

THE CHILDREN

Name: Arif

Age: 5 years

Family Background: The family is East Indian. The father is a TTC driver; the mother stays home with another child. Arif just began to speak English the beginning of this school year.

Schooling: Arif refuses to co-operate during testing situations. He has been placed in a school for the trainable mentally retarded though his actual ability is far beyond this. Arif has cerebral palsy.

Reasons for Referral:

Stimulation, enrichment and socialization. Arif has much untapped potential which must be encouraged.

Initial Description of Child: (February 1981)

Arif is a fascinating child. He has more language than he will generally use and can speak quite clearly when it suits him. He is very threatened by group situations and responds by falling asleep! He is dying to be more mobile than he is at present - he very much needs a walker.

Current Description of Child: (March 1981)

We have only had Arif for a month. He has at times displayed a startling intelligence and reinforces our initial belief that he has considerable potential. Arif enjoys the other children but continues to fall asleep the minute a group is called.

Future Goals: Arif needs to find that it will be more rewarding to display his ability than to hide it. We do not know him well enough to have found the key to unlocking this.

Name: Michael

Age: 10 years

Family Background: The family is upper middle class. Mike has a very bright sister one grade behind him and a very athletic older brother in grade 8.

Schooling: Mike spent one year in a special education class and was held back a year early in his school experience. He is now in a regular grade 4 class.

Reasons for Referral:

Mike has a severe learning disability. He has a very extreme visual-perceptual problem with some auditory complications. He is a very bright boy.

Initial Description of Child: (January 1981)

Mike is a very friendly boy. He has no hesitation in speaking out during group discussions. Mike is very knowledgeable in a wide variety of areas. He is gentle and sensitive to others feelings.

Current Description of Child: (March 1981)

Mike is a positive addition to the group. He is concerned about others and this has been a beautiful example to the rest of the group. Mike is always eager to speak out during discussions but he is not very articulate in presenting his ideas.

Future Goals:

We intend to help Mike in learning to organize and present ideas verbally. He has begun to do this through the use of tape recording stories.

Name: Tony

Age: 4 years

Family Background: He is from a working class family with a younger and an older sister.

Schooling: He is doing very well in jr. kindergarten.

Reason for Referral: Enrichment

Initial Description of Child: (October 1980)

Tony is a serious child. He approaches situations with amazing intensity and concentration for a child his age. He uses sophisticated language and is overall a talented child.

Current Description of Child: (March 1981)

Tony is no doubt an intelligent boy. He has become affectionate with us. He deals with group discussions with a maturity far beyond his age.

Future Goals: To introduce Tony to a language-experience approach to reading.

Name: Staci

Age: 9 years

Family Background: Staci has a younger half-sister. The family is very close and supportive. Both parents work. Father is a professional.

Schooling: She is doing extremely well in grade 4.

Reasons for Referral: Enrichment

Initial Description of Child: (October 1980)

Staci is a sweet, sensitive, co-operative child. She is bright, though her academic skills are not as solid as one would presume for a child in an enrichment programme. Good leadership qualities.

Current Description of Child: (March 1981)

Staci continues to be one of the strong leaders of the group. She works well with younger children. She responds well to challenging situations, particularly enjoying science experiments.

Future Goals: We will provide opportunities for Staci to stretch herself academically. Also, she needs encouragement to assert herself in situations rather than succumbing to peer pressure.

Name: Kevin

Age: 8 years

Family Background: His family is from a working class neighbourhood. He has two younger brothers.

Schooling: Kevin is in grade two. He has been given limited testing through the school board but with insufficient diagnostic assessment. He is not reading as yet.

Reasons for Referral:

Kevin is experiencing difficulties in most facets of the school curriculum and needs some positive learning experiences.

Initial Description of Child: (October 1980)

Kevin appears to be bright and articulate for his age. He is confident. His play with the other children is physically aggressive and he talks a great deal about "punching" and "beating people up" who do not agree with him.

Current Description of Child: (March 1981)

Kevin enjoys the programme. He is inquisitive and needs to be challenged. He has definite reading problems but they do not stem from a lack of academic ability. Kevin is beginning to display good leadership qualities but his destructive tendencies continue to concern us.

Future Goals:

We need to work further on building his reading ability through a language-experience approach. We also are searching for ways for Kevin to feel successful and powerful without displaying physical aggression.

Name: Geoff

Age : 11 years

Family Background: He has a single parent mother with low economic status. There is one older brother in the family.

Schooling: Presently in grade 6 where he is experiencing great difficulty and where he may be kept back a year.

