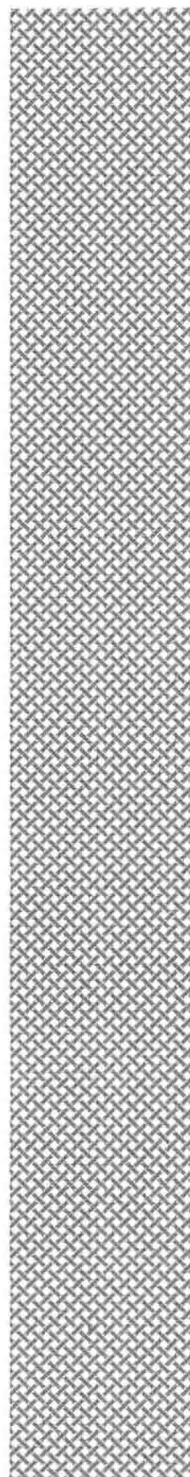


# EXCEPTIONALITIES IN CHILDREN AND YOUTH



LYNDAL M. BULLOCK

# Exceptionalities in Children and Youth



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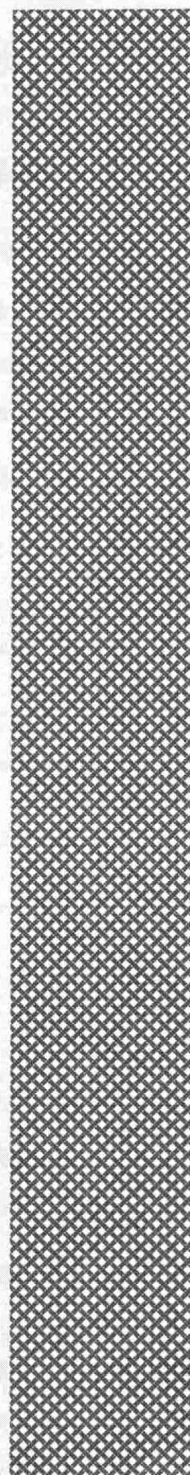
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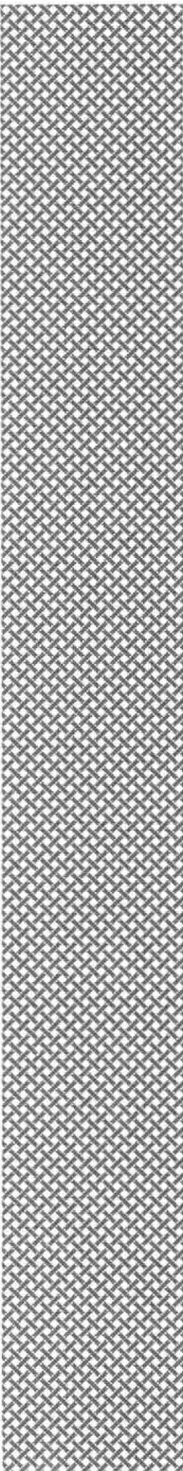
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**Exceptionalities  
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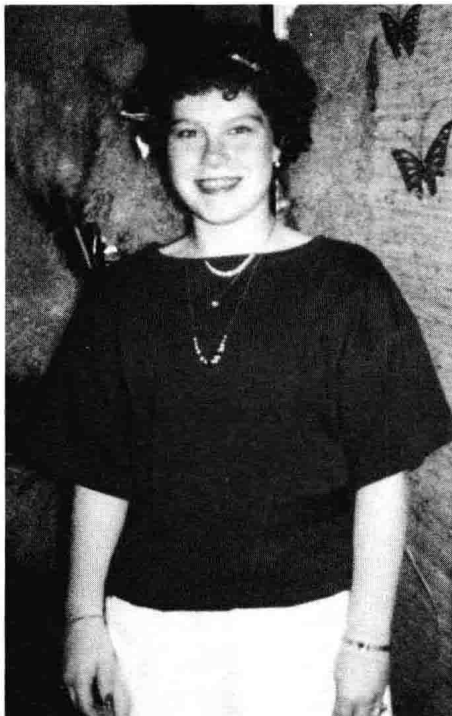






LYNDAL M. BULLOCK  
UNIVERSITY OF NORTH TEXAS

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*In memory of my daughter, Brekke Khyleen, who, although at birth was confronted with insurmountable health problems, was determined to live life to the fullest. Her fortitude, her concern for her fellow earthmates, and her winning smile have continued to be an inspiration for all who knew her.*

BREKKE KHYLEEN BULLOCK  
1970-1986



# Preface

The focus of this book is on children and youth with exceptional conditions. The exceptional conditions relate to the behavioral, intellectual, and physical aspects that affect the ability of children and youth to reach their optimal potential. Each chapter has been written by one or more recognized authorities in the field of special education who have worked with the type of exceptionality under consideration. As you continue your studies in special education, we hope that you will become increasingly excited about the challenges that await you in this field.

