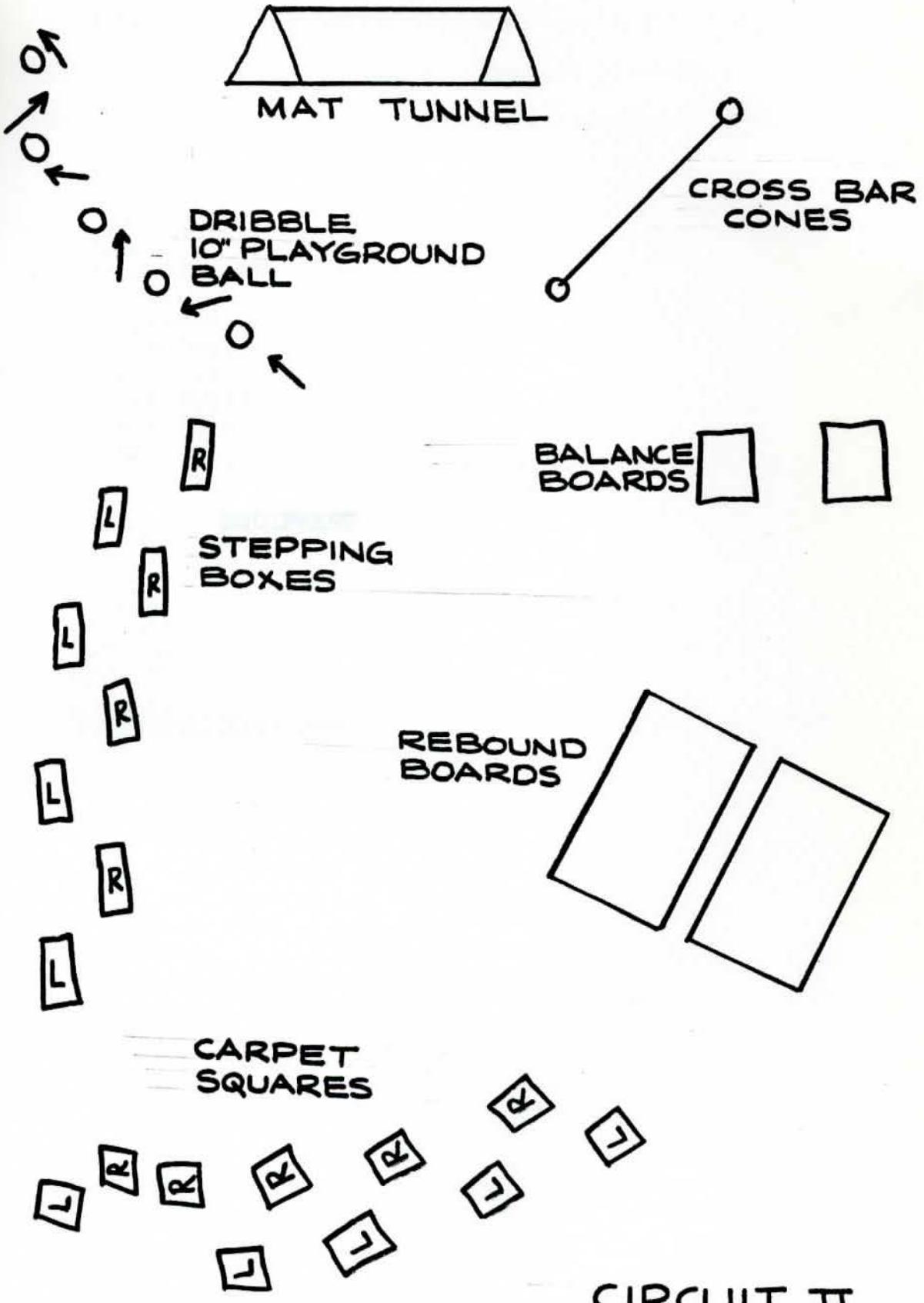
5. In a learning circuit, there is little chance of boredom since a variety of activities are provided.

LEARNING CIRCUITS



CIRCUIT I

LEARNING CIRCUITS



EQUIPMENT

Much of the equipment needed will be available through the regular physical education program. Descriptions, names and addresses of equipment will follow.

1. Drum
2. Records
3. Record Player
4. Mats
5. Playground Balls (various sizes)
6. Wiffle Balls
7. Yarn Balls
8. Tennis Balls
9. Sponge Balls
10. Ropes
11. Balance Beam (adjustable)
12. Wands
13. Rubber Rings
14. Hockey Sticks
15. Bats (small)
16. Tennis Racquets (junior)
17. Paddles
18. Masking Tape
19. Shoe Polish

20. _____ Equipment from the regular Physical Education Program.

PERCEPTUAL MOTOR PROGRAM IN PHYSICAL EDUCATION EQUIPMENT LIST

Equipment Item	Source	Approximate Cost
1. Balance Beams (2) 1 low 1 medium	Austin Tent Company 1561 Minert Road Concord, California 94520	$30.00 Low (10' long, 6" high) $55.00 Medium (10' long, 9½" high)
2. Jump Box (1) with incline board	Austin Tent Company (see #1 source)	$65.00
3. Hoops (6) 3 - 30" No. 1230 3 - 36" No. 1236	Casom Corporation 6030 Watzata Boulevard Minneapolis, Minn. 55416	$1.75
4. Rebound Net-practice pitch (1)	Central Hardware	$7.99
5. Rebound Board (1)	Creative Ideas Company 5328 W. 142nd Place Hawthorne, California 90250	$15.00
6. Mini-Trampoline (1)	Salsich Recreation Company 2292 Grissom Drive St. Louis Missouri 63141	$45.00
7. Coordination Ladder (1) 8' wood with round rungs	Local Hardware	$30.00
8. Boundary Markers (10) - 18"	Program Aids Inc. 161 Macquesten Parkway Mount Vernon, N.Y. 10550	$55.00 set

