One in a series of over 50 similar selected listings relating to handicapped and gifted children, the bibliography contains 96 references selected from Exceptional Child Education Abstracts concerning programming for children with learning disabilities. References include conference papers, journal articles, texts for parents and teachers, and program guides, and provide bibliographic data, availability information, indexing and retrieval descriptors, and abstracts. Author and subject indexes are also provided. (RD)
LEARNING DISABILITIES—PROGRAMS

A Selective Bibliography

February 1971

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

The work presented or reported herein was performed pursuant to a grant from the Bureau of Education for the Handicapped, US Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the US Office of Education and no official endorsement by the US Office of Education should be inferred.
The CEC Information Center on Exceptional Children

With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc., for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Special Education IMC/RMC Network. In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

How to Use This Bibliography

The abstracts in this bibliography have been retrieved, on a selective basis, from the computer stored information of the CEC Information Center. Abstracts were selected from the Center's complete holdings on this topic as of the date indicated.

How to Read the Abstract

Each abstract contains three sections—bibliographic data, descriptors, and a summary of the document. The bibliographic section provides the document's identifying number (ED and/or EC), publication date, author, title, source, and availability. The descriptors indicate the subjects with which a document deals. The summary provides a comprehensive overview of the document's contents and in some cases document availability is announced here.

How to Use the Indexes

Some bibliographies in Exceptional Children Bibliography Series contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to refer to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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haptic perception; tacit perception; sensory experience; space orientation; motor planning.

The first of a 3-volume perceptual motor curriculum, the book describes a program based on a theory of movement which the author labels movements (the study of the origin and development of patterns of movement in man and the relationship of these movements to his learning efficiency). Ten basic constructs of movements are outlined, and the following movements are discussed: (1) the concept of space, (2) muscular strength, (3) dynamic balance, (4) body awareness, (5) spatial awareness, and (6) temporal awareness. The contributions of sensory modes (tactile, olfactory, auditory, visual) and the perceptual cognitive modes are explored. Also, bilateralism, rhythm, flexibility, and motor planning are considered as four components which permit the full freedom to move. A curriculum based on the theory of movements and leading to movement efficiency in both physical and cognitive spheres is defined in terms of 10 guidelines. The bibliography contains about 420 entries. This document was published by Special Child Publications, Seattle, Seguin School, Inc., 71 Columbus Street, Seattle, Washington 98104, for $100.00. (DF)

ABSTRACT 10210
EC 01 0180
Publ. Date 67
Birch, Herbert G., Ed.
Brain Damage in Children, the Biological and Social Aspects,
EDRS not available

Descriptors: exceptional child education; learning disabilities; motor planning; behavior; perception; family; educational needs; mildly brain injured; injury; etiology; psychomotor evaluation; behavior problems; family; relationship; heredity; individual characteristics; educational needs; child development; neurologically handicapped; perceptual development; perceptual motor coordination; perceptual movement; auditory perception; visual perception; auditory processing; visual perception; visual memory; tactile perception; sensory experience; space orientation; motor planning. The first of a 3-volume perceptual motor curriculum, the book describes a program based on a theory of movement which the author labels movements (the study of the origin and development of patterns of movement in man and the relationship of these movements to his learning efficiency). Ten basic constructs of movements are outlined, and the following movements are discussed: (1) the concept of space, (2) muscular strength, (3) dynamic balance, (4) body awareness, (5) spatial awareness, and (6) temporal awareness. The contributions of sensory modes (tactile, olfactory, auditory, visual) and the perceptual cognitive modes are explored. Also, bilateralism, rhythm, flexibility, and motor planning are considered as four components which permit the full freedom to move. A curriculum based on the theory of movements and leading to movement efficiency in both physical and cognitive spheres is defined in terms of 10 guidelines. The bibliography contains about 420 entries. This document was published by Special Child Publications, Seattle, Seguin School, Inc., 71 Columbus Street, Seattle, Washington 98104, for $100.00. (DF)

ABSTRACT 10240
EC 01 0183
Publ. Date 67
Crackshank, William M.
The Brain-Injured Child in Home, School, and Community.
EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; children; mildly brain injured; case studies (education); reading disability; learning difficulties; reading failure; behavior; clinical diagnosis; educational objectives; remedial instruction; special programs; neurologically handicapped; dyslexia; heredity; individual characteristics; educational needs; minimally brain injured; family background; intelligence tests; diagnostic tests; directories. Intended for parents and classroom teachers, the book translates the often technical professional literature which already exists concerning learning disorders. Dyslexia (the lack of ability or inability to read) is discussed, and two case studies are provided. Minimal brain dysfunction and the range of its terminology and symptoms are also treated. Information on testing and teaching includes checklists and sample visual materials. Also given are a glossary of 24 items, a suggested reading list, and a 24-page directory organized by states of private and public agencies which provide testing, diagnosis, and special education services for children with learning disabilities. For each facility, address, director, diagnostic facilities, testing services, educational facilities, and special requirements are stated. This document is available from Topaz Books, Five North Wabash Avenue, Chicago, Illinois 60602, for $5.50. (DF)

ABSTRACT 10292
EC 01 0173
Publ. Date 67
Bernstein, Beatrice
Everyday Problems and the Child with Learning Difficulties.
EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; curriculum; curriculum guides; problem solving; self care skills; concept teaching. The problems that daily living may present to children who experience learning difficulties are discussed, and the need for the teacher to survey the experiential background of his class and to develop a method for dealing with the children's problems is described. Problems that merit attention include those
which will be met in life activities and that hamper the ability to function independently. The environmental problems explored in this book are categorized three ways: situational problems, as concept problems, and as applied information problems. The author suggests a methodology which stresses teacher preparation, steps in lesson development, memory, perception, and motor learning aids, additional activities, and visual aids. Thirty eight problems, their delineations, and suggested solutions constitute the bulk of the book. In each case the problem is stated and the following points are presented in outline form: materials, method, solution. learning aids and environmental variables, related problems, teacher directions, and suggested activities. Examples of the 25 situation problems are how to open a can or jar, which tool would you use, and why point things. Seven concept problems include such questions as what do colors mean and what do arrows tell you to do. Representative of the six applied information problems are what should you know about yourself in an emergency and how do you send for things or find your favorite radio or television program. A final section suggests additional topics or problems that may lead to further exploration. This document was published by the John Day Company, Inc., 52 West 45th Street, New York, New York 10036, and is available for $4.95. (DF)

ABSTRACT 10297
EC 01 0297 ED 017 103
Publ. Date 66
113p. Gordon-Sot; Golub, Risa S.
Recreation and Socialization for the Brain Injured Child
New Jersey Assn. For Brain Injured Child, East Orange
EDRS mf/6e

Descriptors: exceptional child education; learning disabilities; recreation; optimal learning; perceptual training; recreational programs: children; socialization; minimally brain injured; recreational activities; social recreation; programs; games; program administration; perceptual motor coordination; perceptual development; primary grades; guidance; parent attitudes; adolescents; summer programs; day schools; day camp programs; program planning

Designed for parents and specialists planning therapeutically oriented recreational and socialization programs for brain injured children, this document contains 13 chapters by different authors. Activities discussed are generally noncompeting, emphasizing structure, skill, and fun. Discussed are (1) the role of the optometrist with the inadequate learner, (2) organization and administration of recreational programs, (3) activity guides, (4) game and exercise for adolescents, (5) recreation as socialization activities for the adolescent girl, (6) instructional swimming programs, (7) therapeutic recreation program, (8) organization of a summer day camp, (9) an individual and group perceptual motor training program. (10) a day school recreation program, (11) perceptual motor training for early primary grade children, (12) guidance for parents, and (13) parent counseling. Views from parents are reported. A supplement treats preschool perceptual skills and optometric visual care. Concerned organizations, resources, and a 50-item bibliography are provided along with individual bibliographies for some chapters. (ID)

ABSTRACT 10505
EC 01 0505 ED 024 352
Publ. Date 77 Jul 67
347p. Johnson, Doris J.; Myklebust, Helmer R.
Learning Disabilities: Educational Principles and Practices
EDRS not available
Grune And Stratton, Inc., 381 Park Avenue South, New York, New York 10016 ($9.75).

Descriptors: exceptional child education: learning disabilities; teaching methods; memory; brain injured; perceptually handicapped; neurologically handicapped; dyslexia; remedial instruction; arithmetic; nonverbal learning; written language; auditory perception; visual perception; educational planning; learning; educational principles

Intended for teachers, educators, and specialists who are interested in the problems of learning disabilities, the text presents principles and practices necessary in the clinical teaching approach to children with learning disabilities. Areas considered include learning disabilities in general; the brain and learning; and special education and learning disabilities. Also treated are nonverbal disorders of learning and disorders of auditory language, reading, written language; and arithmetic. Implications and outlook are discussed approximately half of the 74 illustrations are teaching aids and half are examples of children's drawings or writings which show the effects of various learning disabilities. A reference list cites 186 items. (EY)

ABSTRACT 10519
EC 01 0519 ED 023 214
Publ. Date 68
133p. Kephart, Will C.
Learning Disability: An Educational Adventure. The 1967 Kappa Delta Pi Lecture
EDRS not available

Descriptors: exceptional child education: learning disabilities; perception; cognitive processes; teaching methods; emotionally disturbed; educational organization; cognitive development; abstract reasoning; mental rigidity; thought processes; symbolic learning; perceptual motor learning; learning activities; neurologically handicapped; stimulus generalization; perceptual motor coordination

Educational implications and symptoms are described for learning disorders, the disruption in the processing of information within the central nervous system caused by brain damage, emotional disturbance, or inadequate presentation of learning experiences. Developmental sequences, developmental progression, and restoration of development are detailed for the human organism. Educational readiness is also considered. Methods of teaching generalization are discussed from initial datum to elaboration and integration; levels of generalization are given; and reactions of rigidity, perseverance, and frustration to new learning tasks are compared. Representative teaching activities including readiness skills such as gross motor activities, balance, laterality, locomotion, coordination, experimentation, and fine motor coordination are described and illustrated by 15 figures. Suggestions are presented for classroom management, clinical procedures, and special classes to cover the range and complexity of the problems of these children. Regular classroom use is emphasized. (SN)

ABSTRACT 10521
EC 01 0521 ED 023 216
Publ. Date 68
91p. Edington, Ruth; And Others
Helping Children with Reading Disability
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($1.00).

