

Michael L. Hardman, Clifford J. Drew, M. Winston Egan, and Barbara Wolf



THIRD HUMAN EDITION
EXCEPTIONALITY

C91
H918
E3

9760549

Human Exceptionality

Society, School, and Family

THIRD EDITION

MICHAEL L. HARDMAN *University of Utah*

CLIFFORD J. DREW *University of Utah*

M. WINSTON EGAN *University of Utah*

BARBARA WOLF *Indiana University*



E9760549

ALLYN AND BACON
Boston London Sydney Toronto



Managing Editor: Mylan Jaixen
Series Editor: Ray Short
Developmental Editor: Elizabeth Brooks
Production Administrator: Rowena Does
Editorial Assistant: Carol Craig
Cover Administrator: Linda Dickinson
Composition Buyer: Linda Cox
Manufacturing Buyer: Tamara Johnson
Text Designer: Margaret Ong Tsao

Copyright © 1990, 1987, 1984 by Allyn and Bacon
A Division of Simon & Schuster, Inc.
160 Gould Street, Needham Heights, Massachusetts 02194

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

Library of Congress Cataloging-in-Publication Data

Human exceptionality: society, school, and family / Michael L. Hardman . . . [et al.].—3rd ed.

p. cm.

Includes bibliographical references.

ISBN 0-205-12372-4

1. Handicapped. 2. Exceptional children. 3. Handicapped—Services for. 4. Learning disabilities. I. Hardman, Michael L.
HV 1568.H37 1990

362—dc20

89-29101

CIP

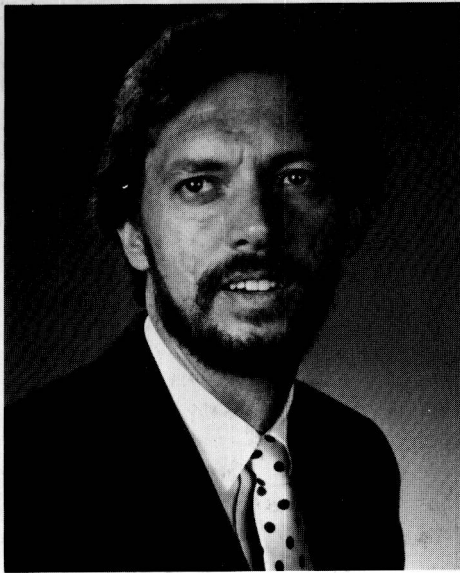
Photo Credits

Pages xxviii and 270, Bob Daemmrich/Stock Boston; Page 18, © by Blair Seitz/FPG; Pages 54 and 212, Michal Heron/Woodfin Camp & Associates, Inc.; Page 86, © Richard Hutchings/Photo Researchers, Inc.; Pages 88, 128, 174, 214, 238, 310, 344, 380, and 422, John Telford; Page 126, Suzanne Szasz/Photo Researchers, Inc.; Page 172, © by Ulrike Welsch/Photo Researchers, Inc.; Pages 236 and 488, © Will & Deni McIntyre/Photo Researchers, Inc.; Page 272, © Thomas Craig/The Picture Cube; Page 308, © Mikki Ansin/The Picture Cube; Page 342, © Glyn Cloyd/Taurus Photos; Page 378, © Alan Carey/Photo Researchers, Inc.; Page 420, © J. Myers/FPG International; Page 456, © Peter Menzel/Stock Boston; Page 458, © David Schaefer/The Picture Cube; Page 490, William Lupardo

Printed in the United States of America

10 9 8 7 6 5 4 3 2

95 94 93 92 91 90

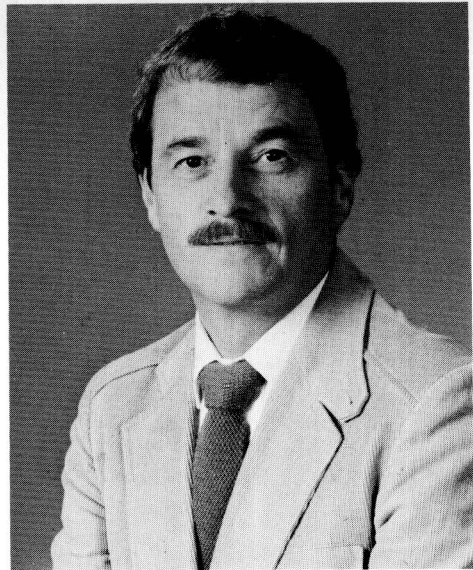


Michael L. Hardman

Michael Hardman is Professor and Chair of the Department of Special Education at the University of Utah, Co-Director of the School and Community Integration Projects, and principal investigator for several national model demonstration and research projects. These projects focus on the development of integrated and community-referenced elementary, high school, and adult programs for people with disabilities.