Reason for Referral:

Very bright boy who for undetermined reasons is experiencing grave reading difficulties.

Initial Description of Child: (October, 1980)

Outgoing child. He enjoys playing the clown. Tends to ridicule some of the other children; perhaps is insecure in himself. An articulate child.

Current Description of Child (March, 1981):

Geoff has become sensitive to the needs of the younger children. Has gotten over his fear of the older handicapped kids and is now helpful. Sometimes given to immature bursts of activity, for the most part provides a positive model for the younger children.

Future Goals:

Geoff's confidence needs building so that he will not feel he needs to hide behind such a "bravado" exterior.

Name: Philip

Age: 12 years

Family Background: He has a single parent mother. His younger brother has a reading problem.

Schooling: Above average student in grade 7.

Reason for Referral:

Enrichment. Also to accompany his brother.

Initial Description of Child (October, 1980):

Philip appears reserved. He is mature for his age and reluctant to involve himself in available activities. Seems to scorn the program in general.

Current Description of Child (March, 1981):

Philip has shown a sensitive ability to work with the younger children. His reluctance to become involved stemmed mostly from shyness. He is fast becoming a leader in group discussions and is helpful in suggestions for programming with the older children. He particularly enjoys science experiments.

Future Goals:

To provide more opportunity in the group for Philip to take control. May even involve him in some of the planning for discussions which are still too controlled by the adults.

Name: Peter

Age: 12 years

Family Background: Peter comes from an upper middle-class family. His father is a university professor. There are 2 older children in the family.

Schooling: School for the Trainable Mentally Retarded.

Reason for Referral:

Peter has Downs Syndrome and severe brain damage. Parents hoped the program would provide some social stimulation.

Initial Description of Child: (October, 1980)

Peter is a fairly co-operative child. He prefers to spend his time alone on the outside of a group. He has no expressive and little receptive language. When Peter is unsure or confused he indulges in extensive self-stimulation activities such as repetitive "juggling" of an object. There is no eye contact or even apparent interest in the other children.

Current Description of Child: (March, 1981)

Peter has changed in many ways. There is now very little self-stimulation activities and he shows marked interest and increasing interaction with the children. On the other hand Peter is often resistant to following directions. This lack of co-operation has been noted in other areas of his life and is thought to be due largely to his entering puberty.

Future Goals: Activities need to be sought for Peter where he can deal with them but which are not too "boring" for him. He enjoys activities that seem connected to reality for him - i.e.: pouring juice, sorting groceries, etc..

Name: Sarain

Age: 7 years

Family Background: Sarain comes from a working class family with a younger brother and sister.

Schooling: She began in a french immersion school. Due to economic pressure and distance between home and school she has been transferred to a neighbourhood school where she is experiencing difficulty.

Reason for Referral:

Lack of confidence and finding academic difficulty with grade 2 work.

Initial Description of Child (October, 1980)

A warm and happy girl who thrives on attention from adults. She has certain avoidance techniques when faced with uncertain situations. Very sensitive to others feelings.

Current Description of Child: (March, 1981)

Sarain no longer needs to avoid situations with the group. We perceive a very distinct feeling of inadequacy in her, but her confidence is growing. She particularly enjoys "teaching" the younger children to read.

Future Goals: Sarain needs encouragement to be more aggressive and to stand up for herself.

Name: Kerri

Age: 16 years

Family Background: The family is headed by a single parent mother.

Kerri has a 6 year old sister with Downs Syndrome.

Schooling: Private School for Children With Learning Disabilities.

Reason for Referral:

Kerri is "aphasic". She has limited language and academic skills. Socially and emotionally she is very young for her age. She was brought in in the role of teacher's aide.

Initial Description of Child: (October, 1980).

Kerri is a sweet co-operative girl. She tries to be helpful but is hesitant to take any initiative and needs guidance in any task given her. She has very little confidence in herself.

Current Description of Child: (March, 1981).

Kerri has not shown any significant progress. She is emotionally volatile; at times more difficult to deal with than the young children. She does respond positively to reminders that she is there to help. She is beginning to take more initiative.

Future Goals: Kerri needs help in basic life skills. She also needs help in developing coping skills as she is easily frustrated. More detail must be given to planning jobs she can do successfully.

Name: Kathy

Age: 13 years

Family Background: Kathy comes from a working class family with 9 children; 7 of whom are adopted. 6 of these children are mentally handicapped. Kathy has cerebral palsy. She spent her first 10 years in an institution.

