

## REFERENCES

- Agell & Ulman (1989). The Ulman personality assessment Procedure [Abstract]. *Painting portraits: Families, Groups & systems* (The Proceedings of the 20<sup>th</sup> Annual Conference of the American Art Therapy Association). Mundelein: IL: American Art Therapy Association.
- Algozzine, R., & Ysseldyke, J., (1987). In defense of different numbers. *Remedial and Special Education*, 8, 53-56.
- American Art Therapy Association (2000). Art Therapy: Definition of the Profession. *Journal of the American Art Therapy Association*, 17, 73.
- Anderson, F.E., (1992). *Art for All the Children: Approaches to Art Therapy for Children with Disabilities*. Illinois: Charles C. Thomas, Publisher.
- Anderson, V. & Saling, M. (1995). Do Reading Disabled Children Having Planning Problems? *Developmental Neuropsychology*, 11(4), 485-502.
- Arrington, D., (1992). Art-Based Assessment Procedures and Instruments Used in Research. In H. Wadson (Ed.), *A Guide to Conducting Art Therapy Research*. Mundelein, IL: AATA.
- Audet, L. & Hummel, (1990). A Framework for Assessment and Treatment of Language-Learning Disabled Children with Psychiatric Disorders. *Topics in Language Disorders*, 10(4), 57-74.
- Bandura, A., (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Beck, J. (1966). Effects of orientation and of shape similarity on perceptual grouping. *Perception and Psychophysics*, 1, 311-312.
- Bender, L., (1938). A Visual Motor Gestalt Test and Its Clinical Use. *The American Orthopsychiatric Research Monograph No. 3*.
- Branch, W., Cohen, M., & Hynd, G., (1995). Academic Achievement and Attention-Deficit/Hyperactivity

Disorder in Children with Left- or Right-Hemisphere Dysfunction. *Journal of Learning Disabilities*, 28(1), 35-43.

Brigance, A., (1979). *Brigance Diagnostic Inventory of Early Development*. Woburn, MA: Curriculum Associates.

Brown, F., (1996). Neurodevelopmental Evaluation (the physician's diagnostic role in learning disabilities). In F. Brown, E. Aylward, & B. Keogh (Eds.), *Diagnosis and Management of Learning Disabilities (3rd ed.)*, 37-59. California: Singular Publishing Group.

Burns, R. & Kaufman, S., (1970). *Kinetic family drawings (KFD): An introduction to understand children through kinetic drawing*. New York: Brunner/Mazel.

Bush, J., (1997). *The Handbook of School Art Therapy*. Illinois: Charles C. Thomas, Publisher.

Byers-Floyd, M., (1997). *The Enhancement of Self-Concept in African-American Students through Discipline-Based Multicultural Art Curricula*. Dissertation. Tallahassee, FL: Florida State U.

Carolan, R., (2001). Models and Paradigms of Art Therapy Research. *Art Therapy: Journal of the American Art Therapy Association*, 18(4), 190-206.

Chapman, L. (1978). *Approaches to Art Education*. New York: Harcourt Brace Jovanovich, Inc.

Cheyne-King, S., (1990). Effects of Brain Injury on Visual Perception and Art Production. *The Arts in Psychotherapy*, 17, 69-74.

Cohen, B., Hammer, J., & Singer, S. (1988). The diagnostic Drawing series: A systematic approach to art therapy evaluation and research. *The Arts in Psychotherapy*, 15, 11-21.

Dorn, C. (1994). *Thinking in Art: A Philosophical Approach to Art Education*. Reston, VA: NAEA.

Drachnik, C., (1995). *Interpreting Metaphors in Children's Drawings*. Burlingame, CA: Abbeygate Press.

