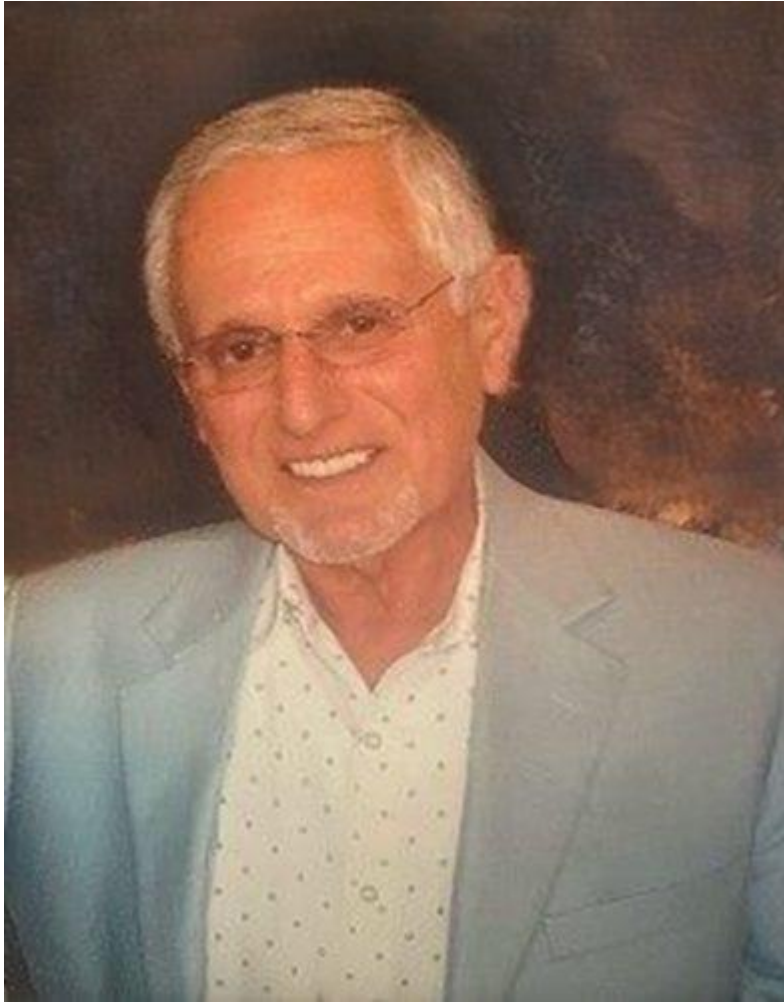


In Memoriam:



Larry M. Raskin, Ph.D. (1940 - 2025)

Officer in Society of Pediatric Psychology, Clinician, Researcher

By Michael C. Roberts, Ph.D., ABPP

Larry M. Raskin, Ph.D. was an early member of the Society of Pediatric Psychology and officer on the Board of Directors for the Society during its formative years. Dr. Raskin served as Secretary/Treasurer 1976-1978 of SPP during a time of immense growth, while faced with significant financial challenges. As Sue White wrote in her presidential address published in the *Journal of Pediatric Psychology* (1991): “The financial condition of the Society continued to be tenuous as evidenced by Secretary-Treasurer Larry Raskin's letter to President Willis on March 21, 1977, which indicated the following: ‘I have just sent Don Routh a check for \$1,750 for two issues of the journal. This leaves balance of less than

\$500. What do I do?' President Willis' sage reply was a simple 'Pray'" (p. 400). [See Figure 1.]

Dr. Raskin eventually placed \$1000 of his own money into the SPP account (this converts to over \$5300 in today's dollars). Later, when the organization had a bit more money in the treasury, the board offered to pay him back, but he declined, saying it had been used for a good cause in building the society.

