

WASHOUT

OBSERVATIONS:

Arthur is a friendly, talkative boy who speaks in a rather loud voice. He responded the easiest to a nervous, high strung youngster. He was restless, frequently tapping his fingers on the table and often out of his seat, yet he continued to work standing by the table. Arthur seemed to be making a good effort on all the test items, but he worked rapidly and had difficulty sustaining his attention for any length of time. Some impulsive and haphazard responses were noted. Arthur appeared to react academically timid, resorting to manipulative behavior which included avoiding conversation, making excuses, and various kinds of comments which produced falsely favorable conditions. Arthur exhibited considerable anxiety avoiding a job rather than accepting the responsibility for one. He was quite anxious concerning his performance, and he frequently requested reassurance as to the accuracy of his responses. It was important to him to do well, and he became increasingly tense and nervous when he was threatened with failure. Arthur did not give up when challenged, but he sometimes tended to be encouraged or reminded that teach avoidance behaviors would not be effective in this situation.

SUMMARY AND RECOMMENDATIONS:

The current psychometric data suggests that Arthur is functioning in the high average to very superior range of intelligence. Considerable scatter was noted on the subtest scores of the WISC. Arthur had the greatest difficulty with those tests requiring concentration and immediate auditory rote memory and arithmetic reasoning ability. His strengths were concentrated in the non-verbal skills. He demonstrated a remarkable aptitude in the analysis and formation of abstract designs and in the awareness of cause and effect and time sequences; Arthur reached the scaled score ceiling in both of these areas. The examiner feels that the results of the verbal section of the WISC may represent a biased evaluation of Arthur's potential in these skills. The uniqueness of his performances seems to reflect, in part, his irregular school attendance and slow academic progress, anxiety, and some perceptual immaturities. Borderline deficiencies on the auditory association and auditory sequential memory subtests of the WISC were noted, and these weaknesses were also indicated by Arthur's performance on the WPPSI. His difficulty sustaining his attention, and he seems to have a difficulty involving the auditory perceptual modality, the extent of this auditory problem is obscured due to the degree of anxiety present and the limited exposure to the development of listening skills acquired in the regular classroom setting. Evidence of a delayed visual-auditory perceptual development was also noted and the primary difficulty appeared to be one of poor fine motor control; Arthur has trouble with handwriting and seems to mix manuscript cursive forms, suggesting some confusion and a need for individualized instruction in the

RIVERS

However, by the end of the day he had decided that this school was better than the last one even though he didn't like it. Nobody had offered to pull his head off, riphis coat or throw his shoes over the roof. On the other hand, nobody had spoken to him either. By Thursday after noon, nothing had changed. Bill had not entirely surprised no one spoke to him because no one knew he was there every day he was with another group. He only saw his class together at registration after that they were split up for all their lessons. Maths with the English with the games with two a lesson which was mysteriously called GS with lz. At the end of that period he was now wiser about GS than he had been at the beginning. It seemed that the class was on page 135 of book 2 while the teacher was on page 135 of book 3 as both books had identical covers. The lesson was over before any one noticed Bill had had no book anyway being advised to share with a boy in a pink shirt who kept this elbow firmly between Bill and the book. When the bell rang Bill grabbed the boy in the pink shirt before he could leave. However, by the end of the day he had decided that this school was better than the last one even though he didn't like it. Nobody had offered to pull his head off, riphis coat or throw his shoes over the roof. On the other hand, nobody had spoken to him either. By Thursday after noon, nothing had changed. Bill had not entirely surprised no one spoke to him because no one knew he was there every day he was with another group. He only saw his class together at registration after that they were split up for all their lessons. Maths with the English with the games with two a lesson which was mysteriously called GS with lz. At the end of that period he was now wiser about GS than he had been at the beginning. It seemed that the class was on page 135 of book 2 while the teacher was on page 135 of book 3 as both books had identical covers. The lesson was over before any one noticed Bill had However, by the end of the day he had decided that this school was better than the last one even though he didn't like it. Nobody had offered to pull his head off, riphis coat or throw his shoes over the roof. On the other hand, nobody had spoken to him either. By Thursday after noon, nothing had changed. Bill had not entirely surprised no one spoke to him because no one knew he was there every day he was with another group. He only saw his class together at registration after that they were split up for all their lessons. Maths with the English with the games with two a lesson which was mysteriously called GS with lz. At the end of that period he was now wiser about GS than he had been at the beginning. It seemed that the class was on page 135 of book 2 while the teacher was on page 135 of book 3 as both books had identical covers. The lesson was over before any one noticed Bill had

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HALO

We all see things the same way.
We see words in groups or phrases.
The print is more dominant than the
background. The print shows no
movement. The printed letters are
EVENLY BLACK. Black print on
white paper gives the best contrast
for everyone. White background
looks white.