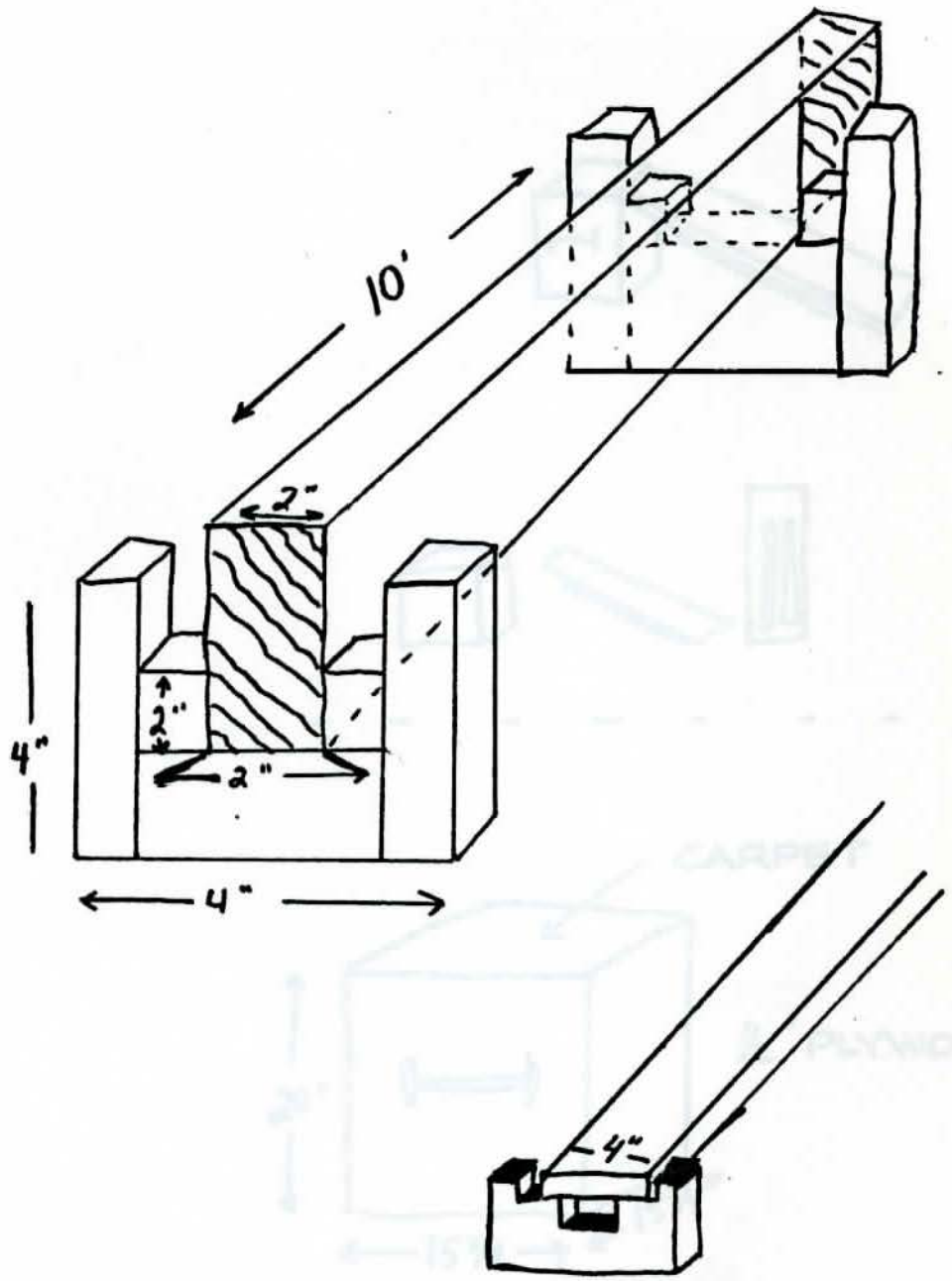
PERCEPTUAL MOTOR PROGRAM IN PHYSICAL EDUCATION EQUIPMENT LIST
(continued)

Equipment Item	Source	Approximate Cost
9. Plastic Tubes - golf club tube (6)	Discount Store or Sporting Goods Store	$ .15 or .20 each
10. Scooter Boards (12) 12" x 12"	Program Aids Inc. (see #8)	$130.00 set
11. Bean Bags - 4 oz. (10)	Local Supply	$ .30 each
12. Bowling Pins (6) or Indian Clubs - 18"	Used from Local Bowling Alley or Wolverine Sports 745 State Circle Ann Arbor, Michigan 48104	Free $ 3.99
13. Tires - Bicycle (12) Auto (4)	Local Bicycle Shop Local Service Station	Free Free
14. Tire Holder (1) (Portable stand)	Local Service Station or Tire Shop	Free $ 5.00
15. Geometric Shapes (7) with stands or can be made	Austin Tent Co. (see #1)	$50.00 set
16. Bleach Bottles (30)	Community	Free
17. Carpet Squares (20)	Local Dept. Store	$15.00
18. Stepping Boxes (12)	Homemade	Free
19. Twister Game (1)	Local Dept. Store	$5.00

