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ABSTRACT

The workshop is intended for individual or group use to understand the Educational Resources Information Center (ERIC) and the Exceptional Child Education Resources (ECER) databases as a way of finding information on special education topics. Information products available from ERIC and The Council for Exceptional Children (which maintains the ECER database) are described. Manual searching and computer searching approaches are discussed, with examples of citations and searching formats appended. (CL)

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DISCOVERING SPECIAL EDUCATION RESOURCES:  
A WORKSHOP ON ERIC AND ECER

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## HOW TO USE THIS WORKSHOP

### As an Individual.

If you are involved in the education of handicapped or gifted children, this workshop was designed for you. Whether you're currently a student, teacher, speech therapist, school psychologist, publisher of educational materials, or administrator, the short time it will take to learn about these valuable information resources should prove a worthwhile investment.

If you have any questions, call CEC/ERIC toll free at 800/336-3728 (from Virginia, Alaska, Hawaii, or Canada, call collect 703/620-3660).

### With a Group

This workshop could be used with a CEC chapter, as a presentation at a conference of special educators, with librarians, or with any group that has an interest in information on the education of handicapped or gifted children.

If you decide to sponsor the workshop for your group, proceed with the following steps:

1. Read straight through the workshop and jot down any questions that occur to you.
2. Call or write CEC's Department of Information Services and ask for an Information Specialist. We'll provide you with:
  - Answers to any questions you may have.
  - A list of libraries nearest you that have the ERIC and ECER indexes, the ERIC microfiche collection, and computer search services (see pages 6, 8, and 10 of the workshop).
  - Copies of this workshop booklet for all of your participants. (If we have enough left. If not, you may want to make hand-out copies and/or transparencies of the appendixes.)
  - A set of materials for your workshop including display copies of sample CEC and ERIC products and enough current CEC catalogs and clearinghouse publication lists for all workshop participants.

### Additional Workshop Ideas

1. Use the resources yourself first. Although the workshop includes examples of specific topics and the information one might find through CEC and ERIC on these topics, your presentation will be more meaningful to you and the other participants if you can

share a personal experience. Go to the library and do a quick search of ERIC and ECER on a topic of interest to you. If possible, have a computer search done. (If you tell the librarian that you're planning a workshop you may get some extra help or a free demonstration.)

2. Involve a librarian. An ideal way to present this workshop would be to involve a librarian who is familiar with ERIC and/or ECER. For example, if your participants are members of a student CEC chapter and the college library has the ERIC and ECER indexes, ask the librarian to help give the workshop. (Don't be shy about this. Most librarians love a chance to teach people to use information resources!) Better yet, hold the workshop in the library and finish up with actual hands-on use of the ERIC and ECER indexes (using the Search Worksheet on page 22) or a computer search demonstration. This way the participants can use their new knowledge to locate information on topics of immediate interest to them. Other groups can use this same approach; teachers or other special education personnel could involve a librarian or hold the workshop at their local resource center or professional library.

## INTRODUCTION

Where would you go to find the following kinds of information?

- Suggested activities and instructional materials to teach elementary school students about handicaps.
- A list of programs in your area of the country that train teachers of the emotionally disturbed.
- Research on the factors that contribute to successful placement of handicapped children in regular classes.
- A list of books written for parents of hyperactive children.

If your answer doesn't include the ERIC Clearinghouse on Handicapped and Gifted Children or The Council for Exceptional Children's Department of Information Services, we're glad you're involved in this workshop.

Each year CEC and ERIC help thousands of people find useful information related to the education of handicapped and gifted children. The purpose of this workshop is to make sure that you know the kinds of products and services available from CEC and ERIC. While we cannot meet every special education information need, anyone with a strong interest in or involvement with handicapped or gifted children should look to CEC and ERIC as valuable resources.

### The Relationship Between CEC and ERIC

The Council for Exceptional Children is a professional association with a membership of over 62,000 persons interested in the education of handicapped or gifted children. CEC's Department of Information Services maintains its own data base called Exceptional Child Education Resources (ECER), which is a collection of over 45,000 references on special education.

ERIC (Educational Resources Information Center) is a federally funded system that collects literature on all aspects of education including special education. The collection includes over 200,000 journal articles and almost 200,000 other education related documents. Sixteen clearinghouses around the country collect, abstract, and index this literature for ERIC. CEC holds a federal contract to operate one of these clearinghouses--The ERIC Clearinghouse on Handicapped and Gifted Children.

When you write or call either CEC's Department of Information Services or the ERIC Clearinghouse on Handicapped and Gifted Children, you're really contacting the same place. The information you receive will usually include some products and services sponsored by CEC, and some which come from ERIC funding.

So, to save space for the rest of this workshop, the information center located on the first floor of CEC Headquarters at 1920 Association Drive, Reston, Virginia, will be referred to as CEC/ERIC.

## INFORMATION YOU WILL RECEIVE FROM CEC/ERIC

Take a few minutes to look over the ERIC Clearinghouse on Handicapped and Gifted Children Publications List. (If you didn't receive this with the workshop booklet, call us toll free at 800/336-3728 and we'll send you one.)

You will notice several types of publications. (If you are participating in this workshop with a group, the workshop leader has probably obtained display copies of some of these products.)

- Information Analysis Products - books, monographs, or media kits  
Sample titles:\* Managing Inappropriate Behaviors in the Classroom  
Children on Medication: A Primer for School Personnel
- Fact Sheets - one-page summaries of current, high-interest topics. Most include lists of resources for further information.  
Sample titles:\* "Careers in Special Education"  
"Postsecondary Options for Learning Disabled Students"
- Spot Bibliographies - one-page lists of references for parents and professionals on various disabilities.  
Sample titles:\* "Suggested Readings for Parents of the Mentally Retarded"  
"Prominent Disabled Persons"
- Computer Search Reprints - extensive bibliographies with abstracts summarizing each reference.  
Sample titles:\* "Computer Assisted Instruction for Handicapped Children and Youth"  
"Attitudes Toward the Handicapped: Research"
- Information Bulletin - The Clearinghouse "newsletter" which informs you of current CEC/ERIC resources.

\*These specific titles may or may not be available at the time you are using this workshop. Before ordering, check the date on your publications list or call CEC/ERIC.



In addition to these ERIC-funded products, a wide array of materials is published by CEC. As you look over the current CEC catalog, you will see publications such as Everybody Counts! A Workshop Manual to Increase Awareness of Handicapped People; Teaching Exceptional Children in All America's Schools - A First Course for Teachers and Principals; Getting Started: Career Education Activities for Exceptional Students (K-9), and Learning Language at Home (sequenced lesson activity kits for parents and teachers).

Frequently we can meet your information needs with one or more of these CEC/ERIC products.

For example, if you are planning inservice training to foster successful integration of handicapped children in a public school, you might want copies of:

- Social Environment in the Schools (a "how-to" book dealing with the social aspects of mainstreaming).
- Being at Ease with Handicapped Children (a fact sheet).
- Fostering Peer Acceptance of Handicapped Students (a fact sheet).
- Promoting Positive Attitudes Toward the Handicapped (a spot bibliography).

If there are no CEC/ERIC products that meet your needs, we would recommend that you search the ERIC and ECER data bases, which contain thousands of references from published and unpublished special education literature.

For example, someone recently called CEC/ERIC for information on teachers' attitudes toward mainstreaming. Although there is a computer search reprint available on "Attitudes Toward the Handicapped," this would not have served her purposes. So we ran a custom computer search of the ERIC and ECER data bases and located 169 references on her topic in ECER and 23 more in ERIC. We sent her a list of these references, including information on their availability and a 50-200 word abstract of each.

Although this service was purchased directly from CEC, there's a good chance that you have free or low-cost access to ERIC and ECER through a local university library or information center.\*

The next part of this workshop will describe the kinds of information stored in these data bases and the ways you can access that information.

\*Call CEC/ERIC for information on libraries near you that have access to ERIC and ECER.

## INFORMATION AVAILABLE FROM THE ERIC AND ECER DATA BASES

Both ERIC and ECER contain thousands of references on children and youth with special educational needs: gifted children, children with specific learning disabilities, and children who have emotional, cognitive, motor, visual, auditory, or communication handicaps. While ECER contains only literature on exceptional children, ERIC covers all aspects of education.

You can use ERIC and ECER to locate:

- Journal articles.
- Curriculum guides.
- Program descriptions.
- Descriptions of teaching methods and activities.
- Conference papers.
- Research studies.

### DIFFERENCES BETWEEN ERIC AND ECER

#### Special Features of ECER

While both ERIC and ECER include materials such as journal articles and curriculum guides, ECER also covers the following:

- Commercially published books relevant to special education.
- Nonprint materials for use in training special education professionals, parents, and regular class teachers.
- Doctoral dissertations on exceptional children.

