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HANDICAPPED, NEUROLOGY

ABSTRACT

A COMPILATION OF 16 ABSTRACTS AND THEIR DESCRIPTIVE  
TERMS PERTAINING TO EDUCATIONAL DIAGNOSIS AND DIAGNOSTIC TEACHING  
INCLUDES A SUBJECT AND AUTHOR INDEX. INFORMATION IS PROVIDED ON USING  
THE INFORMATION AND ON PURCHASING AVAILABLE DOCUMENTS INDIVIDUALLY OR  
THE DOCUMENT AS A WHOLE. (JH)

# **EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES**

ED036036

**EDUCATIONAL DIAGNOSIS AND  
DIAGNOSTIC TEACHING**

November 1969

**CEC INFORMATION CENTER ON EXCEPTIONAL CHILDREN**

**The Council for Exceptional Children  
1499 Jefferson Davis Highway, Suite 900  
Arlington, Virginia 22202**

**An Educational Resources Information Center and member of the  
Special Education IMC/RMC Network**

EC004967E

ED036036

# EDUCATIONAL DIAGNOSIS AND DIAGNOSTIC TEACHING

November 1969

CEC Information Center on Exceptional Children  
The Council for Exceptional Children  
Jefferson Plaza, Suite 900  
1499 Jefferson Davis Highway  
Arlington, Virginia 22202

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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478 - 547	2.00		

**ABSTRACT 1**

EC 001 078 ED N.A.  
 Publ. Date 64 162p.  
 Lambert, Nadine; Grossman, Herbert  
**Problems in Determining the Etiology of Learning and Behavior Handicaps, Report of a Study.**  
 California State Dept. Of Education,  
 Sacramento  
 EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; identification; educational needs; psychological evaluation; medical evaluation; neurologically handicapped; neurological defects; clinical diagnosis; educational diagnosis; special programs; case studies (education); achievement gains; program planning; demonstration programs; behavior problems; psychological tests; special classes; group activities; group counseling; medical case histories; pathology; Bender Visual Motor Gestalt Tests; Draw a Person Test; DAP; Wechsler Intelligence Scale for Children, WISC

In an attempt to determine whether or not medical factors in the records of emotionally handicapped pupils were of sufficient significance to warrant further identification procedures before providing a specific educational program, a sample of 20 children was studied. The sample included 17 boys and three girls with behavior and learning problems, enrolled in various education programs in grades 1 through 10 in the public schools. All 20 had their case histories taken, were given pediatric and open electroencephalograph examinations, and were evaluated by psychological tests (Wechsler Intelligence Scale for Children, Bender Visual Motor Gestalt, Draw-A-Person). Examinations by one team of physicians did not reveal any clearly defined neurological abnormalities. However, another pair of physicians rated 10 of the 20 medical records as showing evidence of neurological impairment. The two pairs of psychologists likewise differed in their diagnoses. Distinctions of the ratings of the medical and psychological diagnoses were both found to be significantly different (at the .01 level). The educational program conducted for the sample included (1) the special class, with individualized instruction for eight to 12 children, taught by a regular teacher assisted by a mental health specialist and the school guidance and curriculum staff, (2) the learning disabilities group, providing a specialist's instruction in remedial work for two to eight children, (3) the activity group, structured as a club with craft and play sessions, conducted after school for six to eight children, and (4) group counseling for the junior and senior high school students in groups of 10. Reading and achievement scores taken over a 2-year period indicated an average gain for the group as a whole exceeding what would be expected from pupils in regular classes. Conclusions and implications for educational planners were as follows: (1) reliable diagnosis is difficult in all but the most severe cases, (2) with reliable diagnosis, education of these pupils may succeed in classes for child-

ren with a variety of behavior and learning problems, (3) a special educational category is not necessary, and (4) programs must be developed in terms of educational needs of children and not on the basis of medical, psychological or sociological diagnoses. Tables include medical and psychological criteria from the two teams of physicians and psychologists. A bibliography cites 24 books, 64 periodicals, and four reports. The appendix presents case studies for each of the 20 children and provides the children's drawings from the Bender Visual Motor Gestalt and Draw-A-Person tests. (JW)

**ABSTRACT 2**

EC 000 735 ED 018 017  
 Publ. Date 66  
 Ashlock, Patrick; Stephen, Alberta  
**Educational Therapy in the Elementary School, an Educational Approach to the Learning Problems of Children.**  
 EDRS not available

