



TIX 116: Creative Cartooning for Language, Learning, and Laughter

Phoebe M. Harcum is a Resource Teacher for children with learning and behavioral disorders at Lee Hall Elementary School, Newport News, Virginia.

Descriptors: *Creative Expression, Freehand Drawing, Reading Skills, Communication Skills, Art Materials.*

Through cartooning children who are weak in reading and language arts may be motivated to accept help in grammar and creative writing, to refine their motor and eye-hand coordination, and to improve their social communication and school adjustment. Cartooning is most successful with boys and girls in grades 4 through 7. It is a satisfactory small group project for children with learning and/or behavioral disorders.

THE MATERIALS

A cartooning lesson requires little in the way of mate-

rials. Paper and pencil will suffice, although felt tip markers and liquid crayons may be more appealing than pencils. In addition, some of the commercial cartoon books will help break the figures apart and give samples of features for children to put together in their own imaginative ways. A talent for drawing is not a prerequisite. What is needed, however, is an attitude of encouragement and enthusiasm that will spread from teacher to students.

THE LESSON PLAN

A good lesson plan is also a necessary part of the material. For example, the day's language lesson may have three objectives: The students will study adjectives, practice auditory discrimination, and increase vocabularies. The teacher begins by asking the students to draw some cartoon faces that can be described with a name. If the name *Frank* is selected, how does Frank look? Only adjectives that repeat the initial sound of the name should be used. Maybe he looks frightened. The cartoon character is named Frightened Frank. The name has an adjective repeating its initial sound. One or two more adjectives may be added to describe Frank, but each must follow the phonics rule.

In the same way, a student may think his character, Dan, looks odd or strange. He becomes Daffy Dan. A sweet little girl could be named Sweet Sue. Or an easy-

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TIX 117: Novel Reinforcement in a Token Economy System

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Richard L. Simpson is Assistant Professor of Special Education, University of Kansas, Kansas City.

Descriptors: *Positive Reinforcement, Operant Conditioning, Emotionally Disturbed.*

Numerous reports by teachers who have applied behavior modification principles have demonstrated the effectiveness of this approach. Special educators are constantly faced with the need to develop novel approaches for implementing operant conditioning procedures. One such novel approach was put into effect in a classroom for intermediate aged emotionally disturbed

children at the Children's Rehabilitation Unit of the University of Kansas Medical Center.

IDENTIFYING AND RECORDING BEHAVIORS

The teacher and each child in the class jointly identified a problem classroom behavior. This pinpointing process focused on both academic and social behaviors. Those behaviors selected consisted of such things as raising a hand to speak, doing something within one minute of first being told, staying in one's seat except when given permission to be out, and handing in only completed papers. A chart for each individual's selected behavior was constructed and hung in the student's individual study carrel. Each chart was divided into a

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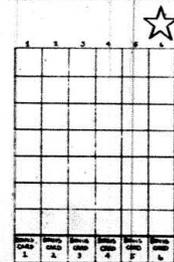


FIGURE 1

