

# EDUCATING SPECIAL LEARNERS

---

CARTWRIGHT • CARTWRIGHT • WARD

SECOND EDITION



# EDUCATING SPECIAL LEARNERS

---

SECOND EDITION

**G. Phillip Cartwright**

*The Pennsylvania State University*

**Carol A. Cartwright**

*The Pennsylvania State University*

**Marjorie E. Ward**

*The Ohio State University*

Wadsworth Publishing Company  
Belmont, California  
A Division of Wadsworth, Inc.

---

## Cover Art

The artwork on the cover of this book is a monotype print by John Jacobsen. The print is from the Creative Growth studio in Oakland, California.

A community program, Creative Growth is dedicated to the idea that all people, no matter how severely disabled, mentally, physically, or emotionally, can gain strength, enjoyment, and fulfillment through creative endeavor and can produce work of high artistic merit. Creative Growth programs include artistic development and personal integration through creative experience in the visual arts. Creative Growth offers professional instruction and support in drawing and painting, ceramic sculpture, printmaking and fiber arts.

John Jacobsen is a young artist who began working at the Creative Growth studio in 1981. His first works were abstracted images of trucks and railroad cars rendered in tempera paint. John was soon drawn to the printshop where he could combine his natural ability with color and form and his mechanical interest. The result was a series of monotypes that reflect John's talent and personality.

For more information write or call:

Creative Growth  
355 24th Street  
Oakland, CA 94612  
(415) 836-2340

---

*Education Editor:* Bobby A. Butler-Podstepny

*Production:* Mary Forkner, Publication Alternatives

*Text and Cover Designer:* Gary Head

*Copy Editor:* Sandra Sailer

*Technical Illustrator:* Virginia Mickelson

The authors extend special thanks to the children and adults who served so willingly as models in the photographs.

© 1981, 1985 by Wadsworth, Inc. All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transcribed, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, Wadsworth Publishing Company, Belmont, California 94002, a division of Wadsworth, Inc

Printed in the United States of America

4 5 6 7 8 9 10——89 88 87

---

## Library of Congress Cataloging in Publication Data

Cartwright, G. Phillip (Glen Phillip), 1937—  
Educating special learners.

Bibliography p. 472

Includes indexes.

1. Exceptional children—Education—United States.

I. Cartwright, Carol A., 1941— II. Ward, Marjorie E. III. Title.

LC3965.C37 1985 371.9 84-15165

ISBN 0-534-03675-9

---

---

## Preface

At least one out of every ten children will require special education services at some time during his or her school years. *Educating Special Learners* is an introduction to those children and the services they will receive. For some readers, this book may be the only formal contact they have with special education and exceptional children. For others, it will serve as a springboard to more advanced studies.

In our discussions throughout the book, we decided to stay fairly close to the definitions, categories, and services that are mandated by Public Law 94-142, the Education for All Handicapped Children Act of 1975. This federal law, which went into effect in 1978, is the most ambitious and pervasive education legislation ever enacted. And, in spite of pointed but unsuccessful political attempts to weaken—even repeal—the law, P.L. 94-142 remains as a driving force behind efforts to improve the quality of life of handicapped children.

Put simply, P.L. 94-142 requires the coordinated efforts of many disciplines to provide a free, appropriate education for all the nation's handicapped children and youth. The burden of direct instruction of handicapped children will fall upon teachers—regular teachers, special education teachers, physical education teachers, art and music teachers, and others. But they will not be alone in their efforts. Psychologists, speech therapists, counselors, and other professionals will work in teams with teachers to plan and provide the best education possible for all handi-

capped children. Regardless of the role that you, the reader, will play in providing services to exceptional children or to other persons, you will need to know certain key concepts, ideas, facts, and figures. We hope this volume will provide a satisfactory foundation.

The context of special education has changed drastically during the last decade. Part I of this text, "Major Influences Shaping the Education of Exceptional Children," describes the settings in which handicapped and gifted youngsters can and should be educated. It covers legal and humanistic issues, definitional problems, and the variety of services available for handicapped children and their families.

Part II, "Facts and Figures about Exceptional Children," presents the main facts and theories, promises and problems—the "what is" and "what should be" about exceptional children. Part II covers the gifted and talented as well as the legal categories of handicaps and other groups that are of concern to educators.

