1 - 2910- 13 Katedra psychologie filozofická fakusta finiverzity J. E. Purkyně v Brně

Contents

PREFACE ix		Administrative Models 22 Theoretical Models 23
1	INTRODUCTION 1	Summary 24 References 25
	Historical Roots 4 Early Work with the Brain Injured 6 Work with Cerebral-Palsied and Hyperactive Children 8	2 PERCEPTUAL DISABILITIES 29
	Work with Slow Learners and Development of the ITPA 10 Formation of Professional and Parent Associations 11	Visual Perceptual Disabilities 30 Analysis of Distinctive Features 32 Form Perception 32 Position in Space 34
	Changes in Professional and Parent Organizations 11 Definition 12	Position in Space 34 Visual-Motor, Tactual, and Kinesthetic Disabilities 38
	The Public Law 94–142 Definition 14	Visual-Motor Problems 38 Tactual and Kinesthetic Problems 4
	The National Joint Committee for Learning Disabilities Definition 14 Prevalence 15 Causes of Learning Disabilities 16	Assessment 44 Assessment of Visual Perception 44 Assessment of Visual-Motor Abilities 47
	Conceptual Models of Intervention 18 Legal Models 18	Assessment of Tactual and Kinesthetic Abilities 49

3

Interventions 49	The Concept of the Passive Learner with
Process Training Programs 49	Strategy Deficits 91
The Behavioral Approach 56	Educational Methods for Cognitive
Controversies Surrounding Visual, Visual-	Disabilities 93
Motor, Tactual, and Kinesthetic	Self-Instruction 95
Disabilities 69 How Well Can Visual, Visual-Motor,	Two Criteria for the Successful Use of Self-Instruction 96
Tactual, and Kinesthetic Disabilities Be Measured? 71	An Example of the Successful Use of Self-Instruction 96
Are Visual, Visual-Motor, Tactual, and Kinesthetic Disabilities Present in	A Final Word on Self-Instruction: How Important Is the Verbalization? 97
Learning-Disabled Children? 71	Academic Strategy Training 97
Do Visual, Visual-Motor, Tactual, and Kinesthetic Disabilities Cause Problems	Major Aspects of Academic Strategy Training 97
in Academic Learning, Such as Reading? 71	Effectiveness of Academic Strategy Training 97
How Effective Is the Training of	Metacomprehension Training 99
Visual, Visual-Motor, Tactual, and Kinesthetic Processes with Regard to	At the Elementary Level 99
Academics? 72	At the Secondary Level 99
Are There Any Other Reasonable	The Use of Metacognitive Training in
Causes of Problems in Academics? 72	Perspective 100
Summary 73	Summary 101
References 74	References 102
COGNITIVE DISABILITIES 81 4	ATTENTION DISABILITIES
Organization of Chapter 83	AND HYPERACTIVITY 107
The Early Research—Cognitive Styles 83	The Early Work: Strauss Syndrome 108
Field Independence Versus Field	Criticisms of Werner and Strauss 109
Dependence 83	Strauss Syndrome Applied to Children of Normal Intelligence 109
Reflectivity-Impulsivity 84	The Relationship Between Inattention
Educational Implications 85	and Hyperactivity 110
Memory Studies 86	DSM-III: Attention Deficit
Findings With the Learning	Disorder 112
Disabled 87	Critique of DSM-III Criteria 112
Memory Strategies and the Learning Disabled 87	Inattention Versus Hyperactivity: Some General Conclusions 113
Metacognition 88	Defining Attention Problems in the
Metacognition in the Learning	Learning Disabled 114
Disabled 88	Laboratory Studies of Attention 114
Metamemory 88	Classroom Studies of Attention 116
Metalistening 89	An Interactional Approach to Defining
Metacomprehension in Reading 90	Attention Problems 116

