6. REFERENCES

Adams, M. (1990) *Beginning to Read - Thinking and Learning About Print*
Boston: MIT Press

Adelman, H. & Taylor, S. (1986) "Moving the LD Field Ahead: New Paths,
New Paradigms" *Journal of Learning Disabilities* 19 10 602-608

Adelman, H. (1987) "LD: The Next 25 Years" *Journal of Learning Disabilities* 25 1 17-22

Ainscow, M. (1988a) "Beyond the Eyes of the Monster: an analysis of recent trends in
assessment and recording" *Support for Learning* 3 3 149-153

Ainscow, M. (1990) "Responding to Individual Needs" *British Journal of
Special Education* 37 2 74-77

Ainscow, M. (1995) *Education for All: Making It Happen* Keynote address
Presented at the International Special Education Congress, Birmingham, April, 1995

Ainscow, M. (1996a) *The Development of inclusive Practices in an English
Primary School: Constraints and Influences* Paper presented at the Symposium 'From Disabling
to Enabling Schools: An International Perspective' American Educational Research Association
Annual Meeting, New York, April

Ainscow, M. (1996b) *Inclusive Schools* Keynote Address, Australian Association of
Special Education Conference, Hobart

Ainscow, M. (1997) "Towards inclusive schooling" *British Journal of Special Education*
24 1 3-6

Ainscow, M., Booth, T. & Dyson, A. (1998) "Inclusion and Exclusion in Schools: Listening
to Some Hidden Voices" in Ballard, K. & MacDonald, T (eds) (in press)

Ainscow, M. (1998b) *Reaching Out To All Learners: Some Lessons From
Experience* Keynote address at the International Conference on School Effectivenessand
Improvement, Manchester, January, 1998

Algozzine, B. & Ysseldyke, J. (1981) "Special Education Services for Normal Children:
Better Safe Than Sorry?" *Exceptional Children* 48 3 263-243

Algozzine, Christenson, S., & Ysseldyke, J (1982) "Probabilities Associated With The
Referral to Placement Process" *Teacher Education and Special Education* 5 3 19-23

Algozzine, B., Ysseldyke, J. Christensen, L. & Thurlow (1983) "A Factor Analysis of
Teachers' Intervention choices for Dealing With Students Behaviour and Learning Problems" *The
Elementary School Journal* 84 2 190-197

Algozzine, B. & Maheady, L. (1986) "When All Else Fails, Teach!" *Exceptional Children*
52 6 487-489

Algozzine, B. (1991) "Decision Making and Curriculum-Based Assessment" Ch.2 in
Wong, B. (ed) *Learning About Learning Disabilities* New York: Academic Press, Inc.

Anderson, G. & Walberg, H. (1968) "Classroom Climate and Group Learning *International Journal of Educational Services* 2 175-180

Andren, G (1981) "Reliability and Content Analysis" in Rosengren, K. *Advances In Content Analysis* London: Sage Publications

Arter, J. & Jenkins, J. (1979) "Differential Diagnosis-Prescriptive Teaching: a Critical Appraisal" *Review of Educational Research* 49 4 517-555

Ashman, A. & Elkins, J. (1990) *Educating Children With Special Needs* 2nd ed. Sydney: Prentice Hall

Ashman, A. & Elkins, J. (1998) *Educating Children With Special Needs* 3rd ed. Sydney: Prentice Hall

Baker, J.M. & Zigmond, N. (1990) "Are Regular Education Classes Equipped To Accommodate Children with Learning Disabilities?" *Exceptional Children* 56 515-526

Bateman, B. (1992) "Learning Disabilities: The Changing Landscape" *Journal Of Learning Disabilities* 25 1 29-36

Beckers, G. & Carnes, J. (1995) "Proof Positive.....Inclusion Works" *CEC Annual Convention,* Indianapolis, IN, April 5-9

Beery, K. (1989) *The Developmental Test of Visual-Motor Integration* Cleveland: Modern Curriculum Press

Bender, W. (1986) "Effective Educational Practices in the Mainstream Setting: Recommended Model for Evaluation of Mainstream Teacher Classes *The Journal of Special Education* 20 4 475-487

Blachman, B. (1988) "The Futile Search for a Theory of Learning Disabilities" *Journal of Learning Disabilities* 5 286-288Bloom, L. & Lahey M. (1978) *Language Development and Language Disorders* New York: Wiley

Bloom, L. & Lahey, M. (1978) *Language Development and Language Disorders* New York: Wiley Ashman, A. & Elkins, J. (1990) *Educating Children With Special Needs* 2nd ed. Sydney: Prentice Hall

Board of Studies (1997) *NSW English Curriculum* Sydney: Board of Studies, Norht Sydney

Borkowski J. (1992) "Metacognitive Theory: A Framework For Teaching Literacy, Writing and Math Skills" *Journal of Learning Disabilities* 25 4 253-257

Brophy, J. & Good, T. (1986) "Teacher Behaviour and Student Achievement" In Wittrock, M. (ed.) *Handbook of Research on Teaching* New York: Macmillan

Burns, R. (1995) *Introduction to Research Methods* Melbourne: Longman

Cheney, C. & Demchak, M. (1996) "Provicing Appropriate Education In Inclusive Settings: A rural study" *Rural Goals 2000: Building Programs That Work* Nevada, USA ERIC database 394761

Chiodo, C. (1993) *Increasing Academic Achievement of Second Grade Learning Disabled Students Through Implementation of a Resource/Consultative Service Delivery Model* Practicum Report, Nova University

Christenson, L., Ysseldyke, J. & Algozzine, B. (1982a) *Standards for Educational and Psychological Tests* Washington DC: American Psychological Association

Christenson, L., Ysseldyke, J. & Algozzine, R. (1982b) "Institutional Constraints External Pressures Influencing Referral Decisions" *Psychology In the Schools* 19 341-345

Clark, C. (1996) "Keys to Successful Cognitive and Affective Intervention with Challenging Students" *Reading & Writing Quarterly: Overcoming Learning Difficulties* 12 265-290

Clay, M. (1987a) "Learning to be Learning Disabled" *Educational Studies* 22 2 155-173

Clay, M. (1987b) *The Early Detection of Reading Difficulties* Auckland: Heinemann

Clay, M. (1996) *The Observation Survey* Auckland: Heinemann

Colarusso, R. (1987) "Diagnostic-Prescriptive Teaching" In Wang, M.C., Reynolds, M.C. & Walberg, H. A. (eds.) *Handbook of Special Education:Research and Practice* Volume 1   Oxford: Pergamon Press

Cohen, L. & Manion, L. (1994) *Research Methods in Education* 4th Edition London: Routledge

Cohen, S. (1990) "A Modification Perspective of Special Education Curriculum" *Academic Therapy* 25 3 391-394

Cohen, S. & Lynch, D. (1991) "An Instructional Modification Process" *Teaching Exceptional Children* Summer 12-18

Cohen, S. & Lynch, D. (1996) "Individualising Instruction" *Reading & Writing Quarterly: Overcoming Learning Difficulties*   12 5-21

Connelly, A. (1988) *Keymath-Revised: a diagnostic inventory of essential mathematics* Circle Pines: American Guidance Association

Conoley, J. & Conoley, C. (1989) *School Consultation: A Guide To Practice and Training* Oxford: Pergamon Press

Conte, R. (1991) "Attention Disorders" Ch.3 in Wong, B. (ed.) *Learning About Learning Disabilities* New York: Academic Press, Inc.

