

CONTENTS

PREFACE	xiii
Chapter 1. A LEARNING-DISABLED CHILD	1
What Is the Matter with Fred?	1
The Problem and Its Labels	4
<i>From Dunce to Dyslexia</i>	4
<i>Why?</i>	6
<i>What?</i>	7
<i>Labels and Their Consequences</i>	7
Who Is a Learning-disabled Child?	8
<i>The Learning-disabled Child Is Not Mentally Retarded</i>	8
<i>The Learning-disabled Child Is Not Physically Impaired</i>	8
<i>The Learning-disabled Child Is Not Emotionally Disturbed</i>	9
<i>The Learning-disabled Child Is Not Culturally Disadvantaged</i>	10
<i>Who Is a Learning-disabled Child?</i>	11
What about Brain Damage?	12
Chapter 2. HOW DID IT ALL START?	15
○ A Bit of History	15
<i>Brain-injured Soldiers</i>	17
<i>Mentally Retarded Children</i>	19
The Perceptual Motorists	21
The Test Makers	25
Speaking of Language	27
	vii

CONTENTS

<i>PREFACE</i>	xiii
<i>Chapter 1. A LEARNING-DISABLED CHILD</i>	1
What Is the Matter with Fred?	1
The Problem and Its Labels	4
<i>From Dunce to Dyslexia</i>	4
<i>Why?</i>	6
<i>What?</i>	7
<i>Labels and Their Consequences</i>	7
Who Is a Learning-disabled Child?	8
<i>The Learning-disabled Child Is Not Mentally Retarded</i>	8
<i>The Learning-disabled Child Is Not Physically Impaired</i>	8
<i>The Learning-disabled Child Is Not Emotionally Disturbed</i>	9
<i>The Learning-disabled Child Is Not Culturally Disadvantaged</i>	10
<i>Who Is a Learning-disabled Child?</i>	11
What about Brain Damage?	12
<i>Chapter 2. HOW DID IT ALL START?</i>	15
○ A Bit of History	15
<i>Brain-injured Soldiers</i>	17
<i>Mentally Retarded Children</i>	19
The Perceptual Motorists	21
The Test Makers	25
Speaking of Language	27
	vii

Chapter 3. WHAT IS LEARNING?	29
We All Know What Is Meant by "Learning"	29
<i>Or Do We?</i>	29
<i>Learning Is a Concept</i>	31
<i>Learning Is a Description</i>	31
How Can One Tell that a Child Is Learning?	32
How Can One Tell that a Child Is Not Learning?	36
When Should a Child Be Learning?	37
Potential and Achievement	39
<i>How Does One Measure Achievement?</i>	42
<i>A Middle-Class Phenomenon?</i>	43
Chapter 4. IS SOMETHING WRONG WITH THEIR BRAINS?	44
A Futile Assumption	44
<i>One White Crow</i>	46
<i>If Not Damage, Then Maybe Dysfunction?</i>	48
What about Hyperactivity?	50
<i>The Squeaky Wheel</i>	51
<i>Does It Matter?</i>	53
<i>What to Do?</i>	54
Drugs and Activity and Learning	55
<i>Why Do We Know So Little?</i>	55
<i>What Does It Prove?</i>	56
<i>What Can One Conclude?</i>	57
Potential Abuses	60
Chapter 5. WHAT CAN ONE TELL FROM TESTS?	61
What Tests Can Do—and What They Cannot Do	61
<i>Intelligence</i>	64
<i>Who Is the Average Child?</i>	66
The Wechsler Intelligence Scale for Children—Revised	67
<i>The Verbal Scale</i>	67
<i>The Performance Scale</i>	71

Chapter 3. WHAT IS LEARNING?	29
We All Know What Is Meant by "Learning"	29
<i>Or Do We?</i>	29
<i>Learning Is a Concept</i>	31
<i>Learning Is a Description</i>	31
How Can One Tell that a Child Is Learning?	32
How Can One Tell that a Child Is Not Learning?	36
When Should a Child Be Learning?	37
Potential and Achievement	39
<i>How Does One Measure Achievement?</i>	42
<i>A Middle-Class Phenomenon?</i>	43
Chapter 4. IS SOMETHING WRONG WITH THEIR BRAINS?	44
A Futile Assumption	44
<i>One White Crow</i>	46
<i>If Not Damage, Then Maybe Dysfunction?</i>	48
What about Hyperactivity?	50
<i>The Squeaky Wheel</i>	51
<i>Does It Matter?</i>	53
<i>What to Do?</i>	54
Drugs and Activity and Learning	55
<i>Why Do We Know So Little?</i>	55
<i>What Does It Prove?</i>	56
<i>What Can One Conclude?</i>	57
Potential Abuses	60
Chapter 5. WHAT CAN ONE TELL FROM TESTS?	61
What Tests Can Do—and What They Cannot Do	61
<i>Intelligence</i>	64
<i>Who Is the Average Child?</i>	66
The Wechsler Intelligence Scale for Children—Revised	67
<i>The Verbal Scale</i>	67
<i>The Performance Scale</i>	71