Descriptors: exceptional child education: learning disabilities; reading; teaching methods; instructional materials; eye hand coordination; phonics; auditory training; writing; kinesthetic perception; dyslexia; instructional aids

Intended for parents helping their children with reading disabilities, the book describes specific activities in eight chapters. The eight chapter areas include general suggestions for the study period, hand and eye coordination activities, phonics training, ear training, reading, relaxation activities, muscle mastery, writing, and spelling. Thirteen approaches to and methods of teaching are specified. The appendix lists instructional materials, including commercial work and textbooks, and programs, as well as other materials. Twenty-seven aids are also illustrated. (EY)

ABSTRACT 10533
EC 01 0533 ED N.A.
Publ. Date 68
133p. Chaney, Clara M.; Kephart, Newell C.
Motoric Aids to Perceptual Training.
The Snow Learner Series
EDRS not available
Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216 ($3.95).

Descriptors: exceptional child education: teaching methods; learning disabilities; perceptual motor coordination; neurologically handicapped; motor development

These materials could be used in a reading program, as a part of a special education program, or as an enrichment program for normal children.
ABSTRACT 10543
EC 01 0534 ED 022 310
Publ. Date May 68 196p.
Ebersole. Marylou: And Others
Steps to Achievement for the Slow Learner. The Slow Learner Series. EDRS not available
Charles E. Merrill Publishing Company. 1300 Alum Creek Drive, Columbus. Ohio 43216 ($4.95).
Descriptors: exceptional child education; learning disabilities; teaching methods; preschool children; minimally brain injured; motor development; perceptual motor coordination; learning theories; psychomotor skills; student characteristics; student needs; neurological organization; space orientation; concept formation; reading; writing; arithmetic
Intended for teachers, therapists, physicians, parents, and students. the guide presents a learning theory based on motor activities and suggests a curricular approach for preschoolers divided into systematic learning steps which are necessary for attaining educational goals. Topics treated are special needs of the child handicapped by brain damage, characteristics and discipline, brain damage related to the function of the nervous system, learning theory related to teaching techniques, the need for a stable pattern of reference from which to interpret relations in space, and the developmental stages of learning. Also considered and detailed by steps are conceptualization, arm and hand coordination, cutting with scissors, pre-read-
ing, pre-writing, and pre-arithmetie (counting and number concepts). Three appendices contain activities for teaching colors and pattern analysis and development with form boards, and steps in teaching pre-arithmetie. (DF)

ABSTRACT 10542
EC 01 0512 ED 023 217
Publ. Date 21 Jun 68 38p.
EDRS not available
Descriptors: exceptional child education; learning disabilities; reading; teaching methods; identification; resource materials: research reviews: publications: learning theories; personality theories; motivation; neurological handicaps; dyslexia; socioeconomic influences; brain injury: perceptual motor; educational processes; reading skills; etiology
Intended for the student and teacher. primary source material is presented on theories and research relating to reading disability. Conflicting concepts of human development are discussed in the overview. Emotional. neuropsychological. and cultural factors involved in causation are evaluated in 18 papers. diagnostic considerations in eight. and treatment in the classroom and of children with severe reading disability in 15 papers. Twenty-six tables. 18 figures. and references are included. a 26-item bibliography is provided. (LE)

ABSTRACT 10549
EC 01 0549 ED 021 362
Publ. Date 67 101p.
Amer. Anna L. Ed.; And Others
Teaching Educationally Handicapped Children.
EDRS not available
Academic Therapy Publications. De Witt Reading Clinic, Inc.. 1543 Fifth Avenue. San Rafael. California 94901 ($2.95).
Describing methods for helping children with normal intelligence who manifest learning. perceptual. and behavior disorders as a result of minimal neurological or brain dysfunction. the compilation contains 22 papers. Articles are grouped into six categories identifying the children, motor development, basic considerations. adapting the language curriculum, adapting the mathematics curriculum, and behavior change. Topics considered are the role of observation. the identification of children's strengths and weaknesses. the role of the school psychologists. counseling. movement exploration. game skill development. relaxation and concentration. training in pattern recognition and space concepts. and development of self concept. Academic areas discussed include the teaching of English to junior high school students. correction of left-to-right reversal. reading: art. the use of color in reading. music. creativity in arithmetic. mathematics in the primary grades. modern math for junior high school. basic mathematical concepts for elementary children. behavior modification. evaluation and learning. and academic and emotional development at the junior high school level. Reference lists follow several articles. (DP)

ABSTRACT 10624
EC 01 0624 ED 024 161
Publ. Date 01 Nov 67 260p.
Evaluation and Education of Children with Brain Damage.
EDRS not available
Charles C Thomas. Publisher. 301-327 East Lawrence Avenue. Springfield. Illinois 62703 ($5.50).
Ten papers consider brain damaged children. here in damage is considered as an educational category. and the following topics are considered: causes of brain disorders of oral communication, hearing impairment, psychological deficit, psychiatric factors, and neurological considerations. Educational strategies discussed include the educational methods of Strauss and Lehtinen. teaching the child with a perceptual motor handicap. educational methods based on the Gellner concepts of neurological and perceptual motor learning, a treatment program for children with learning difficulties, and curriculum development for children with brain damage. (UDJ)

ABSTRACT 10649
EC 01 0619 ED 023 228
Publ. Date 68 116p.
Benyon. Sheila Doran
Intensive Programming For Slow Learners. The Slow Learner Series.
EDRS not available
Charles E. Merrill Books. Inc.. 1300 Alum Creek Drive. Columbus. Ohio 43216 ($1.75. Paperback: $3.95. Cloth).
Descriptors: exceptional child education; learning disabilities; teaching methods;
perception; perceptual motor learning; perceptual motor coordination; case studies; education; test results; perception tests; projective tests; perceptually handicapped; sensory integration; motor development; coordination; self-actualization; self concept; space orientation; sensory aids; discrimination learning.

Seven children with basic perceptual motor problems (learning disorders) in varying severity were selected for a 6-week intensive program. All were from 6 to 8 years old and had mental ages 2 years below their chronological age. Structured and integrated areas of instruction were speech and language, perceptual-motor, gross motor, and aquatic. Main areas of emphasis were body image, position in space, form constancy, and sensory integration. Instructional materials included teacher-made and commercial supplies, gymnastic equipment, and a pool. Two parent conferences and daily records were kept on the children's progress. Case studies on each child present background information, contact with other, initial status, behavioral characteristics, speech and language skills, perceptual and motor problems, and aquatic accomplishments. The 27 daily lessons plans describe the materials and teaching methods used. Six pre- and posttests include the Metropolitan Readiness Test and the Goodenough Draw-a-Man Test. On the former test, four children improved from F to G, one from D to E, and one from C to A. On the latter test, increases in mental age ranged from 6 months to 4 years.

ABSTRACT 10659
EC 01 0659
ED N.A.
Publ. Date 66
Money, John; ed.; Schiffman, Gilbert; ed.
The Disabled Reader: Education of the Dyslexic Child.
EDRS not available.
The Johns Hopkins Press, Baltimore, Maryland 21218 ($5.00). Descriptors: exceptional child education; learning disabilities; teaching methods; reading; reading ability; remedial instruction; remedial programs; dyslexia; perceptually handicapped; lateral dominance; language handicaps; initial teaching alphabet; linguistic; phonetic; kinesthetic methods; spelling; behavior theories; experimental psychology; perceptual motor coordination; case studies (education).

Twenty-two papers consider theories of reading disability and various teaching methods. Disorders of spelling, linguistic, developmental factors in reading and writing backwardness, reading as operant behavior, experimental psychology of learning to read, the epidemiology of reading retardation and a program for preventive intervention, and learning and not learning to read are discussed. Teaching methods presented as alternatives to the whole word method are the Orton-Gillingham approach, tracing and kinesthetic techniques, the Initial Teaching Alphabet, the morphologico-algebraic approach, the color phonics system, and the progressive choice reading method; mature caret for immature skills and program administration in a school system is included. Case histories illustrate space form deficit, directional rotation and poor finger localization; conceptual idiosyncrasy, phonemic-graphemic matching defect, arrested literacy, and the developmental Gerstmann syndrome. A critique on teaching reading is presented. A glossary, a bibliography, and a selected bibliography of tests are included. (DF)

ABSTRACT 10678
EC 01 0678
ED N.A.
Publ. Date 66
Abel, Jane; ed.
Language and Learning Disorders of the Pre-Adolescent Child: With Curriculum Guide.
EDRS not available.
Descriptors: exceptional child education; language; learning; curriculum; preschool evaluation; language handicapped; learning disabilities; language development; intelligence; clinical diagnosis; curriculum guides; grouping (instructional purposes); parent participation; child development; retarded speech; development; teaching methods; orally handicapped.

Parent goals, language, avenues of learning, assessment, and pre-academic training are discussed: communication, oral language, speech, and intelligence are operationally defined. Assessment tools are described in general for assessing language skills, avenues of learning, qualitative interpretations, and diagnostic teaching. The diagnostician's report is summarized and explained. The discussion of developing a pre-academic program considers educational philosophy, school policy, and the curriculum guide. A definition of terms, assessment, training, psychological factors, and labels for class placement are given. For additional information on the pre-academic curriculum guide for children with hearing impairment, A pre-academic curriculum guide is presented for the following levels: from 6 months to 3 years and then to kindergarten and readiness levels. Appendices of assessment and training materials and a 123-item bibliography are given. (SN)

ABSTRACT 10718
EC 01 0718
ED N.A.
Publ. Date 66
Rappaport, Sheldon R.; ed.
Childhood Aphasia and Brain Damage; Volume III, Habilitation.
The Pathway School, Norristown, Pennsylvania 19404.
Dolfinger-McMahon Foundation.
EDRS not available.
The Pathway School, Box 181, Norristown, Pennsylvania 19404.
Descriptors: exceptional child education; learning disabilities; educational programs; neurologically handicapped; language handicapped, aphasia; minimally brain injured; clinical diagnosis; psychological tests; communication (thought transfer); teaching methods; communication problems; visual perception; visualization; motor development; electroencephalograms; child development; conceptual schemes; language development; interdisciplinary approach.
The scope, complexity, and basic principles of an effective habilitation program for brain injured children are considered. Sheldon R. Rappaport discusses the adult-child relationship and the adult's responsibility for providing structured learning experiences. The assessment of brain damaged children by Hunter B.C. Reed includes some psychological tests; a language program for aphasic children is presented by Eillian F. Wilson. Gerald N. Getman describes the role of the visuomotor complex in learning, and Daniel Silverman considers the application of electroencephalography to the study of neurologically impaired children. Three discussions of presentations and concluding
ABSTRACT 10751
EC 01 0751 ED N.A.
Pub. Date (67)
59p.
Nash, Ralph J.; Pfeffer, Judith
A Guide to a Special Class Program for Children With Learning Disabilities.
Chicago Association For Children With Learning Disabilities, Illinois; New Jersey Association For Brain Injured Children, East Orange
EDRS not available
Chicago Association For Children With Learning Disabilities, PH Child, Box 4451, Chicago, Illinois 60680
Descriptors: exceptional child education; learning disabilities; teaching methods; minimally brain injured; individualized instruction; teacher role; clinical diagnosis; visualization; visual discrimination; auditory discrimination; auditory perception; visual perception; kinesthetic perception; motor development; eye-hand coordination; arithmetic; reading; handwriting; social studies; sciences; special classes
Guidelines are presented for special classes enrolling children with learning disabilities. Descriptions of the population served, diagnosis, the classroom learning atmosphere, group and individual teaching, handling of the individual child, basic skills to be taught, the teacher's role, and integration of the child's total life experiences are discussed. A list of considered are the observation of behavior in order to develop an approach, toward remedying the child's disability and readiness at two levels. Activities are suggested for developing visual memory, visual discrimination, auditory memory, auditory discrimination, kinesthetic perception, motor training, body knowledge, and eye-motor ability. Special exercises are given for developing skills, visual/audio-association, arithmetic, handwriting, social studies, and science. Appendixes include eight anecdotal cases, outline a sample weekly lesson list for use with neurologically impaired children.

