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A Project Designed to Identify and Assist Potential Slow Learners at the Pre-Kindergarten Level

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A PROJECT DESIGNED TO IDENTIFY AND
ASSIST POTENTIAL SLOW LEARNERS AT THE
PRE-KINDERGARTEN LEVEL

A THESIS
PRESENTED TO
THE GRADUATE FACULTY
CENTRAL WASHINGTON UNIVERSITY

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Anita Louise Rakoz

Courses presented for the Master's degree

<i>Course No.</i>	<i>Course Title</i>	<i>Number of Credits</i>	<i>Instructor</i>	<i>Quarter Completed</i>
<i>ED. 586</i>	<i>The Principalship</i>	<i>5</i>	<i>H. Sutherland</i>	<i>Winter, 1976</i>
<i>ED. 561</i>	<i>School Supervision</i>	<i>3</i>	<i>J. Green</i>	<i>Summer, 1976</i>
<i>ED. 580</i>	<i>Educational Administration</i>	<i>5</i>	<i>H. Sutherland</i>	<i>Summer, 1976</i>
<i>ED. 581</i>	<i>Public School Finance</i>	<i>3</i>	<i>D. Goetschius</i>	<i>Spring, 1976</i>
<i>ED. 693</i>	<i>Internship School A</i>	<i>4</i>	<i>H. Sutherland</i>	<i>Spring, 1976</i>
<i>*ED. 568</i>	<i>Curriculum Public School</i>	<i>3</i>	<i>E. Hummel</i>	<i>Fall, 1973</i>
<i>ED. 590</i>	<i>Elementary Field Project</i>	<i>6</i>	<i>H. Sutherland</i>	<i>Spring, 1978</i>
<i>ED. 599</i>	<i>Seminar: School Principals</i>	<i>3</i>	<i>H. Sutherland</i>	<i>Summer, 1978</i>
<i>ED. 597</i>	<i>Graduate Research</i>	<i>3</i>	<i>H. Sutherland</i>	<i>Summer, 1978</i>
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<i>ED. 500</i>	<i>Research and Development</i>	<i>3</i>	<i>K. Baker</i>	<i>Spring, 1979</i>
<i>ED. 699</i>	<i>Thesis Project</i>	<i>6</i>	<i>H. Sutherland</i>	<i>Summer, 1980</i>

**Portland State University*

Please Note: This student's biographical information has been redacted due to privacy concerns.

CENTRAL WASHINGTON UNIVERSITY

Graduate School

Final Examination of

Anita Louise Rakoz

B.A., St. Martin's College, 1969

for the degree of

Master of Education

Committee in Charge

Dr. Harry Sutherland

Dr. Donald G. Goetschius

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Student Union Building

Room 206

Monday, January 26, 1981

11:00 a.m.

*A PROJECT DESIGNED TO IDENTIFY AND
ASSIST POTENTIAL SLOW LEARNERS AT THE
PRE-KINDERGARTEN LEVEL*

by

Anita L. Rakoz

The purpose of this paper is to research students who have continuous academic problems in school. Data is collected to identify the needs and problems of these children. Solutions are presented to meet identified needs.

Behavior testing and an adult training program, which involves the services and funds of various existing social services agencies, are introduced as methods for meeting the student problems.

CHAPTER ONE

BACKGROUND OF THE STUDY

INTRODUCTION TO THE STUDY

The past ten years I have noticed that children, who are having academic problems in school, have been having problems ever since entering school. These children are usually identified and tested to see if they qualify for special education or Title I programs. The majority of the time they do not qualify for these special programs. These students keep struggling on their own.

To look at the problem with academics as it relates to one school district research of the Onalaska Elementary School students was conducted. Onalaska, Washington is a small rural town with the wood products industry providing the majority of the community income. There are four hundred and forty-two (442) students in grades, kindergarten through seventh in the public school.

STATEMENT OF THE STUDY

This study explores the programs being offered to correct the academic problems of the students. It is essential that the proposed program not only meet the children's need but be realistic in the cost factor. The solution to the problem needs to help cut down educational costs, while satisfying parents' desire for an accountable education for their children.

LIMITATION OF STUDY

This project is directed at all of the preschool population with the exception of the severely physically and mentally handicapped. It is directed at children ages two through five years of age.

DEFINITION OF TERMS

Academic problems: receiving unsatisfactory grades (D and F) in reading, math and English. Scores of achievement tests are below grade level.

Preschooler: child age two through five years of age.

Handicapped child: one whose blind, crippled, spastic, deaf or mentally retarded.

CHAPTER TWO
REVIEW OF THE LITERATURE

The literature related to this topic is divided into three sections. The first section considered the pros and cons of sending preschoolers to formal educational institutions. The second section cited literature concerning preschool education. The third section investigated the alternatives to preschools.

PROS AND CONS OF EARLY CHILDHOOD EDUCATION

In 1964, Dr. Benjamin Bloom concluded that "...in terms of intelligence measured at age 17, from conception to age 4 the individual develops 50% of his mature intelligence" (4). This reasoning influenced families to assume that denying preschool experience to the normal child is educationally and psychologically unsound. It was also assumed that the rapid development of a young child's intellect requires stimulation of a school-type program.

Learning psychologist Arthur Jensen (19), after checking the Bloom report, warns that finding half the statistical variance of adult intelligence by age four does not lead to the conclusion that people develop 50% of their mature intelligence by age four.

Nancy Bayley, University of California child psychologist from whose studies Bloom obtained data and, in part,

drew his conclusions, noted later (3) that Bloom used an inadequate definition of intelligence as a unitary mental property. In early childhood, a child's "mature intelligence" is not synonymous with understanding or ability to reason or to understand. "Yet Bloom's misleading conclusion is one of the most frequent bases of recent preschool planning."

Whatever the shifting theories of child development, the importance of the family and the home has never been eliminated. In Switzerland, where children are thought to receive the best preschool care, Marie Meierhofer (27), director of a Zurich clinic, studied 500 babies in the day nurseries. She found that "...many of the children were apathetic, had facial expressions of compressed lips and wrinkled foreheads, and cried and covered their eyes when approached." Dr. Meierhofer blamed signs of depression entirely on isolation or lack of personal care. What a child needs most to grow well is a warm one-to-one relationship with a parent (or parent figure) who is always there to comfort and guide him. The child requires affection and emotional security more than learning skills, when he should be able to get ready for life unfettered by school rules. The Moores (29) believe that "...during the first crucial light years, home should be the child's only nest and parents the teachers for their children."

Involved in the discussion of early childhood education are many special interests groups ranging from substantial governmental agencies to simple parental freedom.

"There are commercial ventures in educational institutions, equipment, supplies and personnel; professional associations, political action groups, minority groups and labor unions; and a variety of other persons and groups caught up in the day-care and preschool movement." (29)

Dr. Edward Ziegler (36) formerly head of the United States Office of Child Development, warns against providing universal care for all children and suggests a likely course for future planning:

I do not think that the solution to the nation's child care problem is to provide every young child with a pre-school education or to place every child from a certain age on in a child care center. I believe that we should do everything in our power to strengthen and support family life rather than supplant it in any way. We must provide good substitute socializing setting for children of mothers who choose to work. But we should be wary of those who suggest that centers or experts are intrinsically superior to home settings.

