The implications of cognitive style determination and diagnostic prescriptive teaching are far reaching. In taking this approach the responsibility of the education of each child is being placed directly upon the school and the teachers. Diagnosis of each child's strengths and weaknesses is the responsibility of the teacher and even more challenging and demanding is the task of providing the proper educational setting for the child to achieve and experience success. It demands that each child be treated as a unique individual. Teachers must also be aware of their own teaching style, for no longer can one style be used to instruct all children. Instead there must be a self awareness and a flexibility to adapt this style to the needs of the learner. If the results of diagnosis are available, in good conscience, we cannot ignore them.

As in any program, the first stages of implementation are often the most difficult. There is new terminology to deal with, new concepts, the monumental task of initial diagnosis and then prescription writing followed by the awesome realization that one now faces the task of implementing each child's educational plan. After the initial shock, the challenge can be accepted with greater commitment aided by the reassuring knowledge that everyone involved is working together toward the same goals.

Once initial diagnosis has been completed it could then be an ongoing process throughout the school year, with classroom teachers and specialists working together to continually update diagnostic evaluations. Then only new students to the school would need a complete diagnostic work-up.

Learning packets and learning stations are essential to the operation of this program. However, these also take considerable time and thought to put together. While much commercially prepared material is available and of great benefit still much of the material in a program of this nature has to be teacher made and tailored to meet the needs of the children. If possible, teacher construction of material should be encouraged and ideas should be shared. The task of meeting individual needs seems less awesome