Part III, "Identification, Assessment, Teaching, and Technology," is designed to draw the facts and theories together and give readers specific skills in dealing with atypical persons. Although every aspect of identifying, diagnosing, teaching, and using technology with all ages and all levels of handicapped and gifted youngsters cannot be covered thoroughly in a single volume, Part III provides basic information that is generic to many teaching situations and to many children.

Some instructors might wish to cover the material in the text in a different order than our chapter sequencing. In general, we think the flow is best if the sequence of the three parts is preserved. However, with some preplanning, an instructor can rearrange the order of chapters within parts, especially in Part II.

Several things were important to us as we wrote this book. Often such working procedures and details are not explained to readers, but because they have shaped the book to such a large extent, we want to share them with you.

1. Several years ago we were responsible for developing a course of study for regular educators on the needs of handicapped children. At latest count, nearly 25,000 regular and special education teachers and college students majoring in special education, regular education, and many other fields have taken the course. Their feedback has been invaluable in helping us address what we believe will be your needs as you use the book.
2. We know that teachers are sometimes impatient with discussions of theory; they like to learn about practical ideas. We agree that the practical ideas are necessary, but some understanding of theory is important, too. If you know the theory, you can often generate hundreds of practical ideas on your own—you don't need a prepackaged bag of tricks.
3. In some chapters, various technical and/or medical terms are used. We have found it necessary to understand the meanings of some of these terms in order to converse easily with parents and other professionals. Therefore, they are included and defined.
4. Special attention is given to deaf-blind and multi-handicapped students in Chapter 14. Also included in Chapter 14 are other groups that concern teachers but are not identified as handicapped according to federal and state regulations. We are not trying to create new categories of exceptionality by including these groups; we simply want to make you aware of their special needs.
5. We find special education to be a dynamic field. It seems as though nearly everywhere we turn these days we find positive references to handicapped individuals. We've tried to share some of this excitement with you by including "boxes" in the chapters. This information is supplementary to the main text and adds human interest.

As you read this book it will become evident to you that we have a point of view that has guided our writing. To state it quite simply, we believe that handicapped youngsters should be educated in a situation as close to normal as possible. Accomplishing this goal will require cooperation between regular and special educators—and that's where you come in.

We have had direct teaching experiences with the legal categories reported in this text, except for the physically handicapped. Consequently, we asked our colleague Pat Seibel, of the Carbon-Lehigh Intermediate Unit in eastern Pennsylvania, to prepare the chapter on that subject. In addition, we asked Elisa Klein, of The Ohio State University, to write the chapter on the gifted and talented because of her recent training and experiences with gifted youngsters. These two chapters are thorough and reflect the many years of training and experience the authors have had in those areas.

This second edition brings us up to date on many issues and reassures us that the provision of education services to all handicapped youngsters is not just a passing fad. We studied the results of P.L. 94-142 and related legislation and litigation. Important new developments in these areas, as well as in the more traditional educational and scientific areas, are included in this new edition. In addition to updating all chapters, we have expanded our coverage of such areas as parent-related issues (including genetic counseling), early childhood education, multi-handicapped, and severely handicapped. We have expanded our coverage of special groups and minorities. A new chapter, devoted to the concerns of adolescents and adults, has been added. Finally, we have added coverage of the impact of high technology on individuals with disabilities by developing a new chapter, "High Technology." We are indebted to Dr. Marilynne Mathias for coauthoring this chapter.

We are grateful to the following reviewers for their many valuable comments and suggestions: Jack W. Birch, University of Pittsburgh; William R. Carriker, University of Virginia; Ron Colarusso, Georgia State University; Wilson Die-

trich, Memphis State University; Carol Downs-Taylor, San Jose State University; Dennis J. Fahey, Oregon College of Education; James G. Foshee, Assistant Commissioner, Tennessee Department of Mental Health and Mental Retardation; Dale Gentry, University of Idaho; Ruben Gentry, Jackson State University; Barbara K. Given, George Mason University; Paul A. Haubrich, University of Wisconsin at Milwaukee; Jacob T. Hunt, University of Georgia; Offa Lou H. Jenkins, Winthrop College; Gaye McNutt, University of Oklahoma; Cecil D. Mercer, University of Florida; Darrel G. Minifie, University of South Carolina; Byron C. Moore, Arizona State University; William V. Plue, University of Southern Mississippi; David Sexton, University of New Orleans; Annette Shuck, West Virginia University; Thomas M. Stephens, The Ohio State University; Gene Taylor, University of Idaho; Frank H. Wood, University of Minnesota; Gerald D. Wright, Northwest Missouri State University; Stanley Perkins, University of British Columbia; and Edmond J. Skiniski, Gallaudet College.

