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NOTE

18P.

EDRS PRICE

MF-$0.25 HC-$1.00

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ABSTRACTS, BEHAVIOR PROBLEMS, *BIBLIOGRAPHIES, *EMOTIONALLY DISTURBED, *EXCEPTIONAL CHILD RESEARCH, MENTAL HEALTH, PSYCHOPATHOLOGY

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CEC INFORMATION CENTER ON EXCEPTIONAL CHILDREN
The Council for Exceptional Children
1499 Jefferson Davis Highway, Suite 900
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An Educational Resources Information Center and member of the
Special Education IMC/RMC Network
EMOTIONALLY DISTURBED
RESEARCH REPORTS

September 1969

CEC Information Center on Exceptional Children
The Council for Exceptional Children
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ABSTRACT 1

LC 000 057 11 012 114
Publ. Date Dec 65 72p.
Mental Health of Children, the Child Program of the National Institute of Mental Health.
National Institute Of Mental Health, Bethesda, Md.
EDRS m.f.c

Descriptors: exceptional child research; emotionally disturbed; mentally handicapped; mental health; mental health programs; child development; children; residential programs; delinquents; community resources; professional training; g?ed; culturally disadvantaged; learning difficulties; rehabilitation; psychiatric hospitals; mental illness; mental health clinics; welfare agencies; child care; prevention; medical treatment; personal adjustment; professional education

National Institute of Mental Health activities representing eight major programs of the Institute are described in terms of meeting the needs of normal children in normal environments, providing early treatment of mental and emotional disorders in childhood, and developing treatment and rehabilitation programs for severely disturbed children. Included are results of basic research, applied studies, small laboratory experiments, and long-range clinical investigations. Training programs for professional personnel, the role of the community mental health center, information programs in child mental health, and future tasks are discussed. A list of 153 references identifies the sources of information, giving titles of projects and names of project directors and institutions where the work was done. (JW)

ABSTRACT 2

LC 001 078 1H) 012 987
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 m.f.c

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; identification; educational needs; psychological evaluation; medical evaluation; neurologically handicapped; neurological defects; clinical diagnosis; educational diagnostic 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 electroencephalographic 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 children 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 child's drawings from the Bender Visual Motor Gestalt and Draw-A-Person tests. (JW)

ABSTRACT 3

EC 000 307 1H) 012 987
Publ. Date 66 195p.
Rainer, John D.; Altshuler, Kenneth Z. Comprehensive Mental Health Services for the Deaf.
RD-1197
EDRS m.f.c

DESCRIPTORS: exceptional child research; aurally handicapped; deaf; mental illness; mental health clinics; psychiatric services; children; adolescents; adults; medical treatment; occupational therapy; research needs; program descriptions; program evaluation; job placement; case studies (education); demonstration projects; mental health; psychiatric hospitals; medical evaluation; clinical diagnosis; group therapy; psychological services

A 3-year pilot project designed to demonstrate the value and feasibility of providing comprehensive mental health (psychiatric) services for the deaf established a clinical unit for the deaf with inpatient, outpatient, and aftercare services. The clinic served 50 patients (minimum age 16) in the wards and 96 patients (all ages): the outpatient service during this period. All clinic personnel were trained in manual communication and this facilitated diagnoses and treatment of the patients. Group therapy was found to be a very effective procedure with deaf patients. Occupational therapy and vocational placement services were provided in some cases. This program enabled discharge of almost 50 percent of the ward patients and facilitated improvement in one-fourth to one-third of the outpatients. The success of this project led to permanent establishment of the mental health clinic for the deaf. Important areas for future
research are the development of techniques for preventive psychiatry and an exploitation of the problems of rehabilitation for the deal, especially the need for halfway homes. Case histories are presented as are protocols of the group therapy sessions. Figures, tables, charts, record forms, and operating procedures are available in the appendix. A 95-item bibliography is included. (RS)

ABSTRACT 4
EC 000 465 ED 012 536
Publ. Date Jan 67

The Pilot Program for the Mental Health Education of Mentally Retarded Children in Texas.
Texas Education Agency, Austin
EDRS mfh.

Descriptors: exceptional child research; state programs; achievement; tests; emotionally disturbed; pilot projects; state legislation; behavior problems; children; adolescents; public schools; hospital schools; mental health clinics; special classes; personality problems; psychosis; neurosis; minimally brain injured; intelligence tests; achievement tests; test results; comparative testing; behavior change; special programs; program evaluation; Austin

During the 1965-66 school year 20 classes for the emotionally disturbed (in public schools, mental health centers, and hospitals) enrolled 253 children in this pilot program. Evidence of neurological dysfunction was found in 37 percent of the students. Psychiatric categories were characterized by transient situational personality disorders (35 percent), having personality disorders (28 percent), having brain disorders (9 percent), psychotic (12 percent), and neurotic (16 percent). The Ish and Shapiro typology showed grossly unintegrated functioning (15 percent), immature, poorly integrated functioning (27 percent), organized behavior with degrees of anxiety and inadequacy (46 percent); and organized but antisocial behavior (12 percent). The Wechsler Intelligence Scale for Children yielded an average performance score of 96 and an average verbal score of 98. Some students (73 percent) and parents (62 percent) received therapy. Testing results before and after the program showed that students made academic gains in the Stanford Achievement Battery. There was no relationship between type of class (public school, mental health center, hospital) and growth measured by the paragraph meaning test, but such a relationship did exist for the spelling, arithmetic computation, and arithmetic concepts tests. No relationship was found between academic growth and clinical classifications, verbal performance IQ patterns, percentage of attendances, neurological involvement, involvement in psychotherapy, or sex of student. There was a trend toward the association of growth scores on the spelling test with the Standard Psychiatric Diagnostic categories. Problem behavior significantly decreased. It was recommended that the legislature raise

the age limit of programs for the emotionally disturbed from 17 to 21 years, expand the program to 50 classes for 1967-68, 70 classes in 1968-1969, and thereafter the number should be determined by the state board of education, and provide a $2,000 allocation per class (or a $1,600 allocation for hospital classes) for operating funds. (DE)

ABSTRACT 5
EC 001 787 ED 016 347
Publ. Date May 67

Minkoff, Joseph G.
The Effectiveness of a Specific Program Based on Language Diagnosis in Overcoming Learning Disabilities of Mentally Retarded, Emotionally Disturbed Children.
Yeshiva Univ., New York, N. Y.
Office Of Educ., Washington, D. C.
OEG-1-00875-1550 EDRS mfh.