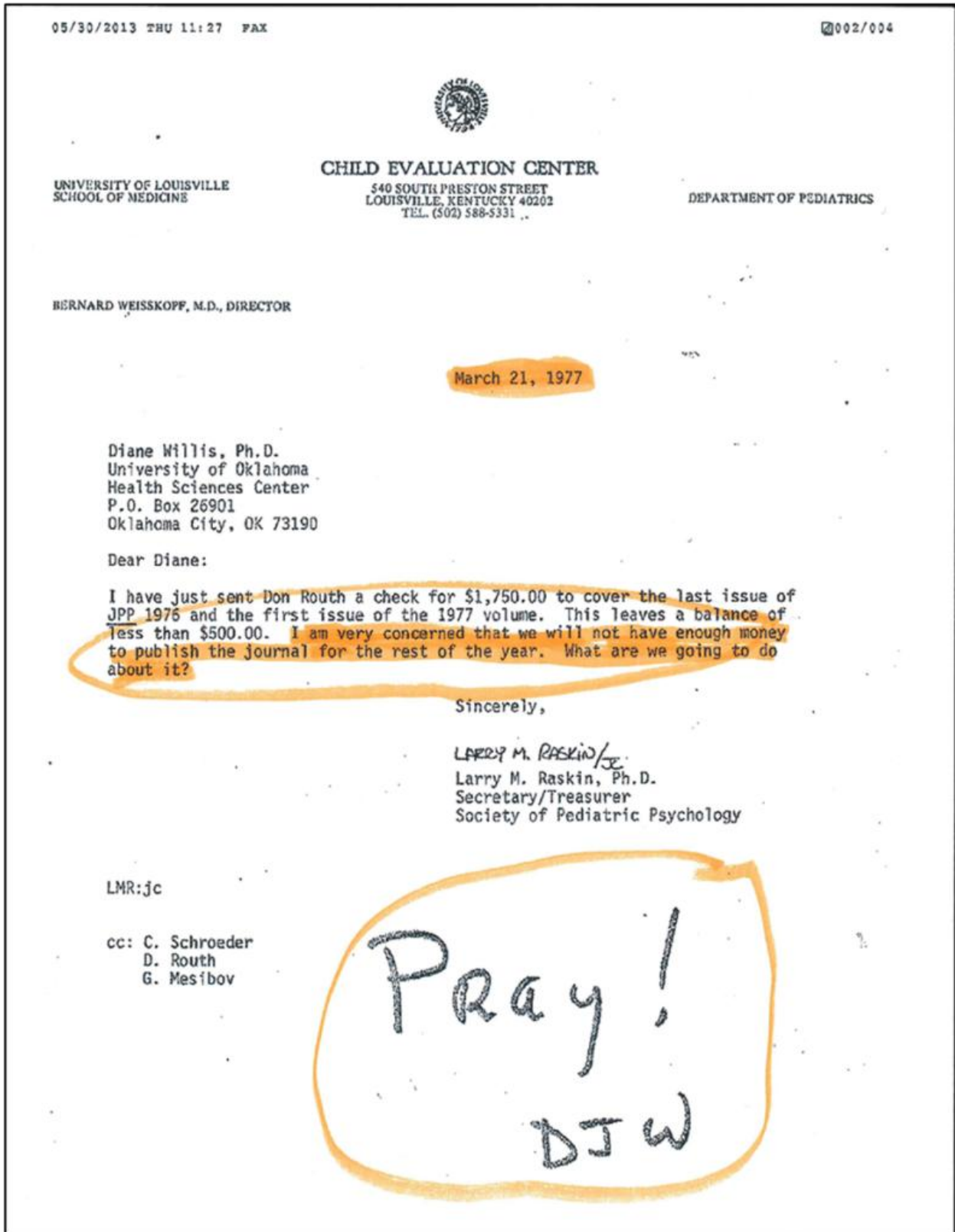
Dr. Raskin earned his Ph.D. from McGill University and completed a postdoctoral fellowship with Carolyn Schroeder at the University of North Carolina. Early in his career, he taught at several universities including Purdue University, University of Minnesota, and University of North Carolina, before serving as Chief Psychologist and Associate Professor at the University of Louisville's Child Evaluation Center (CEC) for the bulk of his career. Later, he retired from the CEC and entered clinical practice in the private sector where he served military families.

His earliest publication was on discrimination learning in the rat (Raskin, 1965), before he moved his research attention to children with perceptual-motor delays and developmental disabilities (e.g., Raskin, 1968, 1969a, 1969b). As an early proponent of empirical research supporting assessment and evaluation of children in clinical and school settings, he published articles on assessment with various instruments including the Stanford Binet, WISC: Peabody Picture Vocabulary Test, and Slosson Intelligence Test (Bloom, Reese, Altshuler, Meckler, & Raskin, 1983; Bloom & Raskin, 1980; Bloom Kleen, & Raskin, 1977; Bloom Raskin, & Reese, 1976; Raskin, Offenback, & Black, 1974; Raskin, Offenback, & Scoonover, 1971). He published several articles in the *Journal of Pediatric Psychology* on apparent visual movement (phi phenomena; Raskin, 1976) and Kinetic Family Drawings by children with learning disabilities (Raskin & Bloom, 1979; Raskin & Pitcher-Baker, 1975).

Dr. Raskin contributed to the developmental progress of the pediatric psychology field, clinically, organizationally, and empirically, as well as financially, when it was most critical for its survival.

His [obituary](#) may be found online.

Figure 1. Letter from Larry Raskin to Diane Willis and Her Response (1977)