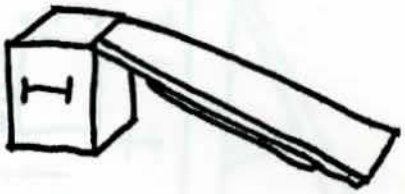
PERCEPTUAL MOTOR PROGRAM IN PHYSICAL EDUCATION EQUIPMENT LIST
(continued)

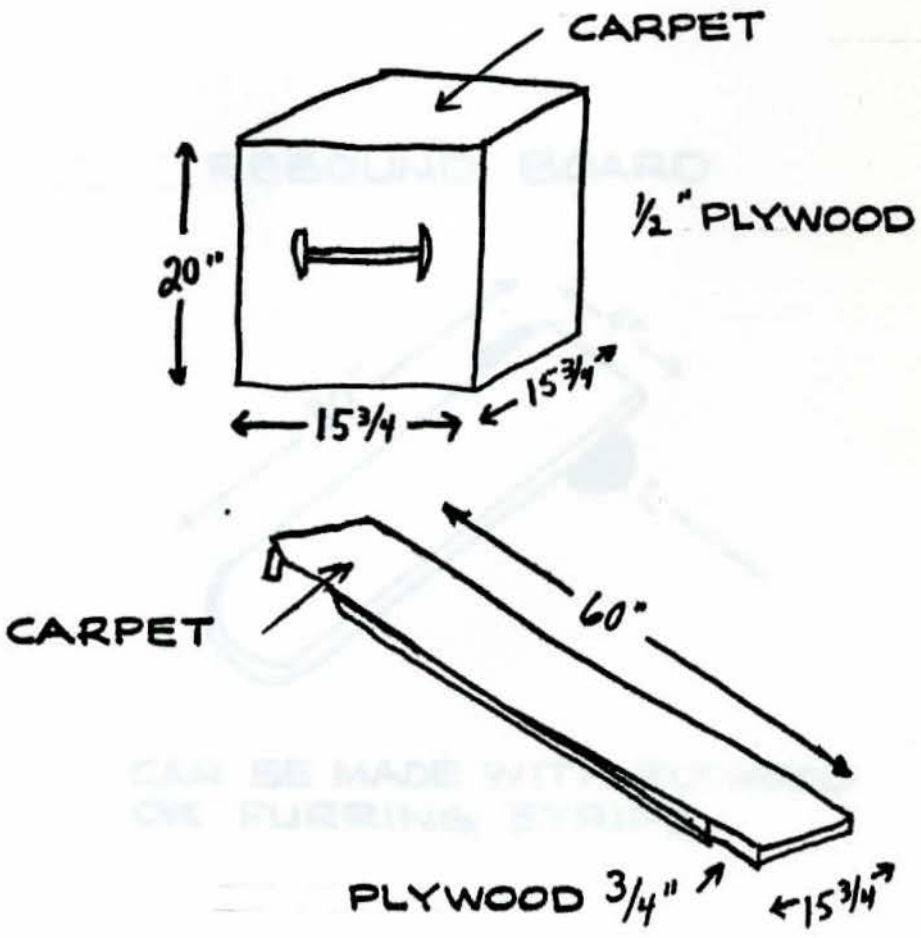
Equipment Item	Source	Approximate Cost
20. Blindfold (2)	Homemade	Free
21. Cards with shapes - 1 set	Homemade	Free
22. Balance Boards (3)	Homemade	Free
23. Jumping Boards (2)	Homemade	Free
24. Tractor tubes (4)	Local Truck Lins	Free
25. Jump the Shot Suspendable Volleyball	Homemade	Free
26. Suspendable Ball and Bat (2)	Perception Development Research Associates La Porte, Texas 77571	$4.95 each
27. Balloons (25)	Local Dept. Store or Dime Store	$2.00
28. Beachballs (3)	Local Dept. Store or Dime Store	$1.50