Examples of materials which you could locate through ECER but not through ERIC include:

- Learning Disabilities: The Struggle from Adolescence Toward Adulthood (a text)
- Teaching the Severely Handicapped (a film)
- School Behaviors of Educable Mentally Retarded Children (a doctoral thesis)

ECER also provides full abstracts of journal articles, while ERIC provides only brief annotations.

## Special Features of ERIC

ERIC has a total of 16 clearinghouses which acquire information from various education areas. There are ERIC Clearinghouses on:\*

- Adult, Career, and Vocational Education
- Counseling and Personnel Services
- Reading and Communication Skills
- Educational Management
- Handicapped and Gifted Children
- Language and Linguistics
- Higher Education
- Information Resources
- Junior Colleges
- Elementary and Early Childhood Education
- Rural Education and Small Schools
- Science, Mathematics, and Environmental Education
- Social Studies/Social Science Education
- Teacher Education
- Tests, Measurement, and Evaluation
- Urban Education

Many documents and journal articles pertaining to handicapped and gifted children, which are not identified by ECER, are picked up by other ERIC Clearinghouses and abstracted for the ERIC data base.

For example, an article entitled "Computer-Assisted Instructional Programs to Facilitate Mathematical Learning Among the Handicapped" appeared in the Journal of Computer-Based Instruction and was entered into ERIC by the ERIC Clearinghouse on Information Resources, which regularly monitors this journal. A document entitled Curriculum Guide for Teaching Gifted Children Literature in Grades One Through Three was located for ERIC and processed by the ERIC Clearinghouse on Reading and Communication Skills.

\*A list of addresses and phone numbers of all ERIC Clearinghouses appears on pages 12 and 13.

To summarize, you can find a great deal of information on education of handicapped and gifted children in either ERIC or ECER, but when you need to cover a topic comprehensively, you should search both sources.

### USING THESE RESOURCES TO MEET YOUR NEEDS

Information in the ERIC and ECER data bases is available in two formats:

- Print abstract journals.
- Computerized data bases.

First you'll learn how you can search the printed indexes, and then we'll explain computer searching.

#### Hand Searching the Print Indexes

Materials collected by ERIC appear in two indexes:

- Current Index to Journals in Education (CIJE) - includes references from over 700 education-related journals.
- Resources in Education (RIE) - includes references of program descriptions, research reports, and all other ERIC documents except journal articles.

All materials collected by ECER are referenced in one journal:

- Exceptional Child Education Resources (ECER)

CIJE, RIE, and ECER are located in hundreds of libraries and information centers throughout the U.S. and other countries.

The closest libraries to you that subscribe to the ERIC indexes are:\*

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The closest libraries that subscribe to ECER are:\*

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\*Workshop leaders or individuals can call CEC/ERIC for this information.

Let's use a sample topic to learn exactly how to use the ERIC and ECER indexes to locate information on that topic.

Suppose you were interested in information on adapting physical education activities for handicapped students. When using the ERIC system or ECER, the first thing you need to do is find out what subject terms these systems use to index your topic. These indexing terms are called descriptors, and the same descriptors are used in both ERIC and ECER.

Ask the librarian for a copy of the Thesaurus of ERIC Descriptors. On page 14 you see a page from the alphabetical listing in the Thesaurus. The term ADAPTED PHYSICAL EDUCATION (bottom left corner) appears in bold type, all caps, which means that this is an acceptable descriptor. The Thesaurus provides you with some additional useful information.

Notice under the term, to the right, the date March 1974. This means that this term has been used for indexing since March 1974. Older material will be indexed under a different term.

Next you see CIJE: 34 and RIE: 111. This indicates that a total of 34 journal articles have been announced in CIJE which are indexed under ADAPTED PHYSICAL EDUCATION. One hundred and eleven documents on ADAPTED PHYSICAL EDUCATION have been announced in RIE. This can be useful when you're wondering how much information is available on your topic.

SN stands for "Scope Note," which tells you how ERIC (and ECER) use this term. (It is not an official definition of the term.) BT's are broader terms which you may want to search under if you don't find enough information under ADAPTED PHYSICAL EDUCATION. RT's are other related terms which may be useful.

To find out what documents are in ERIC on this topic, you would next locate the most recent issue of RIE (see page 15) and look in the subject index under ADAPTED PHYSICAL EDUCATION.

There is one document in this issue of RIE entitled "Improving Physical Education for the Handicapped in Ohio. Guidelines for Adapted Physical Education." Its ERIC document number is ED 191 831 and in another section of the index (see page 16), you'll find the abstract of that document, along with additional descriptive information.

The source of the document is the Ohio State Department of Education, and it was produced with funds from the Bureau of Education for the Handicapped.

If the document looks useful to you, you would probably want to locate a copy. ERIC also makes copies of these unpublished documents available to you. Many of the libraries that have the ERIC indexes also have copies of the documents on microfiche. The closest libraries to you

which have the ERIC microfiche collection are:\*

All you need is the six-digit ED number to locate a copy of the document in these libraries.

If you do not have a convenient library which subscribes to the ERIC microfiche collection, you can purchase a copy of the document from the ERIC Document Reproduction Service in Arlington, Virginia. Order forms appear in every issue of RIE.

If you are interested in journal articles on your subject, you would turn to CIJE, using the same approach you used with RIE. On page 17 you see the subject index of CIJE and the descriptor "Adapted Physical Education." Here you see an article entitled "Adaptation of Project 'I Can' Primary Skills Physical Education Program for Deaf-Blind Children." The article appeared in the September 1979 issue of the Journal of Visual Impairment and Blindness. More information on the article can be found in the Main Entry Section of CIJE (see page 18).

To locate a copy of this article you should first check your library's periodical collection. If the library doesn't subscribe to the journal, look at the bibliographic citation to see if it says "Reprint: UMI" (this one does, on the fifth line of the citation). This indicates that University Microfilm International sells copies of this article. Ordering information is included in every issue of CIJE.

If your library subscribes to ECER you would also want to look in that index. Page 19 shows a page from the subject index of ECER. Under Adapted Physical Education, you see the abstract numbers of documents and articles on your topic. Abstract number 47 is about adapted physical education for the mentally handicapped. Turning to the abstracts section of ECER (see page 20), you find that this is a book entitled Physical and Creative Activities for the Mentally Handicapped. Check to see if your library has or can get a copy of this book. If not, of course a copy can be purchased from the publisher.

You have now learned the basics of conducting a manual search of the ERIC indexes and ECER. This method is recommended if you:

1. Have a library near you which subscribes to RIE, CIJE, and ECER.
2. Have a fairly simple topic to search.
3. Do not need a comprehensive search of the literature on your topic.

When you do a manual search, you may want to take along the Search Worksheet on page 22.

If you want to save yourself a lot of time going through the indexes, you may want to order a computer search of ERIC and ECER.

\*Call CEC/ERIC for this information.

## Computer Searching ERIC and ECER

A computer search is especially desirable if you have a topic that involves several concepts. In the sample topic we used earlier, we assumed that you were looking for any material concerned with adapted physical education. Suppose you were specifically interested in inservice training in adapted physical education? A computer search enables you to specify the exact nature of your topic, thus saving you a great deal of time scanning abstracts that are not useful to you. Page 21 shows a sample page from a computer search on this topic.

Let's consider another example of a topic that lends itself to computer searching. Suppose you were interested in research on the success of mildly handicapped students in regular classes. You may want to consider studies of their academic achievement, social and emotional adjustment, and acceptance by nonhandicapped classmates. A search of this topic would involve the following three concepts:

- Mildly Handicapped Students
- Mainstreaming
- Indicators of "Success"

Using the Thesaurus of ERIC Descriptors, you would find that documents and articles on your topic could be indexed under the following descriptors:

- Mild Disabilities
- Learning Disabilities
- Mild Mental Retardation
- Emotional Disturbances
- Mainstreaming
- Academic Achievement
- Achievement Gains
- Peer Acceptance
- Emotional Adjustment
- Student Adjustment
- Social Adjustment

If you were doing a manual search of this topic, where would you look first in the subject indexes of RIE, CIJE, and ECER? You can imagine how much time it would take to search this topic thoroughly by hand!

Many of the libraries that subscribe to the ERIC and ECER print indexes also offer computer searching. The closest library to you that has computer searching is:\*

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Many of these libraries offer free or inexpensive searches to the population they are funded to serve. For example, a university library may run free or inexpensive searches for students and faculty members, or a local education information center may run searches for teachers within a school district or region. To find out where you can have a computer search run, call CEC/ERIC. If you have no cheaper search service available to you, The Council for Exceptional Children's Department of Information Services will run one for as little as \$27.50. (CEC member price.) Nonmember and institutional searches start at \$38.50.

Do You Need Information Right Now?

If you think there may be information available from CEC or ERIC that could serve an immediate need, call us at CEC/ERIC and ask for an Information Specialist. (Call toll free at 800/336-3728 within the continental U.S. From Virginia, Alaska, Hawaii, or Canada call collect, 703/620-3660.)