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; cognitive processes; multiply handicapped; learning disabilities; language; children; learning characteristics; language ability; language handicaps; remedial reading; remedial programs; psycholinguistics; speech handicaps; speech therapy

The objectives of this study were to (1) investigate and describe the learning characteristics of a group of mentally retarded, emotionally disturbed children, and (2) test the effectiveness of a psycholinguistic approach, showing the remediation of learning disabilities by comparing three groups—an experimental remedial treatment group, a comparison remedial treatment group, and a non-treatment group. In the descriptive aspect of this study, 32 educable mentally retarded, emotionally disturbed children (mean chronological age of 12-6, mean mental age of 7-4, and mean IQ of 61) were given a diagnostic battery based on an extended model of psycholinguistic functioning. The group did not evidence an overall deficit in the entire automatic sequential level of psycholinguistic functioning, a deficit which had been posited in other research as typical of the retarded. Emotional disturbance as well as gross heterogeneity in the group's performance were seen as factors precluding obtaining of a single, generalized (i.e. typical) deficit. In the remediation aspect, 15 of these children, matched in triads based on obtained psycholinguistic characteristics, were randomly assigned to three groups. Excluding the non-treatment group, subjects were tested individually for 30 sessions. All 15 subjects were tested on the 17-test diagnostic battery. The experimental group, receiving remediation based on a learning disability (i.e. psycholinguistic) approach, showed greater gains in disability areas and overall level of psycholinguistic functioning than the other two groups. The non-treatment group showed greater gains than the comparison group which had received traditional remediation. The psycholinguistic approach to remediation of learning disabilities was seen as effective inasmuch as the factor of attention was controlled by inclusion of a comparison treatment group. Fourteen tables and 77 references are included. (AA)

ABSTRACT 6
EC 000 500 ED N.A.
Publ. Date May 67

Sass, Eleanor
Judgments of Vocal Attributes in Normal and Schizophrenic Children.
St. John's Speech And Hearing Center, Jamaica, New York
Exceptional Children, Volume 33, 1967.
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; language; personality; children; schizophrenia; speech evaluation; rating scales; educational background; language patterns; comparative analysis; speech; language styles; listening

In order to determine the relationship between vocal attributes and personality, the following questions were examined: (1) whether there is a relationship between judgments of vocal attributes of normal children and diagnosed schizophrenic children, (2) whether listener evaluation is influenced by listener academic background, and (3) what reactions play a major role in listener evaluation of vocal attributes. Recorded voice samples of 11 schizophrenic and 11 normal children (matched for age and sex) were randomly played to three groups of judges (21 naive listeners, 21 graduate speech students, 21 graduate psychology students). Listeners rated the samples as normal or schizophrenic and noted the factors which influenced their decisions. Results indicated that (1) there was no difference in judgments of vocal attributes of normal and schizophrenic children, (2) academic background of listener was not significant in frequency of correct judgments although naive listeners had the greatest frequency of correct responses, and (3) although more psychological terms were used to describe reactions than speech terms, the greatest number of terms were in the speech category. Two references are given. This article was published in Exceptional Children. Volume 33, Number 9, pages 643-646, May 1967. (RS)

ABSTRACT 7
EC 001 764 ED 018 905
Publ. Date 67

Bayes, Kenneth
The Therapeutic Effect of Environment on Emotionally Disturbed and Mentally Subnormal Children.
Society For Emotionally Disturbed Child., Montreal, Quebec
EDRS not available

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; environmental influences; behavior; children; adults; therapeutic en-

proach to remediation of learning disabilities was seen as effective inasmuch as the factor of attention was controlled by inclusion of a comparison treatment group. Fourteen tables and 77 references are included. (AA)
Current research and thought on the effects of architectural form and color in the treatment of emotionally disturbed and retarded children are surveyed in this publication. To a lesser extent, it covers the relationship of therapy to behavior, normal children to handicapped children, normal adults to mental patients, and children to adults. Architects, psychiatrists, psychologists, educators, anthropologists, and sociologists in Great Britain, Europe, the United States, and elsewhere were consulted, and their findings, opinions, practices, and principles are presented in chapters on terminology, background studies, planning and form, color, and other sensory perceptions. The need for research is clarified, methods and problems are discussed, and proposals for future research are provided. Appendixes specify the terms of the Kaufmann Award, those terms and institutions consulted and contacted, and cite 97 references. This document is available from the Society for Emotionally Disturbed Children, 1010 St. Catherine West, Room 623, Montreal, Quebec, Canada, for $2.00. (IZ)

ABSTRACT 8
EC 001 159 ED 018 892
Publ. Date Sep 64 22p.
New York State Dept. Mental Hygiene, Syracuse, New York
Onondaga County Sch. Boards Assn., Syracuse, New York
EDRS m.he
Descriptors: exceptional child research; emotionally disturbed; identification; children; elementary grades; public school surveys; statistical surveys; behavior problems; longitudinal studies; followup studies; teacher rating; geographic distribution; student characteristics; Onondaga County; New York

A 4-year followup study was designed to identify early signs of emotional disturbance and retardation and to describe those that persist long enough to become serious problems. Findings concerning children who in 1961 were in the second and fourth grades of the public schools in Onondaga County, New York (except in Syracuse) suggest that the majority of emotional disturbances among young school children do not persist more than 2 years. The 6,788 fourth and sixth grade children who advanced two grades between 1961 and 1963 represent 81.9 percent of those surveyed in 1961. In 1961, 515 children were designated by their classroom teachers as emotionally disturbed, and 160 of these were described in the same way in 1963. There was no significant variation by grade or sex. Almost without exception, these children were also designated as problems in the classroom. Statistical analyses suggest a clustering in urban areas of the school districts ranking high in the proportion of children reported emotionally disturbed. A second followup study will be conducted in 1965. Characteristics of problem behavior and emotionally disturbed behavior are described as well as early indicators of emotional disturbance. Five tables and a map accompany the text of the study. (TE)

ABSTRACT 9
EC 000 390 ED 018 016
Publ. Date: 66 279p.
Rainer, John D., Ed. And Others
Family and Mental Health Problems in a Deaf Population.
EDRS m.he
Descriptors: exceptional child research; mentally handicapped; autism; emotionally disturbed; aphasia; echolalia; articulation (speech); stuttering; conditioned response; operant conditioning; verbal operant conditioning; programmed instruction; reinforcement; psycholinguistics; verbal development; verbal learning; remedial instruction; imitation; speech instruction; reading instruction; behavior change; psychotic children.

Intended for speech therapy teachers of the mentally retarded, and others in special education, the collection contains reports by various authors on speech and language modification attempts that have utilized operant conditioning procedures, as well as several papers on background topics. Background papers on teaching treat environmental control of verbal behavior, token reinforcement for retarded pupils, the observation and recording of verbal behavior in remedial speech work, and the basic behavioral mechanism of imitation. Reports on instituting speech in severely impaired children explain remedial teaching procedures, a program (including reading) for nonverbal retardates, and a program for psychotic children. Also included are papers on echolalic children and automatism, aphasic children given programmed instruction, mute psychotics treated by reinforcement and imitation, and the application of operant conditioning. Reports on research in articulation difficulties and stuttering consider the application of teaching machine concepts, programmed learning instruction in phonics, operant procedures, and manipulation of stuttering. Also discussed are issues in behavior modification and research implications. The research reports provide charts, graphs, or illustrations, as well as reference lists. The book is indexed by subject and author. This document was published by the Houghton Mifflin Company, Boston, Massachvitts. (JD)

ABSTRACT 10
EC 002 246 ED 018 919
Publ. Date: 68
Sloan, Howard N., Jr., Ed.; Macaulay, Barbara D., Ed.
Operant Procedures in Remedial Speech and Language Training.
EDRS not available
Descriptors: exceptional child research; speech handicapped; speech therapy; testing methods; language handicapped; mentally handicapped; autism; emotionally disturbed; aphasia; echolalia; articulation (speech); stuttering; conditioned response; operant conditioning; verbal operant conditioning; programmed instruction; reinforcement; psycholinguistics; verbal development; verbal learning; remedial instruction; imitation; speech instruction; reading instruction; behavior change; psychotic children.