Cooper, P. (1996) "Are Individual Education Plans a Waste of Paper?" *British Journal of Special Education* 23 3 115-119

Davidow, J. (1994) "The Aims of Intervention" *Psychology in the Schools* 13 305-308

Department for Education and Training (UK) (1997) *The SENCO Guide* London; HMSO

D.E.E.T. (1992) *Effective Teaching: teaching techniques for students with special needs in the regular classroom* A Project of the Association of Independent Schools of NSW Ltd.

DES (1978) *Special Educational Needs: Report of the Committee of enquiry into the Education of Handicapped Children and Young People (The Warnock Report)* London: HMSO

Dewey, J. (1968) *The Child and the Curriculum and the School and the Community* Chicago: University of Chicago

Deno, E. (1970) "Special Education as Developmental Capital" *Exceptional Children* 37 229-337

Deschler, D & Schumaker, J. (1993) "Strategy Mastery by Students at Risk: Not a Simple Matter" *The Elementary School Journal* 94 2 153-167

Dumas, W. (1983) "Mainstreaming and Four Red Herrings" *The DirectiveTeacher* 28-29

Dunn, L. (1968) "Special Education for the Mildly Retarded - Is Much of It Justifiable?" *Exceptional Children* Sept. 5-22

Dyson, A. (1990) "Effective learning consultancy: a future role for special needs co-ordinators?" *Support for Learning* 5 3 116-127

Eaves, R. & McLaughlin, P. (1977) "A Systems Approach for the Assessment Of the Child and His Environment" *The Journal of Special Education* 11 99-110

Edelen-Smith (1995) "Eight Elements to Guide Goal Determination for IEPs" *Intervention in School and Clinic* 30 5 297-301

Englert, C. (1984) "Effective Direct Instruction Practices in Special Education Settings" *Remedial and Special Education* 8 6-20

Epps, S., Ysseldyke, J. & McGue, M. (1984)" "I Know One When I See One-Differentiating LD and Non-LD Students" *Learning Disability Quarterly* 7 89-101

Finch, M. & Rasch, K. (1992) "Preparing Pre-Service Teachers for Diverse Populations" *Annual Conference of the American Association of Colleges For Teacher,* Louisville, Kentucky

Flavell, J. (1976) "Metacognitive Aspects of Problem Solving" In Kluwe, R. & Weinart, F. *Metacognition, Motivation and Learning* New Jersey: Lawrence Erlbaum

Foreman, P. (1996) *Integration and Inclusion in Action* Sydney: Harcourt Brace

Forness, S. (1988) "The Future of Learning Disabilities" in Kavale, K. (ed.) *Learning Disabilities: State of the Art and Practice* Boston: Little,Brown

Frostig,M., Lefever, W., & Whittlesey, J. (1964) *Administration and Scoring Manual: Marianne Frostig Developmental Test of Visual Perception* Paolo Alto: Consulting Psychologists Press

Friend, M. & Bauwens, J. (1988) "Managing Resistance: An Essential Consulting Skill for Learning Disabilities Teachers" *Journal of Learning Disabilities* 21 9 556-561

Frostig, M. Lefever, W. & Whittlesey, J. (1966) *Administration and Scoring Manual: Marianne Frostig Developmental Test of Visual Perception* Palo Alto: Consulting Psychologists

Gajira, M. & Salend, S. (1996) "Treament Acceptability: Dimension for Overcoming Teacher Resistance to Implementing Adaptations for Mainstreamed Students" *Reading & Writing Quarterly: Overcoming Learning Difficulties* 12 91-108

Gartner, A & Lipsky, D. (1987) "Beyond Special Education: Toward a Quality System for all Students" *Harvard Educational Review* 57 367-395

Giangreco, M., Dennis, R., Cloninger, C., Edelman, S., & Shatmann, R. (1993) "I've Counted Jon: Transformational Experiences of Teachers Educating Students with Disabilities" *Exceptional Children* 59 4 359-372

Golby, M. & Gulliver, J. (1985) "Whose Remedies, Whose Ills? - a critical review of remedial education" In Smith, C.J. (ed.) *New Directions in Remedial Education* National Association for Remedial Education London: Falmer Press

Goddard, A. (1997) "The Role of Individual Education Plans/Programmes in Special Education: A Criticque" *Support for Learning* 12 4 170-174

Goldman, R. & Fristoe, M. (1986) *Goldman-Fristoe Test of Articulation* Circle Pines: american Guidance Association

Good, T. & Brophy, J. (1990) *Educational Psychology: A Realistic Approach* (4th ed.) New York: Longman

Good, T. & Brophy, J. (1994) *Looking in Classrooms* 6th Ed. New York: Harper Collins

Goodman, J. (1993) "The Individualized Education Program: A Retrospective Critique" *Support for Learning* 12 4 170-174

Graden, J., Casey, A. & Christenson, S. (1985) "Implementing a Prereferral Intervention System: Part 1. The Model" *Exceptional Children* 51 377-384

Graden, J., Casey, A. & Bonstrom, O. (1985) "Implementing a Prereferral System: Part II. The Data" *Exceptional Children* 51 6 487-496

Graham, S., Harris, K. & Reid, R. "Developing Self-Regulated Learners" *Focus On Exceptional Children* 24 6 1-16

Hald, A. (1952) *Statistical Tables and Formulas* John Wiley and Sons, Inc.

Hallahan, D. (1987) "Commentary on Palincsar and Brown's 'Enhancing Instructional Time Through Attention to Metacognition'" *Journal of Learning Disabilities* 20 3 169-170

Hallahan, D. & Kauffman, J. (1994) *Exceptional Children* 6th ed. Boston: Allyn & Bacon

Hammill, D. (1990) "On Defining Learning Disabilities: an emerging consensus" *Journal of Learning Disabilities* 23 74-84

Hammill, D & Larsen, S. (1983, 1988) *Test of Written Language* (Versions 1 And 2 Austin, Texas: Pro-Ed

Hammill, D. & Newcomer, P. (1982) *Test of Language Development, Primary* Austin, Texas: Pro-Ed.