Numerous individuals have contributed to the first and second editions in many different ways. We acknowledge the help of the following talented people: Alex Johnson, Sally Mascitelli, Elizabeth Hrnecir, Cecelia Ward, Bo In Chung, Chris Richardson, Marci Weiner, Annie Man-

delker, Jerry Luckovich, Art Pentz, Barbara Polka, Ann Krise, Debbie Reynolds, Phyllis Allegretto, Patrick Schloss, Cathie Ellen, Elizabeth McLean, and Steve Bugaj. Janis Leitzell typed some of the original manuscript as well as the various indices. Carolyn Harbolis, Ruth Kilhoffer, Charlotte Fisher, and Karen Bruno helped out with galleys and page proofs. Barbara Andolina, Jan Becker, Pauline Elias, Pat Hunt, and Nancy Silverman helped us collect children's materials and shared their experiences teaching exceptional children. We are grateful to them for their efforts and their willingness to help. Jack Vesnesky, Michael Behe, and the children and teachers in Central Intermediate Unit 10 provided us with interesting photographs.

Special thanks go to Bob Podstepny, Education Editor at Wadsworth, and Mary Forkner and Darlene Bledsoe of Publication Alternatives, who helped us prepare this second edition.

Finally, we are much indebted to Roger Peterson, who encouraged us to begin, and complete, the manuscript. His guidance was excellent; his patience was appreciated; and his friendship is valued.

*G. P. Cartwright  
C. A. Cartwright  
M. E. Ward*



# Major Influences Shaping the Education of Exceptional Children

---



(Photo by Stephen Coon. Courtesy of *Centre Daily Times*.)

---

## Brief Contents

### **Part I Major Influences Shaping the Education of Exceptional Children 1**

- Chapter 1 Legal and Humanistic Forces 3
- Chapter 2 Human Services and Placements 24
- Chapter 3 Definitions and Classifications Schemes 44

### **Part II Facts and Figures about Exceptional Children 59**

- Chapter 4 Visual Handicaps 61
- Chapter 5 Hearing Handicaps 91
- Chapter 6 Speech and Language Handicaps 112
- Chapter 7 Physical Handicaps and Health Problems 131
- Chapter 8 Mental Retardation 162
- Chapter 9 Learning Disabilities 191
- Chapter 10 Emotional Disturbance 216
- Chapter 11 Gifted and Talented 252

- Chapter 12 Young Handicapped Children and Their Families 279

- Chapter 13 Adolescence and Adulthood 311

- Chapter 14 Special Groups 329

### **Part III Identification, Assessment, Teaching, and Technology 361**

- Chapter 15 Identification and Assessment 363

- Chapter 16 Generic Teaching Strategies 381

- Chapter 17 High Technology 398

- Chapter 18 Coordination of Services 421

Appendix 453

Glossary 461

Bibliography 472

Author Index 487

Subject Index 492



---

## Detailed Contents

---

### Part I Major Influences Shaping the Education of Exceptional Children 1

---

#### Chapter One: Legal and Humanistic Forces 3

- Normalization and Mainstreaming 5
  - Normalization 5
  - Mainstreaming 6
    - Box 1.1 *The Blind Leading the Blind* 6
    - Box 1.2 *Sensitizing the Next Generation* 7
- Litigation and Legislation 8
  - Litigation 9
  - Legislation 12
- Public Law 94-142: Education for All Handicapped Children 13
  - Definitions 13
  - Provisions in the Law 14
    - Box 1.3 *Public Law 94-142 Vocabulary: Important Concepts Emanating from the Education for All Handicapped Children Act of 1975* 17
  - Attempted Repeal of P.L. 94-142 18
- Concerns About Mainstreaming 18
- How Far Have We Come? 19
  - Box 1.4 *Project Special Friend* 20
- Summary 22
- Suggestions for Further Reading 23

