

STUDY GUIDE
MA (Edu), M. Ed & Diploma

PERSPECTIVES
OF
SPECIAL EDUCATION

Code No. 672

Units 1-9



Department of Special Education
Faculty of Education

Allama Iqbal Open University
Islamabad

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1st Edition1988

2nd Edition 2000

3rd Edition2007

Quantity.....3000

Price/-

Printer.....?

PublisherAllama Iqbal Open University,
Islamabad.

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FOREWORD

Recent Developments in diagnosis, treatment and education of children with a variety of learning disabilities have transformed the field of Special Education. Children with learning handicaps or behavioral disorders are no longer ignored but provided opportunities to overcome their handicaps so that they could become self supporting and productive members of society. Scholarly research on many broad fronts has contributed to transform special education into a growing and useful discipline particularly for classroom teachers. Emerging trends in teaching methods, medical treatments and new assistive devices need to be disseminated widely among professional educators to enable them to provide better services to learning disabled and handicapped children.

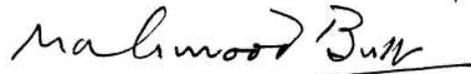
Allama Iqbal Open University has been playing a leading role in the development and implementation of special education programs to prepare qualified staff to meet the needs of handicapped learners. The Master's programs (M.A. and M.Ed) in Special Education for preparing competent and caring teachers fully conversant with the latest diagnostic and remediation strategies have been constantly updated and refined. The MA (Education) and M.Ed programs for training of teachers are the pioneer steps taken by Allama Iqbal Open University in the process of care, education, training and rehabilitation of persons with disabilities.

The course on "Perspectives of Special Education" has been designed to help teachers to understand Special Education and its related concepts, unique characteristics of the exceptional children, to make child friendly classroom environment. This course will enable special teachers to improve their teaching methods and strategies to meet

diversity in classrooms both through dedicated and relentless work in this challenging area of pedagogy.

I would like to take this opportunity of wishing this updated edition of the course every success in the process of training the teachers. Hopefully it would better help special teachers to achieve the objectives of rehabilitation of persons with disabilities. My deep appreciation goes to the Chairman Course Team, Dr. M. Zafar Iqbal, Dean, Faculty of Education, the members of the Course Team and Dr. Muhammad Mahmood Hussain Awan, Course Development Coordinator and the author, for their contribution and keen interest in updating this course.

I pray to Almighty Allah for the success of their endeavours.



Prof. Dr. Mahmood H. Butt
Vice-Chancellor

PREFACE

We are aware that teaching the children with disabilities is the most challenging area of social concern. According to WHO estimates of 10% of the total population is considered to be suffering from disabilities. To train this large number of the population, to make them useful members of the society, intelligent and consistent approaches are necessary. The active participation of the trained teachers in this endeavour is demanded at every level to ensure minimization of the hardships of the underprivileged and the handicapped by equipping them with proper education. Keeping in view the pressing demand of the society, Allama Iqbal Open University accepted the responsibility of providing training facilities to the teachers of the children with disabilities.

The course titled "Perspectives of Special Education" has been updated keeping in view the emerging trends and needs of the teachers of special children. It will provide the students with sufficient information about special education, its terminology, basic concepts and history. It also highlights the categories of the handicapped, the magnitude of the problem, existing educational provisions and necessary reforms needed to overcome the malaise. Student-teachers are encouraged to use the reading material in a manner which tends to stimulate group discussion and helps to form correct concepts. The subject-matter is explained with the help of references. The necessity of using the references is stressed by introductory motivational sentences and exercises at the end of each sub-topic. The sequence of the subject-matter and systematic-instructions inspire students to undertake activities and exercises which promote utmost involvement of the student in the material.

I must, express my gratitude to the Vice-Chancellor, Professor Dr. Mahmood H. Butt who has always encouraged the Faculty by his timely guidance and support during the preparation of this course.

It is a great privilege for me to congratulate Dr. Muhammad Mahmood Hussain Awan, the Course Development Coordinator, the members of the Course-Team, and other colleagues of the Faculty who contributed in the development of this Study Guide and offered valuable suggestions to make it really interesting and useful.

I acknowledge with a very special thanks all the authors whose work has been referred in this course.

The ever-changing process of better to best provides a room for those who want to do something for their fellow-beings. I would like to invite all readers to offer their valuable comments/suggestions to make the study material still more useful and interesting.

Dr. M. Zafar Iqbal
Dean

COURSE INTRODUCTION

The field of special education is emerging as a national priority; it makes extensive demands on the teachers of the handicapped children. Apart from knowing the requirements of teaching normal children, special education teachers need to have an insight into the special educational needs of various categories of handicapped children and socio-economic background of their parents and attitudes of the society. The course on perspectives of special education has been developed to provide these teachers with awareness about the background, basic concepts, needs, scope and the link of special education with other disciplines. Special education is a multi-disciplinary activity requiring action in many fields such as health, social welfare, education, vocational training and rehabilitation. Therefore, this course is designed to develop in the student-teachers the skills of working closely with personnel, parents and the organizations concerned in helping the children who have special needs.

The course also highlights problems and difficulties faced by persons with disabilities in his/her total rehabilitation process in the community. It will also help you to analyse the current trends and issues in special education.

COURSE OBJECTIVES

It is hoped that the successful completion of the course will enable you to:

1. Describe the background and basic concepts in special education and current trends of this discipline.
2. Enumerate the factors which have determined the plight of the handicapped.
3. Discuss the phenomenon of social progress and statistics of children in Pakistan.
4. State the magnitude of the problems of different categories of handicapped children,
5. Indicate the attitudes of society towards the handicapped,
6. Describe the social psychology and rehabilitation process of handicapped children.
7. Determine the needs of handicapped children.
8. Analyse various types of special education provisions.

COURSE REQUIREMENTS

The course-work is divided into 9 units. Each unit represents an area of study. For instance, Unit No. 1 relates the basic concepts and terminology of special education and related fields. You are required to study these topics and the themes related to them from the books prescribed/suggested for this course. A Unit contains course-work for two weeks. You are required to study the prescribed material within the stipulated period.

You will be required to do two assignments in this course. Assignment No. 1 will be due after completing the study of Unit No. 1 to 4. Assignment No. 2 will be due after completing the study of Unit 5 to 7. The last two Units, will be covered in the final examination along with the first 7 Units.

For each Unit, an introduction is given to enable you to develop an overview of the Unit, then sub-themes are briefly- discussed before introducing prescribed reading materials. Besides this, objectives of the Unit are very specifically laid-down to facilitate a logical approach during your study.

At the end of each Unit, Self-Assessment Questions (SAQs) are given. These are meant to help you in evolving a self-evaluating process. These questions can be effectively answered only after studying the books/reading materials prescribed. The exercises at the end of each theme will help you in understanding the course.

The prescribed reading material is marked as 4.4, 8.2 and so on. The first figure indicates the Unit and latter the number to reference in the Unit; i.e. in above: 4 and 8 indicate the Units, whereas 4 and 2 relate the number of reference in it. It is accordingly placed in your learning package.

a. How to Use Reading Material?

Each theme is briefly described and details to required course-work along with prescribed reading material is given in the Unit. After going through the reading material; exercise/activity should be attempted to develop deeper understanding of the course.

b. Why Self-Assessment Questions?

A few questions are provided at the end of each Unit to help you in evolving a self-evaluating process in the absence of a formal classroom situation.

Try to find out the answers while studying the prescribed reading material. It will help you to understand and complete your course requirements. If you fail in answering most of the questions successfully, go through the material again and again until you are able to acquire requisite mastery over the content.

c. Assignments

Assignments are those written exercises which you are required to complete at your own home or place of work after having studied different parts of the prescribed reading material. For this course you will receive two assignments which we expect you to complete within the study period.

This is compulsory course-work and its successful completion will render you eligible to take final examination at the end of the semester.

To complete your course-work successfully, you are provided with tutorial support, so that you can discuss your academic problems in tutorial meetings arranged once in a fortnight and seek necessary guidance from your tutor.

After completing the assignment, you should promptly send it to the tutor, whose name is already notified to you for assessment and necessary guidance. Your tutor will return it after marking and providing you necessary guidance for further improvement.

To qualify each assignment, you have to obtain a minimum of 40% marks.

d. Activities

Activities are an integral part of the teaching structure of distance learning. They are intended to involve you in a task that will not only enhance your learning but provide you with an opportunity to express your own views, to examine and comment on relevant course material, to compare your opinion with others, and to find out or propose solutions to various problems raised in the course material. All activities will be discussed with your tutors and fellow students so that you can all share and gain from the experiences of each other.

e. Assessments

1. For each course the registered student will be assessed as follows:
 - i. Assignments (continuous assessment).
 - ii. Final examination (will take place at the end of the semester).

- a. These two components contribute to 30:70 of the student's final course grade.
- b. For successful completion of each course, the student will be required to qualify in each component separately, i.e. assignments and final examination.
- c. To take final examination, the student has to pass the assignment component.

2. The conditions to qualify each component are given below:

The student has to obtain:

- i. A minimum of 40% marks in each assignment (total number of assignments for each course is 2).
- ii. A minimum of 40% in the final written examination,
- iii. An aggregate of 40% of both the components, i.e. assignment and final examination.

The final grade will be determined as following:

40%	to	54%	C
55%	to	69%	B
70%	and	above	A

PRESCRIBED READING MATERIAL

a. **COMPULSORY READINGS:**

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b. SUGGESTED READING:

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Unit No. 1

INTRODUCTION TO BASIC CONCEPTS, TERMINOLOGY OF SPECIAL EDUCATION AND RELATED FIELDS

Written by:

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Reviewed by:

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1.1 Introduction

Special Education is a field of studies within the discipline of education, specially designed to meet the educational requirements of the exceptional children. According to the universal notion, 'all children are created equal' and they are entitled to an opportunity for education to develop their potential fully so as to enable them to lead their lives as independent persons. Generally the physicians, occupational therapists, social workers, psychologists and educationists define each category of handicaps according to their own professional attitudes and requirements. In this Unit, you will study the terminology of Special Education and the related fields.

1.2 Objectives

After studying this Unit, you will be able to:

1. Describe the needs of Special Education with specific reference to the prevailing situation in Pakistan.
2. Define the different terms of subnormality.
3. State the importance of Special Education in general, and education for the handicapped in particular.
4. Identify various processes involved in social welfare and rehabilitation of handicapped children.
5. Enumerate the characteristics of an effective teacher of handicapped children.

1.3 Need for Special Education

Islamic teachings lay great stress on the education, care and improved status of the needy. Being a Muslim country, Pakistan took up the cause of educating the disabled persons with enthusiasm and started organizing Special Education Programmes for the welfare of 10% of the total population suffering from some kind of disabilities. This means that about 10 million people in Pakistan are suffering from one handicap or the other. Out of 8 million children who are in primary schools, about 0.8 million are handicapped. The number of such children is indeed colossal and requires special arrangements at all levels of our educational system. The Special Education and Welfare Division of the Ministry of Health, Special Education and Social Welfare are giving special attention to the programme of educating disabled children by encouraging the private and public sectors.

Since the creation of Pakistan in 1947, the Government for many years gave little attention to the education of children with special needs. The early facilities for special children were set up by charity and voluntary organizations in order to meet the special needs of blind and deaf in Pakistan. Later on it included the institutions for physically handicapped and mentally retarded children. However, NGOs have been contributing for rehabilitation of such children tremendously. With the passage of time and as a consequence of global awareness among the public and handicapped persons themselves there was general recognition by the government of Pakistan about the needs of special children. It was realized that private organizations have limited resources, so it would be better to initiate a partnership between government and philanthropic organizations for the uplift of persons with disabilities (PWDs) handicapped people. The then existing facilities and provisions catering education were strengthen according to the needs of disabled children.

Special education emerged as a new discipline in Pakistan after the observance of IYDP 1981. Further incentive was given by the UN declaration of Decade of Disabled (1983-1992). After that there had been a constant drive towards establishing an infrastructure for education and training of children having disabilities.

The recommendations given for care, education, training and rehabilitation of persons with disabilities by the Cabinet of Pakistan can be study from this report.

GOP 1983	Report Of The Cabinet Committee On the Special Education Of Disabled Children pp. 13-24	1-1
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The plan and programs for the betterment of PWD gathered momentum in Pakistan during the eighties. Consequently, large numbers of schemes were prepared in the areas of all the four disabilities throughout the country. The federal government to initiate special education programs on a national scale throughout the country had created an infrastructure for the successful execution of these Programs. The Directorate General of Special Education (DGSE) was, therefore, established in 1985 as an attached department of the Ministry of Health, Social Welfare and Special Education, to launch special education services countrywide. To update your knowledge about the contribution of DGSE; read following pages from the referred book or visit the Website :

GOP 2006 M/O SW & SE 2007	<u>Year Book 2005-2006pp. 24-33</u> http://www.pakistan.gov.pk/ministries/index.jsp?MinID=36&cPath=525 - 15k	1-2
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The government aimed to ensure the provision of educational and rehabilitation services to all persons with disabilities in Pakistan, unfortunately, there were no reliable data available on the number of PWD in the country except the WHO estimates of 10% population of a developing country like Pakistan suffered from some sort of disability. At this stage study the incidence of disability as reported in Census 1981.

GOP 1983	Statistics of Disabled Person in Pakistan pp. 1-9	1-3
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National Policy for the Education and Rehabilitation of Disabled 1983 reviewed 1988 was the first exclusive government document, which emphasized on meeting special needs i.e. special attention, facilities, treatment, rehabilitation and other related services in Pakistan. These services were broadly categorized for visually impaired, hearing impaired, mentally retarded, physically disabled and children with multiple or complex disabilities.

Contrary to the 1981 Census, the National Census 1998 indicates 2.49% as population with disabilities in the country. Study of this Census from the following Website will help you to compare the situation of PWD in the country.

http://www.statpak.gov.pk/DEPTS/PCO/statistics/other_tables/disability_population.pdf

Awan.M.M.H (2002).	Special Education: A Statistical Analysis pp. 1-9	1-4
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From Reader

David Thomas 1982	The Experience of Handicap pp. 3-8	1-5
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GOP 1999	Statistics of Disabled Person in Pakistan pp. 1-9	1-4
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Both these dimensions of the population have been mentioned in the approved National Policy for Persons with Disabilities 2002. The experts agree that there is need for a more extensive survey based on rigorous methodology to arrive at a more realistic picture. The greatest barrier to accomplishing this task successfully is the attitude of parents who tend to conceal facts or deny the presence of disability in their children.

At this stage it would be better to study the following article which analyse the situation of disability in the country.

Awan.M.M.H (2002).	Special Education: A Statistical Analysis pp. 1-9	1-5
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WHO 1981	Report of the WHO Expert Committee on Disability Prevention and Rehabilitation pp. 7-9	1-6
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In order to plan and prepare programs/projects the welfare/benefit of the PWD on scientific lines, down to the District level and to provide comprehensive services of care, education, vocational training, employment and support to persons with disabilities, the National Policy (2002) grouped the 2.49% figure into age specific groups, which indicates the following estimated level of need

<u>Age</u>	<u>%age of Persons</u>
- Children under five who require some form of support, as well their families	10.43%
- Children 5-14 who require some form of support,	23.09%

as well their families

- Young people up to the age of 29 who will need further education, training and employment opportunity 23.98%
- Disabled adults requiring retraining and other welfare support and assistance 25.15%
- The disabled senior citizens requiring more special facilities 16.56%

The distribution of different disabilities within the defined population of PWD, as indicated in the 1998 census, provides a useful guide for planning programs as under:

i)	Physically Handicapped	19%
ii)	Mentally Handicapped & Insane	14%
iii)	Multiple Disabilities	8.21%
iv)	Visually Impaired	8.6%
v)	Hearing Impaired	7.40%
vi)	Others (Not classified but included as disability)	43.33%

The situation of special education institutions in Pakistan is given as follows;

Year	Publisher/Disability	DISABILITIEIS					Total
		PH	MR	VI	HI	MH	
1986	DGSE	17	29	30	51	----	127
1989	AIOU	24	35	39	60	---	158
1994	DGSE	42	37	62	79	62	282

* 197 centers serve more than one disability.