Descriptors: exceptional child education; educational needs; teaching methods; learning disabilities; educational therapy; perceptually handicapped; physically handicapped; language handicapped; academic achievement; personality assessment; intelligence; perceptual motor coordination; behavior change; sensory training; perceptual development; skill development; remedial instruction; program evaluation; educational diagnosis; diagnostic tests; instructional materials

Written chiefly for classroom and special teachers, school supervisors, and psychologists, this handbook presents the principles, methods, and goals of educational therapy. After the questions of what educational therapy is and who needs such therapy are considered, the steps to take in describing learning problems encountered in children are outlined. Diagnostic procedures are suggested for physical problems, perceptual problems, language problems, intellectual functioning, personality development, and academic achievement. A variety of procedures is described for improvement in general physical ability and coordination, sensory and perceptual processes, learning patterns, and emotional and behavioral control. Transfer into remedial instruction in the skill subjects and transition into the subject areas are discussed. Evaluation of educational therapy is also treated. The bibliography includes 154 references. Appendixes contain recommended materials and a list of publishers' addresses. This document is available from Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, for \$6.75. (DF)

**ABSTRACT 3**

EC 001 044 ED 018 023  
 Publ. Date 67  
 Cruickshank, William M.

**The Brain-Injured Child in Home, School, and Community.**  
 EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; minimally brain injured; clinical diagnosis; individual characteristics; behavior; special programs; audiovisual instruction; learning activities; parent role; psychotherapy; educational diagnosis; environmental influences; language development; space orientation; medical treatment; etiology; program evaluation

Written for parents, teachers, and others who work daily with brain injured children, the book includes considerations of the symptoms of brain damage, recommendations for diagnostic procedures and personnel, and descriptions of treatment techniques that have proved effective at home and in the classroom. An introduction to the brain injured child is given, and psychological and learning problems are delineated. All the parts of a complete diagnosis are examined. A special education program is described in terms of stimuli control, adjustment to space, and the role of structure. Appropriate teaching materials, visual motor materials and activities, and steps in the development of abstract concepts are discussed. Cited as important to the overall program are motor training, provision of psychotherapy, and language and communication development. Remarks are made concerning the future and planning for the families of such children. Included for each chapter are selected references of interest to parents, another list of references for teachers, and additional readings. The appendix contains descriptions of national, state, and local organizations concerned with brain injured children. This document is available from the Syracuse University Press, Syracuse, New York, for \$6.50. (DF)

**ABSTRACT 4**

EC 001 104 ED 017 102  
 Publ. Date 65  
 Schulman, Jerome L. And Others  
**Brain Damage and Behavior, a Clinical Experimental Study.**  
 EDRS not available

Descriptors: exceptional child research; learning disabilities; behavior; clinical diagnosis; diagnostic tests; educational diagnosis; minimally brain injured; behavioral science research; behavior patterns; identification; identification tests; psychological patterns; testing; psychological testing; psychological tests; test construction; Stanford Binet Intelligence Scale; Wechsler Intelligence Scale for Children; Bender Gestalt Test; Draw a Person Test

Results are related of a study which was undertaken to attempt to answer three questions--to what extent do eight techniques commonly used to diagnose brain damage co-vary, to what extent do the various behavioral symptoms that occur with brain damage co-vary, and to what

extent do the diagnostic measures, singly or in groups, predict the presence of the behavioral symptoms. The study consisted of a correlational analysis of the results of a battery of tests which were administered to 35 retarded boys aged 11 to 15 and with Stanford Binet IQ scores from 50 to 80. The battery included traditional diagnostic tests of brain damage--the Bender-Gestalt Test, the Draw-a-Person Test, the Wechsler Intelligence Scale for Children, the Stanford-Binet Intelligence Scale, a standard neurological examination, and an electroencephalogram. Also administered were tests developed to measure objectively the alleged brain damage behavioral syndrome--hyperactivity, distractibility, inconsistency, and emotional lability. Statistical analysis of data yielded these results--(1) the individual diagnostic measures were not found to be sufficiently reliable to be acceptable, (2) the diagnostic measures which were used to measure brain damage were found not to co-vary significantly but instead tended to separate into at least two loose types of measures, (3) in instances where data on reliability were available, the behavioral measures (with one exception) attained or approached acceptable reliability, (4) the variables in the behavioral syndrome clustered into meaningful groups, but the groups did not co-vary, (5) only one set of behaviors correlated significantly with both diagnostic clusters, but that correlation was in the wrong direction. Appendixes include development of activity measure, development of distractibility tests, scoring of the Bender-Gestalt and Draw-a-Person tests, and data presented tabularly. The bibliography lists 173 items. This document was published by Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703, and is available for \$7.00. (MU)