---

#### Chapter Two Human Services and Placements 24

- Educational Programs and Placements 24
  - Full-Time Residential School 26
  - Special Day School 27
    - Box 2.1 *Case Study: Samuel* 28

- Box 2.2 *Case Study: William* 28
- Full-Time Special Class 28
- Part-Time Regular Class 30
- Regular Class with Supportive Instructional Services 30
  - Box 2.3 *Severely Retarded Youngsters in a Regular Junior High School* 31
- Regular Class Placement with Consulting Services for Regular Teachers 31
  - Box 2.4 *A Day in the Life of a Resource Room Teacher* 32
- Regular Classroom 32
- Human Services for Exceptional Persons 33
  - Full Range of Service 34
  - The Multidisciplinary Team Approach 34
  - Private School Placement 36
  - Related Services: P.L. 94-142 36
  - Other Agencies 37
    - Box 2.5 *Transportation: A Big Problem* 38
  - Finding the Right Agency 39
  - Box 2.6 *Federal Help for Disabled Persons* 41
- Summary 42
- Suggestions for Further Reading 43

---

#### Chapter Three Definitions and Classifications Schemes 44

- The Labeling Controversy 44
  - Categories and Labels: Cons 44
    - Box 3.1 *Do You Think of Yourself as Handicapped?* 46
  - Categories and Labels: Pros 46
- The Problems of Definitions 47
- Legislative Definitions 48
  - Evaluation Procedures 48
    - Box 3.2 *The Power of Labels* 49
    - Box 3.3 *The "Contest" of Living* 50
  - Categorical Definitions 50

Interrelationships Among Handicaps	52
Related Handicaps	52
Varying Behavior	53
Similar Behavior	54

Generic Classification: An Alternative to Traditional Classification Schemes	55
Developmental Domains	55

Summary	56
---------	----

Suggestions for Further Reading	57
---------------------------------	----

---

## Part II Facts and Figures about Exceptional Children 59

---

### Chapter Four Visual Handicaps 61

Definitions	63
Personal Definitions	63
Definitions for Legal and Administrative Purposes	63
Definitions for Educational Purposes	64

How We See	65
------------	----

The Extent of the Problem	66
Box 4.1 <i>The Eye and the Process of Seeing</i>	68

Causes of Impaired Vision	70
---------------------------	----

Characteristics of Visually Handicapped Children	72
--	----

Cognitive Development	72
Motor Development	73
Social Development	74

Identification	75
Screening	75
Signs of Possible Eye Problems	75
Referral and Follow-up	76

Educational Placements	77
------------------------	----

Curriculum for Visually Handicapped Students	79
Box 4.2 <i>Louis Braille and the Braille System of Embossed Writing</i>	84

Teacher Considerations	85
Box 4.3 <i>Optacon</i>	86

Summary	86
Box 4.4 <i>Kurzweil Reading Machine</i>	88
Box 4.5 <i>Talking Calculator</i>	89

Suggestions for Further Reading	89
---------------------------------	----

---

### Chapter Five Hearing Handicaps 91

Hearing Impairment	92
Box 5.1 <i>The Process of Hearing</i>	94
Incidence of Hearing Impairment	95

How We Hear	95
Types of Hearing Loss	95
Degree of Loss	96
Level of Function	96

Causes of Impaired Hearing	97
----------------------------	----

Identification of Impaired Hearing	100
------------------------------------	-----

Educational Alternatives for Hearing Impaired Children	101
Effects of Hearing Impairment on Learning	102

Instructional Considerations	103
Manual Communication	103
Box 5.2 <i>American Sign Language</i>	104
Oral Communication	106
Total Communication	106

Teacher Considerations	107
Box 5.3 <i>"What Do I Do if the Hearing Aid Won't Work?"</i>	108