The above table indicates a reasonable increase of special education institutions during the years from 1989 to 1994. Apart from this, on the initiative of the Government of Punjab 91 institutions (catering to all categories) have been established during (2005-06) that have now been taken over by the District governments with the implementation of devolution plan.

The above-mentioned special institutions throughout the country are managed by the following:

- i) **Federal Government**: under the Directorate General of Special Education Islamabad
- ii) **Provincial Government**: being run by Provincial Ministries of Education in Sind, Baluchistan and NWFP, Directorate of Special Education. Social Welfare Departments and Bureau of Curriculum M/O Education. In Punjab a separate Ministry for Special Education has been set up. However, now been working under the administrative control of the District governments
- iii) Institutions being run by the Non Government Organizations. (NGOs)/ Private Sector.

The existing services offered to special children by above-mentioned institutions include:

- a. Education from Kindergarten to elementary, secondary, and higher education level.
- b. Organization of vocational training for special children and adults.
- c. Promotion of income-generating opportunities for special children through sheltered workshops.
- d. Awareness about prevention and early intervention strategies to minimize the effects of disabilities.
- e. Facilitate special children in becoming useful and productive member of the society.
- f. Extend facilities like health, counseling and guidance to special children and their families.

These institutions are catering for 22% of the total population of Visually Impaired Children; 28% of Hearing Impaired; 15% of Physical Disabled; 13% of Mentally Retarded and 22% of Multiple Handicapped (Farhat, 2001).

It indicates that Pakistan has a large number of out of school special children for whom the educational provisions are still needed. Besides this the present trend in population growth would multiply this number in future. If this situation prevails, the present system may not be sufficient to meeting requirements of special persons in the years to come, without introducing inclusive education.

On the basis of the available information in the 1998 Census document, the DGSE has prepared National Policy for Persons with Disabilities 2002 in view of the required data on disabilities on the above

pattern covering all the districts of Pakistan including AJ&K and Federally Administered Northern Areas. This document constitutes an important base-line data, enabling the Federal/ Provincial/District Governments and the NGOs in their future planning to implement the national policy for persons with disabilities. An Action Plan has been drafted by DGSE, which is under process for implementation.

I hope you have gone through the prescribed pages. Let us revise some of the crucial aspects covered in these reports.

Exercise:

- A. The main purpose of educating special children is to make them self-sufficient in caring for themselves. What are the other possible reasons for starting Special Education Programmes? Please list at least three:
- a. _____
 - b. _____
 - c. _____
- B. According to 1998 census about 2.49% of the total population is suffering from some sort of disability in Pakistan. Please find out distribution of the population with disabilities in:
- | | |
|-------------------|------------|
| Sind _____ | NWFP _____ |
| Baluchistan _____ | AJK _____ |
| Punjab _____ | |
- C. The international year of disabled persons 1981 was observed in Pakistan for the following purposes other than stated in the reference:
- a. _____
 - b. _____
 - c. _____
 - d. _____
- D. The social needs and problems of disabled children in Pakistan include:
- a. _____
 - b. _____
 - c. _____
 - d. _____

1.4 Handicap, Disablement and Impairment

We know that disability refers to intellectual, emotional and physical disorders which affect the individual mentally and physically. All professionals and ordinary persons tend to use the term 'handicap', 'disablement' and 'impairment' as synonyms or interchangeable, because the precise and unvarying definitions which may be considered ideal are not available. However, the operational definitions of all relevant terms are being used by experts in this field which are given in the following prescribed reading.

Thomas 1982	"The Experience of Handicap", pp. 6-8.	1.7
WHO 1981	"Report on disability prevention and rehabilitation", pp. 7-9.	1.8

These references provide us an opportunity to form a viewpoint about definitions. We should now be in a position to comprehend that any loss or abnormality, permanent or transient of psychological and physiological or anatomical structure or function which disturbs normal structure or functioning is known as *impairment*, whereas disability refers to a restriction of ability to perform normal *activities*, and handicap results from impairment or disability which limits normal functioning. Now we are able to differentiate between the term handicap, disablement and impairment. Let us recall our memory.

Exercise:

- A. Disability refers to _____
- B. Handicap is a term _____
- C. The term impairment is defined by Bury as _____

1.5 Definition and Scope of Special Education

There is a need to recognise the importance of providing educational facilities to develop the potential of an individual to interact effectively with his/her environment and the society in which he/she lives. As you have already studied in previous readings the field of Special Education for exceptional children has great importance in the existing educational system. Let us see how Hallahan and Kauffman define Special Education as it exists in the USA. This is the model we will be looking at closely throughout the course and we will also

look at some of the developments in the UK.

Santrock J.W. & Arends R.I. 2001	"Educational Psychology," Classroom Instruction and Management pp. 197-230.	1.9
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Hopefully, you have gone through the prescribed pages and are now able to analyse the field of Special Education as it deals with minimizing educational problems of children with handicaps. It also updates your knowledge and experiences. The special education is a multi-disciplinary approach which requires action by many other fields relating to the services for the disabled. It emphasizes development of vocational skills in handicapped children so as to make them useful members of the society and enable them to perform their roles effectively.

Exercise:

- A. The aims of Special Education in Pakistan are to:
 - a. develop _____
 - b. impart knowledge of _____ and _____
 - c. _____ and _____
 - d. _____

- B. A resource teacher is one who provides _____ and _____ .

- C. Hospital and homebound instructions are required for children who _____

- D. Generally, the exceptional children are categorized in Pakistan as:
 - a. Sensory handicapped;
 - b. _____
 - c. _____
 - d. _____
 - e. _____

1.6 Definition and Scope of Social Welfare

The under-privileged, needy and destitute individuals, groups and

communities need special attention, services, goods and financial aid to become self-reliant and useful members of the society. This objective is given top priority in social welfare programmes world wide and in developing countries in particular. All religions stress mainly on the well-being of every individual. Being an Islamic state, our government is taking keen interest in the social welfare which can be studied through the following document or visiting Website: http://www.statpak.gov.pk/DEPTS/PCO/statistics/other_tables/disability_population.pdf

GOP 2006 M/O SW & SE	Year Book 2005-2006 pp. 10-21	1-10
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It is very clear that Social Welfare is aimed at improving the material conditions of human existence so as to create a better society.

Keeping in view the fact that there are a large number of handicapped children in Pakistan and in allover the world, the Social Welfare Programmes can help to improve the quality and quantity of services organized for the handicapped persons. Thus we can say that the Social Welfare Organizations including government, non-government and international are complementary to Special Education as they help in limiting the disabilities by promoting preventive measures and providing adequate services needed by the persons with disabilities.

Exercise:

- A. Hopefully you have read the prescribed pages and now define the following terms:
- a. Social Welfare is _____ .
 - b. Social work deals _____ .
 - c. Social services provide _____ .

1.7 Definition and Scope of Rehabilitation

We are aware about the term rehabilitation defined in Ref: 1 and you should be able to recall its substance. Let us complete the following statements:

- a. Rehabilitation included all _____ .
- b. It also aims at _____ .
- c. Rehabilitation services in Pakistan are organized by:

- i. Handicapped themselves.
- ii. _____
- iii. _____

The scope of disability and rehabilitation in the modern world is taken in a wider sense which extended the provisions of rehabilitation services for all the categories of handicapped. Let us study through the following pages about the concept of rehabilitation of disabled.

Stephan Pilling (1991)	Rehabilitation and community care pp. 9-21	1-11
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Having gone through the prescribed reading material, enlist the main reasons for providing rehabilitation services.

- a. _____
- b. _____
- c. _____

We can educate and train the persons with disabilities by providing them with suitable facilities to make them useful independent members of the nation instead of continuing as deprived and useless dependents. The impact of handicap can be immensely reduced by providing rehabilitation services to the persons with disabilities based on the following guidelines

- a. _____
- b. _____
- c. _____

Now check with the referred material and see if you have done it correctly.

Exercise:

The rehabilitation services include the following provisions in our country.

- a _____
- b _____
- c _____
- d _____

Activity:

We can reduce the impact of handicap by providing the above services. Being a teacher of children with special needs, please suggest some measures, you have experienced as teacher and discuss these measures with your tutor.

Suggested Readings:

N. G. Harring (1986) Behaviour of Exceptional Children, pp.6-16.

Awan M.M.H (2003); “Effectiveness of Educational Technology for Teaching Special Children”. Unpublished PhD Thesis, submitted to Department of DNFE, AIUO (Chapter-2)

Govt. of Pakistan, Five Year Plan (1993-98)

Chapter on Social Welfare and Special Education:

Medium Term Development Framework 2005-10 (Chapter 5, pp 55-72)

Website of Ministry of Social Welfare and Special Education for Statistical Data on Disability and related services:

www.apcdproject.org/country/profile/pakistan/pakistan_stat.html

www.pakistan.gov.pk/ministries/index.jsp?

1.8 Self-Assessment Questions

- Q-1. Differentiate Special Education from normal/general education.
- Q-2. What is the role of Social Welfare in Pakistan?
- Q-3. Assess the Rehabilitation Services in developing countries with special reference to Pakistan.

- Q-4 Discuss the statement 'the presence of impairment does not necessarily imply disability and neither does disability imply handicap'.
- Q-5. What steps have so far been taken to promote Special Education in Pakistan?
- Q-6 Answer in Yes or No:
- a. A disabled female child will only be given special attention during the plan period in Pakistan.
 - b. According to the government policy the special schools and institutions are proposed to be clustered in the big cities.
 - c. In 1998, Govt. of Pakistan declared nearly 4 lacks persons as blind in Pakistan.
 - d. Social Welfare is only concerned with educational development of people.
 - e. In 2006, the International Year for Disables Children was observed in Pakistan.
- Q-7. Tick the correct answers:
- a. Population of disabled in Pakistan is nearly:
 - i. 1.5%
 - ii. 2.5%
 - iii. 10%
 - b. Most of the needs of the pre-school disabled child will be met by:
 - i. Peer group
 - ii. Family
 - iii. Government
 - c. The Rehabilitation Services in Pakistan are:
 - i. Sufficient
 - ii. Insufficient
 - iii. Need improvement
 - d. Which of the following can be regarded as a vehicle of Social Welfare:
 - i. Sociology
 - ii. Social work
 - iii. Society
 - e. Special Education is a field of teaching:
 - i. Hearing impaired
 - ii. Visually impaired
 - iii. Exceptional.

Unit No. 2

HISTORICAL ROOTS AND DEVELOPMENT OF SPECIAL EDUCATION

Written by:

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Reviewed by:

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2.1 Introduction

History is the "race-memory". The present is derived from the memories of the past that explains the previous experiences and guides for glorious future. In the same way the present system of Special Education gets its buoyant inspiration from the past. Present state of Special Education has not come into being all of a sudden. Various factors are responsible for this change which can be studied under primitive and ancient period spread over centuries. Middle age, an era of institutions (1800-1900), a period of public schools and special schools (1900-1960/70) leading to accelerated growth (1960/70 to present). The historical roots and development of Special Education with particular reference to developed countries is introduced in this Unit.

2.2 Objectives

Through the study of this Unit, you will be able to:

1. Describe the spread of Special Education as a progressive, social and economic discipline in the world.
2. Indicate the nature of social and cultural changes brought by Special Education.
3. Enumerate the significant events that led to the development of Special Education through various stages.
4. Indicate the constitutional provisions on Special Education.

2.3 Primitive and Ancient Period

Special Education is not as old as the exceptional. In the early history, the handicapped were considered to be 'punished' or 'rewarded' human beings who worked under the command of supernatural. They were targets of both worship and rejection, so the people treated them politely or cruelly. This situation was challenged by some courageous and ambitious people. Let us see how this period is visualized by Gearheart and Weishahn.

Gearheart Weishahn 1980	"The Handicapped Child in the Regular Classroom", pp. 5-7.	2.1
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The study of the above referred pages must have enabled you to conclude that in the early history the handicapped were supposed to be individuals possessed by demons or evil spirits. But with the development of civilization, this situation changed. The need of Special Education for exceptional was realized, which improved the status of handicapped to a considerable extent.

Exercise:

Could you write three reasons which led to the realization of the need of Special Education for the handicapped in UK/USA?

- a. _____
- b. _____
- c. _____

Activity:
Imagine yourself as ITARD who has accepted the challenge to civilize and educate VICTOR and relate your experiences.

2.4 Middle Age

The nineteenth century is considered to be the most important period in which **significant changes** took place about our perception of the problem. Again we refer to **Gearheart and Weishahn**.

Gearheart, B. & Weishahn, M 1980	The Handicapped Child in the Regular Classroom. pp. 7-9.	2.2
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No doubt, this is the time, when institutions were established for this purpose. These institutions changed the attitudes of the general population for accepting the handicapped. The realization of professionals contributed significantly in planning and providing a harmonious atmosphere for the teaching and learning process of the handicapped. Now we should be able to do this exercise.

Exercise:

- A. Following countries were the pioneers in initiating the institutional programmes for the handicapped:
 - a. _____
 - b. _____

- c. _____ d. _____
- B. The early Special Education institutions organized in Pakistan were about:
- a. _____
- b. _____
- c. _____
- d. _____
- C. Methods of instruction in the above institutions were:
- a. _____ for _____
- b. _____ for _____
- c. _____ for _____
- d. _____ for _____

Activity:

Find out the names of organization which initiated the Special Education programmes in Pakistan.

2.5 Renaissance and Coming of the New Age

The next stage in the evolution of Special Education was the advocating of a policy of education of the handicapped along side their peers in normal schools. This led to the demand of individual programmes for these pupils with full access to the normal curriculum. To study these changes, again we refer to:

Jampala Madhu Bala et. al. 2004	"Methods of Teaching Exceptional Children," pp. 29-48.	2.3
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We see that the efforts of professionals really proved fruitful and Special Education programmes were introduced in general public schools which met considerable acceptance and success. Special classes were arranged and specific curriculum programmes were organized for students with special needs. These steps were given sufficient support by legislation even in South Asian countries. Now hopefully you are able to do this exercise.

Exercise:

- A. Enlist the main changes which were introduced during this period in UK/ USA.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

You will enjoy more, if I refer you to read the following pages of another relevant book at this stage:

Hallahan Kauffman 1986	"Exceptional Children,' pp.12-21	2.4
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Activity:
Now make a list of changes in the field of Special Education which took place in the subcontinent.

2.6 Evolution in the Status of the Disabled Persons

The recognition of the disabled persons in the society opened new vistas, thinking and attitudes which resulted in a massive movement in the western world. Due status was given to the handicapped. Adequate and necessary facilities were organized for some disabilities. Special Educator and other professionals were recruited to provide appropriate educational and vocational training in these institutions. Let us see how the measures provoked new interest in the field of Special Education.