Abstracts of recent literature pertinent to the training and management of speech and language disorders in children, particularly for those who are handicapped. The bulk of the papers reported in this issue deal with the use of behavioral approaches to the treatment of speech and language disorders. Further abstracts are included on the effects of smoking on speech and language development; the effects of learning disorder, autism, and mental retardation on language development; the effects of genetic and perinatal factors on language development; and the effects of language interference on speech and language development. (DS)

ABSTRACT 11
EC 001 040 ED 018 885
Publ. Date: 66
Robins, Lee N., Ed.
Children Grown Up, a Sociological and Psychiatric Study of Schizophrenic Personality.
EDRS not available

Children Grown Up, a Sociological and Psychiatric Study of Schizophrenic Personality.

5
Descriptors: exceptional child research; adjustment (to environment); emotionally disturbed; behavior; personality; followup studies; personality studies; personality change; individual characteristics; psychiatric services; mental illness background; prediction; family background; environmental influences; socially deviant behavior; clinical diagnosis; medical treatment; interviews; neuropsych; psychosis; case studies; education; socially maladjusted; anti-social behavior.

To construct a natural history of the sociopathic personality, a 10-year study was made from interviews and record information. The study of the adult status of former patients of a now defunct St. Louis child guidance clinic located 90 percent of 524 patients 30 years after clinic referral and obtained adult records for 98 percent of those located. The subjects were predominately male and American born of white Protestant families of low socioeconomic status. Their families had a high degree of disruption (only one-third of the children were living with both parents), and 45 percent of the children had been referred by the Juvenile Court. A matched group of 100 children not referred to the clinic was chosen from public elementary school rolls. The study demonstrated that the clinic subjects were more maladjusted and emotionally ill as adults than were the control subjects. Only 4 percent of the control subjects had five or more adult antisocial symptoms, compared with 45 percent of the patient group. Of the control group, 52 percent were thought to be free of psychiatric disease throughout their adult lives, as compared with only 20 percent of the patients. The ways in which adult maladjustment of the patients showed itself are described. Factors which identified children likely to have serious difficulties as adults are specified. Included in the study are considerations of family setting, social status in childhood, and the relation to diagnosis of the response to the child's behavior by the judicial system, clinic, and school. Remission and improvement, the natural histories of other psychiatric diagnoses, and the validity of the structured interview are also discussed. References include the 17 earlier publications from the study and 129 relevant works by others. Appendices treat (1) the methods of evaluating the effect of childhood environment on diagnosis, (2) the outline for social history anamnesis used by the Municipal Psychiatric Clinic, (3) the form for the followup interview, and (4) the criteria for the diagnosis of sociopathic personality. Statistical tables appear throughout. This document was published by the Williams/Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202, for $8.50. (DF)


EDRS mf.bk

Descriptors: exceptional child research; perception; emotionally disturbed; behavior; cognitive processes; cognitive tests; cognitive development; perceptual motor coordination; perceptual motor learning; psychomotor skills; basic skills; grade 1; grade 2; grade 3; grade 5; elementary grades; primary grades; testing; maladjustment; environmental influences; emotional problems.

The relationship of behavioral and academic disabilities to cognitive motor dysfunction was studied in 373 children selected from grades 1, 2, 3, and 5 by a behavior checklist completed by teachers. A matched control group showed no behavior symptoms. Factor analysis of the checklist items revealed behavior indicators of poor coordination and perceptual awareness as well as antisocial and withdrawn symptoms. This disorganization from first generation factor among children in grade 1 and appeared with high loadings in the other grades. To test the hypothesis that maladjustment in early school years could be a secondary result of inability to meet cognitive motor demands, a battery of tests along nine dimensions (such as perception, integration, and motor control) was given to 198 maladjusted and 200 problem-free children. Control children generally obtained less than five error scores, denoting minimal cognitive perceptual motor difficulty. Scores for the experimental group were bimodal, indicating (1) a subgroup, with low dysfunction, showing primary emotional difficulties and (2) a subgroup, with high dysfunction, showing behavior maladjustment secondary to problems in coping with environmental cognitive perceptual motor demands. Subgroups (1) indicated a relationship between cognitive motor dysfunction and academic difficulties and (2) differed significantly on the total score for behavioral maladjustment and on the sum of four items relating to disoriented behavior. Recommendations are made for identification and planning. Eight tables and figures present data. A bibliography lists 12 items. (DF)

ABSTRACT 13

EDRS mf.hc

Descriptors: exceptional child research; vocational rehabilitation; adjustment (to environment); emotionally disturbed; delinquency; vocational adjustment; social adjustment; residential centers; adolescents; males; personal adjustment; psychological need; social factors; attitudes; environment; influences; special services; counseling; work experience; evaluation; behavior change; behavior; background; testing; student characteristics; occupational guidance.

The project attempted to demonstrate feasibility of a comprehensive vocational rehabilitation program encompassing residential and aftercare phases to meet the vocational and community adjustment needs of juvenile delinquents and emotionally disturbed adolescents. Attempts were made to identify the personal, attitudinal, psychological, social, and environmental factors associated with community and vocational adjustment. Selection of the subjects, aged 10 to 18, was made randomly from a list of boys judged as being appropriate for vocational treatment. In addition to an experimental group of former in-care residents who received in-care and aftercare services and a control group of 25 boys who received no services, a second experimental group received the full range of aftercare service, and a comparison group of former in-care residents was used. In-care services included assessment counseling, evaluation and testing, developmental counseling, occupational group guidance, field visiting, and work experience. Evaluation of the effectiveness of the project was based on (1) the adequacy of the community adaptation and behavior of the experimental group and (2) the occurrence of salutary change in attitudes, perception, and understanding. Results from personal and background questionnaires, interviews, and psychological tests showed no statistically significant difference between the groups in community adaptation. Statistically significant relationships were found among the following personal and background characteristics of the boys and their community adjustment—age at time of referral, ethnic group, religion, source of family income, rate of delinquency in area of residence, living arrangements at discharge, conformity ratings, length of time in the in-care programs, impulsivity, over conformity, sense of responsibility, and an admission of behavioral problems. Implications and suggestions for future action are discussed. Tables and a 25-item bibliography are provided. Appendices include questionnaires and tests, scoring systems and data sheets, and correlations. (TM)

ABSTRACT 14
A clinic program was designed to provide emotionally disturbed children intermediate group treatment with the advantages of residential care while they remained at home. Of the 47 subjects selected (27 aged 6 to 9, 20 aged 9 to 13), 25 had been recommended, and nine considered, for residential treatment. All were judged inaccessible by the clinic staff and/or diagnostic group observations. The children were seen in eight social and/or diagnostic group meetings twice a week for 3 hours over a 6-month period. Data were obtained through recorded observations of the therapists and staff interaction. Group treatment was structured (1) to increase the child's organizational and planned activities and intervention, (2) to develop the child's capacity for self-observation through induction to verbal-conceptual expression and transference disruption, and (3) to create participation by parents through the treatment contract. Parental attitudes altered, as reported in the evaluation of the home situation, and (4) to increase accessibility to treatment (roughly 60 percent of the original 47). Changes also occurred in school behavior only two of 11 previously excluded remained in attendance, and nine of nine once partially excluded were back in full-time classes). Parental attitudes altered, as indicated by the fact that 31 families chose to pay for continuing service. After treatment, however, five children were recommended for residential placement and three remained inaccessible (one with brain damage, two with malfunctioning parents). With no contrast groups it was difficult to attribute the changes to the treatment, but the chief extent of the intervention was greater deterioration. The investigators were encouraged by the results. This document was published by the Child Welfare League of America, Inc., New York, New York 10010, and is available for $3.25. (DF)