We must be aware of how the nature of the family has changed. We should use this awareness in developing social institutions that are not just centers for children, but also institutions that work directly toward supporting family life.

Children in preschools often find opportunities not possible at home motivated by an abundance of toys and equipment that might make them resentful of home limitations. Competition for these material objects and the teacher's attention is more than a preschooler can handle. Often he lacks the maturity necessary to cope with competition. (29)

The most frequent cause of the school fear is separation anxiety - a fear of leaving the parents (5). Some children feel that preschool is a show of parental rejection (29). This kind of basic fear manifests itself differently at different ages and can go underground during some periods. At still later ages, the lack of independence and separation anxiety may show up as a refusal to do homework, or go to school (5).

HOME AND SCHOOL COSTS

Many people believe that the nation can afford universal preschool and day care regardless of cost. This is not true. David Gumpert (12), Wall Street Journal.

reporter, told of frustrated and angry parents from coast to coast initiating court suits asking state and local governments to supply the education and care for which the laws already provide. In many communities, the frustration is magnified in relation to handicapped children due to lack of funds.

Although there is still limited research on dollar costs of homing versus schooling, experiments with home visitor programs conducted by Phyllis Levenstein (23), Susan Gray (11) and others proved these programs to be effective and less expensive than out-of-home programs. Almost invariable, home programs have been found to cost less than preschools for day care of comparable size.

Expenses for a quality preschool program has been estimated at from \$1,500 to \$3,000 or more per child per year. One program directed by University of Wisconsin psychologists Rick Heber and Howard Garber (14) for deprived Milwaukee children, costs about \$5,000 yearly per child.

The cost per child for home visitors was examined in a five-year study conducted at George Peabody University at Nashville, Tennessee by Christopher Barbrack and Della Horton (2). They found the average yearly cost per child was less than \$325.

Finland's Annikki Suviranta (32) points out that the cost value of services in the home (including child care) has risen so sharply that women are well advised to evaluate costs and outcomes before taking outside employment. The heavy turnover of day-care personnel was attributed to the less-than-competitive pay.

Most cost estimates for child care include employment of a variety of caregivers, teachers and aides. The younger the children, the more demanding the job. The caregivers must be mother, nurse, orbiter, nutritionist and playmate. It seems only logical that the parent, not the school, should be accountable for assuming the greatest responsibility for the welfare of his child.

PRESCHOOL PROGRAMS

Hodges and Specker (17) have summarized a number of the more substantial preschool intervention studies designed to improve the intellectual capabilities and scholastic success of disadvantaged children. They include:

The Indiana Project, which focused on deprived Appalachian white children five years of age, with IQs in the range of 50 to 85, showed an average gain of 10.8 IQ points on the Stanford Binet and 4.0 IQ points on the Peabody Picture Vocabulary Test. The children were moved from an extremely deprived environment to good average environmental circumstances. On the other hand children reared in

rather average circumstances did not show an appreciable IQ gain as a result of being placed in a more culturally enriched environment. Jensen found no group of children being given permanently superior IQs by means of environmental manipulations (19).

The Perry Preschool Project was also concerned with disadvantaged preschool children with IQs between 50 and 85. The program was aimed at meeting student needs largely in verbal prerequisites for first grade learning and involved the parents in the program. There was a significant gain of 8.9 IQ points at the end of preschool (19).

PARENTING TRAINING

Margaret Lipchik (24), who is the Urban Service Corps Assistant in the District of Columbia, directed the Saturday School. It gave a small child the opportunity to attend school voluntarily one morning a week with his mother and never experience failure. The program is designed to help mothers learn many of the same arts and games that are taught to the children. The mothers are provided information about the early stages of a child's development and have the opportunity to discuss aspects of behavior which concern or puzzle them.

"A promising way of improving understanding of the relationship between school and the home, as well as the

larger community, the Saturday School for Mothers and Preschoolers bridges a gap when the parents themselves become part of the program. Early identification of the children's physical and emotional problems can facilitate adjustment to the regular school program when such problems are treated in time (13)."

The number of failures and dropouts can be reduced and more children will be successful in school if mothers are shown how to help their children with school responsibilities in the home.

Preschool education in the Soviet Union was researched (35). The following schedules for children ages three months to five years show how the children's rearing is turned over to the educational institution which in turn is controlled by the government:

SCHEDULE FOR CHILDREN OF THREE MONTHS TO ONE YEAR

<i>AT HOME:</i>	<u>3-6 months</u>	<u>6-10 months</u>	<u>10 months - 1 year</u>
Wake up, feeding, get up	6-7:00	6-7:00	
Wake up, get up			6:30-7:00
<i>AT KINDERGARTEN:</i>			
Arrival, inspection, undressing, play in crib or on floor	7-8:00	7-8:00	7-8:00
Lie down, sleep in fresh air	7:30-9:30	8-10:00	
Breakfast			7:30-8:30
Play, activity			9:00-11:30

<i>AT KINDERGARTEN: (cont.)</i>	<u>3-6 months</u>	<u>6-10 months</u>	<u>10 months - 1 year</u>
<i>Lie down, sleep in fresh air</i>			9:00-11:30
<i>Get up, feeding</i>	9:30-10:00	10-10:45	
<i>Get up, dinner</i>			11:30-12:30
<i>Play, activity</i>	10-11:00	10:45-12:00	12:30-2:30
<i>Sleep in fresh air</i>	11-1:00	12-2:00	2:30-4:00
<i>Get up, feeding</i>	1-1:30	2-2:45	
<i>Get up, poldnik</i>			4-5:00
<i>Get up, play, activity</i>	1:30-2:30	2:45-4:00	5-6:00
<i>Lie down, sleep in fresh air</i>	2:30-4:30	4-6:00	
<i>Get up, feeding</i>	4:30-5:30	6-6:30	
<i>Parents take children</i>	5:00	6:00	6:00

AT HOME:

<i>Sleep</i>	6-7:30		
<i>Bathing, feeding</i>	7:30-8:30		
<i>Bathing, lie down</i>		7:30-8:00	
<i>Play, walk</i>			6-7:00
<i>Bath, supper</i>			7-7:30
<i>Sleep</i>	8:30-6:00	8:00-6:00	8-6:30
<i>Feeding</i>	11:30	10:00	11:00

SCHEDULE FOR THE TWO-TO-THREE-YEAR-OLDS*AT HOME:*

Get up, morning toilet 6:30- 7:30

IN THE KINDERGARTEN:

<i>Arrival of children, inspection, play</i>	7:00- 8:00
<i>Preparation for breakfast, breakfast</i>	7:50- 8:35
<i>Play in subgroups</i>	8:35- 9:30
<i>Preparation for walk, walk</i>	9:15-11:15
<i>Return from walk, undressing, play</i>	11:15-11:40
<i>Preparation for dinner, dinner</i>	11:40-12:30
<i>Preparation for nap, nap in open air</i>	12:30- 3:30
<i>Awakening from nap, air-water procedure, play</i>	3:30- 4:00
<i>Preparation for poldnik, poldnik</i>	4:00- 4:30
<i>Play, activity</i>	4:30- 5:00
<i>Play, go home</i>	5:00- 7:00