Gearheart Weishahn 1980	"The Handicapped Child in the Regular Classroom," pp. 12-16.	2.5
Hallahan Kauffman 1986	"Exceptional Children," pp. 21-25.	2.6

These pages have provided us an opportunity to look into the rights given to the disabled persons who helped socially and economically reducing the impact of disabling and handicapping conditions on their lives. Let us undertake the following exercise at this stage.

Exercise:

A. You have studied the rights granted to handicapped according to the public law 94-142 in the USA. Now write down the rights granted to handicapped by 1981 Education Act in UK.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____

B. Following are the major responsibilities of the Directorate General of Special Education in Pakistan, deal with:

- a. _____
- b. _____
- c. _____
- d. _____

C. The National Trust for Disables (NTD) in Pakistan. deals with:

- a. _____
- b. _____

I hope you have done it well. Now let us proceed further and enter the dynamic modern age which has revolutionized the entire discipline of Special Education.

2.7 Modern Age

The doctors, physiotherapists, philanthropists, social workers and educationists are putting their heads together to create the best conducive atmosphere for enabling the handicapped to achieve social integration. Let us study these new trends and issues in Special Education.

Heward William L. 2001	Exceptional Children pp.15-21.	2.7
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Here Heward William L. has considered the area of Special Education as a multidisciplinary activity which involves active participation of experts from other fields. These rehabilitation efforts are the outcome of joint endeavours of parents, teachers and community workers in the field of Special Education. The prominent voluntary organizations and government are giving due attention and taking keen interest in this noble cause. We will study all these services and current trends and issues in Units 6, 8 and 9 of our Study Guide as well.

Exercise:

- A. Following non-government organisations are dealing with the educational and vocational rehabilitation of handicapped in Islamabad.
- a. _____
 - b. _____
 - c. _____
- B. Pakistan being a developing country is spending a handsome amount on rehabilitation of handicapped. Have a meeting with Head-teacher of special education center in your locality and note the budget allocation on:
- a. vocational training _____
 - b. recreational activity _____
 - c. transportation of students _____
 - d. computer training facilities _____

2.8 Special Education in Pakistan

As we have already studied that in 1998 general census were collected. A column on disabilities was included in the data collection form. Just to refresh your knowledge, the table given below indicates the data of disabled population according to the 1998 census issued by government of Pakistan.

Data on Disability (Census 1998)

1.	Total Population	Male: 68,873,686	Female: 63,478,450	Total: 132,352,155	%age
2.	Population of Persons with Disabilities	1,918,705	1,374,450	3,293,155	2.49

The disability wise distribution of persons with disabilities according to the census 1998 is shown in this table.

Population (Disability-Wise)

	Disability	Male	Female	Total	%age
a.	Visually Handicapped	146029	119,369	265,398	8.06
b.	Hearing Impaired	138,235	105,448	243,683	7.40
c.	Physically Handicapped	382,262	243,523	625,785	19.00
d.	Insane	119,645	91,209	210,854	6.40
e.	Mentally Handicapped	13,488,7	115,297	250,184	7.60
f.	Having more than one disability	140,285	130,166	270,451	8.21
g.	Others	857,362	569,438	1,426,800	43.33

The availability of reliable data is necessary for realistic planning, developing and implementing the policies and plans. The two references regarding population of persons with disabilities based on the census of 1981 and 1998 give different estimates of 10% (1981) on the basis of WHO estimates and 2.49% on the basis of actual census of 1998. Comparison on the two data creates doubts, which means there is a drastic decrease from 10% to 2.49% in disability rate in the total population of Pakistan. Such wide variation in data shows un-familiarization of numerator with the concept of disability. Actually the interpretations of disabled vary significantly that has also affected the collection of data and there is lack of agreement about the reported figures for the PWD in the country. As we have already studied in Unit-1, that the Directorate General of Special Education is actively involved to provide up-to-date services for the

betterment of PWD. It would be better to acquaint with the organization and responsibilities of DGSE.

Director General of Special Education – An Analysis

Social Welfare and Special Education Division was initially created in 1982 as a Division in the Cabinet Secretariat. In 1989, it was upgraded to the level of Ministry but in 1996 it was merged with Ministry of Women Development and the Ministry was renamed as Ministry of Women Development, Social Welfare and Special Education. In September 2004 it was named as Ministry of Social Welfare and Special Education. It is head by a Federal Minister. A Federal Secretary is the key administrator of the ministry. This Ministry addresses the needs of the poorest of the poor (men and women) children, special persons and senior citizens through close coordination and collaboration with provincial and district counterparts, the private sector and civil society organization at all levels. Social welfare is on the concurrent list of the functions.

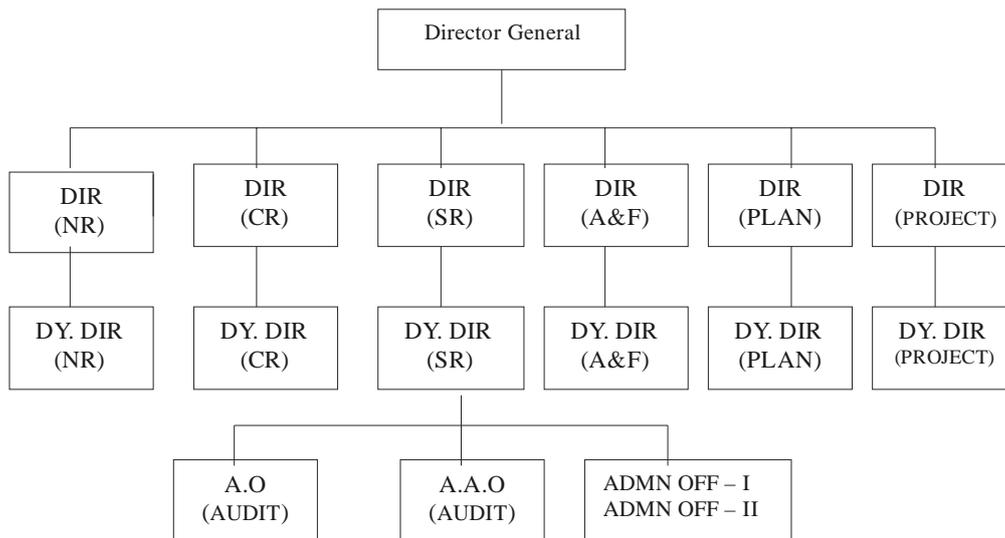
The DGSE was established in 1985 as an attached department of the Social Welfare and Special Education Division, to launch special education services throughout the country. The functions under the Rules of Business allocated to this Ministry in this specific area relates to “Training and Education of Disabled”. Charter of duties assigned to the DGSE is as under;

- Preparation & execution of policies and plans for education, training and rehabilitation of disabled
- Development standardization of curriculum
- Selection, appointment & training of teacher and allied staff
- Arrangements of conferences seminars, workshops and lectures etc.
- Planning and coordination in the field of special education at national level
- Facilitation in agreements with national and international organizations in the field of special education
- Special education research / survey
- Overall execution and supervision of special education programs at national level.

Currently DGSE is working as governing body with 51 centers (Annex ‘H’) and 13 projects (Annex ‘J’) all over Pakistan. The

organization structure of DGSE is given in Figure 1. The Director General is the administrative head of the DGSE. He is responsible for smooth functioning of the overall qualitative and quantitative responsibilities assigned to the DGSE.

Figure 1
STRUCTURE OF DGSE



Director Northern Region (NR) looks after the centers and projects operating for education, training and rehabilitation of persons with disabilities at Islamabad, Northern Areas, Azad Jammu & Kashmir (AJK) and North Western Frontier Province (NWFP);

Director Central Region (CR) takes care of the centers and projects working for education, training and rehabilitation of persons with disabilities in the province of Punjab.

Director Southern Region (SR) is responsible for the centers and projects operating for education, training and rehabilitation of persons with disabilities at provinces of Sindh and Baluchistan;

These Directors are responsible for providing appropriate inputs and to check performance of the centers and projects in terms of education, training and rehabilitation of persons with disabilities. Apart from it they take care for organization of appropriate extra curricular activities, parents counseling, medical check ups, home visits, standard of teaching learning process, staff development through study visits, seminars, discussions, symposiums and in-service training of the teaching and support staff.

The Director Administration and Finance: is responsible for overall administration including placement, transfer and recruitment etc.

Director Planning: floats the development schemes, get them approve and ensures implementation as per approved schemes.

Director Project: is responsible for maintenance and physical architectural infrastructure of the institutions working under DGSE.

Deputy Directors: according to the hierarchy of the system deputies are supposed to assist the Directors in smooth functioning of the role of the concerned director. In the absence of the Director they perform as the In-charge Director. They are main source of coordination between the directors, teachers, related persons / professionals and visitors.

Admin. Officers: There are two Admin officers (i.e. Adm. Officer-I, Adm. Officer-II). Adm. Officer - I; looks after the matters related to non-gazetted staff working under the DGSE, whereas Adm. Officer - II; is responsible for matters related to gazetted posts i.e. BPS - 17 and above. They deal with recruitment proposals, appointments, postings, leave, loans, medical reimbursement, traveling bills and other related matters.

The percentage of PWD in total population of the country is 2.49% although this figure included those who have mild or temporary conditions require access to some support or assistance. Studies undertaken in Pakistan and elsewhere however pointed out that a smaller group of individuals existed who had serious or severe disability conditions, which are in need of detailed intervention and support on a long-term basis. In 2002 the Government of Pakistan (GOP) Ministry of Social Welfare and Special Education (MoSWSE) by envisaging potential

of persons with disabilities launched National Policy for Persons with Disabilities.

Salient features of the policy

- i) The “Vision” is to provide an environment, realizing fully the potential of persons with disabilities, through their inclusive mainstreaming
- ii) The “Goal” of this policy is empowerment of persons with disabilities for the realization of their full potential in all spheres of life.
- iii) The “Mission Statement” of the policy speaks of optimal development persons with disabilities.
- iv) The “Guiding Principles” of the policy primarily stress on the constitutional guarantees for human rights, non-discrimination and gender equity, the rights based approach and active collaboration from the stake holder etc.
- v) The Policy’s “Aims and Objectives” cover the areas like integration and mainstreaming, involvement in planning and implementation process, enjoying all rights and opportunities, adequate formulation and strict enforcement of the legislation, expansion of service infrastructure, use of modern technology and skills and removal of financial and technical constraints in way of program implementation for the disabled.
- vi) Strategy to implement the Policy rests around: -
 - a. Advocacy and mass awareness
 - b. Ownership of disability issues by stakeholders and strengthening of process of service delivery.
 - c. Paradigm shift from exclusive system of education to integrated education
 - d. Provision of quality services to persons with disabilities
 - e. Comprehensive networking of services
 - f. Strong partnership with Ministries, Provincial Departments and Private sector.
- vii) Areas of Focus and Special Attention included
 - a) Early intervention, assessment and medical treatment
 - b) Education and training
 - c) Vocational training, employment and rehabilitation
 - d) Research and development
 - e) Advocacy and Mass awareness
 - f) Sports and recreation
 - g) Design of building parks and public places
 - h) Institutional arrangement / mechanism
 - i) Funding
 - j) Monitoring

Note: National Policy for persons with disabilities 2002 is included in the Reader
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As a follow up action in response to the above-mentioned national policy a national plan of action has been prepared on the philosophy for access, inclusion and equalization of opportunities for persons with disabilities (2004). It was a highly ambitious proposal, which needed refinement through broader consultation. For this purpose MoSWSE circulated the document widely among government line ministries and departments at the federal and provincial level, NGOs and academics working in the area of disabilities, and private individuals to make it really workable. The existing services are proposed to be designed in an integrated manner to achieve the goals of policy by extending the services to the rural areas (2/3 of the disabled live) that are currently neglected. These are areas for action to implement the NPA;

- i. Determining the extent of disabilities and their causes
- ii. Improving prevention of injuries, deficiencies, diseases and other factors known to cause disabilities.
- iii. Mobilizing early detection and intervention
- iv. Escalating the medical rehabilitation services
- v. Strengthening of special education for children with severe and moderately severe disabilities
- vi. Promoting inclusive education for children with Special Education Needs (SEN)
- vii. Enhancement in provisions for women with Disabilities
- viii. Access to information and communication, including information, and assistive technology.
- ix. Expanding and reinforcing vocational training, employment (including self-employment) and economic rehabilitation.
- x. Poverty alleviation through capacity building, social security and sustainable livelihood programs.
- xi. Legislative support persons with disabilities
- xii. Creation of barrier free physical environment
- xiii. Raising public acceptance and improving social integration and environment
- xiv. Sports for persons with disabilities
- xv. Boosting capacity for production and supply of prosthetics, orthotic and assistive aids and other supporting items and facilitation in duty free imports.
- xvi. Increasing support to the NGOs for service delivery in rural areas
- xvii. Linkage at federal, provincial and district level

In April 2005 the participants from the Ministry of Social Welfare and Special Education, Ministry of Education, Ministry of Finance, Higher Education Commission, Provincial Government of Baluchistan, Provincial Government of Punjab, Provincial Government of North West Frontier Province, Provincial Government of Sindh,

Government of AJ&K Government of Northern Areas, University of Punjab, Allama Iqbal Open University, Federal Directorate of Education, Royal Norwegian Embassy, Braillo Norway, IDP International Development Partners [Norway, Indonesia and Pakistan], Sight Savers International, Hassan Academy, UNESCO, UNICEF and Related NGOs unanimously agreed upon the declaration called 'Islamabad Declaration on Inclusive Education' after a national consultation. Salient features of the declaration follow;

1. Ensure that all children regardless of gender, abilities, disabilities and socio-economic, cultural, and ethnic backgrounds;
 - Are treated with dignity and respect;
 - Have equal access to education, health services, work and all other aspects of life;
 - Are enabled to develop their full academic, physical, emotional and social potential;
 - Have access to learning material in appropriate media and technical devices; and
 - Develop confidence in their own abilities, skill and future prospects.
2. Design federal and provincial policies, Plans of Action and provide sufficient resources to match with the development and comprehensive implementation of inclusive education in all public and private schools throughout Pakistan.
3. Develop and implement a coordinated mechanism between all federal, provincial and district governments, institutions under the Ministry of Education, the Ministry of Social Welfare and Special Education and the Higher Education Commission [HEC]. All efforts should be made in line with the National Plan of Action [NPA].
4. Develop inclusive, child and learning friendly environments on all levels of the mainstream public and private education system [from pre-primary to tertiary education] throughout Pakistan.
5. Eliminate barriers to learning, participation and development;
 - At all levels of the mainstream public and private education system [from pre-primary to tertiary education] throughout Pakistan; and
 - In all public areas [i.e. parks, shopping centers and public transport]
6. Create, develop, support and strengthen structures to meet the needs and develop the unique abilities of all children through extensive cooperation amongst all ministries, institutions and organization concerned.

7. Ensure that all teachers and school administrators in pre and in-service education and training, learn to embrace and encourage the diversity of needs and abilities of children, among other through;
 - Development and implementation of flexible curricula and evaluation systems;
 - Use of technology to improve teaching and learning process;
 - Networking of resource persons within the social, medical, vocational and other relevant fields; and
 - Introduction of “Embracing Diversity - UNESCO / UNICEF Toolkit on Creating Inclusive, Learning - Friendly Environments”.
8. Continuously promoting and raising awareness about the concepts of inclusive education through teacher education and training, human resource development within the government and non-government sector, advocacy, research forums, mass media etc.
9. Develop mechanisms to secure efficient coordination of all efforts related to education among the Ministry of Education, Ministry of social Welfare and Special Education, Ministry of Finance, Ministry of Information and Broadcasting, and other line ministries in order to implement the idea of inclusion in public and private sector schools.
10. Incorporate inclusive education into all laws, policies and plans [incl. EFA Plans, EMIS, etc.] related to education, health, etc.
11. Actively engage and involve children, parents, teachers, professionals, community and religious leaders, civil society organizations [including charitable foundations, welfare organizations, etc.] business community and philanthropists in all aspects of school development, policy, management and support to children.