Hargreaves, A. (1994) *Changing Teachers, Changing Times* London: Cassell

Harris, K. & Pressley, M. (1991) "The Nature of Cognitive Strategy Instruction: Interactive Strategy Instruction" *Exceptional Children* 57 5 392-404

Her Majesty's Inspectorate, (1990) "Provision for Primary Aged Pupils with Statements of Special Educational Needs in Mainstream Schools" in *British Journal of Special Education* 17 2 77

Heshusius, L. (1989) "The Newtoniam Mechanistic Paradigm, Special Education, and Contours of Alternatives: an overview" *Journal of Learning Disabilities* 22 403-415

Holsti, O. (1968) "Content Analysis" in Gardner, Lindzwey & Aronson (eds.) *The Handbook of Social Psychology* Reading, Mass: Addison-Wesley

Hoover, J. (1990) "Curriculum Adaptation: A Five - Step Process for Classroom Implementation" *Academic Therapy* 25 4 407-415

Hornby, G. (1995) "The Code of Practice: boon or burden?" *British Journal of Special Education* 22 3 116-119

Houck, C. & Rogers, C. (1994) "The Special Education/General Education Integration Initiative for Students with Specific Learning Disabilities: a "snapshot" of program change" *Journal of Learning Disabilities* 27 7 435-453

Idol, L. (1988) "A Rrationale and Guidelines for Establishing Special Education Consultation Programs" *Remedial and Special Education* 9 6 48-57

Idol, L. & West, F. (1987) "Consultation In Special Education Part 11: Training And Practice" *Journal of Learning Disabilities* 20 8 474-493

Idol, L. & West, J. (1991) "Educational Collaboration: A Catalyst For Effective Schooling" *Intervention in School and Clinic* 27 2 70-78. 125

Interview Feature (1993) "It's the Instruction that Counts, Not the Diagnosis: A Conversation with Dr. Charles Perfetti" *Special Education Perspectives* 2 1

Jenkins, J., Jewell, M., Leicester, N., Jenkins, L., & Troutner, N. (1991) "Development of A School Building Model for Educating Students with Handicaps and At-Risk Students in General Education Classrooms"*Journal of Learning Difficulties* 24 5 311-320

Johnson, L. & Pugach, M. (1990) "Classroom Teachers Views of Intervention Strategies for Learning and Behaviour Problems: which are Reasonable and how frequently are they used?" *Journal of Special Education* 24 1 69-84

Johnston, W. (1994) "How to Educate All Students....Together" *Schools in the Middle* May 9-14

Kameenui, E (1993) "Diverse Learners and the Tyranny of Time: don't fix blame, Fix the leaky roof" *The Reading Teacher* 46 5 376-383

Kauffman, J. Gerber, M. & Semmel, M. (1988) "Arguable Assumptions Underlying The Regular Education Initiative" *Journal of Learning Disabilities* 21 6-11

Kauffman, J. & Hallahan, D. (1995) eds. *The Illusion of Full Inclusion: A*

Comprehensive Critque of a Current Special Education Bandwagon Austin: Pro Ed

Kavale, K. & Forness, S. (1985) *"The Science of Learning Disabilities*
San Diego: College Hill Press

Kavale, K. & Forness, S. (1995) *The Nature of Learning Disabilities: critical elements of diagnosis and classification* Mahwah, NJ: Lawrence Erlbaum

Kavale, K. (1988a) "Status of the Field: Trends and Issues in Learning Disabilities" Ch.1 in Kavale K. (ed) *Learning Disabilities: State of the Art and Practice* Little Brown

Kavale, K. (1988b) *Learning Disabilities: State of the Art and Practice* Boston: Little Brown

Kavale, K. (1990) "Effectiveness of Differential Programming in Learning Handicapped Students" In Wang, M. Reynolds, M. & Walberg, H. (eds.) *Special Education Research and Practice - a synthesis of findings*Oxford: Pergamon Press

Kennedy, M. (1991) "Policy Issues in Teacher Education" *Phi Delta Kappan* 656-665

Keogh, B. (1986) "Future of the LD Field: Research and Practice" *JournalOf Learning Disabilities* 19 8 455-460

Keogh, B. (1990) "Learning Disability" In Wang, M., Reynolds, M. & Walberg, H. (eds.) *Special Education: Research and Practice - a synthesis of Findings* Oxford: Pergamon Press

Keogh, B. (1990) "Narrowing the Gap Between Policy and Practice"
Exceptional Children 57 2 186-190

Kessissoglou, S. & Farrell, P. (1995) "Whatever Happened to Precision Teaching?" *British Journal of Special Education* 22 2 60-63

Kimball, W. & Heron, T. (1988) "A Behavioral Commentary on Poplin's Discussion of Reductionist Fallacy and Holistic/Constructivist Principles" *Journal of Learning Disabilities* 21 7 425-429

Koppitz, E. (1975) *The Bender Visual Motor Gestalt Test for Young Children: Volume II: Research and Application, 1963-73* New York: Grune & Stratton

Lankshear, C. (1998) *Issues and Dilemmas in Qualitative Research* Seminar presented to the Faculty of Education, Health and Professional Studies, University of New England, Armidale, NSW July, 1998

LeCompte, M. & Goetz, J. (1982) "Problems of Reliability and Validity in Ethnographic Research" *Review of Educational Research* 52 31-60

Lerner, J. (1987) "The Regular Education Initiative: some unanswered Questions" *Learning Disabilities Focus* 3 3-7

Lerner, J. (1993) *Learning Disabilities: Theories, Diagnosis and Teaching Strategies* 6th ed. Boston: Houghton Mifflin

Leinhart, G. & Pallay, A. (1982) "The Social Realities of Teaching" In Lieberman, A., (ed) *Schools as Collaborative Cultures: creating the future now* New York: The Falmer Press

Lewis, R. & Doorlag, D. (1987) *Teaching Special Students in the Mainstream* Second edition Columbus: Merrill

Lewis, A. (1992) "From Planning to Practice" *British Journal of Special Education* 19 1 24-27

Literacy Strategy Support Documents (1998) NSW Department of Education and Training, Sydney

Lloyd, J., Crowley, E., Kohler, F. & Strain, P. (1988) "Redefining the Applied Research Agenda: Co-operative Learning, Pre-referral, Teacher Consultation and Peer Mediated Interventions" *Journal of Learning Disabilities* 21 1 43-52

Lovitt, G. (1975) "Applied Behaviour Analysis, Part 1." *Journal of Learning Disabilities* 8 504-517

Lynch, E, & Beare, P. (1990) "The Quality of IEP objectives and Their Relevance To Instruction for Students with Mental Retardation and Behavioural Disorders" *Journal of Remedial and Special Education* 11 2 48-55

Maccow, G. (1991) "Using Assessment Data to Plan Individual Programs for Students with Learning Difficulties" *Contemporary Education* 62 4 255-258

Macquarie University Special Education Centre *Graded Mathematics Tests* Sydney: Macquarie University

Mann, V. (1991) "Language Problems: a key to early reading problems" Ch.5 in Wong, B. (ed.) *Learning About Learning Difficulties* San Diego: Academic Press

Margolis, H. & McGettigan, J. (1988) "Managing Resistance to Instructional Modifications in Mainstreamed Environments" *Remedial and Special Education* 9 4 15-21

Martens, B., Peterson, R., Witt, J. & Cirone, S. (1986) "Teacher Perceptions of School-based Interventions" *Exceptional Children* 53 213-223

Mastropieri, M. & Scruggs, T. (1987) *Effective Instruction for Special Education* Austin: Pro-Ed.