Summary	110
---------	-----

Suggestions for Further Reading	111
---------------------------------	-----

---

### Chapter Six Speech and Language Handicaps 112

A Theory of Communication	113
---------------------------	-----

Speech and Language Problems	115
Articulation	116
Voice	118
Box 6.1 <i>Patterns and Varieties of Language</i>	119
Fluency	119
Box 6.2 <i>How Would You Feel if You Lived on the Other Side of the Block?</i>	121
Language Disorders	121
Box 6.3 <i>The Story of Hilary</i>	122
Extent of Problems	123

Language and Speech Development and Production	123
Box 6.4 <i>Organic Causes of Speech Impairment</i>	126

Characteristics of Speech Impaired Children	126
Identification	127

Educational Programs	127
Teacher Considerations	128

Summary	129
---------	-----

Suggestions for Further Reading	130
---------------------------------	-----

---

### Chapter Seven Physical Handicaps and Health Problems 131

Disability or Handicap?	131
-------------------------	-----

Neurological Disorders	133
Cerebral Palsy	133
<i>Box 7.1 Dam-Burst of Dreams</i>	137
<i>Box 7.2 On Growing Up Tight</i>	139
Spina Bifida	140
Convulsive Disorders	141
<i>Box 7.3 Goodbye, Grand Mal</i>	142
<i>Box 7.4 What to Do—and Not to Do—for a Child Who Has a Seizure</i>	143
Poliomyelitis	144
Musculoskeletal Disorders	144
Muscular Dystrophy	145
Arthrogryposis	145
Legg-Perthes Disease	145
<i>Box 7.5 Death Education</i>	146
Osteogenesis Imperfecta	147
Juvenile Rheumatoid Arthritis	147
Scoliosis	147
Other Disabilities	148
Congenital Malformations	148
Diseases	148
Other Health Impairments	150
Functional Domains	150
Cognitive	151
Motor	151
Language	152
Social-Emotional	152
Educational Considerations	153
Educational Placements	153
<i>Box 7.6 Hi-my-name-is-Jenny</i>	154
Teaching Concerns	158
<i>Box 7.7 Practical Ideas for Regular Class Teachers and Their Students</i>	159
Summary	159
Suggestions for Further Reading	161

---

## Chapter Eight Mental Retardation 162

Mental Retardation Defined	162
<i>Case Study—Kevin</i>	164
Classification Schemes	167
Mildly Retarded	167
Moderately Retarded	168
Severely Retarded	169
Profoundly Retarded	169
<i>Case Study—Karen</i>	170
<i>Case Study—Daniel</i>	173
Incidence of Retardation	174
<i>Case Study—Dawn</i>	175

The Causes of Mental Retardation	176
<i>Box 8.1 Prenatal Diagnostic Procedures</i>	178
Additional Problems of Retarded Children	178
Cognitive Domain	179
Language Domain	180
Social Domain	181
Motor Domain	182
Identification and Diagnosis of Mental Retardation	182
Educational Implications for Retarded Children	184
Placements	184
Teaching Implications	184
<i>Box 8.2 A Nine-Year-Old Child Writes About Mental Retardation</i>	188
Summary	188
Suggestions for Further Reading	189

---

## Chapter Nine Learning Disabilities 191

The Puzzle Children	192
The Definition Problem	192
<i>Box 9.1 What Is It Like to Be Learning Disabled?</i>	193
Extent of the Problem	195
Characteristics of Learning-Disabled Children	196
Cognitive Domain	196
Language Domain	197
Motor Domain	198
Social Domain	199
Identification of Learning-Disabled Children	200
<i>Box 9.2 Ways to Recognize a Learning-Disabled Child</i>	201
The Discrepancy Approach	202
Typical Placements for Learning-Disabled Children	203
A Controversial Field	205
Intellectual Level of Learning-Disabled Children	205
Brain Injury	206
Perceptual-Motor Problems	207
Process Training versus Skill Training	208
Underachievement	210
<i>Box 9.3 Ways to Teach Learning-Disabled Students</i>	211
<i>Box 9.4 Walking the LD Tightrope</i>	212
Teaching Children with Learning Disabilities	212
Summary	214
Suggestions for Further Reading	215