Exercise:

- A. Let us try to point out some other factors which have determined the plight of the handicapped and led to the creation of Special Education Programmes.
 - a. _____
 - b. _____
 - c. _____

- B. Pakistan is doing its best for the rehabilitation of the handicapped. One of these steps is the reservation of quota for posts and seats in institutions. Give reasons to justify this provision:
- a.. _____
 - b. _____
 - c. _____

Activity:

In the light of the Quran and Hadith, enlist the Islamic injunction for the betterment of disabled persons.

Suggested Reading:

For further study; to enhance your knowledge the following books are recommended:

1. Hallahan, D.P. & Kauffman J.M. (1981) The Handbook of Special Education New Jwersey, Prentice-Hall chapter 1&2 pp.4-43.
[www.pakistan.gov.pk/ministries/index.jsp?](http://www.pakistan.gov.pk/ministries/index.jsp)

2.9 Self-Assessment Questions

- Q-1. What were the main reasons for providing Special Education to the handicapped?
- Q-2. Evolution of science brought revolutionary changes in the status of handicapped, Discuss.
- Q-3. Compare the present situation of Special Education with that of ancient period.
- Q-4. Give a brief description of Special Education Service provided to disabled in Pakistan.
- Q-5. Write down the rights which handicapped are enjoying now in Pakistan.
- Q-6. Answers the following in Yes or No:
- Situation of the disabled changed immediately in Pakistan after 1981.
 - In eighteenth century, the programmes and services for talented gifted or creative students were at its climax.
 - Special Education is a sub-system of the total education system.
 - Most of the originators of Special Education were European physicians.
 - Special Education also includes programmes and services for talented and gifted.
- Q-7. Fill in the blanks:
- Legislation providing Special Education may be of two types: premising and _____
 - Itard was _____ physician who was an authority on diseases of the ear and education of the deaf.
 - In the early history the mentally retarded were considered to be _____ kept by the wealthy for entertainment.
 - The education of disabled children is now becoming an _____ part of the education system.
 - Most of the Special Education Schools are working in the _____ areas of Pakistan.

Unit No. 3

BASIC DATA ON SOCIAL PROGRESS AND STATISTICS OF CHILDREN IN PAKISTAN

Written by:

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Reviewed by:

**Heather L. Mason, Ph.D
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3.1 Introduction

Since independence we have been struggling hard to make our country technologically self-reliant and economically stronger and stable. The joint efforts of public and private sectors and their achievements are appreciable, but still we are beset by many problems which hinder our social progress. In order to accelerate social progress, identification of the problem and quantification of remedial measures is necessary. In this Unit, you will study the indicators which affect social progress of a country.

3.2 Objectives

After studying the Unit, you will be able to:

1. Identity various uses of demographic data for understanding the present prevailing issues.
2. Trace out the origin of various aspects of demographic data and establish liaison between the needs and resources.
3. Describe various indicators of social progress.
4. Compare the development of country in various sectors.
5. Describe the present structure of economy of Pakistan.
6. State the basic statistics of incidence of disability in the children.

3.3 Background

Pakistan emerged on the world map as an independent state on August 14, 1947. It was the result of efforts of the Muslims living in India for the last several centuries. Historically it is one of the oldest lands with monuments of very old civilizations of the world. This land has been invaded by Aryans, then Arabs (712 A.C.) and Turks and lastly Britishers who ruled it for a period of about two centuries.

Pakistan came into existence on the basis of two-nation theory. Muslims are the major group of population of Pakistan while Hindus, Buddhists, Christians and Parses are also contributing to its total. Socially, followers of every religion are availing all the facilities like those of the Muslims. They are actively involved in trade, business, education, health and almost every sector. To refresh our knowledge about the historical background of the country, we may visit the following website:

Pakistan 2007	http://www.answers.com/topic/demographics-of-pakistan	3.1
	http://www.info.gov.pk/public/people/index.html	

It should be clear that we are the inheritor of an ancient civilization. Many invaders came here and left their impacts on our culture. The Islamic Civilization not only reflected its culture but changed the minds and souls of the inhabitants of the subcontinent as well. The Islamic way of life was so deeply rooted in the souls and minds of the people that they demanded for a separate homeland, Almighty Allah granted the wish and Muslims of the sub-continent succeeded in getting independent Muslim state under the dynamic leadership of Quaid-e-Azam Muhammad Ali Jinnah on 14th August, 1947.

You can read many other books to enhance your knowledge about your country. Let us have an exercise to check what we have learnt yet.

Exercise:

- A. Some very old centres of civilizations like Soan Valley are found in the areas constituting Pakistan. Write down some other cultures which have affected the civilization of this region:
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
- B. Let us enlist those Muslim invaders who conquered the sub-continent after Mohammad Bin Qasim but has their capitals outside India:
- a. _____
 - b. _____
 - c. _____
- C. The impact of Khilafat Movement on the Muslims of South Asia include:
- a. _____
 - b. _____
 - c. _____

- D. The following languages were given the status of official languages in this region before the creation of Pakistan.
- _____
 - _____
 - _____
- E. The prominent figures who played a tremendous role in the movement of Pakistan are:
- _____
 - _____
 - _____

Activity:

Collect the information and photographs from different sources on Pakistan movement.

3.4 Basic Demographic Data, Density, Rural-Urban Dispersal, Labour Force, Unemployment.

The population of Pakistan at the time of independence was 32.5 million. It has increased to 84.25 million in 1981, with a growth rate of about 3% per annum and to 117.32 in 1991 now reached to 156.77 million (Economic Survey 2006-07). The average growth ratio of population is 2.6% per annum. The rise in population and unemployment are affecting the density of population. An increasing shift of population from rural to urban areas is creating a gap in the provision of basic facilities like health and education services. A regular appraisal of the rates and ratio of various indicators of progress is the important need of the time. We may refer to the following source to understand these indicators:

Government of Pakistan 2007	"Economic Survey", 2006-07 pp. 189-205.	3.2
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The housing, health and education services have been taken on priority basis by the present government. Schemes are announced to grant proprietary right for Harees, the dwellers of Kachi abadis and for the homeless. For rural development, various programmes have been initiated to improve the living standard of the rural population and for betterment of existing facilities. Health facilities at urban and rural levels are given top priority. Doctors and traditional practitioners are encouraged to concentrate in rural areas. Most of the contagious diseases have been reduced and efforts are being made to combat and eradicate other infectious diseases. The main cause of most of the contagious and abdominal diseases is non-availability of clean drinking water and un-satisfactory sanitation. Food and mal-nutrition also contribute to it. The government has taken it up seriously and achievements in this sector are considerable.

You are referred to study the chapter 13 titled as “Population, Labour Force and Employment” of Economic Survey 2006-07. <http://www.finance.gov.pk>

A thorough study of the prescribed materials will reveal the true picture of the theme mentioned above. Let us check our understanding by doing the following exercise:

Exercise:

- A. Main features of the Population Welfare Programme are:
- a. _____
 - b. _____
 - c. _____
- B. According to 1998 census, many persons migrated within the country from rural to urban areas. Following were the main reasons of the urbanization:
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____

Activity:

Read the listed references for information and suggest some measures to absorb the handicapped population in jobs where they do not feel themselves misfit.

3.5 State of Economy

The economic situation of a country depicts its path towards development and progress. Agriculture occupies the pivotal position in the economic development of a country. Mineral resources and manufacturing are the other components of economic structure; remittances from Pakistani workers working abroad also contribute to the economy of our country. Let us see how this matter is described in the following reference:

Government of Pakistan 2007	"Economic Survey," 2006-07 pp. i-xxxviii. http://www.finance.gov.pk	3.3
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The referred pages gives an overview of the Economy. Pakistan's growth performance over the last five years is enviable in many respects. An economic grown at 7% in 2006-07, the real GDP has grown at an average rate of 7.5 % per annum in the last four years. The real per capita income has grown at an average rate of 6.6 % per annum over the last four years.

You would not mind it if I ask you to do the following exercise to check your insight about the concept at this stage:

Exercise:

A. Indicate growth of the following as indicated in Economic Survey 2006-07:

- a. Agriculture _____
- b. Manufacturing _____
- c. Services _____
- d. Investment _____

B. Following measures have been taken to check the inflation in Pakistan:

- a. _____
- b. _____
- c. _____

C. Enlist the main reasons' for the slower growth of resources in the country:

- a. _____
- b. _____
- c. _____

3.6 Social Progress

Pakistan inherited few educational institutions at the time of independence. Since then, efforts for increasing literacy have been made through various campaigns. The health services have been improved to provide advice and medical facilities to the female population to control the infant mortality rate and expand life expectancy. Although efforts are being made in an active manner but the gaps are unmanageable due to high birth rates. Improvement is still needed to raise educational levels, basic living habits and population control. Social progress is briefed in an effective manner in the following reference:

Government of Pakistan 2007	Economic Survey 2006-07 pp. 161-173. http://www.finance.gov.pk	3.4
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Education is the most vital step to achieve social progress. Unfortunately, the literacy rate in Pakistan is 54% (65% males and 42% females) which is the lowest among developing countries and a blot on our social image. Table 11.1 from the above reference gives a true picture of literacy rate. With the efforts of government there is a reasonable rise in enrolment. However, the problem of drop-out is quite intense. Keeping in view the importance of this significant field, development efforts have been done at all levels to improve the standard of education in the country.

At this stage we should have an exercise to check our understanding.

Exercise:

- A. Social progress of any country consists of the following:
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
- B. The existing structure of health facilities in Pakistan is not appropriate. Suggest the most practicable and suitable ratio for the following:
- a. One Doctor for _____
 - b. One Dentist for _____
 - c. One Nurse for _____
 - d. One Para-medical for _____
 - e. No. of BHU _____
 - f. No. of RHU _____
 - g. No. of MCH _____
- C. Drop-out rate at primary level is very high in Pakistan which is due to the following reasons:
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

Activity:

Make a list of the most practicable strategies to minimize the drop-out rate of students and discuss it with fellow students and your tutor

3.7 Incidence of Disability and Statistics of Childhood Population

The rise in the birth rate and the lowering of the infant mortality rate due to medical and scientific advancements has resulted in an increase in the incidence of disability. In some areas, poor diet and medical facilities may be a reason for a child to become disabled. These factors are affecting the babies from the time of their conception to their birth and during their childhood. In Pakistan,

about 3.7 million are disabled out of which major population falls in the age group of 0-14 (33.43% according to National Policy for persons with disabilities 2002).

Specialized services to adopt precautionary measures and develop awareness among the masses can help in reducing the chances of disabilities.

We have studied the incidence of disability in Pakistan in Units 1 and 2 of this Study Guide under 1.1, 1.3, 1.4 and 1.5 references.

The already studied four references reveal the magnitude of the problem and invite our attention to the fact that we cannot afford to ignore such a large number of our population which could be trained through Special Education Programmes and prove an asset rather than continue as liability for the nation. It is encouraging to note that private and public sectors along with the community have initiated action for this noble cause. Special Education provides an opportunity to this distinct population to further develop their capacities which is difficult for themselves at their own initiatives due to their inadequacies and incapacities.

The incidence of disability and its causes on the basis of available data are well introduced. The alarming situation of childhood population invites the attention of policy-makers and their counterparts. They should undertake the special programmes within the available resources for promoting the adequate services to minimize the problem of prevailing disability in children.

Exercise:

- A. Enlist the sources of information in the study of the researcher:
- a. _____
 - b. _____
 - c. _____
- B. Malnutrition is one of the factors causing the disability. Write down some other related factors:
- a. _____
 - b. _____
 - c. _____

Activity:

Collect the sex-wise data about childhood disability of all categories in your district.

Suggested Reading:

Dr. S. Gul Hunzai, (1998) "The Disabled Children in Pakistan".

Tahira Abdullah (1981) "The Situation of disabled Children in Pakistan"

3.8 Self-Assessment Questions

- Q-1 What was two nations theory? Why did the Muslims of subcontinent insist on it?
- Q-2 Give a comparative analysis of the distribution of population in 1981 and 1998.
- Q-3 Give an account of the labour force and employment at present in Pakistan.
- Q-4 Discuss Pakistan's economic growth in each sector in 2006-07.
- Q-5 Fill in the blanks:
- The growth rate of Pakistan is _____ which is higher than that of the other developing countries like _____ and _____.
 - According to 1998 census, nearly _____ million persons migrated within the country.
 - The growth rate of GDP rose to 5.6 per cent in 2005-06 and further to _____ per cent in 2006-07.
 - The literacy rate of Pakistan according to the Economic Survey 2006-07 is _____ per cent.
- Q-6 Answers in Yes or No:
- The density may have increased to 140 by mid January, 2007.
 - Labour Force Participation rates in Pakistan are very high as compared to other countries.
 - During 2006-07 period, labour productivity has increased by 22 per cent per annum.
 - Pakistan has been declared free from smallpox by the World Health Council.

Unit No. 4

MAGNITUDE OF THE PROBLEM AND CATEGORIES OF THE HANDICAPPEDCHILDREN

Written by:

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Reviewed by:

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4.1 Introduction

All children are gifted with special abilities. The basic needs of each individual child are important. Planning for the future of the handicapped children and the provision of basic facilities for them is of the utmost importance. This is the only way through which we can develop the potential of each individual of the society to provide maximum service to the nation. Provision for access to education and creation of facilities for all categories of children having disabilities is not possible without availability of relevant data on each category. This will help to arrange and organize services according to their needs.

Children are our national asset and the most important investment for the future of our society. It is our moral and social duty to provide them with the best possible foundations by providing appropriate educational facilities to them. These facilities can be provided to each category of disabled children only, if we know about their characteristics, their special needs, which are certainly quite unique for each category. Study of this Unit will help us in understanding the various categories of handicapped children and their characteristics.

4.2 Objectives

After studying this Unit, you will be able to:

1. Enlist various categories of handicapped children.
2. Describe the characteristics of children having:
 - a. Speech and Hearing Impairment;
 - b. Visual Impairment;
 - c. Mental Retardation and;
 - d. Physical Handicap;
3. Identify and diagnose the handicapped children on the basis of signs and symptoms.

4.3 Categories of Handicapped Children

To prepare our children for life and a successful future, proper placement according to their developmental and vocational needs is necessary. This would enable them to fully develop their potentials and become useful members of the society. It is more important in case of handicapped children because their needs differ according to their handicaps. Each category has its own characteristics. Careful analysis of such children's characteristics is necessary for parents and

professionals dealing with such individuals for their proper placement in school. To study different characteristics of each category of handicapped, we refer to the following.

Chintamani 1992	Exceptional Children: Their	4.1
	Psychology & Education	4.2
	pp.42-63, 79-111 & 162-179.	4.3

In this prescribed reading, there is a general introduction to the various categories of handicapped.

Detection of disability at the earliest possible moment is most critical. The assessment of their needs is essential so that individual programmes can be developed for preventive and intervention strategies.

Exercise:

- A. The main handicapping conditions can be categorized in Pakistan as:
- a. _____
 - b. _____
 - c. _____
 - d. _____
- B. Other conditions which also exist are:
- a. _____
 - b. _____
 - c. _____
 - d. _____

Activity:
 Find out the schools/institutions for children with disability which exist in your district. How many children attend these schools? What special facilities do they have?