This book is thematically organized into three broad areas: general information, detailed discussion of specific exceptionalities, and societal concerns. The first chapter provides an overview that examines important background information relating to the profession of special education. Chapter 2 provides you with a *brief* review of normal growth and development of children and youth and develops the rationale for why it is important to understand normal development prior to studying exceptionalities. Since assessment is an essential element in the identification, placement, and educational decision making for children and youth with exceptional conditions, Chapter 3 has been designed to provide a *synopsis* of general assessment procedures and practices as they relate to special education. These procedures and practices are expanded in each of the later chapters as they relate to specific exceptional conditions. Chapters 4-14 focus on specific types of exceptionality. Chapter 15 addresses eight social concerns to which many children and youth are particularly vulnerable.

Content and  
Organizational  
Focus

## *Unique Features*

This book has several unique content features that differ from most introductory texts to special education. In addition to the general chapters on normal growth and development and assessment procedures and practices, there is a chapter that specifically addresses the field of autism and one regarding the handicapped juvenile offender. The social concerns addressed in Chapter 15 provide introductory information to serve as a stimulus for discussion or further research on eight critical topics: eating disorders, chemical dependency, children with AIDS, child abuse and neglect, pregnancy in young people, homeless children and

youth, suicide in children and youth, and subculture activities of children and youth.

The chapters are all written by specialists in the particular field being discussed. The authors are profiled in the “Meet the Authors” section at the beginning of the text. These brief biographies establish the formidable credentials—of education and experience—of the contributors. More important, it is hoped that they will give you a feeling of being personally acquainted with professionals—perhaps even future colleagues—in the field of special education.

### Chapter Features

All chapters begin with a *vignette* (a brief story) that relates to the content to be presented. The purpose of the vignettes is to capture your interest and to help develop a frame of reference for the discussion that follows. All vignettes have been written by teachers or parents of exceptional children and are their personal accounts of individuals with whom they have been associated.

Each chapter, with the exception of Chapter 15, contains one or more *Insights*, which are personal accounts of professionals who work in the field of special education. The purpose of the Insights is to share with you some of the challenges and realities faced by professionals who work in this field.

Certain features of the book have been designed to facilitate your learning. Definitions of the **boldface** words appear in the *Glossary* found at the end of the text. At the end of each chapter there are *Study Helps* designed to provide stimulus for discussion and to direct you to additional resources related to the topic under discussion.

### Acknowledgments

A book such as this one is possible only with the assistance of many people. Special thanks are given to the authors of each of the chapters, who have shared their knowledge and expertise about specific aspects of the field of special education, and to the many individuals who provided guidance to the project by their thoughtful reviews of the chapters as they were being developed. We are indebted to many teachers and other professionals who work in the field of special education who have willingly shared their experiences in the form of Insights. A very special “thank you” is given to the Arlington, Texas, Independent School District; the Regional Day Program for the Deaf in Crowley, Texas; the Cooperative Behavioral Center in Garland, Texas; and the Denton, Texas, Independent School District for assisting us in obtaining the pictures used in the book.

The editor is forever indebted to Juane Heflin, doctoral student in special education, for the many hours she spent taking pictures for this project and providing insightful reviews of sections of this book. A special thanks also to J. Michael Reese for his assistance with aspects of the project and to Karren Kuhler, who spent many hours typing parts of the manuscript. Jeanie McMahan,



probably the world's best secretary, deserves significant credit for her technical assistance and computer skills, which helped this book become a reality.

I personally want to thank the many children and youth with whom I have worked over the years for offering me more than I offered them and the host of graduate students from whom I have learned much as we have toiled together. My professional colleagues throughout the world have been a source of support for my many activities. It is because of these people that I am more than I ever expected to be.

*Lyndal M. Bullock*

# Meet the Authors



**Gary A. Best**

**Gary A. Best**, Professor of Education and Chair of the Division of Special Education at California State University, Los Angeles, serves as Coordinator of the training program for teachers working with students with physical disabilities. He completed his doctoral degree at the University of Minnesota.

Dr. Best has been active in the International Council for Exceptional Children, serving the Division of the Physically Handicapped as both President and representative to the Board of Governors. His other professional interests include concerns about death and dying and sex education and sexuality for special populations. As founder and immediate Past President of the California Consortium of Trainers of Teachers of the Physically Handicapped, he is active in identifying and implementing the most current strategies and training content in the preparation of special education teachers.



