

CHAPTER 5

EXCEPTIONALITY



By: Reyna, Crystal, Abby, and Michel

What is Exceptional?



- Exceptional children differ from the norm to such an extent that they require an individual program of special education and related services to fully benefit from education
- Exceptional people include both individuals with disabilities and gifted individuals.

Terms

- **ADHD(Attention deficit hyperactivity disorder)~**
 - ▣ The co-existence of attentional problems and hyperactivity.
- **IDEA(Individuals with Disabilities Education Act)~**
 - ▣ Law that governs how states and public agencies provide early intervention special education, and related services to children with disabilities.



Terms

- **IEP(Individualized Education Program)~**
 - ▣ An evaluation and identification process designed to meet the student's unique needs.
- **MMR(Mild Mental Retardation)~**
 - ▣ Often have problems in intellectual functioning and in socially appropriate behaviors for their age group.



The Impact of Brown v. Board of Education for Children with Disabilities!

- Brown didn't involve children with disabilities
- The Brown decision found “separate but equal” education to be unequal.
- The courts always supported rights of students with disabilities to have a free education.
- Legislation has also sought to bring them the right to an appropriate education.

Americans with Disability Act (ADA)

- Americans with Disability Act (ADA) was signed by George H. W. Bush on January 26, 1990.
- The ADA covers a wide range of disabilities.
 - ▣ Dyslexia
 - ▣ Autism
 - ▣ Blindness

ADA Regulations

Title I Employment

1. Employers can not discriminate
2. Must provide reasonable accommodations
Example: Attach an amplifier to the individuals telephone

Title II Public Services

- State and local government services
- Accessible and usable to persons with disabilities

ADA Regulations Cont.

Title III

Public Accommodations

1. Physical barriers need to be removed

Title IV

Telecommunications

1. Provide services to hearing impaired and speech impaired individuals.



Disproportionate Displacement

- ❑ Students of color have been the most problematic issue facing educators.
- ❑ Some special education classes were dumping grounds for culturally and linguistically diverse children.

Overrepresentation

- Overrepresentation of students in special education classes also became a major problem
- Limits students potential and opportunities
- Limits those who are actually in need of the service.

Research Studies

- African Americans are overrepresented in classes for students with mental retardation
- Mexican Americans in California are placed at a rate four times higher

This Case is Taylor Made...

- Taylor is a sixth grade student with mild learning disabilities. Her teacher, Mrs. Casemore, has requested to have a meeting because Taylor's behaviors are impeding not only her learning, but the learning of others in the classroom.
- Taylor's learning disabilities are in the areas of reading and spelling, and she quits easily if given an assignment involving those topics. Her parents are extremely busy with work, and her father is out of town often. Most mornings at her home are hectic, and she lacks organizational skills.
- In class, she throws objects, displays physical aggression, and disturbs others with loud outbursts. Her most difficult, overwhelming school days occur on Monday and Friday.

Contributing Variables

- Poverty
- Lead Poisoning
- Over-referrals (under-referrals)
- Racial Bias
- Assessment Issues
 - ▣ Biased Assessment
- Unexplained Issues

Soft Bigotry

- “The **soft bigotry** of low expectations”



Disaggregated Data

- Underrepresented in disability categories
- Overrepresented in gifted and talented classes
- Groups of races being grouped together
- Considerable differences in state and national data
- Eliminate all bias from the assessment process

Classroom Focus

- Teachers
 - ▣ Adaptable to the needs of the exceptional learners
 - ▣ Treat students with disabilities as normally as possible

- Students
 - ▣ Self-actualization
 - ▣ Cultural self-awareness

Essential Needs of all Children

- Communication Needs
 - ▣ Nonverbal communication and hidden messages
- Acceptance Needs
 - ▣ Provide children with positive and receptive environment
- Freedom to grow
 - ▣ Acceptance and understanding

Normalization & Inclusion

- Concept of normalization
- Advocated in the U.S. by Wolfensberger
- “Social role valorization”
- Goals of normalization