This edition of *Human Exceptionality* marks the publication of Dr. Hardman's tenth college textbook. In addition, he has published in numerous national journals within the field of special education. Michael Hardman was named Joseph P. Kennedy, Jr., Foundation Public Policy Fellow in 1982, and served as a staff member to Senator Lowell Weicker in the United States Senate. He is very active in both professional and advocacy organizations, having served on national boards for the Council for Exceptional Children and the Association for Retarded Citizens/USA.

Mike Hardman is the father of four children, Robert, Jeffrey, Joel, and Camille, two of whom are students at the University of Utah. The Hardman family enjoys hiking in the national parks of Southern Utah, as well as weekends at the golf course. The Hardmans are avid sports fans who enjoy football and basketball at the University of Utah and are strong supporters of the NBA's Utah Jazz.



Clifford J. Drew

Clifford J. Drew is Associate Dean for Research in the Graduate School of Education at the University of Utah. In addition, he teaches in the departments of special education and educational psychology. His professional interests include research in education and psychology, human development and disabilities, graduate and professional training, and research methodology.

Dr. Drew is a prolific author in the field of special education, having made over sixty contributions to the professional literature on topics ranging from research design and statistics to cognition. This edition of *Human Exceptionality* is his fourteenth textbook. Dr. Drew is a Fellow of the American Association on Mental Retardation and has been listed in numerous honorary biographical volumes, including *Who's Who in the West* and *Who's Who in America*.

Clif Drew is a native of Oregon and has resided in Utah since 1971. He and his wife, Linda James, live outside of Park City, Utah, in a mountain valley. They enjoy the various forms of wildlife around their home and the challenges of trying to garden at 7,200 feet above sea level. Other forms of escape include voracious fiction reading, workshop building projects, and household remodeling.



M. Winston Egan

M. Winston Egan is currently Director of Graduate Professional Degree Programs in the Department of Special Education at the University of Utah. His professional interests include teacher education, behavior disorders in children and youth, parent training, and distance education via telecommunications technologies. He also serves as the executive secretary for Educational Tele-Communications (ETC), an organization that specializes in providing training for television instruction, developing instructional materials and programs for low efficiency learners, conducting research, and delivering quality educational programs to rural/remote communities. Educational Tele-Communications was honored in 1989 by the American Council on Rural Special Education with the Research and Technology Award for its utilization of telecommunications technologies in reaching and teaching prospective rural educators.

Dr. Egan and his wife, Linda, are the parents of Daniel, Amy Dott, Mary Ann, and Marcia. The Egan family operates The Dotted Line in Salt Lake, a retail store that specializes in unique wooden products for children and other decorative accessories for the home.

Win Egan's hobbies include youth development, event planning, and sports of all kinds. His favorite pastimes include playing tennis and basketball, canoeing the Snake River in Wyoming, rafting on the Colorado River, exploring Indian dwellings in the Four Corners Area, mountain biking, and engaging in water activities of all kinds.



Barbara Wolf

Barbara Wolf is Associate Dean of the Faculties at Indiana University in Bloomington. She is appointed to the Honors Faculty and teaches jointly in the Department of Special Education. For more than a decade, she has taught the introductory course in special populations. Dr. Wolf has been the recipient of numerous teaching awards. In 1984, she received the highest recognition for Distinguished Teaching at Indiana, and recently she was honored on a national level by the American Association for Higher Education.

Dr. Wolf has published numerous articles on policy and practice in special education teacher preparation programs. Correspondingly, she chaired the National Task Force on Quality Professional Preparation for Undergraduate Special Education. Her other research projects and publications focus on programmatic accessibility for the disabled as she works with professionals in museums, zoos, parks, and gardens to plan program options that integrate disabled and nondisabled visitors.

