

MENTAL RETARDATION

THIRD EDITION



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MENTAL RETARDATION

**In memory of
Smitty, Catie, and Mark**

PREFACE

For the last 200 years, a considerable body of knowledge has been compiled about people with mental retardation: how they learn, how and what to teach them, and how society treats those labeled mentally retarded. Developments of recent years in working with the mentally retarded, such as community-based instruction and residential living arrangements, the regular education initiative transitional planning, and supported employment, have had a significant impact on the field of mental retardation and made critical the need for informed, educated professionals in this area.

The third edition of *Mental Retardation* is intended to provide professionals with up-to-date information on the many facets of mental retardation from a life-cycle perspective. We've tried to digest the literature and add what we've learned through our own experiences. We present the results in a way that we hope is engaging, meaningful, and scholarly without being too technical. The field of mental retardation is exciting to be involved in, and we hope that our interest in and enthusiasm about those with retardation, their families, others with whom they come into contact, and the society in which they live comes through in this book.

Students are sometimes unenthusiastic about taking an introductory course in mental retardation. To combat this attitude, we've designed this book to be useful for all professionals who work with individuals who are mentally retarded. For example, whenever possible, we try to show how understanding a given topic relates to intervention. We are quick to point out the many other valuable resources in the field, directing the reader to them when appropriate. We've also "decoded" much of the terminology found in the literature, particularly that associated with the causes of retardation, and have related these terms to the reality of the classroom, job setting, or community.

Revising a textbook is always a challenge, as one must try to retain what is valuable from earlier editions, highlight what has changed, and add what is now current. Revision starts out as a seemingly manageable task, but it always develops into a formidable endeavor as the process of integrating the new with the old occurs. We have made the following changes.

- ☐ Every chapter has been updated substantially.
- ☐ The book has been restructured.
- ☐ Many chapters have been reorganized.
- ☐ The chapters on educational assessment, intelligence and intelligence testing, and adaptive behavior have been combined.
- ☐ Two new chapters have been added: one on severe and profound mental retardation, the other on infancy and early childhood.

In addition, we've continued to use short features in each chapter to broaden the coverage of certain topics in different ways. We used these in the last edition and feel that they are appealing to those who are studying retardation for the first time as well as to those who have more experience. We've retained some of the boxed features from the last edition and have added new ones.

In revising *Mental Retardation* we were inspired by many different individuals. Various people whom we know, love, and spend time with have had a profound effect on us. For this reason, we dedicate this book to three very important persons—Smitty, Catie, and Mark—whose memories spur us on. We also owe appreciation to the people who helped with the development, research, and production of this book. Revision takes a lot of time, and many people contribute to it, so if we have overlooked some individuals in these acknowledgements, we apologize. Those to whom we are deeply indebted include the people who gave their time, energies, and skills to earlier editions of this book: Frances E. Butera, Laurence J. Coleman, Jill C. Dardig, Robert M. Davis, Keith Hume, Allen K. Miller, Janis Spiers, and Thomas J. Zirpoli.

We would also like to acknowledge the efforts of colleagues who have contributed to this revision: Diane M. Browder, Richard F. Ittenbach, Eric D. Jones, John A. Nietupski, Ruth Ann Payne, Greg A. Robinson, and Carol Thomas. Their willingness to participate, their expertise, and their excellent work have been much appreciated.

We want to thank Ed Polloway, one of the contributors to this revision, particularly. His professionalism, wisdom, support, and friendship over the years have affected not only us but also the field of mental retardation. We feel privileged to know him well and to have the opportunity to work with him.

We were very fortunate to have had ten excellent field reviewers. Their guidance and constructive criticism helped this project greatly. We want to thank them for their assistance in providing direction for this revision and for

their tireless reading and reviewing of the revised manuscript. These reviewers were: Walter J. Cegelka, University of Missouri at St. Louis; Kent Gerlach, Pacific Lutheran University; John Langone, University of Georgia; Joel E. Mittler, Long Island University; Cindy A. Nixon, East Carolina University; John J. O'Kane, State University of New York at Brockport; Helmi Owens, Pacific Lutheran University; James Van Tassel, Ball State University; Glenn A. Vergason, Georgia State University; and James Yanok, Ohio University.

We are especially grateful to people who have contributed to the production of this book. They include the Hawaiian contingent—Gayle Tsukada and Joy Kataoka—and the Alabama group—Carol Poole, Betsy Bross, and Cynthia Smith. There are a number of people at Merrill Publishing who deserve our thanks as well for their contributions. We would like to thank Vicki Althoff for her gracious style in coordinating this manuscript through the production process. Vicki's understanding way and assistance made this effort more palatable and is much appreciated. We are also indebted to the editorial expertise of Nancy Woodington who was able to take our final drafts and make them more enjoyable to the reader. The value of a copyeditor is realized by very few of those who read a final product. We are among those who do recognize that value.

Lastly, we would like to express our sincere appreciation to Vicki Knight, who has supported us throughout this rigorous journey. She has become a friend as well as a colleague. Without her unending encouragement, understanding, and patience, neither this revision nor the preceding edition could have happened.

J.R.P.
M.B.S.
J.S.P.

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PART ONE

BASIC

CONCEPTS



