



21世纪特殊教育精品规划教材



特殊教育英语

TESHU JIAOYU YINGYU

◎徐琴芳 选编

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前言

专业英语是大学英语学习的重要组成部分,学生在完成了公共基础英语的学习后必须学习跟专业相关的英语知识,才能满足对外交流和专业发展的需要,因此近年来专业英语教学的重要性日益凸显,相关的专业英语教材也层出不穷。随着特殊教育事业的发展和教师专业化的需求,特殊教育专业逐渐从教学型向教学、研究兼顾型转变,学生有必要掌握阅读外语文献的能力,以及初步用英语进行专业论文交流和写作的能力。而选用国外原著不太符合中国高校教学的具体情况,因其内容过于庞大,将给任课教师带来很大的压力,不适合课堂教学。因此,选编一本满足中国学生需要的特殊教育英语教材是开展特殊教育专业英语教学的基础,编者参阅了国内其他专业英语教材的编写方法,在使用数年的讲义基础上编写了本书,力求在“学术”和“应用”中寻求平衡,以适应专科和本科两个层次学生的要求。

本教材首先强调特殊教育领域专业英语知识的普及性,力求做到既可以让特殊教育、康复、残疾人事业等专业的学生学习与特殊教育相关的专业英语词汇和知识,培养学生阅读英语文献的能力;又可以让对特殊教育和残疾人事业感兴趣的学生通过阅读本书了解国内外的特殊教育情况。本书注重知识性和应用性的结合,既有特殊教育领域基础知识的介绍,又关注各个领域热点问题的研究,通过案例介绍给学生拓展思维的空间。

全书分15个单元,主要学习特殊教育领域的专业英语知识,通过阅读中外特殊教育文献,学习包括特殊教育简介、特殊教育课堂教学、特殊教育教师专业发展、不同类别的特殊教育、

社会福利和残疾人事业等内容。本书属于特殊教育专业英语阅读类教材,每个单元包括问题讨论、阅读文(1)、阅读文(2),每篇文章后有单词、专业短语、重点句子翻译和背景知识介绍等;每个单元后附有案例,供学生阅读分析。通过专业英语阅读课的形式,让学生学习基本的特殊教育领域的英语专业知识,深入探讨国内外特殊教育领域的热点问题,拓展学生的思维和学术能力,让学生掌握阅读国外文献的能力,并初步学会用英语进行专业论文交流和写作。

全书的英文材料由徐琴芳老师选编,江枫老师参与编写了 Unit 6, Unit 8, Unit 9;李丽老师参与编写了 Unit 7, Unit 13, Unit 15;赵冬华老师参与编写了 Unit 4, Unit 10, Unit 11;其余 6 个单元以及词汇部分由徐琴芳老师编写。在编写过程中得到了南京特殊教育师范学院盛永进教授、耿直教授,以及南京师范大学出版社的大力支持,在此,编者一并表示感谢!对于本书存在的不足之处,真诚欢迎广大读者批评指正。

本书从国内外图书、网站、报刊选用了部分语言素材,在书中尽量注明了出处,但由于条件所限,尚有未标注之处,敬请有关人士和机构谅解。

徐琴芳

2016 年 5 月

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Unit 1

History of Special Education

In this unit you will learn

- The development of special education.
- The history of special education in the world.
- The history of special education in China.

Pre-reading tasks

Before you read, discuss the following questions in groups:

- 1) Do you know the history of special education in the world?
- 2) Do you know the development of special education in China?



Passage A

Development of Special Education

Norris G. Harring & Linda McCormick, 1990

Poor condition for the handicapped people in ancient time

The fate of the exceptional individual was likely to be a cruel one prior to the late 1700s. Physical *deformities* were viewed as a result of witchcraft or a curse

imposed by the gods. Emotional *disturbances* were attributed to possession by the devil. *Mentally retarded* persons were kept as fools for the entertainment of the rich and royal. In some European cities people paid to stare at *asylum* residents much as we pay to watch the animals in a zoo. The Greeks, Romans, and other early cultures routinely killed deformed or unwanted children.

As time passed, certain religious elements began to maintain that the mentally ill and retarded were "innocents of God" and deserved to be treated with kindness and care. But, if care was given at all, it was often in crowded, unheated asylums where the residents were poorly clothed, underfed, cruelly treated, and often chained.^①

These abuses continued up to the *Age of Enlightenment*. Still, in the Middle Ages physical competence was basic to the foundation of feudalism, and people with physical *impairments* were given little regard. In the 18th century, seventy percent of infants born in London died by the age of 5, and the *mortality* rate among infants with physical disabilities was significantly higher.

