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ABSTRACT During the course of the PACE I.D. Center Project,
1966-1969, staff members recorded references that they felt
contributed to the general knowledge of the prevention of learning
and behavior problems. More specifically, those references that
implied concern for the child in his total environment were
considered most relevant. The references are divided into the
following areas: (1) assessment, (2) early childhood, (3) clinical,
(4) education, (5) community mental health, (6) family, and (7) the
disadvantaged. Some entries are briefly abstracted. The research
reported herein was funded under Title III of the Elementary and
Secondary Education Act. (Author/KJ)
PACE I. D. Center

SUGGESTED REFERENCES

- having relevance to the early identification of and early intervention with young children with learning and/or behavior problems.

During the course of the PACE I.D. Center project, 1966 - 1969, staff members recorded references that they felt contributed to the general knowledge of the prevention of learning and behavior problems. More specifically, those references that implied concern for the child in his total environment were considered most relevant.

Prepared by: Mrs. Rita Bergson, Research Assistant

June, 1969
South San Francisco Unified School District
398 B Street
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SUGGESTED REFERENCES

ASSESSMENT


PACE I.D. Center
South San Francisco Unified School District

Lambert, M. "Early identification of youth with potential mental health problems." *The High School J.*


Muir, R. C. et. al. *Intelligence, personality and achievement.* Montreal, Canada. A longitudinal study of middle class children, ages 5 to 6. (ED 019 686)


In a retrospective study using nursery school records and cumulative records through high school years, nursery school teachers' evaluations were valuable in successfully predicting later maladjustment of pupils.

1. Code numbers refer to ERIC, University of Illinois, Urbana, Ill. 61801.

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S.S.F.U.S.D.

The findings support the hypothesis that early disturbance in children is not transitory but foretells later difficulty.


EARLY CHILDHOOD


An excellent volume of basic readings for parents, teachers, and school administrators.


The proceedings (papers and discussion) of a conference. The focus was on environmental conditions facilitating mental growth. An excellent collection of scholarly, stimulating reports and exchange of ideas.


One of the best basic texts for understanding the process of child development.

CLINICAL


This is Vol. I of Clinical Approaches to Problems of Childhood in the Child Psychiatry Series of the Langley Porter Children's Service. These papers are

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concerned with the early infant-parent relationship essential for optimal learning and healthy living and the role of teachers in children's learning experiences


Dudek, S. Z. and Lester, E. P. "The good child facade in chronic underachievers."  

Jenkins, R. L. "Classification of behavior problems in children." 
Description of six reactions representing symptomatic clusters. They are: 1) the hyperkinetic, 2) the withdrawing, 3) the over-anxious, 4) the unsocialized aggressive, 5) the runaway, 6) the group delinquent.

The main point is that too often there is a tendency to generalize the treatment of all cases from the psycho-neurotic model, but analytic psychotherapy is inappropriate for 5 of the six types. It is suitable only for the overanxious child.

Jenkins, R. L. "The varieties of children's behavioral problems and family dynamics."  

Leach, J. M. "Casework techniques in the treatment of behavior disorders."  

Millar, T. P. "The child who does not finish his work."  
Failure to finish school work is often a symptom of immaturity - a failure of certain aspects of ego functioning to develop at the usual rate. These children show the following signs of immaturity: intolerance of delay, omnipotence, low self esteem.

Retention is not advisable. The psychiatrist must include both the school and the family in program of intervention to promote maturation.

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S.S.F.U.S.D.


An excellent, lucid account of the essentials of psycho-social growth of children, both normal and abnormal and their changing relations with their parents. The authors demonstrate potential difficulties and the steps necessary for prevention. A concise book of particular value for parents and teachers.

EDUCATION


Excellent. Mental health criteria on p. 326 used as counsellor's daily summer assessment of PACE I.D. Center subjects. Also used as in-service technique.


PACE I.D. Center S.S.F.U.S.D.

Cox, H. R. Effect of maternal attitudes, teacher attitudes, and type of nursery school training on the abilities of pre-school children.


A pre-school program to prepare deprived children of ages 3 to 5 for effective use of primary school. Based on procedures developed by Nimnicht, Deutsch and Spaulding which emphasize "a responsive environment, a cognitive enriched program, small groups, teaching teams, ordered maturity of language, physical and social skills, sensory motor coordination, and the use of the teacher as a positive reinforcer."

Major intervention staff includes clinical psychologist, psychiatric social worker team, with consultant psychiatrist and two pediatricians.


Based on experimental pre-school program developed by McAfee, Mier and Nimnicht at New Nursery School of Colorado State College. It is planned to extend the program to include children ages 3 thru 9.


Training of teachers should include study of motivating forces operating in the child and how these forces can be expressed constructively. Teachers should develop a causal orientation.


A program for 4th graders in Hingham, Mass. is described. The teaching method used the causal approach, demonstrated
the program's potential for prevention of emotional problems through fortification of the ego, greater comfort in school, recruitment and the spread of effect.


FACE I.D. Center
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COMMUNITY MENTAL HEALTH


Excellent.


The project began in 1947, was reported in detail by Glidewell, et al. in 1957. The problem was to compare the effects of three levels of operation of the school-centered mental health programs in St. Louis County. The results were inconclusive.


Morse, W. C. "Enhancing the classroom teacher's mental health function." In E. Cowen, E. Gardner, M. Zax (Eds.) Emergent approaches to mental health problems. New York: Appleton, Century, Crofts, 1967. A review of the Michigan school mental health programs. Training in mental health concepts helped teachers to work more effectively. Redl's concept of the life space interview was taught and considered valuable. Teachers improved in directness, assertiveness and self-confidence, and felt they gained in ego strength thru participation in the program (knowledge level did not rise). The experimental group of parents became more self-confident in their relationships with their children, gained more understanding of their role as parents, became more involved with the school.


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Description of a comprehensive mental health center for the disadvantaged and suggestion that it aim for social change. The authors offer a plan for coordination of social-action and mental health approaches, using decentralized neighborhood based services and indigenous personnel.

The location is the South Bronx, New York City, Lincoln Hospital Mental Health services. There is a demonstration project in a K-6 school near one of its neighborhood service centers.


San Mateo County plans for health action - a therapeutic community blueprint for prevention and self-help. 1965. San Mateo County Action Study Committee on Community Health Services, Don Heath, (Ed.).


The Pittsburgh school mental health program is described as a model.
FAMILY


Hess, R., Shipman, V. Maternal attitude toward the school and the role of pupil, some social class, comparisons. University of Chicago, 1966. A four year study shows that mothers' attitude toward school influences young child's school functioning and his ability to deal with adults. Mothers in three lower class groups influenced child to perceive school as an authoritarian institution rather than a place of learning.


Washburne, V. "Development of a curriculum for pre-parental education." Painsville, Ohio: Lake Erie College. 7-1-67 through 6-30-68.


**THE DISADVANTAGED**


Written primarily for the elementary school.


Author states that creative teaching, rather than curriculum innovation and prevention or early intervention rather than remediation are crucial.


The results of an investigation as to the low incidence of Mexican-Americans as psychiatric patients throughout California. The under representation does not reflect lesser incidence of psychiatric disorders. Social and cultural (factors) attitudes are the cause.

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