

at kindergarten age. Hyman's conclusion also shows that children do not all grow out of their problems. The attitude "wait and see" is no longer justifiable. A "child is not a statistic" (Herbert, 1975, p.444) and to tell parents who seek help for their child at a given moment that the behavior they are worried about is of low risk, goes away without help in two out of three cases, or may only be transitory is of little value.

#### Early Emotional Disturbance and Later Achievement

Apparently small problems, when not treated, can cause learning delays and may develop further into other areas. For certain problems, e.g. poor readers or very aggressive children (cf. Rutter, 1970), the statistical risk for later maladjustment is very high. "Much of the retrospective clinical data and some theory point to a high relationship between early problems and later emotional disturbance" (Heinstein, 1969, p.1). This is confirmed by Kohn (1977), Kohn and Rosman (1972), or Zax, Cowen, Rappaport, Beach, and Laird (1968). Many authors like e.g. Carothers (1965), Chamberlin and Nader (1971) or Kohn (1977) show that emotional impairment existing prior to entry into elementary school predicts academic difficulties. So an early treatment of emotional problems can be considered as a prevention of later more severe problems (cf. Breton & Sabatier, 1977; Ellis & Cross, 1977; Forehand & Peed, 1979; Appendix 1).