Early development for special education

The earliest systematic efforts to teach *handicapped* persons involved the blind and the deaf. Special *hospices* were created for the care, education and *rehabilitation* of blind persons. In the 4th century Saint Basil founded a hospice for the blind in the Roman capital of Palestine. Near the end of the Roman Empire, Didymus, a blind philosopher and *theologian*, devised an alphabet made up of block letters. In 1651 Horsdorffer devised wax tablets that made it possible for blind persons to write. The history of education of the blind goes back even further. In 1784 Valentin Haüy, a French educator, established a school in Paris and became the first to use *embossed* letters as a means of training the blind to read. The school's most famous student was Louis Braille^②, who developed the tactile reading system most widely used by blind students today.

① 但是,即使社会意识到了要给所有这些精神病患者和智力障碍者一些照顾,通常只会将他们安置在拥挤且没有取暖设备的收容所里,他们忍受饥寒,遭受虐待,甚至经常被铁链捆绑而没有自由。

② 路易斯·布莱叶(1809年1月4日—1852年1月6日),这位法国盲人少年,当他发明供盲人使用的由突起的点组成的书写和阅读方法时,年仅15岁。1829年他提出了盲文公用码,并为使该码被人们所接受而做出了努力。路易斯·布莱叶于1852年去世,年仅43岁,但他的盲文公用码今天仍然存在。盲文字母被译成了世界上各种语言并得到进一步发展。

The early decades of the 20th century can be viewed as a period of changes in social attitudes toward all children; young people were no longer to be treated as miniature adults but rather as individuals with their own desires and needs.^① During this period there were developments in psychology, education theory and practice, government policy, medicine, and technology that would help lay the groundwork for the tremendous expansion of special education that was to come.

Tremendous progress was made in educational theory and practice in the early and middle 1900s. Outstanding individuals such as Freud, Piaget, and Skinner, and the many researchers who applied their theories in the classroom, made a profound impact on the field. *Psychiatry*, *speech pathology*, and a host of related fields of study were introduced during this time. Contemporary special education owes a sizeable debt to the work of individuals in these varied disciplines, as well as to efforts continuing to come out of the field of medicine.^②

Perspective of special education

These diverse roots of special education could not help but shape the direction of growth of special education. For most of its adult life, special education has viewed itself — and has been viewed from the outside — as sufficiently different from the mainstream of profession is to keep the educational options of exceptional individuals as much in the mainstream as possible. As special education grew into its own, its leadership tended to emerge from within the discipline itself. Contributions of individuals from other fields remain important, however, especially as service delivery assumes an increasingly *interdisciplinary* focus. Leadership in the field underwent additional changes as parents and families began to demand increasingly involvement in the education of their children.^③

① 20 世纪早期人们对儿童的社会观点发生了改变,儿童不再被看作是缩小版的成人,而是有自我愿望和需求的个体。

② 当代特殊教育的成果得益于包括医学在内的许多不同领域研究者的共同努力。

③ 本文摘自: Norris G. Haring, Linda McCormick. *Exceptional Children and Youth: An Introduction to Special Education (Fifth Edition)* [M]. Merrill Publishing Company 1990: 5 - 11.



New Words and Expressions

deformity [dɪ'fɔ:mɪtɪ] *n.* 畸形状态;畸形的人(或物);(道德等方面的)缺陷

disturbance [dɪ'stɜ:bəns] *n.* 打扰,扰乱;骚乱,纷乱;障碍,紊乱

retarded [rɪ'tɑ:dɪd] *adj.* (尤指儿童的智力)发育迟缓的,智力迟钝的

mentally retarded 智力障碍;智力发育迟缓的

asylum [ə'saɪləm] *n.* (政治)庇护;避难所;精神病院

Age of Enlightenment 启蒙时代

impairment [ɪm'peəmənt] *n.* 损害,损伤;身体或智力方面的缺陷,障碍

mortality [mɔ:'tælɪtɪ] *n.* 死亡率;必死性

handicap ['hændɪ,kæp] *n.* 障碍,阻碍;(生理或智力上的)缺陷;残疾

vt. 妨碍;使不利;阻碍

hospice ['hɒspɪs] *n.* (宗教团体开办的)旅客招待所;(晚期病人的)安养院

rehabilitation [ˌrɪ:hə'bɪlɪ'teɪʃən] *n.* 修复;复兴;复职;恢复名誉,昭雪;(病残人的)康复;(罪犯的)改过迁善

theologian [ˌθi:ə'lɒdʒən] *n.* 神学家;宗教研究家

emboss [ɪm'bɒs] *vt.* 装饰,浮雕(图案);凹凸印

psychiatry [saɪ'kaɪətri] *n.* 精神病学;精神病治疗

pathology [pæ'θɒlədʒɪ] *n.* 病理(学);(比喻)异常状态

speech pathology 言语病理学

interdisciplinary [ˌɪntɜ:'dɪsəplɪnəri] *adj.* 各学科间的;跨学科



Comprehensive Questions and Discussion

1) How did people treat exceptional children in the early history?