#### ABSTRACT 5

EC 000 297 ED N.A.  
 Publ. Date Dec 65  
 McWilliams, Betty Jane;  
**The Language Handicapped Child and Education.**  
 Pittsburgh University, Pa., Department Of Speech  
 Exceptional Children, Volume 32, 1965.  
 EDRS not available

Descriptors: exceptional child education; language handicapped; teaching methods; clinical diagnosis; teaching procedures; family relationships; medical case histories; perception; psychological testing; educational diagnosis; retarded speech development

The language handicapped child is discussed and a philosophy for his education presented. The problems of definitive differential diagnosis are considered, and an ongoing diagnostic process is recommended, including the taking of a case history, observing interaction between the child and his family, and testing. Testing of auditory and visual perception is advised as well as psychological, neurological, and psychiatric testing. Clinically oriented teaching, de-

signed to meet the needs of each child, is described. A bibliography lists seven items. This article was published in Exceptional Children, Volume 32, Number 4, pages 221-228, December 1965. (JD)

#### ABSTRACT 6

EC 000 635 ED 013 520  
 Publ. Date 25 Mar 65 30p.  
 Ruvlin, Harold; Ezor, Edwin  
**The Brain-Injured Child. A Summary Report of the Conference on the Child with Learning Disabilities (Jersey City, New Jersey, March 25, 1965).**  
 Jersey City State College, N. J., Spec. Educ. Dept.  
 New Jersey Parents Assn. Brain Injured Children  
 EDRS mf,hc

Descriptors: exceptional child education; educational needs; learning disabilities; minimally brain injured; diagnostic teaching; neurologically handicapped; children; identification; educational trends; individual needs; Illinois Test of Psycholinguistic Abilities; Jersey City

The basic viewpoint of this conference is that children with learning disabilities must be evaluated individually according to their specific dysfunctions and placed in educational settings according to their individual needs. In the featured address, New Approaches in Education for the Child With Learning Disabilities, Barbara Bateman described three major types of problems of children with learning disabilities--visual-motor, auditory-vocal, and reading. In these areas, Special Education must teach skills normally learned automatically. Ideally, these children should be identified as early as possible to prevent school failure and other negative experiences. Early detection would enable teachers to take advantage of critical learning periods when certain skills are more efficiently taught than at any other time. While some children with learning disabilities need residential facilities, many do not. Individual needs should be considered. Diagnostic teaching is the recommended method with brain-injured children. This involves locating the learning difficulty and describing the problem behaviorally. Modification of this behavior then takes place. The Illinois Test of Psycholinguistic Abilities is a good diagnostic tool. Several trends in the education of children with learning disabilities are--(1) the creation of group screening tests, (2) increased focus on preventive teaching, (3) more cooperation and communication among various disciplines (although communication between teachers and researchers is lacking), (4) rapid adoption of fads, and (5) research on better questions as more attention is paid to individual needs. A 15-item bibliography is included. (RS)

#### ABSTRACT 7

EC 000 812 ED 021 349  
 Publ. Date 65 165p.  
 Rappaport, Sheldon R., Ed.

#### Childhood Aphasia and Brain Damage: Volume II, Differential Diagnosis.

Pathway School, Jeffersonville, Pennsylvania  
 Dolfinger-McMahon Foundation, Philadelphia, Pennsylvania  
 EDRS mf,hc  
 Livingston Publishing Company, Narberth, Pennsylvania 19072.