AT HOME:

<i>Play</i>	<i>till 7:30</i>
<i>Preparation for supper, supper</i>	<i>7:20- 8:15</i>
<i>Preparation for bed</i>	<i>8:15- 8:30</i>
<i>Sleep</i>	<i>8:30- 6:30, 7:00 a.m.</i>

*SCHEDULE FOR THE THREE-TO-FOUR-YEAR-OLDS**AT HOME:*

<i>Get up, morning toilet</i>	<i>6:30-7:30</i>
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IN THE KINDERGARTEN:

<i>Arrival of children, inspection, play</i>	<i>7:00-8:00</i>
<i>Preparation for breakfast, breakfast</i>	<i>8:00-8:45</i>
<i>Play, preparation for activities</i>	<i>8:45-9:15</i>
<i>Activities</i>	<i>9:15-9:30</i>
<i>Preparation for walk, walk</i>	<i>9:30-12:00</i>
<i>Preparation for dinner, dinner</i>	<i>12:00-12:45</i>
<i>Preparation for sleep, sleep</i>	<i>12:45-3:00</i>
<i>Awaken from nap, air-water procedure, play</i>	<i>3:00-4:00</i>
<i>Preparation for poldnik, poldnik</i>	<i>4:00-4:30</i>
<i>Preparation for walk, walk, go home</i>	<i>4:30-7:00</i>

AT HOME:

<i>Play</i>	<i>7:00-7:30</i>
<i>Preparation for supper, supper</i>	<i>7:30-8:00</i>
<i>Peaceful play, preparation for bed</i>	<i>8:00-8:30</i>
<i>Sleep</i>	<i>8:30-6:30 a.m.</i>

*In January and February, regular gymnastics in the morning.
In summer, one activity: music, nature watching, or watching work of people, reading and stories.*

*SCHEDULE FOR THE FOUR-TO-FIVE-YEAR-OLDS**AT HOME:*

<i>Get up, morning toilet</i>	<i>6:30-7:30</i>
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IN THE KINDERGARTEN:

<i>Arrival of children, inspection, play on duty, morning gymnastics</i>	<i>7:00-8:20</i>
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IN THE KINDERGARTEN: (cont.)

Preparation for breakfast, breakfast	8:20-9:00
Play, preparation for activities	9:00-9:30
Activities	9:30-10:00
Preparation for walk, walk	10:00-12:15
Preparation for dinner, dinner	12:15-1:00
Preparation for nap, nap	1:00-3:00
Get up, air-water procedure, play	3:00-4:00
Preparation for poldnik, poldnik	4:00-4:15
Play, preparation for walk, walk, go home	4:15-7:00

AT HOME:

Play	7:00-7:30
Preparation for supper, supper	7:30-7:50
Quiet play, preparation for bed	7:50-8:45
Sleep	8:45-6:30 a.m. 7:00 a.m.

Coleen Kent Menlove (28) earned her master's degree in education from Brigham Young University by developing a program called Ready, Set Go! It was presented at workshops to parent groups within the community. At the workshop, parents could purchase the book Ready, Set, Go! and select a curriculum area that interested the child and the parent.

Bettye Caldwell stated that if a group of young children were surrounded with a carefully selected set of play materials, they would eventually discover for themselves the laws of color mixture, form and contour, perspective, formal rhythm and tonal relationships and biological growth. It could also be assumed that at a still earlier period a child would learn body control, eye-hand coordination, the rudiments of language, and styles of problem

solving in an entirely incidental and unplanned way. (6) Parents do not want to leave their child's learning up to such chances. As more people gain experience with young children the conviction appears to be gaining momentum that the young child must be guided into meaningful learning encounters.

One of the strongest arguments for the importance of the parents' role in teaching the young child is the concept of modeling. Children desire to imitate, to copy, and to relate to those closest and most important to them -- their parents. Parents are responsible for the inputs they control. Parents have the opportunity to influence the child's perceptual experiences from the first moment of birth (9).

Fully cognizant of the role of mothers in early childhood development, Ira Gordon developed the Florida Parent Education Project, by which mothers are instructed in stimulation exercises for their young children. The instruction is designed to enhance the development of children and increase the mother's competence and sense of personal worth. One of the hopes of the project was that the mother find her experience with her child so satisfying that she continue to seek her own ways of relating to the child.

Research by Epstein and Radin (8) indicated that fathers who include the child in conversation, ask the child

questions, and verbally stimulate the child, enhance motivation of the preschooler which in turn positively affects the cognitive functions. This positive attention from the father produced a desire on the part of the child to explore the environment. This was especially true for boys.

Blanchard and Biller (1970) studied the effects of low father availability (less than six hours a week) versus high father availability and found that those in high father availability homes surpassed the others on achievement test scores. Rosenberg and Landy (1968) suggested that these cognitive defects may extend into adulthood (16).

Visiting Teacher - Early childhood researcher Earl Schaefer (31), who believes the home usually is more effective in promoting the child's intellectual growth than the preschool, suggested that teachers work once a week with parents of young children in the home, rather than bring the children to preschool. A program that trained parents to educate their children had the effect of diffusing its benefits to other children in the family and throughout the neighborhood. Instead of offering early schooling to all children, Dr. Schaefer states, "we should be offering all families training, methods, materials and consultation designed to support their work as educators." He called for family-centered instead of child-centered programs.

Home and School Institute - Parenting specialist

Dorothy Rich (30), working on a part-time basis and with little financial support, conducted workshops and institutes for teachers, caregivers and parents in the Washington, D.C. area. She and her colleagues continually worked to develop materials whose aim was to build self-respect in the home and to join the home with the school in a community partnership in education. One of Mrs. Rich's mottoes was an old Chinese proverb, "A good parent is worth ten thousand schoolmasters." In a similar program in Benton Harbor, Michigan, Andrews University psychologist Dr. Conrad Reichert and community leader, Mrs. Helen Ford, trained ghetto mothers to help other welfare mothers learn the arts of homemaking and effective parenting.

Finland - Dr. Meers (26), testifying on the 1971 Javits-Mondale proposal for wide-ranging child care, noted that day care and preschooling is expensive if it is to be effective. He pointed out that when the adult-to-child ratio goes up to eight to ten children to one caretaker, childhood distress increases astronomically. He suggested that ratios of even five children to one caretaker may result in depersonalization of the child.

CHAPTER THREE

PROCEDURES OF THE STUDY

The author used the following procedures for the study; a study of the files of the students who were having academic problems as defined under the Definition of Terms in Chapter One, and a survey of preschoolers of the Onalaska School District to see what experiences were being offered them at home.

STUDY OF STUDENTS' ACADEMIC FILES

The students who were experiencing academic problems, but were not handicapped were usually serviced under Title I, a Federal grant. These students' permanent files were studied to discover if they had experienced failure all through school. Failure constituted below grade level scores on the Stanford Achievement Test complete battery and/or a grade of D or F in reading, math and English on the permanent record card.

