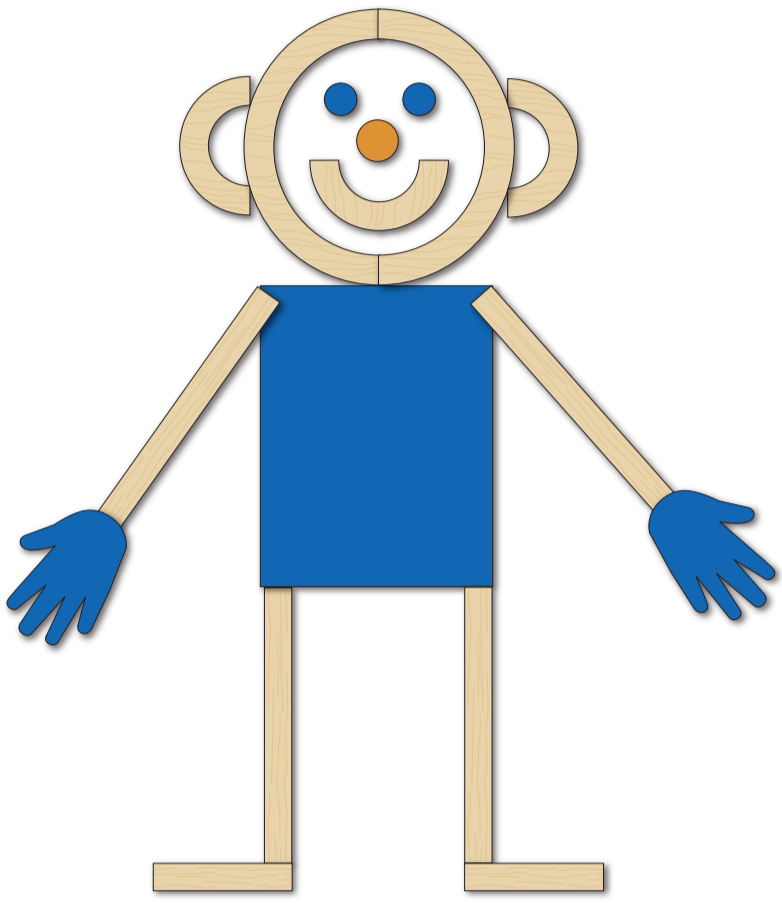


Maximize Student Success in Pre-K:

The effect of Mat Man and Mat Man activities by Learning Without Tears™



MEET MAT MAN

Mat Man is a Pre-K and kindergarten classroom character that embodies our unique approach to drawing with multisensory activities and strategies that help young learners develop strong drawing and cognitive skills.

HOW DOES DRAWING INDICATE STUDENT SUCCESS?

Drawing abilities indicate **SCHOOL READINESS, COGNITIVE ABILITY, BODY AWARENESS, and PRE-WRITING CAPABILITIES.**



Building Activities
Teach cooperation and sequencing



Singing Exercises
Enforce counting and language skills



Drawing Lessons
Develop body awareness and cognitive abilities



Manipulatives Practice
Challenge fine and gross motor skills and abilities

THE EFFECT OF MAT MAN AND MAT MAN ACTIVITIES:



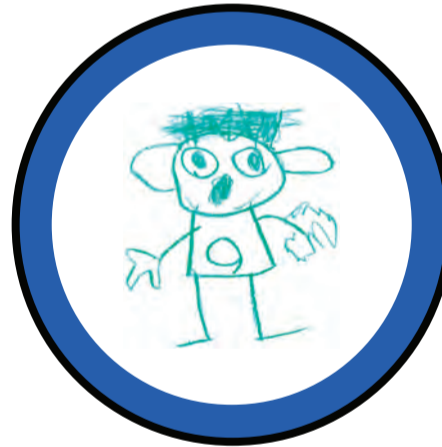
BEFORE



AFTER



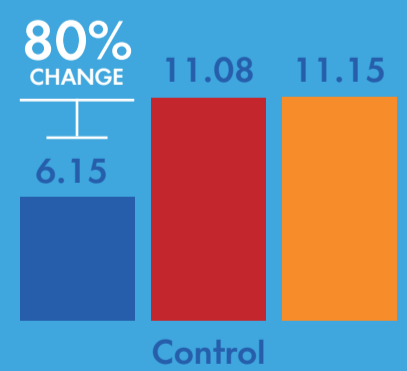
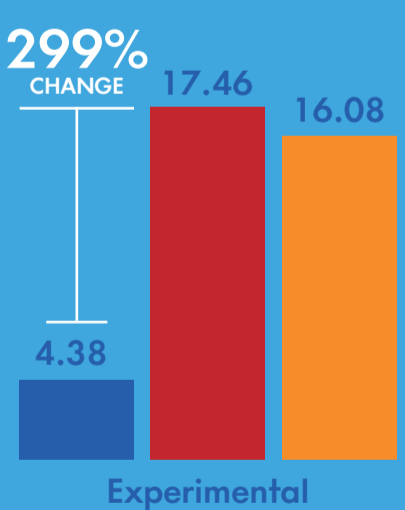
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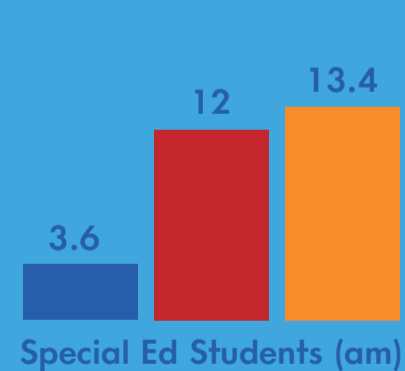
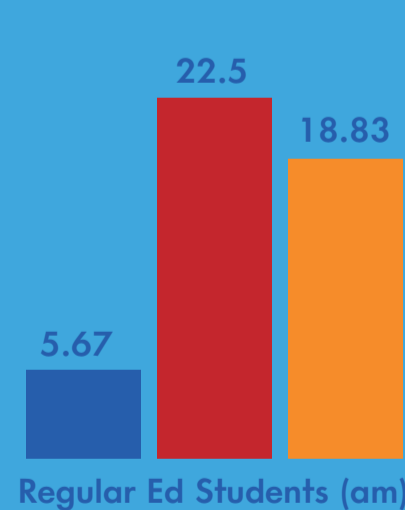
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TEST SCORES IMPROVED SIGNIFICANTLY FOR CHILDREN THAT RECEIVED MAT MAN INSTRUCTION

GOODENOUGH-HARRIS DRAW-A-PERSON (DAP) TEST



INCREASED FEATURES IN REGULAR VS. SPECIAL ED



Draw-A-Person (DAP) test scores¹ significantly improved for children of all abilities (general and special education) who received Mat Man instruction versus children who received traditional instruction. The positive results for children who received Mat Man instruction were sustainable for 6 weeks post study.²

MAT MAN ACTIVITIES ARE PERFECT FOR CIRCLE TIME!



¹ The Draw-A-Person Test is a psychological personality and cognitive test used to evaluate children's cognitive ability, readiness for school, body awareness, and nonverbal intelligence.

² This study was conducted by Occupational Therapist Geeta Bhojwani during the 2006–2007 school year in Head Start preschool classrooms in the Green Bay, Wisconsin area. Thirteen general and special education children from morning and afternoon classes received Mat Man instruction or traditional instruction for 12 weeks. An experimental group (morning preschool class that received Mat Man instruction) and a control group (afternoon preschool class that received traditional classroom instruction) were compared. Children were tested for baseline, post study, and retention.