ABSTRACT 10923
EC 01 0923 ED 026 767
Pub. Date 68
160p.
Mallison, Ruth
Education as Therapy: Suggestions for Work with Neurologically Impaired Children.
EDRS not available

ABSTRACT 10842
EC 01 0842 ED 003 854
Pub. Date 64
22p.
Lewis, E. R.
Initial Teaching Alphabet (I.T.A.) for Instruction of Reading Disability Cases.
San Jose State College, California Office Of Education (DHEW), Washington, D. C.
EDRS m. h.c
CRP 5-145

ABSTRACT 10396
EC 01 0396 ED 026 780
Pub. Date 28 Oct 68
203p.
Cruickshank, William M. And Others
The Preparation of Teachers of Brain-Injured Children, Syracuse University Special Education and Rehabilitation Monograph Series 8.
National Institute Of Mental Health (DHEW), Bethesda, Maryland; Syracuse University, New York
EDRS not available
MH 7159
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($6.50).

Descriptors: exceptional child research; learning disabilities; teacher education; curriculum system; learning disabilities; teaching methods; remedial reading clinics; reading materials; methods research; reading failure; reading instruction; remedial development; comparative analysis; remedial reading; educational processes; foreign countries; orthographic symbols; alphabets; San Jose, California; England
British experimental usage of Initial Teaching Alphabet (I.T.A.) materials and procedures for instruction of reading disability cases was studied to determine if I.T.A. methods and materials could be similarly used in a San Jose reading clinic. The investigator made observations in England of quality, format, concepts, and use of language in the I.T.A. material. Findings were discussed under nine categories: I.T.A. materials, pupil selection for I.T.A. remedial work, remedial techniques with I.T.A., individual or group methods for use with I.T.A., phonetic or whole word approaches, diagnosis in I.T.A., remediation, the use of supplementary materials, extent of teacher training, and I.T.A. and the reading clinic. Generally I.T.A. has had beneficial effects with children when a history of remediation has existed. It was concluded that I.T.A. materials available in England could be used in the United States with minor modifications in isolated books. New additional materials which are not yet available in England include high interest transitional, skill building, and supplementary materials, as well as I.T.A. reading manuals. (UMI)
The story of a mother and a teacher relates the experiences of Hannah, a brain-injured, 11 year-old girl. The history of her characteristics, development, and teaching is included with explanations of her behavior, of the characteristics of other children with learning disorders, and of training objectives based on the Movigen theory of Ray H. Barsch which stresses acquisition of position in space. Activities are described for structuring the environment to control stress factors of space, time, language, and task multiplicity and level. Also described are the developmental process, testing and evaluation, teaching methods, behavior management, building self-concept, and causes of brain injury. The role of the parent in helping the child and a schedule of lessons for one week are included. Also included are a chart of experiences from infancy to 8 years and a list of 15 national organizations which aid handicapped children.

ABSTRACT 11156
EC 01 1156 ED N.A. Publ. Date 67
Frostig, Alice
The Relationship of Diagnosis to Remediation in Learning Problems.
Southern California University, Los Angeles
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3229 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).

Descriptors: exceptional child education; learning disabilities; identification; perception; test; perceptually handicapped; visual perception; auditory perception; language; cognitive processes; clinical diagnosis; remedial programs; perceptual motor coordination; teaching methods; intelligence; Frostig Developmental Test of Visual Perception; Illinois Test of Psycholinguistic Abilities; Wechsler Intelligence Scale for Children; and several sensory-motor tests. Training programs for remediation of each area are outlined, and emotional aspects and perceptual motor development is treated. A table compares factors of the structure of the intellect at chronological ages 6 with the abilities tapped by the Illinois, Frostig, and Wechsler tests. Appendix X describes the Frostig and the Illinois tests by providing examples and explaining functions covered by the tests and training procedures which follow. Factors in human movement and physical education programs (with six references cited) as well as basic results on four tests are tabulated arranged.

ABSTRACT 11159
EC 01 1159 ED 022 691 Publ. Date 31 Mar 69
Rappaport, Sheldon R.
Public Education for Children With Brain Dysfunction.
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 (56.50).

Descriptors: exceptional child education; learning disabilities; educational programs; teaching methods; behavior change; school community cooperation; administrative policy; parent attitudes; parent counseling; child development; diagnostic techniques; teaching; equipment; classroom design; reading; sensory integration; instructial materials; behavior problems; psychotherapy; teacher roles; program planning.

A foreword by William M. Cryereshank introduces a book designed to provide information on the problems of children with brain dysfunction and to furnish guidelines to habilitation. Subjects discussed are the status of education for these children, preparing the community for a school program selection of school and preparation of the principal, teachers, and parents, and a conceptual model including child development as a framework for assessment and education. Recommendations of D. B. Harmon on environmental design, an example of educational programming, and tasks for the development of readiness are presented. Color, form, and utilization of instructional materials are discussed, also described are psychotherapy and the role of the teacher in behavior management, parent counseling, and the need for effective habilitation. A glossary of terms is included.

ABSTRACT 11247
EC 01 1247 ED N.A. Publ. Date 68
Hart, Jane; Jones, Beverly
EDRS not available

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; emotional problems; behavior problems; behavior change; case studies; educationally minimally brain injured; parent participation; etiology; clinical diagnosis; testing; psychomotor skills; perceptual motor learning; space orientation; child development; learning characteristics; individual characteristics; perceptually handicapped; learning activities; self-concept; Movigenics.

The story of a mother and a teacher relates the experiences of Hannah, a brain-injured, 11 year-old girl. The history of her characteristics, development, and teaching is included with explanations of her behavior, of the characteristics of other children with learning disorders, and of training objectives based on the Movigen theory of Ray H. Barsch which stresses acquisition of position in space. Activities are described for structuring the environment to control stress factors of space, time, language, and task multiplicity and level. Also described are the developmental process, testing and evaluation, teaching methods, behavior management, building self-concept, and causes of brain injury. The role of the parent in helping the child and a schedule of lessons for one week are included. Also included are a chart of experiences from infancy to 8 years and a list of 15 national organizations which aid handicapped children.
An additional report discusses psychological services for emotionally handicapped children. The appendix provides a diagnostic test to be administered by parents to discover potential learning difficulties of children and outline the regulations relating to special education programs for emotionally handicapped minors. A general bibliography cites 101 items. (H.F.)

ABSTRACT 11384

Descriptors: Exceptional child services; perception; learning disabilities; educational needs; minimally brain injured; dyslexia; aphasia; neurologically handicapped; clinical diagnosis; clinic; self concept; case studies; education; family problems; educational programs; educational planning; child rearing; child psychology; educational legislation; student teacher relationship; parent child relationship

Directed to teachers, volunteers, and parents working with the nonlearning child, the text describes the child with specific learning disabilities in terms of perception, thought development, language, and symptoms. The damaged child's view of himself as a failure is discussed; case histories are provided. Causes studied; and parent and teacher views of the child are presented. Guidelines for parents are provided which describe a study period, discipline, and independence training. Guidelines for teachers describe sources of help including the Houston Speech and Hearing Center, the Institute for Language Disorders in Evanston, Illinois, the Pathway School in Morristown, Pennsylvania, and the Menninger Foundation in Topeka, Kansas. The responsibility for these children is examined in light of legislative programs, recommendations from Associations for Children with Learning Disabilities, the Bureau of Education for the Handicapped, current research, and activities and information sources. (H.F.)

ABSTRACT 11870

Descriptors: Exceptional child education; learning disabilities; reading; teaching methods; dyslexia; reading instruction; reading improvement; instructional materials; reading achievement; reading skills; word recognition; vocabulary development; remedial reading; psychotherapy;

case studies (education); educational diagnosis; etiology; identification; undiagnosable

The causes, diagnosis, and treatment of reading disabilities are examined; the nature of reading disability is defined; and the diverse characteristics of students with reading disabilities are considered. A multidisciplinary approach to treatment is advanced, and the varied causes and their interfunctioning are analyzed. Diagnosis is approached from two angles: the contributions and means of investigation of both the teacher and the psychologist. Aspects of treatment described include psychological and educational techniques as applied to remedial reading instruction; the major methods of teaching word recognition, and the application of its techniques within a group or individual setting. Basic components and remedial methods connected with developing comprehension, study skills, and vocabulary are also explained. The scope of the discussion is extended by applying principles to pupils of widely differing ages and stages of achievement and describes remedial techniques for older pupils with severe reading disability as well as methods for helping the bright high school student who is not achieving up to capacity. Case histories illustrating various facets of the problem are presented. The appendixes offer representative tests, testings of selected books by grade level; descriptions of games, devices, and workbooks and word lists. (F.M.)

ABSTRACT 11968
FC 01 1968 EDRS 01 00 Publ. Date 69 265p. Craft, Bryant J. Perceptual-Motor Behavior and Educational Processes. EDRS not available Charles C. Thomas, Publisher, 301-27 East Lawrence Avenue, Springfield, Illinois 62705 (39.50).

Descriptors: Exceptional child education; handicapped children; teaching methods; perceptual-motor learning; physical education; visually handicapped; orthopedically handicapped; learning theories; social influences; visual perception; minimally brain injured; mentally handicapped; perceptual development; visually handicapped mobility; auditory perception. (H.F.)