<i>The IQ Scores</i>	75
<i>How Fred Did on the WISC-R</i>	75
The Illinois Test of Psycholinguistic Abilities (ITPA)	80
<i>Channels of Communication</i>	81
<i>Levels of Organization</i>	82
<i>Psycholinguistic Processes</i>	82
FUNCTIONS TESTED AT THE AUTOMATIC LEVEL	83
CLOSURE	83
SEQUENTIAL MEMORY	83
FUNCTIONS TESTED AT THE REPRESENTATIONAL LEVEL	84
RECEPTIVE PROCESS	84
ORGANIZING PROCESS	84
EXPRESSIVE PROCESS	85
<i>What Can the ITPA Tell Us?</i>	86
<i>The ITPA Scores of Fred</i>	87
The Marianne Frostig Developmental Test of Visual Perception	91
<i>Chapter 6. WHAT HAVE WE LEARNED FROM RESEARCH?</i>	94
Selective Attention	96
<i>What Is Selective Attention?</i>	96
SELECTIVE ATTENTION AND LEARNING	97
SELECTIVE ATTENTION AND PERFORMANCE	100
Selective Attention and Learning Disabilities	101
<i>Research on Selective Attention</i>	101
SIGNAL DETECTION	102
DICHOTIC LISTENING	103
INCIDENTAL LEARNING	104
COMPONENT SELECTION	105
HEART RATE	107
<i>What Does All of This Mean?</i>	110
<i>The Development of Selective Attention</i>	111
OVEREXCLUSIVE ATTENTION	112

<i>The IQ Scores</i>	75
<i>How Fred Did on the WISC-R</i>	75
The Illinois Test of Psycholinguistic Abilities (ITPA)	80
<i>Channels of Communication</i>	81
<i>Levels of Organization</i>	82
<i>Psycholinguistic Processes</i>	82
FUNCTIONS TESTED AT THE AUTOMATIC LEVEL	83
CLOSURE	83
SEQUENTIAL MEMORY	83
FUNCTIONS TESTED AT THE REPRESENTATIONAL LEVEL	84
RECEPTIVE PROCESS	84
ORGANIZING PROCESS	84
EXPRESSIVE PROCESS	85
<i>What Can the ITPA Tell Us?</i>	86
<i>The ITPA Scores of Fred</i>	87
The Marianne Frostig Developmental Test of Visual Perception	91
<i>Chapter 6. WHAT HAVE WE LEARNED FROM RESEARCH?</i>	94
Selective Attention	96
<i>What Is Selective Attention?</i>	96
SELECTIVE ATTENTION AND LEARNING	97
SELECTIVE ATTENTION AND PERFORMANCE	100
Selective Attention and Learning Disabilities	101
<i>Research on Selective Attention</i>	101
SIGNAL DETECTION	102
DICHOTIC LISTENING	103
INCIDENTAL LEARNING	104
COMPONENT SELECTION	105
HEART RATE	107
<i>What Does All of This Mean?</i>	110
<i>The Development of Selective Attention</i>	111
OVEREXCLUSIVE ATTENTION	112

OVERINCLUSIVE ATTENTION	113
SELECTIVE ATTENTION	114
A DEVELOPMENTAL MODEL	115
<i>Implications for Working with the Learning-disabled Child</i>	117
INCREASED DISTINCTIVENESS OF STIMULI	118
REWARDS FOR SELECTIVELY ATTENDING	120
TEACHING RESPONSE STRATEGIES	121
TARGETING TRAINING PROCEDURES	121
Chapter 7. WHAT CAN BE DONE FOR THE LEARNING-DISABLED CHILD?	124
Two Approaches	126
<i>Focus Determines Action</i>	127
Cognitive Methods of Intervention	128
<i>Stop, Look, Listen, and Think!</i>	128
<i>"Here's How"</i>	131
<i>What Is Impulsiveness?</i>	132
Behavioral Methods of Intervention	133
<i>Behavior Is a Function of Its Consequences</i>	133
<i>"Put Not Your Trust in Vinegar—"</i>	134
<i>"—Molasses Catches Flies!"</i>	134
<i>Raymond</i>	135
<i>Behavior Abhors a Vacuum</i>	136
How the Parent Can Help	137
<i>Tokens and Prizes</i>	139
<i>"But Isn't That a Bribe?"</i>	142
<i>"Why Reward Doing One's Duty?"</i>	143
<i>"How Long Will This Go On?"</i>	144
<i>"And What about Her Brother?"</i>	144
Chapter 8. WHAT ABOUT THE CHILD WHO REFUSES TO GO TO SCHOOL?	145
School Refusal	145
<i>Truancy</i>	145