Schooling: In the 3 years with her adoptive family Kathy has progressed from a pre-grade one level academically and is now in a normal grade 4 class where she is coping well.

Reason for Referral:

For socialization with children closer to her own age group.

Initial Description of Child: (October, 1980)

Kathy withdraws frequently, becoming preoccupied with a single phrase - repeating it over and over. She is very uneasy in group situations. She appears to be totally unaware of conversations around her. She refuses to acknowledge any mention of handicaps.

Current Description of Child : (March, 1981)

Kathy is now much more comfortable in large groups and is taking part in group discussions, even when they involve discussions of handicaps. Her social skills are still low and she does at times engage in repetitious phrases. Her avoidance techniques are rarely employed.

Future Goals: Kathy needs to be encouraged to have social interaction with the older children.

Name: Kris

Age: 5 years.

Family Background: Kris has an older and a younger brother. His family is not economically self-sufficient.

Schooling: Kris is doing well in senior kindergarten.

Reasons for Referral:

Socialization skills. Parents and school feel Kris is very shy and insecure.

Initial Description of Child: (October, 1980)

Kris appears older than his 5 years, both physically and mentally. He appears confident and mixes easily with the other children. He speaks easily in the group and expresses himself well.

Current Description of Child: (March, 1981)

Kris continues to do well. He has good, solid number concepts to 20 and handles pre-reading exercises easily and with enjoyment. Kris is easily upset if he feels he has made a mistake or if he is unsure of how to deal with a situation.

Future Goals: We are trying to teach Kris more effective coping skills than crying. We will continue to move him towards reading and math.

Name: Debbie

Age: 6 years

Family Background: Her parents are factory workers. She has an older brother and a teenage sister who spends the most time with her.

Schooling: She began in a regular kindergarten and is now, on recommendation from her neighbourhood school, in a school for the trainable mentally retarded.

Reason for Referral: For socialization and extra intellectual stimulation.

Initial Description of Child: (October, 1980)

Debbie is very thin. She spends much of the time apparently oblivious to her surroundings. She echoes phrases put to her or else responds with one word answers. There is strong avoidance of group situations. She lacks attention in groups, even for stories. Debbie "collects" objects and clings to them. She is not completely toilet-trained. We feel much of this behaviour is not a true indication of her ability.

Current Description of Child: (March, 1981)

Debbie has gained weight. She is attentive in groups though doesn't always follow conversations. Her verbal patterns have extended to 2 - 3 sentences, questions, descriptions and answers. She will follow verbal directions up to 2 in a row from across the room 90% of the time. Debbie is an affectionate child who is beginning to make friends with the other children. She is performing successfully with pre-reading activities.

Future Goals: Debbie is still not completely toilet-trained. Her academic abilities are far greater than at first anticipated and stress will be placed on pre-reading and number concepts.

Name: Patrice

Age: 5 years

Family Background: Patrice has an older half sister. They live with a new father in a working class area of Toronto. The present family unit is warm and supportive.

Schooling: Patrice is doing very well in Jr. kindergarten.

Reasons for Referral:

Enrichment.

Initial Description of Child: (October, 1980)

Patrice is a delightful, strong-willed, intelligent child. She is very graceful and loves music. She is outspoken in groups and knows her own mind on a variety of subjects. She loves to be read to and is very interested in print.

Current Description of Child: (March, 1981)

Patrice continues to do well in the program. She is bright and loves challenging activities. She will be reading in no time. Our only concern is that Patrice displays a definite self-centered attitude about many things and does not get on well with the other children.

Future Goals:

We will continue to challenge Patrice, especially in areas of print. We also will attempt to try and sensitize her to others feelings and needs. We do not wish however to diminish her aggressive behaviour in defending her position and beliefs.

Name: Jora

Age: 9 years

Family Background: He is from an East Indian, working class family. His younger sister is deaf and has received the majority of the families attention.

Schooling: Labelled 'learning disabled' by his school. Family had him removed and placed in another school where he is at the top of the class and now labelled 'gifted'.

Reasons for Referral:

Enrichment and because his younger sister is in program.

Initial Description of Child: (October, 1980)

Jora is an outgoing boy. He has no hesitation in joining discussions though he is reticent to discuss handicapps and is defensive of his young deaf sister. Jora tends to be a follower, bowing easily to opinions of the majority.

Current Description of Child: (March, 1981)

Jora has become relaxed when dealing with handicapps and even takes pride in talking about his sister. He no longer feels that while at the program he is responsible for her. He is sociable and popular with the other children.