There were seventy-four (74) students' records researched, fourteen percent (14%) were first graders, nineteen percent (19%) were second graders, fifteen percent (15%) were third graders, twelve percent (12%) were fourth graders, twelve percent (12%) were fifth graders, twelve percent (12%) were sixth graders, and sixteen percent (16%) were seventh graders. Fifty-nine percent (59%) were boys

and forty-one percent (41%) were girls. The grades number of boys and girls were distributed as follows:

<u>Grade</u>	<u>Total</u>	<u>Boys</u>	<u>Girls</u>
1	10	4 (40%)	6 (60%)
2	14	8 (57%)	6 (43%)
3	11	8 (73%)	3 (27%)
4	9	5 (56%)	4 (44%)
5	9	3 (33%)	6 (67%)
6	9	7 (78%)	2 (22%)
7	<u>12</u>	<u>9 (75%)</u>	<u>3 (25%)</u>
Totals	<u>74 (100%)</u> =	<u>44 (59%)</u>	<u>+30 (41%)</u>

The data was collected on the School Difficulty Report form (Appendix B). The data collected by student by grade is in Table 1. The composite of that data is shown in Table 2. Table 3 shows the Percentage of Years Below Grade Level by grades of boys and girls. The summary of this data is as follows:

<u>All Grades</u> <u>(1-7)</u>	<u>100%</u> <u>Failure</u>	<u>99-50%</u> <u>Failure</u>	<u>49-25%</u> <u>Failure</u>	<u>0%</u> <u>Failure</u>
Boys	10 (14%)	21 (28%)	9 (12%)	1 (1%)
<u>Girls</u>	<u>5 (6%)</u>	<u>14 (19%)</u>	<u>5 (7%)</u>	<u>2 (3%)</u>
(74)	<u>15 (20%)</u>	<u>35 (47%)</u>	<u>14 (19%)</u>	<u>3 (4%)</u>

Of the seventy-four (74) children studied, sixteen (16) boys were retained, which equals twenty-two percent (22%) of the children. Three girls were retained which

constituted four percent (4%) of the children. The total number of retentions was nineteen (19) which represents twenty-six percent (26%) of the children studied.

TABLE 1

SCHOOL DIFFICULTY REPORT

Grades/Stanford Achievement Tests

S=Satisfactory, at grade level X=D's and F's in Reading, Math & English

Name	B=Boy	G=Girl	Present Grade	K	1	2	3	4	5	6	7	Retained
1		G	1	X/	X/X							
2	B		1	S/	X/X							
3	B		1	X/	X/X							
4	B		1	X/	X/X							
5		G	1	S/	S/							
6	B		1	S/	X/X							
7		G	1	S/	S/S							
8		G	1	S/	S/S							
9		G	1	S/X	S/X							
10		G	1		X/X							
11		G	2	S/X	S/X	X/X						
12	B		2	S/	S/S	S/S						
13	B		2	S/X	S/X	S/S						
14		G	2	S/S	S/S	S/S						
15		G	2	S/	S/X	X/X						
16	B		2	S/	S/S	X/X						
17	B		2		S/S	X/X						
18	B		2		S/	X/X						
19		G	2		X/	X/S						
20	B		2		S/S	X/X						
21	B		2	X/	/X	X/X						R-K
22		G	2	S/	S/X	X/X						R-2
23		G	2	S/	S/S	S/X						
24	B		2	S/	X/X	X/X						R-2
25		G	3	X/		X/	/X					

TABLE 1

SCHOOL DIFFICULTY REPORT

Grades/Stanford Achievement Tests

S=Satisfactory, at grade level X=D's and F's in Reading, Math & English

Name	G=Girl B=Boy	Present Grade	K	1	2	3	4	5	6	7	Retained
26	B	3			S/	S/S					
27	B	3	S/	S/S	S/S	S/S					R-3
28	G	3				X/S					R-3
29	G	3	S/	S/S	S/X	X/X					
30	B	3	S/S	S/S	X/S	X/S					
31	B	3	S/	S/X	X/X	X/X					R-3
32	B	3	S/S	S/S	S/X	S/S					
33	B	3	S/	S/S	X/X	X/S					
34	B	3		S/X	X/X	S/X					R-3
35	G	4		X/	S/X	X/X	X/X				R-4
36	B	4	X/X	X/X	X/X	X/X	X/X				R-1
37	B	4	X/	X/S	X/X	X/X	S/X				
38	G	4	X/S	S/S	S/S	X/X	S/X				
39	B	4	S/X	X/X	X/X	X/X	X/X				R-2
40	B	4		S/	S/X	S/S	X/X				
41	B	4	S/X	X/X	X/S	X/X	X/X				R-1
42	G	4		S/X	S/X	S/X	S/X				
43	G	4		S/S	S/S	S/S	S/X				
44	G	5	X/	S/	S/S	S/S	S/S	X/X			
45	B	5	X/X	X/X	X/X	X/X	X/X	X/X			R-K
46	B	5	S/	X/X	X/X	X/X	X/X	X/X			R-2
47	B	3	S/	S/X	X/X	X/X					R-3
48	B	5	X/	S/X	X/X	X/X	X/X	X/X			R-2
49	G	5						S/X			
50	G	5	S/	S/S	S/S	S/S	X/X	X/X			

TABLE 1

SCHOOL DIFFICULTY REPORT

Grades/Stanford Achievement Tests

S=Satisfactory, at grade level X=D's and F's in Reading, Math & English

Name	G=Girl B=Boy	Present Grade	K	1	2	3	4	5	6	7	Retained
51	G	5				S/X	X/X	X/X			
52	G	5	S/	S/S	S/X	X/S	S/S	X/S			
53	G	5	S/	S/X	S/X	S/S	S/X	S/X			
54	G	6	X/	X/X	X/X	X/X	X/X	X/X	X/X		
55	B	6	X/	S/X	S/X	X/X	X/X	X/X	X/X		
56	B	6				X/	X/	X/	X/X		
57	B	6	S/	S/X	X/X	X/X	S/X	S/X	X/X		
58	B	6		S/X	X/X	S/X	X/X	S/X	S/X		
59	B	6		S/S	S/	S/S	S/X	S/X	S/X		
60	G	6	/S	S/	S/	S/	S/	S/X	S/X		
61	B	6	S/X	S/X	S/S	X/X	X/S	X/X	X/X		R-3
62	B	7								S/X	
63	B	7			S/S	S/X	S/X	S/X	S/X	S/X	
64	G	7		S/	X/	X/	X/	S/	X/	S/X	
65	G	7		S/X	S/S	S/X	S/X	S/S	S/S	S/X	
66	G	7		S/	S/X	S/X	S/X	S/X	S/X	S/X	
67	B	7			S/X	X/X	S/X	S/X	S/X	S/X	R-3
68	B	7			S/S	S/S		S/S	S/X	X/X	
69	B	7	X/X	S/X	S/S	S/S	S/X	S/X	S/S	S/X	
70	B	7	S/	S/S	S/X	S/X	S/X	S/X	S/S	S/X	
71	B	7	X/	S/X	S/S	S/S	X/X		S/	X/X	
72	B	7		S/X	S/X	X/S	S/X	S/X	S/X	X/X	
73	B	7		S/X	S/S	S/X	S/X	S/X	S/X	S/X	R-1
74	B	6		S/S	S/S	S/S	S/S	S/X	S/X		