ABSTRACT 15  
Kirk, Samuel A.; Weinier, Bluma B.  
Behavioral Research on Exceptional Children.  
Council For Exceptional Children, Washington, D.C.  
EDRS mf  
Descriptors: exceptional child research; emotionally disturbed; behavior; psychoeducational clinics; clinic; behavior change; behavior problems; group therapy; special services; elementary school; students; parent participation; self control; self expression; self concept; parent counseling  

A clinic program was designed to provide emotionally disturbed children intermediate group treatment with the advantages of residential care while they remained at home. Of the 47 subjects selected (27 aged 6 to 9, 20 aged 9 to 13), 25 had been recommended, and nine considered, for residential treatment. All were judged inaccessible by the clinic staff and/or diagnostic group observations. The children were seen in eight social and/or diagnostic group meetings twice a week for 3 hours over a 6-month period. Data were obtained through recorded observations of the therapists and staff interaction. Group treatment was structured (1) to increase the child's organizational and planned activities and intervention, (2) to develop the child's capacity for self-observation through induction to verbal-conceptual expression and transference disruption, and (3) to create participation by parents through the treatment contract. Parental attitudes altered, as reported in the evaluation of the home situation, and (4) to increase accessibility to treatment (roughly 60 percent of the original 47). Changes also occurred in school behavior only two of 11 previously excluded remained in attendance, and nine of nine once partially excluded were back in full-time classes. Parental attitudes altered, as indicated by the fact that 31 families chose to pay for continuing service. After treatment, however, five children were recommended for residential placement and three remained inaccessible (one with brain damage, two with malfunctioning parents). With no contrast groups it was difficult to attribute the changes to the treatment, but the chief extent of the intervention was greater deterioration. The investigators were encouraged by the results. This document was published by the Child Welfare League of America, Inc., New York, New York 10010, and is available for $3.25. (DF)
population of 95,000 children (kindergarten through grade 12), 2,866 cases were referred to school psychologists, who provided information on the five variables. A socioeconomic status (SES) index was derived from the psychologists' description of the chief reason for referral. Several kinds of interviews constituted the major form of service given. Diagnostic impressions formed were based on psychological functioning and cultural and neurological factors. Service recommendations were received in 79 percent of the cases and, were sent to school and out-of-school agencies, public and private agencies, and educational and psychological services. Compared to the total school population, the referral sample (1) was representative of SES distributions, (2) had lower IQ s, (3) had a higher ratio of boys to girls, (4) had a lower level of achievement, and (5) had a higher frequency of pupils in elementary grades. Children considered mentally ill came from the advantaged end of the school disorder spectrum, whereas those diagnosed as educationally disturbed came from lower SES, had lower IQ s, achieved less in school, and were less likely to receive special attention for their learning problems. The questionnaire and 24 references are presented. This document was published by the Teachers College Press, Columbia University, New York, New York 10027, and is available for $2.25. (Def)

ABSTRACT 18
EC 000 786, ED 015 587
Publ. Date 65
Wilson, John A. R.
California Univ., Santa Barbara EDRS mf.hc

ABSTRACT 19
EC 000 791, ED 013 004
Publ. Date 65
Shapiro, Marvin I.
Pittsburgh Child Guidance Center, Pa.
EDRS mf.hc

ABSTRACT 20
EC 000 792, ED 014 130
Publ. Date 65
Crawford, Hugh A.; Van Duyne, William V.
Final Report of Day-Care Rehabilitation Center for Emotionally Disturbed Adolescents.
Butler Hospital, Providence, Rhode Island
Rhode Island Div. of Vocational Rehabilitation, Providence OVR-RD-530-60 EDRS mf.hc

ABSTRACT 21
EC 001 678, ED 019 784
Publ. Date 66
Stott, D. H.
Studies of Troublesome Children.
EDRS not available

ABSTRACT 22
EC 002 037, ED 020 750
Publ. Date 66
Bromley, H. R.
Evaluation of a Behavior Rehabilitation Program for Delinquents.
EDRS not available

ABSTRACT 23
EC 003 277, ED 021 030
Publ. Date 66
Robinson, Eileen L.
A Descriptive Study of Parental Reactions to School Placement of Seventeen Mentally Retarded Children.
EDRS not available
mandations for treatment of behavioral problems include facilities for diagnosis, therapeutic provision, resettlement counseling, and industrial training, and recreation provision. The second study dealt with 305 truants between 5 and 15 years of age. Two controls were selected for each truant, and all were tested with the Bristol Social Adjustment Guides. Results indicated that truants suffer from ill health, temperamental instability, and severe maladjustment. After the two studies were reviewed, the wider implications of these studies, types of maladjustment, the use of multiple congenital impairments, and a general theory of human motivation are discussed. A bibliography lists 82 items. This document was published by the Humanities Press, Inc., 363 Park Avenue South, New York, New York 10010, and is available for $5.50. (RS)

**ABSTRACT 22**

EC 000 587 
Pub. Date Jul 66
Eaton Louise; Menolascino, Frank J. 
Psychotherapeutic Reactions of Childhood-Experiences of a Mental Retardation Pilot Project. 
Nebraska University, Omaha, Nebraska 
Pyschiatric Institute 
Nervous And Mental Disease, Volume 143, 1966 
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; mentally handicapped; family (sociological unit); tests; clinical diagnosis; individual characteristics; psychosis; psychotic children; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; multiply handicapped; psychological characteristics; family characteristics; schizophrenia; autism; minimally brain injured; intelligence; screening tests; mental retardation clinical evaluation unit; Nebraska Psychiatric Institute

Over a 5-year period, 616 children (from infancy to 8 years) with suspected mental retardation were evaluated by a full clinical team at a pilot screening project. Of the 32 children displaying psychotic behavior, 24 had chronic brain syndrome with psychoses, six were schizophrenic, and two displayed early infantile autism. Two tables present psychiatric findings and results of family assessment for the three groups of children. The 24 children with organic psychoses generally displayed slow development histories, intact affective response, immature play with impulsivity and short attention span, fair cooperation in interactive play, and speech for communication. Although some differences were noted between the schizophrenic and the autistic groups, the eight functionally psychotic children tended to show earlier normal development followed by regression or lack of progression, total withdrawal, inappropriate or bizarre play, little or no interactive play, devious speech, hyperactivity (or hyperactivity in certain situations), and struc-tured family psychopathology. Of the children who cooperated sufficiently for their intelligence to be tested or estimated, eight were mildly retarded, seven were moderately retarded, and three were severely retarded. However, the validity of classifying children with major discrepancies between verbal and nonverbal intelligence scores is questioned. Terminology is defined throughout the paper, clinical findings are discussed, and 46 references are given. This article was published in The Journal of Nervous and Mental Disease, Volume 143, Number 1, pages 55-6, July 1966. (M.M)