Did You Learn Anything Useful in This Workshop?

If so, we would really appreciate your response to the Workshop Evaluation Form on page 23. Please take a minute to fill it out and send it to us. Thanks.

\*Call CEC/ERIC for this information.



APPENDIXES

# ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the data base, and also for providing information analysis products and various user services based on the data base.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

## **ERIC Clearinghouse on Adult, Career, and Vocational Education**

Ohio State University  
National Center for Research in Vocational Education  
1960 Kenny Road  
Columbus, Ohio 43210  
Telephone: (614) 486-3655

All levels of adult, career, and vocational and technical education. *Adult education*, including basic literacy training through professional skill upgrading, *career education*, including career awareness, instructional materials, teacher training, parent/community/business/industry involvement, experience-based education, and *vocational and technical education*, including new subprofessional fields, industrial arts, and vocational rehabilitation for the handicapped.

## **ERIC Clearinghouse on Counseling and Personnel Services**

University of Michigan  
School of Education Building, Room 2108  
Ann Arbor, Michigan 48109  
Telephone: (313) 764-9492

Preparation, practice, and supervision of counselors at all educational levels and in all settings, theoretical development of counseling and guidance, use and results of personnel procedures such as testing, interviewing, disseminating, and analyzing such information, group work and case work, nature of pupil, student, and adult characteristics, personnel workers and their relation to career planning, family consultations, and student orientation activities.

## **ERIC Clearinghouse on Educational Management**

University of Oregon  
Eugene, Oregon 97403  
Telephone: (503) 686-5043

Leadership, management, and structure of public and private educational organizations, practice and theory of administration, preservice and inservice preparation of administrators, tasks and processes of administration, methods and varieties of organization, organizational change, and social context of the organization.

Sites, buildings, and equipment for education, planning, financing, constructing, renovating, equipping, maintaining, operating, insuring, utilizing, and evaluating educational facilities.

## **ERIC Clearinghouse on Elementary and Early Childhood Education**

University of Illinois  
College of Education  
1301 South Sixth Street  
Champaign, Illinois 61820  
Telephone: (217) 333-1386

Prenatal factors, parental behavior, the physical, psychological, social, educational, and cultural development of children from birth through the primary grades, education and learning theory, research and practice related to the development of young children. Includes teacher preparation, educational programs, and curriculum-related community services, as well as administration instruction, and physical settings. Includes both the early years and childhood (ages 0-7), the middle years (ages 8-12), and early adolescence (ages 10-14).

## **ERIC Clearinghouse on Handicapped and Gifted Children**

Council for Exceptional Children  
1920 Association Drive  
Reston, Virginia 22091  
Telephone: (703) 620-3660

Hearing impaired, visually impaired, mentally retarded, developmentally disabled, abused/neglected, autistic, multiply handicapped, severely handicapped, physically disabled, emotionally disturbed, speech handicapped, learning disabled, other health impaired, and the gifted and the talented, behavioral, psychomotor, and communication disorders, administration of special education services, preparation and continuing education of professional and paraprofessional personnel, preschool learning and development of the exceptional children, general studies on creativity.

## **ERIC Clearinghouse on Higher Education**

George Washington University  
One Dupont Circle, N.W., Suite 630  
Washington, D.C. 20036  
Telephone: (202) 296-2597

Various subjects relating to college and university students, college and university conditions and problems, college and university programs. Curricular and instructional problems and programs, faculty, institutional research. Federal programs professional education (medicine, law etc.), graduate education, university extension programs, teaching learning, legal issues and legislation, planning, governance, finance, evaluation, interinstitutional arrangements, and management of institutions of higher education.

## **ERIC Clearinghouse on Information Resources**

Syracuse University  
School of Education  
130 Huntington Hall  
Syracuse, New York 13210  
Telephone: (315) 423-3640

Management, operation, and use of libraries, the technology to improve their operation and the education training, and professional activities of librarians and information specialists. Education techniques involved in microfiche, systems analysis, and programmed instruction employing audiovisual teaching aids and technology, such as television, radio, computers, and cable television, communication satellites, microforms, and public television.

## **ERIC Clearinghouse for Junior Colleges**

University of California  
Powell Library, Room 96  
405 Hilgard Avenue  
Los Angeles, California 90024  
Telephone: (213) 825-3931

Development, administration, and evaluation of two-year public and private community and junior colleges. Junior college students, staff, curricula, programs, libraries, and community services.

**ERIC Clearinghouse on Languages and Linguistics**  
Center for Applied Linguistics  
3520 Prospect Street, N.W.  
Washington, D.C. 20007  
Telephone: (202) 298-9292

Languages and language sciences, theoretical and applied linguistics, all areas of foreign language and linguistics instruction, pedagogy and methodology, psycholinguistics and the psychology of language learning; cultural and intercultural context of languages, application of linguistics in language teaching, bilingualism and bilingual education, sociolinguistics, study abroad and international exchanges, teacher training and qualifications specific to the teaching of foreign languages; commonly and uncommonly taught languages including English as a second language, related curriculum developments and problems

**ERIC Clearinghouse on Reading and Communication Skills**

National Council of Teachers of English  
1111 Kenyon Road  
Urbana, Illinois 61801  
Telephone: (217) 328-3870

Reading, English, and communication skills (verbal and non-verbal), preschool through college. Educational research and development in reading, writing, speaking, and listening. Identification, diagnosis and remediation of reading problems. Speech communication — forensics, mass communication, interpersonal and small group interaction, interpretation, rhetorical and communication theory, instruction development, speech sciences, and theater. Preparation of instructional staff and related personnel in these areas

All aspects of reading behavior with emphasis on physiology, psychology, sociology, and teaching. Instructional materials, curricula, tests and measurement, preparation of reading teachers and specialists, and methodology at all levels. Role of libraries and other agencies in fostering and guiding reading. Diagnostic and remedial services in school and clinical settings

**ERIC Clearinghouse on Rural Education and Small Schools**

New Mexico State University  
Box 3AP  
Las Cruces, New Mexico 88003  
Telephone: (505) 646-2623

Economic, cultural, social, or other factors related to educational programs for American Indians, Mexican Americans, migrants, and rural residents, outdoor education, educational programs in all small schools

**ERIC Clearinghouse for Science, Mathematics, and Environmental Education**

Ohio State University  
1200 Chambers Road, Third Floor  
Columbus, Ohio 43212  
Telephone: (614) 422-6717

All levels of science, mathematics, and environmental education. Within these fields, development of curriculum and instructional materials, media applications, impact of interest, intelligence, values, and concept development upon learning, preservice and inservice teacher education and supervision

**ERIC Clearinghouse for Social Studies/Social Science Education**

855 Broadway  
Boulder, Colorado 80302  
Telephone: (303) 492-8434

All levels of social studies and social science, content of disciplines, applications of learning theory, curriculum theory, child development theory, and instructional theory, research and development programs, special needs of student groups, education as a social science, history of education, comparative education, social studies/social science and community, humanities education

**ERIC Clearinghouse on Teacher Education**  
American Association of Colleges for Teacher Education

One Dupont Circle, N.W., Suite 610  
Washington, D.C. 20036  
Telephone: (202) 293-2450

School personnel at all levels, all issues from selection through preservice and inservice preparation and training to retirement, curricula, educational theory and philosophy, educational personnel development not specifically covered by other clearinghouses. Selected aspects of physical education

**ERIC Clearinghouse on Tests, Measurement, and Evaluation**

Educational Testing Service  
Rosedale Road  
Princeton, New Jersey 08541  
Telephone: (609) 734-5180

Tests and other measurement devices, methodology of measurement and evaluation, application of tests, measurement, or evaluation in educational projects or programs, research design and methodology, human development, and learning theory in general

**ERIC Clearinghouse on Urban Education**

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19

Student College Relationship  
Student Rights  
Student Subcultures

RT Disabilities  
Individualized Instruction  
Physical Activities

ADJUSTMENT COUNSELORS Jul 1966  
CUE 24 RIE 12  
BT Counselors  
RT Adjustment (To Environment)  
School Counseling  
School Social Workers

ADMINISTRATIVE ORGANIZATION Jul 1966  
CUE 731 RIE 1,524  
SN The manner in which the authority, duties and responsibilities of administrators, managers or supervisors are structured - also the structuring of an organization so that these duties, etc. can be carried out

ACTIVITIES Jul 1966

CUE 175 RIE 392  
SN Pursuits or experiences usually requiring active participation, engaged in because they are of intrinsic interest or lead to some goal sought by the participant (note use a more specific term if possible)  
NT Art Activities  
Creative Activities  
Cultural Activities  
Enrichment Activities  
Games  
Group Activities  
Health Activities  
Individual Activities  
Integrated Activities  
Learning Activities  
Lobbying  
Music Activities  
Outdoor Activities  
Physical Activities  
Play  
Recreational Activities  
Review (Recreation)  
School Activities  
Science Activities  
Television Viewing  
Travel  
RT Activity Units  
Experiences  
Interests  
Participation