- Dunn Snow, M., (1999). *A School Inclusion Approach: Evaluating Embedded Assessment within the Context of Multicultural Group Experiences*. Dissertation. Tallahassee, FL: Florida State U.
- ERIC Computer Research Reprint. (1987).
- Evans, H. & Seymour, P., (1999). Foundation-Level Dyslexia Assessment and Treatment. *Journal of Learning Disabilities*, 32(5), 394-405.
- Fasko, D., (1992). Individual Differences and Multiple Intelligences. *21st Annual Meeting of the Mid-South Educational Research Association*, Knoxville, TN.
- Fernald, G., (1943). *Remediation Techniques in Basic School Subjects*. New York: McGraw-Hill.
- Ferguson, W. and Debevec, D., (1990). Screening Kindergarten Students: An Art Therapy Assessment. *Art Therapy: Journal of the American Art Therapy Association*, 7(1), 17-21.
- Fletcher, J. & Foorman, B., (1994). Issues in definition and measurement of learning disabilities: The need for early intervention. In G.R. Lyon (ed.), *Frames of Reference for the Assessment of Learning Disabilities: New Views on Measurement Issues* (185-200). Baltimore: Brookes.
- Fraenkel, J. & Wallen, N., (1996). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill, Inc.
- Gantt, L. (1990). A validity study of the Formal Elements Art Therapy Scale (FEATS) for measuring diagnostic information through assessing formal variables in Patients' drawings. Unpublished dissertation, University of Pittsburgh, Pittsburgh, PA.
- Gardner, H., (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
- Gardner, H. & Hatch, T., (1989). Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences. *Educational Researcher*, 18(8), 4-10.

- Gardner, M. (1996). *Test of Visual-Perceptual Skills (non-motor)*, Revised. Los Angeles, CA: Western Psychological Services.
- Garibaldi, D., (1995). Raising Self-Competence/Self Esteem: A Comparative Study Using an Art Therapy Intervention to Raise Self-Competence and Self-Esteem In Learning Disabled and Normally-Achieving Third, Fourth, and Fifth Grade Students. *Dissertation Abstracts International: Section B: The Sciences & Engineering*, 56(4-B), 2324.
- Gearheart, B., (1981). *Learning Disabilities: Educational Strategies*. St. Louis, MO: The C.V. Mosby Co.
- Glass, V. & Hopkins, K., (1996). *Statistical Methods in Education and Psychology*. Boston: Allyn & Bacon.
- Goodenough, F., (1926). *Measurement of intelligence by drawings*. New York: Jason Arson.
- Haanstra, F., (1996). Effects of Art Education on Visual-Spatial Ability and Aesthetic Perception: A Quantitative Review, *Studies in Art Education, A Journal of Issues and Research*, 37(4), 97-209.
- Hammill, D., Pearson, N., and Voress, J. (1993). *Developmental Test of Visual Perception*, Second Edition. Austin, TX: Pro-Ed.
- Harris, D., (1963). *Children's Drawings as a Measure of Intellectual Maturity*. New York: Harcourt, Brace & World.
- Harter, S. (1978). Effectance motivation reconsidered: Toward a developmental model. *Human Development*, 21(1), 34-64.
- Hatch, T. & Gardner, H., (1990). If Binet Looked Beyond the Classroom: The Assessment of Multiple Intelligences. *International Journal of Educational Research*, 14, 415-429.
- Hearne, D. & Stone, S., (1995). Multiple Intelligences and Underachievement: Lessons from Individuals with

- Learning Disabilities. *Journal of Learning Disabilities*, 28(7), 439-48.
- Henley, D., (1992). *Exceptional Children, Exceptional Art: Teaching art to special needs*. Worcester, MA: Davis.
- Jungels, G., (1977). Expanding art experiences in schools to include all children. In R.H. Shoemaker & S.E. Gonick-Baris (Eds.), *Proceedings of the Seventh Annual Conference of the American Art Therapy Association*. Baltimore, MD: AATA, 31-32.
- Kanizsa, G., (1979). *Organization in Vision: Essays on Gestalt Psychology*. New York: Praeger.
- Kaufman, A. (2001). Kaufman Assessment Battery for Children. MN: American Guidance Service.
- Kavale, K. & Forness, S., (2000). Auditory and Visual Perception Processes and Reading Ability: A Quantitative Reanalysis and Historical Reinterpretation. *Learning Disabilities Quarterly*, 23(4).
- Kelly, G., (1955). *The Psychology of Personal Constructs*. New York: W.W. Norton.
- Kerchner, L. & Kistingner, B., (1984). Language Processing/Word Processing: Written Expression, Computers and Learning Disabled Students. *Learning Disability Quarterly*, 7, 329-335.
- Keogh, B. & Becker, L., (1973). Early detection of learning Problems: Questions, cautions, and guidelines. *Exceptional Children*, 40, 5-11.
- Koppitz, E., (1968). *Psychological evaluation of children's human figure drawings*. New York: Grune & Stratton.
- Kramer, E., (1971) *Art as Therapy with Children*. Chicago, Magnolia Street Publishers.
- Learning Disabilities Association of America, (2004). Learning Disabilities Association of America Home Page. (Online). Available: "<http://www.ldanat1.org>".