4.4 Characteristics of the Speech and Hearing Impaired

The teacher plays a pivotal role in the educational system. He remains in touch directly with his taught and thus observes the characteristics of each individual closely. His responsibilities increase if he has a handicapped child in his class or if he is a teacher of Speech and Hearing Impaired children. Not only he can organize his activities in an accurate manner, but he can also assist the speech clinician in recognizing and minimizing the effects of impairment. He can

do so only if he himself is aware about the characteristics of Speech and Hearing Impairment. To understand how to identify these individuals, we would again refer to Chintamani.

Identification of speech and language disorders requires a variety of tests and evaluative procedures which include the test of hearing as well. Certain problems of speech may result from impaired hearing.

It is obvious that hearing impairment affects the speech and language of the child and development of his learning is also delayed. Classroom teacher should be very careful in recognizing the real problems of such children. Behavioral and medical indications for recognizing the Speech and Hearing Impaired children would help a teacher to observe and refer the student to experts through parents. Let us review our understanding by doing the following exercises:

Exercise:

- A. The three major classifications of hearing loss are:
- a. _____
 - b. _____
 - c. _____
- B. Three of the most obvious disadvantages Hearing Impaired Children face are:
- a. _____
 - b. _____
 - c. _____

4.5 Characteristics of the Blind and Visually Handicapped

Effective delivery of educational services to the Visually Handicapped poses a great-challenge for the professionals. Special knowledge for identification of the problems associated with Visually Impaired Children is necessary before determining their placement in classrooms. As the requirements of students with impaired vision mostly differ from the sighted, thus modification and adaptation of educational materials need to be done accordingly. It is possible only if we are aware about the characteristics of the blind and visually handicapped.

Visually Impaired are often easily identified but in some cases they are detected later on the basis of visual behaviour and observable signs which are described in the reference 4.1.

It is necessary to understand the difference between the terms visually handicapped or impaired, blind and partially sighted. For example:

All children/adults who are blind or partially sighted can be called visually impaired.

Blind usually refers to some one who cannot read print but instead uses Braille for reading/writing. Partial sight or low vision refers to a severe loss of vision but the person can usually read print with the help of magnifier or the legal definition of blindness is based on visual acuity field of vision. Visual acuity is the ability to clearly discriminate detail of an object at a specified distance whereas field of vision is the range of gazing within a range of approximately 180 degrees. Visual acuity is measured by reading lines of letters, numbers, or other symbols from the Snellen Chart. The common phrase 20/20 indicates that at a distance of 20 feet, the eye can see what a normally seeing eye should be able to see at that distance. As the bottom number increases, visual acuity decreases. A person whose visual acuity is 20/200 or less in the better eye after the best possible correction with glasses or contact lenses is considered legally blind. A person may also considered blind if his field of vision (peripheral vision or central) is restricted to an area of 20 degrees or less from the normal 180 degree field. But it is most important to remember that only about 10% of people who are "blind" have no sight at all. The other 90% may have some very useful residual vision which can be used in many ways. A good teacher of the visually impaired will train a visually impaired pupil to use his residual vision to his best advantage.

Exercise:

A. Visually impaired student rubs eyes excessively. Enlist some other visual behaviour, at least 5:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

B. The major causes of visual impairment in Pakistan are:

- a. _____
- b. _____
- c. _____
- d. _____

4.6 Characteristics of the Mentally Retarded

As you know that in the early history, the mentally retarded were considered to be individuals possessed by devil and evil spirits. The treatment often consisted of beating them severely and sometimes burning them at the stake. Yes, it happened so, but with the passage of time, the situation changed. The recognition of real problems resulted in provision of services to a big number of mentally retarded in all the countries.

In Pakistan, about 14% of the total population of disabled persons is mentally retarded (GOP, 2002, p.4). Access to educational facilities and other services for the mentally retarded is the key to raise the most deserving part of our population. For quality performance, they should be enriched by wordings proper education and training. To make these individuals capable of doing their jobs and becoming valuable persons of the society, psychologists, sociologists, educationists and other professionals are involved to provide mental health and services of multifarious nature. Right treatment always involves proper identification of the problem. To identify the mentally retarded, you are advised to read the following work:

Heward William L.	"Exceptional Children," pp. 408-438	4.4
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Most common characteristics of mentally retarded children are described in the referred pages. A student lacking in intellectual functioning and having sub average adaptive behaviour may be considered as mentally retarded. It is important that we consider the reasons of mental retardation. To know the characteristics of children with mental retardation, you are recommended to read these pages very carefully:

Jampala Madhu Bala & et.al. 2004	Methods of Teaching Exceptional Children pp.29-48	4.5
-------------------------------------	--	-----

As you can see from your reading, there are many interesting arguments about the nature versus nurture controversy for the child who is mentally retarded.

For the child who suffers from more severe retardation, the evidence is usually more straightforward.

Exercise:

- A. Physical characteristics of the mentally retarded include the following:
- a. _____
 - b. _____
 - c. _____
 - d. _____
- B. The most common characteristics of mentally retarded children are inter-related, for example below average ability to generalize and poor self-concept. Give some other examples:
- a. _____
 - b. _____
 - c. _____
- C. Most professionals now believe that a culturally retarded person is one who:
- a. _____
 - b. _____
 - c. _____
- D. Severe retardation can be divided into two general categories:
- a. _____
 - b. _____

Activity:

Keeping the above information as background, observe a mentally retarded student and obtain first hand information about his characteristics through observation. Record the important points to be remembered for future personal use.

4.7 Characteristics of the Physically Handicapped

You might have seen certain discernible physically handicapped begging on the road-sides or in the streets. These individuals vary from each other in most of the observable characteristics related most significantly to body or lack of skill in motor activities. Many assistive devices and contrivances to facilitate the movement of disabled limbs have been introduced to facilitate the movement of physically handicapped. It has saved them from begging by minimizing the effects of their handicaps. The benefits of these important inventions became possible only when the limitations imposed by their physical condition were identified.

The nature of children's physical disabilities which hinder their proper functioning is described by Hallahan and Kauffman. It is again referred here to acquaint you with the causes and educational problems of the physically handicapped:

Santrock J.W. & Arends R.I. 2001	Educational Psychology Classroom Instruction and Management pp. 200-201.	4.6
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From reading the prescribed pages, you will have realised that a major cause of physical handicap is some kind of neurological impairment. It is important to remember that when a nervous system is damaged, muscular weakness or paralysis is usually always one of the symptoms.

Hopefully you have gone through the above mentioned pages, here is an exercise to recall your understanding:

Exercise:

- A. A brain damaged child may show the following behavioural symptoms:
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
 - g. _____
 - h. _____

- E* The physically handicapped are erratic in their school attendance, because of the necessity for intermittent hospitalization. Write some other reasons:
- a. _____
 - b. _____
 - c. _____
- C.* Public attitudes towards the physically handicapped persons contribute a lot in building their personality. List some of the encouraging reactions:
- a. _____
 - b. _____
 - c. _____
 - d. _____

Activity:
 Find out the causes of physical handicap in your nearest school/institution. Classify them into the different categories, e.g. cerebral palsy. Put your information together with the rest of your fellow students. Try to draw up a graph of your results.

Suggesting Reading:

Heward William L 2001	Exceptional Children (6 th ed) Chapter II, pp.202-217, 408-438, 444-459
Hallahan & Kauffman 1986	Exceptional Children, pp.245-250, 286-329
Haring N.G. & L. McCormick Linda 1986	Exceptional Children and Youth pp.210-213, 363 -364, 398-408

4.8 Self-Assessment Questions

- Q-1 "All handicapped children are of the same type." Support your view-point by describing characteristics of each category.
- Q-2 How can you classify the handicapped children on the basis of Speech and Hearing Impairment? Give example.
- Q-3 What are the characteristics of a Visually Handicapped child?
- Q-4 Write down the characteristics of an educable mentally retarded child.
- Q-5 How do the non-sensory physical limitations interfere the physically handicapped children's school and learning activities? Also discuss the provisions required to minimize these limitations.
- Q-6 Give answers in Yes or No:
- a. A learning disabled child is generally awkward.
 - b. Mentally retarded child has the same emotional and social needs as an intellectually normal child.
 - c. Individualized instructions are not necessary for emotionally disturbed children.
 - d. Some physical handicaps can be helped with drug therapy.
 - e. An interdisciplinary team prepares a profile of support services for Mentally Retarded only.
- Q-7 Fill in each gap with one word;
- a. The "Educable mentally retarded" have IQs in the _____ range.
 - b. A doctor who specializes in diseases and defects of the eyes is called an _____.
 - c. Under developed speech and language is the greatest limitation imposed by a _____
 - d. The diagnosis of a physical handicap can be made by a _____
 - e. The child who is visually impaired is also said to be suffering from a _____ deficit.

Unit No.5

ATTITUDES TOWARDS HANDICAP: INDIVIDUAL, FAMILY, COMMUNITY

Written by:

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Reviewed by:

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5.1 Introduction

In the foregoing Unit, we have studied the characteristics of handicapped children. The main factor for resentment in the minds of the disabled is due to the society's apathetic attitudes towards them. The attitudes vary according to the situation. These attitudes generally consist of feeling, thinking and behaving. The connection between the internal and external attitudes is difficult to analyze. One who meets others overtly cheerfully, may be hating this meeting covertly. Therefore, the demands of handicapped persons from society and the society's expectations from the disabled have always remained as an acute problem for the experts, parents and the handicapped themselves. The society however, cannot afford to turn a blind eye and a deaf ear to this problem. The specialists who are trying to minimize the distance between thinking and feelings of the society and that of the handicapped children have taken the problem on as a priority. In this Unit, you will study the attitudes of people towards the handicapped and the required changes in this phenomenon.

5.2 Objectives

After studying this Unit, you will be able to:

1. Define attitudes.
2. Describe positive and negative attitudes.
3. Indicate attitudes as cultural phenomenon.
4. State Goffman's Theory of Stigma.
5. Specify handicapped persons in the family, and
6. Express various characteristics of the handicapped person in the community.

5.3 Positive and Negative Attitudes

Evolution of education and science brought many changes in the attitudes of public towards the handicapped. Due status and provisions for the handicapped have been recognized and are being recognized. But still some prejudices are there which create uncertainty and mistrust. They do not allow the handicapped to grow their full potential. Whenever these prejudices are overcome by the public, it gives birth to renowned persons, scholars and poets like Dr. Taha Hussain, Hellen Keller, Milton, Prof. Ismail Sallah and Dr. Salma Maqbool. To study the attitudes towards the handicapped, you are advised to read the following book:

Thomas David 1982	The Experience of Handicap pp.21-37	5.1
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The life examples of the handicapped have provided us a background about their own experiences, their feelings and affections. Their positive and negative attitudes towards themselves and the society are fully described by Thomas to familiarize yourselves more intensively with these attitudes. The positive and negative attitudes have emotional components and psychological functions. Encouraging behaviour is positive whilst the discouraging is negative. To study the public attitudes towards persons with disabilities in Pakistan, you will enjoy the work of Mr. Miles referred as suggested reading. He studied the attitudes by personal interviews and also administered a questionnaire in urban and rural areas of district Peshawar.

Hopefully you have gone through the prescribed reading material and should now be able to do the following exercise:

Exercise:

- A. You have studied some life examples of the disabled, would you like to mention four names indicating their disabilities from your province, please:

	<i>Name</i>	<i>Disability</i>
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____

- B. "UNFORTUNATE" Paul Hunt meant that a disabled is deprived of:

a. _____
b. _____
c. _____
d. _____

- C. Abnormal behaviour may result in delinquent behaviour. List the attitudes of such disabled:

a. _____
b. _____

- c. _____
- d. _____

- D. The attitudes of parents reported by Miles in his study are the following:
- a. _____
 - b. _____
 - c. _____
 - d. _____

Activity:
 Interview a disabled person, collect information about him/her and relate his/ her positive and negative experiences.

5.4 Attitudes as Cultural Phenomenon

The handicapped persons, who are already surrounded by the shadows of disaster, feel themselves alone among the pressing and distressing problems caused by disabilities. They feel that their abilities to perform certain tasks are not recognized and they are forcibly pushed towards the darkness of ignorance. On the other hand, the public, attitude towards the disabled is callous, 'indifferent' or 'pitiful' which is not positive and encouraging. Even the parents of the disabled children feel shy and fear in social interactions. Some parents considered it as a punishment from God for their own prior sins. So to give due status to the disabled, these feelings need to be changed, because union of sick hearts makes the whole society sick. In past, the utilization of the disabled for constructive errands was underestimated. In certain countries, the social participation of the disabled remained limited. To fully study the cultural phenomenon, you are again advised to refer to David Thomas:

URL 2004	http://www.dch.dk/publ/holdningereng/index.html/index.html	5.4
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The status of the disabled in Denmark is studied in this research. The study concludes that attitudes towards disabled improved by attributing some positive traits to the sufferers. Significant efforts to minimize the interaction strain and psycho-social problems are being done which are modifying the attitudes of public towards the disabled people. However, training, rehabilitation,

re-socialization and integration of the disabled within the cultural beliefs, values and norms are recognized and a lot of attention is being paid to make them useful assets of the society.

You might have gone through the prescribed pages and now able to recall your understanding. Let us do the following exercise:

Exercise:

- A. You have studied the attitudes towards the handicapped in West. Write some attitudes mentioned in our folk tales:
- a. _____
 - b. _____
 - c. _____
 - d. _____
- B. You have studied that with the spread of Christianity, the nature of explanations about the handicapped changed. Enlist the salient aspect of the change brought by Islam:
- a. _____
 - b. _____
 - c. _____
 - d. _____
- C. Keeping in view the Pakistani society, enlist the situations where the protection of handicapped and social participation is increased:
- a. _____
 - b. _____
 - c. _____
 - d. _____

Activity:

Select a handicapped individual in your community and record the general public attitudes towards him and vice versa.

5.5 Goffman's Theory of Stigma

Attitudes form the norms of any society. It includes positive and negative attitudes. The process of interaction in the society is always under the social control which consists of the methods prescribed by members of a group who

compelled other to follow the traditional norms. A person's social identity is built up by social settings in the light of his attributes and social status. A person who deviates from the social norms and differs from anticipated category by virtual and actual social identity, comes under the terms "Stigma" which is used to describe such discrediting attributes. To study the Stigma in detail, we refer you to Erving Goffman:

Erving Goffman 1974	Stigma and social identity: The Handicap Person in the Community pp. 79-90	5-5
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Goffman has mentioned three different types of Stigma. An attitude of the normal person towards a stigmatized individual has varieties of discrimination which sometimes pushes him towards inferiority. Thus he cuts himself off from the society and from himself. The only sympathetic attitude which he receives is from those who share his stigma and provide moral support in the light of their own experience. Many individuals with a disability have found that their suffering has been a "blessing in disguise" as it increased their awareness of people. The public representative can best resolve the situation by convincing the public to use a softer social label and by introducing them publicly.