TABLE 2
SCHOOL DIFFICULTY REPORT
DATA COLLECTION

S = At grade level

X = Below grade level

Name	Present		Grade	K	1	2	3	4	5	6	7	Comment
	Boy	Girl										
1		X	1	X	X							100%
2	X		1	S	X							50%
3	X		1	X	X							100%
4	X		1	X	X							100%
5		X	1	S	S							0%
6	X		1	S	X							50%
7		X	1	S	S							0%
8		X	1	S	S							0%
9		X	1	X	X							100%
10		X	1		X							50%
11		X	2	X	X	X						100%
12	X		2	S	S	S						0%
13	X		2	X	X	S						67%
14		X	2	S	S	S						0%
15		X	2	S	X	X						67%
16	X		2	S	S	X						33%
17	X		2		S	X						33%
18	X		2		S	X						33%
19		X	2		X	X						67%
20	X		2		S	X						33%
21	X		2	X	X	X						Repeated K 100%
22		X	2	S	X	X						Repeated 2nd 67%
23		X	2	S	S	X						33%
24	X		2	S	X	X						Repeated 2nd 67%
25		X	3	X	X	X	X					100%

TABLE 2
SCHOOL DIFFICULTY REPORT
DATA COLLECTION

S = At grade level

X = Below grade level

Name	Present		Grade	K	1	2	3	4	5	6	7	Comment	
	Boy	Girl											
26	X		3			S	S						0%
27	X		3	S	S	S	S					Repeated 3rd	0%
28		X	3				X					Repeated 3rd	25%
29		X	3	S	S	X	X						50%
30	X		3	S	S	X	X						50%
31	X		3	S	X	X	X					Repeated 3rd	75%
32	X		3	S	S	X	S						25%
33	X		3	S	S	X	X						50%
34	X		3		X	X	X					Repeated 3rd	75%
47	X		3	S	X	X	X					Repeated 3rd	75%
35		X	4		X	X	X	X				Repeated 4th	80%
36	X		4	X	X	X	X	X				Repeated 1st	100%
37	X		4	X	X	X	X	X					100%
38		X	4	X	S	S	X	X					60%
39	X		4	X	X	X	X	X				Repeated 2nd	100%
40	X		4		S	X	S	X					40%
41	X		4	X	X	X	X	X				Repeated 1st	100%
42		X	4		X	X	X	X					80%
43		X	4		S	S	S	X				Moved into 4th	20%
44		X	5	X	S	S	S	S	X				33%
45	X		5	X	X	X	X	X	X			Repeated K	100%
46	X		5	S	X	X	X	X	X			Repeated 2nd	83%
48	X		5	X	X	X	X	X	X			Repeated 2nd	100%
49		X	5						X			Moved into 5th	17%
50		X	5	S	S	S	S	X	X				33%

TABLE 2
SCHOOL DIFFICULTY REPORT
DATA COLLECTION

S = At grade level

X = Below grade level

Name	Boy	Girl	Present									Comment			
			Grade	K	1	2	3	4	5	6	7				
51		X	5					X	X	X					50%
52		X	5	S	S	X	X	S	X						50%
53		X	5	S	X	X	S	X	X						67%
54		X	6	X	X	X	X	X	X	X					100%
55	X		6	X	X	X	X	X	X	X					100%
56	X		6					X	X	X	X				57%
57	X		6	S	X	X	X	X	X	X					86%
58	X		6		X	X	X	X	X	X					86%
59	X		6		S	S	S	X	X	X					43%
60		X	6	S	S	S	S	S	X	X			Moved into 5th		29%
61	X		6	X	X	S	X	X	X	X			Repeated 3rd		86%
74	X		6		S	S	S	S	X	X					29%
62	X		7										X Moved into 7th		12%
63	X		7			S	X	X	X	X	X				63%
64		X	7		S	X	X	X	S	X	X				63%
65		X	7		X	S	X	X	S	S	X				50%
66		X	7		S	X	X	X	X	S	X				63%
67	X		7			X	X	X	S	S	X		Repeated 3rd		50%
68	X		7			S	S		S	X	X				25%
69	X		7	X	X	S	S	X	X	S	X				63%
70	X		7	S	S	X	X	X	X	S	X				63%
71	X		7	X	X	S	S	X		X	X				63%
72	X		7		X	X	X	X	X	X	X		Repeated 1st		88%
73	X		7		X	S	X	X	X	X	X				75%

TABLE 3

PERCENTAGE OF YEARS BELOW GRADE LEVEL

Grade 1	100%			50%			0%		Retained		
10	Boys	2		2			0		0		
	Girls	2		1			3		0		
Grade 2	100%	67%			33%			0%	Retained		
14	Boys	1	2		4		1		2		
	Girls	1	3		1		1		1		
Grade 3	100%	75%	50%		25%			0%	Retained		
11	Boys	0	3	2	1		2		4		
	Girls	1	0	1	1		0		1		
Grade 4	100%	80%	60%		40%	20%		0%	Retained		
9	Boys	4	0	0	1		0	0	3		
	Girls	0	2	1	0		1	0	1		
Grade 5	100%	83%	67%	50%	33%	17%		0%	Retained		
9	Boys	2	1	0	0	0		0	4		
	Girls	0	0	1	2	2		1	0		
Grade 6	100%	86%	71%	57%	43%	29%	14%		0%	Retained	
9	Boys	1	3	0	1	1	0	0	1		
	Girls	1	0	0	0	0	1	0	0		
Grade 7	100%	88%	75%	63%	50%	38%	25%	12%		0%	Retained
12	Boys	0	1	1	4	1	0	1	0	2	
	Girls	0	0	0	2	1	0	0	0	0	
All Grades	100% Failure		99-50% Failure		49-25%		24% Failure		0%	Retained	
74	Boys	10		21		9		1		3	16
	Girls	<u>5</u>		<u>14</u>		<u>5</u>		<u>2</u>		4	<u>3</u>
		15 (20%)		35 (47%)		14 (19%)		3 (4%)		<u>7</u> (9%)	19 (26%)

The second part of the study conducted was a survey of preschoolers, age two through five, in the Onalaska School District #300 of Washington state. The purpose of the survey was to discover the number of preschoolers in the Onalaska School District, and to determine the needs as identified on Appendix C.

There were eight questions on the form. Each question was stated in a manner that it could be answered yes or no. It took some research to develop a form that would allow responses for more than one child per sheet. The column idea worked well (Appendix C).

One of the questions, number eight was poorly stated, the responses were not applicable. It was asked with a reference to special education programs for the handicapped. Parents interpreted special education programs to mean dancing lessons, music lessons, high school child-development preschool project and other such programs. The data from question eight was not valid.

One thousand survey forms were sent out, one form to every boxholder in the Onalaska School District. The form was attached to the school district's monthly newsletter. Only twenty-five (25) forms were returned. In thirty (30) minutes, thirteen (13) forms were filled by phone. Using previous years' kindergarten count, it was estimated that there were about two hundred preschoolers, ages two through five, in the district.

Of the twenty-five subjects surveyed, forty-eight percent (48%) were boys (12), and fifty-two percent (52%) were girls (13). The age two group had 24% of the children, age three had 24%, age four had 36% and age five had 16%. It was possible that many parents did not regard their five year old as a preschooler since the child would enter kindergarten in the Fall.