Future Goals: Jora is bright but lacks much in the way of problem solving skills. Opportunity must be given for him to develop these skills.

Name: Susie

Age: 5 years

Family Background: Susie is from a working class East Indian family.
Her father is a store owner. She has an older brother.

Schooling: Class for the hearing impaired. (Kindergarten.)

Reason for Referral:

Socialization with hearing children. Language
and reading development.

Initial Description of Child: (October, 1980)

Susie is a friendly, self-confident child. She is
concerned with the other physically handicapped
children in the program, and is always eager to help
them. She does not socialize, during undirected
activity times, with children her age, seeking instead
the company of adults.

Current Description of Child: (March, 1981)

Susie has become good friends with one of the 6 year
olds in the program. She is working above her age
academically and enjoys times when she can sit with one
or two other children and work at reading.

Future Goals: There is a problem involving Susie in a group discuss-
ion. She sits and watches but misses too much. We are
trying to teach her sign language as well as incorpor-
ating print into everyday activities.

Name: Theresa

Age: 6 years

Family Background: The family is headed by a single parent mother.

Theresa has an older learning disabled sister.

Schooling: Began Montessori kindergarten. She is now in regular grade one class.

Reason for Referral:

Theresa has Downs Syndrome. She is doing very poorly in the grade one class. The school has no expectations of her and is allowed to do as she pleases.

Initial Description of Child: (October, 1980)

Theresa is a delightful girl. She appears to be quite bright and has a good vocabulary for a 6 year old. She is extremely creative in her play. She often exerts all her creative intelligence in avoiding work. She is inattentive in group situations. She is also good at not "hearing" directions. Her favorite phrase is "I can't".

Current Description of Child: (March ,1981)

Theresa continues to display her creative talents. She is much more involved in group activities and will usually sit and listen to a story. In the past month she has shown interest in sitting down and working on matching and sorting activities. She rarely responds to situations with "I can't", but now there are times when she suddenly becomes "tired" and needs to rest.

Future Goals: Theresa needs encouragement to sit and work on activities, especially pre-reading material. She definitely has the ability but lacks the self-discipline.

Name: Amrit

Age: 5 years

Family Background: The family is a low income unit with four children under six years of age. She speaks English and some of an East Indian dialect.

Schooling: Sr. kindergarten - doing very well.

Reason for Referral:

Mother concerned that Amrit needed more intellectual challenge.

Initial Description of Child: (October 1980)

Amrit is shy and lacks self-confidence. She is however, a very bright girl who is ready to learn to read.

Current Description of child: (March 1981)

Armit is starting to blossom. She takes part in discussions and displays a somewhat "motherly" attitude towards her younger brother and his friends. She reads every word she gets her hands on and one of the 7 year olds is teaching her to add and subtract. She spends her time with the older children.

Future Goals:

We must encourage Amrit to speak more for herself as she tends to echo the opinions of her older friends.

Name: Norman

Age: 4 years

Family Background: The family has a low income on which they are trying to support 4 children under 6 years of age. The father is East Indian so children have 2 languages. English however, is their first language.

Schooling: Jr. kindergarten: doing well.

Reason for Referral:

Mother concerned about lack of stimulation and challenge in the jr. kindergarten programme.

Initial Description of Child: (October 1980)

Norman is a bright boy but appears to be emotionally immature. He is very easily frustrated and prone to temper tantrums.

Current Description of Child: (March 1981)

Norman has matured over the past few months. He is confident and even-tempered most of the time and actively takes part in discussions. He is becoming aware of clashes between other children and is displaying a definite feeling for social injustice.

Future Goals:

Norman is starting to become interested in the printed word so we will begin to work on pre-reading activities. He also enjoys logical thinking and problem solving games.

Name: Martin

Age: 8 years

Family Background: Martin comes from a white working class family. He has one baby brother.

Schooling: Grade 3; doing well.

Reason for Referral:

Enrichment.

Initial Description of Child: (October 1980)

Martin is a bright and very affectionate child. Both in appearance and behaviour Martin gives the impression of a child much older. He does seem to have a limited attention span.

Current Description of Child: (March 1981)

Martin continues to endear himself to us though he does display a physically aggressive tendency with some of the other children. He tends to seek attention and approval from his peers by "rough housing" and easily becomes carried away. He has very little sensitivity for the feelings of others in the group.

Future Goals:

We must try and help Martin to appreciate the needs of others. He must also learn to seek approval from others in more constructive ways. He is bright and needs more academic challenge than the school or a Saturday program can offer.