Adaptive Behavior  
USE ADJUSTMENT (TO ENVIRONMENT)

ADDITION Oct 1968  
CUE 139 RIE 90  
BT Arithmetic  
RT Division  
Multiplication  
Subtraction

Adjustment Problems (1966 1980) 7  
USE ADJUSTMENT (TO ENVIRONMENT)

NT Centralization  
Decentralization  
Departments  
Management Teams  
Organization  
RT Administration  
Bureaucracy  
Governance  
Governing Boards  
Informal Organization  
Management Systems  
Middle Management  
Power Structure  
School Organization

Additional Aid  
USE EQUALIZATION AID

Addresses  
USE SPEECHES

ADMINISTRATION Jul 1966  
CUE 1 420 RIE 2,286  
SN Planning organizing directing and controlling, human or material resources to accomplish predetermined goals (note use a more specific term if possible)  
UF Management (1966 1980)  
NT Building Operation  
Business Administration  
Construction Management  
Educational Administration  
Farm Management  
Home Management  
Institutional Administration  
Management By Objectives  
Middle Management  
Money Management  
Office Management  
Personal Management  
Program Administration  
Public Administration  
Supervision

Administrative Personnel (1966 1980)  
USE ADMINISTRATORS

ADHESIVES Jul 1969  
CUE 4 RIE 5  
UF Cements (Adhesives)  
Glues  
Pastes (Adhesives)  
Sealants  
Stickers  
BT Supplies  
RT Art Materials  
Construction Materials  
Finishing

Administrative Planning  
USE PLANNING

Activity Learning (1966 1978)  
USE EXPERIENTIAL LEARNING

Activity Level (Motor Behavior)  
USE PHYSICAL ACTIVITY LEVEL

ADJECTIVES Jul 1966  
CUE 221 RIE 112  
BT Form Classes (Languages)  
RT Adverbs  
Morphology (Languages)  
Semantic Differential  
Sentence Structure  
Syntax  
Vocabulary

BT Governance  
RT Administrative Change  
Administrative Organization  
Administrative Policy  
Administrative Principles  
Administrative Problems  
Administrator Responsibility  
Administrator Role  
Administrators  
Budgeting  
Committees  
Coordination  
Governing Boards  
Management Information Systems  
Management Systems  
Management Teams  
Managerial Occupations  
Organization  
Organizational Effectiveness  
Planning  
Policy Formation  
Resource Allocation  
Staff Utilization

ADMINISTRATIVE POLICY Jul 1966  
CUE 716 RIE 1,194  
SN Statement of an administrative body outlining the principles and practices to be followed with respect to specific matters - also the fixed procedures and practices of administration

NT Board Of Education Policy  
BT Policy  
RT Administration  
Administrative Principles  
Administrator Guides  
Administrator Responsibility  
Interdistrict Policies

ACTIVITY UNITS Jul 1966

CUE 89 RIE 392  
SN Units of study in which students participate actively, usually in informal groups  
UF Experience Units  
BT Units Of Study  
RT Activities  
Discovery Learning  
Experiential Learning  
Learning Activities  
Resource Units

ADJUSTMENT (TO ENVIRONMENT) Jul 1966  
CUE 1,503 RIE 1,292  
SN A condition of harmonious relation to the environment in which internal needs are satisfied and external demands are met - also, the process of altering internal or external factors to attain this harmonious condition  
UF Adaptability (Personality), Adaptive Behavior  
Adjustment Problems (1966 1980)  
Group Adjustment  
Individual Adjustment  
Maladjustment (1966 1980)  
Personal Adjustment (1966 1980)

ADMINISTRATIVE AGENCIES (1966 1980) Mar 1980  
CUE 102 RIE 217  
SN Invalid descriptor - used inconsistently in indexing - see "agencies" or "public agencies"

ADMINISTRATIVE PRINCIPLES Aug 1968  
CUE 190 RIE 251  
SN The assumptions, beliefs, values, or accepted practices that underlie administrative policy and activity (note prior to March the use of this term was not restricted by a scope note)

BT Standards  
RT Administration  
Administrative Policy  
Administrator Guides  
Administrator Responsibility  
Business Administration  
Educational Principles  
Supervisory Methods

Adages  
USE PROVERBS

Adaptability (Personality)  
USE ADJUSTMENT (TO ENVIRONMENT)  
PERSONALITY TRAITS

ADAPTATION LEVEL THEORY Jul 1966

CUE 52 RIE 34  
SN Theory that individuals judge the magnitude of any stimuli (e.g. loudness, size, weight) by establishing subjective scales against which the stimuli are measured  
BT Behavior Theories  
RT Arousal Patterns  
Attention  
Cognitive Processes  
Individual Psychology  
Novelty (Stimulus Dimension)  
Perception

NT Coping  
Emotional Adjustment  
Social Adjustment  
Student Adjustment  
Vocational Adjustment  
Behavior  
BT Adjustment Counselors  
RT Behavior Problems  
Counseling  
Emotional Disturbances  
Emotional Problems  
Environment  
Environmental Influences  
Individual Development  
Intelligence  
Maturity (Individuals)  
Mental Disorders  
Mental Health  
Mental Retardation  
Orientation  
Personality Problems  
Psychoeducational Methods  
Rehabilitation  
Rehabilitation Counseling  
Stress Variables  
Therapy

ADMINISTRATIVE CHANGE Jul 1966  
CUE 160 RIE 207  
SN Change in administrative personnel (re-assignment, dismissal etc.) or in the structure of an organization's administration  
BT Change  
RT Administration  
Administrators  
Change Strategies  
Organizational Change  
Organizational Development

ADMINISTRATIVE PROBLEMS Jul 1966  
CUE 546 RIE 559  
SN (note use a more precise term if possible)  
BT Problems  
RT Administration

Administrative Secretaries  
USE SECRETARIES

Administrative Teams  
USE MANAGEMENT TEAMS

Administrator Appraisal  
USE ADMINISTRATOR EVALUATION

ADMINISTRATOR ATTITUDES Jul 1966  
CUE 760 RIE 1,173  
SN Attitudes, opinions, or views held by administrators  
UF Administrator Opinions  
BT Attitudes

Administrative Occupations  
USE MANAGERIAL OCCUPATIONS

ADAPTED PHYSICAL EDUCATION Mar 1974  
CUE 34 RIE 111  
SN Adaptation of regular physical education programs to meet the needs of disabled individuals  
BT Physical Education  
Special Education

\* - Concept represented by two or more USE terms in coordination



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Northeastern Indians Make a Bid for Recognition. *American Indian Journal*, v5 n12 p23-25 Dec 1979 EJ 214 876

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Evaluating a Sex-Related Ability Comparison With Same-, Opposite-, and Combined-Sex Norms. *Journal of Research in Personality*, v13 n3 p294-04 Sep 1979 EJ 213 631  
Social Comparison Processes in the Young Child. *Journal of Research and Development in Education*, v13 n1 p79-89 Fall 1979 EJ 213 715

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## Abstract Reasoning

Written Language Maturity and Formal Reasoning in Male and Female Adolescents. *Language and Speech*, v22 n2 p117-27 Apr-Jun 1979 EJ 214 158  
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## Abstracting

Composing an Abstract: A Practical Heuristic. *College Composition and Communication*, v30 n4 p380-83 Dec 1979 EJ 214 084  
The Challenge to Bibliographical Control. *Canadian Library Journal*, v36 n6 p343-46 Dec 1979 EJ 214 713

## Abstraction Levels

Adolescent Conservation. *Journal of Genetic Psychology*, v135 n1 p157-58 Sep 1979 EJ 214 804  
Doubts about Depth. *Journal of Experimental Psychology: Human Learning and Memory*, v5 n1 p24-44 Jan 1979 EJ 215 241

## Abstracts

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CUE—Searching for the Answer to Two Questions: Do You Need Supplementary Education Index Searches? Can You Save Money by Skipping Full Format Output? *Database*, v2 n4 p22-27 Dec 1979 EJ 214 679  
Abstracts of the Scientific Programs of the American College Health Association Fifty-Seventh Annual Meeting, May 22-25, 1979, Washington, D.C. *Journal of the American College Health Association*, v28 n1 p35-47 Aug 1979 EJ 215 178

## Academic Ability

Sex Differences in Learned Helplessness. II The Contingencies of Evaluative Feedback in the Classroom and III An Experimental Analysis. *Developmental Psychology*, v14 n3 p268-76 May 1978 EJ 214 829