Mastropieri, M. & Scruggs, T. (1994) *Effective Instruction for Special Education* 2nd Edition Austin: Pro-Ed

Meichenbaum, D. (1977) *Cognitive-behaviour modification - An integrative Approach* New York: Plenum Press

Meichenbaum, D. (1980) "Cognitive-Behaviour Modification with Exceptional Children: A Promise Yet Unfulfilled" *Exceptional Education Quarterly* 1 83-88

Mercer, C. & Mercer, A. (1989) *Teaching Students with Learning Problems* Columbus Ohio: Merrill

Mercer, C. (1991) *Students With Learning Disabilities* (4th ed.) Columbus, OH:Merrill

Mercer, C. & Corbett, N. (1991) "Enhancing Assessment for Students At Risk For School Failure" *Contemporary Education* 64 2 259-265

Meier, D. (1991) "Consultation as a Strategy for Prevention Behaviour Problems In the Classroom" *Contemporary Education* 62 3 185-187

Morrison, J. (1991) *Training for Performance: principles of applied human Training* New York: John Wiley

Morsink, C., Soar, R., Soar, R., & Thomas, R. (1986) "Research on Teaching: Opening the Door to Special Education Classrooms" *Exceptional Children* 53 1 32-40

Munson, S. (1987) "Regular Education Teacher Modifications for Mainstreamed Mildly Handicapped Students" *Journal of Special Education* 20 4 489-502

Neeper, R., Lahey, B., & Frick, P (1990) *Comprehensive Behaviour Rating Scale for Children* San Antonio, Texas: The Psychological Corporation

Nevin, A. & Thousand, J. (1987) "Avoiding or Making Special Education Special Education Referrals: Changes and Challenges" In Wang, M.,Reynolds, M. & Walberg, H. (eds) *Handbook of Learning Disabilities Vol.1 Dimensions and Diagnosis* Boston: Little, Brown & Co.

NSW Department of Education and Training (1987) *Learning Difficulties Policy* , Sydney: NSW Department of Education and Training

NSW Department of Education and Training (1997a) *Early Learning Program Module "Programming"* Sydney: NSW Department of Education and Training

NSW Department of Education and Training (1997b) *Support documents for the State Literacy Strategy* NSW Dept. of Education and Training: Sydney

NSW Department of Education and Training (1997c) *Follow-up to ELLA* NSW Dept. of Education and Training: Sydney

NSW Department of Education and Training (1998a) *Special Education Handbook* Sydney: NSW Department of Education and Training: Sydney

NSW Department of Education and Training (1998b) *Follow Up to ELLA* Sydney: NSW Department of Education and Training: Sydney

Newell, A. (1980) "Reasoning, Problem Solving and Decision Processes: the problem space as a fundamental category" In *Attention and Performance VIII* R. Nickerson (ed) Lawrence Erlbaum, New Jersey

Nickles, J. Cronis, T., Justin, J. & Smith, G. (1992) "Individualised Edcuation Programs: a comparison of Students with BD, LD, and MMR" *Intervention in School and Clinic* 28 1 41-46

NUD.IST (1997) *Non Numerical Data. Information Synthesising and Theorising* (Software for Qualitative Data Analysis) Qualitative Systems Research Pty Ltd.

O'Loughlin, M (1992) "Engaging Teachers in Emancipatory Knowledge Construction" *Journal of Teacher Education* 43 336-347

O'Shea, F. O'Shea, S. & Algozzine, B (1989) "The Regular Education Initiative in the US: What is its Relevance to the Integration Movement in Australia? *International Journal of Disability Development and Education* 36 15-14

Otto, R. (1989) "Teacher Stress" In Langford, P. (ed) *Educational Psychology: An Australian Perspective* pp.343-62 Melbourne: Longman Cheshire

Patching, B., Stafford, K. & Boyle, P. (1991) "Teaching in Integrated Settings: A Focus on Professional Development" in Ashman, A. & Elkins, J. (eds.)*Current Themes in Integration* Fred and Eleanor Schonell Special Education Research Centre

Phillips, N., Fuchs, L. & Fuchs, D. (1994) "Effects of Classwide Curriculum-Based Measurement and Peer Tutoring: A Collaborative Researcher-Practitioner Interview Study" *Journal of Learning Disabilities* 27 7
420-434

Pianta, R. (1990) "Widening the Debate on Reducational Reform: Prevention As a Viable Alternative" *Exceptional Children* 56 4 306-313

Pierce, M. (1994) "Importance of Classroom Climate for At-Risk Learners" *Journal of Educational Research* 88 1 37-42

Piersel, W. & Gutkin, T. (1983) "Resistance to School-Based Consultation: A Behavioural Analysis of the Problem" *Psychology in the Schools* 20 311-319

Podell, S. & Soodak(1993) "Teacher Efficiency and Bias in Special Education Referrals" *Journal of Educational Research* 86 4 247-253

Polloway, E., Bursuck, W., Jayanthi, M., Epstein, M. & Nelson, J. (1996) "Treatment Acceptability: Determining Appropriate Interventions within Inclusive Classrooms" *Intervention In School and Clinic* 31 3 133-144

Poplin, M. (1988a) "Holistic/Constructivist Principles of the Teaching/Learning Process: Implications for the Field of Learning Disabilities" *Journal of Learning Disabilities* 21 7 401-416

Poplin, M. (1988b) "The Reductionist Fallacy: Replicating the Past by Reducing The Present" *Journal of Learning Disabilities* 21 289-400

Poplin, M (1995) "Looking Through Other Lenses and Listening to Other Voices: Stretching the Boundaries of Learning Disabilities" *Journal of Learning Disabilities* 28 7 392-398

Prawatt, R. (1989) "Promoting Access to Knowledgge, Strategy and Disposition in Students: a research synthesis" *Review of Educational Research* 59 1 1-41