**ABSTRACT 23**

EC 000 478 
Pub. Date 67 
Coffey, Herbert S.; 
EDRS not available

Descriptors: exceptional child research; emotionally disturbed; psychotherapy; psychotic children; schizophrenia; psychosis; group therapy; autism; children: day care programs; case studies (educational); behavior rating scales; play therapy; East Bay Activity Center (Berkeley); Berkeley

At the East Bay Activity Center in Berkeley, California, treatment involved the mixing of autistic children with less severely disturbed children. Non-autistic children in the group were expected to act as catalysts by trying to form type of socially mature relationship with the autistic children while the therapist encouraged interaction. Hypothesis one stated that treatment employed at the center and particularly in the play activity group should aid the children, both autistic and non-autistic, in developing more socially mature types of interaction. Behavior ratings of the children were made by observers. The Wilcoxon Signed Ranks Test showed no significant improvement for the group during either year of the program. Measurement of individual children's changes by means of t tests showed that of six children in the first year's group, two showed significant changes in levels of interaction (at .005 and .001 levels). During the second year, of eight children, two showed significant changes in levels of interaction (at .01 and .001 levels). None of the children was classified as autistic. Comparisons of monthly mean fluctuations of the autistic children with the catalysts by means of t tests were not significant. Hypothesis two stated that the treatment program should result in the nonsocial autistic children's gradually diminishing their amount of dependent interactions with the therapist and beginning to interact with other children in the group. The Wilcoxon Signed Ranks Test revealed no significant differences for either year in proportion of interaction with other members of the group between the beginning and the end of the year. The bibliography lists 12 items. Descriptive accounts of the therapeutic methods used, anecdotal records of the children involved, the results of a follow-up study, a discussion of the nature of autism, and a brief summary of the philosophy of group therapy are included. This document is available from Prentice-Hall, Inc., Englewood Cliffs, New Jersey. (TM)

**ABSTRACT 24**

EC 000 757 
Pub. Date 66 
Sinnett, E. Robert 
A Research Demonstration to Assess the Effectiveness of a Special Living Unit within a University Dormitory Setting for the Rehabilitation of Students Disabled by Emotional Disturbance. 
Kansas State Univ., Manhattan, Student Counsel, Ctr. 
EDRS m.h.c

Descriptors: exceptional child research; emotionally disturbed; counseling; therapeutic environment; college students; counseling effectiveness; group living; group therapy; mental health; milieu therapy; rehabilitation counseling; Kansas State University

Use of a residence hall as a therapeutic milieu for disturbed college students is described in this report of a research and demonstration study. The experimental group consisted of 10 disturbed students, and a control group was composed of 10 volunteer students. All students participated in the regular residence hall programs (organizational sports and other activities) and small group meetings among themselves to deal with problems of deviant behavior. The experimental subjects had regular counseling appointments, but the volunteers obtained counseling services only at their own request. Additional staff for the residence hall were a part-time unit living director, a participant observer, and two on-call psychologists. Sociometric data that were gathered showed numerous mutual friendships among clients and volunteers. Of five sources of help into mail contacts with project members, ad hoc group meetings, regular group meetings, regular counseling appointments, and consultation with the project staff, both groups ranked informal contact with project members as most beneficial to them. Grades of volunteers and clients were approximately the same. Less use was made of brief hospitalization and chemotherapy for the students while in the unit. The physical setting and staff are described. A reference list of 10 items is included. (RS)

**ABSTRACT 25**

EC 000 658 
Pub. Date May 67 
Spivack, George; Swift, Marshall S. 
Devoreux Foundation, Devon, Pennsylvania

ABSTRACT 24

EC 000 757 ED 015 585 
Pub. Date 66 
Sinnett, E. Robert 
A Research Demonstration to Assess the Effectiveness of a Special Living Unit within a University Dormitory Setting for the Rehabilitation of Students Disabled by Emotional Disturbance. 
Kansas State Univ., Manhattan, Student Counsel, Ctr. 
EDRS m.h.c

Descriptors: exceptional child research; emotionally disturbed; counseling; therapeutic environment; college students; counseling effectiveness; group living; group therapy; mental health; milieu therapy; rehabilitation counseling; Kansas State University

Use of a residence hall as a therapeutic milieu for disturbed college students is described in this report of a research and demonstration study. The experimental group consisted of 10 disturbed students, and a control group was composed of 10 volunteer students. All students participated in the regular residence hall programs (organizational sports and other activities) and small group meetings among themselves to deal with problems of deviant behavior. The experimental subjects had regular counseling appointments, but the volunteers obtained counseling services only at their own request. Additional staff for the residence hall were a part-time unit living director, a participant observer, and two on-call psychologists. Sociometric data that were gathered showed numerous mutual friendships among clients and volunteers. Of five sources of help into mail contacts with project members, ad hoc group meetings, regular group meetings, regular counseling appointments, and consultation with the project staff, both groups ranked informal contact with project members as most beneficial to them. Grades of volunteers and clients were approximately the same. Less use was made of brief hospitalization and chemotherapy for the students while in the unit. The physical setting and staff are described. A reference list of 10 items is included. (RS)
Five studies consider the nature of these behaviors in a standard teacher can employ to reliably describe these behaviors in a standard fashion. Research involved normal public school and special classes students of both sexes. Most of the research effort focused upon the measurement of behaviors from kindergarten through sixth grade. Behaviors were selected out of teacher conferences, scale items constructed, rated by teachers, factor analyses performed, and behaviors related to age, sex, IQ, academic achievement, clinical diagnosis, academic subject, grade level, sex of teacher-rater, and educational level of parents, sibling status, and race of child. Norms and test-retest data were obtained and comparisons made between academic achievers and non-achievers, and between normal and special classes. In all, 147 teachers made 1719 ratings on a total of 1546 children. The resulting scales are flexible to use. Both the elementary and high school rating scales are presented in the appendix. A reference list includes six items. (AA)

ABSTRACT 26
EC 002 458  ED 021 205
Publ. Date 67  27p
Klein, Genevieve. Ed. And Others
Tucson Public Schools, Arizona: Arizona Children's Home, Tucson; Tucson Child Guidance Clinic, Arizona EDRS m:hc
P-972
Descriptors: Exceptional child research; emotionally disturbed; program planning and behavior problems: educational therapy: play therapy; residential schools; special classes: day schools; regular class placement; tutorial programs; teachers; evaluation techniques; identification: administrative organization: program description. Involving seven Tucson school districts, a children's home and a child guidance clinic, the COVERT School (Children Offered Vital Educational Retraining and Therapy) was designed to initiate, compare and evaluate educational approaches to the problems of emotionally disturbed children. Six distinct approaches were implemented, including a residential school, a day school, special class programs, group approach combined with a tutorial program, a supportive teacher for children in regular classes, and recreational therapy for children in regular classes. Areas involved were identification of problem children, the teacher as team member, teacher evaluation and reporting, techniques to be demonstrated, pupil and project evaluations, teacher objectives and purposes. The teacher's professional role, classroom management, and means of teacher identification of individual problems to determine their behavior patterns. The school's philosophy, location and physical plant, and organization (cooperation: coordination, admission and dismissal procedures, and implementation planning) are described. (RK)

