

THE EFFECTIVENESS OF A PERCEPTUAL-MOTOR APPROACH TO DEVELOPING
READING READINESS IN KINDERGARTEN CHILDREN

by 500

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CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

It has been an accepted fact that learning to read requires the ability to recognize and perceive the printed symbol. However, the effectiveness of perceptual-motor ability in reading has been a subject of controversy among educators for many years. Most researchers have agreed that minimal perceptual ability is apparently necessary for reading. Some have made more positive claims to the effect that training in visual perception and motor coordination can mean the difference between good and poor readers. Robert Lowder states the following:

Previous studies indicated that a relationship between perceptual ability and reading exists. School achievement in the early grades consists mostly of reading; therefore it is hypothesized that a relationship between perception of form outline, as measured by copying geometric figures, is related to school achievement in the early grades.¹

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to use a highly structured perceptual-motor approach to reading readiness with kindergarten children; (2) to present an unstructured approach to reading readiness to another group of kindergarten children; and (3) to compare the progress in reading readiness of these two kindergarten groups through the use of pre- and post-standardized tests.

¹Robert Glenn Lowder, "Perceptual Ability and School Achievement," (Doctoral Dissertation, Purdue University, Lafayette, Indiana, 1966).