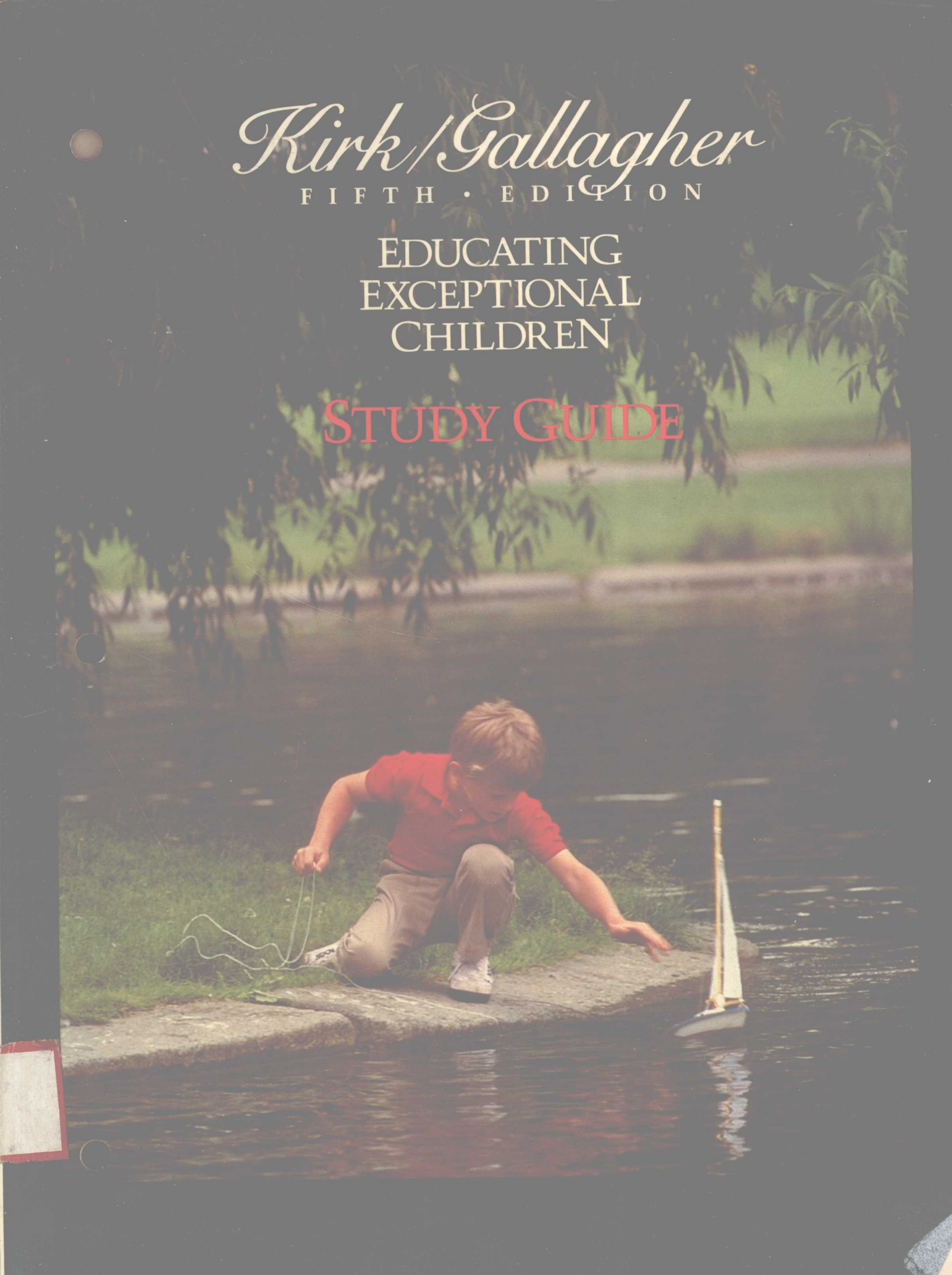


Kirk/Gallagher
F I F T H • E D I T I O N

EDUCATING
EXCEPTIONAL
CHILDREN

STUDY GUIDE



Study Guide

Desmond Rice
Southern College, Tennessee

EDUCATING EXCEPTIONAL CHILDREN
Fifth Edition

Samuel A. Kirk

James J. Gallagher

HOUGHTON MIFFLIN COMPANY BOSTON

Dallas Geneva, Illinois
Lawrenceville, New Jersey Palo Alto

Copyright © 1986 by Houghton Mifflin Company. All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system, except as may be expressly permitted by the 1976 Copyright Act or in writing by the publisher. Requests for permission should be addressed in writing to Permissions, Houghton Mifflin Company, One Beacon Street, Boston, Massachusetts 02108.