- Lefton, L.A. and Brannon, L., (2002). *Psychology*, 8<sup>th</sup> ed. Boston: Allyn & Bacon Publishing.
- Lerner, J., (1972). *Children with Learning Disabilities*. Boston: Houghton Mifflin.
- Lovano, J., (1970). The Relation of Conceptual Styles and Mode of Perception to Graphic Expression. *Studies in Art Education*, 1970, II (3), 52-60.
- Lovano-Kerr, J., (1983). Cognitive Style Revisited: Implications for Research in Art Production and Art Criticism. *Studies in Art Education, A Journal of Issues and Research*, 24(3), 195-205.
- Lowenfeld, V., (1957). *Creative and Mental Growth* (3rd ed.). New York: Macmillan.
- Lyon, G.R., (1996). Learning Disabilities. *Special Education for Students with Disabilities: The Future Of Children*, 6(1), Spring 1996.
- McFee, J., (1961). *Preparation for Art*. San Francisco, CA: Wadsworth Publishing Co.
- McFee, J., (1972). *Preparation for Art*. Belmont, CA: Wadsworth Publishing Co..
- McLaughlin, D. & Carolan, R., (1992). Types of Research. In H. Wadson (Ed.), *A Guide to Conducting Art Therapy Research*. Mundelein, IL: AATA.
- Manning, T. (1987). Aggression depicted in abused children's Drawings. *The Arts in Psychotherapy*, 14, 15-24.
- Marshall, S., (1998). *The Use of Art Therapy to Foster Cognitive Skills with Learning Disabled Children*. Unpublished master's thesis, Pratt Institute, School of Arts and Design, Brooklyn, NY.
- Mastropieri, M., (1988). Learning disabilities in early Childhood. In K.A. Kavale (ed.), *Learning disabilities: State of the art and practice*, (161-179), Boston: College-Hill/Little Brown.
- Mastropieri, M. & Scruggs, T. , (1994). Text versus hands-on curriculum: Implications for students with

disabilities. *RASE: Remedial & Special Education*, 15(2), 72-85.

Mayhew, N., (1979). The practice of art therapy in a special education setting. In L. Gantt, G. Forrest, D. Siverman, & R.J.H Shoemaker (Eds.), *Proceedings of The Ninth Annual Conference of the American Art Therapy Association*.

National Commission on Children, (1991). *Beyond Rhetoric: A New American Agenda for Children and Families* (Catalog No. HV741.N312). Washington, DC: U.S. Government Printing Office.

National Information Center for Children and Youth with Disabilities, (1996). *Learning Disabilities: Fact Sheet #7*. (Online). Available: <http://www.ldanatl.org>".

National Joint Committee on Learning Disabilities, (1994).

Naumberg, M., (1966). *Dynamically Oriented Art Therapy, Its Principles and Practice*. Chicago: Magnolia Street Publishers.

Neale, M. (1988). *Neale Analysis of Reading Ability, Revised British Edition*. England: Nfer-Nelson; Darville House.

Nicholls, M. & Wood, A., (1998). The Contribution of Attention to the Right Visual Field Advantage for Word Recognition. *Brain & Cognition*, 38(3), 339-357.

Office of Special Education and Rehabilitative Services (Ed.), (1987) *Brain Research: Implications for the Education of Exceptional Children*, Abstract XV: Research & Resources on Special Education. Reston, VA: ERIC Clearinghouse on Handicapped and Gifted Children. (ERIC Document Reproduction Service No. ED 298 682).

O'Shaughnessy, T., Lane, K., Gresham, F., & Beebe-Frankenberger, M., ((2003). Children placed at risk for learning and behavior difficulties: implementing a school-wide system of early identification and intervention. *Remedial & Special Education*, 24(1), 27-45.

