

## CONCEPT OF SPECIAL EDUCATION

### Exceptional Children

The word exceptional means unusual or rare. People are termed Exceptional if they deviate considerably in one attribute to the other From what is supposed to be normal or average for their group. One Person may be exceptionally beautiful and other extremely ugly, one c A genius with an I.Q. of 150, the other an idiot with an I.Q. of 20. Such Wide variations and deviations are nearly in all attributes and traits of Personality and pattern of human behaviour.

The term "Exceptional Children" refers to children whose Needs are very different from those of the majority of children in Society. Exceptional child is a unique child. His uniqueness may be Noticed in various dimensions such as vision, hearing, movement, Perceptual-motor, communication, social-emotional and intelligence. Thus the blind, deaf, crippled, learning disabled, speech handicapped, Emotionally disturbed, mentally retarded, socially disadvantaged, slow Learner and gifted are exceptional.

Kirk (1984) defines an exceptional child as "that child who Deviates from the normal or average child in mental, physical and Social characteristics to such an extent that he requires a modification Of school practices, or special educational services in order to develop his Maximum capacity.

# Readings In Psychology Of Exeptional Children

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*Readings in Special Education* ,1978      Exceptionality: Selected Readings Gabriel A. Nardi,Peter J. Belch,Anne H. Nardi,1972      **Exceptional Child Education Abstracts** ,1976      **Current Catalog** National Library of Medicine (U.S.),1982 First multi year cumulation covers six years 1965 70      *A Guide for the Study of Exceptional Children* Willard Abraham,1956      **General Register** University of Michigan,1929 Announcements for the following year included in some vols      *Catalogue of the University of Michigan* University of Michigan,1967 Announcements for the following year included in some vols      **Evidence-Based Interventions for Students with Learning and Behavioral Challenges** Richard J. Morris,Nancy Mather,2008-01-14 This book assembles into one volume summaries of school based intervention research that relates to those who deal on a regular basis with the growing body of students having high incidence learning disabilities and or behavior disorders special educators school psychologists and clinical child psychologists Chapter authors begin with an overview of their topic followed by a brief section on historical perspectives before moving on to the main section a critical discussion of empirically based intervention procedures In those instances where evidence based prescriptions can legitimately be made authors discuss best practices and the conditions e g classroom environment teacher expertise under which these practices are most effective A final section deals with policy issues      How to Plan Differentiated Reading Instruction Sharon Walpole,Michael C. McKenna,2017-05-16 Tens of thousands of K 3 teachers have relied on this book now revised and expanded with more than 50% new material to plan and deliver effective literacy instruction tailored to each student s needs The authors provide a detailed framework for implementing differentiated small group instruction over multiweek cycles Each component of the beginning reading program is addressed phonological awareness word recognition fluency vocabulary and comprehension In a large size format for easy photocopying the book includes dozens of reproducible lesson plans instructional activities assessment forms and other tools Purchasers get access to a webpage where they can download and print the reproducible materials New in 2024 A free online only Study Guide by Sharon Walpole presents commentary and discussion questions for each chapter from a science of reading perspective available for download at [www.guilford.com/walpole/studyguide](http://www.guilford.com/walpole/studyguide) New to This Edition Differentiation 2 0 the approach has been fine tuned based on field testing new research findings and current standards and response to intervention frameworks Many additional reproducible tools such as coaching templates and the Informal Decoding Inventory Beyond lesson plans and materials the second edition offers more guidance for designing instruction and grouping students making it a one stop resource Reproducible tools now available to download and print An NCTQ Exemplary Text for Reading Instruction      **Education of the Exceptional Child**

Bill Ray Gearheart, 1983 Originally published by Harper and Row in 1972 this volume provides an overview of the major exceptionalities including physical and mental handicaps as well as the gifted Also examines public school programs and community resources which deal with these exceptionalities An excellent resource for those entering the field of special education and for practitioners

*Contemporary Readings in Literacy Education* Marva Cappello, Barbara Moss, 2010 Contemporary Readings in Literacy Education is designed to provide students with high quality journal and research articles in literacy education The readings are contextualized with introductions and discussion questions by the editors of the text The text will help instructors to easily integrate the latest research into their course in a meaningful way This reader with edited content and contextualizing material makes the latest research more interesting and accessible to the students of literacy education

*Reading Research at Work* Katherine A. Dougherty Stahl, Michael C. McKenna, 2006-04-20 This book presents state of the science research on the components of successful literacy learning and how to target them in contemporary classrooms The volume builds on and extends the work of Steven Stahl whose pioneering contributions encompassed the key areas of phonemic awareness phonics vocabulary fluency comprehension and assessment Ten classic papers by Stahl are accompanied by 16 new chapters by other leading experts who highlight Stahl's theoretical methodological and instructional innovations describe how knowledge about each domain continues to evolve and discuss implications for helping all children become better readers

*International Guide to Student Achievement* John Hattie, Eric M. Anderman, 2013-01-17 The International Guide to Student Achievement brings together and critically examines the major influences shaping student achievement today There are many often competing claims about how to enhance student achievement raising the questions of What works and What works best World renowned bestselling authors John Hattie and Eric M. Anderman have invited an international group of scholars to write brief empirically supported articles that examine predictors of academic achievement across a variety of topics and domains Rather than telling people what to do in their schools and classrooms this guide simply provides the first ever compendium of research that summarizes what is known about the major influences shaping students academic achievement around the world Readers can apply this knowledge base to their own school and classroom settings The 150 entries serve as intellectual building blocks to creatively mix into new or existing educational arrangements and aim for quick easy reference Chapter authors follow a common format that allows readers to more seamlessly compare and contrast information across entries guiding readers to apply this knowledge to their own classrooms their curriculums and teaching strategies and their teacher training programs

**Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction** National Reading Panel (U.S.), 2000

**Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction : Reports of the Subgroups** National Reading

Panel (U.S.),2000 In 1997 Congress asked the Director of the National Institute of Child Health and Human Development NICHD in consultation with the Secretary of Education to convene a national panel to assess the status of research based knowledge including the effectiveness of various approaches to teaching children to read The panel was charged with providing a report that should present the panel s conclusions an indication of the readiness for application in the classroom of the results of this research and if appropriate a strategy for rapidly disseminating this information to facilitate effective reading instruction in the schools p 1 1

## **Readings In Psychology Of Exeptional Children** Book Review: Unveiling the Power of Words

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