The number of students having had hearing tests was two (8%), while 92% had not had hearing tests. Eighty percent (80%) of the preschoolers had not had vision tests. Ninety-six percent (96%) of the preschoolers did not exhibit any major speech problems. Because of these findings, a hearing, vision and speech screening session has been offered free to preschoolers the past two years.

Seventy-two percent (72%) of the preschoolers had been checked by a physician in the past year. It appeared that the health mobile (minimal fees when able to pay) had helped raise the immunization level to ninety-two percent (92%).

Only thirty-two percent (32%) of the children had ever been to the dentist for a check-up or work. From the responses, it was felt that a dental introduction project, "Meet the Dentist", was needed. There are some local dentists that have on-going programs with school children. A program should also be set up for the preschoolers.

Sixty-four percent (64%) of the students will be sent to some type of preschool when they are old enough. The students that were not being sent to preschool were from large families or deprived families.

In the third section of this study, the resources under the heading of "Preschools" were searched. The information told of many different types of programs that have been going on the past ten years. When the data under the heading "Preschools" was studied it was stated often that the children's needs were not being met, but very little could be found about parents meeting the needs through teaching in the home.

The search was turned from the preschool theme to the "Ways to Help Your Child Learn" theme. There are many publications written on this theme. (34) Although many good activities were found in these resources, there was nothing to prepare and encourage the parent to carry out the activities for the preschoolers. It seemed that it was assumed that parents understood child development stages and were able to carry out the teaching activities. There was little or no reference to parent attitude while performing these duties.

Finally the theme of "Parent Training" began to appear. By researching under this theme, the desired literature and research data was found. Parent Training is a

new idea in the education field and there is little research data available. The data that is available seems very promising. It was the main idea desired to be expressed in this paper. The difference between this program and others researched was the involvement of the preschooler and the parent in classes at the same time, so it is a joint experience. The parent learns so that he/she may carry out the activities at home with all the family and even neighbor preschoolers.

CHAPTER FOUR
PRESCHOOL FOR PARENTS

The data from the studies in Chapter Three showed that sixty-eight percent (68%) of the children were having academic problems at least half of all their school years. If the child has academic problems since the beginning of his school career, it is assumed the present preschool programs are not meeting the children's needs.

As stated previously, the optimal environment for the young child is one in which the child is cared for in his own home in the context of a warm, continuous emotional relationship with his own parents under conditions of varied sensory input. The child's parents must be able to provide a stable and warm interpersonal relationship as well as the proper learning environment. This places a great responsibility upon parents and assumes that they possess or will quickly acquire all the talents necessary to create an optimal learning environment (6).

Parents can develop the talents necessary and most parents are willing to do what is necessary to create the proper developmental environment, to provide the basic essentials of physical, psychological, and cognitive development for their children.

There is a need for means by which parents are shown how they can develop the talents necessary to train children to engage in the kind of behavior that the parents regard as acceptable or desirable. These are times when parents are so overwhelmed with their own feeling of depression and inadequacy that behavior towards the child is largely determined by the needs of the moment -- rather than by any clear plan about how to bring up children.

A Preschool For Parents (P.F.P.) would service children ages, three, four and five. Children, who are from deprived environments or whose parents work, would be able to spend three hours per day in the school. The students would be exposed to meaningful first-hand learning experiences. Parents would be able to come in for either the morning or afternoon session. The same topic of concern would be covered for a whole week so that parents would have a chance to get into the activity.

One of the first things to be covered would be the basic principles of child development. Parents need to be familiar with early childhood development principles, so they can be effective in selecting and administering activities that conform to these basic principles. Parents should be aware of a child's fundamental needs. The basic physical, social and emotional needs must be met before any learning can take place.

Todd and Heefenan (33) stated the following very general characteristics and special needs of three-, four- and five-year-old children:

ASPECTS OF DEVELOPMENT OF PRESCHOOL CHILDREN

<u>AGE</u>	<u>NEED</u>	<u>ABILITIES</u>	<u>IMPLICATIONS</u>
Three year old	Physical	Balances erect Alternates feet Stands on one foot Developing	Falls often Climbs stairs Learns to hop Jumps, walks and runs with music; unbuttons buttons; rolls ball, throws underhand; toilets self during day; talks, eats by self
	Social	Learning to share Sensitive to	Shares toys; not able to share workspace; brings possessions to share in a community activity Tries to please and conform; feels sympathetic; likes simple guessing; enjoys dressing up; uses the term "we" more
	Emotional	Shows self-control Proud of what he makes Developing independence	Rests for ten minutes; waits until it is time; takes turns Likes to display his work Can be self-motivating; can leave mother more; plays by himself
	Intellectual	Is attentive to words	Responds to adults suggestions; likes to talk with adults; listens longer to stories; enjoys praise and simple humor

<u>AGE</u>	<u>NEED</u>	<u>ABILITIES</u>	<u>IMPLICATIONS</u>
		Compares two objects	Builds a three-block bridge; points out objects in a picture
		Participates in planning	Talks about proposed plans; tries out words dramatically
	<i>Special Needs</i>	<i>Needs mother love, guidance in working with others, opportunity to use big muscles.</i>	
<i>Four year old</i>	<i>Physical</i>	Climbs easily	Learns to use a fire-man's pole
		Actively runs, jumps, hops	Covers more ground
		Has more motor control	Learns to skip; saw; cuts on a line; throws overhand
		Has more coordination	Talks and eats, talks and plays
	<i>Social</i>	Continuing sensitivity to people	Quotes parents as authorities; dislikes isolation from group; learns to express sympathy; likes to dress up and play dramatically
		More cooperative	Plays with small group
	<i>Emotional</i>	Goes out of bounds	Likes to brag; likes freehand drawing (not coloring books)
		Is learning limits	Likes to go on excursions; runs ahead, but waits on corner; interested in rules; plans ahead with adults; acts silly if tired
	<i>Intellectual</i>	Experiments with words	Makes up words and rhymes; likes new words, big ones
		Asks "Why?" and "How?"	Runs a topic to the ground; likes to have explanations
		Likes to imagine	Does much dramatic play; learns to distinguish fact and fancy

<u>AGE</u>	<u>NEED</u>	<u>ABILITIES</u>	<u>IMPLICATIONS</u>
		Has fluid thought	Interested in death; changes title of his drawings as he draws
	Special Needs	Needs a listening ear for his constant talking, an opportunity to test himself out in relation to other people and his own physical skills, assurance that he is loved and valued.	
Five year old	Physical	Has more motor control Crosses street safely Has more eye-hand	Able to sit longer Explores neighborhood; does simple errands Learns to lace shoes; learns to use overhead ladder; learns left from right
	Social	Is social	More cooperative play; gets along well in small group; conforms to adult ideas; asks adult help
	Emotional	Poised and in control Proud of what he has and does Likes to have rules	Likes to save and display his work Learns what is right to do and say
	Intellectual	Interests widen Thinks correctly Has purpose Is flexible	Recognizes some numbers and letters; interested in the clock and time Asks "What?" and "How?"; learns his address and telephone number Draws what he has in mind at the moment Is not concerned with inconsistencies
	Special Needs	Needs encouragement, ample praise, warmth and great patience from adults with wise guidance; Opportunity for plenty of activity, equipment for exercising large muscles; Opportunity to do things for himself, freedom to use and develop his own powers; Opportunity to learn about his world by seeing and doing things.	

