

OBJECTIVES - 1953-54

*file
V. 75 Teachers*

Reduction of Withdrawals

Survey case
Preventive measures
Therapeutic measures

Increase in attendance

Investigation and study of case
Understanding and adjustment on part of school and teachers
Follow up - encouragement

Physical cases

Analysis
Correction
Adjustment

Emotional maladjustment

Processing of case
Developing and increasing knowledge of the determinants of adjustive behavior

Orientation of Eighth Grade - Especially high school

Adjustment to new conditions
Alter opinions
Revise techniques
Change methods
Modify responses

Individuation of First Graders

Survey of Handicapped Children

Broadening Homebound Instruction

Speech Program

Continued work with the colored children, taking up where work was left off
Incorporation of needed Lip Reading instruction into program

Records

Letters
Referrals
Daily records
Monthly records
Semi-annual reports
Filing
Meetings
Conferences

EDUCATIONAL PROJECT
FOR
LOUDOUN AND FAUQUIER COUNTIES

ACTIVITIES ADMINISTERED THROUGH THE COMMUNITY CENTER

1. Educational Enrichment Series
 - a. primary--3rd grade.
 - b. intermediate--5th grade. ^{Oct 9} Fairy Tale Dramatization ^{Fidel}
 - c. junior high--7th grade. Rufus Rose Marionettes - 10/15 ⁸⁰²
 - d. high school--seniors Social Studies Program
Shakespeare
2. Special Events for Teachers
 - a. Evening Social - Nov. 13-
 - b. Workshop sessions with Dr. Paul Witky--or other.
3. Special Orientation Program for Grade One.

A workshop for first grade teachers with special emphasis on the early identification of developmental and instructional problems. Help in the solution of these problems.

4. Scholarship program

Open to graduating seniors. A grant of funds, possibly \$750, for the first year of college to a boy and girl in each county. This scholarship would be renewable for three more years, dependent upon satisfactory progress.

ACTIVITIES OFFERED THROUGH THE COMMUNITY COLLEGE

1. Psychological services to be provided by making available to the schools of each county the services of a psychologist for two days a week. He would be concerned with follow-up on the first grade orientation program, with providing special counseling services, and would fulfill the usual duties of a school psychologist in assisting with the psychological aspects of reading, speech, and other problems. ¹⁰⁰
2. College credit courses at the graduate and undergraduate levels to be offered through The George Washington University.
3. Non-credit courses to be offered in various fields.
4. Special courses for children and youth.

Number Screened	89	
" Worked with	40	---c2 c3 regularly
" Improved	50	
" Drppped	2	low mentality
" "	4	physical
" "	2	left school
" To be re-checked	31	
" To specialist for physical	13	
" Referred to psychologist	5	
" Of visits to schools	55	55

General

Comments on program

The program, perhaps, has been fifteen percent successful/The teachers and children had to be educated to the program.

Next Year

Approach work from a different angle--soft pedal speech, but point out that correct speech is an aid to better teaching and improved learning. That it is a part of the regular school program. Instead of pointing out defects tie in with regular work.

More demonstrations should be done with younger grade groups which would gradually eliminate many speech defects. This demonstration should be done by teacher with group as a whole.

Send out to teachers and parents a general folder on cause and effect of stammering in order to ease number of cases as most cases are emotional and are being handled wrongly by teachers.

There was more success where there was full cooperation and understanding, and where the teacher load was not so heavy.

There was splendid cooperation and support from the supervisor.

The speech therapist took cases to heart and worked sincerely and honestly with each individual

Classification

C---1 --Articulatory and voicing. Majority teacher could, ^{work} with in class without increased load.

C---2--Were all classifications with need on individual work

C---3--Were same as c-1 with additional physical condition, iq or mental diagnoses before work could be started.

C---4--Cases were not real speech problems but needed checking from time to time for slight defects. There were

29--c-1,, 11--c-2,, 25--c-3,, 16--c-4

Talks and Instruction to faculty in Carver, Douglass H.?, Nokes, Waterford, Willisville, Group instruction in Bull Run, Conklin, Douglass, Twice, Mt Gap 4, Willisville

VISITING TEACHERS SEMI-ANNUAL
REPORT

(To be submitted January 31, and June 15)

PART I
(Statistical)

Loudoun Alice L. Gady June--1953
School Division Visiting Teacher Date

Referrals:

<u>Reasons given for referral:</u>	<u>Age</u>	<u>Number of Referrals</u>		
		<u>Boys</u>	<u>Girls</u>	<u>Total</u>
School Adjustment Problems	6 - 9	66	30	96
	10 - 13	99	39	138
	14 & over	30	8	38
Health Problems	6 - 9	21	10	31
	10 - 13	28	20	48
	14 & over	7	10	17
Attendance Problems	6 - 9	40	20	60
	10 - 13	62	26	88
	14 & over	31	15	46
TOTAL		384	178	562

*See attached sheet

Number of cases referred by:

Schools 135 Parents 40 Children 10 Community Agencies
25

Add others:

Church 12 Patrons 10 Organizations 10 Drs. 15
Supr. 5

Resources used: (State number of cases using resource)

200 cases used resources such as:

Welfare Dept. homebound Instruction, Red Cross
Health Dept.--clinics, Mental Hygiene Clinics
Church organizations, Civics Clubs, rehabilitation
Lodges, state assistance under special education
Speech Clinics and Individual donations

(Over)

PART II

1. List briefly the principal underlying causes revealed by your analyses of cases referred.

In the fall, children not enrolled in need of clothing and books.

Indifferent and uneducated parents.

Flimsy excuses for being out of school.

Poor families, with bad living conditions and low salaries, caused from lack of education, low intelligence and poor management.

Unhappy placement in grades, children not prepared to do work of group, lack of teachers' individual instruction and guidance.

