

THE NEUROLOGICALLY IMPAIRED CHILD  
in  
THE REGULAR CLASSROOM

AN ABSTRACT OF  
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This library study is an attempt to analyze methods and techniques which can be used by the regular classroom teacher to improve the educational program for the neurologically impaired child and thereby provide him a method of achieving some degree of success in his school activities.

Material to help the teacher identify the child with possible neurological impairment is included; causes, characteristics, and diagnostic procedures are presented. The role of structure is emphasized in describing the classroom environment necessary for neurologically impaired children. Suggestions are included to improve the physical structure and the program structure.

Activities are suggested for the development of gross-motor, fine-muscle, and visual perception skills. Equipment and materials useful in the training of neurologically impaired children are described.

A multi-sensory approach is emphasized in the area of academic learning. The necessity for finding the right method for each child is stressed.

As a result of this study, the writer feels that there is a place for the neurologically impaired child in the regular classroom. With the proper understanding of the environmental needs of this child, the regular classroom teacher can plan her classroom and program to meet these

needs of a structured program and reduced stimuli without impairing the development of the normal children in her classroom.

The teacher must be allowed the flexibility and time to incorporate sensory-motor and perception training into her regular curriculum. It cannot be assumed that the regular classroom teacher can completely handle the training necessary for the neurologically impaired child. Additional help is needed from other sources, such as special teachers who can take the handicapped child from the classroom to give him additional sensory-motor and perception training and also remedial assistance which might be needed in academic subjects.

Teacher-training institutions should incorporate courses in learning disabilities and neurological impairment into their programs for regular classroom teachers, so that teachers will be aware of such disabilities and better prepared to handle them. In-service workshops should be provided to acquaint teachers with current information on the problem.

There is a need for more complete and more universal testing programs to identify children with possible neurological impairment. The testing programs should be geared toward locating these children before they have experienced failure in their academic work.

The conflict of suggested methods for teaching academic subjects indicates that no one method is a panacea for

every child's disability. Complete testing is needed to determine the exact area of disability; methods must be used which will enable the child to achieve success in spite of his disability.

Studies should be made to determine if methods recommended for teaching impaired children would result in more efficient learning in normal children. These studies should include research into the advisability of structure for all children; studies should be made to evaluate the effect of distractible stimuli such as eye-catching bulletin boards and room decorations on normal children.

Research is needed to determine the advisability of a sensory-motor and perception training program for all children in kindergarten and first grade. It is possible that such training would give all children a potential for greater achievement.