---

## Chapter Ten Emotional Disturbance 216

- The Nature of the Problem 218
  - Labels and Definitions 218
  - Box 10.1 *Normal and Disturbed Behavior* 219
  - Box 10.2 *Wanda* 223
  - Classification 224
  - Prevalence 226
- The Four Functional Domains 227
  - Cognitive Development 228
  - Social and Emotional Development 228
  - Box 10.3 *A Teacher's Story* 230
  - Communication Development 230
  - Motor Development 231
- Differing Viewpoints on Definition and Treatment 231
  - The Value of Variety 231
  - The Child Variance Project 231
  - The Biophysical Model 232
  - The Behavioral Approach 233
  - Box 10.4 *Better Living through Biochemistry* 234
  - Box 10.5 *B. F. Skinner (b.1904)* 238
  - Box 10.6 *Recommended Procedures for Designing, Implementing, and Monitoring Behavior Management Programs for Children and Adolescents* 240
  - The Psychodynamic Approach 241
  - Box 10.7 *Using Behavior Modification in the Classroom* 243
  - Box 10.8 *Sigmund Freud, 1856–1939* 245
  - Sociological and Ecological Theories 248
  - Summary of the Child Variance Project 249
- Summary 249
- Suggestions for Further Reading 250

---

## Chapter Eleven Gifted and Talented 252

- A Hypothetical Situation 252
  - Some Historical Notes 255
- Definitions of Giftedness and Talent 256
  - IQ Definitions 256
  - Box 11.1 *Lewis M. Terman, 1877–1956* 258
  - Creativity and Talent 259
  - Social/Percentage Needs 261
  - Box 11.2 *The Development of Talent Research Project: How Talent Is Developed and Nurtured* 262
  - Expanded Definitions 262
  - Legislative Definitions 263

- Characteristics of Gifted Children: Fact or Fancy? 264
  - Cognitive Domain 265
  - Box 11.3 *Kam Hunter, Twelve-Year-Old College Sophomore* 266
  - Social and Emotional Domain 266
  - Physical Characteristics 267
- Characteristics of "Special" Groups 267
  - Young Gifted Children 267
  - Box 11.4 *Sample of a Gifted Child's Work* 268
  - Hard-To-Identify Gifted Children 268
- Origins of Giftedness 269
  - A Developmental Perspective of Giftedness 270
- Identification 270
  - Sources of Identification 271
- Parents, Teachers, and Gifted Children 273
- Educational Intervention: An Overview of Programming 274
  - Available Options 274
- Summary 276
  - Box 11.5 *Unusual Programs for Gifted Children* 277
- Suggestions for Further Reading 278

---

## Chapter Twelve Young Handicapped Children and their Families 279

- Parents' Reactions to News of a Handicap 280
  - The Role of Professionals 281
  - Pediatricians 282
  - Box 12.1 *Kilogram Kids* 282
- Parent-Child Interactions 283
  - The Social Context 284
  - Reciprocity 284
  - Box 12.2 *A Father's Story* 286
- The Rationale for Parent Involvement 287
  - Box 12.3 *Parents as Teachers* 288
- Roles for Parents 290
- Parents and Professionals Working Together 291
  - Box 12.4 *Centre Clips: Parents Helping Parents* 292
- Paradoxes in Early Education for the Handicapped 293
  - The Case for Early Education 294
  - The Role of the Federal Government 297
  - The Case for Integration 299
- Model Programs for Young Handicapped Children 300
- Programs with Parent Involvement 301

- Box 12.5 The Portage Project—A Home-Based Approach to Early Education* 302  
*Box 12.6 HICOMP—A Center-Based Approach to Developmental Integration* 305