The need for physical examinations, corrections of defects, such as, eyes, ears, speech and throat.

Emotionally maladjusted, shy, withdrawn, behavior habits, sex problem, nagging, overly anxious parents, stealing, bed wetting lying, and teacher--pupil personality clashes.

2. Brief description showing analysis, therapy, progress, and follow-up of a special case or problem.

(A) age 11, gr. 6, brunette, small figure, pleasant and friendly smile, came from an educated family and lovely home, was referred by sixth grade teacher because of low grades and picking on other children. Study of case revealed--child was adopted. Her parents were outstanding musicians, but drunkards. She was left to look out for herself. She has an older brother and younger sisters from whom she was separated. At home had temper tantrums, withdrawn spells and refused to do anything, even practice her music which she loved. Tests were given, showing an unusually high IQ for her age. Her general information in all subjects very good. She was especially good in music and art.

Conferences with teacher--revealed personality clash, because (a) was not liked by the teacher. The teacher not especially fond of her because she was usually a jump ahead of the teacher. So she refused to do school work or did very poor work just to get by. Finally referred to psychologist, who also had conferences with teacher and foster mother.

Foster mother now has better understanding and management. A more congenial working relationship in school with added responsibilities. Improved work in subject matter and school activities also in music. Promoted to next grade. Will still be seen by psychologist occasionally.

Alice R. Cady

Visiting Teacher (Signed)

For the School Term

Date 1952-1953

ADDITIONAL INFORMATION ABOUT THE
YEAR'S WORK 1952--1953

Referrals and work done on Hearing--Colored

Grades	Age	Total
1,2,3,4	6-9	23
5,6,7	10-13	19
7,8	14-	4
		<u>46</u>

Speech--Colored

Grades	Age	Total
1,2,3,4	6-9	36
5,6,7	10-13	31
7,8	14-	32
		<u>89</u>

White--Hearing

Grades	Age	Total
1,2,3,4	6-9	90
5,6,7	10-13	48
7,8	14-	0
		<u>138</u>

Mental Hygiene

Grades	Age	Total
1,2,3,4	6-9	32
5,6,7	10-13	52
7,8	14-	13
		<u>97</u>

I worked with speech from Sept. 1952 to Feb. 1953

Total referred and worked with 140

Open Mather	behavior habits
Hubert	inability to get along with others
Richard Hobbs	speech
Richard Kales	speech
Halvin Hayes	general home readjustment
Billy Farrell	sex
Randolph Jesse	lying and stealing
Larry Lloyd	sex drama
Buddy Woff	emotional

APPARENT NEEDS AS RESULT OF INVESTIGATION
 FOR SCHOOL TERM 1952-1953

Need to go to colony at Lynchburg

Earl Stillion	Leesburg
Doyle Stillion	Leesburg
Glenn Hill	Purcellville
David Wolverton	Leesburg

Need summer speech training placement

Randolph Owens	Round Hill
George Grimsley	Waterford instruction
Hampton Burton	Leesburg instruction
Milton Gullick	Aldie, summer instruction
Paul Glascock	Middleburg

Need hearing aids in the County

Mildred Lickey	Lincolnd conferences
Mary Sutphin	Aldie
Lois Christian	Arcolarawal
Bernard Ball	Middleburg
Joan Crockerille	Middleburg

Lip reading

There are about 55 children with rather severe hearing difficulty that would benefit by instruction in lip reading. They represent the schools of: Aldie, Arcola, Ashburg, Hamilton, Hillsboro, Leesburg, Lucketts, Middleburg, Purcellville, Round Hill, Sterling, and Waterford.

Need summer counseling by psychologists

Randolph Redd	voicing difficulty
Milton Gullick	temper tantrum
Richard Davison	Hard to live with
Owen Metzger	behavior habits
Hubbard	inability to get along with others
Richard Cusick	speech STAMMERING
Richard Kelso	speech
Melvin Warren	general home maladjustment
Billy Fewell	sex
Randolph Jesse	lying and stealing
Larry Lloyd	day dreams
Buddy Neff	emotional

CASES WORKED ON SUMMER 1953

*file
V. 15*

- Billy Fewell school placement
- ✓ Milton Gullick speech
- ✓ James Gullick speech
- ✓ Hampton Burton speech
- ✓ Licille Spinks runaway
- ✓ Eugent Spinks runaway
- ✓ Junior Grimes hearing
- ✓ Judy Bell school placement
- ✓ Billy Mankin home placement
- ✓ Gray Hume sex
- ✓ Earl Ball homebound instruction
- ✓ Warren Merchant homebound instruction
- ✓ Fred Lee Wenner speech, summer instruction
- ✓ James McDonald replacement
- ✓ Billy Kent maladjusted (needs clothing and books)
- ✓ Jerry Shell withdrawal
- Retained ✓ Glenn Hill physical difficulty, low mentality
un settled

*10 investigations and conferences

- Peggy Williams withdrawal
- Bernard Cobb withdrawal
- Charles Kirk withdrawal
- John Fuggitt home placement
- Phyllis Fuggitt home placement
- Jimmy Hogan, Jr. not passing school work
- David Kehr emotional problems
- Daniel Williams low I.Q.
- Clyde Williams low I.Q.
- Larry Lloyd emotional problems
- Walter Chappman speech
- Phillip Virts low I.Q.
- Buddy Neff emotional problems
- Gloria Downs low learning ability
- Chip Parsons low learning ability
- Richard Green low mentality
- Willie Moore low mentality
- Leory Bettis low mentality
- Ruth Glascock physical
- ✓ Charles Phillips Children's Haven
- ✓ Ruth Phillips Children's Haven
- Elaine Russell withdrawal
- Jimmy Sowers vocational school