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Human Exceptionality

Society, School, and Family

FIFTH
EDITION

h edition

HUMAN EXCEPTIONALITY

SOCIETY, SCHOOL, AND FAMILY



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PREFACE

If we are to achieve a richer culture . . . we must weave one in which each diverse human gift will find a fitting place.

Margaret Mead

As you begin your study of the fifth edition of *Human Exceptionality: Society, School, and Family*, we would like to provide some perspective on those features that continue from our fourth edition as well as on what is new and different. It is important to remember that this text is about people—about people with diverse needs, characteristics, and life-styles—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? Most likely, life experiences, not any formal training, most influenced you. 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 this end, we have incorporated some features within the fifth edition 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 stimulate student inter-

est on topics. They offer a variety of fascinating and current quotations, facts, and figures related to the subject area.

SNAPSHOTS

Snapshots is a series of personal statements found throughout the text that focus directly on individuals with differences. The purpose of this feature is to share with you some personal insights into the lives of these people. These insights may come from the individual who is exceptional, or teachers, family members, friends, peers, and professionals. All chapters of this fifth edition open with at least one Snapshot on an individual who is exceptional. In no way are the Snapshots 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, and they let you know we are talking about real people who deal with life in many of the same ways. We believe you will find the Snapshots to be one of the most enriching aspects of your introduction to exceptionality.

INTERACTING IN NATURAL SETTINGS

Another feature in this fifth edition is Interacting in Natural Settings, which is intended to provide some brief tips on ways to communicate, teach, or just socialize with people who are exceptional across a variety of settings (home, school, and community) and age spans (early childhood through the adult years). The tips were culled from the many possible ideas on how to interact more effectively with people who are exceptional, but hopefully they provide some stimulus for further thinking on how to include these individuals as family members, school peers, friends, or neighbors.

IN THE NEWS

In the News boxes highlight current events relating to various exceptionalities. For example, Chapter 6

features a recent news article on the legacy of the Kennedy family in bringing about significant changes in the lives of people with mental retardation. In the News is designed to keep you up-to-date on issues and people who are making news.

REFLECT ON THIS

Every chapter includes a Reflect on This box. Each highlights a piece of interesting and relevant information that will add to your learning and enjoyment of the chapter content. These features offer a temporary diversion from the chapter narrative while providing some engaging facts about a variety of subjects. For example, the Chapter 8 Reflect on This focuses on the use of an innovative strategy to help students with learning disabilities develop writing skills in a general education classroom.

TODAY'S TECHNOLOGY

The fifth edition of this text features information on the expanding use of technology for people who are exceptional. Today's Technology features highlight some of the innovations in computers, biomedical engineering, and public communication systems, and their impact on individuals with differences. These boxes focus on such topics as learning language skills through devices that synthesize speech; electronic readers for people with vision loss; and word processing programs with specialized features that assist students with learning disabilities in developing writing skills.

CASE STUDY

The Case Study is a new feature to the fifth edition. Case Studies appear near the end of each chapter, and they include several application questions designed to help students apply what they have learned in the text to a real-life situation.

DEBATE FORUM

Every chapter in this fifth edition concludes with a debate forum. The purpose of the debate forums is to broaden your view of the issues concerning people with differences. The debate forums focus on issues about which there is some philosophical differences of opinion, such as federal involvement in education, inclusive education for students with disabilities, and

the appropriateness of an intervention strategy. For each issue discussed, a position taken (*point*) and an alternative to that position (*counterpoint*) are given. 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 individuals who are exceptional.

IMPROVING YOUR STUDY SKILLS

Each chapter in this text is organized in a systematic fashion. We believe the following brief suggestions will increase your learning effectiveness.

PREVIEW THE CHAPTER. In the margins of each chapter you will find a series of Focus questions that highlight important information to be learned. Survey the focus questions before reading the chapter, to guide your reading. Then examine key chapter headings to further familiarize yourself with chapter organization.

ASK QUESTIONS. Using the Focus questions as a guide, ask yourself what 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. You may also consider developing your own short-answer essay tests to fur-

ther enhance your understanding of the material in each chapter.

A Study Guide is available to help you master the information included in this fifth edition of *Human Exceptionality*. Each chapter of the Study Guide is organized around effective methods for studying. Students are provided with information on what to preview, questions to ask, keys to effective reading, and how to recite, review, and reflect on the most important concepts in each chapter of the book. 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 are included.

The study of human exceptionality is relatively young and unexplored. Those of you who may be seeking careers in fields concerned with exceptional people will be part of the 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 these people within their own communities, at school, and as family members.

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We wish to thank our colleagues from around the country who provided indepth and constructive feedback on various chapters within this fifth edition of *Human Exceptionality*. We extend our gratitude to the following national reviewers: Sandra Alper, University of Northern Iowa; William N. Bender, University of Georgia; Sherwood J. Best, California State University–Los Angeles; Candace Bos, University of Arizona; Margaret Coleman, University of Texas at Austin; Gary A. Davis, University of Wisconsin–Madison; William E. Davis, University of Maine; Amy P. Dietrich, Memphis State University; Anne Y. Gallegos, New Mexico State University; Barbara C. Gartin, University of Arkansas; Cheryl Hanley-Maxwell, University of Wisconsin–Madison; Judith J. Ivarie, Eastern Illinois University; David S. Katims, University of Texas at San Antonio; Michelle L. Kelley, Old Dominion University; Jennifer L. Kilgo, Virginia Commonwealth University; Earl Knowlton, University of Kansas; S. J. Kuder, Rowan College of New Jersey; Sheldon Maron, Portland State University; Donald F.

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The Allyn and Bacon editorial and production team continues to amaze us as they consistently improve the readability, utility, and appearance of this book from edition to edition. Thanks to Nancy Forsyth, Editor-in-Chief of the Education Division, for her leadership in promoting an atmosphere of

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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 people with differences, we hope our fifth edition of *Human Exceptionality* meets your expectations.

Finally but certainly not least, to our families, thanks for always being there as we strived to do our best in preparing yet another edition of this book.

Michael L. Hardman
Clifford J. Drew
M. Winston Egan



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HUMAN EXCEPTIONALITY



chapter 1

A MULTIDISCIPLINARY VIEW OF EXCEPTIONALITY

TO BEGIN WITH . . .



We need to give a clear message that people with disabilities are capable and should be integrated into the world. (Heumann, 1994, p. 1)



When people with and without disabilities live, work, play and go to school side-by-side, people with disabilities get noticed and accepted for their contributions just like everyone else. They don't get singled out for their disabilities. With this acceptance, the barriers to inclusion begin to disappear. ("Inclusion Works Here," 1993)



In theory at least special education is simple. A child thought by his parents or teachers to have a learning problem is given a test, any problem is identified and necessary assistance is provided. Federal regulations list 13 types of disabilities that affect learning. . . . Only a few of these disabilities, such as deafness or blindness, can be measured by objective tests. The rest can be highly subjective, and this is where mislabeling can occur. (Shapiro, Loeb, & Bowermaster, 1993, p. 49)



When I first started teaching I was called the "retarded teacher." When I taught boys who couldn't read I was called the "disabled reading teacher," students with emotional problems, the "emotionally disturbed teacher," incarcerated young adults, the "prison teacher." Never had the good fortune of being known as the "gifted teacher." (Ysseldyke, Algozzine, & Thurlow, 1991, p. 117)