- Piaget, J., (1950). *The Psychology of Intelligence*. London: Routledge and Kegan Paul, Ltd.
- Pilskin, E., (Ed.). (1988). *Centering on...Using Art Activities to Enrich the Curriculum for Special Education Students*. New York: New York Teachers Center Consortium.
- Robertson, C. & Salter, W. (1995). *Phonological Awareness Test*. IL: LinguSystems.
- Rock, I., (1986). The Description and Analysis of Object and Event Perception. In K. Boff, L. Kaufman & J. Thomas (Eds.), *Handbook of Perception and Human Performance, Volume II: Cognitive Processes and Performance*. New York: John Wiley & Sons.
- Rosal, M., (1996). *Approaches to Art Therapy with Children*. Burlingame: Abbeygate Press.
- Rosal, M. (1992). Illustrations of Art Therapy Research. In H. Wadson (Ed.), *A Guide to Conducting Art Therapy Research*. Mundelein: AATA.
- Rosal, M., McCulloch-Vislislis, S. & Neece, S., (1997). Keeping Students in School: Art Therapy Program to Benefit Ninth-Grade Students. *Art Therapy: Journal of the American Art Therapy Association*, 14(1), 30-36.
- Rubin, J. (1984). *Child art therapy: Understanding and Helping children grow through art* (2<sup>nd</sup> ed.). New York, NY: Van Nostrand & Reinhold.
- Schiffman, H., (1990). *Sensation and Perception*. New York: John Wiley & Sons.
- Scruggs, T. & Mastropieri, M., (2002) On babies and bathwater: addressing the problems of identification of learning disabilities. *Learning Disabilities Quarterly*, 25(3).
- Seidman, I., (1998). *Interviewing as Qualitative Research: A Guide for Researchers in Education and The Social Sciences*. New York: Teachers College Press.
- Seymour, P. & Evans, H., (1999). Foundation-Level Dyslexia: Assessment and Treatment. *Journal of Learning Disabilities*, 3(5), September/October, 394-405.

- Shaw, S. & et al., (1995). Operationalizing a Definition of Learning Disabilities. *Journal of Learning Disabilities*, 28(9), 586-97.
- Shaywitz, B., (1996). Report on Dyslexia. In McElgunn, B. (Research Committee) *Critical Discoveries in Learning Disabilities: A Summary of Findings by NIH Research Programs in Learning Disabilities*. LDA 1996 Conference. (Online). Available: "<http://www.ladnatl.org>".
- Silver, R., (2001). *Art as Language: Access to Thoughts and Feelings through Stimulus Drawings*. Philadelphia: Brunner-Routledge.
- Silver, R. (1989). *Developing Cognitive and Creative Skills Through Art: programs for children with communication disorders or learning disabilities*. New York: Ablin Press Publications.
- Silver, R., (1988). *Draw-A-Story: Screening for Depression and Emotional Needs*. Sarasota, FL: Albin Press Distributors.
- Sousa, D., (2001). *How the Special Needs Brain Learns*. Thousand Oaks, CA: Corwin Press, Inc.
- Spagna, M., (1998). Dyslexia Marker Variables: Reviving a System for Reporting Sample Characteristics in Learning Disabilities Research. *Remedial and Special Education*, 19(5), 291-98.
- St. John, P., (1992). A Time Series Design Study of Neurologically Impaired Children. *Art Therapy, Journal of the American Art Therapy Association*, 9(2), 67-77.
- Tarvers, S., Ellsworth, P., & Rounds, D. (1980). Figural and Verbal creativity in learning disabled and non-learning Disabled children. *Learning Disability Quarterly*, 3, 11-18.
- Taylor, E., (1959). *Psychological Appraisal of Children with Cerebral Defects*. Cambridge, MA: Harvard U. Press.
- Thompson, S., (1996). *Nonverbal Learning Disorders*.

Learning Disabilities Association of America Home Page.  
(Online). Available: "<http://www.ldanatl.org>".