## Academic Achievement

Confidence-Judgment Accuracy as a Predictor of Test Performance. *Journal of Research in Personality*, v13 n3 p305-14 Dec 1979 EJ 213 700  
A Curricular Change that Makes a Difference: Short-Term Electives. *Kappa Delta Pi Record*, v15 n3 p66-69 Feb 1979 EJ 213 763  
Order of Presentation of Oral and Written Information as Determinants of Student Grades. *College Student Journal*, v13 n4 p370-73 Win 1979 EJ 213 828  
Psychoactive Drug Effects in a Hyperactive Child: A Case Study Analysis of Behavior Change and Teacher Attention. *Journal of School Psychology*, v17 n4 p317-23 Win 1979 EJ 213 938  
Intelligence and Learning Tasks as Predictors of Scholastic Achievement in Black and White First-Grade Children. *Journal of School Psychology*, v17 n4 p325-31 Win 1979 EJ 213 939  
Validity of WISC-R Factor Scores in Predicting Achievement and Attention for Four Socioeconomic Groups. *Journal of School Psychology*, v17 n4 p355-60 Win 1979 EJ 213 943  
Academic and Intellectual Functioning of Adjudicated Adolescents: A Status Report Based on Randomly Selected Case Studies. *Behavioral Disorders*, v4 n4 p46-50 Aug 1979 EJ 214 327  
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The Assessment of Candidates for Degrees in Physics. *Studies in Higher Education*, v4 n2 p169-80 Oct 1979 EJ 214 508  
Affective Development in Children, Grades 3 through 12. *Journal of Genetic Psychology*, v135 n1 p37-50 Sep 1979 EJ 214 791  
Prior Knowledge and Locus of Control in Cognitive Learning among College Biology Students. *Education*, v100 n2 p138-45 Win 1979 EJ 214 887

Relationship between Home Background, School Achievement and Adolescent Values. *Education*, v100 n2 p158-64 Win 1979 EJ 214 891

Academic Achievement of Recent Immigrants from Mexico. *NABE: The Journal for the National Association for Bilingual Education*, v3 n3 p113 Spr 1979 EJ 214 897

Item Difficulty and Answer Changing. *Teaching of Psychology*, v6 n4 p228-30 Dec 1979 EJ 215 102

The Efficacy of Bilingual Education. *Educational Evaluation and Policy Analysis*, v1 n5 p72-73 Sep-Oct 1979 EJ 215 217

Pygmalion Grows Up: A Model for Teacher Expectation Communication and Performance Influence. *Review of Educational Research*, v49 n3 p389-410 Sum 1979 EJ 215 248

Predicting Academic Achievement from Classroom Behavior. *Review of Educational Research*, v49 n3 p479-96 Sum 1979 EJ 215 252

Project HOLD: A Way to Hold Them. *Negro Educational Review*, v30 n4 p253-60 Oct 1979 EJ 215 282

The Relationship between Academic Status and Future Expectations among Low-Income Blacks. *Journal of Black Psychology*, v6 n1 p7-16 Aug 1979 EJ 215 294

## Academic Aspiration

Academic Pressures and the Black Adolescent. *Contemporary Educational Psychology*, v4 n4 p318-23 Oct 1979 EJ 215 235

The Relationship between Academic Status and Future Expectations among Low-Income Blacks. *Journal of Black Psychology*, v6 n1 p7-16 Aug 1979 EJ 215 294

## Academic Education

A College Reading Program: The Integration of Reading, Writing, Speaking and Thinking within the Content Area. *College Student Journal*, v13 n4 p391-99 Win 1979 EJ 213 833

Organizational Structures in Gerontology Education: A Comparison Based on Institutional Types. *Educational Gerontology*, v4 n4 p355-65 Oct 1979 EJ 213 916

Gerontological Activities in Academic Programs in Home Economics in the United States. *Educational Gerontology*, v4 n4 p389-93 Oct 1979 EJ 213 919

The Value of the Humanities: A Folklorist's View. *National Forum: Phi Kappa Phi Journal*, v69 n3 p23-28 Sum 1979 EJ 214 552

An Essay on the Past and Future (?) of Information Science Education—II: Unresolved Problems of "Externality" of Education. *Information Processing and Management*, v15 p6 p291-301 Jul 1979 EJ 214 707

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Beginning the School Year with a Book. *Independent School*, v39 n2 p33-35 Dec 1979 EJ 213 759

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Factors Affecting Faculty Perceptions of Academic Libraries. *College and Research Libraries*, v40 n6 p527-32 Nov 1979 EJ 214 720

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Academic Pressures and the Black Adolescent. *Contemporary Educational Psychology*, v4 n4 p318-23 Oct 1979 EJ 215 235

## Academic Rank (Professional)

The Use of Faculty Rank in the Community Junior College System of Florida. *Community Junior College Research Quarterly*, v3 n4 p335-39 Jul-Sep 1979 EJ 214 747

## Academic Standards

Standard Setting: Do the States Care? *Change*, v11 n8 p56-58 Nov-Dec 1979 EJ 214 532  
Academic Tenure and Mandatory Retirement under the New Law. *Science*, v206 n4425 p1373-78 Dec 1979 EJ 215 017

## Academically Handicapped

Science for the Less Able or Children of Low Education Attainment. *SASTA Journal*, n793 p711 Sep 1979 EJ 214 946

## Access to Education

The Effect of Population Growth upon the Quantity of Education Children Receive. *Review of Economics and Statistics*, v61 n4 p572-84 Nov 1979 EJ 214 240  
A New Life for \$8.50 Per Credit Hour. *AGB Reports*, v21 n5 p45-46 Sep-Oct 1979 EJ 214 493  
Developing an Older Population Program. *New Directions for Community Colleges*, v7 n1 p1 Fall 1979 EJ 214 773  
Eminent College: Learning from Here to Eternity. *New Directions for Community Colleges*, v7 n3 p14 Fall 1979 EJ 214 774

## Accident Prevention

An Economic Alternative. *Journal of Physical Education and Recreation*, v50 n7 p70-71 Sep 1979 EJ 215 195

## Accountability

Counseling Directory and Consumer's Guide: Implementing Professional Disclosure and Consumer Protection. *Personnel and Guidance Journal*, v58 n3 p190-93 Nov 1979 EJ 213 873

Finding Fault with the Testers. *New York Times Magazine*, p152-62 Nov 18 1979 EJ 214 504

Accountability of Tertiary Education at the National Level: A Chimeric? *Vistas*, v23 n2 p27-33 1979 EJ 214 630

Assurances for the Handicapped: New Demands for Educators. *Education*, v100 n2 p131-33 Win 1979 EJ 214 885

## Accounting

Accounting: "I Wish Someone Had Told Me." *Business Education Forum*, v34 n1 p24,26,28 Oct 1979 EJ 213 782

## Accreditation (Institutions)

Pros and Cons of Part-Time Faculty. *AGB Reports*, v21 n5 p25 Sep-Oct 1979 EJ 214 487

An Essay on the Past and Future (?) of Information Science Education—II: Unresolved Problems of "Externality" of Education. *Information Processing and Management*, v15 n6 p291-301 1979 EJ 214 707

NRPA News Council on Accreditation Seeks Opinions on Changes Proposed to Its Standards. *Parks and Recreation*, v14 n7 p12 Jul 1979 EJ 215 128

## Acculturation

A New Life for \$8.50 Per Credit Hour. *AGB Reports*, v21 n5 p45-46 Sep-Oct 1979 EJ 214 493

Adaptation Strategies and Cultural Life Styles of Mexican American Adolescents. *Hispanic Journal of Behavioral Sciences*, v1 n4 p375-92 Dec 1979 EJ 214 912

## Achievement Gains

Home-Based Reinforcement of School Behavior: A Review and Analysis. *Review of Educational Research*, v49 n3 p436-58 Sum 1979 EJ 215 250

## Achievement Rating

Grading in a More Complex Learning Environment. *Balance Sheet*, v61 n2 p74-77 Oct 1979 EJ 213 805

Philosophies of Grading Systems. *College Student Journal*, v13 n4 p310-14 Win 1979 EJ 213 818

## Achievement Tests

High School Forum: The ACS-NSTA Chemistry Achievement Exam—Beyond Test Results. *Journal of Chemical Education*, v56 n12 p813-14 Dec 1979 EJ 215 048

## Acoustical Environment

Speaker Intelligibility of Black and White School Children for Black and White Adult Listeners under Varying Listening Conditions. *Language and Speech*, v22 n3 p237-42 Jul-Sep 1979 EJ 214 164

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Physics and Psychophysics of High-Fidelity Sound. Part I: Perception of Sound and Music. *Physics Teacher*, v17 n9 p563-70 Dec 1979 EJ 215 026

## Acting

Teacher Education and the Pedagogy of the Arts. Editorial. *Contemporary Education*, v51 n1 p4-6 Fall 1979 EJ 215 163

The Teacher as a Performing Artist. *Contemporary Education*, v51 n1 p7-9 Fall 1979 EJ 215 164

Training the Teacher as a Performing Artist. *Contemporary Education*, v51 n1 p14-18 Fall 1979 EJ 215 166