Hopefully, you have enjoyed the work of Goffman and now able to describe the stigma and to recognize the stigmatized individual. Before conceptualization of our knowledge, it is better to have a test of what we have understood:

Exercise:

- A. Three grossly different types of stigmas are as under:
- a. _____
 - b. _____
 - c. _____
- B. List the emotions of stigmatized individual during mixed contact:
- a. _____
 - b. _____
 - c. _____
 - d. _____

C. Following are the four general patterns of socialization for a stigmatized individual:

- a. _____
- b. _____
- c. _____
- d. _____

Activity:
You have studied many examples of the stigmatized individuals in the referred pages and surely are now able to give some examples of at least two persons from your own community. Please interview a stigmatized person and narrate firsthand experiences

5.6 Handicapped Persons in the Community

It is studied that some of the handicapped people bear resentment against community. Particularly in our country they believe that they are not given due attention and fair treatment, as non-disabled people perceived them as "different", and stigmatized them with disability. On the other hand, the public attitudes towards disabled are generally positive, they do not generally express their negative feelings and overcome their prejudices. The support and enthusiasm for the normalization of disabled is publicly accepted. These handicapped are considered a part of the society but even then society has not been able to satisfy the handicapped in sharing their sufferings. A handicapped child interacts in the family, schools, peer groups and then in play activities. Thus, his experiences help him to move in the community and he experiences socialization. To study the handicapped person in the community, you are advised to read the following:

Thomas David 1978	Social Psychology of Childhood Disability pp.91-107	5.6
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We have studied the particular considerations given to socialization of the handicapped. It has provided an access to the problem of the handicapped children in their social set-up. The professionals, after visualizing the items relating to the prevalence and special needs of the handicapped children can properly guide the disabled to acquire necessary motivation, knowledge, language, skills, roles, values and movement in the community through the interaction with the family, school, peer group and play. To check your

understanding about the referred pages, please do the following exercise:

Exercise:

- A. Vernacular system includes the following:
a. _____
b. _____
c. _____
- B. List the main agents of social learning:
a. _____
b. _____
c. _____
- C. The distinguishing features of the cultural context of handicapped are:
a. _____
b. _____
c. _____

Activity;

Suggest ways that you could encourage your visually handicapped students to take a more active part in normal society.

Examples:

Play with sighted friends Join in any activity with their sighted brothers/sisters. Take them out of school for visits, e.g. museums, play areas, shopping. Invite sighted children into the school.

OR

Prepare a programme "awareness of visual impairment" for your local normal school. Describe the information you would want to give to the normal sighted student. What activities could you do with them to help them better understand the visually impaired child. (State the relevant age group.)

5.7 Handicapped Person in the Family

The family is the matrix in which the child grows up. The behaviour of a child which shapes his personality is mostly formed by interactions with his surroundings. The experience of childhood prepares him for the future life. The effects of family and siblings on the personality of child are deep rooted. The

healthy atmosphere and cooperation of the family grows from positive attitudes. Jealousy and hostility may spark off jealous reaction resulting in negative attitudes. The attitudes of families having a handicapped child are well described in the following reference:

Santrock John W. & Arends Richard 2000	Educational Psychology: Classroom Instruction & Management, pp.229,230.	5.7
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Presence of the disabled child in the family may be felt as a serious threat and insult. The family is shocked and they mourn over this incidence. In some cases, rejection is seen, due to the feeling of shame and guilt. The potential of the handicapped child is often ignored which gives birth to discrimination.

To become more familiar with the concept of family and the handicapped children, you may also read the following book.

Bailey, D.B. & Winton Jr., Pamela 1986	Families & Exceptionality: Exceptional Children & Youth, pp.71-92	5.8
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The emotional reactions of families and siblings having a handicapped child and other social forces from the initial stages to adulthood are described with the examples of the families which provide an opportunity to look into the matter closely. Hopefully, you can do the following exercise:

Exercise:

- A. The feelings of a couple having a disabled child (observed by you) are prescribed below:
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
- B. The following periods are considered to be the most critical during the

growth of the handicapped child:

- a. _____
- b. _____
- c. _____
- d. _____

C. Parental attitudes are the product of many forces. Write down any three which you have observed:

- a. _____
- b. _____
- c. _____

D. The two factors which modify the parent's behaviour are:

- a. _____
- b. _____

Activity:

Select a family who has a disabled child. Observe and record the attitudes of the family members.

Suggested Reading:

For detailed study of the above survey, you are further suggested to read the following report of Miles:

Lukoff Irving F.
1972

"Attitudes Towards Blind Person," American
Foundation for the Blind, New York, 1972.

M. Miles 1983

"Attitudes Towards Persons with Disabilities"

5.8 Self-Assessment Questions

- Q-1 Define attitudes. Give some examples of positive and negative attitudes.
- Q-2 What were the public attitudes towards disability in the past? How has the situation changed during recent times?
- Q-3 Discuss actual social identity in the light of Goffman's theory of Stigma.
- Q-4 What are the factors mostly affecting socialization of the handicapped persons?
- Q-5 How can parents and siblings help a handicapped child in minimizing the effects of his handicap?
- Q-6 Answer in Yes or No:
- Disabled people show a variety of responses to their disability.
 - Attitudes to handicap are full of contradictions and ambiguities.
 - The term stigma is used to refer to an attribute that is deeply crediting.
 - All social learning is acquired by imitation or identification.
 - In Pakistan, the feelings of pity and charity are not enough, loving care in practice is required for the disabled.
- Q-7 Fill in each gap:
- A person with strong negative attitudes to one minority group may well display similar attitudes to other _____ group.
 - When the social status of the afflicted was at its lowest? Hanks and Hanks called this as _____.
 - In some parts of East Africa the handicapped enjoyed a _____ social status.
 - _____ usually refers to the full psychological and social incorporation of the handicapped into the family.

Suggested Readings:

Awan, M. M. H. & et.al. (1997). *A Study of Parental Attitude Towards the Education of Visually Handicapped Children in D.I. Khan.*

Awan, M. M. H. & et.al. (1997). *A Study of Parental Attitude Towards the Education of Hearing Impaired Children in Khanewal.*

Unit No. 6

SOCIAL PSYCHOLOGY OF THE HANDICAPPED

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6.1 Introduction

Man is a social animal. He develops his potential in the context of his relationships in the family, the peer group, the school and the society in which he lives. He interacts physically and socially and goes on becoming competent through biological and behavioural experiences. These experiences add to the positive and negative advantages or disadvantages of individuals. This process of biological, social, cognitive and language development according to the norms and values of the cultural milieu contribute towards individual's personal satisfaction, to be liked and praised widely. In the case of a handicapped person, this ambition is of great importance because he feels himself a dependent even for his existence. His appraisal of attribution, perspective taking, moral adjustment, communication, conflict management, achievement and accomplishment in the society may be of a different nature. This Unit will mainly focus on the social psychology of the handicapped.

6.2 Objectives

After reading this Unit, you will be able to:

1. Define social psychology.
2. Describe social psychology of the handicapped.
3. Distinguish between normality and abnormality.
4. Indicate disability as deviance.
5. Describe sociology of handicapped children.
6. Explain labeling/categorization.

6.3 What is Social Psychology?

Sociologists study human group life or social system which is made up of the interactions among two or more persons. Each person's actions are guided by the expected stimulus to another, who likely reacts to him. Psychology is often called the science of mind. It deals with the various processes of its thinking, learning, remembering and decision-making. Study of feelings, emotions, motives and personality is also included in the field of psychology. Social psychology as a branch of psychology deals with the relationships of the individual to the social and cultural environment. To understand fully the nature and scope of social psychology, we may read the following book:

Robert A. Baron and Donn Byre (2004)	Social Psychology (10 th Ed.) Singapore: Pearson Education, pp.5-13.	6.1
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Robert and Donn, while describing social psychology ask few questions to elaborate this concept in the context of its scientific nature. They mention four core values that all fields must adopt to be considered scientific in nature (i.e. accuracy, objectivity, skepticism and open mindedness). The three basic interactions or relationships: person to person, person to group, and group to group play a vital role in social psychology. Interaction involves the large musculature of body and expressive gestures of symbolic interaction. Social psychology is an attempt to study objectively and systematically man's responses to and effects upon his social environment.

Hopefully, you have gone through the prescribed pages and want to check your understanding. Let us do an exercise:

Exercise:

A. The following groups influence the members in a wide variety of ways in our society:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

B. Nowadays the group is viewed as under:

- a. _____
- b. _____
- c. _____

C. List most common international levels in Pakistan:

- a. _____
- b. _____

D Some of the topics/titles which engage social psychologists, particularly in

the area of personal interaction are given below:

- a. _____
- b. _____
- c. _____
- d. _____

Activity:

Any individual's adjustment is affected by certain influences in his environment. Select a visually handicapped child and identify the influences that are most significant in the adjustment process.

6.4 Social Psychology of the Handicapped

We have studied some aspects of social psychology of the handicapped in the foregoing pages. The study of disabled person's role, status and behaviour in the society remained a complex subject because they mainly depend on his interactions, feelings and thoughts which often change according to the situation. In the case of the disabled, which run the risk of isolation in the society, it is of great importance. To study the handicapped in their social context, you are advised to read this book:

Thomas David 1982	The Experience of Handicap. pp.21-37	6.3
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It is described that the disabled person gives more attention to his disabilities than his abilities and thus he distrusts himself. He should be guided to be self-confident and self-dependent by improving his abilities. The psycho-social categories of disability of handicapped stated in the above reference have provided us with some knowledge about the process through which the handicapped person form impressions of other. It tells us how the scientific elements and dynamic aspects contribute in forming an idea about the personality

Now, let us do the following exercise:

Exercise:

A. The Psycho-social categories of handicapped in Pakistan include:

- a. _____
- b. _____

- c. _____
- d. _____
- e. _____
- f. _____

B. The cumulative failure creates following feelings among the handicapped individual:

- a. _____
- b. _____
- c. _____

C. The normal person may respond to the disabled person in initial encounters by:

- a. _____
- b. _____
- c. _____

Activity:

Select a visually handicapped child in your class and record the impacts of his disability on his social behaviour.

6.5 Normality and Abnormality

A group cannot survive in the society if it fails to cope with the needs of its community as well as their own needs. Every society should provide opportunities that allow its individuals to express their feelings and to grow to their potential fully. These arrangements are organized according to the social structure and demands of the society. The social organizations expect from their individuals to play their role within the social structure. The term normality is used for a normal behaviour of an individual who interacts within the normative structure and one who deviates from the norms and feels to have failed in carrying out the social requirements, comes under abnormality. To enhance our knowledge about normality and abnormality, let us refer to Erving Goffman and Thomas again.

Erving Goffman 1974	Stigma and social identity: The Handicap Person in the Community pp. 79-90	5-5
Thomas David 1978	The social Psychology of Childhood Disability. pp. 14 -16	6.6

After careful study of the above references, we may conclude that behaviour which fulfils expectations will be seen as normal. The retarded is one whose behaviour is seen to violate or fails to meet expectations associated with roles. Normality inspires on complying with norms and abnormality insists on violating them or doing some thing against social values. In the case of the disabled cultural interactions are disturbed. They try to imitate the normal person but their disability hinders them to perform their functions or to interact fully. I hope you have gone through the prescribed pages and now you would be in a position to do the following exercise:

Exercise: -

A. Normal behaviour or normality is defined as:

Whereas abnormality means:

B. The word normal has following seven usages:

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

C. The clinical perspective is divided into the following models:

a. _____

b. _____

c. _____

Activity:

A teacher can do much to minimize the negative behaviour and distressing reactions frequently encountered by the handicapped. Develop an activity plan useful for this purpose and also indicate the relevant age level for each activity.

6.6 Disability as Deviance

We have described deviance in the previous pages as any form of behaviour that violates the norms of a social group or of society. Let us see why do the people violate rules? I think if we find the answer to the question, why do people behave properly? Then we shall be able to answer the prior question. The very simple answer to it is that, whatever people want they must get it through organized social pattern and they always try to fit themselves to the pattern to accrue maximum benefits. On the other hand, if their interests do not meet satisfaction, they deviate. In the same way, handicapped persons, when they are not given due status or attention may show deviance. Moreover, if any individual feels that he cannot get easily what he wants by following the rules, he will try to cut corners or otherwise violate rules. Once again we refer to Thomas to further understand the disability as deviance:

Thomas David 1978	The Social Psychology of Childhood Disability. pp. 16-20	6.5
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As we have seen, interactions maintain identity of an individual. His relationships outside the family mainly depend on his stimulus to response which is supported by his impressive personality and expressive power. Some disabilities by their nature, reduce, the above qualities of an individual and thus the unique sociological functions are affected. Due to this deficiency, a handicapped individual lacks social fitness and is often neglected, which causes deviance. When a handicapped person is stigmatized and pushed behind, he withdraws himself from interpersonal situations or community transactions. He is considered as a 'misfit' model of the society due to his deviant status.

Hopefully, you have gone through the prescribed material about deviance from your package and now should be able to do the following exercise:

Exercise:

- A. The interaction theories predominate the following three views of man and his social behaviour.
- a. _____
 - b. _____
 - c. _____
- B. The distinction between primary and secondary deviances as described by Lemert is given below:
- a. _____
 - b. _____
- C. The primary and secondary deviance is considered as:
- _____
- _____

Activity:

People tend to react in definite ways to any deviation from the norm. Interview some handicapped about the reactions that they have experienced of non-handicapped persons. Record the specific kinds of behaviour that the handicapped found most disturbing his school years.

6.7 Sociology of the Handicapped Children

Socialization is the process by which an individual acquires the knowledge of interactions in the society. It includes the language, skills, motivation, knowledge, roles values and norms of a particular society. Early socialization usually takes place in the family and then in peer, school and play groups.

An individual learns through observation, exploration, experiences and interactions and thus acquires the standard moral values. The handicapped individual often suffers in his social movements due to his disability. His social functioning is disturbed which hinders his social interactions. This lack of proper interaction creates among the disabled a sense of disliking. The public attitudes further strengthen this feeling. Handicapped person reacts and behaves within the

society about which he has feelings of deprivation. Let us study a research article that describe how Garcia Fatima Marichal, et.al conclude this issue.

Garcia Fatima Marichal, et.al (1997)	Intergroup Contact At School And Its Effect On The Social Image Of The Physically Handicapped.	6.6
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The sociology of handicapped children is described in the above pages which provide us with the knowledge of the attitudes of the people and professionals about the handicapped. The factors hindering the socialization process of the handicapped, his interactions subject to the uncertainty which reduces his social activities and becomes a threat to sociability are also explained.

Let us check our understanding by doing this exercise:

Exercise:

- A. Suggest three major themes for sociologists about the role of sociology in case of a person with mental retardation:
- a. _____
 - b. _____
 - c. _____
- B. List the broad social factors affecting any group of handicapped children in our country:
- a. _____
 - b. _____
 - c. _____
- C. In the light of studies done by Garcia Fatima Marichal, et.al., suggest some points which need to be stressed for the same study in Pakistan:
- a. _____
 - b. _____
 - c. _____

Activity:

Select a disabled child and observe his behaviour. Suggest ways to mend his deviant behaviour and record your experience.

6.8 Labeling

The identification of different types of handicapped children is necessary for their proper placement. Appropriate devices are required to minimize the effects of disability and to make him a useful member of the society in which he moves. Sometime attaching a label affects the personality of an individual in his social set-up. Therefore, the issue of labeling remained the topic of discussion for a long time. To study this topic fully, let us refer to Hallahan and Kauffman:

Hallahan & Kauffman 1986	"Exceptional Children," pp.430-432	6.7
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Hallahan & Kauffman describe the problem of labeling and its effects on the individual. To avoid these effects, some basis for an anti-labeling movement has been pointed out by the author. Many researches on the effects of labeling have been undertaken which traced out the negative results of it; even then the practice of labeling is going on because of non-appreciation of the damaging impact of labeling by the policy-makers, professionals and other experts dealing with the handicapped and their needs. Proper study of this phenomenon would help to place the child in proper perspective and to organize suitable activities for the purpose of medical treatment. In the UK, the educators and policy-makers are making a serious attempt to stop labeling children by the Handicap. Instead, these children are described as having "Special Education Needs". To become more familiar with the topic, you are advised to study Thomas once again:

Thomas David 1978	"The Social Psychology of Childhood Disability" pp.40-43	6.8
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Thomas describes the findings of Mercer who examined how children from a Community in California were diagnosed as retarded.

