



EXCEPTIONAL CHILDREN

Second
Edition

William L. Heward / Michael D. Orlansky

EXCEPTIONAL CHILDREN

**An Introductory Survey
of Special Education**

Second Edition

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PREFACE

While there have been many additions, expansions, and revisions in this second edition of *Exceptional Children*, our goal in writing it remains unchanged: to present special education as the story of *people*. The participants in this story include the disabled child who is attending a regular public school; the young adult who has recently moved from a large institution into a group home in her community; the parents who seek educational services for their child; and the teacher who works with other professionals, with parents, and the child himself in planning and delivering an appropriate program of education. You will meet these people, and many others, in this book. Special education is the story of all of them. Far from being dry, dull, or pedantic, special education is a young, exciting, and rapidly changing field.

Before we prepared this revision, an extensive survey of instructors and students who had used the first edition of *Exceptional Children* was conducted. The results of the survey, along with our own experiences as teachers of an introductory survey course in special education, directed us to maintain the basic concept of our book as one that presents comprehensive, accurate, and professional information about current research and practice in the education of people with special needs. At the same time, we learned that our readers view the book's "human" perspective as equally important. We have thus again incorporated into each chapter several special features that present the firsthand stories of people with disabilities, their parents, and teachers, or that focus on attitudes or innovative, unique, or noteworthy programs. These features, we believe, lend an inviting and significant dimension to the study of exceptional individuals.

Two entirely new chapters have been added to the second edition. Chapter 12, "Multicultural Special Education," explores the ways in which students' diverse ethnic, cultural, and linguistic backgrounds may be of

importance in a special education setting. Chapter 13, "Working with Parents," provides an understanding and appreciation of the involvement of parents and families of exceptional children in educational programs. Each of the 13 other chapters has been extensively revised and updated, with special emphasis upon incorporating recent research and theoretical contributions; new educational strategies, materials, and technology; and various other developments that affect the right of the exceptional child to receive an education in the least restrictive and most appropriate environment. Since the appearance of the first edition in 1980, Public Law 94-142 has been fully implemented in the United States, giving educators an opportunity to observe how the public schools, in particular, have responded to the inclusion of many children with special needs. These recent experiences, too, are reflected throughout this book.

We have maintained the book's organization around traditional categories of exceptionality, supplemented by several chapters that are generic or cross-categorical in scope. Our experience leads us to believe that most introductory students of special education find it convenient to organize information along categorical lines and that most instructors prefer to teach their survey courses accordingly. To the extent that is possible in a book of this kind, we have attempted to use terminology that is consistent with the humanity and dignity of children and adults who have special needs. We have de-emphasized such impersonal terms as "the handicapped," "the mentally retarded," and "the deaf"—those labels sometimes tend to minimize the vast differences between individuals in any given category. Instead, the more "human" words—such as "children," "students," or "people"—are used when descriptive terms are needed.

Whether you are a graduate student or an undergraduate, a regular class teacher, a special educator, or a parent, a beginner, or a person with years of experience, we hope that you will find our book informative, readable, and challenging. We would be glad to hear your reactions to the book at any time. We hope that you will continue your study and involvement with exceptional children and adults—and that you will come to know each one of them as an individual person.

ACKNOWLEDGMENTS

Many people contributed ideas, suggestions, and insights during the revision, and we are grateful to all of them. Francie Margolin, who was “present at the creation” of the first edition, continued to work closely with us as a special editor. Her interest in *Exceptional Children*, and her editorial skills, are reflected on every page.

Vicki Knight, education editor at the Charles E. Merrill Publishing Company, was instrumental in bringing about this second edition and in coordinating the constructive review process. For their valuable suggestions we thank James Van Tassell, Ball State University; A. Carol Hartman, Valdosta State College; Anne Golloway, California State University; Sheila Fox, Western Washington University; W. N. Creekmore, Northeast Louisiana University; George Fair, University of Texas; Ann Turnbull, University of Kansas; James Patton, Virginia State University; Al Prieto, Arizona State University; Ann Troutman, Memphis State University; Larry Brendtro, Augustana College; Sam Minner, Murray State University; and Dennis Fahey, Western Oregon State College. We also thank all of the special educators who participated by sharing their evaluations and comments.

Linda Bayma, senior production editor, ably managed each and every detail as the second edition moved closer to reality. Phyllis Chorprenning provided much-needed support at various stages of the book’s development. And we reiterate our debt to Tom Hutchinson, who introduced us to each other and was the moving force behind the original conceptualization of this survey text in special education.

We appreciate the efforts of our colleague, Ray Swassing, in contributing Chapter 11, “Gifted and Talented Children.” Dave Test has done an “exceptional” job of revising the Instructor’s Manual that goes with this book. Beverley Shoemaker, who typed much of the manuscript, was again a valuable member of our team.

We add an affectionate thank you to our wives, Jill Dardig and Janice Zatzman Orlansky (both of whom are special educators), and to our children, Lee and Lynn Heward and Tamar and Robin Orlansky, for putting up with husbands and fathers who were frequently absent or preoccupied with this revision. The support and encouragement of our families helped us complete the task in good shape.