- Torgesen, J., (1998). Catch Them Before They Fall: Identification and Assessment to Prevent Reading Failure in Young Children. *American Educator*, Spring/Summer 1998.
- Torgesen, J. and Wagner, R., (1998). Alternative Diagnostic Approaches for Specific Developmental Reading Disabilities. *Learning Disabilities Research & Practice*, 13(4), 220-232.
- Torrance, E. (1966). *Torrance tests of creative thinking*. Lexington, MA: Personnel Press.
- Troeger, B.J., (1992). An Example of the Development and Implementation of Individualized Education Programs in Art for Three Learners With Physical and Multiple Disabilities. *Art for All the Children: Approaches to Art Therapy for Children with Disabilities*. Illinois: Charles C. Thomas, Publisher.
- Uhlin, D.M., (1972, 1979). *Art for Exceptional Children*. Iowa: Wm. C. Brown Company Publishers.
- Uhlin, D.M., (1979). Recognition and Therapy of Neurologically Handicapped Children Through Art. *C.A.N.H.C. Reports*, Spring 1979, 1-13.
- Vaughn, S., Bos, C., & Schumnn, J., (2000). *Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom*. Boston: Allyn and Bacon.
- Vaughn, S., Gersten, R. & Chard, D., (2000). The Underlying Message in LD Intervention Research: Findings from Research Syntheses. *The Council for Exceptional Children*, 67(1), 99-114.
- Wachowiak, F. & Clements, R., (1997). *Emphasis Art: A Qualitative Art Program for Elementary and Middle Schools*. New York: Addison-Wesley Longman, Inc.
- Wadson, H., (2000). *Art Therapy Practice: Innovative Approaches with Diverse Populations*. NY: John Wiley & Sons, Inc.

- Wadeson, H., (Ed.). (1992). *A Guide to Conducting Art Therapy Research*. Mundelein, IL: AATA.
- Walker, H., Severson, H., & Feil, E., (1994). *The Early Screening Project: A proven child-find process*. Longmont, CO: Sopris West.
- Weschler, D. (1991). *Weschler Intelligence Scale for Children*, 3rd ed. (WISC-III). TX: Psychological Corporation.
- Weschler, D. (1967). *Wechsler Preschool and Primary Scale of Intelligence*. TX: Psychological Corporation.
- Witkin, H., (1959). Perception of the Upright. *Scientific American*, CC, 54.
- Woodcock, R. (2001). *Woodcock-Johnson III, Tests of Cognitive Abilities*. Chicago: IL: Riverside Publishing.
- Woodcock, R. (1987). *Woodcock Reading Mastery Test-Revised*. Chicago, IL: Riverside Publishing.

## BIOGRAPHICAL SKETCH

Cynthia Andreas was born April 11, 1948 in Minneapolis, Minnesota. She was raised in Greenwich, Connecticut, and attended public schools until the secondary level. Ms. Andreas graduated high school in 1996 from The Masters School in Dobbs Ferry, New York.

Her undergraduate degree was earned in 1970 from American University in Washington, DC. Her B.A. degree was in Art, with minors in Education and Psychology. After graduation, Ms. Andreas taught elementary art education in the public schools in Ledyard, Connecticut. She then spent ten years in various corporations, as a retail sales manager, insurance claims assistant, administrative assistant, and legal department manager.

At age 32, Ms. Andreas began graduate studies, and earned her M.A. in Art Therapy from the College of Notre Dame in Belmont, CA in 1982. She interned with severely emotionally disturbed adolescents at Youth Campus in San Francisco, and chronic adult schizophrenics at the Fairmont Hospital Day Treatment Program in San Leandro, CA. After graduation, Ms. Andreas has maintained a private practice with children and adolescents diagnosed with learning disorders and ADHD to this day. In addition, she has been employed at an inpatient substance abuse treatment program in Port Washington, WI, in private clinical schools in Miami, FL, and public elementary schools in Fort Lauderdale, FL.

After turning 50, Ms. Andreas began doctoral studies, and earned her Ph.D. in Art Education and Art Therapy from Florida State University in Tallahassee, FL in 2005. Her

research topic was "Promotion of Visual Perceptual Development through Therapeutic Art Education", which included a two-year study with young children at the Florida State University School. In addition, Ms. Andreas was employed as the Supervisor of Art Education Student Teachers and Art Therapy Masters' Level Interns.

Since 2002, Ms. Andreas has been employed as adjunct and visiting faculty at Lynn University in Boca Raton, FL. She has taught undergraduate classes in the Psychology, Sociology, and Humanities Departments, specializing in creating programs for students diagnosed with learning disorders. In addition, Ms. Andreas has been employed in the Discovery Writing Center, where she assists international doctoral students by editing their dissertations.