Pressley, M., Goodchhild, F., Fleet, J. & Zajchowski, R. (1989) "The Challenges Of Classroom Strategy Instruction" *The Elementary School Journal* 89 3 301-342

Pugach, M. & Johnson, L. (1989) "Prereferral Interventions: Progress, Problems and Challenges" *Exceptional Children* 56 3 217-226

Reschly, D. (1987) "Learning Characteristics of Mildly Handicapped Students: Implications for Classification, Placement and Programming" In Wang, M.Reynolds, W and Walberg, H. (eds) *Handbook of Special Education: research and practice Vol 1* Oxford: Pergamon Press

Rettinger, V. Waters, W & Poplin, M. (1989) "Constructing a Response to Responses" *Journal of Learning Disabilities* 22 5 309-313

Reynolds, M., Wang, M. & Walberg, H. (1987) "The Necessary Restructuring of Special and Regular Education" *Exceptional Children* 53 5 392-398

Rosenshine, B. (1986) "Synthesis of Research on Explicit Teaching" *Educational Leadership* 43 7 60-78

Ruiz, N., Rueda, R., Figueroa, R. & Boothroyd, M. (1995) "Bilingual Special Education Teachers' Shifting Paradigms: Complex Responses to Educational Reform" Ch.23 in Poplin, M. & Cousin, P. *Alternative Views Of Learning Disabilities - issues for the 21st century* Austin: Pro-Ed

Salvia, J. & Ysseldyke, J. (1991) *Assessment* 5th edition Boston: Houghton Mifflin Co.

Sawatzki, M. & Walsh, R. (1990) "Resourc ng Special Education In Times Of Economical Restraint" *Australian Association of Special Education National Conference, Canberra*

Schon, D.A. (1987) *Educating the Reflective Practitioner* San Francisco: Jossey-Bass

Sepstrup, P. (1981) "Methodological Developments in Content Analysis" Chapter 6 in Rosengren, K. *Advances in Content Analysis* London Sage Publications

Sigafoos, J., Elkins, J., Couzens, D., Gunn, S., Robverts, D. & Kerr, M. (1993) "Analysis of IEP goals and Classroom Activities for Children with Multiple Disabilities" *Eurpoean Journal of Special Needs Education* 8 2 99-105

Simmons, D., Fuchs, D. & Fuchs, L. (1991) "Instructional and Curricular Requisites of Mainstreamed Students with Learning Disabilities" *Journal of Learning Disabilities* 24 6 354-359

Sindelar, P. Smtih, M., Harriman, N., Hale, R. & Wilson, R. (1986) "Teacher Effectiveness in Special Education Programs" *The Journal of Special Education* 20 2 195-207

Slee, R. (1998) "Supporting an International Interdisciplinary Research Conversation" *International Journal of Inclusive Education* Editorial

Smith, (1990) "Individualised Education Programs (IEPs) in Special Education: from intent to acquiescence" *Exceptional Children* September, 6-13

Soodak, L. & Podell, D. (1994) "Teachers'Thinking About Difficult-to Teach Students" *Journal of Educational Research* 88 1 44-51

Special Education Project Team (1991) "Response to Peter Westwood's "Paper Tiger" " *Australian Association of Special Education South Australian Chapter Newsletter,* November

Stainback & Stainback (1992) *Curriculum considerations in Inclusive Schools Facilitating Learning for all Students* Baltimore: Paul H. Brooxes

Stanovich, K. (1994) "Constructivism in Reading" *The Journal of Special Education* 28 3 259-274

Stanovich, K. (1986) "Cognitive Processes and the Reading Problems of Learning-disabled children: Evaluating the Assumption of Specificity" Chapter 4 in Torgesen, J. & Wong, B. *Psychological and Educational Perspectives on Learning Disabilities* London: Academic Press

Stanovich, K. (1988) "Explaining the Differences Between the Dyslexic and the Garden-Variety Poor Reader: The phonological-core variable difference model" *Journal of Learning Disabilities* 21 590-604

Swanson, H. (1988a) "Assessment Practices in Learning Disabilities" In Kavale,K. *Learning Disabilities: state of the art and practice* Boston: Little Brown

Swanson, H. (1988b) "Toward a Metatheory of Learning Disabilities" *Journal of Learning Disabilities* 21 4 196-209

Swanson, H. & Cooney, J. (1991) "Learning Disabilities and Memory Ch.4 In Wong, B. (ed.) *Learning About Learning Disabilities* New York: Academic Press, Inc.

Swanson, J. (1994) "Developing a Comprehensive Model for the Inclusion and Support of the Academically Delayed and Behaviourally Disordered Elementary School Child in the Mainstream Classroom" Practicum Report, Nova University

Symons, S., Snyder, B., Cariglia-Bull, T. & Pressley, M. (1989) "Why Be Optimistic About cognitive Strategy Instruction? " In McCormick, C., Miller, G. and Pressley, M. (eds.) *Cognitive Strategy Research: from basic research to educational applications* New York: Springer Verlag

Talay-Ongan, A. (1994) "Preventative Intervention: Preschoolers At-risk for Learning Difficulties" *Australasian Journal of Special Education* 18 2 11-20

Taylor, A, Meyer, A., Rosegrant, T. & Samples, T. (1989) *Communicating* 5th Edition New Jersey: Prentice Hall

The Macquarie Dictionary 2nd revision (1987) Macquarie University, Sydney

Thorley, B., Hotchkiss, G. & Martin, M. (1995) "Clearing the Way for Inclusion" *Special Education Perspectives* 4 2 71-80

Thorley, B. (1994) "IQ Myths: Still Dangerously Intact?" *Special Education Perspectives* 3 2 71-79

Tindal, G., Shinn, M. & Rodden-Nord, K. (1990) "Contextually Based School Consultation; Influential Variables" *Exceptional Children* 56 4 324-336

Tindal, G. & Nolet, V. (1996) "Serving Students in Middle School Content Classes: A Heuristic Study of Critical Variables Linking Instruction and Content" *The Journal of Special Education* 29 4 414-432

Torgesen, J. (1986) "Learning Disabilities Theory: Its Current State and Future Prospects" *Journal of Learning Disabilities* 19 7 399-407

Torgesen, J. (1991) "Learning Disabilities: Historical and Conceptual Issues" In Wong, B. *Learning About Learning Disabilities* San Diego: Academic Press, Inc.

