





going fellow fits the name Carefree Carl. The name chosen with the proper adjective meets the first two lesson objectives.

If a student cannot think of words to describe his character, he may ask another student or look up a word in the dictionary. Whatever his choice, he will add new words to his vocabulary.

### IMPROVING COMMUNICATION

Cartoons drawn one day may be saved for later use. Plan a story writing lesson about what frightened Frank or why Sue is so sweet. Study a few sentences for gram-

mar and structure or look at a whole paragraph for imaginative thought. Putting ideas in written form is difficult for children with learning disorders, and it is always more meaningful and motivating if the writing has personal reference.

The small group, relaxed and having fun, gives impetus to cooperative group work. Students help each other name their cartoons and share descriptions. They may also be encouraged to put several characters together in a story or cartoon sequence. It is not hard to work together when the task is enjoyable, and cartooning facilitates better socialization.

### THE FINISHED PRODUCTS

The finished products of cartoon lessons make unique bulletin board learning centers. They provide an opportunity for the entire school to see the good work of youngsters who are usually starved for recognition. Display their cartoons and include several unnamed characters to challenge other students who will also enjoy sharing in the learning experience.

The benefits derived from creative cartooning extend beyond mere enjoyment of art. Youngsters can improve their reading and language skills, motor coordination, social communication, school status, and general good humor. That is a lot of mileage from a funny face.

series of columns and labeled with the child's name and the identified behavior (see Figure 1). Each student was then given an opportunity to earn stars to place on the chart by engaging in the appropriate pinpointed behavior. The stars were dispensed on a daily basis according to individualized criteria decided upon prior to initiation of the program. The stars were affixed to the chart in a given column until a particular column was filled.

### BONUS CARDS

When a column was completed, which took on the average of one week, the student was given an opportunity to select a bonus card from a deck of 3 x 5 inch index cards (see Figure 2). The cards were stacked with the bonus reinforcement face down, thus requiring the student to randomly choose one card in the deck. Although each card provided some form of reinforcement, each did so in a different manner. For example, one card allowed the child to replace a subject of his choice with free time, another to involve the principal of the demonstration school in a game of ping pong, and another to accompany the teacher to the snack bar

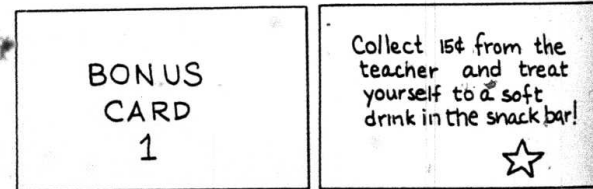


FIGURE 2

for a soft drink. Each bonus was carefully selected to assure that it would be reinforcing.

### BENEFITS

This particular reinforcement system was extremely successful, probably because of the multiplicity of procedures used. The system provided an opportunity for self graphing, the earning of tokens which could be exchanged for meaningful rewards, and the novelty of a game atmosphere in which the child was never aware of what the reward would be. With only a few minor modifications, the approach could be applied to a variety of age groups and exceptionalities.