**Lyndal M.  
Bullock**

**Lyndal M. Bullock** is a Regent's Professor in Special Education at the University of North Texas, Denton, where he coordinates the graduate teacher preparation and leadership preparation programs in Behavioral Disorders. His doctoral degree is from the University of Kansas. Before joining the faculty at the University of North Texas he served on the faculties in Special Education at Central State University in Oklahoma; University of Florida, Gainesville; University of Oklahoma, Norman; and the University of Louisville, Kentucky.

Dr. Bullock is a Past President of Teacher Educators for Children with Behavioral Disorders, a Past President of the International Council for Children with Behavioral Disorders, a two-term Past President of the International Council for Exceptional Children (CEC), and currently

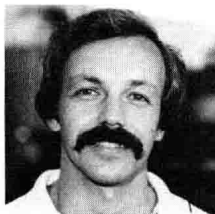
serves as the President of the Teacher Education Division of CEC. In addition, he serves on numerous national committees and on the Board of Directors for the Foundation of Exceptional Children. He is the author of numerous published articles, books, monographs, and assessment instruments.



**Katharine G.  
Butler**

**Katharine G. Butler** is Professor and Chair of Communication Sciences and Disorders, Division of Special Education and Rehabilitation, and currently serves as the Director of the Center for Research for the School of Education at Syracuse University. Before joining the faculty at Syracuse she served on the faculties of Western Michigan University and California State University, San Jose.

Dr. Butler has served as President of the American Speech-Language-Hearing Association. She is a Fellow of both the American Speech and Hearing Association and the International Association for Research in Learning Disabilities. She has also served as President of CEC's Division of Children with Communication Disorders and completed a six-year term as President of the International Association of Phoniatrics and Logopedics. She is the author of numerous articles, books, and other manuscripts. She serves as editor for *Topics in Language Disorders* and has edited several books in the *Excellence in Practice* series.



**Robert E.  
Campbell**

**Robert E. Campbell** is an Assistant Professor/Project Coordinator at the University of Hawaii at Manoa. Prior to his university education, Dr. Campbell learned several languages and lived overseas for five years. He completed his undergraduate degree in social work and has worked as a Child Protective Specialist, helping form a sexual abuse investigation and treatment team. Dr. Campbell's master's and doctoral degrees are from the University of North Texas, where his areas of concentration were working with students with severe behavioral problems, working with handicapped juvenile offenders, and counseling.

Dr. Campbell is the co-author of numerous articles that have appeared in professional journals and monographs. His research interests include juvenile corrections, social

cognition, and the influences of culture on social perceptions.



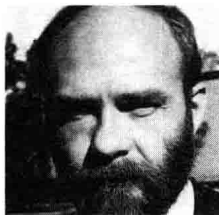
Susan S. Evans

**Susan S. Evans** is an Assistant Professor of Special Education at the University of West Florida, Pensacola. She holds the master's degree and doctorate from the University of Florida, where she majored in the area of Learning Disabilities and Assessment. She has had extensive experience as an elementary classroom teacher, special education teacher at the elementary and middle school levels, director of federally funded paraprofessional training programs, and an educational consultant. Dr. Evans has authored numerous articles and co-authored several books, such as *Assessment for Instruction*, *Behavior and Instruction Management: An Ecological Approach*, and *Instructional Management for Detecting and Correcting Special Needs*. In addition, Dr. Evans serves as a consulting editor for a variety of professional journals.



William H. Evans

**William H. Evans** is an Associate Professor of Special Education at the University of West Florida, Pensacola. He holds both the master's and doctoral degrees from the University of Florida, Gainesville. He has had extensive teaching experience with special populations. In addition to being a widely sought-after speaker, he has authored numerous articles and co-authored several books, such as *Instructional Management for Detecting and Correcting Special Needs*, *Assessment for Instruction*, and *Behavior and Instructional Management: An Ecological Approach*.



William L. Geiger

**William L. Geiger** is a Professor in the Department of Teacher Education at the University of Arkansas at Little Rock (UALR). For the past ten years he has coordinated UALR's graduate program in Teaching Persons with Severe Handicaps. He is an alumnus of Marquette University, the University of Florida, and the University of Alabama.

Before joining the UALR faculty, Dr. Geiger worked

with a variety of local, state, regional, and federal educational agencies. He has taught adolescents with mild mental retardation; coordinated the development of a statewide model for evaluating the effectiveness of public school programs for students with severe mental retardation; provided technical assistance to state departments of education through the Southeast Regional Resource Center at Auburn University at Montgomery; and served as a post-doctoral fellow with the Bureau of the Education of the Handicapped, U.S. Department of Education. He is a Past President of CEC's Teacher Education Division.