Prevalence 117 Causes 118 Early Biological Influences 119 Familial-Genetic 119 Central Nervous System (CNS) Problems 119 Minor Physical Anomalies 120 Physical Environmental Influences 121	Psychoeducational Approach 157 Structured Classroom Approach 158 Current Behavioral Approach 158 Programs Designed to Teach Social Skills 164 Summary 167 References 168
Lead Poisoning 121 Diet 121 Psychosocial Influences 122	SPOKEN-LANGUAGE DISABILITIES 175
Assessment 122 Educational Methods 124 Stimulus Reduction 124 Drugs 126 Behavior Modification 128 Cognitive Behavior Modification 130	Characteristics 177 Terminology 177 Normal Language Development 177 Atypical Development and Problems 178 Assessment 184
Summary 132 Reference 133	Tests of Specific Areas 185 Comprehensive Tests 186 Interventions 189
SOCIAL AND EMOTIONAL DISABILITIES 139	Behavioral Versus Nativistic Ap- proaches 189 Programs and Techniques 190
When is Problem Behavior a Disability? 140 Dimensions of Social-Emotional Disability 142	Summary 194 References 194
Social-Emotional Disabilities Among the Learning Disabled 145	READING DISABILITIES 199
Relationship to Other Disabilities 149 Significance of Social-Emotional Disabilities 149	Characteristics 200 Definition and Terminology 201 Problems Related to Reading Disabil-
Causal Factors 150 Biological Factors 150 Family Factors 151 School-Related Factors 152	ities 202 Assessment 207 Screening 207 Diagnosis 208
Assessment 154	Progress Monitoring 211
Screening 154 Multisituational Assessment 155 Approaches to Treatment 157 Traditional Approaches to Therapy 157	Interventions 216 Developmental Approaches 216 Remedial Approaches 222 Summary 228 References 229

5

Handwriting 236 Characteristics 237 Assessment 238 Interventions 239 Spelling 243 Characteristics 243 Assessment 244 Interventions 247 Composition 251 Characteristics 251 Assessment 253 Interventions 254 Summary 257 Assessment 254 Summary 257 Assessment 258 Interventions 254 Summary 257 Assessment 258 Interventions 254 DISABI

9 ARITHMETIC AND MATHEMATICS DISABILITIES 265

References 258

Characteristics 266
Terminology and Prevalence 267
Development 268
Related Problems 271

Assessment 273
Screening 273
Diagnosis 274
Progress Monitoring 278
Interventions 278
General Principles of Instruction 280
Programs 281
Techniques 283
Summary 285
References 285

10 SO WHAT IS A LEARNING DISABILITY? 291

Issues Regarding Definition 294

Learning Problems versus Learning
Disabilities 294

Definition Based on Causal
Factors 298

Results of the Current Federal
Definition 299

Issues Regarding Prevalence 300

References 301

INDEX 303

Index

American Speech-Language-Hearing Association (ASHA), 14 Arithmetic and Math Disabilities: adolescents, 270-271 assessment, 273-278 basal programs, 281 behavioral approach, 68-69 characteristics, 266-273 and child development, 268-271 content of instruction, 280 diagnosis, 274-278 directly related problems, 271 dvscalculia, 267 error analysis, 271-273, 275-278 formal testing, 274-275 indirectly related problems, 271 informal inventories, 275 informal testing, 275-278 instructional methods, 280-281 interventions, 278-285 modeling, 283-284 pre-schoolers, 268 primary-aged children, 268-269 prevalence, 267-268 principles of instruction, 280-284 programs, 281-283 progress monitoring, 278 reinforcing responses, 284 related problems, 271-273

screening, 273-274 self-instruction, 284 specialized programs, 281-282 specific skills programs, 282-283 strategy training, 284 techniques, 283-284 terminology, 267 Assessment: arithmetic and math disabilities, 273-278 attention problems and hyperactivity, 122-124 composition, 253-254 form perception, 44-46 handwriting, 238-239 position in space ability, 46-47 reading disabilities, 207-215 social-emotional disabilities, 154-157 spelling, 244-247 spoken language disabilities, 184-188 tactual and kinesthetic abilities, 49 visual-motor abilities, 47-49 visual perception, 44 Association for Children and Adults with Learning Disabilities (ACALD), 11 Association for Children with Learning Disabilities (ACLD), 11 Attention problems and hyperactivity: assessment, 122-124 behavior modification, 128-130