Printed in the U.S.A.

Library of Congress Catalog Card Number: 85-81509

ISBN: 0-395-38939-9

TO THE STUDENT

This Study Guide was prepared to help you master the information provided in the text Educating Exceptional Children, fifth edition. The material in this guide has been arranged to facilitate your study and retention of the facts and concepts in special education, not only for current work but as a foundation for future involvement you may have with the education and treatment of exceptional persons.

In developing a study guide, we recognize that most students have devised their own ways of studying and learning new material. We encourage you to try those means you have found useful to make studying interesting and productive. At the same time, having access to a study guide developed especially for a text may help you study more efficiently and effectively, particularly as this may be introductory material for you.

The objectives of this Study Guide are to complement your study of the text and class experience through four types of learning approaches: organizing knowledge, reinforcing knowledge, evaluating knowledge, and expanding knowledge. Each chapter will follow this format to provide a consistent approach throughout the book. Although specific elements may vary somewhat from chapter to chapter, the major approaches consist of the following activities:

1. Organizing Knowledge. The objective of this learning approach is to alert you to the major concepts, ideas, and themes to be covered in a chapter. Prior to reading the text, you are therefore encouraged to read the chapter focus and focusing questions and to review the chapter outline. By reviewing the chapter outline and the listing of major ideas in the text, it will be possible for you to organize your knowledge in advance to give you a sense of the scope and direction of information presented.

2. Reinforcing Knowledge. The objective of this approach is to involve you directly with the material during and following your study of the text. The value of this approach is based on the assumption that you will learn and understand material better if you have experiences requiring you to do something with it. The major activities here are defining terms and responding to discussion questions.

3. Evaluating Knowledge. The objective of this approach is to review and evaluate your mastery of material by completing a variety of objective questions consisting of multiple choice questions, true/false statements and matching items. An answer key is provided for the review questions at the end of the Study Guide so that you can have immediate feedback on what you have mastered and what you need to study further.

4. Extending Knowledge. The objective of this section is to expand and enrich your knowledge base beyond that specifically presented in the text. This will be accomplished by providing a variety of information, exercises, and activities designed to extend and apply material. Although all students can benefit from this section, it may be of particular value to the student who has a special interest and who may wish to pursue more in-depth study of the material. To this end, the Study Guide includes issues and topics suitable for further review in research literature and/or the preparation of projects and reports. To help you summarize your knowledge, case studies are included in Part Two. The three areas addressed by the case studies are mental retardation, visual impairments, and learning disabilities. It is suggested that you complete the activities in the Study Guide that relate to these areas before you read the case studies. A list of professional publications is provided in Appendix A, and guidelines for critical reading of periodical literature are included in Appendix B.

Summarizing the above approach, these are the steps we suggest you follow as you study Educating Exceptional Children:

1. Prior to reading each chapter, review the chapter contents and the major ideas in the Study Guide. This will provide you with the scope and direction of the material to be read in advance and help you anticipate important issues, concepts, and themes.
2. As you read the chapter, or after you have completed reading it, define the terms and complete the exercises to reinforce what you have studied. Cross-references to appropriate pages in the text are given for activities in this section to assist you in locating material for review.
3. After you have read the chapter and completed the activities to reinforce your knowledge, review what you have learned. Then answer the review and evaluation questions provided in the Study Guide and identify any areas in which you need additional review. In this section, as well, page numbers for the text are provided for each question (and for corresponding items in the Answer Key) to help you locate correct answers and information.
4. As you identify content for further study based on your evaluation of mastery and/or as you select topics of special interest for projects, papers, or presentations in your course, you should follow up on the material presented in the section entitled "Extending Knowledge." As you complete each of the three topics that are addressed by the case studies, read the case studies and answer the thought questions that accompany them. Your special interest and needs will determine which activities are most useful for you at the present time while the relevance of others may become apparent later.