Is Teaching Really a Performing Art? *Contemporary Education*, v51 n1 p31-35 Fall 1979 EJ 215 169

## Activism

Student Power 101. *Change*, v11 n8 p42-50 Nov-Dec 1979 EJ 214 528

## Activities

A Behaviorally-Oriented Activities Therapy Program for Adolescents. *Adolescence*, v14 n55 p567-77 Fall 1979 EJ 213 672  
Let's Do It: Using Addition Facts to Learn Subtraction Facts. *Arithmetic Teacher*, v27 n4 p8-13 Dec 1979 EJ 214 928  
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A "Stencil Method" for Solving Quadratics of the Type  $ax^2 + bx + c = 0$  That Have Real Roots. *Mathematics Teacher*, v72 n9 p661-67 Dec 1979 EJ 214 956  
Sharing Teaching Ideas. *Mathematics Teacher*, v72 n9 p668-77 Dec 1979 EJ 214 957  
Some Outdoor Mathematics Topics for the Elementary School. *School Science and Mathematics*, v79 n8 p641-46 Dec 1979 EJ 214 963

## Adapted Physical Education

Adaptation of Project "I Can" Primary Skills Physical Education Program for Deaf-Blind Children. *Journal of Visual Impairment and Blindness*, v73 n7 p270-76 Sep 1979 EJ 214 362

**Descriptors:** \*Anomalies, Behavior Problems, \*Economic Factors, Elementary Secondary Education, \*Emotionally Disturbed, \*Environmental Influences, \*Etiology, Exceptional Child Research, \*Learning Disabilities, \*Physiology

In an examination of 1,046 children from kindergarten through high school, low income children had more minor physical anomalies (MPAs) than those from middle income; while middle income children with behavior disorders had as many MPAs as low income pupils. Learning disabilities and emotional illness were associated with increasing MPAs. (Author/SBH)

**EJ 214 349** EC 121 354  
The Effect of Two Language Training Approaches on Syntactical Skills of Language-Deviant Children. Weller, Carol. *Journal of Learning Disabilities*, v12 n7 p470-79 Aug-Sep 1979

**Descriptors:** Early Childhood Education, Exceptional Child Research, \*Language Development, \*Language Handicapped, Learning Disabilities, Program Effectiveness, \*Teaching Methods

**Identifiers:** Bereiter, (Carl), Blank (Marion), Engelmann (Siegfried)

The effects of the teacher directed language training approach of C Bereiter and S Engelmann and the child centered language training approach of M Blank were experimentally investigated with descriptor words and function words in four children, aged four to five, whose language was deficient in these parts of speech. (Author/SBH)

**EJ 214 350** EC 121 355  
Resource Rooms: Some Aspects for Special Educators to Ponder. Brown, Louis F, And Others. *Journal of Learning Disabilities*, v12 n7 p480-82 Aug-Sep 1979

**Descriptors:** Delivery Systems, Elementary Secondary Education, \*Handicapped Children, Models, \*Program Effectiveness, \*Resource Room Programs, \*Resource Teachers, \*Teacher Role

The article raises questions about the resource room model as an educational delivery system for handicapped students. (Author)

**EJ 214 351** EC 121 356  
Identification and Remediation of Basic Cognitive Deficits in Disadvantaged Children. Grassi, Joseph, La Monto-Corse, Angelica. *Journal of Learning Disabilities*, v12 n7 p483-87 Aug-Sep 1979

**Descriptors:** \*Cognitive Development, \*Cognitive Tests, \*Disadvantaged Youth, Early Childhood Education, Evaluation Methods, \*Remedial Programs

**Identifiers:** \*Grassi Basic Cognitive Evaluation, \*Scopiee Program

The authors describe issue strategies for the identification and remediation of basic cognitive deficits in disadvantaged young children. (Author/SBH)

**EJ 214 352** EC 121 357  
Recategorization of the WISC-R Subtest Scaled Scores for Learning Disabled Children. Vance, Hubert Booney, Singer, Marc G. *Journal of Learning Disabilities*, v12 n7 p487-91 Aug-Sep 1979

**Descriptors:** Elementary Education, Exceptional Child Research, \*Intelligence Tests, \*Learning Disabilities, \*Scoring Formulas

**Identifiers:** \*Wechsler Intelligence Scale for Children Revised

A study involving 98 children (6 to 13 years old) in ten learning disabilities (LD) classes investigated the hypothesized pattern of recategorized WISC-R (Wechsler Intelligence Scale for Children Revised) subtest scores into spatial, conceptual, and sequential areas. (SBH)

**EJ 214 353** EC 121 358  
The Factor Composition of the WISC for Hyperkinetic/MBD Males. Milich, Richard S, Loney, Jan. *Journal of Learning Disabilities*, v12 n7 p491-95 Aug-Sep 1979

**Descriptors:** \*Attention, Elementary Education, Exceptional Child Research, \*Factor Analysis, \*Hyperactivity, \*Intelligence Tests, \*Minimally Brain Injured

**Identifiers:** \*Wechsler Intelligence Scale for Children

The study explored the intellectual functioning of 90 hyperkinetic, minimally brain damaged boys (mean age 12 years) via an analysis of student test performance in relation to the factor composition of the Wechsler Intelligence Scale for Children (WISC) (SBH)

**EJ 214 354** EC 121 359  
An Individualized Learning Disabilities Program in the Regular Classroom. Rotherberg, Julia Johnson, And Others. *Journal of Learning Disabilities*, v12 n7 p496-99 Aug-Sep 1979

**Descriptors:** Early Childhood Education, Exceptional Child Research, Kindergarten, \*Learning Disabilities, \*Program Effectiveness, \*Reading Readiness, \*Resource Teachers, \*Task Analysis

**Identifiers:** \*Make Every Child Capable of Achieving

Effectiveness of the MECCA program (Make Every Child Capable of Achieving) - in which a learning disabilities specialist collaborates with a classroom teacher using a task analysis approach) was examined with 14 kindergarten age children in four MECCA classes, 17 children in four referral classes, and 37 controls (SBH)

**EJ 214 355** EC 121 373  
Reinforcement Based Reductive Procedures, Training and Monitoring Performance of Institutional Staff. Repp, Alan C, Deitz, Diane E. *Mental Retardation*, v17 n5 p221-26 Oct 1979

**Descriptors:** \*Behavior Change, Contingency Management, \*Mentally Handicapped, \*Operant Conditioning, Reinforcement

**Identifiers:** Behavior Reduction, Differential Reinforcement

The paper presents guidelines for training staff to implement positive reductive procedures to decrease undesirable behaviors of their retarded students and clients. Considerations relevant to all reductive procedures are briefly discussed in the first portion of the paper, while guidelines indigenous to positive reductive procedures are discussed in the second portion. (Author)

**EJ 214 356** EC 121 374  
Selected Characteristics, Services and Movement of Group Home Residents. Polivka, Christian H, And Others. *Mental Retardation*, v17 n5 p227-30 Oct 1979

**Descriptors:** \*Community Services, Custodial, Mentally Handicapped, Exceptional Child Research, Exceptional Child Services, \*Mentally Handicapped, Needs Assessment, Normalization (Handicapped), \*Student Characteristics

**Identifiers:** \*Group Homes (Handicapped)

Characteristics, services received, and movement of 477 mentally retarded residents of 47 group homes, were examined. (Author/CL)

**EJ 214 357** EC 121 375  
Public Views of the Surplus Population. Gardner, James M, Veno, Arthur. *Mental Retardation*, v17 n5 p231-36 Oct 1979

**Descriptors:** \*Community Attitudes, \*Criminals, Exceptional Child Research, \*Mental Illness, Mentally Handicapped, Normalization (Handicapped), \*Social Attitudes

Public attitudes toward people labeled mentally ill (MI), mentally retarded (MR), and criminals (C) were assessed by a community opinion questionnaire completed by 200 randomly selected persons from a stratified representative sample of a major metropolitan area. Results indicated a high degree of similarity in attitudes toward MI and MR, while C was markedly different. (Author)

**EJ 214 358** EC 121 376  
Teaching Spontaneous-Functional Speech to Autistic-Type Children. Sosne, Jeffrey B, And Others. *Mental Retardation*, v17 n5 p241-45 Oct 1979

**Descriptors:** \*Autism, \*Language Development, \*Speech Instruction, \*Speech Skills, Teaching Methods

The paper presents a program for increasing spontaneous functional speech to autistic like children. The program, applicable to individual and group settings, emphasized the use of language skills beyond the classroom. (Author/CL)

**EJ 214 359** EC 121 377  
Development and Distribution of Intellectual and Adaptive Skills in Down's Syndrome Children: Implications for Early Intervention. Morgan, Sam B. *Mental Retardation*, v17 n5 p247-49 Oct 1979

**Descriptors:** Adolescence, \*Age Differences, Childhood, \*Downs Syndrome, Early Childhood, Exceptional Child Research, Infancy, \*Intelligence Quotient, Mentally Handicapped