Hopefully, you have enjoyed the work of Mercer and understood the concept of labeling. To recall, some of the basic concepts let us do this exercise:

Exercise:

- A. Following are the reasons which justify the anti-labeling movement:
a. _____
b. _____
c. _____
- B. The objectives of the project on classification of exceptional children undertaken at the request of Eliot L. Richardson were as under:
a. _____
b. _____
c. _____
- C. Mercer pointed out some factors which cause mental retardation. Would you like to add some other reasons, please?
a. _____
b. _____
c. _____
- D. List the advantages of labeling:
a. _____
b. _____
c. _____

Suggested Reading

- | | |
|----------------------|--|
| David Thomas (1982) | "The Experience of Handicap," Chapter 4. |
| Muhammad Javed Iqbal | "Social Development in Educational Psychology" (671) Unit-4. |

6.9 Self-Assessment Questions

- Q-1 Differentiate between normality and abnormality with the help of examples.
- Q-2 Explain the basic pattern of social psychology.
- Q-3 What is the social status of the handicapped? Do they have equal opportunities in education and employment?
- Q-4 'Deviance not only stigmatizes the deviant, but those in regular association with him'. Give your comments on the statement.
- Q-5 What are the broad social factors affecting any group of handicapped children? Give examples.
- Q-6 Answer the following in Yes or No:
- Norms provide the direction and value of conduct.
 - Some handicapping conditions do not impose on the sufferer any marked degree of negative attitude.
 - Deviance is considered as abnormal by the cultural group or society.
 - The individuals with a given label differ from their normal peers.
 - Social psychology deals with the study of handicapped only.
- Q-7 Choose the correct answers:
- The primary group is the basic form of human association and is composed of:
(i) Country (ii) Society. (iii). Family
 - To achieve social integration, the handicapped children should keep in mind their:
(i) Ability (ii) Disability (iii) Normality
 - The people who break the social rules are labeled as:
(i) Thief (ii) Handicapped (iii) Deviant
 - Special classes mostly give birth to:
(i) Segregation (ii) Mainstreaming (iii) Unemployment
 - The physically disabled are given a socially constructed deviant status which can be placed within the:
(i) Fittest model (ii) Normal model (iii) Misfit model.

Unit No.7

CURRICULUM NEEDS OF HANDICAPPED CHILDREN

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7.1 Introduction

Curriculum is the sum total of all the experiences which are to be organised for a particular group. A good curriculum evolves its basis from the needs of the group for which it has been designed. Special Education Curriculum being the special needs, is an account of activities to be organised for handicapped children, emphasizes specialized methodologies teaching techniques and evaluation which are to be adopted by the teachers while imparting instruction. It is better if a separate methodology to achieve the content is designed for each category of handicap. In this Unit, you will study the design of curriculum for handicapped children in the light of their special needs.

7.2 Objectives

After studying this Unit, you will be able to:

1. Define curriculum.
2. Describe special educational needs.
3. State curriculum design keeping in view the special educational needs.
4. Describe teaching methods and techniques.
5. State individualized instruction.

7.3 What is Curriculum?

Rapid changes and innovative approaches give impetus to an increasing questioning of what is taught, i.e. the selection of knowledge, knowledge for some or knowledge for all and the techniques used in teaching. Meaningful progress in teaching-learning process can only be achieved by developing deliberate areas of experiences for children. These experiences are identified and indicated in a plan of education which leads us to answer the above mentioned questions. Every civilized society gives maximum priority to this plan of studies. This plan is known as 'curriculum'. For detailed study of the concept of curriculum, you are referred to read the following pages from the reader.

Lari, Zahida (2006)	Aspects of Special Needs Education in Pakistan and other developing countries, pp.108-112	7.1
Vashist R.P. (2003);	Curriculum Development. pp. 138-153	7.2

We have studied different concepts and processes of curriculum. Critical evaluation of these concepts, processes and definitions enables us to understand curriculum and its emergence and application as discipline in education. It also helps us in refining and improving our concept about curriculum. She says that one should be very careful while defining the term "curriculum" because it varies according to the purposes and environmental factors in which the objectives are to be achieved. It also includes the selection of content, teaching strategies and means of evaluation. It has also to be specifically decided whether it will be child-centered, subject-centered or society-centered. Let us refer to Brennan, who has also discussed different meanings of curriculum focusing on its functions according to the context in which they are used:

Brennan Wilfred K. (1986)	Curriculum for special needs. pp.1-5	7.3
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Brennan describes various approaches used to explain the curriculum. He summarizes his discussion by giving extracts from "A View of the Curriculum" and "The School Curriculum". Brennan's Explanations enable us to define the curriculum and its essential factors.

Hopefully, you are now able to do the following exercise:

Exercise:

- A. Macdonald proposes that schooling be conceptualized as the interaction of four system. These systems are:
 First. _____
 Second. _____
 Third. _____
 Fourth. _____
- B. The components or elements included in a curriculum in Pakistan are:
 a. _____
 b. _____
 c. _____
 d. _____

C. Lari defines curriculum as under:

D. List the most suitable qualities of curriculum content for your country:

- a. _____
- b. _____
- c. _____
- d. _____

7.4 What are Special Educational Needs?

As you know, special educational needs or individual differences vary according to varying abilities and disabilities. The individual's personal needs contribute a lot in his educational, social and vocational set-up. A teacher of handicapped children must have the idea and information about the special educational needs of his pupils. If he is able to recognize the needs of these children, he can best organise his teaching to achieve the desired objectives. The special needs differ according to the nature of disability. Therefore, it is necessary to make a distinction between disability and handicap because many disabilities are no longer considered as educational handicaps as a result of latest devices and medical provisions. Special educational needs are thus difficult to define due to their multifarious dimensions. Brennan describes the special needs which call for special attention of teachers:

Brennan Wilfred K. (1986)	Curriculum for Special Needs. pp.28-52	7.4
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Brennan describes the situation in the UK and draws attention to the definition of 'Special Educational Needs' as describes by the very important Government Report on Special Education (The Warnock Report) in 1978. This report defined special educational need as one which requires provision of:

- a. access to the curriculum through special facilities, equipment and teaching method;
- b. a special or modified curriculum;
- c. a suitable learning environment.

The curriculum requirement of special educational needs described in the above referred pages enables a teacher to recognise and utilize the special strengths of handicapped children. Understanding of the range and level of special educational needs helps us in organizing necessary provisions to meet the requirements of such children. Let us see whether we have fully understood the special educational needs or not:

Exercise:

- A. "Many disabilities are no longer the educational handicaps as they used to be". Give four reasons to support the statement.
- a. _____
 - b. _____
 - c. _____
 - d. _____
- B. Special educational needs are defined as:
- _____
- _____
- _____
- C. Mary Wilson has conceptualized the diversity of special needs and has proposed the following four groups which relate directly to the curriculum:
- a. _____
 - b. _____
 - c. _____

Activity:

The Warnock Report lists the aims of education for all children including those with special needs.
What are the aims of education for children having special needs studying in your school? Do you think that they are realistic and achievable? Justify your answer.

7.5 Curriculum Design for Special Educational Needs

Supply of the most appropriate resources and instructional media do much ensure the effective teaching-learning process. The availability of special instructional resource materials is not a problem as it was in the past, but the problem is to design or to organise the resources according to the special needs of individuals, already discussed. The special curriculum should be organized in such a way that it includes the essential cognitive and psychomotor skills necessary for student's success. While organizing the programme for exceptional, their disability or exceptionality is also taken into account. Specific handicapping conditions require from a curriculum designer specific activities or resources to be designed to overcome the particular disability. Additional activities involved in the designing can only be successful if the environment is conducive and these activities are organised in inter-disciplinary ways, so that the involvement programmes of other professionals dealing with the handicapped children do not clash with the school programme. Let us study how Brennan guides us in this matter:

Fred P. Orelove & et., al 2004	Educating children with Multiple Disabilities pp. 71-91	7.5
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Before skipping to a general consideration of curriculum design, Brennan describes the Wilson's four groups from the previous chapter of this book. He suggests two levels first in terms of groups of pupils. His approach to analyse the special needs by answering a set of questions is a realistic one. Three approaches to general curriculum design are adopted to meet the special educational needs. Brennan puts before us a combination of the above three approaches in the form of a balanced curriculum for special needs, which guides a teacher in organizing his activities to achieve these aims and objectives. You are advised to read these approaches carefully. Do not skip the prescribed pages, if you want to do the following exercise in a profitable way. Let us check our understanding:

Exercise:

- A. The curriculum concentrates on the following:
a. _____
b. _____
c. _____
- B. You have studied three approaches to general curriculum. Which one is the most suitable in your opinion? Give three reasons:
a. _____
b. _____
c. _____
- C. Compare the following Curriculum approaches:
An Experience Approach *Core and Periphery Approach*

- D. Enlist the key concepts at content level in curriculum:
a. _____
b. _____
c. _____

Activity:
You have studied a chart to analyse and **assess** the development of broad based approaches. Draw a chart of your own to analyse and assess the development of a hearing impaired child.

7.6 Teaching Methods and Techniques

There is no denying the fact that the teachers have key roles in determining the methods they choose to achieve the aims and objectives of the planned and hidden curriculum. They generate the bits and pieces to design the palace of teaching and learning on the foundation which a curriculum provides. Some still believe that 'every one can teach' but every one does not know how to teach or the methods and techniques of effective teaching. A competent teacher understands the .subject matter, and knows the methods to 'achieve' conceived objectives, keeping in view the individual differences. To meet successfully the

needs of curriculum, teaching methods and techniques are of great importance. To study this essential factor which contributes tremendously; in teaching-learning process, you are advised to read the following material from your header:

Brennan Wilfred K (1986)	Curriculum for Special Needs. pp.101-109	7.7
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The relationship between aims and methods is described by Brennan. He quotes Wilson and Evans who say that the methods are more important than the content. Keeping in view the special needs, we suggest that the teaching methods for normal children may be used after some modification and with careful presentation for children having special education needs. Brennan suggests that the record of presentation must be kept as a useful account for educational achievements for an individual and the teacher for future references. To become more familiar with the topic, let us study the following:

Lari Zahida (2006)	Aspects of Special Needs Education in Pakistan and other developing countries, pp.108-153	7.8
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Lari defines the terms 'methods' and 'techniques' and says that the 'methods' and 'techniques' are necessary for effective learning.

After studying the prescribed material carefully, you might have understood the importance of teaching methods and techniques. Being teachers, we are concerned with the above concept. I think there is no harm in checking our knowledge. If we are still not clear about these concepts we should read the material again. Let us have a test:

Exercise:

A. Method is defined as:

B. The term technique refers to:

C. The hidden curriculum is defined as:

<p>Activity: Assume yourself as a teacher of a child with mental retardation. What methods and techniques will you include in your lesson-plan to help the child?</p>
--

7.7 Individualized Instructions

In the previous Unit we have discussed the special educational needs. Whenever we describe the special educational needs or individual differences we take into account the special educational provisions to meet them effectively. As we know special education deals with the educational problems of exceptional which vary from individual to individual according to the different handicaps and the nature of severity? In such situation, the individualization of instruction takes place. Individualized instruction is equally important for normal students. Let us study how Ing visualizes the concept of individualized instruction:

Santrock J.W. & Arends Richard I. 2001	Educational Psychology: Classroom Instruction and Management pp. 221-224.	7.9
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Santrock and Arends indicate the varieties of individualized instruction. Brennan has also discussed the notion of individualization instruction. He makes a distinction between individualized teaching and individualized curriculum in the following book:

Brennan Wilfred K (1986)	Curriculum for Special Needs, pp. 177-184	7.10
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Brennan explains the concept individualized teaching and curriculum. He says that both individualized teaching and curriculum are organized in the light of special educational needs of the individuals in accordance with their learning aptitudes and individual differences. At the same time, individualized curriculum includes such activities which help the disabled child in minimizing his disabilities. Keeping in view the normal' needs and handicapped' special needs, some combinations are described through effective teaching and practicable curriculum. Brennan suggests some approaches to individualization. In his opinion, computer-assisted-learning is very useful for this purpose. It assists the teacher in using the most appropriate techniques in an effective manner. But perhaps the greatest benefit of the various approaches to individualization is that it allows the students to have access to the curriculum for a normal child, as far as it is possible. For example, the partially sighted child will need carefully produced work, good lighting and perhaps a magnifier to enlarge the print. Some other techniques to meet the special educational needs are also described.

Hopefully, you have enjoyed the prescribed materials and you would enjoy more while doing the following exercise:

Exercise:

A. Following are the principles of individualized teaching:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

B. Curriculum combinations include:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____

- C. List the approaches for individualized teaching:
- a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____
 - g. _____
 - h. _____

Activity:

Visit a normal school in your city and discuss with a class teacher about the approaches he/she used to meet the individual needs. In the light of his/her information, suggest some most appropriate techniques for individualized education plan.

7.8 Aspects of Curriculum for Special Needs

In the preceding sections of this Unit, you have studied special educational needs of exceptional children which vary according to the different disabilities and their nature. It is obvious that to make out any pattern of curriculum to meet the special needs of disabled is no easier. It is difficult to propose a final shape of curriculum development which suits individual student's needs properly. However, some efforts are made which serve as the basis for a flexible, meaningful, effective and educable curriculum. Some aspects of such a curriculum are indicated here in the following reading:

Lari, Zahida (2006)	Curriculum for Special Needs pp.130-153	7.11
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Brennan describes the framework for the curriculum development in the light of Warnock Report. He discussed the selection of aims and objectives and content for total learning of students which are mentioned to help a teacher of handicapped child in developing the activities. Teaching methods and process of evaluation are also indicated. It is hoped that you have understood the concept of curriculum development and are now able to do the following exercise:

Exercise:

- A Following are the advantages of well organized curriculum:
- a. _____
 - b. _____
 - c. _____
 - d. _____
- B. Would you like to mention here some of the bases for the selection of curriculum objectives please?
- a. _____
 - b. _____
 - c. _____
 - d. _____
- C. Suggest suitable criteria by which content and learning experiences may be mentioned:
- a. _____
 - b. _____
 - c. _____
 - d. _____
- D. Give guidelines for Special Curriculum Evaluation:
- a. _____
 - b. _____
 - c. _____
 - d. _____

Activity:

How would you help a visually impaired student to gain access to the curriculum?

Suggested Reading:

Vashist R.P. (2003); Curriculum Development, pp. 1-20, New Delhi, Roshan Offset Printers, Commonwealth publishers.

7.9 Self-Assessment Questions

- Q-1 What is Curriculum? Write in detail the "process model" of curriculum.
- Q-2 Define different learning approaches. How the priorities are introduced in curriculum?
- Q-3 What are special educational needs? How do Brennan explain them?
- Q-4 State and explain individualization.
- Q-5 What would you include, in the curriculum designed for individuals with special needs?
- Q-6 Describe the aspects of curriculum development for exceptional children.
- Q-7 Answer the following in Yes or No:
- In a democratic society, the curriculum has both individualized and common aims.
 - Curriculum change is easily accepted.
 - Assessment of curriculum provision for special needs in ordinary schools is more difficult than in special schools.
 - Core and periphery approach were developed by Warnock in her work with slow learners.
- Q-8 Fill in the blanks:
- In the broad sense the term curriculum is regarded as _____.
 - Special Educational Needs have two definitions: the legal and _____.
 - The provision of equipments for developing recording and mobility skills be included in the curriculum for the _____ children.
 - Alternations in the pace by which the pupil moves through objectives of main or special curriculum is one of the combinations for _____.
 - Aims influence the definition of objectives, these in turn shape the choice of content or experiences and the delivery of content through learning experience ultimately involves the development of _____.

