

# Contents

	<b>Acknowledgments</b>	viii
<b>1</b>	<b>An introduction</b>	1
	Slow learners	1
	Diagnosis and assessment	3
	Causes of handicap	4
	Treatment	6
	The concept of placement, follow-up and outcome	9
	Research	10
	Conclusion	11
<b>2</b>	<b>Classification and causation</b>	12
	The use and abuse of classification	12
	Prevalence	14
	Inheritance and environment	16
	Genetic conditions	17
	Environmental damage	18
<b>3</b>	<b>Assessment</b>	26
	Introduction	26
	Form of assessment	29
	Potential v. functioning level	32
	Tests of cognition	34
	Educational tests	36
	Social assessment	37
	Personality	39
	Motor development	40
	Problems of assessment	40

# Contents

<b>Acknowledgments</b>	viii
<b>1 An introduction</b>	1
Slow learners	1
Diagnosis and assessment	3
Causes of handicap	4
Treatment	6
The concept of placement, follow-up and outcome	9
Research	10
Conclusion	11
<b>2 Classification and causation</b>	12
The use and abuse of classification	12
Prevalence	14
Inheritance and environment	16
Genetic conditions	17
Environmental damage	18
<b>3 Assessment</b>	26
Introduction	26
Form of assessment	29
Potential v. functioning level	32
Tests of cognition	34
Educational tests	36
Social assessment	37
Personality	39
Motor development	40
Problems of assessment	40

## Contents

<b>4</b>	<b>Psychological growth in the handicapped</b>	<b>45</b>
	Introduction	45
	Cognitive growth	46
	Optimum v. critical growth periods	49
	Compensatory growth and enriched environment	51
	Growth in specific cognitive areas	52
	Social growth	53
	Conclusions	54
<b>5</b>	<b>Habilitation techniques</b>	<b>55</b>
	Introduction	55
	Early and later learning	57
	Principles of learning	59
	Summary	68
<b>6</b>	<b>Skills for social living</b>	<b>70</b>
	The range of social education	70
	Development and education in the early years	71
	Play in handicapped children	73
	Eating, dressing and related skills	75
	Social education skills for the older child	77
	Reading skills	78
	Number concepts	78
	Travel skills	79
	Other social skills	80
	Equipment and apparatus	81
<b>7</b>	<b>Vocational education</b>	<b>82</b>
	Vocational needs	82
	Training procedures	83
	Work training	85
	Causes of vocational success and failure	87
	Dealing with the problems	87
	Placement and follow-up services	89
<b>8</b>	<b>The family and home-living training</b>	<b>91</b>
	The handicapped child in the family	91
	Working with the family	94

## Contents

<b>4</b>	<b>Psychological growth in the handicapped</b>	45
	Introduction	45
	Cognitive growth	46
	Optimum v. critical growth periods	49
	Compensatory growth and enriched environment	51
	Growth in specific cognitive areas	52
	Social growth	53
	Conclusions	54
<b>5</b>	<b>Habilitation techniques</b>	55
	Introduction	55
	Early and later learning	57
	Principles of learning	59
	Summary	68
<b>6</b>	<b>Skills for social living</b>	70
	The range of social education	70
	Development and education in the early years	71
	Play in handicapped children	73
	Eating, dressing and related skills	75
	Social education skills for the older child	77
	Reading skills	78
	Number concepts	78
	Travel skills	79
	Other social skills	80
	Equipment and apparatus	81
<b>7</b>	<b>Vocational education</b>	82
	Vocational needs	82
	Training procedures	83
	Work training	85
	Causes of vocational success and failure	87
	Dealing with the problems	87
	Placement and follow-up services	89
<b>8</b>	<b>The family and home-living training</b>	91
	The handicapped child in the family	91
	Working with the family	94

## Contents

Parental relief	95
Parent training and the child	97
Home or institution – ordinary class or special school	98
Growing up within a residential school	100
Growing up in the home	102
Adult life – work and marriage	103
<b>9 Conclusions</b>	<b>105</b>
<b>Notes</b>	<b>109</b>
<b>Bibliography</b>	<b>111</b>
<b>Further reading list</b>	<b>118</b>