OVERINCLUSIVE ATTENTION	113
SELECTIVE ATTENTION	114
A DEVELOPMENTAL MODEL	115
<i>Implications for Working with the Learning-disabled Child</i>	117
INCREASED DISTINCTIVENESS OF STIMULI	118
REWARDS FOR SELECTIVELY ATTENDING	120
TEACHING RESPONSE STRATEGIES	121
TARGETING TRAINING PROCEDURES	121
Chapter 7. WHAT CAN BE DONE FOR THE LEARNING-DISABLED CHILD?	124
Two Approaches	126
<i>Focus Determines Action</i>	127
Cognitive Methods of Intervention	128
<i>Stop, Look, Listen, and Think!</i>	128
<i>"Here's How"</i>	131
<i>What Is Impulsiveness?</i>	132
Behavioral Methods of Intervention	133
<i>Behavior Is a Function of Its Consequences</i>	133
<i>"Put Not Your Trust in Vinegar—"</i>	134
<i>"—Molasses Catches Flies!"</i>	134
<i>Raymond</i>	135
<i>Behavior Abhors a Vacuum</i>	136
How the Parent Can Help	137
<i>Tokens and Prizes</i>	139
<i>"But Isn't That a Bribe?"</i>	142
<i>"Why Reward Doing One's Duty?"</i>	143
<i>"How Long Will This Go On?"</i>	144
<i>"And What about Her Brother?"</i>	144
Chapter 8. WHAT ABOUT THE CHILD WHO REFUSES TO GO TO SCHOOL?	145
School Refusal	145
<i>Truancy</i>	145

<i>School Phobia</i>	147
HOW DOES SCHOOL PHOBIA START?	147
AN OUNCE OF PREVENTION	148
WHAT TO DO?	150
A PARADOX	151
EARLY INTERVENTION	155
OTHER FORMS OF MANAGING SCHOOL PHOBIAS	157
<i>Separation Anxiety</i>	158
Lesson Refusal	159
<i>Rewards</i>	160
<i>Punishment</i>	161
<i>Chapter 9. THE CHILD WHOSE BEHAVIOR IS A SOURCE OF TROUBLE</i>	163
The Aggressive Child	163
<i>What Is Aggression?</i>	164
<i>Aggression Is a Response</i>	165
<i>Anger and Aggression</i>	168
<i>Aggression Can Be Learned</i>	169
<i>Aggression and Punishment</i>	170
<i>"Get It Out of Your System"</i>	171
<i>Can One Raise a Nonaggressive Child?</i>	172
The Management of Classroom Problems	173
<i>What One Can Learn in School</i>	175
<i>Who Are These Children?</i>	176
<i>What Teachers Notice</i>	177
<i>If You Must Scold, At Least Don't Shout!</i>	181
SUMMING UP	186
Labels Can Be Deceptive	186
Tests Don't Always Tell	187
Hyperactivity and Learning Disability Are Not Synonymous	188
Attention Has Many Facets	188
Learning-disabled Children Can Learn	189

<i>School Phobia</i>	147
HOW DOES SCHOOL PHOBIA START?	147
AN OUNCE OF PREVENTION	148
WHAT TO DO?	150
A PARADOX	151
EARLY INTERVENTION	155
OTHER FORMS OF MANAGING SCHOOL PHOBIAS	157
<i>Separation Anxiety</i>	158
Lesson Refusal	159
<i>Rewards</i>	160
<i>Punishment</i>	161
<i>Chapter 9. THE CHILD WHOSE BEHAVIOR IS A SOURCE OF TROUBLE</i>	163
The Aggressive Child	163
<i>What Is Aggression?</i>	164
<i>Aggression Is a Response</i>	165
<i>Anger and Aggression</i>	168
<i>Aggression Can Be Learned</i>	169
<i>Aggression and Punishment</i>	170
<i>"Get It Out of Your System"</i>	171
<i>Can One Raise a Nonaggressive Child?</i>	172
The Management of Classroom Problems	173
<i>What One Can Learn in School</i>	175
<i>Who Are These Children?</i>	176
<i>What Teachers Notice</i>	177
<i>If You Must Scold, At Least Don't Shout!</i>	181
SUMMING UP	186
Labels Can Be Deceptive	186
Tests Don't Always Tell	187
Hyperactivity and Learning Disability Are Not Synonymous	188
Attention Has Many Facets	188
Learning-disabled Children' Can Learn	189

xii Contents

Strategies for Teaching Strategies of Learning	189
Learning Not to Go to School	190
Fighting Aggression	190
 <i>ANNOTATED REFERENCES</i>	 192
 <i>INDEX</i>	 199