causes, 118-122

Attention problems and hyperactivity (Cont.) central nervous system (CNS) problems, 119–120 arousal problems, 120 cognitive behavior modification (CBM), 130–132 diet, 121–122	Conceptual models of intervention: administrative models, 22–23 legal models, 18–19 (see also Public Law 94– 142) theoretical models, 23–24
early biological influences, 119–120 educational methods, 124–126	Composition, 251–257 assessment, 253–354
enhancement of teaching materials, 125 familial-genetic, 119	characteristics, 251–252 diagnosis, 253
lead poisoning, 121	instructional techniques, 255–257 interventions, 254–257
minor physical anomalies, 120 neurological soft signs, 120	programs, 254–255
physical environmental influences, 121-122	progress monitoring, 253–254
prenatal and perinatal stress, 120	screening, 253
psychosocial influences, 122	Council for Exceptional Children (CEC), 11 Council for Learning Disabilities (CLD), 11, 12
reinforcement studies, 129–130 self-monitoring, 130–132	Cruickshank, William, 109–110, 126
stimulus reduction, 124-126	D
effectiveness, 125–126	Division for Children with Communication Disorders
structured program, 125 Attention problems and the learning disabled, 114–117	(DCCD), 14 Division for Children with Learning Disabilities
the child, 116	(DCLD), 11
classroom studies, 116-117	Division for Learning Disabilities (DLD), 12
coming to attention, 115	Drugs:
decision making, 115 definition of attention, 114	acquisition vs. productivity, 127 adverse responders, 127
interactional approach, 116–117	attention problems and hyperactivity, 126-
laboratory studies, 114-116	128
maintaining attention, 115–116	brief time of effects, 127
prevalence, 117–118	dosage level, 126–127 side effects of, 127–128
setting demands, 117 task demands, 116–117	side effects of, 127–120
vigilance tasks, 115–116	Education of All Handicapped Children Act:
voluntary vs. involuntary attention, 116-117	see Public Law 94–142
Brain-injured adults:	Handwriting, 236-242
catastrophic reaction, 6	assessment, 238–239
early research with, 6–7	behavioral approach, 65–68
figure background confusion, 6 force responsiveness to stimuli, 6	definitions and terminology, 237–238 diagnosis, 238
hyperactivity, 6	dysgraphia, 237
meticulosity, 6	interventions, 239-242
Brain-injured children:	developmental, 242
early educational practices, 8	remedial, 242
forced responsiveness to stimuli, 7 research with, 7–8	perceptual disabilities, 63–68 problems in, 237
research with, 7-0	progress monitoring, 238–239
Cerebral-palsied children:	related problems, 237-238
early research with, 8-9	screening, 238
Cognitive disabilities:	Hyperactive children: early research with, 8–9
academic strategy training, 97–99 cognitive behavior modification (CBM), 93–97	rule-governed behavior, 112–113
educational methods, 93–101	Tate Servines constituting the same
metacomprehension training, 99-101	Illinois Test of Psycholinguistic Abilities (ITPA), 10-11,
self-instruction, 95–97	186–187
Cognitive styles, 83–86	Inattention and hyperactivity, 110–113 International Association for Research in Learning Disa-
educational implications, 85–86 field independence vs. field dependence, 83–84	bilities (IARLD), 12
reflectivity-impulsivity, 84–85	International Reading Association (IRA), 14

Learning Disabilities: causes, 16-18 definitions, 12-15 historical roots, 4-6, 10 issues of definition, 294-300 issues of prevalence, 300-301 and language disabilities, 10 and parent organizations, 11-12 Learning disabled children: interactions with teachers, 148 prescriptive teaching, 8 prevalence, 15-16 and professional organizations, 11-12 ratings by adults, 146-147 relations with peers, 147-148 similar to MR and ED, 17-18 social cognitions, 148-149

Mentally retarded:
endogenous, 7
exogenous, 7
Memory strategies:
organization, 87
rehearsal, 87
Memory studies, 86–87
Metacognition, 88–91
Metacomprehension in reading, 90–91
Metalistening, 88
Metamemory, 88–89
Montgomery County (MD) project, 9–10

Orton Dyslexia Society, 14

Passive learner concept, 91-93 Perceptual disabilities: behavioral approach, 56-69 Bryant Cratty's approach, 54-55 causes of learning problems, 72-73 controversies, 69-73 diagnostic-prescriptive programs, 49-56 Doman and Delacato's approach, 55-56 effects on academics, 72 fading, 60 Frostig-Horne training program, 51-52 interventions, 49-69 Kirk and Kirk's training program, 52 measurement, 71 modeling, 65 Newell Kephart's approach, 52-53 "The Physiology of Readiness," 49-51 Ray Barsch's Approach, 53-54 relationship to reading, 71–72 reversal problems, 61-63 shaping, 64-65 task analysis, 64 visual discrimination, 56-61 Problem behavior: Bower's definition, 141 as disability, 140-142

and ecological psychology, 142 ED and LD children, 141–142 normal children, 140–141 Public law 94–142, 11, 18–19