Similarities Among Programs for Young Handicapped Children 305

Summary 308

Suggestions for Further Reading 309

## **Chapter Thirteen Adolescence and Adulthood 311**

Adolescence 312

Educational Programs for Handicapped Adolescents 314

*Box 13.1 Some Possible Adaptations for Secondary and College Students* 314

Programs for the Mildly Vocationally Handicapped Adolescent 316

Programs for the Seriously Vocationally Handicapped Adolescent 317

*Box 13.2 Building a Bridge to Independence* 319

Handicapped Adults 320

Housing 321

Transportation 322

Employment 323

Advocacy 323

*Box 13.3 Blindness Didn't Stop Her from Mastering Job Details* 324

Leisure-Time Activities 324

*Box 13.4 George Alderson, Advocate* 326

Summary 327

Suggestions for Further Reading 327

## **Chapter Fourteen Special Groups 329**

Keeping Perspective 330

Multihandicapped Children 330

Causes 330

Educational Considerations 331

Deaf-Blind Children 332

Incidence 332

Causes 332

Educational Considerations 333

*Box 14.1 Richard Kinney, 1923–1979* 334

Culturally Diverse Groups 335

Major Groups 335

*Box 14.2 The Indian Education Act* 336

Cultural Differences in School 338

Abused and Neglected Children 340

Definitions 344

Identification 345

Reporting Suspected Abuse 346

Chemically Dependent Youth 348

Drug Categories 348

Increase in Drug Use 350

Role of the Teacher 350

*Box 14.3 Twenty Questions for Youth* 351

Teenage Pregnancy 351

Factors Contributing to Increase 352

Education Programs 352

Juvenile Delinquency 354

Definitions of Delinquent Behavior 354

Factors Related to Increases in Delinquency 355

Role of the Schools 356

*Box 14.4 From One Who Turned Back* 357

Summary 358

Suggestions for Further Reading 358

## **Part III Identification, Assessment, Teaching, and Technology 361**

### **Chapter Fifteen Identification and Assessment 363**

The Identification Model 364

Human Development Foundations 366

Principles of Development 366

Individual Differences 367

The Need for Information 368

Definitions of Assessment and Evaluation 368

Assessment—An Integral Part of Teaching 369

Types of Assessment 369

Current and Historical Information 370

Maximum versus Typical Performance 370

Placement, Formative, Diagnostic, and Summative Assessment 371

Criterion-Referenced and Norm-Referenced Assessments 371

Assessment—The Bridge Between Identification and Intervention 372

P.L. 94–142 Mandates 372

Teachers' Responsibilities 372

Choosing Assessment Procedures 373

Reviewing Published Assessment Procedures 374

Teacher-Made Assessment Procedures 374

Parent and Peer Appraisal and Self-Report Techniques 375

Observation 376

## xii Detailed Contents

Recording Observations 376  
Record Forms 377

Summary 378

Suggestions for Further Reading 379

---

### Chapter Sixteen Generic Teaching Strategies 381

Factors Influencing Choice of Teaching Strategies 382

Type of Handicap and Level of Severity 382

Behavior Management 383

The Diagnostic Teaching Model 384

The Many Faces of Instruction 387

Remedial and Compensatory Education 387

Direct Instruction 388

Task Analysis 389

Sequencing Instruction 390

Perceptual-Motor Training 390

Other Strategies 392

*Box 16.1 Points to Remember* 394

Summary 396

Suggestions for Further Reading 396

---

### Chapter Seventeen High Technology 398

Introduction 398

Traditional Instructional Media and Technology 399

Miniglossary for Microcomputers 400

Hardware 401

*Box 17.1 You Don't Have to Know the Language* 401

Software 402

Computers and Special Education 402

Direct Use 402

*Box 17.2 Visualtek Devices Aid Visually Impaired* 404

*Box 17.3 Handicapped Girl Speaks First Words Via Computer* 406

Indirect Use 407

Video 408

Compensatory Devices 409

For Mobility 409

*Box 17.4 The Sonicguide Increases Environmental Awareness* 410

*Box 17.5 Portable Communication Aids for the Deaf* 411

For Communication 412

*Box 17.6 Computerized Aids Offer Voice to Nonvocal Handicapped* 413

Telecommunication 414

Satellites 414

*Box 17.7 Jim Renuk—Advocate* 415

Networking 416

*Box 17.8 Headset Helping Hard of Hearing* 416

Teachers' Acceptance and Use of Technology 416

Media Learning Resource Centers 417

Addresses 418

Summary 418

*Box 17.9 Matching Minds and Machines for a Miracle* 419

Suggestions for Further Reading 420

---

### Chapter Eighteen Coordination of Services 421

Referral Procedures 422

Criteria for Referral 422

Teacher Responsibilities 423

Procedural Safeguards 426

After Assessment 428

Preparing the IEP 435

Multidisciplinary Teams 444

Handling Information About Children 446

Confidentiality 446

Maintenance of Records 446

Teachers as Advocates, Parents as Experts 447

Summary 452

Suggestions for Further Reading 452

Appendix 453

Glossary 461

Bibliography 472

Author Index 487

Subject Index 492

# Part I

---

*Part I describes the settings in which handicapped and gifted youngsters can and should be educated. It covers legal and humanistic issues, definitional problems, and the variety of services that are available for handicapped children and their families.*



