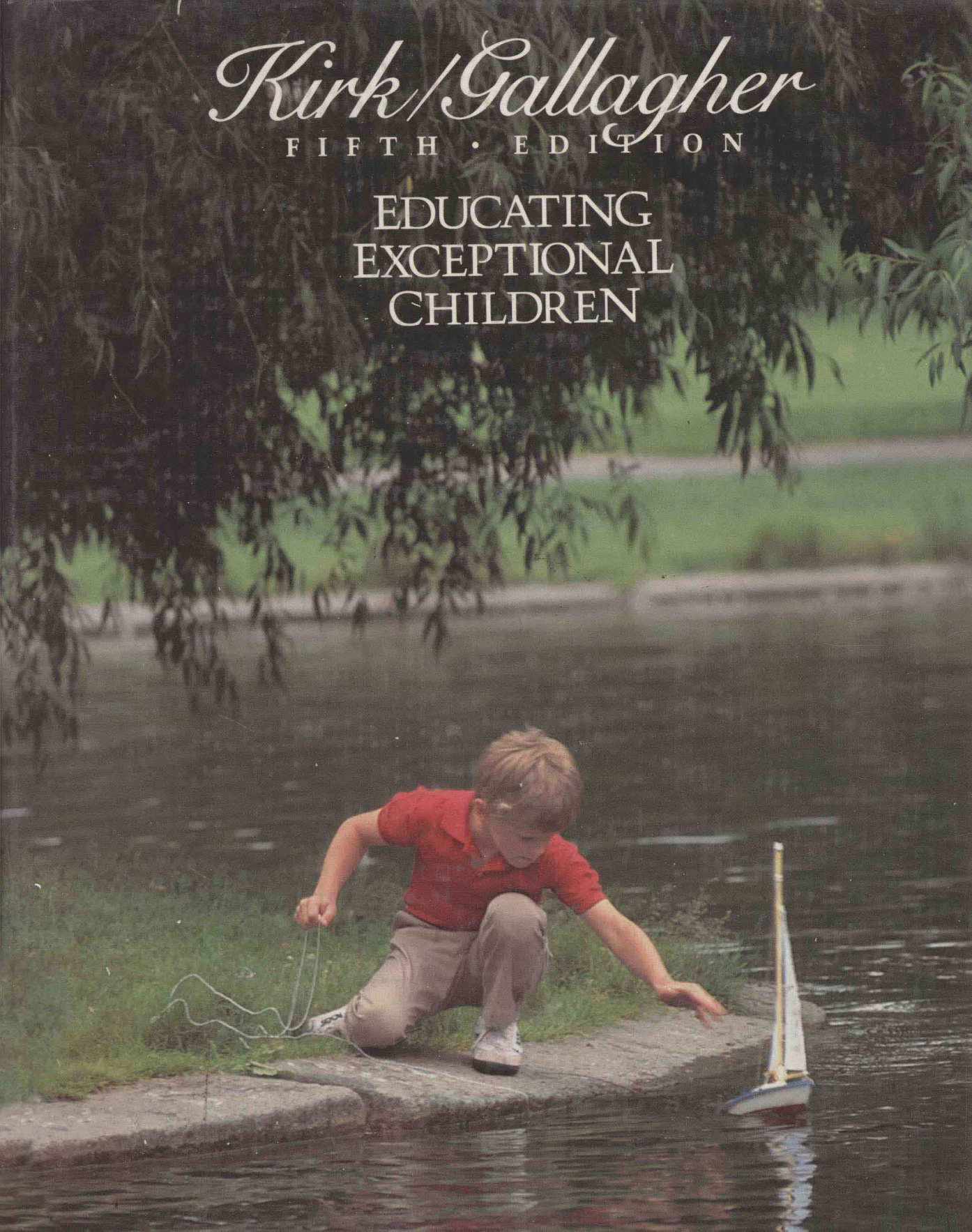


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F I F T H • E D I T I O N

EDUCATING EXCEPTIONAL CHILDREN



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EDUCATING EXCEPTIONAL CHILDREN

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The authors would like to dedicate this edition to the many, often anonymous, colleagues who pioneered the education of exceptional children in the nineteenth and early twentieth centuries.

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PREFACE

AUDIENCE AND PURPOSE

Educating Exceptional Children, fifth edition, is an introductory text for those who will work with exceptional children: prospective special and regular elementary and secondary school teachers, counselors, psychologists, inservice educators, paraprofessionals, other professionals such as rehabilitation personnel, and parents.

The most important development in special education during the past twenty-five years has been the movement to integrate exceptional children into the regular education program to the greatest degree possible. Federal and state laws have mandated a free, appropriate education for all children in a setting that is as close as possible to the regular classroom—the least restrictive environment. Special education is no longer the exclusive province of special educators. Practically all elementary and secondary school teachers can expect to encounter exceptional children in their classrooms. And with this implementation of mainstreaming and the marked decrease in institutionalization of exceptional individuals, we are all—as a society—becoming increasingly aware that these individuals are, like ourselves, an important part of the human community.

The special needs of these children have become the shared responsibility of regular education teachers, counselors, psychologists, and other members of the educational team including parents of exceptional children. This text is intended to assist in the preparation of those individuals for their roles in meeting the needs of exceptional children in modern society.

ORGANIZATION

We have chosen to focus this text on the exceptional child as a learner. Throughout the book we consider two dimensions that impinge on

the educational program developed for an exceptional learner: individual differences and modifications of educational practices.