Data on the systematic decline in IQs and Social Quotients in 21 Down's syndrome children (3 months to 15 years old) from infancy to adolescence are presented along with an analysis of the distribution of IQs within different age ranges. (Author/CL)

**EJ 214 360** EC 121 378  
Development of a Pre-Reading Concept Program for Visually Handicapped Children. Hall, Amanda, Rodabaugh, Barbara. *Journal of Visual Impairment and Blindness*, v73 n7 p257-63 Sep 1979 (Reprint UMI)

**Descriptors:** Concept Formation, Elementary Education, \*Individualized Programs, \*Multisensory Learning, \*Piercing Experience, \*Program Development, Sequential Programs, \*Visually Handicapped

**Identifiers:** \*Preparatory Reading Program

The article describes the emphasis development of PEP (Preparatory Reading Program) an individualized program for teaching concepts to visually handicapped children at a prereading level. (Author/SBH)

**EJ 214 361** EC 121 379  
Factors Affecting Traceability of Lines for Tactile Graphics. Bentzen, Billie Louise Peck. *AJEC F Journal of Visual Impairment and Blindness*, v73 n7 p264-69 Sep 1979 (Reprint UMI)

**Descriptors:** \*Graphic Arts, \*Performance Factors, Research Projects, Tactile Perception, \*Visually Handicapped

To facilitate appropriate line choice for tactile graphic displays, 42 visually impaired Ss traced four types of tactile lines in a simple display (without interruptions), and in a complex display (having interruptions). (Author)

**EJ 214 362** EC 121 380  
Adaptation of Project "I Can" Primary Skills Physical Education Program for Deaf-Blind Children. Suberman, Rosanne K, Tripodi, Victoria. *Journal of Visual Impairment and Blindness*, v73 n7 p270-76 Sep 1979 (Reprint UMI)

**Descriptors:** \*Adapted Physical Education, \*Deaf-Blind, Elementary Secondary Education, \*Individualized Instruction, Multiply Handicapped, \*Program Development

**Identifiers:** \*I CAN Physical Education Program

The authors describe how the "I CAN" physical education program, an individualized instructional management system for developing skills, associated concepts, and social growth in handicapped children was adapted for use with deaf-blind children (5 to 21 years old) at the New York Institute for the Education of the Blind (SBH)

**EJ 214 363** EC 121 381  
Biofeedback Training in the Rehabilitation Process. Stocker, Claudell S. *Journal of Visual Impairment and Blindness*, v73 n7 p277-279, 281 Sep 1979 (Reprint UMI)

**Descriptors:** Anxiety, \*Blind, \*Feedback, \*Physical Therapy, \*Rehabilitation Programs, Visually Handicapped

**Identifiers:** \*Biofeedback Training

The article describes how a 60-hour training program helped 32 blind persons use biofeedback techniques to improve blood flow to arms, hands, legs and feet (especially important for diabetics), and to reduce anxiety through relaxation. (Author)

**EJ 214 364** EC 121 382  
Sexual Attitude Reassessment for Psychiatric Patients. Duncin, Jerry, Wise, Shirley. *Rehabilitation Literature*, v40 n8 p222-31 Aug 1979

**Descriptors:** Adolescents, Adults, \*Emotionally Disturbed, \*Mental Illness, Rehabilitation, \*Sex Education, \*Sexuality, Young Adults

Sexuality programs are one part of the program at Threshold, a rehabilitation center for psychiatric patients (11 to 50 years old). A 16 week sexuality group includes seven phases: initial interview, beginning group development, health care, contraception, reproduction, sexuality maturation, intercourse, homosexuality, coed group discussion, and wrap up and evaluation. (CL)

**EJ 214 365** EC 121 383  
Evaluation of a Transitional Training Program for Mentally Retarded, Multiply Handicapped High School Students. O'Brien, Patrick J, Schiller, William J. *Rehabilitation Literature*, v40 n8 p232-33 Aug 1979

**Descriptors:** \*Adjustment (to Environment), Exceptional Child Research, \*Mentally Handicapped, \*Multiply Handicapped, Secondary Education, \*Vocational Adjustment, \*Work Study Programs

A comparative study was made of 18 mentally retarded, multiply handicapped high school students who attended a work study program and 12 students who were traditionally serviced in the academic program. (CL)

**EJ 214 366** EC 121 384  
SOREFI: A Specialized Treatment Program Designed to Wean Patients from Unnecessary Therapies. Di Benedetto, Margaret. *Rehabilitation Literature*, v40 n8 p236-39 Aug 1979

**Descriptors:** \*Physical Fitness, \*Physical Therapy, \*Physically Handicapped, \*Recreation, \*Social Adjustment

The SOREFI (Social Recreation Fitness) program was developed to prevent overuse and misuse of outpatient physical therapy by disabled persons. SOREFI was designed to wean the chronic patient from unnecessary therapies by helping to identify and then meet the needs by more appropriate means. (CL)

**EJ 214 367** EC 121 385  
Nonlinguistic Creative Abilities and Expressive Syntactic Abilities of Hearing-Impaired Children. Loughton, Joan. *Volta Review*, v81 n6 p409-20 Oct-Nov 1979 (Reprint UMI)



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Spring 1980

Gilroy), "Tests of Central Auditory Function in Children With Learning Disabilities" (M. Pappero), "Evaluation of Auditory Behavior of Children Using the Flowers-Costello Test of Central Auditory Abilities" (M. Costello), "Communicating Results of Central Auditory Tests With Other Professionals" (S. Richardson), "Some Thoughts Concerning Alternate Explanations of Central Auditory Test Results" (C. Dempsey), "Children's Performance on the SSW Test and Willeford Battery-Interim Clinical Data" (E. White), and "The Team Approach to the Assessment of Children With Learning Disabilities" (R. Swetzer) A summary of conference discussion periods is also included. (DLS)

## ABSTRACT 47

EC 12 0047 ED N.A.  
Publ. Date 79 178p  
Upton, Graham, Ed  
Physical and Creative Activities for the Mentally Handicapped.

Available from Cambridge University Press, 32 E. 57th St., New York, New York 10022 (\$10.95)

Descriptors: \*Mentally Handicapped, Foreign Countries, \*Adapted Physical Education, \*Movement Education, \*Physical Education, \*Physical Activities, \*Art Activities, \*Music Activities, \*Drama, \*Handicrafts,

Publ. Form: Teaching Guides,

Identifiers: \*England

Aimed at the British special education teacher, the book presents physical and creative learning and developmental activities for the mentally handicapped children. Section 1 outlines an innovative approach to physical education for the retarded. The benefits this approach can have on the intellectual, social, and physical development of retarded children are reviewed, along with the stages through which movement skills develop. Developmental movement is discussed, along with some general problems of organization and time tabling. Section 2 provides a detailed introduction to teaching music to the retarded. Specific areas where music may be of most value to the retarded are outlined, and are illustrated with case studies. A teaching framework is presented, outlining various stages through which teaching might progress. Specific examples of teaching programs are provided, along with specific teaching techniques, activities, and materials (including homemade instruments and lists of songs, records, and books). Section 3 offers an approach to teaching drama to the retarded, and covers such aspects as the nature of dramatic activity and of the elements of drama that are most relevant to the retarded. Specific teaching methods and dramatic activities are suggested, and a framework against which the children's progress can be evaluated is also provided. Section 4 presents suggestions for teaching arts and crafts to the retarded, including a list of suggested activities. (Author/DLS)

## ABSTRACT 48

EC 12 0048 ED N.A.  
Publ. Date 79 105p  
Skinner, Louise  
Motor Development in the Preschool Years.

Available from Charles C Thomas, 301 E. Lawrence Ave., Springfield, Illinois 62717 (\$9.75)

Descriptors: \*Early Childhood Education; \*Preschool Education; \*Motor Development; \*Movement Education, \*Perceptual Motor Coordination; \*Psychomotor Objectives, \*Psychomotor Skills, \*Physical Activities, \*Identification,

Publ. Form: Teaching Guides;

Intended primarily for professional personnel in various preschool settings, the book presents a representative collection of activities designed to give the preschool teacher an overview of the types of activities that can be used for motor training, so that she can direct sensory motor and locomotor activities to fit the general needs of most preschool children as well as the specific needs of individual children. A comprehensive motor development scale of expectancies for children ages 2 through 5 years is provided. A section on sensory-motor activities includes data on sensory-motor integration, tactile sensation, body image, balance, spatial relationships, laterality, form discrimination, fine motor coordination, visual-motor coordination, and auditory-motor integration. Basic body movement progressions are outlined in a separate section, with information provided on rolling, crawling, creeping, walking, running, leaping, jumping and hopping, galloping, and skipping. A final section reviews muscular strength and relaxation. A glossary of terms associated with motor development is included. (DLS)

## ABSTRACT 49

EC 12 0049 ED N.A.  
Publ. Date 77 91p

Mavilya, Marya P.  
Mignone, Bernadette R.  
Educational Strategies for the Youngest Hearing Impaired Children (0 to 5 Years of Age).