Normalization & Inclusion

- Deinstitutionalization
- Inclusion
- Full inclusion



Normalization & Inclusion

- Federal special education law does not require inclusion
- “Least restrictive environment”
- Issues and concerns addressing inclusion
- Conclusions drawn from issues raised
- *Are there some students who should never be considered for general education placement?*



For and Against Arguments for Full Inclusion

For :

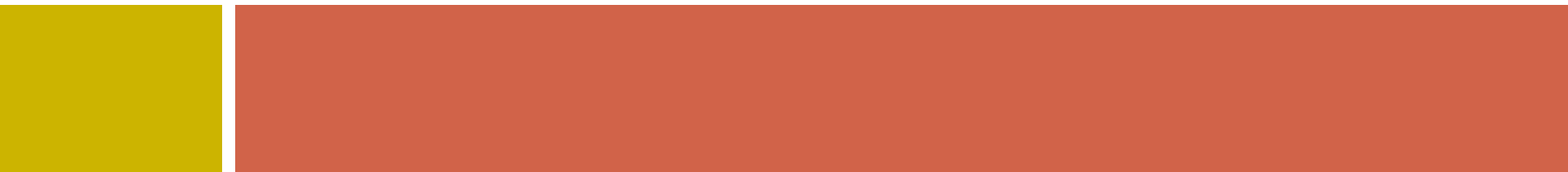
- Full inclusion for all children is a moral & ethical issue
- The least restrictive environment feasible for every child is a general education classroom
- Not enough adequate fiscal resources

Against :

- Some feel it does not make sense to insist on it for every student
- Some students with disabilities lack maturity and social skills
- The Federal Government will need to “make good” on its commitment to funding
- Lack of properly trained personnel

Interesting Facts!

- In 1998, Proposition 227 was passed in California
 - ▣ All language minority students to be educated in sheltered English immersion
 - ▣ Intended to dismantle bilingual education
- IDEA funding required states to provide extensive and often expensive service to children with disabilities.
 - ▣ Congress set a goal to fund the mandate at 40% of the cost to educate children with disabilities.
- Individuals with physical disabilities may or may not become a part of a cultural group related to the disability.
- Many individuals with mild retardation live independently or in community-based/supported group homes.



“It is important for us as educators to see the parallels and differences that exist between the current debate regarding this group of students and the issues that Brown addressed more than 50 years ago.”

-p. 193

References

□ Google images

- http://www.google.com/imgres?imgurl=http://sitemaker.umich.edu/356.zipkin/files/idea.jpg&imgrefurl=http://sitemaker.umich.edu/356.zipkin/individuals_with_disabilities_education_act
- http://www.edweek.org/ew/articles/2010/10/13/07nua_ep.h30.html
- http://www.google.com/imgres?imgurl=http://www.kerrvilleisd.net/files/diversity.jpg&imgrefurl=http://www.kerrvilleisd.net/pages/Special_Education
- <http://www.google.com/imgres?imgurl=http://cdn.hivehealthmedia.com/wordpress/wp-content/uploads/2010/11/americans-with-disabilities.jpg&imgrefurl=http://www.hivehealthmedia.com/facts-disabilities-workplace>
- <http://www.google.com/imgres?imgurl=http://www.flourishover50.com/wp-content/uploads/Children-with-disabilities.jpg>
- http://www.google.com/imgres?imgurl=http://bryanking.net/wp-content/uploads/2009/06/special_education1.jpg&imgrefurl=http://bryanking.net/special-education



References

- <http://www.access-board.gov/about/laws/ada.htm#Title III - Public Accommodations>
- http://www.google.com/imgres?imgurl=http://www.fomi.nu/wp-content/uploads/2010/03/404_Inclusive-Students.jpg
- <http://www.google.com/imgres?imgurl=http://www.emergingedtech.com/wp/wp-content/uploads/2009/07/emergingtechwordlecloud.jpg>
- <http://www.google.com/imgres?imgurl=http://www.news.harvard.edu/gazette/2001/03.22/photos/01-afterschool1-450.jpg&imgrefurl=http://www.top-colleges.com/blog/2010/01/24/how-much-help-is-too-much-help-for-special-education-students>