ABSTRACT 27
EC 002 461  ED 021 375
Publ. Date (66)  110p
Brooks, George W.; Weaver, Leton A., Jr.
Psychomotor Performance, Mental Disability and Rehabilitation.
Vocational Rehabilitation Administration (DHEW), Washington, D.C. EDRS m:hc
RD-1291
Descriptors: Exceptional child research; emotionally disturbed; tests; vocational rehabilitation; psychomotor skills; institutionalized (persons); mental illness; rehabilitation; task performance; performance tests; test validity; screening tests; evaluation; schizophrenia; psychosis. A battery of four psychomotor tests was developed and evaluated as a measure of the potential of mental patients of varying diagnoses for rehabilitation training. The tests were to be suitable for administration and interpretation by non-professional level technicians. The relationship between performance on the 5 days of psychomotor outcome 1 year later was studied in 996 patients of varied diagnoses. Results indicated that the major share of significant differences on psychomotor performance occurred between two clusters of diagnoses: schizophrenic, manic depressive, and personality disorder on one hand; and chronic brain syndrome plus mentally deficient on the other. Through multiple correlation and regression analyses, accuracy of test prediction was found to be 70 to 75 percent correct. However, variations in discharge rate and level of performance among diagnostic groups limited the use of a cut-off score suitable for all diagnoses, and the small number of cases per diagnosis prevented development of separate norms. It was concluded that an inverse relationship exists between quality of psychomotor performance and severity of mental disease (coefficient of multiple correlation equals .50 to .65). The method developed has applications in the selection of patients for training. An 86-item bibliography, 46 tables, and 17 figures are provided. (Author/ID)

ABSTRACT 28
EC 002 464  ED 022 286
Publ. Date May 67  118p
Walker, Hill M.; Matson, Robert H.
Oregon University, Eugene, College Of Education Office Of Education (DHEW), Washington, D.C., Bureau Of Research EDRS m:hc
OEG-4-.10306-0571 BR-6-1
Descriptors: Exceptional child research; emotionally disturbed; identification: teaching methods; screening tests; behavior rating scales: behavior patterns; positive reinforcement; learning theories: reinforcement; behavior change; observation; check lists; test reliability; test validity; test construction Three assessment instruments for disturbed children were developed: a 50-item behavior checklist which functioned as a screening device; a 124-item behavior rating scale which provided frequency measures on indices of the teacher's reaction and response to exhibited behaviors; and a behavioral observation form which recorded task-oriented behavior in 10-second intervals for 10-minute periods. The checklist had a split-half reliability of .98 and discriminated between disturbed and non-disturbed children (p equals .001). The rating scale reflected treatment differences which were known to exist (p equals .01), and had an average inter-rater reliability of .933 for three judges on the behavior of six subjects. Agreement measures between independent observers using the observation form were .90 and above. A treatment model based upon learning theory was developed to modify the behavior of disturbed children in an educational setting. Various response-reinforcement contingencies and reinforcers were used with 11 disturbed boys in grades 4.5 and 6 and produced measureable change by reducing deviant behavior and increasing time spent engaged in task-oriented behavior. It was not possible to determine which treatment variables produced a given amount of behavior change. The checklist rating scale, and a classification form are appended. (Author/ID)
Descriptors: exceptional child research, emotionally disturbed; behavior; teaching methods; achievement; behavior change; academic achievement; elementary school children; simulated environment; simulation; social studies units; interpersonal competence; problem solving; group relations; reading comprehension; behavior rating scales; student grouping.

Sixty-four emotionally handicapped elementary school students with no neurological defect or subnormal intelligence were randomly assigned to four experimental regular classes, two experimental special classes, four contrast (conventional) regular classes, and two contrast special classes. The experimental classes received a modified curriculum utilizing the simulated environments technique through the unit approach in social studies with primary emphasis placed upon interaction in small group situations. The contrast classes received whatever was available in their schools or individual instruction in a highly structured environment. Results indicated significant differences (p < .01) favoring the experimental groups in interpersonal relationships, personal effectiveness in social situations, and use of problem solving skills. However, there were no differences between regular and special class groups. Improvement was noted in all groups on the behavior scale. The only significant difference in academic achievement was in reading comprehension and favored the special classes (p < .05). It was concluded that the experimental technique has a positive effect on the ability of these children to relate with others and to apply problem solving skills to learning and personal problems. (Author/RS)

ABSTRACT 30
EC 003 249 ED 024 203
Publ. Date Jun 68 241p.
Rubin, Eli Z. And Others
Lafayette Clinic, Detroit, Michigan Office Of Education (DHEW), Washington, D.C., Bureau Of Research EDRS m/c/a OEG-32-32-7545-5017 BR-7-0319; BR-5-0404

Descriptors: exceptional child research; emotionally disturbed; achievement; behavior; learning disabilities; perceptual-handicapped; psychomotor skills; perceptual motor coordination; cognitive development; remedial instruction; teaching methods; clinical diagnosis; family characteristics; case records; emotional adjustment; statistical analysis; individualized instruction; research utilization.

Eighty-three children, from kindergarten to second grade, showing evidences of chronic social, emotional, and academic maladjustment, were placed in a program consisting of a control group in regular class and an experimental group in one of two special classes with individualized instruction and therapeutic management. There was no significant difference between experimental and control groups in classroom behavior, but the experimental group was significantly better in the following items on changes in classroom adjustment: mood, friendly approach, and daydreaming (p equals .01); and impulse control, intensity of overt anger, popularity, and quarrelsomeness (p equals .01). The experimental group showed significant improvement in attitude toward school (p equals .05) and in perception of stress at school (p equals .05). In contrast to other research, there was no significant difference between groups in performance on the Metropolitan Achievement Test. Results did not overwhelmingly confirm the hypothesis that special class programming is generally beneficial to emotionally handicapped children. The background to the study, the research design and methods, new hypotheses, and program changes are also described. (RP)

ABSTRACT 31
EC 003 250 ED 024 204
Publ. Date Jun 68 159p.
Rubin, Eli Z. And Others
Lafayette Clinic, Detroit, Michigan Office Of Education (DHEW), Washington, D.C., Bureau Of Research EDRS m/c/a OEG-32-32-7545-5017 BR-7-0319; BR-5-0404

Descriptors: exceptional child research; emotionally disturbed; achievement; behavior; learning disabilities; perceptually handicapped; psychomotor skills; perceptual motor coordination; cognitive development; tests; academic achievement; remedial instruction; training; primary grades; profile evaluation; average students; maladjustment; adjustment problems

To assess the effects of specialized retraining of cognitive, perceptual, and motor (CPM) deficits, a battery of tests was prepared and used with 200 behaviorally maladjusted and 200 problem-free children. The composite score indicated that 40% of the maladjusted group manifested major dysfunction whereas none of the problem-free group demonstrated such deficits. Fifteen percent of the maladjusted subjects (from grades 1, 2, and 3) with high dysfunction and academic retardation were selected and assigned to three groups. Thirty received CPM training based on their profiles; 14 were given remedial work based on a survey of their academic skills and IQ results, 14 served as controls. Measures of academic achievement and behavioral adjustment were devised and a test-retest design was used. The results indicated that CPM training was most applicable to children who had developed few, if any, academic skills, for appropriate children at the first grade or below. Programs combining training and remedial instruction were seen to be required for children of second grade or above. Testing and training materials are appended. The interim report is also in the ERIC system. (Author/RS)
The Relationship between Childhood Neurotic Symptomatology and Later Schizophrenia in Males and Females. Mount Vernon Public Schools, New York

National Institute Of Mental Health (DHHEW), Bethesda, Maryland

EDRS not available

MH-10466

Journal Of Nervous And Mental Disease; V144 N2 P97-106 Feb 1967

ABSTRACT 34

EC 000 998 ED N.A.
Publ. Date Feb 67 4p.
Gardner, G. Gail

The Relationship between Childhood Neurotic Symptomatology and Later Schizophrenia in Males and Females.