Addressed to elementary school and special class teachers, the text presents research-based information on perceptual-motor behavior and education, including motivation and the human personality, research guidelines, and movement activities in general education. Special education is considered and perceptual-motor abilities are discussed with reference to the blind, the clumsy child with minor neurological handicaps, the mentally retarded, and the orthopedically handicapped. An appendix provides a screening test for evaluating perceptual motor attributes of neurologically and mentally handicapped children as well as a mobility orientation test for the blind. (M.S.)

ABSTRACT 11984

Descriptors: Exceptional child education; learning disabilities; reading; teaching methods; instructional materials; dyslexia; reading difficulty; reading; remedial reading; clinical diagnosis; instructional materials; identification; prevention; remedial reading programs; reading instruction; program planning; individualized instruction

Intended for the classroom teacher, the text presents methods for preventing, diagnosing, and remediating reading problems. Areas considered include identification of the difficulty, diagnostic testing, investigation of causes, and organization and implementation of remediation. A survey of reading methods is provided, along with a discussion of meeting the individual needs of children whose reading problems are compounded by other handicapping conditions. Various remedial processes are described. Guidelines are offered and materials listed in the areas of skill improvement; materials, audios, visual materials, mechanical devices, and professional books. Information is appended regarding the following: tests of intelligence and reading readiness, as well as reading survey, diagnostic reading, and oral reading tests; the role of the reading specialist; and 42 test and 291 book publishers. (H.F.)

ABSTRACT 20165
FC 02 0165 EDRS 01 41 Publ. Date 69 242p. Valett, Robert F. Programming Learning Disabilities. EDRS not available Prentice-Hall, 2165 Park Boulevard, Palo Alto, California 94306

Descriptors: Exceptional child education; learning disabilities; program planning; psychological evaluation; diagnostic testing; reinforcement; sensory integration; perceptual-motor coordination; administrative policy; identification; records (forms); teaching methods; instructional materials; class organization; classroom design; ancillary services; clinical diagnosis

Written primarily for use by persons concerned with the establishment and operation of learning disability programs, the text presents a rationale for programming, definitions, examples, and educational rationales for basic learning abilities, and a model school district policy statement. Preliminary setting, psychological evaluation, a developmental task approach to education, the clas...
Abnormalities: prescriptive teacher, and the development of sensory-motor and perceptual skills are discussed. Suggestions are made for prescriptive programming and program organization, the rationale and methods for behavior modification and supporting programs and services are considered. Sample letters, form, and records, behavior rating scales, evaluation sheets, schedules, lists of equipment and supplies, and lesson plans are provided. (SD)

**ABSTRACT 20210**
EC 02 0210 FD N.A.
Mahler, Donald
EDRS not available
California Association for Neurologically Handicapped Children, Education and Information Committee, 5944 Spruce Avenue, Sacramento, California 95814.

Descriptors: Exceptional child education; Learning disabilities; Minimally brain injured; Incidence; Neurologically handicapped; Identification; Individual characteristics; Clinical diagnosis; Educational diagnosis; Learning characteristics; Professional personnel; Program planning; Educational administration; Student placement; Teacher selection; Teacher education; Teaching methods; Student evaluation; Program costs; Classroom design

The emerging concern for educationally handicapped is described in terms of its general background, the nature and extent of the problem, terminology, its importance to curriculum planners, and the responsibility of administration. Related research from before World War II to the present is reviewed, including three studies in California. Directions for future research efforts are indicated. Diagnostic appraisal is discussed, with nine factors specified and a summary form provided. Appraisal methods are detailed for minimal cerebral dysfunction and emotional handicaps including a frame of reference for educational, psychological, medical, and other professionals. Operational characteristics are considered for the following areas: administrative, teacher, curricular, program evaluation, and physical. A bibliography includes 197 entries, many of them annotated. (SD)

**ABSTRACT 20249**
EC 02 0249 FD N.A.
Bond, Guy L.; Ender, Miles A.
Reading Difficulties: Their Diagnosis and Correction. Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($7.50).

Descriptors: Exceptional child education; Reading; Reading instruction; Reading diagnostic remedial instruction; Learning disabilities; Dyslexia; Individual differences; Teaching methods; Individualized instruction: Etymology: Physical fitness; Adjustment to environment; Diagnostic tests; Reading tests; Word recognition; Reading comprehension; Reading spectacles; Case studies; Reading difficulties

The principles of reading instruction and the nature and causes of reading difficulties are discussed, and the diagnosis of reading difficulties is described in terms of general principles, analysis, and specific approaches. Remedial treatment techniques considered are basic principles, development of comprehension abilities, correcting word recognition deficiencies, treating orientation problems, overcoming specific defects, and improving reading for content and comprehension. Also treated are special reading problems. Appendices list reading tests, teaching and remedial reading resources, monographs, pamphlets, conference reports, sources of graded book lists, sources of materials, and bibliographies of literature.

**ABSTRACT 20407**
EC 02 0407 FD N.A.
Pub. Date Apr 67 260 p.
Wilson, Robert M.
Diagnostic and Remedial Reading for Classroom and Clinic. EDRS not available
Charles E. Merrill Books, Inc., 1300 Alum Creek Drive, Columbus, Ohio 43216 ($5.95).

Descriptors: Exceptional child education; Reading; Identification; Student characteristics; Educational diagnosis; Clinical diagnosis; Reading difficulties; Reading comprehension; Vocabulary; Parent role; Special programs; Instructional materials; Specialized dyslexia; Teacher role; Testing; Administrator responsibility; Learning disabilities

Providing a communication link between the classroom teacher and the reading therapist, the text provides guidelines and specific tested methods which will give success and satisfaction to the problem reader. Chapters deal with the following topics: characteristic traits and reactions of problem readers, basic remediation, and educational diagnosis; principles of remediation; and remedial techniques for orientation, vocabulary, and comprehension difficulties; evaluation in remedial reading; parent role in diagnosis, remediation, and prevention; and professional responsibilities and programs. Suggested readings are listed at the close of each chapter. Appendixes include a listing of diagnostic instruments and remedial materials and provide addresses of publishers of instructional materials. (SD)

**ABSTRACT 20471**
EC 02 0471 FD N.A.
Pub. Date 69 151 p.
Spach, George D., Ed.
Reading Disability and Perception, Volume 13, Part 3. International Reading Association, Newark, Delaware
EDRS not available
International Reading Association, 6 East Avenue, Newark, Delaware 19711.
Proceedings of Annual Convention of International Reading Association (13th, Boston, Massachusetts, April 24-27, 1968).

Descriptors: Exceptional child education; Learning disabilities; Reading; Perception; Identification; Dyslexia; Reading difficulty; Clinical diagnosis; Visual perception; Perceptual motor coordination; Perceptual motor learning; Remedial reading programs; Remedial instruction; Reading research; Publications; Reading failure; Reading difficulty; Lateral dominance; Neurologically handicapped; Psychodramatical processes

Included are three papers on interpretation of dyslexia, six papers on the identification of dyslexia, two discussions of the role of visual perception, three approaches to the treatment of dyslexia, three methods of improving perception, and a critical forecast of
the regular classroom or in special education. Ways to convert diagnostic findings into classroom procedures are explained in an informative manner to readers who are not specialists in psychology. Content includes discussions on the following: an introduction with a definition, use of diagnostic resources, principles of guidance, and an overview of the prescriptive teaching method; the development of the principle of structure in the learning process; methods for diagnosis; ways to translate diagnostic findings; a discussion on the education of the exceptional child; three examples of teaching prescriptions; means of communication; a discussion on the teacher and the teaching process; a chapter on the follow-up method for instruction improvement; and conclusions. (WW)

ABSTRACT 20709
EC 02 0709 ED N.A. 
Publ. Date 66 260p. 
Gillingham, Anna; Stillman, Besie W. 
Remedial Training for Children with Specific Disability in Reading, Spelling, and Penmanship. 
EDRS not available 
Descriptors: exceptional child education; learning disabilities; language arts; reading; teaching methods; teaching guides; dyslexia; dyslexics; perceptually handicapped; handwriting; writing; dictionaries; case histories; education; phonics; phonetics; remedial instruction; auditory perception; visual perception. 
The challenge of specific disabilities is presented in case histories of nine children with reversals in visual or auditory memory of words or other material. After factors affecting student performance in remedial work are considered, equipment and materials are listed. The following sections are detailed: reading and spelling words and word parts; spelling handicaps; auditory-visual; dictionary techniques; remedial training for upper grade and high school pupils; acquiring familiarity with sound symbols; expressing ideas in writing; certain spelling situations dosed into rules; spelling generalizations based on phonics; handwriting; and dictionary technique. The appendix illustrates 27 Drills. (D1)

ABSTRACT 20827
EC 02 0827 ED 032-69 
Publ. Date 69 Aug 69 
Ashlock, Patrick 
Teaching Reading to Individuals with Learning Difficulties. 
EDRS not available 
Charles C Thomas Publisher. 301-327 East Lawrence Avenue. Springfield. Illinois 62703 ($10.75). 
Descriptors: exceptional child education; learning disabilities; dyslexia; reading instruction; teaching methods; instructional materials; historical reviews; perception tests; intelligence tests; reading skills; educational theories; remedial reading; administration; program planning; bibliographies. 
Intended to encompass individuals in need of special treatment, teachers, and areas of knowledge relevant to other
Both groups, the text discusses the following subjects: the nature of reading; the culture of reading; the development of reading instruction in the United States; the development of instruction for children with learning difficulties in the United States; and educational therapy for persons with reading problems. Also considered are instruction approaches and materials for the reading disabled and the organization, implementation, and administration of reading programs. Sources of professional information for teachers of those with reading difficulties and a list of publishers' addresses are included. Wimpey M. Geyton licensee and Richard L. Dervin. Author three chapters. (83)

ABSTRACT 20831
EC 02 0831 F0 032 698 Pub1. Date 69 81p.
Smith, Carl B. And Others
Treating Reading Disabilities: The Necessity of Early Intervention
University of Illinois, Bloomington
Office Of Education, (DIHEW), Washington, D. C., Bureau Of Research
EDRS m/f.h.
Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods: reading; remedial reading; reading difficulty; educational diagnostic testing; reading tests; instructional materials; remedial teachers; tutoring; reading programs; personnel needs; classrooms; student evaluation; in-service teacher education; individualized instruction.