In the community, Barbara Wolf works on the homeless project and volunteers as a fundraiser for the Leukemia Society. She finds enjoyment in quiet times shared with family and friends, getting about in her eighteen-year-old car, listening to all types of music (from rock to opera), and continuing to teach her sheepdog and springer spaniel how to hop.

Human Exceptionality

To our families:

***Terry, Robert, Jeffrey, Joel, and Camille Hardman; Linda James;
Linda, Daniel, Amy, Mary Ann, and Marcia Egan.***

Foreword

There is probably no joy in life that compares to the happiness that comes with the anticipation and entry of a newborn into the family constellation. Parents, relatives, and friends all have preconceived notions of what life will be like with the new child around. Great plans and hopes for the child's future often dominate the parents' thinking. But can you imagine what happens to the family when the "bundle of anticipation" is born with unique problems?

A little over nineteen years ago, I well remember the physician coming out of the delivery room to announce to this excited new father that "It is a girl and [all in the same sentence] we have a problem." Even though I had been a professional special educator for several years, having a child with unique problems was something that happened to other families, not to mine.

During the next several days there were numerous unbelievable emotional and psychological adjustments that had to be made, while simultaneously trying to respond to the medical professionals, as well as additional extraordinary requirements that came so unexpectedly to a set of new parents. The changes in our lives that began early on that Tuesday morning in January would be long lasting. New adjustments were required on a regular basis, and they soon became almost automatic. The desire for more information in order to understand the health condition was a driving force. At the same time, there emerged within our family a keen appreciation and value for life that we had never before known.

The years passed very quickly, and almost every one of them can be remembered with some unusual special joys as well as some very challenging events. We have recently completed a full life cycle with our daughter, Brekke Khyleen. It has been only a few years since this very bright and special young lady left us for her eternal future. Her optimism, cheerful attitude, and personal determination were her most obvious characteristics. Although she presented the medical profession and her parents with unusual challenges, she maintained that her physical limitation was only a nuisance with which she had to contend. She made it quite clear that the limitation was in no way to interfere with her productivity and zest for life. As a result of the personal characteristics she possessed, medical assistance, and parental understanding and caring, Brekke became a highly independent young lady, who in a few short years contributed significantly to the lives of others.

For our family, one of the critical elements in helping our daughter was the continuous search for knowledge that would heighten our understanding of



Brekke Khyleen Bullock

the situation and that would guide us in ensuring her independence and personal growth. The book that you are beginning to read and study is a valuable source of information that will enhance your knowledge and understanding of exceptional individuals and the families in which they live. Within each chapter you will find vignettes about special individuals, which will enable you to relate your learning to actual cases.

You will find the book to be written in a scholarly, yet practical, manner. The book represents current research on the major exceptionalities and examines critical issues that impact upon providing appropriate interventions for exceptional persons. You will want to keep this book in your library as a future reference.

As a person involved in the helping profession, you will have numerous opportunities to work with individuals who present unusual challenges. However, you will want to remember that special individuals are first of all "individuals" and second, "individuals with special and unique characteristics." The knowledge and understanding that you develop about these persons will enable you to interact positively with them and to facilitate opportunities that will enable them to become contributing members of society. It has been my experience that special individuals bring many personal returns, "blessings," to those who interact with them. They give to us much more than they require of us.

Careful attention to the contents of this book will significantly affect your future as you have the opportunity to become acquainted with exceptional persons and their families. Knowledge facilitates our understanding and our ability to care.

Lyndal M. Bullock

*Professor, Special Education, North Texas State University, Denton, Texas, and a
Past President of the International Council for Exceptional Children*

Preface

There is hope, I believe, in seeing the human adventure as a whole and in the shared trust that knowledge about mankind sought in reverence for life, can bring life.

MARGARET MEAD

As you begin your study of the third edition of *Human Exceptionality: Society, School, and Family*, we would like to provide some perspective on those features that continue from our second edition as well as on what is new and different. It is important to remember that this text is about people. It is about people with diverse needs, characteristics, and lifestyles. It is about people who for one reason or another are called exceptional. What does the word *exceptional* mean to you? For that matter what do the words, *disordered*, *deviant*, or *handicapped* mean to you? Who or what influenced your knowledge and attitudes about these terms and the people behind them? It is likely that you were influenced most by life experiences and not by formal training. You may have a family member, friend, or casual acquaintance who is exceptional in some way. It may be that you are a person with exceptional characteristics. Then again, you may be approaching a study of human exceptionality with little or no background on the topic. You will find that the study of human exceptionality is the study of being human. Perhaps you will come to understand yourself better in the process.