Trent, S., Artiles, A. & Englert, C. (1998) "From Deficit Thinking to Social Constructivism: A Review of Theory, Research, and Practice in Special Education" *Review of Research in Education* 23 277-307

Van Kraayenoord, C. & Elkins, J. (1990) "Learning Difficulties" Ch.4 in Ashman, A. & Elkins, J. (eds.) *Educating Children with Special Needs* Sydney: Prentice Hall

Vaughn, S., Schumm, S., Jallad, B., Shisher, J. & Sammell, L. (1996) "Teachers' Views of Inclusion" *Learning Disabilities Practice* 11 2 96-106

Villa, R. & Thousand, J. (1990) "Administrative Supports to Promote Inclusive Schooling" In Stainback, W., and Stainback, S., (eds.) *Support Networks For Inclusive Schooling; interdependent integrated education* Baltimore: Paul H. Brookes

Wang, M.C. (1992) "Adaptive Instruction: Building on Diversity" *Theory into Practice"* 14 2 122-127

Warner, M. (1993) "Objectivity and Emancipation in Learning Disabilities: Holism From the Perspective of Critical Realism" *Journal of Learning Disabilities* 26 6 311-325

Weiderholt, J., Hammill, D. & Brown, V. (1978) "Referral and Selection Procedures" Ch.5 in *The Resource Teacher: a guide to effective practices* Boston: Allyn & Bacon, Inc.

West, F. (1986) "Regular and Special Educators Preference for School-Based Consultation Models" PhD Thesis *Dissertation Abstracts International* 47 20

West, F. & Idol, L. (1987) "School consultation (Part 1): an interdisciplinaryPerspective on theory, models and research" *Journal of Learning Disabilities* 20 7 388-408

Westwood, P. (1993) "Mixed Ability Teaching: Issues of Personalization, Inclusivity and Effective Instruction" *Australian Journal of Remedial Education* 25 2 22-26

Westwood, P. (1995a) *Effective Teaching* Paper presented at the North West Region Inaugural Special Education Conference, June 25-27

Westwood, P. (1995b) *Current Issues in Effective Teaching and Learning* from the proceedings of a forum conducted by the Board of Studies NSW 25th October 1995

Westwood, P. (1997) "Moving Toward Inclusion: proceed with caution" *Australian Journal of Learning Disabilities* 2 3 18-20

Wiederholt, J. & Hammill, D. (1971) "Use of the Frostig-Horne Visual Perceptual Program in the Urban School" *Psychology in the Schools* 8 268-274

Wiederholt, J. Hammill, D. & Brown, V. (1978) *The Resource Teacher; A Guide To Effective Practice* Boston: Allyn & Bacon Inc.

Wilchesky, M. & Reynolds, S. (1986) "The Socially Deficient LD Child in Context: A Systems Approach to Assessment" *Journal of Learning Disabilities* 19 7 411-415

Williamson, J., Karp, D. & Dalphin, J. (1977) "Content Analysis" *The Research Craft* Little, Brown & Company pp.287-317

Williams, E., Gold, V. & Russell, S. (1993) "Collaboration: A Potential Solution In Teacher Education For Addressing At-Risk and Special Education Students In Today's Schools" *Annual Conference of the American Association of Colleges for Teacher Education* San Diego, California

Willows, D. (1991) "Visual Processes in Learning Disabilities" In Wong, B. (ed.) *Learning About Learning Disabilities* New York: Academic Press Inc.

Witt, D. (1997) "Collaboration in School Based Consultation: Myth In Need Of Data" *Journal of Educational and Psychological Consultation* 1 3 367-370

Wolery, M. Bailey, D. & Sugai, G. (1988) *Effective Teaching: principles and procedures of applied behaviour analysis with exceptional students* Boston: Allyn & Bacon Inc.

Wong, B. (1985) "Metacognition and Learning Disabilities" In Forrest-Presley, D., MacKinnon, G & Waller, T. (eds.) *Metacognition, Cognition and Human Performance* Vol. 2. *Instructional Psychology* Orlando, Fla: Academic Press

Woodcock, R. (1987) *Woodcock Reading Mastery Tests-Revised* Circle Pines MN: American Guidance Service

Yates, G. (1988) "Classroom Research Into Effective Teaching" *Australian Journal of Remedial Education* 20 1 4-9

Yates, G. & Yates, S. (1990) "Teacher Effectiveness and Process-Product Classroom Instruction" *Educational Psychology* 10 3 253-265

Ysseldyke, J. & Salvia, J. (1974) "Diagnostic-Prescriptive Teaching: Two Models" *Exceptional Children* 41 181-186

Ysseldyke, J. & Algozzine B. (1979) "Perspectives On Assessment Of Learning Disabled Students" *Learning Disability Quarterly* 2 3-13

Ysseldyke, J. & Salvia, J. (1991) *Assessment* 5th edition, Boston: Houghton Mifflin

7. APPENDICES

Appendix I   Details About the Timeline

Appendix II   Centre Publications

Appendix III   Referral Forms

Appendix IV   Sample Student File Summaries

Appendix I.

DETAILS ABOUT THE TIMELINE

The Timeline (Figure 2.) was derived from the study of the literature in order to highlight changes in thinking about students with learning difficulties. The text boxes plotted along the timeline indicate approximately when debate and change about particular aspects took place. It is important to note that, wherever new ideas entered the debate, previous processes and thinking were not generally discarded. Instead, debate sharpened about the conflict or similarities between the new approaches and the old.

The historical development of theories relating to the causes and definitions of learning difficulties is a focus of this study. It was hypothesised that changes in theories and models for learning difficulties would be reflected in practice. Each theory was discussed in the earlier sections of this chapter. There were, however, also political and policy decisions that have affected approaches to supporting students with learning difficulties.

Prior to the 1960s, the medical approach to learning was most common until it was challenged by the psychological process model during the 1960s. Teachers were encouraged to use practices which were designed to "overcome" the processing difficulties within the brain during this decade. In the 1970s in New South Wales support classes were established which had a particular focus on this method while at the same time debate about the efficacy of process training began to appear in journal articles (Weiderholt and Hammill, 1971). Concurrently, standardised assessments, particularly intelligence tests, were used as the basis for placement of students with disabilities in segregated settings. As these debates emerged Lloyd Dunn (1968) published his article questioning segregated placement for the education of students with mild

disabilities and writers such as Evelyn Deno (1970) protested the rigidity of the system which unecessarily segregated students with disabilities.

During the 1970s behaviourist approaches to teaching were prominent. Specific program materials were developed together with behaviour management techniques (Poplin, 1988). Approaches such as Precision Teaching in which skill levels were particularly targeted and daily counts of speed and accuracy were taken by means of observed "probes" into the student's learning were adopted. In the literature debate for and against behaviourist approaches to teaching such as Precision Teaching continues today (Kessissoglou & Farrell, 1995). Behaviourism in teaching focused the movement towards integration with concepts such as "least restrictive environment", "short term instructional objectives" and "significant discrepancy criteria" (Poplin, 1988).