One of four books directed to reading specialists, the text provides information on methods for identifying problems that can be efficiently treated in a remedial reading group and on methods for handling these problems. Consideration is given to the scope of the problem and to three categories of disabilities: levels of diagnosis, types of tests, environmental factors, and the use of tests are discussed. Also discussed are the following: selection of children, remedial classes, special equipment, and guidelines for effective programs; the role of the reading coordinator, tutoring, small group instruction, retasking, reading programs, junior high classes, working with parents, and full use of equipment, and the establishment of a remedial program: the extent of need; the establishment of objectives, personnel needs, the creation of facilities, purchase of materials because of treatment schedules, regular evaluation, reports of results, and in-service programs. Appendices include diagnostic and correctional procedures for specific reading skills and methods for individualizing instruction (WM)

ABSTRACT 20836
EC 02 0836 F0 032 703 Pub1. Date 69 90p.
Boe, Mary. Comp.
Handbook for Teachers of Children With Specific Learning Disabilities
Hamilton County Public Schools, Ohio
EDRS n/m/c.
Descriptors: exceptional child education; learning disabilities; records; referral; program; planning; administration; referers; student placement; behavior rating scales; checklists; student records; student evaluation; child standards; administrator guides; class organization; instructional materials; tutoring; parent teacher conferences; parent participation; teaching skills teacher responsibility; Ohio

A forward, an educational philosophy, a statement of beliefs, a list of teacher addresses, a calendar of events, a statement of interdisciplinary relationships, and procedures for referral and placement precede records and forms used by an Ohio county school system for children with learning disabilities. Information is provided on the following topics: referral forms and a placement letter; criteria and information needed for placement; the Ohio State Board of Education Standards; an administrator's guide; an explanation of the data processing of records; organization of a classroom program structure; a suggested list of materials, and suggestions for an instructional program; tutoring services: a checklist for reporting to parents; and forms and suggestions for parent-teacher conferences. Also provided are information on parent organizations and on teachers speaking to community groups and attending conventions, reading skills check lists and rating scales, policies on teacher absences and in-service training, and procedures for regular class placement. Recommendations are made for the order of use of books and materials, and a bibliography is included. (83)

ABSTRACT 20843
EC 02 0843 F0 012 139 Pub1. Date 64 128p.
Rappaport, Sheldon R., Ed.
Childhood Aphasias and Brain Damage--A Definition
The Pathway School, Norristown, Pennsylvania
EDRS not available
Descriptors: exceptional child education; program planning; educational needs; learning disabilities; aphasia; minimally brain injured; communication problems; neurologically handicapped; case studies; education; language development; rehabilitation; language handicapped; visually handicapped; educational programs; teaching methods; psychotherapy; self concept

A symptom for the purpose of establishing working definitions of aphasic and brain-injured children is described. The two topics discussed by panels, with questions and answers given, are characteristics of aphasia in children and the brain damage syndromes. The last manifestation in school and in medical and psychological data are delineated. Conclusions involving educational programs for the two groups are given. In case histories and a 35-item bibliography are also provided. (WM)

ABSTRACT 20860
EC 02 0860 F0 028 556 Pub1. Date 13 Dec 68 86p.
Simmons, Dorothy M.
Listening to Learn: The Slowed Learner Series
Charles E. Merrill Publishing Company, 1300 Alabna Creek Drive, Columbus, Ohio 43216 ($1.50)
Descriptors: exceptional child education; learning disabilities; dyslexia; teaching methods; perception; psychomotor skills; reading; perceptual motor coordination; instructional materials; eye movements; testing; sensory integration; reading readiness; visual discrimination; evaluation techniques; visual perception; lateral dominance

The author gives an account of her early teaching experiences, her awareness that many children did not learn to read, her early investigations of readiness, and her conclusions that difficulty in numbers, copying, or tracing were closely related to reading disability. The importance of visual perception, eye mobility, early visual development, and physical activities in the development of readiness, and in pre-reading activities, is also discussed. Instructional materials, evaluation methods, criteria for test selection and time allocation teaching techniques for the group and individual instruction, and adaptation of pupil learning to other classroom activities are described for a program of visual mobility. An experiment in perceptual training conducted with 24 first grade children which indicated that the experimental children made greater gains in visual perception, eye mobility, early visual development, and physical activities, is also reported. Also mentioned are the predictive validity of tests and an examination of 20 readiness workbooks. (RJ)

ABSTRACT 20875
EC 02 0875 F0 028 571 Pub1. Date 69 382p.
Koestler, Karl, Ed.
Rehabilitation Teaching: Research and Comment
EDRS not available
Houghton Mifflin Company, 2 Park Street, Boston, Massachusetts 02107.
Descriptors: exceptional child education; remedial instruction; research reviews; publications; approaches to learning disabilities; dyslexia; tests; student evaluation; teaching methods; case studies; reading; handwriting; arithmetic; spelling; written language

Following suggestions by the editors on how to evaluate their selections are 49 articles on research and on programs and procedures in remedial and corrective education. Papers included treat the following topics: problems of underachievement, correlates of learning disability, approaches to the diagnosis of learning problems, approaches to corrective and remedial teaching, the case report, reading, handwriting, arithmetic, spelling, and written expression (DI)

Descriptors: exceptional child education; psycholinguistics; teaching methods; communication skills; learning activities; disordered youth; language; listening skills; visual perception; language development; verbal ability; associative learning; auditory perception; recall (psychological); perceptual motor learning; memory; instructional materials; mentally handicapped; learning disabilities; preschool children

Developed to improve the language skills of culturally disadvantaged preschool children, the activities can be adapted for use with the retarded or otherwise learning disabled. Communication processes considered are derived from the Illinois Test of Psycholinguistic Abilities. Activities are described for the following areas: listening skills or auditory decoding; understanding materials presented visually or visually encoded; verbal expressive abilities or verbal encoding; motor expression or motor encoding; vocal associations or auditory motor association; standard syntactical constructions and auditory closure; auditory motor vocal automatic process; auditory memory or auditory vocal sequential process; visual memory or visual motor sequential process; and visual closure. An appendix contains a list of sources. (RJ)

Brain Damage in School Age Children. Council For Exceptional Children. Washington, D.C.

Descriptors: exceptional child education; learning disabilities; teaching methods; curriculum; perceptual motor development; language development; motor development; perceptual motor learning; concept formation; interpersonal competence; motor development; learning activities; physical activities; curriculum guides; perceptual motor skills; remedial programs; perceptual development; cognitive development; physical development; skill development; resource guides; sensory training; sensory integration; social development; abstract reasoning

Intended for special education teachers, remedial specialists, and psychologists, the handbook presents a series of concrete activities and exercises for children with learning disabilities. Fifty-three basic learning abilities or resource programs are grouped under six major areas: gross motor development; sensory motor integration; perceptual motor skills; language development; conceptual skills; and social skills. Each ability is defined operationally, illustrated, and provided with an educational rationale. Also, each activity is considered as a developmental task, and beginning, middle, and advanced level program ideas are suggested. A sample program worksheet, references to related programs, suggestions for instructional materials and relevant vocational and diagnostic aids, and supplementary readings are provided for all 53 programs. Forms for pupil evaluation and pupil progress reports are included. The book, presented in loose leaf format, is intended for modification and extension by its users. (JD)

The Remediation of Learning Disabilities. A Sourcebook of Psychoeducational Resource Programs. EDRS not available

Descriptors: exceptional child education; learning disabilities; identification; teaching methods; reinforcement; etiology; language development; educational methods; behavior; perception; remedial programs; program planning; behavior change; intervention; special programs; motor development; child development; rehabilitation; perceptual motor development; cognitive processes

The proceedings include articles in three areas of learning disabilities: 23 on etiology and identification, 14 on education, habilitation, and remediation, and 11 on rehabilitation and innovation. Topics include language, reading, and communication disabilities; behavior; auditory and visual perception; motor functions; and evaluation and diagnosis. Consideration is also given to the following: the role of the social worker, teacher, pediatrician, and psychiatrist with reference to particular problems; teaching methods; educational intervention, and the application of the therapy; behavior modification; and learning theories and children with several sorts of learning disabilities including disadvantaged, minimal brain injury, mental retardation, and behavior disorders. (JD)

Brain Damage in School Age Children. Council For Exceptional Children. Washington, D.C.

Descriptors: exceptional child education; learning disabilities; identification; language; physicians; psychiatrists; electroencephalography; visual perception; dyslexics; neurological organization; ophthalmology; language ability; educational needs; teaching methods; educational planning; medical evaluation; perceptual development; perceptual motor coordination; neurologically handicapped; perceptually handicapped; and brain injury; educational diagnosis

The first of a series dealing with learning disabilities from a psychoneurological standpoint, the volume contains current discussions and research reports. Ten chapters, covering a variety of fields contribute chapters, each with an accompanying list of references. The editor, H.R.

**ABSTRACT 20916**
EC 02 0994 | ED 019 803
Publish. Date 67

Descriptions: exceptional child education; learning disabilities; teaching methods; perceptually handicapped; minimally brain injured; clinical diagnosis; taxonomy; language; behavior; educational methods; educational needs; parent counseling; social workers; psychologists; characteristics; medical treatment; dyslexia; neurological organization; neurological defects; testing; evaluation; perceptual motor learning; perceptual motor coordination; perceptual development; mentally handicapped; spelling; arithmetic; word recognition; reading; remedial instruction.

Intended for general educators as well as specialists, the collection contains selected articles by different authors on learning disabilities. An introduction to the field is provided by an overview (five articles) and a consideration of brain dysfunctions (four articles). Specialized approaches to learning disorders are explained from the viewpoint of special education, psychology, and pediatrics (three). The following aspects of diagnosis are discussed: rationale (two articles), educational procedures (four), and school learning difficulties (four). Also considered are a rationale for education (in four articles), educational procedures (six), and remediation of school learning difficulties (five). Each of the four sections is preceded by an introduction by the editors. A reference list accompanies each introduction and each article. A glossary of 74 terms is provided. (EDR)

**ABSTRACT 20986**
EC 02 0994 | ED N.A.
Publish. Date 69
137p.
Arena, John I.
Teaching through Sensory Motor Experiences. Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901.

Descriptions: exceptional child education; learning disabilities; perceptual motor learning; teaching methods; sensory training; body image; space orientation; lateral dominance; kinesthetic perception; retention; eye-hand coordination; factual perception; visualization; visual perception; auditory perception; sequential approach.