Study Guide

EDUCATING EXCEPTIONAL CHILDREN /

CONTENTS

TO THE STUDENT vii

PART ONE	CHAPTER-BY-CHAPTER LEARNING GUIDE	1
CHAPTER 1	THE EXCEPTIONAL CHILD IN MODERN SOCIETY	3
CHAPTER 2	INDIVIDUAL DIFFERENCES AND SPECIAL EDUCATION	14
CHAPTER 3	CHILDREN WHO ARE GIFTED AND TALENTED	24
CHAPTER 4	CHILDREN WITH MENTAL RETARDATION	38
CHAPTER 5	CHILDREN WITH VISUAL IMPAIRMENTS	50
CHAPTER 6	CHILDREN WITH HEARING IMPAIRMENTS	66
CHAPTER 7	CHILDREN WITH COMMUNICATION DISORDERS	84
CHAPTER 8	CHILDREN WITH BEHAVIOR PROBLEMS	98
CHAPTER 9	CHILDREN WITH LEARNING DISABILITIES	112
CHAPTER 10	CHILDREN WITH MULTIPLE AND SEVERE HANDICAPS	129
CHAPTER 11	CHILDREN WITH PHYSICAL HANDICAPS	141
PART TWO	CASE STUDIES	155
APPENDIX A	PROFESSIONAL PUBLICATIONS	187
APPENDIX B	A PROCEDURE FOR EVALUATING ARTICLES	189
ANSWER KEY		192

PART ONE

CHAPTER-BY-CHAPTER LEARNING GUIDE

CHAPTER 1 THE EXCEPTIONAL CHILD IN MODERN SOCIETY

ORGANIZING KNOWLEDGE

Chapter Focus

This first chapter introduces you to an area of education that has profoundly affected the lives of countless children in a positive way. You will take a look at the radical change of thought that has taken place, not only in this country, but also worldwide. This, in turn, has influenced our understanding of how we identify children who are exceptional. Here you see the unfolding of a drama that acutely affects all of us as we are introduced to the actors that include parents, educators, legislators, and even the President of the United States. But in the very central spotlight are the children who are exceptional. As you become acquainted with new terminology, keep your focus on the major trends outlined, especially as these are interwoven into later chapters, as they highlight issues related to groups of children with specific exceptionalities.

Focusing Questions

How have perspectives on treating exceptional individuals changed over time?

What are the major forces that affect an exceptional person's development?

How have families been instrumental in obtaining services for exceptional children?

What trends show that exceptional individuals are becoming more integrated into society?

What roles have the courts and the federal government played in affirming the rights of exceptional individuals?

Chapter Outline

Who is the Exceptional Child?

Changing Perspectives on Exceptional Children

Environmental Influences on Exceptional Individuals

Families of Exceptional Children

Parents as Advocates

The Exceptional Individual in Society

History of Educating Exceptional Children
Significant Contributions
Recent Trends
State and Federal Legislation
Role of the Courts
Prevalence of Exceptional Children
Defining Prevalence
Determining Prevalence

REINFORCING KNOWLEDGE

Terminology

1. Know these terms: You should take particular note of the following terms as you read through this chapter.

exceptional child	medical model
ecological model	normalization
deinstitutionalization	mainstreaming
social envelope	zero reject
individualized education program (IEP)	due process
least restrictive environment	class action suit
incidence	prevalence

2. Match the areas of exceptionalities in column 1 with the explanation or example in column 2. (Answers may be found in your text on page 5.)