In the mid 1970s Public Law 94-142 (the Education for All Handicapped Children Act) became US law. This legislation ensured that students with disabilities had access to mainstream education and that the education system established certain processes to ensure that effective education programs were provided (Lewis and Doorlag, 1987 p.21). The decision to support the education of students with disabilities in the United States of America was accompanied by a clearly defined process and mandated IEPs. In 1978 The Warnock Report was published in the United Kingdom (DES, 1978). However, it was not until 1994 that a highly monitored Code of Practice for the education of students with special education needs was established in the UK (Hornby, 1995).

In New South Wales a pilot study of the integration of students with disabilities was began in 1985. At about the same time concern arose about whether regular education for students was realistic (Stainback & Stainback, Schumaker & Deschler, 1988; Kameenui, 1989). Concurrently the debate continued about whether to teach for underlying deficits or to focus on direct, effective teaching for skills and strategies (Kauffman & Hallahan, 1995; Kavale,

1988; Keogh, 1986; Forness, 1988; Reynolds et al, 1987; O'Shea, O'Shea & Algozzine, 1989).

The worldwide changes to legislation relating to disabilities and discrimination have had effects on the responses of education systems. In NSW a range of options from segregated settings to regular classes for students with disabilities is now offered (NSW Department of Education and Training, 1998a p.1) but students with learning difficulties are enrolled in regular classes. This latter group is the focus of this study.

With regard to assessment practices the Timeline, in effect, shows that standardised assessment has always been parallelled by curriculum-based measures in one form or another. The psychological process model of the 1960s included some examination of basic academic skills because its emphasis was on pre-requisites for academic achievement. In the 1970s, the behaviourist models which focused on skills competence and included daily probes of performance emphasised criterion-referenced tests. The cognitive strategy training model actually began in the mid-1970s but picked up impetus during the 1980s (Flavell, 1975; Mieichenbaum, 1976; Pressley, Goodchild, Fleet & Zajchowski, 1989; Graham, Harris & Reid, 1992; Deshler & Schumaker, 1993) . This approach focuses on teaching students the processes or strategies involved in learning and used assessments of cognitive functioning such as the Woodcock-Johnson Psycho-Educational Battery (Woodcock, 1978).

Advocacy for integration and inclusion in the late 1980s identified the need for a direct focus on curriculum and effective teaching. Schools were urged to cater for the full diversity of students and re-examine their approaches to curriculum, instructional strategies and possible modification of the curriculum in practical and effective ways (Westwood, 1996). This last movement towards classroom support and a focus on teacher delivery moves away from the past special education focus on task analysis, selected strategies and sequential

learning.

The students who are of interest for the purposes of this study are those students determined to have learning difficulties. It would usually be expected in NSW schools that teaching of this group of students would entail maximum time in the classroom with support from the support teacher learning difficulties in the form of collaboration and consultation with the class teacher. Perhaps for some students a withdrawal period would be arranged if a particularly explicit focus was required for a short term on certain skills. The focus on this form of service delivery is on the context and appropriateness of instruction and increasing the opportunity to generalise skills.

The timeline shows that, despite the movement towards normalisation and inclusion, the various strands of the debates about inclusion itself and the approaches to teaching students with disabilities have compounded because initial thinking about the education of students with LD has not disappeared. This may be attributed in part to the philosophical and emotional factors within the special education movement itself. Special education began as a charitable mission and continues today under the auspices of humanitarian and social justice movements. However, the central paradox of special education continues to be evident in the literature and policies: (1) difficult to teach students require specialist teaching and yet (2) these students learn in much the same way as other children and special education expertise can be spread easily amongst subject and class teachers (Dumas, 1983; Dyson, 1990).

This study is an examination of the effects of the debate about specialist teaching and effective teaching on the IEP recommendations and programs devised for students with learning difficulties by professionals at one centre between 1971 and 1995.

Appendix II. Centre Publications

1. *On the Delivery of Special Education Services* (at the centre) (1976)

2. *Early Intervention Programming* (1976)

3. *Language Arts: A Developmental Process* (1977)

4. *A Family Centred Approach to Increasing the Communication Skills of Children displaying Maladaptive Dependency Patterns* (1977)

5. *Delivering Special Education Services to Children with Academic, Communication, Developmental and Behavioural Difficulties* (1977)

6. *The Role of the Clinic in the Remediation of Learning Difficulties* (1977)

7. *An Approach to the Management of Problems in Children* (1977)

8. *1979: International Year of the Child: Programming for the Future Needs of the Special Child* (1979)

9. *A Review of the Role and Operation of the.....Centre: implications for planning future organizational structure and service delivery* (1980)

10. *Final Report to The Australian Schools Commission* (1980)

11. *An Individualised Reading Instruction Program: In Selected.....Public Schools* (1981)

12. *Special Education at a Distance* (1981)

13. *Identifying the Training Needs of Staff Working in Community Residences for Developmentally Disabled Persons* (1981)

14. *Articulation Disorders* (1981)

15. *A Data Based Communication Assessment Format for Children* (1981)

Utilization of Evaluation Data (1981)

16. *Evaluation of a L.A.R.S.P. Workshop* (1981)

17. *Interdisciplinary Team Functioning* (1983)

18. *Writing Reports for Children: What Do the Children Think?* (1983)

19. *The Role of Assessment Centres Over the Next Five Years* (1984)

20. *Factors Influencing the Quality of the Oral Language Class: Perceptions of*

21. *O.L. Teachers and Associated Support Personnel* (1985)

22. *The Role of the Resource Teacher in a Multidisciplinary Centre: Perceptions*

of Counsellors, Special Educators, and Executive Staff (1985)

23. *Pilot Program for Pupil Intergration: A Transdisciplinary Approach* (1986)

24. *Resourcefulness in Special Education* Conference Proceedings (1986)

25. *Programming and Strategies for Students with Learning Difficulties/Special*

Needs in the Regular Classroom (1988)

26. *Teachers'Perceptions of Individualised Education Plans* (1988)

Appendix III.

REFERRAL FORMS

1. Identification

Surname: _____ Given Names: _____

Date of Birth: _____ Sex: _____

Parent(s)/Guardian: _____

Address: _____

_____ Postcode: _____ Telephone: (   )_____

...2. School

Name: _____ Cluster (state): _____

Address: _____

_____ Postcode: _____ Telephone: (   )_____

Teacher: _____ Year: _____

Support Teacher: _____

Counsellor/   e Contact: _____

3. Referral Information

Person(s) originating referral: _____

Do parents support this referral?: _____

Primary reasons for referral: _____

_____

Associated Problems: (Please tick appropriate boxes)

academic		behaviour		speech/language		social		physical	
reading	☐	distractible	☐	understanding	☐	peers	☐	balance	☐
spelling	☐	disruptive	☐	social use	☐	siblings	☐	co-ordination	☐
story writing	☐	aggressive	☐	vocabulary	☐	parents	☐	handwriting	☐
handwriting	☐	anxious	☐	syntax	☐	adults	☐	vision	☐
mathematics	☐	withdrawn	☐	articulation	☐	temperament	☐	hearing	☐

What observations can you make that may help us understand the child?
(Indicate strengths and interests, as well as problem areas.)