Larry Raskin: List of Publications

- Bachara, G. H., Zaba, J. N., & Raskin, L. M. (1976). Human figure drawings and LD children. *Academic Therapy, 11*(2), 217-222.
- Baker, G. P., & Raskin, L. M. (1973). Sensory integration in the learning disabled. *Journal of Learning Disabilities, 6*(10), 645-649. <https://doi.org/10.1177/002221947300601008>
- Bloom, A. S., Klee, S. H., & Raskin, L. M. (1977). A comparison of the Stanford-Binet abbreviated and complete forms for developmentally disabled children. *Journal of Clinical Psychology, 33*(2), 477-480.
- Bloom, A. S., & Raskin, L. M. (1980). WISC-R verbal-performance IQ discrepancies: A comparison of learning disabled children to the normative sample. *Journal of Clinical Psychology, 36*(1), 322-323.
- Bloom, A. S., Raskin, L. M., & Reese, A. H. (1976). A comparison of WISC-R and Stanford-Binet intelligence scale classifications of developmentally disabled children. *Psychology in the Schools, 13*(3), 288-290.
- Bloom, A. S., Reese, A., Altshuler, L., Meckler, C. L., & Raskin, L. M. (1983). IQ discrepancies between the Binet and WISC-R in children with developmental problems. *Journal of Clinical Psychology, 39*(4), 600-603.
- Bond, J. B., Black, K. N., & Raskin, L. M. (1973). The influence of stimulus dimension predisposition in discrimination learning by retarded children. *Training School Bulletin, 70*(3), 167-171.
- Gaines, B. J., & Raskin, L. M. (1970). Comparison of cross-modal and intra-modal form recognition in children with learning disabilities. *Journal of Learning Disabilities, 3*(5), 243-246. <https://doi.org/10.1177/002221947000300501>
- Kraynak, A. R., & Raskin, L. M. (1971). The influence of age and stimulus dimensionality on form perception by preschool children. *Developmental Psychology, 4*(3), 389-393. <https://doi.org/10.1037/h0030967>
- Raskin, L. M. (1965). The influence of cue position and pretraining on successive discrimination learning in the rat. *Psychonomic Science, 3*(5), 221-222. <https://doi.org/10.3758/BF03343105>
- Raskin, L. M. (1968). A developmental study of long-term memory in the perception of apparent movement. *Psychonomic Science, 10*(12), 397-398. <https://doi.org/10.3758/BF03331579>

- Raskin, L. M. (1969a). Long-term memory effects in the perception of apparent movement. *Journal of Experimental Psychology*, 79(1), 97-103. <https://doi.org/10.1037/h0026877>
- Raskin, L. M. (1969b). Long-term perceptual memory in normal and educable retarded children. *American Journal of Mental Deficiency*, 73(6), 903-905.
- Raskin, L. M. (1970). Influence of amount of training and retention interval length on long-term perceptual memory in normal and educable-retarded children. *Perceptual and Motor Skills*, 31(1), 191-194. <https://doi.org/10.2466/pms.1970.31.1.191>
- Raskin, L. M. (1971). Long-term perceptual memory in child with learning disabilities. *Journal of Learning Disabilities*, 4(4), 182-185. <https://doi.org/10.1177/002221947100400401>
- Raskin, L. M. (1976). Apparent visual movement. *Journal of Pediatric Psychology*, 1(3), 25-27. <https://doi.org/10.1093/jpepsy/1.3.25>
- Raskin, L. M., & Baker, G. P. (1975). Tactual and visual integration in the learning processes: Research and implications. *Journal of Learning Disabilities*, 8(2), 108-112. <https://doi.org/10.1177/002221947500800213>
- Raskin, L. M., & Bloom, A. S. (1979). Kinetic Family Drawings by children with learning disabilities. *Journal of Pediatric Psychology*, 4(3), 247-251. <https://doi.org/10.1093/jpepsy/4.3.247>
- Raskin, L. M., & Fong, L. J. (1970). Temporal stability of the PPVT in normal and educable-retarded children. *Psychological Reports*, 26(2), 547-549. <https://doi.org/10.2466/pr0.1970.26.2.547>
- Raskin, L. M., Fong, L. J., & Black, K. N. (1971). Perceptual recognition and guessing behavior by normal and educable retarded children. *Psychonomic Science*, 22(6), 371-372. <https://doi.org/10.3758/BF03332626>
- Raskin, L. M., Offenbach, S. I., & Black, K. N. (1974). Relationships between the Peabody Picture Vocabulary Test and the Slosson Intelligence Test in preschool and third-grade children. *Psychology in the Schools*, 11(1), 66-68.
- Raskin, L. M., Offenbach, S. I., & Scoonover, D. L. (1971). A developmental study of PPVT temporal stability over two 6-mo. intervals. *Psychological Reports*, 28(2), 501-502. <https://doi.org/10.2466/pr0.1971.28.2.501>

Raskin, L. M., & Pitcher-Baker, G. (1977). Kinetic Family Drawings by children with perceptual-motor delays. *Journal of Learning Disabilities*, 10(6), 370-374.
<https://doi.org/10.1177/002221947701000612>

Raskin, L. M., & Pitcher-Baker, G. (1975). The use of kinetic family drawings in the assessment of children with perceptual-motor delays and developmental disabilities. *Journal of Pediatric Psychology*, 3(3), 4-5.

Raskin, L. M., & Taylor, W. J. (1973). Problem identification through observation. *Academic Therapy*, 9(1), 85-89.

Routh, D. K., Economy, D. C., & Raskin, L. M. (1974). Reversal learning in young children as a function of number of choice-alternatives. *Journal of Experimental Child Psychology*, 17(2), 219-228. [https://doi.org/10.1016/0022-0965\(74\)90067-8](https://doi.org/10.1016/0022-0965(74)90067-8)

Other reference cited:

White, S. (1991). A developmental history of the Society of Pediatric Psychology. *Journal of Pediatric Psychology*, 16(4), 395-410.