Dr. Geiger has an abiding interest in the delivery of functional, integrated programs of instruction to students with severe handicaps and in the establishment of community-based support services needed by persons with severe handicaps and their families. Also, he has been active in the examination of issues related to the supply/demand of special education personnel preparation programs and to accreditation of teacher education programs.



**Eleanor Guetzloe**

**Eleanor Guetzloe** is a Professor in Special Education at the University of South Florida, Clearwater Campus. She received her doctoral degree from the University of Florida, Gainesville, with a specialization in seriously emotionally disturbed. For many years Dr. Guetzloe has been involved in teacher preparation in the area of behavioral disorders. She is frequently invited to serve as a consultant to public and private agencies on issues regarding the rights of children and youth with handicaps and on teenage suicide. In addition, Dr. Guetzloe is a well-known speaker in the field of special education in both the United States and Canada. She has made numerous contributions to the professional literature in such publications as *Behavioral Disorders* and *Monograph Series in Behavioral Disorders*.



**Riley Harvill**

**Riley Harvill** is an Associate Professor in the Counselor Education Department at the University of North Texas. In addition to his teaching duties, Dr. Harvill serves as Director of the Counseling and Human Development Center, a training and research facility for graduate-level students majoring in counseling.

Dr. Harvill maintains a private practice and specializes in family therapy, divorce mediation, hypnotherapy, and

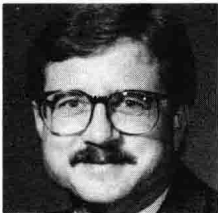
eating disorders. He has authored numerous articles that have appeared in professional journals and has co-authored a book in the area of group counseling.



**L. Juane Heflin**

**L. Juane Heflin** received her bachelor's degree at Abilene Christian University, in Texas, with teaching credentials in elementary education, special education, and early childhood-handicapped. Ms. Heflin has a master's degree with specialization in the area of seriously emotionally disturbed and autism from the University of North Texas and is currently a doctoral candidate in the Doctoral Leadership Program in Behavioral Disorders at the same institution.

In addition to serving as a master teacher in autism in the public schools, where she was named "Outstanding Young Educator," Ms. Heflin serves as a consultant to several school districts in the area of autism. She is a frequent presenter at local, state, and national conferences.

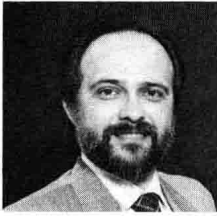


**James L. Hoot**

**James L. Hoot** is a Professor in Early Childhood Education and Director of the Early Childhood Research Center at the State University of New York at Buffalo. He completed the bachelor's degree from St. Francis College, master's degree from Virginia State University of Illinois, and the doctorate from the University of Illinois. He has had extensive teaching experience through his work with the Virginia Teacher Corps and in public and private elementary schools and universities.

Dr. Hoot is the Editor of *Computers in Early Childhood Education: Issues and Practices* and Senior Editor of *Writing with Computers in the Early Grades*; he has authored numerous articles in the fields of early childhood education, educational gerontology, and computer science. Currently he is publications chairperson for the Association for Childhood Education International and serves on the editorial boards of *Childhood Education*, *Early Childhood Research Quarterly*, and *Day Care and Early Education*. In the past decade he made over 200 presentations to professional organizations in the Soviet Union, China, Israel, Canada, and the United States.





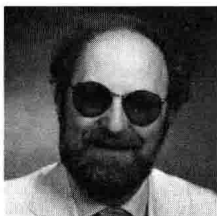
**Wayne P. Hresko**

**Wayne P. Hresko** is a Professor of Special Education at the University of North Texas, Denton, where he coordinates the graduate personnel preparation program for Learning Disabilities and Educational Diagnosticians. After receiving his doctoral degree from Temple University, he served on the faculties at Kent State University and at New York University. Dr. Hresko has been active in professional associations, serving both at the state and national levels in the Council for Learning Disabilities and the Council for Exceptional Children. He is the author of numerous articles, chapters, and books and has served on the editorial boards of *Remedial and Special Education* and *Learning Disability Quarterly*. He is known for his authorship and co-authorship of numerous standardized tests, such as TELD-2: *The Test of Early Language Development—2*, and TERA-2: *The Test of Early Reading Ability—2*. He is also the co-author of over fifteen computer-based test-scoring systems.