Included in the collection are articles on sensory-motor sequencing experiences in learning by R.G. Heckelman, integrating form perception by Horia Coon-Peters, building patterns of retention by Harriet Peters, hand-eye coordination by Shirley Yinn, laterality and directionality by Sheila Benson, body image and body awareness by Grace Petticrew, tactile-kinesthetic approaches to learning by Liza Gitter, and relating body awareness and effortless motion to visual training by C.V. Lyons and Emily Lyons. Also discussed are visual perception and discrimination (Donald Hardy and Beverly Cawsew). (EDR)
The Learning Disability Center in Bloomington, New York, was established under the 1965 Elementary and Secondary Education Act. Specialized instruction is offered to all children reading 2 or more years below grade level in grades 3 through 6 and 1 year below grade level in grades 1 and 2. At the center, efforts are made to maintain communication with the classroom teachers. A comprehensive diagnostic report is developed and returned to the districts upon the child's entry, and a progress report is compiled every 3 months. The ratio of boys needing help in disabilities, which presents no one, while 60% of all pupils enrolled in the clinic have repeated at least one school year. Instruction techniques used at the center are high, although there is a tendency to use a linguistic approach. Typewriters, tape recorders, record players, overhead projectors, and the Language Master (Bell and Howell) are used to aid remedial reading instruction. (WM)

**ABSTRACT 21291**
EC 02 1291 ED 027 930 Publ. Date Dec 67 27p. Bloom, Gaston E.
The Psychological Approach to Learning Disabilities. Colorado University, Denver, Medical Center Grant Foundation, New York, New York. EDRS no.
Paper Presented At The Geigy Symposium On Clinical Aspects Of Learning Disabilities (Indiana University School of Medicine, December 6, 1967).
Descriptors: exceptional child education: behavior problems; clinical diagnosis; educational therapy; environmental influences; learning disabilities; maladjustment; mentally handicapped; psychological processes: psychological patterns; student teacher relationship; parent counseling; remediation; psychotherapy; teaching techniques; underachievers.
The belief that children who have learning disabilities, which presents no one, while 60% of all pupils enrolled in the clinic have repeated at least one school year. Instruction techniques used at the center are high, although there is a tendency to use a linguistic approach. Typewriters, tape recorders, record players, overhead projectors, and the Language Master (Bell and Howell) are used to aid remedial reading instruction. (WM)

**ABSTRACT 21320**
A program for intermediate-grade children (4, 5, and 6) with severe learning disabilities is described. The typical student involved in the program has been unsuccessful in a regular classroom, and has had special help with reading. Some is not fit the criteria for any special education program, and has average or above-average intelligence. The program objectives, the skills taught, and the teaching methodology are described. Also described are the materials employed, the architectural requirements, and the backup services. A multidisciplinary analysis of the program and evaluation of each student are emphasized. Charts, tables, and bibliography are included. (RT)

**ABSTRACT 21447**
EC 02 1447 ED 014 326 Publ. Date Dec 69 178p. Thomas, Evan W.; LeWinn, Edward B.; Brain-Injured Children: With Special References to Doman-Delacato Methods of Treatment. EDRS not available
Charles C Thomas, Publisher, 101-327 East Lawrence Avenue, Springfield, Illinois 62703.
Contents include a definition of brain injury: cerebral palsy: discussions of the pathology of cerebral palsy: incidence and prevalence of cerebral palsy: mental retardation, epilepsy, behavioral disorders: dyslexia: and a summary and conclusions on the problem of brain injury. Attention is also given to the controversy over brain injury as a diagnosis, the background and interpretation of neurological organization, an evaluation of neurological functions: the principles and methods of Doman-Delacato therapeutic programs, and evaluation of the results of treatment of brain injury in children. There are 218 references. (EJ)

**ABSTRACT 21503**
EC 02 1503 ED N.A. Publ. Date 68 241p. Special Education Curriculum Guides. Shelby County Schools, Memphis, Tennessee. EDRS not available
Shelby County Schools, 160 South Hollywood Street, Memphis, Tennessee 38112.
The curriculum guide for perceptually handicapped children discusses identification of the child and class organization: specific materials and methods to develop perception, and preparation of the child for return to a regular class. Also presented is a resource unit to correlate language arts skills. Extensive line drawings of materials accompany the texts, and activities are indicated throughout. (IE)

**ABSTRACT 21525**
EC 02 1525 ED N.A. Publ. Date 60 148p. Lewis, Richard S. And Others The Other Child: The Brain-Injured Child. EDRS not available
Written for both parents and professional workers, the text in nontechnical language defines and discusses the brain injured child. Areas of concern are perception, conception, language, behavior, management at home, and education in the school. Each section describes situations and suggests solutions for remediation of problems. (IJ)

**ABSTRACT 21780**

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Achieving and Underachieving Child.

EDRS not available


Descriptors: exceptional child education; visual perception; perceptually handicapped; learning disabilities; identification; underachievers; interdisciplinary approach; optometrics; dyslexia; eye-hand coordination; eye movements; lateral dominance; drug therapy; teaching methods; perception tests; perceptual motor coordination

Twenty-five articles, grouped as either theory, interprofessional coordination and cooperation, or testing and remediation, consider perception and achievement. Discussions of the following topics are included: why children don't read better, the myth or reality of dyslexia, visual development, developmental testing and training, the role of vision in achievement and learning disabilities, dyschiresopia, near binocular performance, dominance, interprofessional relationships, school vision programs, school screening, optometry, the role of the optometrist, and the role of the National Society for Vision and Perception Training. Also considered are the Winter Haven Program and the team approach, eye movements and eye-hand coordination, phrase reading, the perception of phrases, visual memory, the development of directionality and perception, the treatment of stereotypomorphia, a perceptual motor program, perceptual training, drug therapy in minimal brain dysfunction, and disability terminology. (RJ)

ABSTRACT 21805

EC 02 1805 ED N.A. Publ. Date 69 P. 93p.

Waites, Lucius, Cox, Aylett R.

Developmental Language Disability ... Basic Training ... Remedial Language Training: Texas Scottish Rite Hospital For Crippled Children, Dallas, Texas EDRS not available

Educators Publishing Service, Inc., 75 Moulton Street, Cambridge, Massachusetts 02138 ($2.25).

Descriptors: exceptional child education; learning disabilities; dyslexia; perception; language handicapped; instructional materials; reference materials; remedial programs; teacher education

Information on learning disabilities and the programs supported by Scottish Rite are discussed in two parts. Part 1 concerns perceptual-cognitive difficulty and language disability in children, the language research and training program of the Texas Scottish Rite Hospital's medical references, teaching and reference material for language therapists, and references for parents. The philosophy and background of the Scottish Rite programs are given in Part 2. As is a detailed description of a remedial language training program for classroom teachers and language therapists. Other aspects of the program are considered: remedial language training and a preventive program, additional needs of students, therapists, and the community, ultimate goals, and a list of materials developed in the language unit. (RJ)

ABSTRACT 21860

EC 02 1960 ED 036 939 Publ. Date Jan 70 570p.

Harris, Albert J.

How to Increase Reading Ability: A Guide to Developmental and Remedial Methods.

EDRS not available

David McKay Company, Inc., 750 Third Avenue, New York, New York 10017 ($5.50).

Descriptors: reading; reading instruction; teaching methods; reading diagnosis; remedial instruction; reading difficulty; remedial reading; reading readiness; dyslexia; individual needs; group instruction; student evaluation; learning disabilities; word recognition; reading comprehension; reading interests; reading speed

Intended for beginning students concerned with remedial reading as well as for graduate students, reading teachers, or remedial specialists, the text deals with the overall classroom program, methods for evaluating and diagnosing group and individual needs, and developmental and remedial teaching of specific skills. Chapters explore the following subjects: reading and reading disability, readiness, how children start to read, continuing reading growth, meeting individual needs, group instruction, evaluating performance, causes of reading disabilities, principles of remedial reading, developing word recognition skills, overcoming difficulties in word recognition, developing understanding, fostering reading interests and tastes, and improving reading rate. Appendices include an alphabetical list of tests, a graded list of books for remedial reading, a list of publishers and addresses, and Stone's revision of the Dale list of 769 Easy Words. (RJ)

ABSTRACT 21979

EC 02 1997 ED 036 010 Publ. Date 68 174p.

Guidelines for Program Development, Special Education, Volume III: Texas Education Agency, Austin EDRS mf/hc B-573

Descriptors: exceptional child education; learning disabilities; curriculum; state programs; minimally brain injured; program administration; vocational education; language arts; mathematics; science; social studies; creative activities; rutor development; perceptual development; language development; individual development; educational methods; parent teacher conferences; behavior patterns; student evaluation; Texas

The Texas public school program for the minimally brain injured is outlined. Guidelines are provided for screening, identifying, and evaluating the brain injured. The development of interpersonal relationships is described, with suggestions given for establishing behavioral controls and for conducting parent conferences and counseling: the structuring of the classroom, explanations. Over one half of the document details the curriculum for the following: developmental areas, including motor, perception, language, and social and emotional development, academic areas, including five communicative arts, arithmetic, science, and social studies; and creative areas, including arts and crafts, dramatics and creative play, and music.

The vocational program is also surveyed. Evaluation of the guidelines is discussed; 128 professional references, including tests and reading programs, are listed. Appendices provide definitions of the brain injured child, forms used in the Texas program, and lists of suggested equipment, materials, and supplies. (UD)

ABSTRACT 22045

EC 02 2045 ED N.A. Publ. Date 69 447p.

Kluger, George; Kolson, Clifford J.

Reading and Learning Disabilities.

EDRS not available

Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, Ohio 43216.

Descriptors: exceptional child education; learning disabilities; reading difficulty; educational diagnosis; learning processes; remedial reading; remedial instruction; language skills; study skills

The detailed manual deals with diagnostic techniques and program suggestions for learning disabilities. Areas discussed are the reading and learning process, determinants of learning patterns, the nature of reading and learning disabilities, the learner and symptoms of disabilities, informal diagnosis of abilities, speech: diagnosis of disabilities, and programs for teaching reading. Other topics considered are remediation of reading skills and tactile, aural-verbal, and visual skills, remediation of perceptual motor and cognitive abilities; severe learning disorders, understanding phonics, the visual approach to word recognition skills, comprehension and content areas, vocabulary building, and study skills and interest. (UD)

ABSTRACT 22147

EC 02 2147 ED N.A. Publ. Date 69 44p.

Slingerland, Beth H. And Others

Meeting the Needs of Dyslexic Children, and Others. Reprint Collection No. 22.

EDRS not available

Academic Therapy Publications, 1453 Fifth Avenue, San Rafael, California 94901.