Reading Disabilities: achievement problems, 206-207 applied behavior analysis (ABA), 213-216, 225-227 assessment, 207-215 characteristics, 200-202 code emphasis, 217-219 commercial systems, 212-213 context training, 227 corrective reader, 202 definition and terminology, 201-202 developmental approaches, 216-221 diagnosis, 208-211 direct instruction, 226-227 dyslexia, 202 Fernald technique, 223 formal testing, 208-210 Hegge, Kirk, and Kirk, 224 informal testing, 210–211 initial teaching alphabet (i/t/a), 222 interventions, 216-228 linguistics emphasis, 219–220 meaning emphasis, 220 modality matching, 224-225 multisensory, 222-224 neurological impress method, 227 oral language problems, 206 Orton-Gillingham, 223-224 Peabody Rebus Reading, 222 performance problems, 202-205 phonologic skills, 203-204 progress monitoring, 211-216 related problems, 202-205 remedial approaches, 222-225 remedial reader, 202 repeated readings, 227 screening, 207-208 semantic skills, 205 specialized approaches, 221-222 specific techniques, 227-228 spelling, 207 supplementary materials, 228 syntactic skills, 204-205 whole-language emphasis, 220-221

Skinner, B. F., 189
Social-emotional disabilities:
anxiety-withdrawal, 144–145
assessment, 154–157
behavioral approach, 158–162
biological influences, 150–151
causes, 150–154
classification, 142–145
cognitive behavior modification (CBM), 162–164
conduct disorder, 144

Social-emotional disabilities (Cont.) factor analysis, 142-145 family factors, 151 immaturity, 144-145 and LD children, 145-149 multisituational assessment, 155-157 psychoeducational approach, 157-158 relationship to other disabilities, 149 school factors, 152-154 screening, 154-155 self-instruction, 162–163 significance of, 149-150 skills instruction, 152-153 socialized aggression, 144-145 social skills training, 164-167 structured classroom approach, 158 traditional approach, 157 treatment, 157-167 Special Education Programs (SEP), 15 Spelling, 243-251 applied behavior analysis (ABA), 250-251 assessment, 244-247 characteristics, 243-244 definitions and terminology, 243 developmental interventions, 248-249 diagnosis, 245-246 error analysis, 245 formal tests, 245 informal spelling inventories, 245-246 interventions, 247-251 multisensory, 250 problems in, 243-244 progress monitoring, 246-247 related problems, 244 remedial, 250-251 research in, 249 screening, 244-245 Spoken language: aphasia, 177 assessment, 184-188 atypical development, 178-184 auditory discrimination, 185 behavioral interventions, 189-190 cognitive-psycholinguistic, 191-193

comprehensive tests, 186-188 competence, 177 diagnosis, 184 interventions, 189-194 linguistic terms, 177–178 morphology, 181 nativistic approach, 189-190 normal development, 177-178 performance, 177 phonology, 178-179 pragmatics, 183-184 programs and techniques, 190-194 psycholinguistics, 191 screening, 184 semantics, 181-182 sentence comprehension and expression, 185-186 statement repetition tasks, 180 task analysis, 193-194 tests, 185-186 syntax, 180-181 vocabulary, 185 Strauss, Alfred, 108–110 Strauss syndrome, 108–110

Tactual and kinesthetic disabilities, 43–44, 69–72 apraxic children, 43 assessment, 49 body image and laterality, 43–44

Visual-motor disabilities, 38–42, 69–72 assessment, 47–49 interaction of visual and motor abilities, 40–42 perceptual-motor match, 38–41 visual vs. motor development, 39–40 Visual perceptual disabilities, 30–32 assessment, 44 form perception, 32–34 position in space, 34–37 reversals, 34–37 visual perceptual training, 31

Wayne County Training School, 8, 9, 10, 12, 109 Werner, Heinz, 108–110