Descriptors: exceptional child research; emotionally disturbed; personality; psychotic; sex differences; clinical diagnosis; individual characteristics.

Records of 165 children referred to the Judge Baker Guidance Center were examined to determine the relationship between symptoms in male and female children and later schizophrenia. Of the 165 children, 108 were later hospitalized for schizophrenia. The remaining 57 served as controls. Within each diagnostic group the subjects were matched for IQ, social class, and ethnic background. The guidance center record for each subject was evaluated in terms of the following presenting symptoms: neurotic symptoms, conduct disorders, learning problems, withdrawal behavior; and psychotic manifestations. Analysis showed statistically significant differences for males on three classes of neurotic symptoms: general anxiety (p less than .05), phobias (p less than .02), and obsessive-compulsive traits (p less than .01). However, no group differences were observed in the area of hysterical traits or were found for any class of neurotic symptomatology for boys who became schizophrenic and those who did not. Results suggested that cultural standards of masculinity prohibit boys from overt, extreme expressions of emotion (anxiety releases). Early identification of preschizophrenic boys should be based on the presence of phobic or obsessive-compulsive traits as these traits were nearly absent in the control group. (JW)

ABSTRACT 35

EC 000 999 ED N.A.
Publ. Date Feb 67 4p.
Jaffe, Jacob

What's in a Name: Attitudes toward Disabled Persons.

Columbia University, New York, New York, Teachers College, Mental Retardation Center.

EDRS not available

Personnel And Guidance Journal; V45 N6 P557-60 Feb 1967


Descriptors: exceptional child research; attitudes; amputees; emotionally disturbed; evaluation; language; mentally handicapped; negative attitudes.

A major problem in research about attitudes toward the disabled is the stimulus used to obtain expressions of attitudes. Photographs, written descriptions of persons, actual people, and labels have been used. The purpose of this study was to obtain information about the effect of the stimulus variable on attitudes. Subjects were 126 high school seniors. Labels and written sketches of normal people were evaluated and the semantic differential was used to measure attitudes. One group of 31 students evaluated these three labels: amputees, mentally retarded, former mental patients. Three other groups of 31 or 32 students each evaluated a written sketch of one of these three types of people. In each comparison of means, the test indicated that the written sketch was significantly more favorably evaluated than the label (p less than .001). The evaluative factor scores for the labels of amputees and mentally retarded showed significantly greater variabilities than those of the respective sketch persons (p less than .01). The more favorable evaluations of sketch than of label may be due to the relative lack of rewarding work in the environment or the relative lack of adequate functioning of the sketch person. In situations where disabled people are presented to others, professionals may elicit more favorable evaluations by including the disability within the context of the person's other traits. (JA)

ABSTRACT 36

EC 003 171 ED N.A.
Publ. Date 05 Feb 68 202p.

Donahue, George T.; Nichteim, Sol

Teaching the Troubled Child.

EDRS not available

The Free Press, 866 Third Avenue, New York, New York 10022 ($2.45).

Descriptors: exceptional child research; emotionally disturbed; learning disabilities; community programs; educational programs; minimally brain injured; perceptual disabilities; volunteers; nonprofessional personnel; teacher aids; psychotic children; cooperative programs; school community programs; program evaluation; case studies (education); Elmont Project.

The Elmont Project was a community initiated, low cost program supported by the regular school system which began with the teaching of six disturbed children, aged 6 to 8. The principle was that the disturbed child is not to be isolated from his family, peers, and community, but rather helped by a team of educators, psychologists, psychiatrists, and a teacher-mom. The school system supplied a teacher to be in charge, transportation, supportive medical and psychiatric services, and educational materials; snacks and insurance were supplied by the Kiwanis Club; classroom space was provided by the Elmont Jewish Center; and 12 volunteer teacher-moms worked with the teacher in charge with two moms alternating teaching one child on a one-to-one basis two mornings a week. For evaluation of how this project achieved its goals, six case histories describe children who were psychotic, neurotic, pseudo-retarded, sociopathic, brain damaged, and unteachable. In 5 years, 31 children were included in the project with 21 successfully returned to regular classrooms, one was hospitalized, none entered part-time regular classes; the program was expanded to 38 teacher-moms who teach 11 children. (SN)
Learn-Ease Teaching Device: Must Teaching Machine

Various uses of automation in teaching were studied with mentally retarded (IQ 70 to 90) and/or emotionally disturbed (IQ 80 to 90) youth aged 16 to 20. Programmed instruction was presented by six audiovisual devices and techniques: the Devereux Model 50 Teaching Aid, the Learn-Ease Teaching Device; the Mast Teaching Machine, the Graftech Audio-Graphic Instructor, the Car Tap Unit, and the A-V-K (Auditory-Visual-Kinesthetic) Unit. Several preliminary field tests were conducted which involved the development of skills in work related areas; another study involved measurement in the kitchen. Later field testing employed units on job responsibilities, test recognition, telephone use, and home nursing. Data analysis indicated that the automated method was usually more efficient than the conventional and programed lectured methods; the method integrating conventional and automated instruction was most effective; the machine method alone was least effective; autoinstructional aids decreased the amount of time needed to learn, autoinstructional aids produced greater retention; and autoinstructional aids produced greater gains, but individual gains varied considerably within each group. (JD)

ABSTRACT 38
EC 002 794 ED 025 066 Publ. Date 15 Apr 68 309p.

Descriptors: exceptional child research; personality; adjustment (to environment); emotionally disturbed; counseling; behavior problems; family; psychological adjustment; emotional adjustment; child rearing; individual development; parent counseling; individual psychology; individual characteristics; personality development; behavior rating scales; personality studies; parenthood relationship; EDRS not available

The longitudinal study begun in 1956 on the effect of the child's temperament on his development included 141 children, 136 of whom remained throughout the study. Aged 4 to 10 years in 1966, the 69 boys and 67 girls had a mean IQ of 127 established at 3 and 6 years of age and were from 85 middle or upper middle class families. The Parental Attitude Research Instrument indicated a homogeneity of attitude (permissive, child centered) which, however, was not duplicated in actual child care practice. Temperamental characteristics established on a 3-point scale were activity level, rhythmicity, approach or withdrawal, adaptability, intensity of reaction, threshold of responsiveness, quality of mood, distractibility, and attention span and persistence. Regular parental, teacher, and direct observations were conducted, and direct behavioral observation and parent interviews were significantly correlated. Behavioral disturbances developed in 42 of the children (three of them brain damaged), forming a clinical sample whose temperamental characteristics as a group, in contrast to the nonclinical sample, included high or low activity, irregularity, withdrawal responses, nonadaptability, high intensity, persistence, and distractibility. Parent guidance was successful for 28 of the 42 children; of seven in psychotherapy, three did not improve. (SN)

ABSTRACT 39
EC 003 022 ED 025 074 Publ. Date 01 Oct 68 277p.