BALANCE BEAM

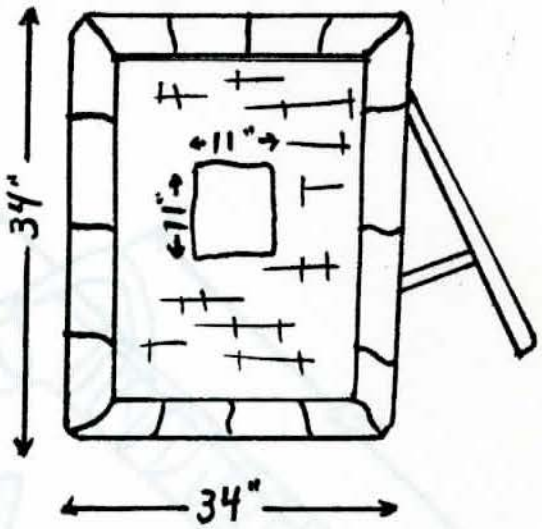


JUMPING BOX

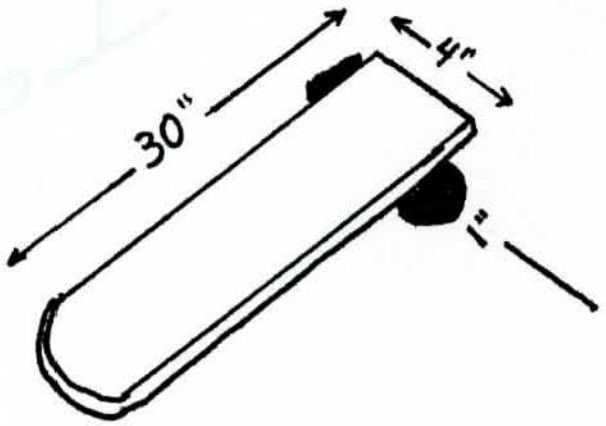




REBOUND NET

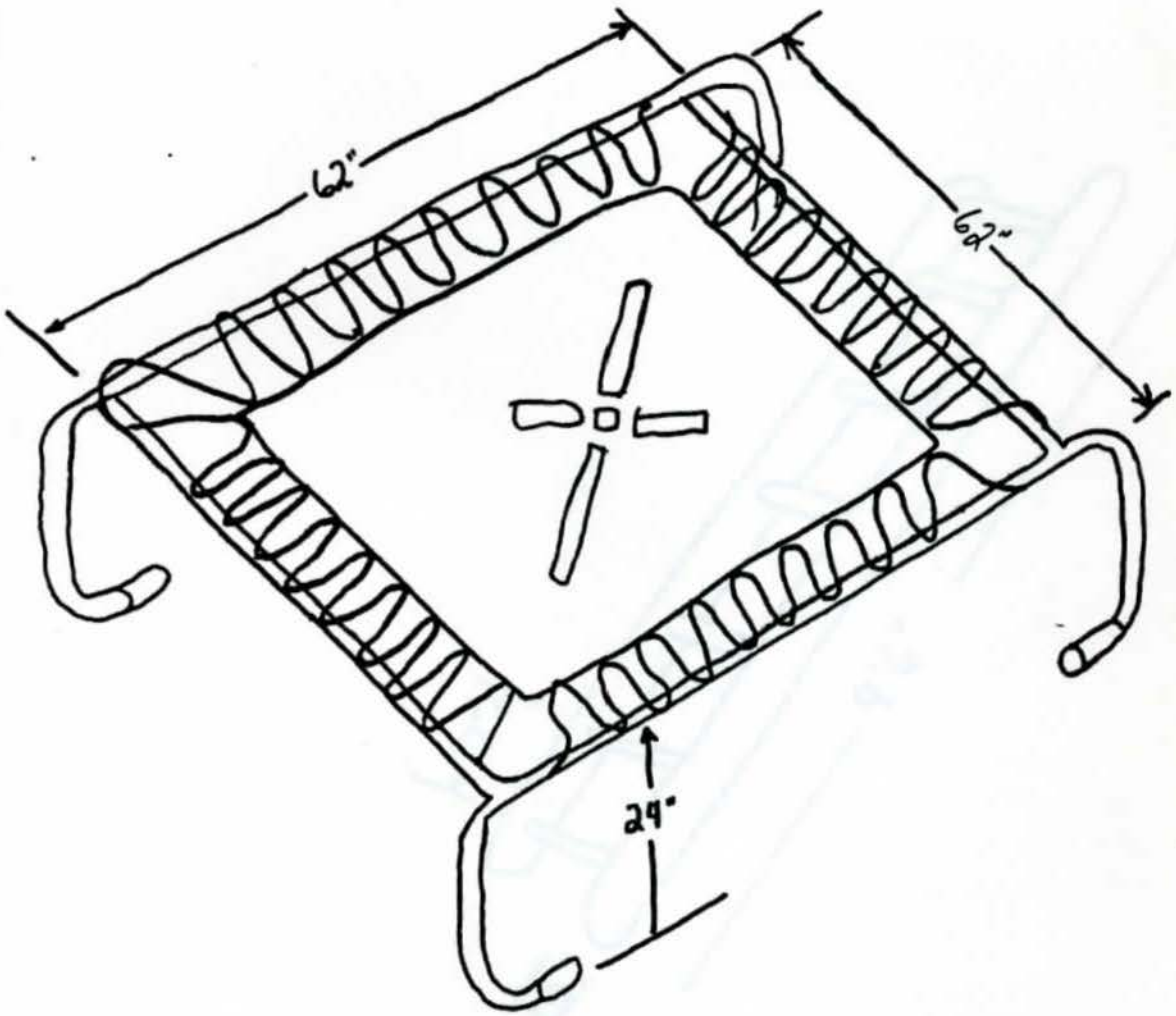


REBOUND BOARD

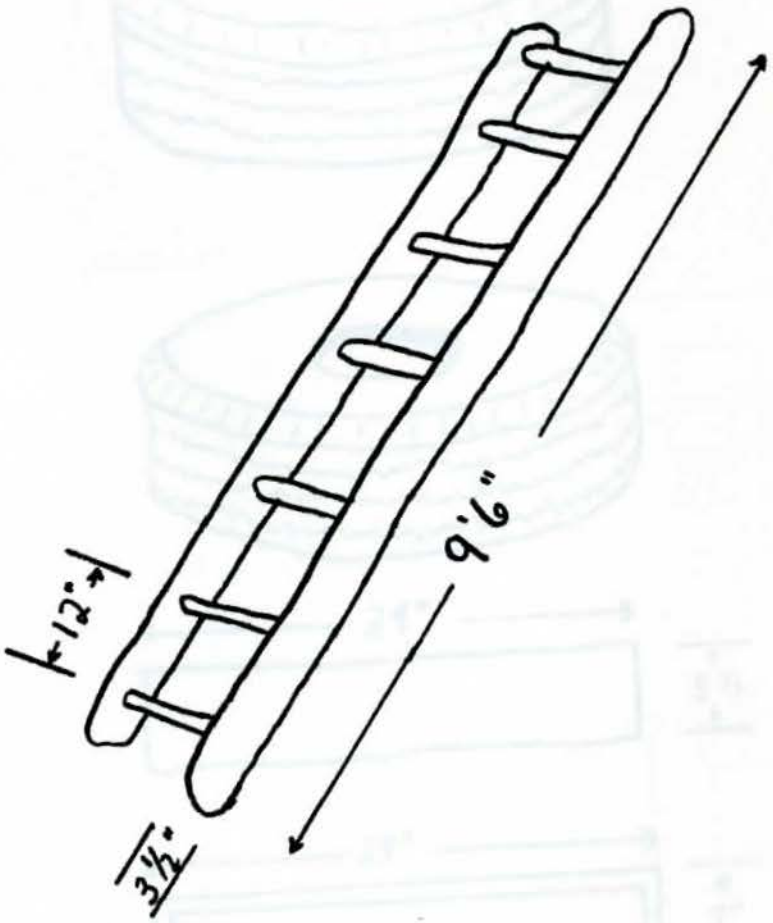


CAN BE MADE WITH PLYWOOD OR FURRING STRIPS

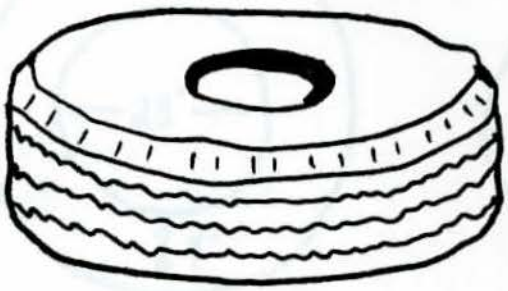
