

FOREWORD

The initial issue of *Seminars in Speech and Language* for 1996 is the second of two devoted to attention deficit disorder. As was noted in the first issue, this is a complex behavioral syndrome, whose characteristic symptoms reflect inattention and impulsiveness, with or without hyperactivity. Its diagnosis is challenging and controversial. So, too, are its treatment and the management of its associated learning and behavior problems. All too often, academic and social failures result.

This issue of *Seminars* focuses on the challenges that this disorder and its associated problems pose for clinicians who work in school settings. Once again, I have turned to Jack Damico of the University of Southwestern Louisiana for assistance. Just as I hoped, he has assembled a knowledgeable, experienced team of clinicians who under-

stand this disorder and know how to work with the disruptive behaviors of children having it.

As you will see, Dr. Damico and his colleagues emphasize the need for functional assessments of a child's problem behaviors, careful analyses of the contexts in which such behaviors occur, and development of specific training procedures for use with the child. They also describe a number of specific techniques which they have found to be effective in managing the difficulties presented by this complex behavioral syndrome. I think that you will find this issue a New Year's gift of ideas and clinical tactics that will be useful in your own work with such children in the years ahead.

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