- 2) When did the abuse of special children change?
- 3) How did the education for the blind and the deaf develop in the western countries?
- 4) What is the modern attitude toward children?
- 5) How did special education develop with the efforts of psychologists and educators in the 20th century?
- 6) What's the prospect of special education in the future? Can you make a prediction?



Passage B

The History of Special Education in China

Yanhui Pang & Dean Richey, 2006

The origin of special education in China can be traced back 2,000 years, when the Chinese people began to notice the existence of certain abnormalities and obvious disabilities in some people. *Inscriptions* on bronze objects in the Zhongdingwen period of the Zhou dynasty (800 – 1100 BC) indicated that blindness could be caused by physical injuries. Other ancient texts advocated treating people with disabilities with tolerance and encouraged learning about the causes of disabling conditions. In the early Spring and Autumn period (770 – 476 BC), the Confucian text *Liji* (*Book of Rites*) pointed out that *people should respect others' parents, and treat others' children like their own: all those who are bachelors, widows, orphans, single, handicapped and sick should be supported.*^① As the Confucian ideology mainly focused on adjusting human relations and emphasized benevolence, order, and the doctrine of the mean, it gradually came to occupy a dominant position in the society. Rulers began to pursue the political principle of

① 老吾老,以及人之老,幼吾幼,以及人之幼,鳏寡孤独皆有所养(《礼记》)。

Ren Zhe Wei Zheng, Xian Zheng Can Ji (the governor with benevolence ruling the country should support the handicapped first), and people lived by the virtues of *Zun Lao, Ai You, Fu Ruo, Zhu Can* (respect the elderly, be kind to children, support the weak, and help the handicapped). Influenced by the Confucian ideology, the treatment of people with disabilities in ancient China was kinder, at least in some instances, than in the Western cultures of the time.

However, people with disabilities occupied the lowest social status under the *hierarchical* feudal pyramid of roles that dominated China for 2,000 years under the influence of *Confucianism*. And in Confucian texts, explanations of the causes of disability were incomplete and not widely accepted. *Superstition* and fatalism were common, and people believed that some people with disabilities had magic powers and could predict fortune or drive out evil spirits. No matter what belief was favored, sympathetic attitudes did emerge. Sympathy, but lack of systematic social concern and education, lasted more than 2,000 years. *There is no evidence that special education existed in China until the late 19th century*. Initial achievements were due to U.S. and European assistance.

The first special schools in China were founded by U. S. and European missionaries in the late 19th century. These missionaries introduced Western concepts of Braille and sign language to China and drew social attention to the educational and *humanitarian* rights of children with disabilities. The first school for blind students in China was established in 1874 in Beijing by William Moore, a Scottish Presbyterian pastor. This school was called the Gu Sou Tong Wen Guan (*Elementary School for the Blind and Old People*). It taught students basic knowledge, living skills, and religion. Moore also created a Chinese word system for blind students that is similar to Braille. The first school for blind and deaf students, Qi Yin Xue Guan (*Enlightening School*), was set up in 1887 in Dengzhou, Shandong by U.S. missionaries Charles and Annetta Mills, who taught sign language and wrote the first textbook for deaf students in China.^① Other European and U. S. missionaries and charitable organizations followed by

① 1887年,美国传教士查尔士和安妮·米尔斯在山东登州创办了第一所聋哑学校——启喑学馆(启智学校)。他们教授手语,并且为中国的聋生编写了第一本教科书。

establishing special schools as well. In the early 20th century, Chinese people also began to establish special schools.

The famous industrialist and philanthropist Zhang Jian established a training school for teachers of the blind and deaf in 1912 and a special school for blind and deaf students in Nantong, Jiangsu, in 1916. Zhang advocated training students to help themselves by placing priority on vocational education and teaching general knowledge. This goal reflected the Chinese traditions of self-respect and independence. The academic *curriculum* included the Chinese language, morals, geology, and history; the vocational curriculum included handcrafting, farming, sewing, woodworking, *embroidery*, typing, haircutting, silkworm-breeding, proofreading, and gardening.^① Local material resources were used in teaching these subjects and skills. In 1927, the Chinese government joined this movement by establishing Nanjing Municipal School for the Blind and Deaf. The school's curriculum included junior high, vocational, and senior *normal school* levels. Some qualified graduates were able to pursue advanced training at the Normal College of the National University. Before World War II, almost 40 schools were based on this model, but most of them were closed during the war. By the end of 1948, only 42 special schools had served more than 2,000 students who were blind and deaf in China, and most of these schools were run by religious and charitable organizations. Education for individuals with mental retardation or other disabilities was nonexistent.