MINI TRAMPOLINE

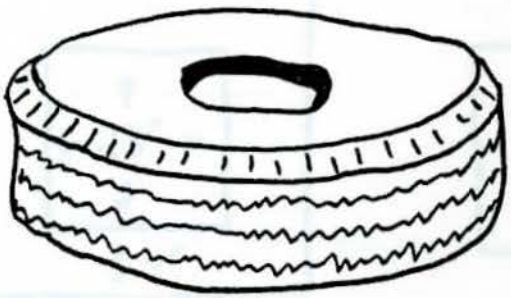


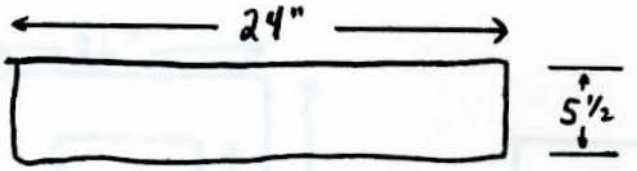
COORDINATION LADDER



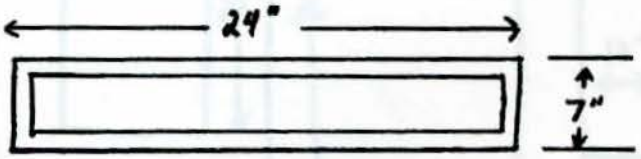
AUTO TIRES AND TIRE HOLDERS

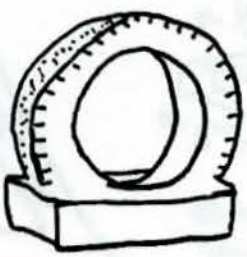




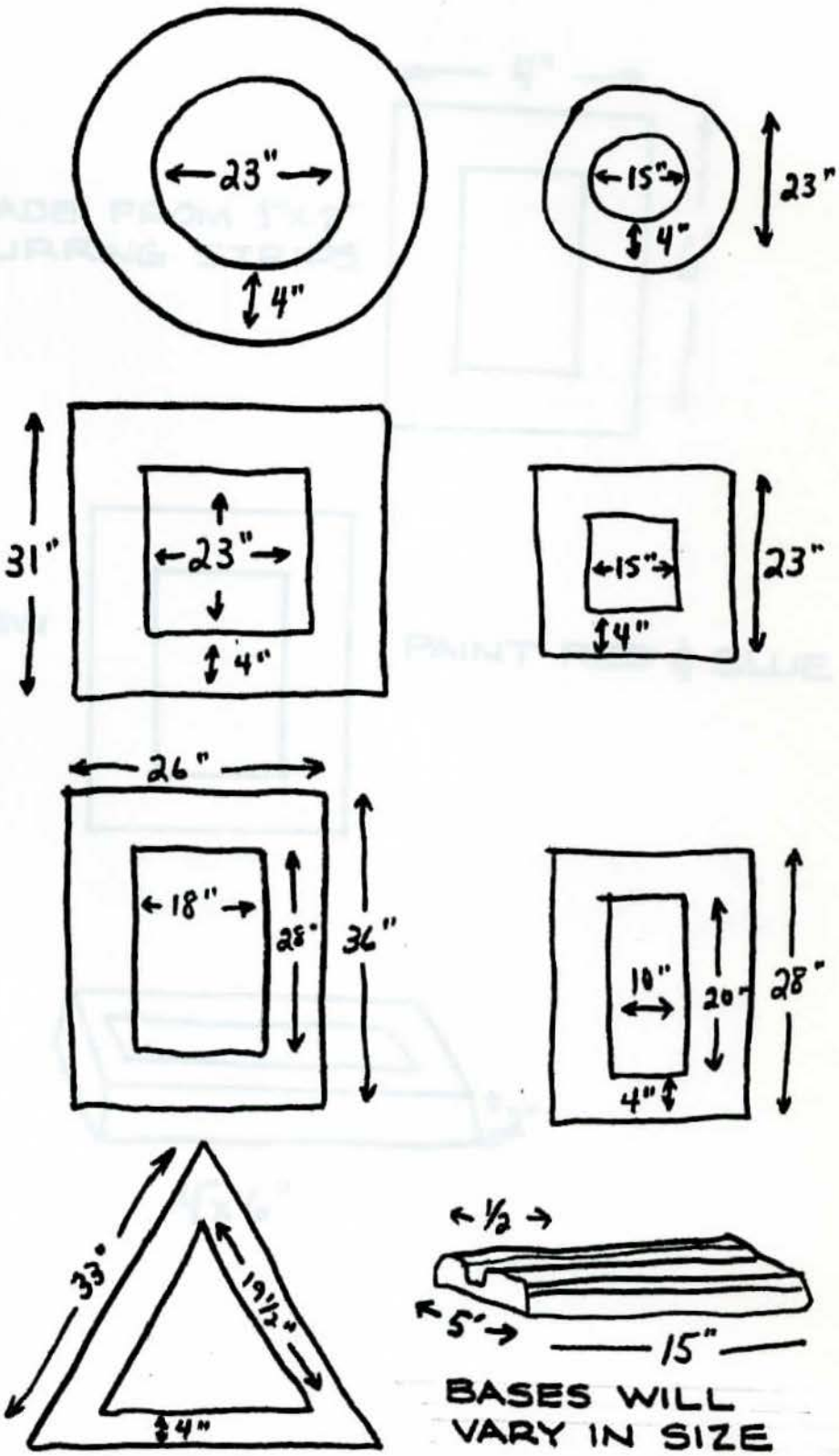


TOP VIEW