ORGANIZATIONAL FEATURES

In addition to providing you with current and informative content, we are committed to making your first experience with the area of exceptionality interesting, enjoyable, and productive. To accomplish this, we have incorporated some features within the third edition of the text that should greatly enhance your desire to learn more and become acquainted with exceptional people.

To Begin With . . .

“To Begin With . . .” boxes, found at the beginning of each chapter, are designed to introduce and stimulate interest on topics. They offer a variety of fascinating and current quotes, facts, and figures related to each subject area.

Chapter Vignettes

Beginning with Chapter 3, we present at least one vignette, or short case study, of an exceptional individual in every chapter. The purpose of these vignettes is to provide you with some insight into the needs, characteristics, and lifestyles of exceptional people. These vignettes are, however, in no way representative of the range of characteristics associated with a given area of exceptionality. At best, they simply provide you with a frame of reference for your reading. They let you know we are talking about real people who deal with life in many of the same ways.

Windows

“Windows” is a series of personal statements found throughout the text that focus on critical issues affecting the lives of exceptional people. The purpose of windows is to share with you some personal insights into the lives of these people. These insights may come from teachers, family members, friends, peers, and professionals, as well as from the exceptional individual. We believe you will find windows to be one of the most enriching aspects of your introduction to exceptionality.

In the News

Scattered throughout the book are “In the News” boxes that highlight current events relating to various exceptionalities. For example, Chapter 9 features an article on the Gallaudet University student protest. These boxes are designed to keep you up-to-date on issues and people who are making news.

Reflect on This

Every chapter includes at least one section entitled “Reflect on This.” Each reflect highlights a piece of interesting and relevant information that will add to your learning and enjoyment of the chapter content. These reflect sections give you a temporary diversion from the chapter narrative, while providing you with some engaging facts about a variety of subjects. These may include misconceptions regarding people with Down syndrome; information on the development of artificial arms, ears, and eyes; or a letter to the mother of a child who stutters.

Debate Forum

Every chapter in this third edition concludes with a debate forum. The purpose of these forums is to broaden your view of the issues concerning exceptional people. The debate forums in each chapter focus on issues about which there is some philosophical difference of opinion, such as labeling, federal involvement in education, the role of a professional working with an exceptional individual, and the appropriateness of an intervention strategy. For each issue discussed, there is a position taken (*point*) and an alternative to that position (*counterpoint*). Remember, the purpose of the debate forum is not to establish right or wrong answers, but to help you better understand the diversity of issues concerning the exceptional individual.

IMPROVING YOUR STUDY SKILLS

Each chapter in this text is organized in a systematic fashion. Here are some brief suggestions that will increase your learning effectiveness.

Survey the Chapter. In the margins of each chapter you will find a series of focus questions that should guide your reading. Survey the focus questions before reading the chapter. Each question highlights important information to be learned. After surveying the focus questions, examine key chapter headings to further familiarize yourself with chapter organization.

Ask Questions. Using the focus questions as a guide, ask yourself what it is you want to learn from the chapter material. After reviewing chapter headings and the focus section, write down any additional questions you may have and use them as a supplement to guide your reading. Now organize your thoughts and schedule time to actively read the chapter.

Read. Again using the focus questions as your guide, actively read the chapter.

Recite. After you have completed your reading of the chapter, turn back to the focus questions and respond orally and in writing to each question. Develop a written outline of the key points to remember.

Review. Each chapter in this text concludes with a section entitled review. Each focus question for the chapter is repeated in this section along with key points to remember from the material presented. Compare your memory of the material and your written outline to the key points addressed in the review section. If you forgot or misunderstood any of the important points, return to the focus question in the chapter and reread the material. Follow this process for each chapter in the book. In addition, you may consider developing your own short-answer essay tests to further enhance your understanding of the material in each chapter.

A Study Guide is available to help you master the information included in *Human Exceptionality*. Each chapter of the Study Guide includes an overview of the important points, learning objectives, exercises for mastering key terms, multiple choice practice tests, fill-in-the-blank study sections, and activities that encourage further exploration into various topics of interest.