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BLURRY

BY ANDREW L. SOSTEK
AND RICHARD J. WYATT

As any parent, grandparent, or baby-sitter knows, some babies are adaptable, placid, and regular in their habits, while others are difficult and unpredictable. Differences in temperament show up from the first day of life: some infants sleep very little, others sleep a lot; some infants are highly sensitive and easily startled, others are quiet and unresponsive.

Since correlations have not been explained to the world for long, environmental factors beyond the womb can hardly account for such differences in temperament. Rather, the differences must be largely a result of genetic influences. Yet these have been hard, if any, attempts to relate different biological endowments at birth to "temperament" behavior.

We have found in research at the National Institute of Mental Health (NIMH) that behavioral differences in newborns are associated with an enzyme that circulates in both the blood and the brain, monoamine oxidase (MAO). By comparing the amounts of MAO in the blood of newborns with their performance on behavioral tests, we concluded that those with lower levels of MAO tended to be more excitable and unresponsive than those with high MAO. The lower-MAO newborns were also more active and performed better on items relating to motor functioning.

In the brain, researchers believe that MAO influences behavior by breaking down the chemical neurotransmitters that carry messages between neurons. By preventing neurotransmitters from building up, MAO quietens the brain cells that would otherwise be activated. Low levels of MAO thus mean more sensitivity/higher arousal—in the brain.

We know that some of our colleagues at NIMH already found a connection between level of MAO and adult behavior. Dennis Murphy and his associates had found that many sociopaths and depre-

sives had lower-than-normal amounts of MAO in their blood. In a study of normal adults, Monte Buchsbaum and his associates uncovered an association between low MAO and a variety of distinctive personality traits, including gregariousness, a tendency to drink and experiment with drugs, an active, varied sex life, and a preference for activities such as motorcycle riding.

Was MAO present in the blood of infants in the same relative amounts,



and could it similarly influence their behavior? To find out, we first examined the blood of 23 newborns. Soon after birth, blood is routinely taken from the part of the infants' umbilical cord that is attached to the placenta to determine blood type. We received permission to audience the remaining fetal blood.

We found approximately the same variation in the range of MAO levels among our 23 infants as among the 680 adults examined in previous studies. The MAO levels were also similar regardless of the race, ethnicity, gender, birth weight, or medication given the mother during delivery. Previous research has shown that the levels of MAO found in the blood of different people follow quite different laws (for example, chro-

tical (same-egg) twins have very similar amounts and people in the same family generally have quite similar amounts. Thus, we assume that the MAO levels found in the blood at birth are biologically fixed.

To measure behavioral differences among our sample, we gave the *Neonatal Behavior Assessment Scale* (NBAS) to the 23 infants on their second day of life. The NBAS assesses infants' reactions to a range of sights and sounds and provides an evaluation of their motor functioning and arousal patterns. In one group of items, for example, the examiner rings a bell, shakes a rattle, and shines a flashlight at sleeping newborns to assess their ability to screen out stimuli; infants who wake easily or cannot stop responding are either more arousable or have less efficient information-processing skill.

To see how MAO related to the infants' NBAS scores, we compared the infants who had the most MAO to those with the least MAO. The most notable difference was in arousability. During the 30 minutes of testing, low-MAO newborns were much more active and easily aroused; they cried more often, took longer to console, and required more holding and rocking to quiet down. They also displayed better muscular coordination.

Our research shows that over one-quarter of the blood and brain seems to be individual differences among newborns. We don't know whether other brain chemicals—such as the endorphins—are present in sufficient quantities at birth and also influence infant behavior. It is also an open question whether these biological predispositions are constant throughout the life span—that is, whether the more active infants grow up to be outgoing sensation-seekers, while the plodding ones become quiet, more introverted adults.

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SWIRL

part of the answer may lie in retributive solutions by law enforcement agencies and state or other governmental regulators, resulting from a traditional approach to social problems. As Blassnick, in his study of the elderly, has argued, "Incomes maintenance policies have had a difficult time in areas where there is a large number of persons who are above the poverty line but below the health security policies which they provide. These people have been largely ignored... [and] there is a special relationship between Social Security's [sic] and the health security programs because the elderly are the largest segment of those over sixty years old."