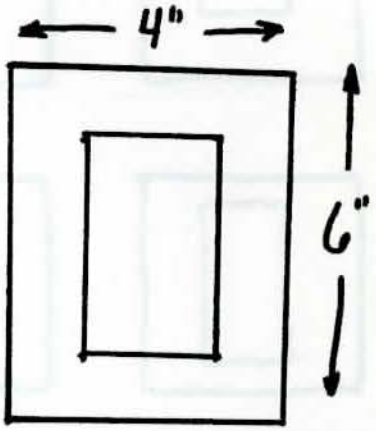


GEOMETRIC CRAWLING SHAPES

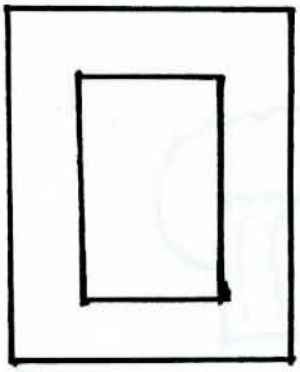


STEPPING BOXES

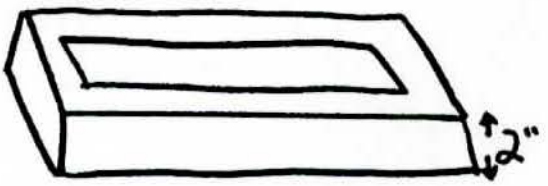
MADE FROM 1"X2"
FURRING STRIPS



TOP VIEW

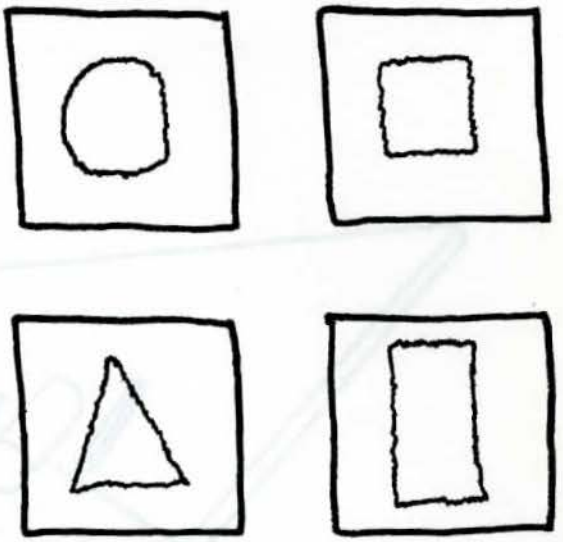


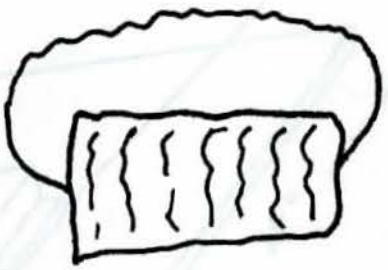
PAINT RED & BLUE



4"x 6"