A special thanks is extended to all the people—both named and unnamed in the book—who shared their feelings, experiences, and accomplishments with us, especially in the features within each chapter. Perhaps most of all, our students over the years have taught us a great deal about how to better teach the introductory special education course. We know that their contributions have enriched this book, too.

W. L. H. & M. D. O.

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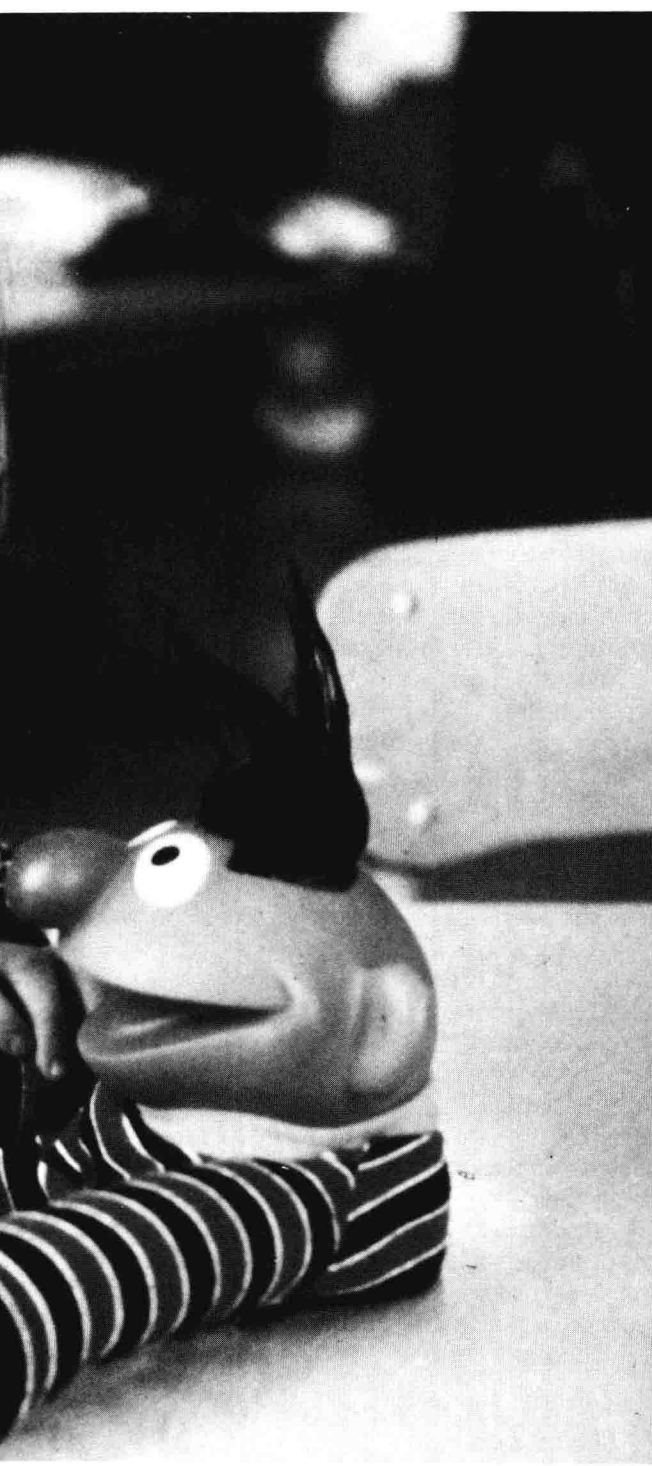
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EXCEPTIONAL CHILDREN





I

Introduction



1

Keys to Special Education

Educating exceptional children is an exciting, challenging, and rapidly changing career. In this introductory text, we have tried to capture for you some of the action and excitement of special education. But before we describe facts about and profiles of handicapped and gifted children, specific educational programs and instructional techniques, and some of the joys and accomplishments that can be obtained when professionals and parents work together, we need to present several concepts basic to an understanding of exceptional children and special education.

WHO ARE EXCEPTIONAL CHILDREN?

Terms in **boldface** are defined in the glossary.

Before we can list the general characteristics of exceptional children, we must define and differentiate three terms: **exceptional**, **handicap**, and **disability**.

Exceptional is an inclusive term that refers to any child whose performance deviates from the norm, either below or above, to such an extent that special education programming is indicated. Thus, the term **exceptional children** would include both intellectually gifted and severely retarded children.

Handicap refers to the problems and difficulties a person encounters because a physical disability or a behavioral characteristic marks him or her as different from other individuals. Handicapped is a more restrictive term than *exceptional* and does not include the gifted.

Disability is a physical problem that limits a person's ability to perform certain tasks that most other people can perform. It is basically the same as an impairment. A disabled person is not handicapped, however, unless that physical problem leads to educational, social, vocational, or other difficulties.

Exceptional children can be loosely classified as falling into one or more of the following categories:

1. Mental retardation
2. Learning disabilities