The study of human exceptionality is relatively young and unexplored. For those of you who may be seeking careers in fields concerned with exceptional people, we believe this book will serve you well as a guidepost for future exploration. If after reading this book you are excited and encouraged to study further in this area, then we have met our primary goal. We would be unrealistic and unfair if we said this book will provide you with everything you ever wanted to know about people who are exceptional. What it does provide, however, is an overview on the lives of exceptional people within their own communities, at school, and as family members.

ACKNOWLEDGMENTS

We wish to genuinely thank our colleagues from around the country who provided in-depth and constructive feedback on various chapters within this new third edition. We extend our gratitude to the following national reviewers: William E. Davis, University of Maine; Thomas P. DiPaola, Providence College; Deborah Gartland, Towson State University; Ramon Rocha, SUNY-Geneseo; Stuart E. Schwartz, University of Florida; and Kathlene S. Shank, Eastern Illinois University. We would also like to thank Lani Florian of The University of Maryland for her invaluable assistance in obtaining the most current demographic information available on Public Law 94-142.

Our special thank you to the faculty and students at the University of Utah and Indiana University who taught us a great deal about writing textbooks. Many of the changes incorporated into this third edition are a direct result of critiques from students in our introductory classes.

We are indebted to Editor Ray Short and his Editorial Assistant Carol Craig at Allyn and Bacon for the many hours they spent helping us to shape the manuscript for this third edition. Ray's knowledge of the needs and interests of professors and students in the field of education and psychology helped us to cast this edition into a comprehensive text for the 1990s. We cannot express enough appreciation to Elizabeth Brooks, our Developmental Editor, who consistently kept our focus on quality issues and extended our creative thinking on a daily basis. A significant amount of credit for the final manuscript of this text belongs to Beth Brooks. Her thoughtful and in-depth reviews of each chapter provided us with the most constructive criticisms we have ever received as authors. We would also like to thank Rowena Does, our Production Administrator. Her painstaking editorial work on the final manuscript assured the publication of a quality textbook.

To Jayne Leigh and Carolyn Osterman, we express our appreciation for the painstaking keyboarding, copying, and mailing of the manuscript. Thank you for caring so much about the calibre of the finished product. To John

Telford, who brings life to our words through his photographs, we thank you once again for going the extra mile.

To those professors who have chosen this book for adoption, and to those students who will be using this book as their first information source on human exceptionality, we hope this volume meets your expectations.

Michael L. Hardman

Clifford J. Drew

M. Winston Egan

Barbara Wolf



Brief Contents

<i>Chapter 1</i>	Understanding Human Differences	1
<i>Chapter 2</i>	Human Services: Past and Present	19
<i>Chapter 3</i>	Education through the Lifespan	55
<i>Chapter 4</i>	Mental Retardation	87
<i>Chapter 5</i>	Behavior Disorders	127
<i>Chapter 6</i>	Learning Disabilities	173
<i>Chapter 7</i>	Crosscategorical Perspectives	213
<i>Chapter 8</i>	Speech and Language Disorders	237
<i>Chapter 9</i>	Hearing Disorders	271
<i>Chapter 10</i>	Visual Disorders	309
<i>Chapter 11</i>	Physical Disorders	333
<i>Chapter 12</i>	Health Disorders	379
<i>Chapter 13</i>	Children and Youth Who Are Gifted, Creative, and Talented	421
<i>Chapter 14</i>	Family Impact	457
<i>Chapter 15</i>	Multicultural Perspectives and Issues	489

Contents

Foreword *xxi*

Preface *xxiii*

1

UNDERSTANDING HUMAN DIFFERENCES 1

Introduction 2

People with Differences 2

Labeling People with Differences 3

Who Uses Labels? 3

Approaches to Labeling 4

The Effects of Labeling 5

The Study of Human Differences 9

Medicine 10

Psychology 11

Sociology 12

Education 13

Review 15

Debate Forum: Label Jars, Not People—Or, A Rose By Any
Other Name ... 16

2

HUMAN SERVICES: PAST AND PRESENT 19

Introduction 20

The History of Individualized Treatment and Education 20

An Early Treatment Model: Itard and Victor 20

Psychology's Contribution to Understanding the Individual 21