____ 1. sensory differences	a. emotionally disturbed or socially maladjusted
____ 2. communication differences	b. having no limbs as well as a severe speech impediment
____ 3. intellectual differences	c. an individual with a severe speech problem
____ 4. multiple and severe problems	d. partial or total blindness
____ 5. behavioral differences	e. an extreme spinal curvature that prevents a child from moving without assistance
____ 6. physical differences	f. an extremely bright child

Study Questions

1. Look closely at the definition of "exceptional child" and complete the following: (pp. 4-5)

a. The exceptional child is defined as a child who _____

b. The areas of exceptionality include

- (1) _____
- (2) _____
- (3) _____
- (4) _____
- (5) _____
- (6) _____

c. (the parameters or boundaries) These differences must be to such

2. Why do you think there was a shift from a medical model for dealing with children with exceptionalities to an ecological model? (p. 6)

3. In what ways would it be easier for a deaf or hard of hearing individual to help a child with similar problems than for someone with good hearing to help that same child? (pp. 7-8)

4. If you were a parent of a newly born handicapped child, with what two major crises might you be faced? Explain each. (p. 9)

a. _____

b.

5. What problems, if any, would siblings of a child with an exceptionality face? (pp. 9-11)

6. Describe briefly the role that parents have played in the expansion of services for exceptional children. (pp. 11-12)

7. The following chart provides an overview of stages in attitudes toward people with exceptionalities. For each stage listed at the left, indicate the characteristics of that stage, then indicate the worldwide time period and the corresponding time period in the United States. (pp. 13-14)

STAGES IN ATTITUDES TOWARDS PEOPLE WITH EXCEPTIONALITIES

Stage	Characteristic	Time Period	
		Worldwide	United States
First			
Second			
Third			
Fourth			

PART ONE CHAPTER-BY-CHAPTER LEARNING GUIDE

8. List five individuals whose ideas greatly influenced American special education, along with their major contribution. (p. 16)

Name

Major Contribution

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

9. In what ways does the "social envelope" affect the child with an exceptionality? (p. 15, p. 19)

- a. _____
- b. _____

10. Education has traditionally been a local and state function. Why do you think that the federal government may have been reluctant to become involved with the problems of children with exceptionalities? (pp. 20-21)

11. Outline, with a brief explanation for each, the six key principles that formed the basis of Public Law 94-142. (pp. 23-24)

Principle	Explanation

12. Why might the prevalence figures for exceptional children shown at the end of the chapter be inaccurate? (pp. 27-28)

EVALUATING KNOWLEDGE

Multiple Choice Questions

Directions: Read each question carefully and choose the response that you think is the best answer.

1. Which one of the following groups of children with exceptionalities is not protected by federal legislation and does not receive assistance from federal sources? (p. 25)
 - a. Speech impaired
 - b. Mildly mentally retarded
 - c. Gifted
 - d. Physically handicapped
2. Who made a major contribution to American special education by proving that children with hearing impairments can learn to speak and use their limited hearing if it is amplified? (p. 16)
 - a. Thomas Hopkins Gallaudet
 - b. Louis Braille
 - c. Edward Seguin
 - d. Alexander Graham Bell
3. Which of the following is a court decision delivered in the 1970s that has had a significant impact on services for exceptional children? (p. 26)
 - a. Handicapped children committed to state institutions are entitled to custodial care only.
 - b. If the funds are not available, educational services to exceptional children can be reduced or cut off.
 - c. Handicapped children can be excluded from regular classes if the principal concludes that the children might be disruptive.
 - d. Children should not be placed into special education without consideration of different cultural or linguistic backgrounds.
4. When might children be classified as "exceptional" children? (p. 5)
 - a. When they obtain below average IQ scores
 - b. When they display inappropriate social behavior for their ages
 - c. When they require a modification of school practices if they are to develop to their maximum capacity
 - d. When they require special services to be added to their school program in order to learn better
5. Although dramatic changes in the role of the family have occurred over the past few decades, we can say that truly revolutionary changes have taken place in which of the following areas? (pp. 12-13)
 - a. Society's view of exceptional children
 - b. The view of siblings of exceptional children
 - c. Parents' views of institutional responsibilities
 - d. The role of the school in educating all children to the same level
6. Educational intervention based on an ecological model would involve (p. 8)
 - a. looking for the medical causes of the handicap.
 - b. trying to treat the medical condition causing the handicap.