Descriptors: exceptional child education; learning disabilities; language handicapped; aphasia; minimally brain injured; clinical diagnosis; speech therapy; educational diagnosis; individual characteristics; child development; neurologically handicapped; perceptually handicapped; children; conference reports; case studies (education)

Addressing itself to the factors leading to the misdiagnosis of the brain damaged child and the aphasic child, the Pathway School's Second Annual Institute considered the differences between the following: the aphasic and the aphasic child; the sensory aphasic and the deaf child; and the psychotic aphasic child; childhood brain damage and psychogenic learning disability; brain damage and mental subnormality; active intracranial pathology and conversion hysteria; and perinatal and ongoing brain damage. Papers presented are Lillian F. Wilson's Assessment of Congenital Aphasia and Sheldon R. Rappaport's Diagnosis, Treatment, and Prognosis. Panel discussion and question-answer periods on aphasia and brain damage are transcribed; conclusions are reported; a 53-item bibliography is provided. The 10 case histories which served as discussion subjects for the Institute are given. (EB)

#### ABSTRACT 8

EC 002 754 ED 024 183  
 Publ. Date 68 373p.  
 Hewett, Frank N.  
**The Emotionally Disturbed Child in the Classroom; A Developmental Strategy for Educating Children with Maladaptive Behavior.**  
 EDRS not available  
 Allyn And Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$10.60).

Descriptors: exceptional child education; emotionally disturbed; teaching methods; learning; children; educational diagnosis; educational strategies; educational objectives; classroom techniques; classroom design; program evaluation; curriculum; attention control; learning characteristics; behavior; behavior change; learning experience; achievement; Santa Monica Project

The emotionally disturbed child is presented as a learning problem whose difficulties can be helped by the teacher and school. The description of educational goals, methodology, and assessment includes the psychodynamic-interpersonal, sensory-neurological, and behavior modification strategies; a developmental sequence of educational goals; methodology of the learning triangle of

task, reward, and structure, and educational assessment of emotionally disturbed children. Specific classroom practices detailed concern attention level, response level, order level, exploratory and social levels, and mastery and achievement levels. Total classroom design for emotionally disturbed children is explained, and the curriculum of the Santa Monica Project which developed and evaluated engineered classroom design is reviewed. Appendixes provide a student assessment inventory, parent and teacher rating scales, task attention criteria, and a bibliography of 208 items. (JD)

#### ABSTRACT 9

EC 000 942 ED N.A.  
Publ. Date 67 8p.

Joanne Marie, Sister

#### Evaluation: A Diagnostic-Remedial Approach.

Cardinal Stritch College, Milwaukee, Wisconsin, Special Education Department

EDRS not available

Special Education; V41 N3 P35-42 1967

Descriptors: exceptional child education; learning disabilities; teaching methods; tests; language development; cognitive processes; reading; reading difficulty; reading diagnosis; diagnostic tests; children; psycholinguistics; educational diagnosis; language tests; Illinois Test of Psycholinguistic Abilities; ITPA

Steps in the diagnostic-remedial process include gathering of data for diagnosis, analyzing of symptoms, and determining of the nature and extent of correlated disabilities. Influential in the diagnostic remedial approach to learning disabilities is the Illinois Test of Psycholinguistic Abilities (ITPA), for children aged 2 1/2 to 9, which has nine subtests assessing specific psycholinguistic areas. Its use as a screening and evaluation instrument and as an aid to remedial programming is demonstrated by the case histories and ITPA profiles of three children. Two questions of technique are raised: whether to teach the child's strengths or his weaknesses and what to teach once the method is determined. A bibliography cites 12 items. (JD)

#### ABSTRACT 10

EC 002 506 ED 024 171  
Publ. Date Oct 67 203p.

#### Special Education Diagnostic and Resource Center Project. ESEA Title III Evaluation Report.

Wichita Unified School District 259, Kansas, Board Of Education

EDRS mf,hc

P-66-1090

Descriptors: exceptional child research; identification; psychotherapy; educational needs; handicapped children; special classes; special services; psychoeducational clinics; medical services; psychological services; educational diagnosis; demonstration projects; demonstration centers; demonstration programs; program evaluation; inservice programs; interdisciplinary approach; questionnaires; Title III; ESEA

A Title III project provided a special education diagnostic and resource center designed to meet educational needs of the estimated 3.5% of severely handicapped children not reached in the Greater Wichita area. A staff of three coordinators, two psychologists, two social workers, four subject area consultants, and a peripathologist processed 990 referrals during the year. Staffings were conducted for 115 pupils by the diagnostic team, and 74 were placed in nine special supplementary classes (learning disabilities, hearing handicapped, emotionally disturbed, orthopedically handicapped, and mentally handicapped) at grade levels not served before. Class evaluations indicated successful improvement of students. Contracted medical services were received by 153 pupils, psychological services by 171. Attendance at the 17 inservice education programs for school personnel and parents totaled 1,443. School personnel and the 28 agencies in the area, supplementary class teachers and parents, and a random selection of parents and teachers indicated on questionnaires that they felt the objectives were attained, but some school and agency representatives thought the Center staff was not large enough for the in-depth services attempted for the geographic area. Parents felt adequately involved in their children's educational planning. (SN)

#### ABSTRACT 11

EC 002 930 ED 026 767  
Publ. Date 68 166p.