Exceptional children differ in some important aspects from others in their age group; they also differ within themselves in their patterns of development. Thus, we discuss both interindividual and intraindividual differences. By emphasizing intraindividual differences and applying this concept to the varying groups of exceptional children, we attempt to supply an integrating element that gives meaning to both the differences and similarities among children. Adaptations of educational practices are presented for each exceptionality within a common framework of curriculum content, skills, and learning environment modifications. The first chapter in the text, "The Exceptional Child in Modern Society," offers historical background on the field of special education and an overview of issues and trends that have affected the development of programs for the exceptional learner. Coverage is devoted to the three dimensions of the environment that influence the exceptional child—the family, the school, and the society at large. In addition, we discuss the role of the courts, state and federal legislation, and the methods for determining the prevalence of exceptional children. These topics are also addressed throughout the text within the context of specific areas of exceptionality.

The second chapter, "Individual Differences and Special Education," explains in detail the organizing principles for this fifth edition, emphasizing the significance of intraindividual differences and the educational modifications that are necessary to meet the special needs of the exceptional learner. In addition, the chapter covers the various steps in the process of assessing and identifying the exceptional learner and in the planning of an individualized education program (IEP) for this child. We also discuss the controversy surrounding the use of labels. Finally, a full treatment of the recent interest in and implementation of early childhood education programs is included.

The fifth edition of *EDUCATING EXCEPTIONAL CHILDREN* continues to provide basic information about the characteristics and distinctive problems of exceptional learners, using the categorical terminology necessary for purposes of communication. Chapters 3 through 11 focus on the various clusters of exceptional children and cover the topics of definition, classification, identification, prevalence, causes, and characteristics as well as the special educational adaptations that might be made for children in each cluster.

REVISIONS IN THIS EDITION

The text has undergone a thorough revision that highlights new emphases in special education and that provides a more complete portrait of the field as it stands now. Central among the new emphases in the field is an increasing awareness of the exceptional child first and fore-

most as a human individual who is influenced by and must cope with the larger environments of family, school, and society. We address this ecological theme in several ways in the fifth edition. Lifespan discussions are now included in most chapters: these sections allow us to view the individual throughout the entire lifespan and focus on such issues as work and higher education opportunities, social adjustments in adulthood, and integration into the community. We have also included *Of Special Interest* boxed articles in each chapter that highlight either the personal experiences of an exceptional individual or that speak in greater depth to issues that go beyond the classroom.

The coverage included in each specific categorical chapter has also been completely analyzed for currency and reworked wherever necessary. Three chapters deserve particular mention. We are now including a separate chapter on children with physical handicaps. The new chapter, written by Dr. Beverly Rainforth of the University of Connecticut, contains much timely material pertinent to the educational adaptations and complete scope of treatments appropriate for these children. Chapter 6, "Children with Hearing Impairments," was extensively revised by Dr. Robert Rittenhouse of Illinois State University and discusses in a forthright manner the critical new discoveries and ongoing controversies in the education of deaf children. For Chapter 7 on children with communication disorders, Dr. Patricia McAnally of the University of Minnesota, reworked and updated discussions of language development.

The fifth edition of *Educating Exceptional Children* includes in every chapter a discussion of the uses of new technology—and especially of microcomputers—for the purposes of more effective instruction in special education. And, finally, a completely new Epilogue in the form of an interview with a dynamic practitioner (Ms. Carol Long, a consultant teacher in a school district in Massachusetts) addresses the critical issue of communication between regular teachers and specialists and provides a real-life situation to better ground and illustrate text discussions.

FEATURES IN THE FIFTH EDITION

In order to make this text easy to study and more appealing to use, the following features have been included:

Focusing Questions for each chapter help readers set goals and establish purposes for their reading of each important topic.

Introductions to each chapter offer an overview of the chapter's contents and give students a framework into which they can fit new ideas.

Summaries of Major Ideas conclude each chapter and highlight, in a clear, point-by-point format, the major concepts presented in the chapter.

Unresolved Issues encourage students to discuss and propose solutions for problems that are still at issue in the field of special education.

References of Special Interest provide, on a chapter-by-chapter basis, a selected list with descriptive annotations of appropriate bibliographic references.

A **Glossary** at the end of the book offers readers definitions of all key terms.

STUDY GUIDE

A Study Guide for the text is also available and, like the basic text, has undergone extensive revision to make it more compatible with students' needs.

The new Study Guide for the fifth edition is intended to complement the student's use of the text and class experiences through four types of learning approaches: organizing knowledge, reinforcing knowledge, evaluating knowledge, and expanding knowledge. The *Study Guide* is in three parts. Part I consists of a chapter-by-chapter learning guide that incorporates focusing questions, a complete chapter outline of headings, a full presentation of key terminology, numerous questions that include both objective items and short-answer essays that go beyond the checking of facts, and mini-cases offering illustrative vignettes. Answer keys appear at the end of the guide so that students may have immediate feedback on their responses to review questions. Part II contains full case studies that focus on different areas of exceptionality, and Part III features a list of commonly available publications related to exceptional children and guidelines for critical reading of periodical literature.

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We also wish to acknowledge the help provided by Phyllis Pressley whose daily assistance was instrumental in bringing this volume to its present condition.

Our families deserve thanks for their tolerance of the necessary time and energy that this text required.

As a final note, we would expect the reader to understand that while our society has come a long way from the placement of handicapped individuals in distant and isolated institutions, we still have a great deal to learn about the best ways to help exceptional children and adults become truly integrated into modern American society. Judges and legislators can force the exceptional child into physical conjunction and association with children who are not exceptional, but they cannot force understanding, or acceptance, or an effective educational program. That job belongs to all who work with exceptional children. This text tries to faithfully present what is currently known about exceptional children and also what remains to be solved by this and future generations.

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