Descriptors: exceptional child education; learning disabilities; dyslexia; developmental disabilities; reading instruction; perceptual motor skills; auditory discrimination; perceptual motor coordination

Articles focusing on learning disabilities
concern meeting needs of dyslexic children, approaches to overcome reading reversals, vocabulary enrichment, basic motor activities, and the use of rhythm patterns. Making words meaningful, the acquisition of listening skills, the neurological-impres reading technique, inaccurate readers, and perceptual techniques and materials are also discussed. All articles are reprinted from out of print issues of Academic Therapy Quarterly. (RF)

ABSTRACT 22414
EC 02 2148 ED N.A.
Publ. Date 70
Department Of Psychology. Temple University, Broad Street And Montgomery Avenue, Philadelphia, Pennsylvania. Jan 22-26, [1968].
EDRS not available
Descriptors: exceptional child education; dyslexia; learning disabilities; reading instruction; identification; language development; cognitive processes; perception; cultural factors; prevention; emotional problems
An attempt to put into perspective the problems involved in mastering reading, the text contains a compilation of papers presented at a reading institute. Issues covered are the following: identifying problem readers in the classroom, factors in reading difficulties, perceptual bases of language learning, perception and reading, the cognitive domain in language learning and reading disability, and experiential-linguistic bases for language learning. Also discussed are cultural factors in reading disability, reading disabilities in various countries, prevention and correction, development of a comprehensive preventive program, and emotional influences in learning disability. Flexibility in reading, a new approach to reading for institutionalized delinquents, and reading difficulties are explored. (RF)

ABSTRACT 22415
EC 02 2183 ED 037 835
Publ. Date 69
182p.
American Association For Health, Physical Education, And Recreation, Washington, D. C.
EDRS mf
American Association For Health, Physical Education, And Recreation, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (33.001.
Descriptors: exceptional child education; perceptual motor learning; motor development, perceptual development; child development; learning; perception; language development; preschool children. research needs; perceptual motor coordination; interdisciplinary approach; learning disabilities; environmental influences; individualized programs
The proceedings include addresses by Logan Wright on highlights of human development from birth to age 11; Leonard A. Cohen on development and function of the mechanisms of perception, Eric Dentoff on motor development as a function of sensory acuity, and Alan Klein on exposure history in spatial-motor development. Also provided are reports by William T. Braley on the Dayton program for developing sensory and motor skills in 3, 4, and 5-year-old children, by Alice D. Coffman on personalizing early education, and by Louis Bowers on a program of motor development activities. A multidisciplinary exchange on perceptual motor development, group discussions on learning and on future needs, and a conference summary are included. Also indexed are conference leaders, organizational representation, participants and observers, and questions raised by participants. (RF)

ABSTRACT 22412
EC 02 2192 ED 037 844
Publ. Date 69
244p.
EDRS not available
OEL 3-6-001343-1476
BR 1343
Descriptors: exceptional child education; learning disabilities; language development; psychodiagnostics; teaching methods; learning activities; slow learners; visual learning; aural learning; perceptual motor coordination; remedial instruction; developmental tasks; grammar; expressive language
Described: exceptional child education; learning disabilities; language development, psychodiagnostics; teaching methods; learning activities; slow learners; visual learning; aural learning; perceptual motor coordination; remedial instruction; developmental tasks; grammar; expressive language
Designed for the teacher in training as well as the classroom teacher, the text presents step-by-step remedial techniques for developmental training of the slow learner or the child with learning disabilities. Presented are activities, instructional materials, and teaching techniques for grades 1 through 8. Developmental areas included are auditory and visual reception, auditory and visual association, verbal and manual expression, grammatical closure, auditory and visual sequencing, memory, perceptual motor activities, remedial recreation and visual, auditory, tactile, and kinesthetic techniques. (IM)

EDRS not available
Optometric Extension Program

ABSTRACT 22224
EC 02 2224 ED 032 111
Publ. Date 67
114p.
Optometric Extension Program

ABSTRACT 22207
EC 02 2207 ED 037 859
Publ. Date 68
33p.
Washington County Board Of Education, Washington, Pennsylvania
Descriptors: exceptional child education; learning disabilities; perceptual motor learning; visual perception; learning activities; perceptually handicapped; body image; visual discrimination; sensory training; instructional materials; teaching methods; teacher developed materials; puzzles; educational games; screening tests; manipulative materials; identification; individual characteristics
Symptoms displayed by primary aged children with learning disabilities are listed; perceptual handicaps are explained. Activities are suggested for developing visual perception and perception involving motor activities. Also suggested are activities to develop body concept, visual discrimination and attentiveness, visual memory, and figure ground perception. Body concept puzzles are recommended for developing visual motor integration; cutting, pasting, and sorting activities are described; and specific visual motor activities, including walking the line, are detailed. Also provided are screening test examples and bibliographies of teaching materials and of texts and periodicals. (JD)
Descriptors: behavior problems; children; educational problems; learning disabilities; perception tests; perceptual development; therapy; vision; vision tests; visual field; visually handicapped; visual perception

The diagnosis and treatment of early learning problems and their relation to visual development is the subject of a series of 12 articles. The optometric viewpoint is that vision is learned. A child's method of organizing his world, and manifestations of his disorganized behavior, including poor early academic achievement, probably result in learning to see. Vision is viewed as an emergent from four underlying subsystems: anti-gravity (Where am I in space?); centering (Where is it in space?); identification (What is it?); and speech auditory (communicates his visual impressions). Poor development in any of these subsystems has disruptive effects on the remaining subsystems and on the child's behavior as a whole, particularly on his performance in early education. Proper development, on the other hand, whether achieved normally or through the methods of remedial therapy outlined in the series, leads to integral functioning of the subsystems and ultimately to visualization, which is described as the supreme process of unconscious using the sensing modes that bring information to the child for synthesis. (MII)

**ABSTRACT 22262**
EC 02 2262F E D N A.
Publ. Date 69
Smith, Carl B. And Others
Establishing Central Reading Clinics: The Administrator's Role. Target Series Book Two—The Administrator. Indiana University, Bloomington, Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; reading; reading disability; reading programs; program planning; remedial reading; reading diagnosis; classroom techniques; remedial instruction; teaching methods; learning disabilities

Designed to aid the classroom teacher in preventing and overcoming reading difficulties, the monograph discusses identification of skill deficiencies, treatment techniques, and classroom organization to achieve more effective treatment. Information is provided on the diagnosis of reading problems in the classroom. Methods of working with groups and individuals to correct reading problems are described. Classroom techniques for correcting specific problems are outlined. The appendices include techniques for classroom diagnosis of reading problems. Other monographs in this series on reading disabilities are directed toward the principal, the reading specialist, and the administrator. (MII)

**ABSTRACT 22286**
EC 02 2286F E D N A.
Publ. Date 69
Arena, John L., Ed.
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Rafael, California 94901.

Descriptors: exceptional child education; learning disabilities; educational diagnosis; dyslexia; minimal brain injury; medical treatment; educational experiments; educational legislation; young adults; adolescents; vocational education; learning processes; international programs

Papers included are concerned with an introduction to learning disabilities; a screening scale for neurological impairment; the outlook of learning disabilities research, the problems of classification, diagnosis and remediation, the etiology of dyslexia and the color phonics system, the laws of constancy and reading; and the minimal brain damage hypothesis. Other articles discuss medication and the role of the occupational therapist, his role in learning disabilities, and treatment of disorders through medication, the diagnostic teacher, plans for education in the preschool years, and in the elementary years; the needs of the young adult with learning disabilities, vocational training for adolescents, and brain injured at the Vanguard school. A plan of therapeutic management, experimental psychological and psycholinguistic studies of reading disability, approaches to information processing, a case study of learning disability, legislation for learning disabilities and financing, and panel discussions on implications for living are also presented. (MII)

**ABSTRACT 22289**
EC 02 2289F E D N A.
Publ. Date 69
Arena, John L., Ed.
Progress in Parent Information, Professional Growth, and Public Programs. Selected Papers Presented at the Sixth Annual International Conference of the Association for Children with Learning Disabilities (Fort Worth, Texas, March 6-8, 1969). Association For Children With Learning Disabilities, Pittsburgh, Pennsylvania

Describes: behavior problems; children; educational problems; learning disabilities; perception tests; perceptual development; therapy; vision; vision tests; visual field; visually handicapped; visual perception

The diagnosis and treatment of early learning problems and their relation to visual development is the subject of a series of 12 articles. The optometric viewpoint is that vision is learned. A child's method of organizing his world, and manifestations of his disorganized behavior, including poor early academic achievement, probably result in learning to see. Vision is viewed as an emergent from four underlying subsystems: anti-gravity (Where am I in space?); centering (Where is it in space?); identification (What is it?); and speech auditory (communicates his visual impressions). Poor development in any of these subsystems has disruptive effects on the remaining subsystems and on the child's behavior as a whole, particularly on his performance in early education. Proper development, on the other hand, whether achieved normally or through the methods of remedial therapy outlined in the series, leads to integral functioning of the subsystems and ultimately to visualization, which is described as the supreme process of unconscious using the sensing modes that bring information to the child for synthesis. (MII)

**ABSTRACT 22262**
EC 02 2262F E D N A.
Publ. Date 69
Smith, Carl B. And Others
Establishing Central Reading Clinics: The Administrator's Role. Target Series Book Two—The Administrator. Indiana University, Bloomington, Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

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EC 02 2286F E D N A.
Publ. Date 69
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EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Rafael, California 94901.

Descriptors: exceptional child education; learning disabilities; educational diagnosis; dyslexia; minimal brain injury; medical treatment; educational experiments; educational legislation; young adults; adolescents; vocational education; learning processes; international programs

Papers included are concerned with an introduction to learning disabilities; a screening scale for neurological impairment; the outlook of learning disabilities research, the problems of classification, diagnosis and remediation, the etiology of dyslexia and the color phonics system, the laws of constancy and reading; and the minimal brain damage hypothesis. Other articles discuss medication and the role of the occupational therapist, his role in learning disabilities, and treatment of disorders through medication, the diagnostic teacher, plans for education in the preschool years, and in the elementary years; the needs of the young adult with learning disabilities, vocational training for adolescents, and brain injured at the Vanguard school. A plan of therapeutic management, experimental psychological and psycholinguistic studies of reading disability, approaches to information processing, a case study of learning disability, legislation for learning disabilities and financing, and panel discussions on implications for living are also presented. (MII)

**ABSTRACT 22289**
EC 02 2289F E D N A.
Publ. Date 69
Arena, John L., Ed.
Progress in Parent Information, Professional Growth, and Public Programs. Selected Papers Presented at the Sixth Annual International Conference of the Association for Children with Learning Disabilities (Fort Worth, Texas, March 6-8, 1969). Association For Children With Learning Disabilities, Pittsburgh, Pennsylvania
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Raphael, California 94901.
Descriptors: exceptional child education, learning disabilities, diagnostic teaching, legislation, evaluation techniques; parent role; parent education; adolescents; teacher education; dyslexia; remedial education; innovative

Presented are papers from the Sixth Annual Conference of the Association for Children with Learning Disabilities. Included are five general introductory speeches, three papers dealing with the initiation and implementation of legislation and eight discussions of prescriptive teaching. Other topics covered are five papers on evaluation, seven concerning parents, three on the adolescent, three describing innovations, three detailing teacher training, six considering specific problem areas, two on dyslexia, two on remediation, and one indicating future endeavors. (SM)

ABSTRACT 22220
EC 02 2290 ED N.A.
Publ. Date 69 281p.


EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Raphael, California 94901.

Descriptors: exceptional child education; learning disabilities; screening tests; educational diagnosis; teacher education; remedial programs; program planning; family counseling; adolescents; young adults; interdisciplinary approach; educational research

Papers are presented from the Fourth Annual International Conference of the Association for Children with Learning Disabilities. Approached from a remediation and management point of view, short articles are included on a broad approach to screening, the interdisciplinary approach in diagnosis, teacher preparation and training, the role of the family and professional workers in learning disabilities, and the planning and developing of active remedial programs. Discussions also involve innovations in educational thinking, the needs of the adolescent and young adult, and interdisciplinary research and viewpoints. (JM)

ABSTRACT 22213
EC 02 2313 ED N.A.
Publ. Date 70 276p.

Durr, William K., Ed. Reading Difficulties: Diagnosis, Correction, and Remediation. Selected Convention Papers, International Reading Association, Newark, Delaware

International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711.

Descriptors: exceptional child education; conference reports; reading; remedial reading; reading difficulty; reading instruction; reading programs; reading research; informal reading inventory; disadvantaged youth; reading materials; summer programs; reading diagnosis; test validity; teaching methods; dyslexia

Papers selected from a convention of the International Reading Association are presented. Topics of the 28 papers include various factors associated with reading difficulties, informal diagnostic procedures, correction of reading problems in the classroom (including problems of the inner-city schools), and remedial programs of the reading specialist. (SM)

ABSTRACT 22224
EC 02 2324 ED N.A.
Publ. Date Mar 70 16p.

Stillwell, Robert J. And Others Educationally Handicapped and the Engineered Classroom: An Educational Solution. EDRS not available Focus On Exceptional Children: V2 N1 PI-16 Mar 1970

Descriptors: exceptional child education; learning disabilities; behavior patterns; intervention; teaching methods; instructional materials; psychological patterns; perception; perceptual motor learning; dyslexia; learning characteristics

Remediation of learning disabilities is discussed and a table of teaching materials related to psychological and motor functions is provided. Guides on 11 behavioral manifestations and three specific learning disabilities furnish definitions and description as well as techniques for training and management. Behavioral manifestations considered include disorganization, distractibility, perseveration, dissociation, figural ground confusion, impulsivity, disinhibition, hyperactivity, catastrophic reactions, concrete behavior, and attention span. Specific disabilities include dyslexia, aphasia, and acalculia. (UD)

ABSTRACT 22581
EC 02 2581 ED 038 826
Publ. Date 69 228p.

Blum, Charlotte A.; Schulman, Jerome L. Toys and Games for Educationally Handicapped Children. EDRS not available Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($7.00).

Descriptors: exceptional child education; mentally handicapped; learning disabilities; instructional materials; bibliographies; toys; educational games; manipulative materials; visual perception; auditory perception; sensory training; memory; concept formation; motor development; psychomotor skills; verbal development; annotated bibliographies; intellectual development; language development; perceptual motor learning

Commercially available toys and games for children with educational handicaps.
from general retardation to disabilities in limited areas of functioning are listed. For each toy, the name, manufacturer, and age and interest are stated; a description of the toy is given. All toys are classified according to the intellectual functions involved. These include visual perception (like-different, part-whole, spatial relations, figure-ground), and auditory perception (like-different, figure-ground). Additional categories are retention and recall (visual memory, auditory memory), conceptualization, and expression (fine motor, gross motor, verbal). (JD)

**ABSTRACT 22744**

EC 02 2744 ED 039 686 Pub. Date 69 138p. McCarthy, James J.; McCarthy, Joan F. Learning Disabilities. EDRS not available. Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210. Descriptors: exceptional child education, learning disabilities, educational methods: etiology; identification; educational diagnosis; teacher education; educational research; legislation; parent participation; classroom techniques. An attempt to collapse basic knowledge concerning learning disabilities, the text discusses the background and definition of learning disabilities, and its identification, etiology, and epidemiology. Guidelines for diagnostic evaluation are presented as are approaches from perceptual motor, developmental, visual, neurophysiological, linguistic, and diagnostic-remedial points of view. Additional topics considered are illustrative classroom programs, teacher preparation, educational research, parent groups, special education legislation, and future prospects. (JM)

**ABSTRACT 22750**

EC 02 2750 ED 039 692 Pub. Date 70 41p. Del Tufo, Anthony F. The Role of the Learning Disability Teacher-Consultant. EDRS not available. Director, Learning Disability Center, 87 West Oakwood Avenue, Livingston, New Jersey 07039 (2200). Descriptors: exceptional child education, learning disabilities; teacher role; educational diagnosis; interdisciplinary approach; consultants; teacher qualifications; instructional materials; evaluation methods. The booklet discusses the history of learning disabilities (LD), the role of the LD teacher consultant as educational diagnostician, as a member of the interdisciplinary team, and in the school system, and guidelines for qualifications of LD teacher consultants. Also included are lists of educational tests, remedial materials, a glossary of terms, a bibliography, a table of diagnosis and remediation of functions, and a case study data form. (UM)

**ABSTRACT 23484**

EC 02 3464 ED 041 425
Pub. Date Nov 69 94p.
**Intervention Techniques for Special Class Teachers of Emotionally Handicapped and Brain Injured Children.** Proceedings of the Institute on Intervention Techniques for Special Class Teachers of Emotionally Handicapped and Brain Injured Children, November 24-26, 1969.

State University of New York, Albany, State Educational Department

Descriptors: Exceptional child education; neuropsychologically handicapped; emotionally disturbed; teaching methods; learning disabilities; language development; audiovisual aids; educational programs; program planning; student evaluation; clinical diagnosis; conference reports.

The proceedings report papers, discussions, and other institute activities. Included are papers by Bonnie Kirkham on the classroom observation, via film, of emotionally disturbed children; Pearl Breslow on the translation of clinical findings into everyday classroom planning; and Gerri Bradley on the role of language therapy in the education of the handicapped. Summaries are given of Carl Fencher's papers on the evolution of the League School for Seriously Disturbed Children in New York City, the fading lines between emotionally disturbed and neuropsychologically impaired, and teaching disturbed children. Also reported are a question and answer session, demonstrations of the overhead projector and the language master, and evaluation of the institute. Suggested instructional materials and equipment are listed, and a format for teacher reports is appended. (RJ)

**ABSTRACT 23477**

EC 02 3477 ED 041 438
Pub. Date Apr 69 60p.
**EC Selected Convention Papers 1369: Learning Disabilities. Selected Papers Presented at the Annual Int.**

**ABSTRACT 23513**

EC 02 3513 ED N.A.
Pub. Date 68 146p.
**Clinical Aspects of Remedial Reading.**

Charles C. Thomas, Publisher, 301-227 East Lawrence Avenue, Springfield, Illinois 62703 ($5.75).

Descriptors: Exceptional child education; reading disabilities; conference reports; research; program descriptions; neurological defects; educational diagnosis; reading difficulty; remedial programs; perceptual development; private schools; abstracts.

The collection of selected convention papers includes discussions of the application of the ITPA for children with learning disabilities, applications of psychoeducational evaluation, factors in severe reading disability, and initiating statewide programs for the educationally handicapped. Articles also deal with the history and future education of children with learning disabilities, perceptual behaviors and reading disabilities, and the private school and its practical relationship. Abstracts of articles on the following topics are also included: hyperactive and hypoactive children, cooperative private and public school programs, immediate materials selection, out-patient diagnosis and remedial services, personal adjustment training, and language remediation. (TM)

**ABSTRACT 23564**

EC 02 3564 ED 042 297
Pub. Date (68) 296p.
**End of Project Report. Volume III, Staff Reports.**

Maine Township Diagnostic and Remedial Learning Center, Park Ridge, Illinois.

Office of Education (DHHEW), Washington, D.C., Bureau of Elementary and Secondary Education

Descriptors: Exceptional child education; learning disabilities; educational diagnosis; demonstration centers; research reviews (publications); remedial programs; program descriptions; evaluation techniques; educational methods; elementary grades; secondary grades; curriculum development; Elementary and Secondary Education Act Title III; Illinois.

A collection of monographs concerning learning disabilities is presented. Subjects include a high school learning disabilities program, English curriculum development, evaluation philosophy, a traditional program, teacher created learning exercises, reading disability, student discussion, and language development. Discussions also concern preschool screening, first grade developmental techniques, inservice activities, instructional materials, teaching machines, writing, reading problems, information transfer, listening skills, self concept, audiometry, and peer teaching. Information relative to learning disabilities is also provided for screening programs, supplementary reading instruction, visual motor training, the junior high student, phonics, the Language Master, vision screening, parent discussion groups, rapport, student discussion groups, auditory and visual approaches, informal assessment, and a spelling program. All papers were written by staff members of the inservice demonstration center. Volume IV relating to center instructional material is available as EC 006 136. (TM)
20886, 20916, 20941, 21092, 23093.
Texas 21997.
Therapeutic Environment 20707.
Therapy 21447, 22234.
Thought Processes 10519.
Toys 22581.
Tutoring 20831, 20836.
Underachievers 11870, 20875, 21291, 21780.
Verbal Ability 20885, 22581.
Vision 11047, 22234.
Vision Tests 22234.
Visual Learning 10533, 22222.
Visual Perception 10220, 10505, 10718, 10751, 11156, 11968, 20471, 20709, 20721, 20850, 20885, 20941, 20986, 21780, 22207, 22234, 22581.
Visualization 10718, 10751, 20986, 22234.
Visually Handicapped 11968, 22234.
Visually Handicapped Mobility 11968.
Vocabulary 20407.
Vocabulary Development 11870, 22147.
Vocation, Education 21997, 22288.
Wechsler Intelligence Scale For Children 11156.
Word Recognition 11870, 20249, 20916, 21960.
Writing Skills 10521, 10534, 20709, 21320.
Young Adults 22288, 22290.