**Laura W.  
Kretschmer**

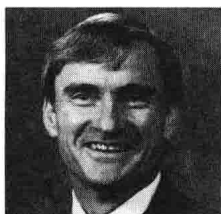
**Laura W. Kretschmer** holds a bachelor's degree in speech pathology and a master's degree in audiology. After working four years as a clinical audiologist, she earned a second master's and a doctorate in hearing impairment at Teachers' College, Columbia University. She began a new partnership with Richard Kretschmer and a new academic job at the University of Cincinnati in 1968, where she is still employed with a rank of Professor of Audiology. Her partnership is still intact and has resulted in a variety of books, chapters, articles, and presentations on language development in children and youth with hearing impairments. She is a Fellow of the American Speech-Language-Hearing Association.



**Richard R.  
Kretschmer, Jr.**

**Richard R. Kretschmer, Jr.** has been a teacher of deaf adolescents, the pupil personnel director of a residential school for the deaf, a researcher, an instructor at Gallaudet University, and a coordinator of a preschool program for students with hearing impairments. Since 1970 he has taught at the University of Cincinnati and has coordinated the doctoral program in Special Education. Dr. Kretschmer has a bachelor's and master's degree from Northwestern University and a Ph.D. from Teachers' College, Co-

lumbia University. He is widely known for his college courses in language development and language instruction with the hearing impaired. In 1979 Dr. Kretschmer was named one of two outstanding teachers at the University of Cincinnati. He was Editor of the *Volta Review* for six years. He has written extensively and has given hundreds of lectures in the United States and abroad on the topic of language development in the hearing impaired.



Alan D. Moore

**Alan D. Moore** is Assistant Professor of Educational Foundations and Instructional Technology at the University of Wyoming, Laramie, where he teaches in the areas of applied statistics, research methodology, and educational measurement. He received his bachelor's degree in piano performance at the University of California, Irvine and his master's degree in teaching gifted and talented children and Ph.D. in applied statistics and research methodology at the University of Northern Colorado.

Dr. Moore has taught graduate classes in gifted education, conducted workshops, evaluated programs for gifted students, and conducted research in gifted education. He has served in various roles as teacher, administrator, researcher, and program evaluator for the Summer Enrichment Program for the Gifted, Talented, and Creative at the University of Northern Colorado. He is a past Coordinator of the Colorado Future Problem Solving Program.

His papers have appeared in *Gifted Child Quarterly* and *Journal for the Education of the Gifted* as well as at various professional meetings. His research interests include the longitudinal effects on students of special programs for the gifted and the evaluation of these programs.



Myrna R. Olson

**Myrna R. Olson** is a Professor of Special Education at the University of North Dakota, where she chaired that department for nine years. She received her bachelor's degree from Northern Montana College (Secondary Education), her master's degree from Montana State University (Secondary Education and Biology), and her doctoral degree from the University of North Dakota (Elementary Teacher Education and Special Education). Post-doctoral

work in the areas of visually impaired and multihandicapped was completed at San Francisco State University and Peabody College of Vanderbilt University.

Dr. Olson's early years in education were spent in Great Falls, Montana, where she was a residential school teacher at the Montana School for the Deaf and Blind and a resource teacher for the visually impaired with the Great Falls Public School System. Later she taught at the North Dakota State School for the Blind. Her teaching and research interests have been in the areas of visual impairment, gifted education, emotional disturbance, and crisis management. She is the author of three books (including *Guidelines and Games for Teaching Efficient Braille Reading*), several book chapters, and numerous journal articles.



**Rene S. Parmar**

**Rene S. Parmar**, Assistant Professor in the Department of Learning and Instruction at the State University of New York at Buffalo, is a native of India who received her graduate education in the United States. She received her Ph.D. from the University of North Texas, Denton. Before going to graduate school she taught in a self-contained classroom for children with moderate to severe retardation and served as an academic supervisor for a private school for children with mental retardation ranging in age from 4 through 18, giving her experience with a wide range of developmental disabilities.

Dr. Parmar's current work is in educational appraisal and research in mathematics and science with children with handicaps. She has published in the *Journal of Learning Disabilities*, *British Journal of Educational Psychology*, and *Academic Therapy* and has co-authored several chapters for books and monographs.



**Ravic P.  
Ringlaben**

**Ravic P. Ringlaben** joined the Special Education Program at the University of Arkansas at Little Rock (UALR) as an Associate Professor of Teacher Education in 1988. He coordinates the Resource and Consulting Teacher program at UALR. His bachelor's degree in Elementary and Special Education (Mental Retardation) is from Millersville University, his master's degree (Emotional Disturbance) is from Slippery Rock University, and his doctorate (Learning Disabilities and Administration) is from the University