SOCIAL POLICIES FOR THE ELDERLY. In the United States once decentralized public programs have been organizational disjointed. The potential success of the Older Americans Act and other federal programs for the aged has been jeopardized by the creation of separate departments and government agencies to deal with different facets of the problems of a single population group. The creation of under the Administration on Aging funds and offers a good example of this problem. As a private agency within the Department of Health, Education, and Welfare, it operates independently of the Health Care Financing Administration (which administers both the Medicare and Medicaid programs). It is also distinct from the Social Security Administration, which administers the Old Age and Survivors Insurance program, along with the Supplementary Security Income program. It is of course separate from the Department of Housing and Urban Development, Transportation, Labor, and Agriculture, all of which administer major programs directly affecting the elderly. It even is from the Veterans Administration, which provides long-term care for many elderly veterans and handles various veteran benefit programs.

In addition, Congress failed to grant sufficient authority to the very organization—the administration having—both to establish a clearly authority within the Older Americans Act. Its objectives relate to health, housing, employment, recreation, respite care, community, and social services, which included mobility devices. This authority was not exercised until 1976 when the House of Representatives added a rider to the Omnibus Budget Reconciliation Act of 1975 which directed the Secretary of Health, Education, and Welfare to coordinate services with local governments to furnish a general respite care service. The rider was added to the bill at the insistence of the Senate, which had been unable to agree on the bill without a rider. The rider was added to the bill at the insistence of the Senate, which had been unable to agree on the bill without a rider.

Various solutions that interest groups, providers, and professionals have forwarded indicate the more complex the problem appears, the more willing the public is to present different positions and experts who claim to know what is best and the more willing the public is to accept them. Such a situation is one of those political issues that become a source of the public's problem. It is conceivable that every question may have a perhaps most important political dimension to it. The public probably regards the problem of the elderly as basically irreconcilable. Not surprisingly, as the public experiences a complex and difficult social problem such as aging, it becomes increasingly unwilling to take action on political and legislative fronts (Doligay, 1971).

A common aspect of policy specialization is that often issues frequently do not have jurisdiction over areas that would otherwise be shared responsibilities. As an example, the Office of Employment Security over the employment resources essential to solving the frequent difficulties of unemployment is largely determined by organizational functions. As Doligay has described it: "The nature of administrative decisions concerning the use of available devices, diverging organizational requirements from administrative evasions" (1977, p. 39). The administration on Aging provides a classic illustration of this problem.

A related problem is that service specialists encourage the breaking away of older individuals in specialized categories. Special individuals, thereby increasing fragmentation of service provision and preventing an integrated attack on the multifaceted and complex problems of the old person. This specialization itself produces ever-growing classes of service-provider specialists, leads to continual conflicts between public and private agencies, and creates requirements for administrative mechanisms to rationize and coordinate the many different services at levels of care for which new needs are discovered and manufactured. Again, while the goal of the Old Americans Act was to coordinate services for the elderly, the reality is that the coordination of services is still not fully realized. The result is that from outside perspectives many if not most of the services provided by organizations, especially and until 1973, uncoordinated with the act that frequently have been developed without regard to its intent, for example, between the area of planning and administration.

Another aspect of the predominant administrative model of the elderly is the maintenance of existing structures and continuation of existing

WAVY

When Sampler CPU 1 boots up "Code Meter" automatically loads. This is a Wibu application (free online from Wibu.com). This is essential to recognize the DVZ-RT/Space/Library authorization USB key (dongle). This may be immediately visible because it's in the Windows Task Tray (dongle). This runtime program is actually installed on all the DVZ-RT computers (Control and Samplers).

If the Code Meter task tray icon is green, this means the authorization key is present on the computer being viewed. On those computers where the key is not installed, the icon will be gray, but it will work.

Also, On all Samplers, you will see an AJ Crypt Crypt VST Host (Helix) icon. That also loads automatically upon boot up. This and will change later.

If the icon is not present, launch it from the desktop icon. Or if you have the AI Strings and launch AI Strings and launch AI Crypt VST Host (Helix) icon. That also loads programs/Audio Impressions AI Strings and load or the Wibu key is not connected so please make together, that they're all networked correctly.

If it's loaded, right-click on the icon and a context menu will come up. If it isn't there, it failed to be Dismount if all loaded correctly. Don't select this. If you Mount, you have to choose the image, and that's located on the sample drive and named "aisi" (Audio Impressions Symphonic Image). You select it and mount it to x (using the dropdown menu). No letter other than x will function correctly. Note: All this will occur automatically in the final release and even in beta you shouldn't have to do the mounting if the boot process works correctly.

RIPPLE

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If the Code Meter task Tray icon is green, this means the authorization key is present on the computer being viewed. On those computers where the key is not installed, the icon will be gray, but it will work because the program accesses the valid key over the network.

Also, On all Samplers, you will see an AI Crypt VST Host (Helix) icon. That also loads automatically upon boot up. This AI Crypt info pertains only to beta turn-key systems, and will change later.