_____

_____

_____

_____

_____

4. Assessments

Please state the results of assessments completed.

Test Used	Date	Results	Tester

5. School History (Please indicate any repetitions)

Grade	Absences	School Attended
K		
1		
2		
3		
4		
5		
6		

Grade	Absences	School Attended
7		
8		
9		
10		
11		
12		

6. School-Based Intervention
(To be completed by Class Teacher and/or Support Teacher)

Intervention to Date	Dates	Learning Areas
Adaptation of Regular Curriculum		
Support Teacher Program		
Special Class Placement		
Consultation/Agencies		

7. School Resources

Personnel	Yes/No	Materials (e.g. Reading Rigby)
Support Teacher (LD)		
Special Class Options		
Voluntary Help		
Other		
Class Teacher's Release Time		

Note: *It is understood that action resulting from this referral will require the co-operation of school staff in planning and implementing a program for the child.*

Signatures:

Principal: _____ Date: _____

Teacher: _____ Date: _____

Support Teacher: _____ Date: _____

1. Family Information

Child's Surname: _____ Given Names: _____

Date of Birth: _____ Town of Birth: _____ Sex: _____

Home Address: _____ Town: _____ Postcode: _____

Telephone: ( )_____

Mother's Name: _____ Father's Name: _____

Occupation: _____ Occupation: _____

Child's Brothers and Sisters:

Name	Present Age

Child's Doctor: _____ Telephone: _____

Address: _____ Town: _____ Postcode: _____

School: _____ Town: _____

Year: _____ Teacher: _____ Principal: _____

2. Reason for Referral (Please complete all of the following items)

Who referred your child? _____

What is it about your child's school progress which concerns you? _____

_____

_____

_____

_____

When was the problem first noticed? _____

By whom? _____

Who have you seen about the problem and what have they had to say? (Attach available reports.)

_____

_____

_____

_____

_____

What do you think is the cause? _____

_____

_____

_____

_____

3. Medical History

Note any problems or illnesses associated with the pregnancy or early development: _____

_____

_____

Please comment on the state of your child's physical health: _____

_____

N.B. It is important that we have recent reports on your child's hearing and vision when you visit the Centre. Please attach copies of reports of tests carried out within the last 6 months, or arrange for tests to be done and results forwarded to us as soon as possible.

4. Development
Describe any areas in which your child has been slow to develop skills (for example, walking, using first words or sentences, tying shoelaces.)

_____

_____

5. Behaviour

Describe any of your child's behaviours which concern you. _____

_____

_____

6. Language

Describe your child's development of language: _____

_____

Describe any concerns you have had about the way your child understands language: _____

_____

Describe any concerns you have had about the way your child communicates with others: _____

_____

_____

7. Movement
Describe any problems your child has in regard to physical activities involving *gross motor skills* (such as running, hopping, ball skills, riding a bike etc.) and/or *fine motor skills* (drawing, colouring in, cutting handwriting etc.)

_____

_____

_____

_____

If you would like to add anything else please do so. _____

_____

_____

Note: I understand that parents may be required to be actively involved in their child's program.

Signature: _____   Date: _____

January 1992

SAMPLE STUDENT FILE SUMMARIES

No.37

Year: 1989   Age: 10   Male

School: :

Reasons for Referral: academic

Referred by: school

Assessments: 23.10.89 school questionnaire, parent questionnaire, TOWL-2;
Macquarie University Years 5 and 6 Maths Test, Woodcocks Reading Mastery
Tests_Revised Form G, Lindamood Auditory comprehansion Test form B, Westwood
Spelling Test, diagnostic Spelling Test (Vincent & claydon).
Woodcock results: word identification PR 83, word attack PR 88, word comprehension
PR 90, passage comprehension PR 71

Draft academic report 24.10.89 reading and spelling seem good for age, auditory
conceptualisation good, in writing misspells words, uses poor grammar, short and sparse
(indicates he is uninterested/uncomfortable with written expression or has had very little
practice. Poor mathematics result. Achievement seems directly related to interests.
Recommendations:
General remedial maths program
More practice in written expression with emphasis on grammar and punctuation
Investigate relationship between interests and achievement

22.11.89 assessments: MUMA, clinical Evaluation of Language Functions, , Test of
Problem Solving by speech pathologist - shows competency in language comprehension,
expressive language but showed some signs of dysfluency (initial sound, syllable, whole
word, part word and phrase recognition). Does have difficulty changing strategies when
a new factor is introduced (difficulty in "determining solutions and avoiding problems".
Recommendations: program encompassing divergent thinking, hypothesis testing,
determining solutions and strategies to avoid problems.

23.10.89 OT assessment - Motor Free Visual Perception Test, Bruninks-Oseretsky Test
        of Motor Proficiency, Handwriting Assessment - pen grasp needs attention,
        writing posture, write slowly and neatly

Report 12.12.89 STLD
Visual-motor skills OK but handwriting needs improvement probably due to his tendency
to be impulsive and not to plan his motor organisation when doing a task. Oral language
is good but has difficulties changing strategies when a new factor is introduced, refusal to
take risks. Auditory skills OK, spelling grade appropriate, low in mathematics.
Recommendations "high level of ability and mastery of most language skills seem to
indicate a very bright academic future for him", but has some specific deficits.

No.40

Year: 1990   Age: 7   Male

School:

Reasons for Referral: academic

Referred by: parents

Assessments: letter from ENT specialist (indicating that audio-gram Ok but central auditory tests show a central auditory perception problem), physiotherapist report, orthoptist report, school questionnaire, parent questionnaire, Lindamood Auditory Comprehension Test, Woodcock Reading Mastery Test-Revised Form G (visual-auditory AE 7.2, letter identification AE 6.9, word identification AE 7.0, word attack AE 7.0, word comprehension AE 7.0, passage comprehension AE 6.3), Boahm Form A Bks 1, 2, Westwood Spelling Test, Macquarie University Year 1 Maths Test, Speech Pathologist report

Report 1.5.90 by STLD
Woodcock Test show he meets expectations for age. Lindamood indicates problems in auditory modes, especially sequencing and conceptualisation but seems to have compensated for these. Good knowledge of mathematics. Some difficulty in understanding Boehm concepts. Poor spelling.
Recommendations:
The school continue current program
That future teachers be sensitive to his physical and academic difficulties - a failure to address problems in these areas of deficiency may become a stumbling black, at some point, in future academic and developmental milestones
A discussion of the report to be undertaken at school.

29.6.90 meeting agreed to close case, the school is adequately catering for his needs.