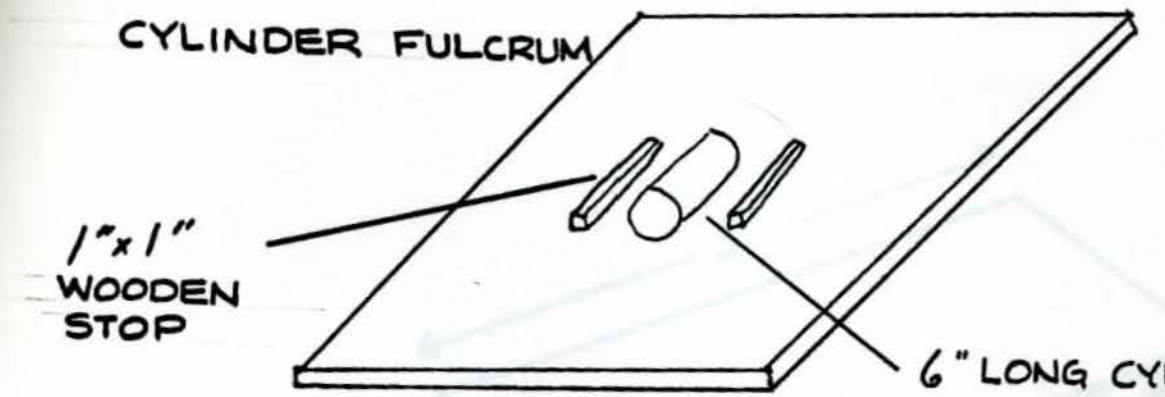
CARDBOARD SQUARES WITH GEOMETRIC SHAPES MADE FROM PIPE FILTERS

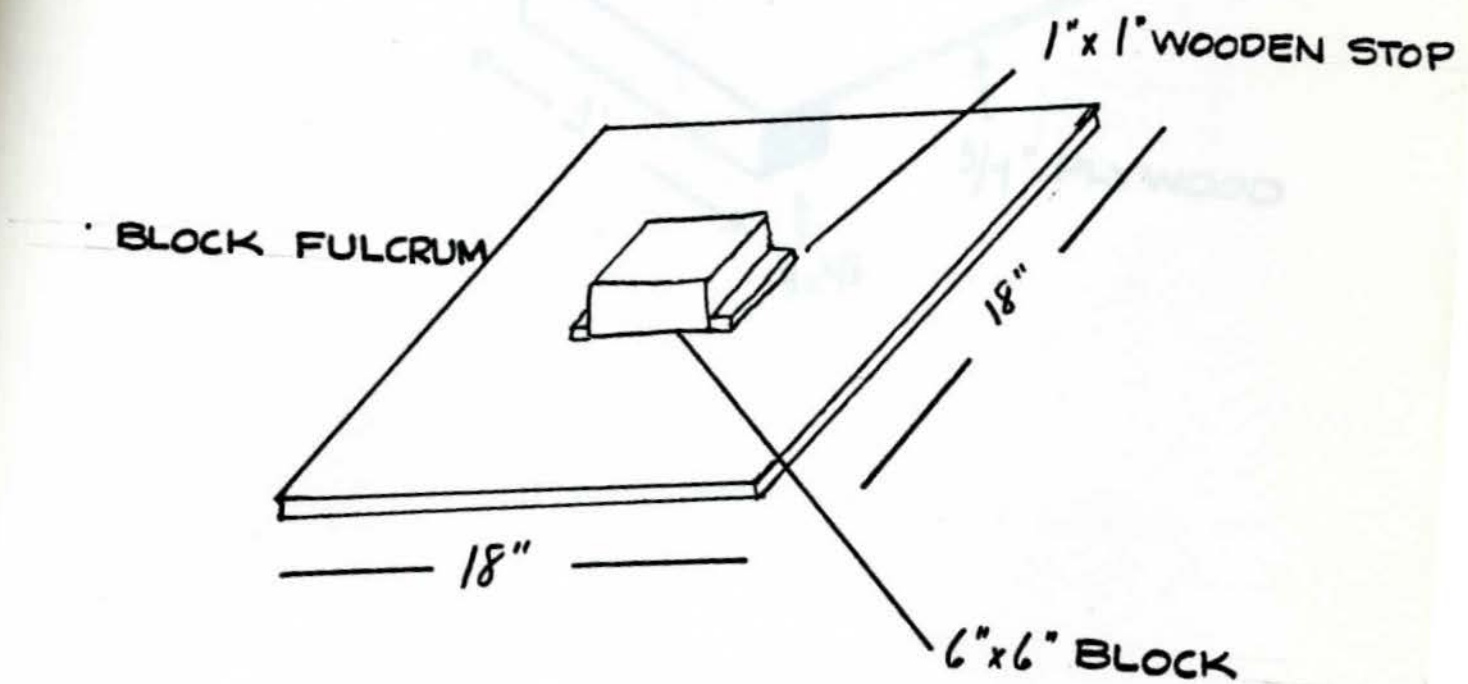




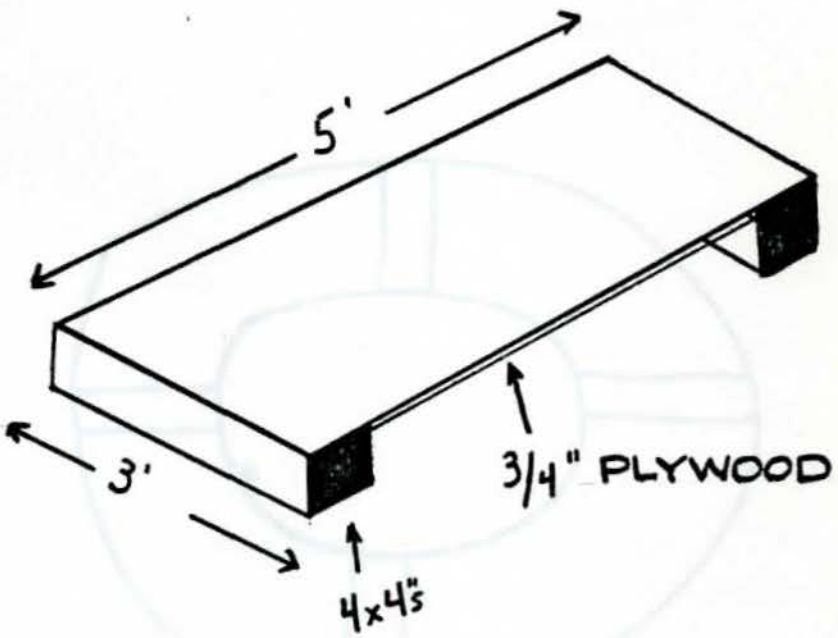
BLINDFOLD MADE FROM SCRAP MATERIAL WITH ELASTIC BAND