Mallison, Ruth

#### Education as Therapy; Suggestions for Work with Neurologically Impaired Children.

EDRS not available

Special Child Publications, Seattle, Washington (\$3.50).

Descriptors: exceptional child education; learning disabilities; educational therapy; educational diagnosis; neurologically handicapped; behavior; program development; home programs; preschool children; individualized instruction; play therapy; art therapy; family (sociological unit); parent participation; interpersonal relationship; instructional materials; behavior change

Educational therapy and the procedures for use with neurologically impaired children are discussed. Areas considered are educational evaluation, including information from parents, the actual evaluation, and interpretation of the results; and program planning, including home training of the preschool child and ways in which the child's behavior may be influenced. A discussion of how and when academic work is to be introduced treats the following topics: adapting for a child with a communication disorder, reaching a withdrawn child, and influencing a child's feelings. The role of imaginative drawings and play in educational therapy are described. Related topics mentioned are carry over of therapy to life, implications for older children, interaction with siblings, parents'

role in therapy, letter writing, termination of therapy, and definition of educational therapy. A list of 47 selected readings is included. (DF)

#### ABSTRACT 12

EC 000 796 ED N.A.  
Publ. Date 66 29p.

Boder, Elena

#### A Neuropediatric Approach to the Diagnosis and Management of School Behavioral and Learning Disorders.

Southern California University, Los Angeles, School Of Medicine

EDRS not available

Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.

Chapter In Learning Disorders, Volume 2, Pages 15-44.

Descriptors: exceptional child services; learning disabilities; behavior; identification; neurologically handicapped; clinical diagnosis; medical evaluation; psychological evaluation; dyslexia; hyperactivity; perceptual motor coordination; psychological patterns; evaluation criteria; minimally brain injured; psychoeducational clinics; educational diagnosis; educational coordination; psychotherapy

The diagnostic and therapeutic approach to a behavioral or learning problem described, features a systematic utilization of multidisciplinary school personnel as an integral part of the diagnostic and planning team. The approach is directed toward the diagnosis and management of the three major symptoms of minimal cerebral dysfunction (schematically represented as a minimal cerebral dysfunction triangle): hyperkinetic behavior, specific learning disabilities and motor impairments, and the secondary emotional overlay. Procedures of school team reports, psychological tests battery, neurological exam, additional diagnostic studies, and reports to schools used in the diagnostic evaluation are listed. Diagnostic criteria for minimal cerebral dysfunction including the hyperkinetic behavior syndrome and specific developmental dyslexia (systematically screened for in the neurological exam) are given and diagnostic findings reported. Management essentials presented are communication with key school personnel for diagnostic interpretation and educational planning, parent and child counseling for diagnostic interpretation and educational planning, parent and child counseling for diagnostic interpretation and home management, and psychotropic drug therapy as indicated. A word recognition test and a list of 62 references are included. (TE)

#### ABSTRACT 13

EC 000 802 ED N.A.  
Publ. Date 66 63p.

Burns, Robert C. And Others

#### Human Frontal Lobe Function Related to Learning Disorders and Its Implications in the Case of Andy.

Children's Orthopedic Hospital And Medical Center, Seattle, Washington, Seattle Seguin School, Washington

EDRS not available  
Special Child Publications, Seattle Se-  
guin School, Inc., 71 Columbia Street,  
Seattle, Washington 98104.  
Chapter In Learning Disorders, Volume  
2, Pages 199-262.