If the icon is not present, launch it from the desktop icon, or look in the Start Menu - Programs/Audio Impressions/AI Strings and launch AI Crypt. If it isn't there, it failed to load or the Wibu key is not connected so please make sure it's present on one of the computers, that they're all networked correctly together, etc.

If it's loaded, right-click on the icon and a context menu will come up. The first item will be Dismount if all loaded correctly. Don't select this. If the first item is "Mount" then select this (this mounts the library). If you Mount, you have to choose the image, and that's located on the sample drive and named "aisi" (Audio Impressions Symphonic Image). You select it and mount it to x (using the dropdown menu). No letter other than x will function correctly. Note: All this will occur automatically in the final release and even in beta you shouldn't have to do the mounting if the boot process works correctly.

SHAKY

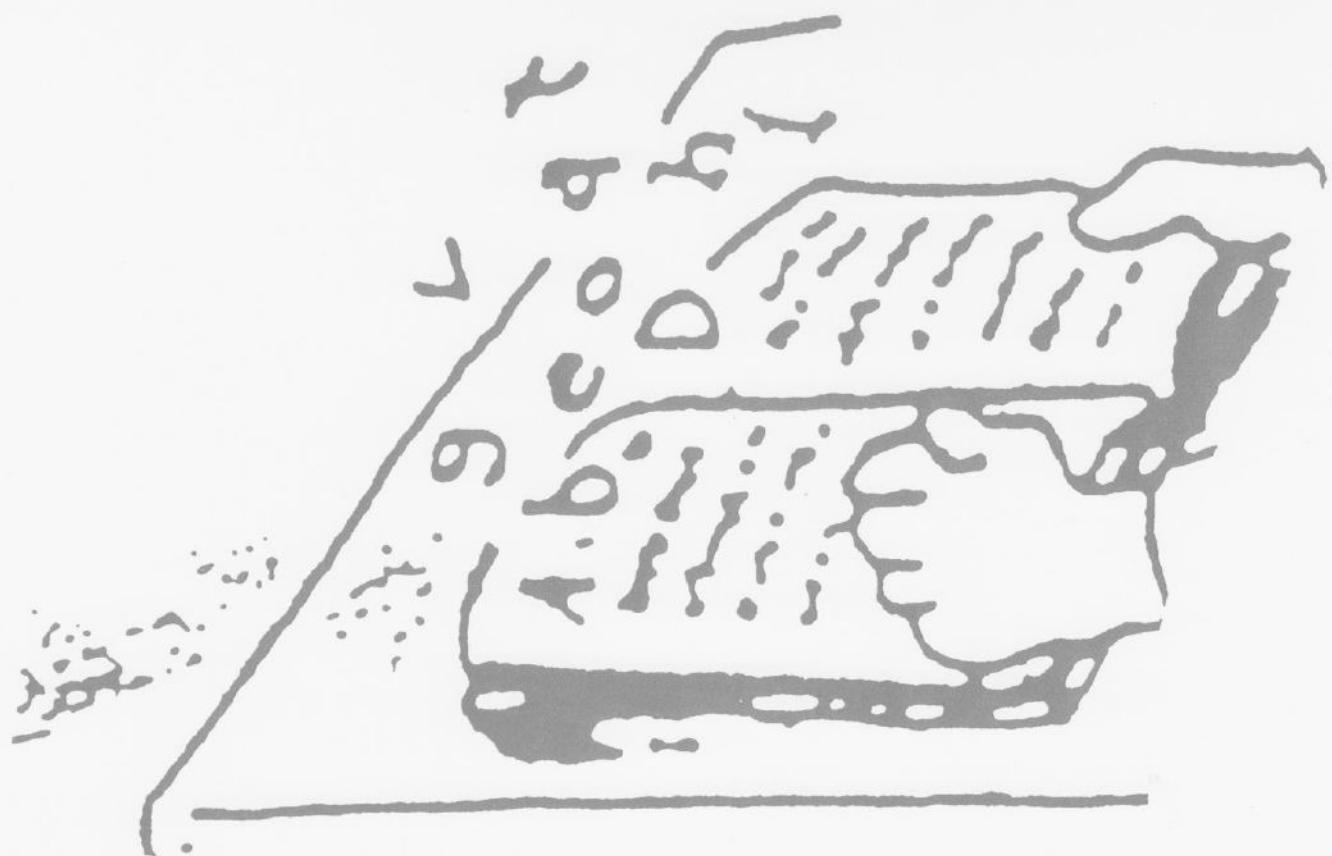
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SEESAWS

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FLOATING



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STAR WARS