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**A NEED FOR GUIDANCE
in
THE ELEMENTARY SCHOOL**

**AN ABSTRACT OF
A THESIS
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This thesis concerns itself with the young child and how early identification of learning disabilities, both social and academic, may affect his entire life. The attitude and amount of learning success experienced by the elementary school child may restrict and limit his contribution to society, or it may open his mind to the widest horizon his talents may reach.

Although there are numerous methods of approaching diagnosis and remediation, this paper discusses the methodology of the team approach. In Danbury children who present behavior and personality differences, or learning disabilities are brought through a screening process to a more extensive study by each of the team disciplines to a case conference, with an ultimate of successful remediation and/or behavioral change.

The State Department of Education, Bureau of Pupil Personnel and Special Education Services, State of Connecticut has made provisions for special classes and instruction, or services for the socially-emotionally disturbed and perceptually handicapped children. Every aspect of the child's development is considered as well as the remedial procedures.

Research and readings stressed the importance of early identification of the exceptional child. We as educators must not be content to evaluate our success by the child's mere ability to read and write, but rather on his ability to

utilize this knowledge in every day living. For those children who do not seem to be able to learn in the main stream of education we must adjust the curricula, class organization and methodology to meet their particular needs, abilities and interests. Each child must be afforded an opportunity to succeed within the limits of his ability.

Guidance must be for all children and the success of each child rests with the school, the community and the home. The ultimate goal of education is to help each child to learn to his optimum potential. Each child should have an equal opportunity though not an identical opportunity, as each child is a unique individual.