Descriptors: exceptional child educa-  
tion; learning disabilities; cognitive pro-  
cesses; teaching methods; psychothera-  
py; medical evaluation; physiology; neu-  
rology; language development; emotion-  
al development; educational therapy;  
psychoeducational clinics; case studies  
(education); educational diagnosis; psy-  
choeducational processes; self concept;  
vocabulary development

Divided into two parts, this presentation  
first discusses learning, understanding,  
intelligence, and human frontal lobe  
functions. Definitions and a historical  
review of understanding are given. Neu-  
rophysiological theories, the frontal cor-  
tex and behavior derived from experi-  
mental work on animals, clinical studies  
of brain tumor cases, traumatic brain  
injury, maldevelopment of the brain,  
and the Columbia-Greystone Project on  
the effects of lobotomy and typectomy  
are discussed. Frontal lobe function re-  
lated to learning disorders is considered  
in the description of a clinical neuro-  
psychological model and illustrated with  
a case study of a child with a severe  
learning disorder. Twenty-three refer-  
ences are given. The successful diagnosis  
and educational therapy given to this  
child is then presented in the second  
section with descriptions of the child's  
home and school and the educational  
therapy given for language development,  
reading, number concepts, and emotion-  
al development. Twenty-three vocabu-  
lary drawings and seven references are  
included. (SN)

#### ABSTRACT 14

EC 003 817 ED 027 691  
Publ. Date 31 Mar 69 219p.  
Rappaport, Sheldon R.  
Public Education for Children with

#### Brain Dysfunction.

EDRS not available  
Syracuse University Press, Box 8, Uni-  
versity Station, Syracuse, New York  
13210 (\$6.50).

Descriptors: exceptional child educa-  
tion; learning disabilities; educational  
programs; teaching methods; behavior  
change; school community cooperation;  
administrative policy; parent attitudes;  
parent counseling; child development;  
diagnostic teaching; equipment; class-  
room design; readiness; sensory integra-  
tion; instructional materials; behavior  
problems; psychotherapy; teacher role;  
program planning

A foreword by William M. Cruickshank  
introduces a book designed to provide  
information on the problems of children  
with brain dysfunction and to furnish  
guidelines to habilitation. Subjects dis-  
cussed are the status of education for  
these children, preparing the community  
for a school program, selection of school  
and preparation of the principal, teach-  
ers, and parents, and a conceptual model  
including child development as a frame-  
work for assessment and education. Re-  
commendations of D.B. Harmon on  
environmental design, an example of  
educational programing, and tasks for  
the development of readiness are pre-  
sented. Color, form, and utilization of  
instructional materials are described;  
also described are psychotherapy and  
the role of the teacher in behavior  
management, parent counseling, and the  
need for effective habilitation. A glos-  
sary of terms is included. (RP)

#### ABSTRACT 15

EC 001 366 ED 016 338  
Publ. Date 05 Mar 66 284p.  
Mestrow, Louise  
International Approach to Learning  
Disabilities of Children and Youth,  
International Conference of the Asso-  
ciation for Children with Learning  
Disabilities, Inc., (Tulsa, Oklahoma,  
March 3-5, 1966).

The Association For Children With  
Learning Disabilities, Tulsa, Oklahoma  
EDRS not available  
The Association For Children With  
Learning Disabilities, Inc., 3739 South  
Delaware Place, Tulsa, Oklahoma  
74105 (\$2.50).

Descriptors: exceptional child educa-  
tion; learning disabilities; vocational ed-  
ucation; legislation; adjustment (to envi-  
ronment); screening tests; educational  
diagnosis; occupational therapists; medi-  
cal treatment; behavior problems; ado-  
lescents; young adults; preschool pro-  
grams; elementary education; elementa-  
ry grades; individual needs; children;  
information processing; case studies (ed-  
ucation)

Conference papers discuss the following  
topics: learning disabilities, a screening  
scale, diagnosis and remediation, etiolo-  
gy, and reading. Other topic areas in-  
clude medication, the occupational ther-  
apist, the diagnostic teacher, plans for  
education for preschool and elementary  
years, the adolescent and young adult,  
vocational education, plan for living,  
therapeutic management, severe reading  
disability, information processing in  
children, a case study, legislation, and  
Easter Seals. A conference summary is  
included. (MY)

#### ABSTRACT 16

EC 500 318 ED N.A.  
Publ. Date Spr 69 5p.  
Banas, Norma; Wills, I. H.  
The Vulnerable Child and Prescrip-  
tive Teaching.  
Acad Therap Quart; V4 N3 P215-9 Spr  
1969

Descriptors: exceptional child educa-  
tion; learning disabilities; diagnostic  
teaching; test interpretation; educational  
diagnosis; teaching methods; Wechsler  
Intelligence Scale for Children; WISC;  
Detroit Tests of Learning Aptitude; Illi-  
nois Test of Psycholinguistic Abilities;  
ITPA

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