Parents would also be exposed to films, lectures, and literature about child development. Guest speakers, such as child psychologists from the colleges, social workers dealing in child protection, registered nurses, doctors, would acquaint the parents with child development.

A particular strength of the P.F.P. program is availability of parents to be able to observe the stages of development of the children in the school. The students' behavior could be compared with the parents' own child's behavior development.

Once the parents were introduced to the stages of child development, they could select and administer activities. The parent could check over the activities being offered in the preschool. The parent then could check a few that appear to be on their own child's learning level. This checking could be done by administering the activity with a child or group of children.

When the parent had selected an activity that would interest him and his child, he would prepare the materials needed for the activities selected. At times this might mean creating new games and materials from ideas presented in books. Once the parent became comfortable, he could develop variations on suggested activities, or think of other activities that meet the specific needs of the child.

This exchange between the visiting parents and the preschool students would benefit both parties. The preschool would have adult aide for the children. The adults would gain knowledge and materials for their children. The parent would also be realizing something from his school support money. The more a parent attended, the more he would gain. The more the parent attended, the more aid the preschool would gain.

There are many points that should be considered in planning a home preschool curriculum. Leeper (22) lists the following fourteen points that should appear almost daily in some form or another in a child's curriculum.

- 1. Plan together--for the day, for a short period of time, for special events.*
- 2. Make decisions--as to work, play, rest, and habits of behavior.*
- 3. Learn new skills--as an individual child and in groups with other family members or friends.*
- 4. Expand interests--in special areas or in new areas.*
- 5. Have balance--between active and quiet activities and between indoor and outdoor play.*
- 6. Have opportunities--to laugh together, to console others, and to help others.*

7. *Have opportunities to work alone--to browse among materials or to think and muse quietly.*
8. *Visit places--within the neighborhood or community, or ask a person from outside the immediate environment to visit.*
9. *Establish routines--of physical habits, work habits, discipline, or self-direction, and self-control.*
10. *Develop social values--following through with an activity and receiving acceptance, developing a balance between independence or initiation and between consideration or aggression, developing a pride in ownership with a willingness to share, and acquiring a feeling of security for self but also a sense of responsibility to other.*
11. *Develop readiness--in reading, speech, communication skills, mathematics, writing, according to the child's maturity.*
12. *Grow--through creative expression in music, rhythm, dramatic play, art activities, games.*

13. Explore the natural environment--through observing, investigating, experimenting, and experiencing.
14. Provide time for parent--observation and participation.

Good curriculum planning demands that the parent see the relationship between objectives, children, ideas, processes, materials, resources, and organization.

An important concept to remember while using any activity is to use positive reinforcement. Parents need to praise the child for his efforts as well as for his accomplishments. Wise guidance includes understanding principals of motivation and using them correctly. The child needs assurance that his parents will respond in a positive way to his need for attention and recognition. The child has to learn to enjoy learning.

Some of the people who could help develop parental attitudes are teachers (especially special education teachers), school psychologists, mental health personnel, college child psychologists, college professors who teach elementary methods classes, child protection agency people, and counselors. Other resources such as movies, filmstrips, pamphlets, books and lectures by noted child authorities could be used with the parents (see Appendix A).

Parents and teachers sometimes confuse learning skills with development. A child should first be free to

develop naturally. Learning skills can be acquired more easily when the child is ready. Experiments show (29) that children can be taught to climb stairs almost as soon as they can walk; but at such an early age they may also develop fears that later will be handicaps. For instant, two or three-year-olds can learn to swing; but panic and frustration often precede their eventual success. If a parent waits a few months until the child is ready for the experiences, he will have developed the necessary coordination to learn these tasks without instruction and with little or no pressure. The child is far less likely to develop anxieties and frustrations in the process. Premature teaching often results not only in damage to the child, but also wasted effort by the parents and teachers who feel compelled to teach skills or facts too early.

A teacher-parent must start at the child's present level of thinking in order to build ideas on ideas. The experiences must have a pattern of sequential meaning. In keeping with the Piagetian theory, Hess and Shipman (15) carried the requirement for an enriched program one step further: activities must relate to each other and to what the child already knows to be meaningful to him.

Today, more emphasis is being placed on the importance of firsthand experiences for preschool children. Children should be able to feel, explore, taste, smell, observe, listen, compare, and classify. Firsthand

experiences mean that children must have freedom in learning about their world. This freedom does not mean unconditionally accepting the child regardless of his behavior or subordinating oneself to the child. Children need and want wise guidance.

It is a generally accepted fact that people learn best through firsthand experiences, by seeing things in their natural environment. Field trips provide a very useful means for increasing children's knowledge of life and events outside their immediate environment.

Before a field trip parents should develop objectives for each visit. Children should be asked questions that make them aware of comparisons or relationships during the trip. After returning home children should be able to tell, draw pictures, dramatize or make a scrapbook about the trip.

The following are some suggestions for field trips:

A. Community - Service Facilities

1. Airports
2. Police stations
3. Fire stations
4. Post offices
5. Railroad stations
6. Courthouses
7. Libraries
8. Bus stations
9. Banks
10. Hospitals

B. Other Facilities

1. Zoos
2. Docks
3. Parks
4. Circuses

5. *Museums*
6. *Elevators and escalators*
7. *Art galleries*
8. *State capitol*
9. *Buildings under construction*

C. *Farms*

1. *Dairy farms*
2. *Orchards*
3. *Cattle and sheep ranches*
4. *Chicken and turkey farms*
5. *Flower gardens*
6. *Vegetable gardens*
7. *Pastures*
8. *Woods and lakes*
9. *Rivers and creeks*

D. *Businesses*

1. *Department stores*
2. *Greenhouses*
3. *Bakeries*
4. *Supermarkets*
5. *Pet shop*
6. *Drug stores*
7. *Flower shop*
8. *Barber shop*
9. *Restaurant*
10. *Hotel and motel*
11. *Laundromat*
12. *Theaters*
13. *Mill (lumber, shake, etc.)*

Parents need to teach their children about body health, oral health, and mental health. The social agencies would be good resources for this topic. Doctors, dentists, optometrists, surgeons, dermatologists, obstetrician, podiatrists, otorhinolaryngologists, plastic surgeons, and psychologists could be used as resources. There are also excellent movies, filmstrips, books and kits about health for preschoolers.

While attending the preschool for parents, children could be screened. They could be given a hearing test with a simple audiometer, a speech screening test, and the simple preschool vision test produced by The National Society To Prevent Blindness.

When the preschooler becomes school age, he should be tested. The testing would give an indication whether the parent should continue to teach the child at home or enter him in formal school.

Research (18) shows that perhaps fifty percent of school failures could be prevented by proper placement based on a child's behavior age. An early warning of immature behavior which might indicate needed delay in beginning kindergarten or first grade may be noted as early as three years of age (1). Some tests that work well are the Scott Foresman Reading Readiness tests, the Gesell Behavior Tests and the Metropolitan Readiness Tests.

Many specific experiments over the last fifty years illustrate the difference between the performance of children who go to school earlier and those who remain at home longer.