BALANCE BOARDS

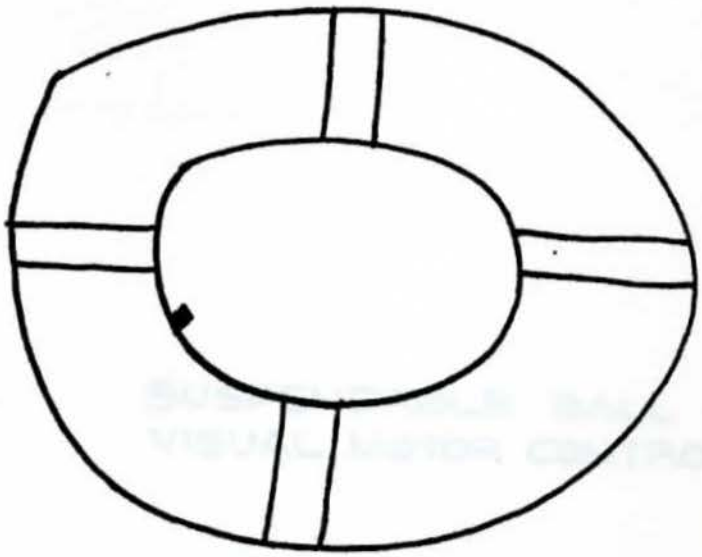




JUMPING BOARD



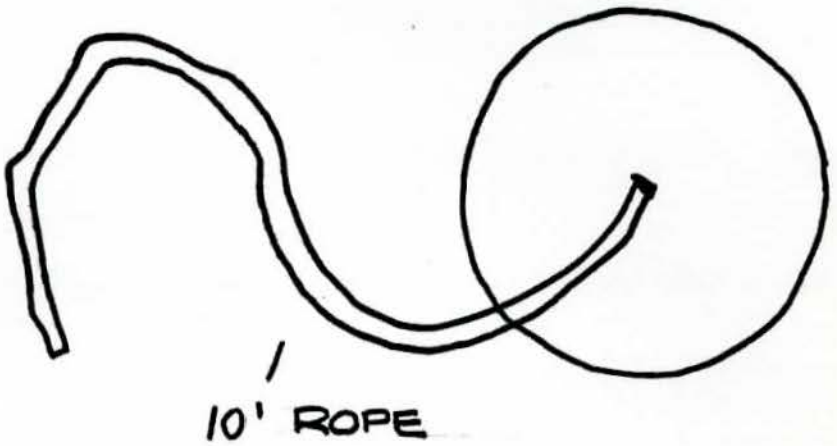
TRACTOR TUBES



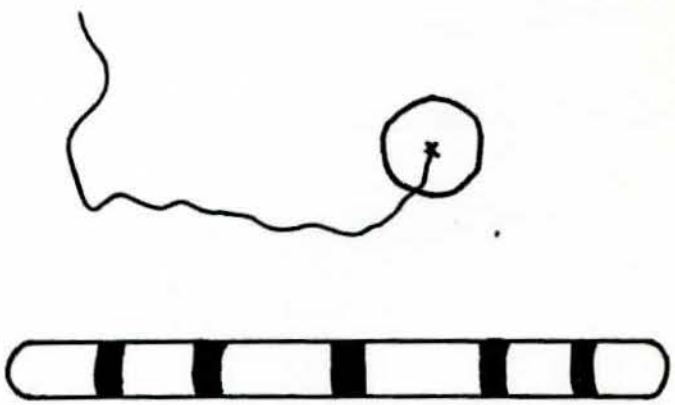
2½"

SHOE POLISH LINES

SUSPENDABLE VOLLEY BALL
(JUMP THE SHOT)



SUSPENDABLE BALL AND VISUAL MOTOR CONTROL BAT



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SUGGESTED FILMS

Bridges to Learning (16mm, sound, color, 30 min.), 1970. Palmer Films Inc., 611 Howard Street, San Francisco, California.
(Perceptual-motor activities are incorporated into K-6 physical education program.)

Bright Boy, Bad Scholar (16mm, sound, black and white, 27 min.). Indiana University Film Library, Bloomington, Indiana (rental).
(Care studies of bright children with high IQ's who are unable to learn. Shows examples of perceptual-motor problems and points out that 15 per cent of those in school have a learning disability.)

Developmental Physical Education (16mm, sound, color, 28 min.) Simensen and Johnson Educational Consultants, P.O. Box 34, College Park, Maryland.
(A developmental approach to teaching physical education for learning disabled children. Perceptual-motor activities, creativity, and physical fitness activities are stressed.)

Moving is Learning (16mm, sound color, 18 min.). Canadian Association for Children With Learning Disabilities, 88 Eglinton Ave. E., Toronto 315, Ontario, Canada.
(Perceptual-motor training activities for the learning disabled child are demonstrated.)

Thinking, Moving, Learning (16 mm, sound, color, 20 min.), 1970. Bradley Wright Films, 309 North Dunn Ave., San Gabriel, California.
(Twenty-six perceptual-motor activities for preschool and primary grade children are demonstrated in this film.)