With the establishment of the People's Republic of China in 1949, the Chinese government has all along been attaching great importance to special education. The state has issued a whole set of laws and regulations which make explicit stipulations on safeguarding the rights to education of the disabled, and formulated a series of both general and specific policies for reforming and developing special education, while earmarking special funds for this purpose.^② Consequently, special education has developed fast. Special schools for children with mental retardation, visual

① 学业课程包括汉语、伦理、地质、历史；职业课程包括手工艺、农艺、缝纫、木工、刺绣、打字、理发、养蚕、校对和园艺。

② 国家制定了一整套的法律规定明确保护残疾人受教育的权利，出台了一系列改革发展特殊教育的一般性和特殊性政策，同时为实现该目的设立了专项资金。

impairments, and hearing impairments have been opened in major cities. Although education for children with disabilities began to be provided in the late 1970s, the passage of the 1986 Compulsory Education Law was the first official call for this education. Local governments were to set up special schools or classes for students who were blind, deaf, or had cognitive disabilities (National People's Congress, 1986). Policies do not *mandate* that education be provided to all students, but they do encourage local governments to provide compulsory education to children with and without disabilities. Although in the mid-1980s the majority of students with disabilities were educated in special schools, new channels of education were beginning to be discussed. This included integrating children with disabilities into general education classes. The number of children enrolled in schools has a big increase. In 1987, statistics from the National Survey on the Status of Disabilities showed that almost 55% of school-age children with disabilities were in school.

Furthermore, the most comprehensive disability laws, the Law of the People's Republic of China on the Protection of Persons with Disabilities^① (National People's Congress, 1990) and the 1994 Regulations on Education for Persons with Disabilities^② (State Council, 1994), both of which started at early 1990s, call for compulsory 9 years of education to be provided to children with disabilities (the responsibility is given to schools, social groups, families, and all fields of society). In the 1990 law, different types of educational programs for children with disabilities were encouraged, including special schools, special classes, and general education for those children whose disability did not affect their performance in the classroom. These *legislations* lead to a milestone in China's special education development. Recent efforts have more directly addressed *Suiban Jiudu* (deemed as China's inclusion) as an option that may include instructional modifications to better support students.

China now has 1,672 special schools with 428,000 students on campus. By 2020, every Chinese *prefecture*, prefecture-level city, and every county that has

① 《中华人民共和国残疾人保护法》。

② 《残疾人教育条例》。1994年国务院颁布的这一条例是我国第一部有关残疾人教育的专项行政法规。

more than 300,000 residents and a large number of disabled children should have at least one special education school for disabled students, says a national education outline. The Outline of China's National Plan for Medium and Long-term Education Reform and Development (2010 - 2020)^① says governments at all levels should speed up development of special education. "Special education is a fundamental way to promote *all-round* development of the disabled and enable them to establish themselves in society," it says. The government should formulate basic national standards for special education schools and local governments should set their own standards for fiscal funding of each student in such schools, according to the outline.^② More funding should go into special education. The government should encourage and help regular schools provide adequate tuition and living conditions for enrolled disabled students. More financial aid should be allocated to disabled students from poor families. And free senior middle school education should gradually be made available to disabled students, according to the outline.^③



New Words and Expressions

inscription [ɪn'skrɪpʃən] *n.* (作者)题词; 献词; 碑文

hierarchic [ˌhaɪə'rɑ:kɪk] *adj.* 等级制的; 按等级划分的

Confucianism [kən'fju:ʃənɪzəm] *n.* 儒学; 孔教

superstition [ˌsju:pə'stɪʃən] *n.* 迷信; 迷信行为

humanitarian [ˌhjʊmənɪ'tɛəri:ən] *adj.* 人道主义的; 博爱的

n. 博爱主义者; 人道主义者; 慈善家

① 《国家中长期教育改革和发展规划纲要(2010—2020年)》。

② 根据《纲要》，我国中央政府应该对特殊学校制定全国基本标准，而地方政府应该为每所学校的每位学生制定财政补贴标准。

③ 本文摘自：Yanhui Pang, Dean Richey. The Development of Special Education in China [J]. *International Journal of Special Education* 2006, 21(1).