Inez King (21) studied two groups of children in Tennessee, comparing fifty-four youngsters who were five years, eight months to five years, eleven months old when

they started school, with fifty children who started about six months later. King found that of the eleven children who repeated a grade, only one had started after six years of age. Nineteen boys and sixteen girls of the younger group appeared to be maladjusted in some way, while only three boys and three girls from the older group were considered maladjusted. King discovered a noticeable tendency in the younger group toward speech defects, nervous indications and personal and social maladjustments.

Margaret Gott (10), H. M. Davis (7) and Paul Mawhinney (25) studied children and discovered that early starters have more problems and failures in school than do late starters.

It would appear that if parents are taught how to prepare their children in the home for school experiences, and preschoolers are tested before entering school, school failures would be greatly reduced.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study dealt with children's continuing academic problems. Students' academic files were researched and found to verify that children, who are having academic problems in school, have had these problems all their school experience. Preschool programs and experiences were researched and it was found that preschool programs added to the educational tax bill, but did not correct the problems. After researching the available literature, a program of parent training is recommended.

RECOMMENDATIONS

Awaking parents to an awareness of the primacy of their children's needs is the greatest educational challenge of the decade. If the challenge is met, as many as seventy percent of our children will be reared and taught in their own homes with much freedom, friendship and responsibility.

Moore (29) stated:

It is time for citizens to demand education in parenting and family care more than early schooling. They should insist on responsible

school-entrance-age legislation that recognizes the facts of child development and provides latitude for family convictions. They should see that services are provided for the poor, the deprived and the handicapped without insisting on those services for themselves.

We must change our approach to early education or we will not have stable, well-motivated and happy children. Many early childhood education planners and legislators ignore research when they plan projects. Educators, psychologists, sociologists, pediatricians, politicians, neurologists, publishers, toy makers, teacher associations, and parents often find sound research findings to be unpalatable, to interfere with their private ideas; as a result, they risk the welfare of children at great costs to the family and the taxpayer.

Many early childhood specialists now believe that the home is the best place for early education whenever possible. Many teachers and school administrators agree that early schooling may be harmful.

To achieve this great challenge, facilities need to be set-up to educate the parents. The preschool children who do not or cannot remain at home will be placed in these programs. The program of Preschools for Parents will be a

two phase on-going project. The students will be receiving first hand experiences while the parents help and learn.

Preschools for Parents (PfP) will not be an extra financial burden on the taxpayers. The money being spent already on preschool programs, child protection services and other related services would be used to help finance PfP. The social services would not be discontinued. It would just be that some of the money would go to PfP. PfP is a prevention program for child abuse and neglect and also parent mental health. The monies would be well spent in prevention instead of treatment.

Parents and educators need to talk to legislators and urge them to turn aside vested interests and pressure groups. This push to lower school entrance age needs to be stopped. Educators need to give parent education a try. As parents learn, they will enjoy their children more. Parenthood will be strengthened more than questioned. Children will be allowed more time to mature before having to meet the pressures of school. As one mother (20) said, "I've learned that kids are individuals. Before I just raised them, clothed and fed them. Now I'm aware of even little differences and praise them and give them credit for what they can do at their own speed. I feel therefore I'm a better parent, and an important person. Before I felt that anyone could do this job."

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APPENDIX A

RESOURCES FOR POSITIVE ATTITUDE

BOOKS

1. Early Childhood Education #375, Instructor Curriculum Materials, Media for Education, 13208 W. Washington Blvd., Los Angeles, CA 90068.
2. Today's Changing Roles: An Approach To Non-Sexist Teaching, Susan Miller. Media for Education, 13208 W. Washington Blvd., Los Angeles, CA 90068.
3. How Children Fail, John Holt, The New York Times, Dell Pub., 223 pp.
4. How Children Learn, John Holt, The New York Times, Dell Pub., 156 pp.
5. The Absorbent Mind, Maria Montessori, Delta, 320 pp.

FILMSTRIPS

1. Kindle, sound/filmstrip, Inside, Out Productions, Inc., Pleasantville, New York.
2. I Can, sound/filmstrip/kit, Scholastic Book Services, Englewood Cliffs, New Jersey, 07632.

KITS

1. It's Me/You'll See. Pull Apart Kit, Gary D. Grimm, Disseminators of Knowledge. MM-401. 64 pp.
2. Guidelines To Creative Dramatics. Pull Apart Kit, Margaret S. Woods and Beryl Trithart. Disseminators of Knowledge, CS-217. 24 pp.
3. Small Wonder! Activity Kit, 1979. Merle B. Karnes. Distributed by American Guidance Service, Circle Pines, Minnesota 55014.

4. Developing Understanding of Self and Others. Activity Kit, 1973, Don Dinkmeyer. Distributed by American Guidance Service, Circle Pines, Minnesota 55014.
5. Systematic Training for Effective Parenting. Kit, 1976, Don Dinkmeyer and Gary D. McKay. Distributed by American Guidance Service, Circle Pines, Minnesota 55014.

APPENDIX C
1979 - PRESCHOOL SURVEY
ONALASKA SCHOOL DISTRICT

The purpose of this survey is to find the number of preschoolers, age two through five, that are in the Onalaska School District, and to discover some of their needs.

Please list below preschoolers who will be two years or older by August 31, 1979.

	NAME	AGE (8/31/79)	SEX
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

CIRCLE YES OR NO FOR EACH CHILD.

	PRESCHOOLER							
	1		2		3		4	
1. Has the preschooler had a hearing test?	Yes	No	Yes	No	Yes	No	Yes	No
2. Has the preschooler had a vision test?	Yes	No	Yes	No	Yes	No	Yes	No
3. Does the preschooler have speech problems?	Yes	No	Yes	No	Yes	No	Yes	No
4. Has the preschooler been examined by a doctor in the past year?	Yes	No	Yes	No	Yes	No	Yes	No
5. Has the preschooler had the following inoculations?	Yes	No	Yes	No	Yes	No	Yes	No
a. Any combination of DTP, DT and TD - 5 doses	Yes	No	Yes	No	Yes	No	Yes	No
b. Oral polio vaccine - 5 doses	Yes	No	Yes	No	Yes	No	Yes	No
c. Measles (7-day or Hard) - 1 dose	Yes	No	Yes	No	Yes	No	Yes	No
d. Mumps - 1 dose	Yes	No	Yes	No	Yes	No	Yes	No
e. Rubella (3-day or Mild) - 1 dose	Yes	No	Yes	No	Yes	No	Yes	No
6. Has the preschooler had a dental check-up?	Yes	No	Yes	No	Yes	No	Yes	No
7. Do you plan to send your child to pre-school?	Yes	No	Yes	No	Yes	No	Yes	No

If you do not wish to answer anything except listing the childrens' name, it will be appreciated. Please return this survey to Anita Rakoz at the Onalaska Elementary School, 64 West Sixth Street, Onalaska, Washington 98570. You may call in the information to Mrs. Rakoz at 978-4115. Thank you for your time and cooperation in helping us plan for the future.

Parent Signature

Address

EDUCATIONAL TECHNOLOGY CENTER
CENTRAL WASHINGTON UNIVERSITY

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