Descriptors: exceptional child research; emotionally disturbed; personality; behavior; environmental influences; personality tests; parent child relationship; traffic accidents; personality studies; personality problems; projective test; socially deviant behavior; psychological needs; need gratification; self esteem; affection; crime; asthma; disadvantaged youth; family environment; delinquents Three retrospective studies relate children's socially inappropriate behavior to needs for approval and self assurance. Four girls and 16 boys in sex difference of p equals .006) involved in road accidents, aged from 5 to 15, who were consecutively admitted to a hospital for arm and leg fractures were matched with controls. The accident children shared a history of environmental stress and frustration, were more assertive and unsettled, and showed constitutional hyperactivity and lowered tolerance for stress. A study of sexual assault reported to the police involved 41 school-age victims, who were found to have significantly (p equals .05 less than .02) greater affection seeking behavior than the controls (four for each subject). It was concluded that this need set the stage for sexual acting out and, if the need were met, would be outgrown and the assault would not affect subsequent personality development. A study of 25 consecutive child referrals to a desensitizing clinic and inpatient wards found these asthmatic children to be more unsettled than their matched controls (p equals .005), experienced more deviant maternal attitude (mothers more assertive, p equals .001), and viewed the environment as more threatening (p equals .005). Results thus suggested that the asthma attack was a protest against an overdominant environment. (MM)

ABSTRACT 40
EC 003 260 ED 025 879 Publ. Date 68 190p.
Research Relating to Emotionally Disturbed Children. Children's Bureau (DHHEW), Washington, D. C. Children's Bureau Clearinghouse For Research In Child Life EDRS not available

Descriptors: exceptional child research; emotionally disturbed; research reviews (publications); bibliographies; clinical diagnosis; psychotherapy; identification; family relationship; etiology; behavior patterns; psychosis; psychological tests; behavior; psychological characteristics; children; individual characteristics; psychological services; community programs; longitudinal studies; medical treatment

The 842 research projects on emotional disturbance which have been reported to the Children's Bureau Clearinghouse for Research in Child Life since 1956 are listed. Projects are classified into the following categories: general studies; incidence and prevalence; etiology; identification, diagnosis, and classification; psychological testing; psychological and other characteristics; psychoses; associated manifestations; treatment methods; treatment facilities; community programs; and children with disturbed parents and siblings. Each entry states title, dates of study, issue of Research Relating to Children in which the project was listed, principal investigators with addresses, and publications. Studies reported in Bulletin 21, follow-up and longitudinal studies, and other Clearinghouse publications are listed. An investigator index is provided. (LE)
influences on learning which are discussed are optimal environment, parental influence, and teacher appraisal. Learning disturbances include reading disability and stimulus competition. Learning patterns and violence in disadvantaged children are described, and familial mental retardation, social class and mental illness, psychopathology, obstetric complications, and behavior problems are discussed. Also mentioned are depression, behavior therapy, emotional reactions, cryptomnesia, home visits, social class and mental illness, a followup study of infantile psychosis, schizophrenic twins, perceptual and motor discrimination in psychotic and normal children, and psychosis of childhood. Neglected and abused children are also considered. (RP)

**ABSTRACT 42**

EC 001 664  ED 019 783
Publ. Date Jul 67  171p.
Cromwell, Rue I.

**The Development of Behavior Dimension**

**s for Emotionally Disturbed Children**

A Study of Relevant Indicators for Classroom Techniques, Therapeutic Methods, and Prognosis. Inform Report.

Vanderbilt University, Nashville, Tennessee
EDRS MF,HC
OEG 32-52-0450-5001

Descriptors: exceptional child research; tests; emotionally disturbed; behavior; identification; teachers; behavior rating scales; case studies (education); taxonomy; parents; parent reaction; parent-child relationship; children; test reliability; test validity; clinical diagnosis; research projects; test construction; educational methods; testing; evaluation methods; emotional maladjustment; Scale on Procedures in Dealing with Children; Rating Ranking Scale of Child Behavior; Parent Practices Inventory; Child History Code

Four instruments were developed and standardized to measure: early experience, current behavior, treatment approaches, and prognosis of emotionally disturbed children: the Rating Ranking Scale of Child Behavior (RIR Scale), the Parent Practices Inventory (PPI), the Scale on Procedures in Dealing with Children (PDC), and the Child History Code (CHC). Sixty-three raters completed the 125-item RIR Scale on groups of three to nine emotionally disturbed children (total 109) with whom they had had daily contact for at least 3 weeks. The average correlation ratio of the individual items was .68, and the mean intraclass correlation was .30. However, this index of reliability is more stringent since the formula corrects for error between judges and the residual error. In analyzing the PPI for reliability, the test, which was coded and refuted to assess parent methods and values through three drafts, was given to both pairs of one normal and six disturbed children and to the mothers only of two disturbed children. The mean percent of absolute agreement, item test to retest was 41%. The approximate percent of agreement was within 2 points for 11-point scales, within 1 point or less for other scales. The mean approximate percent of agreement was 74. The PDC, a measure of treatment variables, was developed through six drafts by observing and consulting workers with disturbed children. The intrajudge reliability on the three sections (one with two subsections) ranged from 66 to 85%. The average percent of agreement between teachers and observers ranged from 49 to 68 for each section of the test. To maximize reliability, the PDC will be given by specially trained proctors and the RIR Scale will be administered first. The last instrument, the CHC, was divided into two parts, one to be completed from the file and the other by the parents. Additional statistical analyses will be published. Final data collected on 456 emotionally disturbed children, 36 organically impaired children, and 507 parents will be evaluated in the future. A 12-month post-assessment scale is being developed for followup studies. Comparison data will be gathered on normal children. A report on the final behavior classification schemes for use by teachers of emotionally disturbed children will be prepared. Four splinter studies are cited. Nine appendixes include copies of and scoring procedures for the test instruments. (JD)

**ABSTRACT 43**

EC 000 146  ED 014 161
Publ. Date May 66  70p.
Eldred, Donald M.

**The Use of Programmed Instruction with Disturbed Students.**

Vermont State Hospital, Waterbury
EDRS MF,HC

Descriptors: exceptional child research; programed instruction; emotionally disturbed; slow learners; underachievers; programed materials; children; adolescents; hospital schools; public schools; test results; high school students

A 3-year investigation was undertaken to determine the effects of programed instruction on children and adolescents. The 157 subjects were pupils from a state mental hospital school and slow learners and underachievers in one parochial and two public high schools. Although not available for all subjects, results of the Korschach Test, the Gittinger Personality Assessment System, and psychiatric ratings were used. None of the objective measures revealed any significant differences between the control and the experimental groups. Possible reasons for lack of significant data are discussed and recommendations and precautions for future research studies are made. Thirty pages of administrator, teacher, and student comments and evaluations are presented. The appendix includes general instructions for the use of programed instruction, an annotated listing of 20 programed materials, and a 74-item bibliography. (JA)
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