### ***A Special Note: What You Should Get from this Book***

As you read the book, you will widen your understanding of some exceptional behaviors and how they affect a child's classroom and home environment. You will see characteristics that are so similar—yet so different—that you will be confused. You will read about children who have been labeled four or five different things—and what happened as a result. And you will come to understand how terribly important careful assessment is in your professional life as a teacher. We hope you will discover that a teacher is not merely a dispenser of lesson plans or content, but is actually part investigator, part counselor, part diplomat, part problem solver, and part legal advocate. As an illustration of some of the problems facing teachers, consider the following description of a real child we will call Linda.

*Linda seems inattentive most of the day. She often leaves her seat and interrupts other children. She seems bothered by the teacher's questions and has a certain testy manner about her. Her school work is spotty, and she frequently misses assignments. Linda is becoming a topic of conversation among the children. Some call her dummy; others are unwilling to join her reading group or play with her. Yesterday Joey clapped his hands behind her to awaken her from one of her daydreams. The whole class laughed, and she rushed out of the room crying, "I don't like school!"*

Is Linda emotionally disturbed? Educably mentally retarded? Is her poor school performance a result of an inability to read letters? A learning disability? Is she hard of hearing and, thus, simply unable to pay attention and keep up? Or is she of such superior intelligence that she finds this classroom an incredibly miserable experience?

By the time you finish the last page of this book, you will know how to deal with problems presented by children like Linda, and you will realize that *you can cause things to happen*—you don't have to deal just with the effects of others' actions. This book is an invitation to be the "complete teacher." We hope it will have an impact on you that will cause you to have special impact on special children.

## Legal and Humanistic Forces

### *Did You Know That*

*... education of handicapped children and youth is an important issue in public policy and has had political as well as economic effects on our nation?*

*... federal law entitles all handicapped children to a free, appropriate public education, regardless of how severely handicapped they may be?*

*... federal law guarantees that all handicapped persons shall have equal access to programs, jobs, and housing?*

*... parents and lawyers have been leaders in promoting laws to treat handicapped persons fairly?*

*... many states require special programs for gifted and talented youngsters?*

*... mainstreaming does not mean placing all handicapped children in regular classes?*

*... the word mainstreaming does not even appear in Public Law 94-142, which is often called the "mainstreaming law"?*

*... children suspected of being handicapped must be tested in their native languages?*

*... parents must be consulted before a child is categorized as "handicapped" or placed in special education programs?*

*... handicapped people should be raised and educated in settings as nearly normal as possible?*

*... some state laws require special programs for handicapped adults as well as children?*

I proceed, gentlemen, briefly to call your attention to the *present* state of insane [and retarded] persons confined within this Commonwealth, in *cages, closets, cellars, stalls, pens! Chained, naked, beaten with rods, and lashed* into obedience. . . . I have seen many [persons] who, part of the year, are chained or caged. (Dix, 1843, in Rosen, Clark, & Kivitz, 1975, p. 6-7)

In 1843, Dorothea L. Dix, a crusader for human rights, presented a moving speech to the legislature of Massachusetts. Her message, a small part of which is given above, implored the legislature to concern itself with the plight of "insane and idiotic" persons confined in almshouses and prisons. Dix reported in painful detail the grim, filthy quarters in which human beings were chained and the abusive methods used to control these unfortunate people.

Although the work of Dorothea Dix marks neither the beginning nor the end of the development of concern for the welfare of others, it does illustrate that such feelings were a matter of public record well over a century ago. Unfortunately, changes in the lives of such handicapped persons often were not immediately altered by the impassioned pleas of Dorothea Dix and her contemporaries. Positive changes came only over a very long period of time and usually only when they were forced into existence by court actions.

Humanists such as Dorothea Dix were responsible for initially calling attention to