
Exceptional Child I

Overview

Exceptional children require special or adapted learning environments to reach their full potential. Over time the perspective on exceptional children has changed from a medical to an ecological approach in which the whole child is considered, not just his or her exceptional characteristics.

While parents are an important part of the treatment and education team, society at large also has a role to play. Society has accepted its responsibility by enacting legislation to provide the resources needed by these special children.

Exceptionally is divided into seven categories. These are: *intellectual* including the gifted and mentally retarded; *learning disabilities*; *speech and language impairments*; *sensory including auditory and visual disabilities*, *behavioral including emotionally disturbed or socially maladjusted*; *multiple and severe disabilities*; *physical* including those with impeded mobility and impaired vitality.

The causes of exceptionality are many. Children must be accurately identified so their educational needs will be best served in the least restrictive environment.

Questions To Consider

1. Who are the exceptional children?
2. How did they get to be exceptional?
3. What is the responsibility of society to these children?
4. How are exceptional children categorized?
5. How are they identified?

Vocabulary

Read these terms with their definitions before viewing program.

Behavior disabilities Serious emotional disturbance and unacceptable behavior in school settings. May be transient or chronic.

Ecological model The approach that considers the child's exceptional characteristics within the context of all the child's traits.

Exceptional child The child who requires a special learning environment to reach his/her potential.

Gifted Those individuals who have a surplus of ability or talent.

Health implement Physical condition which requires ongoing medical attention.

Learning disabled Children who have trouble learning in school.

Mental retardation Significant sub-average intellectual functioning with concurrent deficits in adaptive behavior.

Multiple and severe disability Intensity of physical or emotional or mental problems.

Physical disability A condition that interferes with an individual's ability to use his/her body. Most conditions are permanent.

Sensory deficits Loss of hearing or vision of varying degrees.

Speech and language impairments Speech and language are below what is expected at a given age.

Instructional objectives

When you have successfully completed this module, you will be able to:

1. Define the term *exceptional* child.
2. Recognize the changes in societal attitude towards the treatment and education of exceptional children.
3. Trace the path which led to legislation that addresses the needs of exceptional children.
4. Recognize the major legislation which addresses education of exceptional children.
5. List the seven causes of exceptionality.
6. Identify the causes of exceptionality.
7. Identify the ways in which exceptional children are identified.

Self-Test

After studying the objectives and watching the video, take the self-tests to check your progress.

Define the term *exceptional* children _____

Select the phrase which best completes the following statements.

2. In the early 20th century doctors to better diagnose and treat
 - a. learning disabilities
 - b. behavior disorders
 - c. severely handicapping physical conditions
 - d. all the above
3. The goal of these early 20th century doctors was to
 - a. remove the troubling condition
 - b. help exceptional children adapt to the reality of the world
 - c. better diagnose and treat children with exceptionalities
 - d. all the above
4. The ecological approach
 - a. sees the exceptional characteristics that the child has within the context of all the child's traits
 - b. concentrates on the child's exceptional characteristics
 - c. denies the impact of the environment on the child
 - d. all the above
5. The role the family plays in training and educating the exceptional child is
 - a. minimal
 - b. most important
 - c. solitary
 - d. less influential than the school
6. Before 1975
 - a. children with physical difficulties were encouraged to attend public schools
 - b. lack of funding and professional leadership thwarted efforts by school boards to serve exceptional children
 - c. federal legislation provided funding for physical improvements but not for qualified professionals
 - d. there were no children with special needs attending local public schools

7. The Education for All Handicapped Children Act

- a. provided funding only for the state program designs
- b. left it up to each state to create its own rules and regulations
- c. created Federal rules and regulations to insure nationwide consistency
- d. provided no additional funds for research and teacher training.

8. The Individuals with Disabilities Education Act

- a. made it mandatory that special needs children, birth through pre-school age have access to resources of local school systems.
- b. narrowed the categories of children who are able to receive special services
- c. tightened regulations for school-age children only
- d. reduced the programs and procedures to improve the quality of Special Education across the United States.

9. List the seven categories of exceptionality.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____

10. List five causes of exceptionality.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

11. List five ways by which exceptional children are identified.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____