Available from Alexander Graham Bell Association for the Deaf, 3417 Volta Pl., N.W., Washington, District of Columbia 20007 (\$7.00)

Lexington School for the Deaf Education Series, Book 10, The Lexington School for the Deaf, 30th Avenue and 75th Street, Jackson Heights, New York, New York 11370

Descriptors: \*Aurally Handicapped, \*Early Childhood Education, \*Intervention, \*Cognitive Processes, \*Cognitive Development; Problem Solving; Prediction; Classification, \*Learning Activities; \*Language Development; Language Skills; \*Listening Skills; Nursery Schools;

Publ. Form: Teaching Guides;

The book presents appropriate intervention strategies for the education of hearing impaired children from infancy through the age of 5 years, and is intended for parents, teachers, and others who serve this population. Focus is on the expansion of language and listening skills through the cognitive processes of sequencing, classification, comparison, prediction making, and problem solving. Each section covers a year in the child's development, with subsections broken down into smaller age groupings which are measured in days. In each section, auditory, social, visual, tactile, language, and readiness

activities are proposed to facilitate the child's growth of language. A separate section on nursery schools is also provided. (DLS)

## ABSTRACT 50

EC 12 0050 ED N.A.  
Publ. Date 77 131p

Lohmeier, Barbara, and Others  
Human Service Technician In-Service Training Modules: Competency Based Instructional Material for Personnel Providing Direct Care Services for Handicapped Individuals.

Available from Hawkins and Associates, Inc., 729 Delaware Ave., S.W., Washington, District of Columbia 20024 (\$5.95)

Descriptors: \*Severely Handicapped; \*Paraprofessional Personnel, \*Inservice Education, Performance Based Education; Curriculum, \*Human Development, Behavior Change; \*Contingency Management; Interaction; \*Leisure Time; Recreation;

Publ. Form: Guidelines;

The book contains instructor guidelines for a curriculum designed for paraprofessionals working with severely handicapped persons. Chapter 1 reviews activities of a 3 year project and describes the background of the curriculum guidelines. The remainder of the book is composed of objectives, suggested learning activities, resource citations, performance criteria, and supplementary reading resources for the following six modules: human growth and development; orientation to disability and handicapping conditions; behavior analysis; interactive processes; leisure programming for the severely, profoundly, and multiply handicapped, and client care of the developmentally disabled. (CL)

## ABSTRACT 51

EC 12 0051 ED N.A.  
Publ. Date Nov 77 87p

A National Study of the Problems of Developmentally Disabled Individuals Placed in Out-of-State Facilities. Final Report.

Available from Council of State Governments, Iron Works Pike, Lexington, Kentucky 40578 (\$6.00)

Descriptors: Exceptional Child Research; \*Developmental Disabilities, \*Delinquency; \*Student Placement; \*State Surveys, \*State Standards; State Agencies; \*Interstate Programs; Normalization (Handicapped);

Identifiers: \*Out of State Placement, \*Deinstitutionalization;

The report details findings of a survey of state procedures in placing developmentally disabled individuals (including juvenile offenders) in out-of-state facilities. An initial chapter presents results which indicate that out-of-state placement is a practice confined to a relatively few states in any significant numbers. Data for 10 states reporting 10 or more out-of-state placements are provided for the following headings: numbers by diagnostic category, monitoring processes, standards applied, placement patterns, and public or private institutions. Narrative information is also given for Alabama, Maryland, New Jersey, and the Area Offices of the Bureau of Indian Affairs. Secondary research issues are seen to touch on deinstitutionalization and normalization. Among conclusions drawn from the data are that the practice of out-of-

EC131096

**Inservice Training of Teachers to Work in Mainstreamed Physical Education Settings.**Spragens, Jane Ellis  
1979- 213P.

Note: Texas Woman's University.

UMI, P. D. Box 1346, Ann Arbor, MI 48106 (\$24.00 pc, \$13.00 mf) Order No: 8012180

EDRS: NDT AVAILABLE

A 1 day inservice model in adapted physical education and the requirements of P.L. 94-142 (the Education for All Handicapped Children Act) was found to produce a significant attitude gain toward mainstreaming as well as an increase in knowledge related to physical education with handicapped children. (CL)

Descriptors: Exceptional Child Research/ \*Disabilities/ Teacher Attitudes/ Physical Education/ \*Adapted Physical Education/ \*Mainstreaming/ Inservice Teacher Education/ Compliance (Legal)

Identifiers: \*Education for All Handicapped Children Act

EC122896 ED181708

**The Detroit Approach to Adapted Physical Education and Recreation.**Elkins, Bruce; Czapski, Stephen  
Detroit Public Schools, Mich. Dept. of Special Education.  
19.79. 8P.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Note: Detroit's Adaptive Physical Education Consortium Project

The report describes Detroit's Adaptive Physical Education Consortium Project in Michigan. Among the main objectives of the project are to coordinate all physical education and recreation services to the handicapped in the Detroit area, to facilitate the mainstreaming of capable, handicapped individuals into existing "regular" physical education and recreation programs; to establish an adapted sports and recreation lending library available to all schools, universities, community agencies, and individuals (including parents) who join the consortium project; to conduct inservice training programs for all project participants; to create a teaching laboratory where adapted physical education, therapeutic recreation, and dance therapy students can polish and develop their skills; to develop various products to assist in the coordination and communication of project activities; and to establish an advisory council and parent roundtable to offer guidance and assistance to the project. (DLS)

Descriptors: \*Handicapped/ Special Programs/ \*Program Descriptions/ \*Adapted Physical Education/ Recreational Programs/ Recreation/ Physical Education/ Physical Education Programs/ \*Consortia/ \*Educational Coordination/ Mainstreaming

/ Inservice Education/ Dance Therapy/ Teacher Education/ Parent Participation/ Special Libraries  
Identifiers: \*Adaptive Physical Education Consortium Project  
/ \*Michigan (Detroit)

EC120168

**physical education for the handicapped. meeting the need through inservice education.**Dunn, John M., Ed.; Harris, Jerry L., Ed.  
Oregon State Univ., Corvallis School of Health and Physical Education.  
1979-May 144P

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW), Washington, D.C.

Oregon State University, School of Health and Physical Education, Corvallis, Oregon 97331 (\$3.00 xerox copy).

EDRS: NDT AVAILABLE

Twenty papers presented at the Oregon state conference on "inservice physical education and public law 94-142" are included in the volume. The first section focuses on the inservice challenge and includes papers on subjects such as the accountability of inservice training for implementation of public law 94-142, the practical implications of research in physical education, and needs assessment methodologies for inservice. The second section presents inservice models such as a field based model of physical education for the handicapped, a model staff development program for physical educators, a field delivery system for inservice in a rural area; and a motor development inservice training project. The final section considers inservice for special groups. Among topics covered are a psychosocial approach to inservice physical education, administrative inservice considerations, and an inservice model for university facilities. (pfr)

Descriptors: \*handicapped children/ elementary secondary education/ educational legislation/ \*mainstreaming/ \*adapted physical education/ \*inservice programs/ educational accountability/ exceptional child research/ delivery systems/ needs assessment/ personnel/ rural education/ suburbs/ urban education/ models/ administrator role/ parent child relationship/ teacher attitudes/ inservice education/ higher education/ \*physical education

Identifiers: \*education for all handicapped children act.

SEARCH WORKSHEET

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Topic:

---

Descriptors: (from the Thesaurus of ERIC Descriptors)

---

Journal Articles:

Books:

ERIC Documents:

DISCOVERING SPECIAL EDUCATION RESOURCES: A WORKSHOP ON ERIC AND ECER

Workshop Evaluation

1. What is your current occupation?

Regular class teacher  Undergraduate student

Special education teacher  Graduate student

Librarian  Administrator

Other: \_\_\_\_\_

2. Are you (or have you ever been) a member of CEC?  Yes  No

3. Before participating in this workshop, had you ever used ERIC?

Yes  No If so, how:

Manual search of print indexes (RIE and CIJE)

Computer search of ERIC data base

Products or services from one or more ERIC clearinghouses

4. Before participating in this workshop, had you ever used ECER?

Yes  No If so, how:

Manual search of print index (formerly called Exceptional Child Education Abstracts)

Computer search of ECER data base.

5. Before participating in this workshop, had you ever called, written to, or visited CEC's Department of Information Services or the ERIC Clearinghouse on Handicapped and Gifted Children?  Yes  No

6. Did the workshop provide you with useful information?  Yes  No

7. Do you think you will use ERIC and/or ECER in the future?  Yes  No

Please use the reverse of this form to provide suggestions on how we can improve this workshop or the services and products available from CEC and ERIC.

Please return this form to your workshop leader or to:

Lynn Smarte  
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Reston, Virginia 22091