Unit No. 8

ORGANIZATION OF SERVICES FOR THE SPECIAL EDUCATION AND REHABILITATION OF HANDICAPPED CHILDREN

Written by:

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Reviewed by:

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8.1 Introduction

Provision of education and rehabilitation services to exceptional children is the burning issues of the day. Great attention is being given to this problem both by individuals and the society. These services contribute effectively, if they are organized according to the requirements of the handicapped persons. The improvement in the quality of life of the handicapped persons mostly depends upon the extension of suitable health and educational services. The management of the services of specialized personnel needs to be effectively monitored in institutions and schools where handicapped students are placed. Social welfare organisation both in private and public sector and other specialized professionals along with the help of parents have organized special education services and suitable environment for the care, training, education and rehabilitation of disabled.

In this way the regular classroom teachers, parents and special education personnel are sharing their unique skills, expertise and insights for planning the most appropriate services for the placement of the disabled in special educational settings. These services are provided according to the nature and severity of the "handicap".

8.2 Objectives

After studying this Unit, you will be able to define and explain various services such as:

1. Residential Schools.
2. Day Schools.
3. Itinerant teachers/peripatetic teachers.
4. Resource Room.
5. Special Education Consultant.
6. Medical Services.
7. Social Welfare Services.
8. Vocational Rehabilitation.

8.3 Residential Schools and Day Schools

Every society plans and implements its educational programmes which cater the educational needs of its children. To achieve the optimum out-put from

these services, action plans are launched in such a way that every individual can enrich his learning and enhance his capabilities. To accomplish this task fully, special arrangements are proposed to meet the unique requirements of the handicapped children according to their special needs. To ensure a balanced development of the disabled, the residential and day schools are established. The day schools include primary and secondary level institutions which provide educational and diagnostic services under the supervision of experts working in a cooperative atmosphere. The residential schools provide the boarding facilities along with educational to those who cannot join the day or other special school due to some reasons. To familiarize yourself more with these schools, we may refer to the following materials from your package:

Gearheart,B & Weishahn,M. (1980)	The Handicapped Students in the Regular Classroom. pp.31-34	8.1
Santrock J.W. & Arends R.I. 2001	Educational Psychology: Classroom Instruction and Management pp. 224-228	8.2

The prescribed readings mention that these special schools have special facilities to deal with the problems of the handicapped. The educational programmes are organised skillfully by specialists who enable these individuals to move socially and work together with their normal peers in most of the fields of life.

We hope you have gone through the prescribed materials and are now fully aware of these institutions. Naturally, you will be looking for an exercise to test your memory:

Exercise:

- A. Day Schools are defined as _____
- B. Residential Schools have the following provisions:
a. _____
b. _____
c. _____
- C. The students who need to be educated in residential schools are as under:
a. _____

- b. _____
- c. _____
- d. _____

D. Following are the distinctive features of a residential school for the handicapped:

- a. _____
- b. _____
- c. _____
- d. _____

Activity:
 Visit a residential school for the handicapped in your community and collect information about the available facilities. Give your suggestions for further improvement.

8.4 Itinerant Teacher/Peripatetic Teacher

Exceptional children need special attention according to the different nature of their disabilities. Handicaps are of multifarious nature. Therefore, they need various necessary services. Special education personnel and highly skilled specialists are needed to meet the needs of the disabled. Availability of specialized teachers for the disabled is becoming a problem. It is quite serious in far flung rural areas. Moreover, special education teachers are trained according to various disabilities which do not exist at a particular place or occur at a time. To meet the shortage of the special educators and to utilize their services fully, specialized persons perform their duties from place to place or where their services are needed. These teachers are known as itinerant teachers. The role of an itinerant teacher or a peripatetic teacher is well defined by Gearheart and Weishahn in the following book:

Gearheart, B & Weishahn, M (1980)	The Handicapped Students in the Regular Classroom. pp.59-64, 83-88 & 112-1 14	8.3
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The role and responsibilities of an itinerant teacher in case of hearing impaired, mentally retarded, visually impaired and physically handicapped are described in great length. These pages will enable us to recognize the responsibilities of special nature for each disability. We have come to know that

an itinerant teacher helps the students in their placement in the class and guides the parents to establishing their children in the society. He also helps the class teacher in developing special teaching methods or techniques and using the teaching materials. These services are particularly used where there are not enough children to launch a whole programme.

Hopefully, you have enjoyed the work of Gearheart and Weishahn and are now able to do the following exercise:

Exercise:

- A. The services of itinerant teacher need to plan can be initiated for the following reasons in our country:
- a. _____
 - b. _____
 - c. _____
- B. Enlist the responsibilities of an itinerant teacher dealing with hearing impaired child:
- a. _____
 - b. _____
 - c. _____
 - d. _____
- C. Enlist the responsibilities of an itinerant teacher dealing with the visually impaired child:
- a. _____
 - b. _____
 - c. _____
 - d. _____
- D. Resource/itinerant teacher generally provides both direct and indirect services to the handicapped. Indicate some indirect services which can be provided by an itinerant teacher in your area:
- a. _____
 - b. _____
 - c. _____

Activity:
Being an itinerant teacher of mentally retarded children write down your responsibilities.

8.5 Special Education Consultants

Special education consultants vary from programme to programme. They help and facilitate the work of special education teachers. A consultant helps in organizing the programme for a specific child and then supervises it for a given period. Such personnel sometimes give training to the teachers about specific techniques. To study the role of a consultant, you are advised to go through the following text:

Santrock J.W. & Arends R.I. 2001	Educational Psychology: Classroom Instruction and Management. pp. 230-232	8.4
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Special education assistance involves variety of services like special education teacher, resource teacher, consultants and medical professionals. These personnel provide assistance in developing special materials, specific lessons, particular techniques and medical treatment. They guide the parents and also deal with the handicapped directly or indirectly so as to enable them to visualize and minimize their problems.

Hopefully, you have gone through the prescribed and suggested readings and are now able to do the following exercise to check your understanding:

Exercise:

- A. Special education consultant deals with the handicapped by providing help in these matters:
 - a. _____
 - b. _____
 - c. _____

- B. Medical services may be provided to the following categories of handicapped children on regular basis:
 - a. _____
 - b. _____

c. _____

C. Therapists are trained professionals who can provide services like:

a. _____

b. _____

c. _____

8.6 Resource Room

Many countries are trying to absorb the children with all kinds of disabilities in their normal system of education. In some developed countries, it is going on well under their system. The handicapped children are enrolled in regular schools alongwith their normal peers and get guidance from specially trained teachers who may sit in a resource room, established in the school. For example, a blind child goes to such room for Braille instruction. Apart from the resource room is a place where necessary assistive tools, devices and instructional materials are made available for use of professional and teachers. To study the advantages and disadvantages of special class and resource room let us read Gearheart and Weishahn once again.

Gearheart B. & Weishahn, M. (1980)	The Handicapped Students in the Regular Classroom. pp. 32-34	8.5
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You have studied the role of an itinerant teacher with particular reference to the methodology of instruction given by him. The instruction of resource room teacher and itinerant teacher differ from each other in the sense that the former gives instruction casually or whenever needed, whereas the latter instructs the children on regular basis.

Certainly, you have gone through the work of the above writers and now want to do the exercise to check your knowledge:

Exercise:

A. The responsibilities of an itinerant teacher and the resource room teacher differ from each other in the following ways:

	Itinerant teacher	Resource room Teacher
a.	_____	_____
b.	_____	_____
c.	_____	_____

B. The special or resource room has the following advantages:

- a. _____
- b. _____
- c. _____

C. List the disadvantages of resource room:

- a. _____
- b. _____
- c. _____

Activity:

Keeping in view the advantages and disadvantages of a resource room, suggest the most suitable provisions for such a room in a school for normal children in your locality.

8.7 Medical/Social Welfare Services

Islam lays great stress on the principles of equality, mutual help and social welfare of its people, irrespective of their caste, creed, sect, colour and abilities. In modern times every society emphasizes on the social welfare services for the well-being of its people. These services are particularly recommended for the disabilities. Adequate provisions of medical and social welfare services enable the disabled to become useful, constructive and self-reliant members of the society. To make an easy access to these services sometimes services are provided at the door-steps of the handicapped or in school. To study the Medical/Social Welfare Services available to persons with disabilities visit the following website.

Government of Pakistan 2007	Economic Survey 2006-07 pp. i-xxxviii. http://www.finance.gov.pk	8.6
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The special educator, social worker and doctors are involved to provide health services to the handicapped. These hospital schools are established in most of the developed countries. Such schools keep close contact with the parents of the disabled. To study provision of welfare services for the handicapped in Pakistan, you are referred to the following extract of the Five Year Plan (1988-1993):

Planning Commission Government of Pakistan (1988-1993)	Five Year Plan 1988-1993 pp.552-554	8.7
--	--	-----

The scope of Social welfare programme is discussed in the prescribed pages. In the light of this Plan, most of the institutions dealing with the handicapped have the provisions of social welfare services in the form of medical and social welfare units. At this stage it looks appropriate to refer you to read the following.

Planning Commission Government of Pakistan May 2005	Medium term Development Framework 2005-10 pp.73-81, 91-97, 120-127,	8.8
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It is hoped that you have gone through the pages provided to you in the references and are now able to do the following exercise:

Exercise:

- A. Social Welfare Services for the handicapped in our country include:
- a. _____
 - b. _____
 - c. _____
- B. Hospital schools are organized to provide the following facilities (excluding those mentioned above):
- a. _____
 - b. _____
 - c. _____

- C. The parents of the handicapped children should be engaged in social welfare and medical services for the following reasons.
- a. _____
 - b. _____
 - c. _____

Activity:

Visit a handicapped school where medical facilities are available. Give your observations and comments about the facilities. How could these facilities be improved?

8.8 Vocational Rehabilitation

Rehabilitation of the disabled is an area which requires a lot of attention, consistency, dedication and appropriate planning. Social workers in this field are making their best efforts and putting appropriate resources to minimize the problems of the deprived and dejected handicapped. Many alternative placements are being experienced for the integration of the handicapped. Although some obstacles like negative attitudes, poor motivation, lack of specific information and funds are there, even then hectic efforts are being made to overcome these problems. Psychological, social and legal services which aim at reducing the impact of disability and help in vocational and independent living/rehabilitation are being improved.

Mokal S. Hadayatullah, (1984)	Vocational Preparation for the Integration of Disabled Persons in the Society pp.552-554	8.9
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The meaning, scope, need and importance of vocational rehabilitation of the persons with disabilities are described by the author. He also discusses various forms of it, i.e. (i) Sheltered workshops, and (ii) Employment in the open market. He makes further proposals for the vocational rehabilitation centers. To appreciate the vocational rehabilitation in the light of the prescribed reading, let us do the following exercise:

Exercise:

- A. A term vocational rehabilitation means:
a. _____
b. _____
c. _____
- B. Vocational rehabilitation as a part of psycho-social rehabilitation and occupational therapy aims at:
a. _____
b. _____
c. _____
- C. Suggest three latest models of "Sheltered Workshop" for the handicapped persons if organized under your supervision:
a. _____
b. _____
c. _____

Suggested Reading:

- Javed M. I. 1993. Work Potential and Vocational Opportunity, in "Handicapped Person in the Community" (673), AIOU
- Topping Keith J. 1983 "Educational System for Disruptive Adolescents," Croom Helm Ltd., London, , Chapters 1, 2,8,10, 14 &15.
- WHO 1981 "Report of WHO Expert Committee on Disability Prevention and Rehabilitation", Geneva.
- www.rehabcouncil.nic.in

8.9 Self-Assessment Questions

- Q-1 What are the advantages and disadvantages of the residential schools for the disabled?
- Q-2 Write in detail the responsibilities of the itinerant teacher dealing with the physically handicapped children.

- Q-3 Explain with examples the role of the special education consultant.
- Q-4 Differentiate the role of resource room teacher from the itinerant teacher.
- Q-5 What is the role of vocational rehabilitation in social and psychological adjustment of disabled people?
- Q-6 Answer in Yes or No:
- Physically handicapped and mentally handicapped children cannot make an appreciable adjustment.
 - Residential school removes a child from home and neighborhood.
 - The itinerant teacher works as full time teacher in special schools.
 - In recent year, some resource teachers have been providing their services in normal schools.
 - Vocational rehabilitation is an integral part of segregation.
- Q-7 Choose the correct answer:
- Specialized treatment, stimulation and education are carried out on twenty-four hours-a-day basis in:
 - Special School
 - Day School
 - Residential School
 - Normal School
 - The regular classroom teachers should work with an itinerant teacher:
 - Separately
 - Closely
 - On Holidays
 - In the Evening
 - The disabled people have every right to share the normal social life of the:
 - Family
 - Peers
 - Community
 - Society
 - The alternative educational placement continuum must be:
 - Flexible
 - Rigid .
 - Inflexible
 - Occasional
 - Consultants are usually special education teachers who receive additional training, particularly in:
 - Teaching
 - Placement-Techniques
 - Therapeutic Techniques
 - Audio-visual media.

Unit No. 9

CURRENT TRENDS AND ISSUES IN SPECIAL EDUCATION

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9.1 Introduction

Every society is trying its best to raise the status of the handicapped persons keeping in view their abilities and limitations of the available resources. With the introduction of the resources and the techniques of imparting instructions, these groups are being improved. The effective concentrations of government and voluntary organizations for these programmes have been instrumental in identification of the most innovative teaching-learning methods and techniques. In this Unit you will study the current trends and issues in Special Education.

9.2 Objectives

After studying this Unit, you will be able to define and explain:

1. Integration
2. Segregation
3. Mainstreaming
4. Least Restrictive Environment
5. Special Educational Needs.
6. Inclusive Education

9.3 Integration

The development of effective educational and motivational programme is fundamental to the improvement of the life-style of the handicapped. In order to make these programmes more relevant and focused on specific needs of the handicapped, a variety of approaches and activities have been organized. The tremendous progress in every sphere of life encouraged the people to shift their thinking from old segregated schools to innovative-integrated community-based rehabilitation of handicapped by putting them in normal schools alongwith normal children. Like all the new trends, this issue was also undertaken by researchers who after thorough study and discussions with parents, specialists and authorities concluded that the handicapped children were generally happy in ordinary schools. Their social mobilization progresses enormously and specific disability which reduces their ability to become an economically, socially and politically self-reliant person, is overcome by interaction and close collaboration with the non-handicapped children.

Chintamani 1992	Exceptional Children: Their Psychology & Education pp. 162-179.	9.1 9.2
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The writer suggests different ways forwarded for the handicapped child to be integrated into normal schools in Pakistan. It also emphasizes the need for an appropriate curriculum for these children and for adequate teacher training. To become more familiar with the subject of integration you are advised to study the other relevant chapters of the book referred at 9.1.

Hopefully, you have gone through the above references and are now able to do the following exercise:

Exercise:

A Integration can be defined as a process of:

- a. _____
- b. _____
- c. _____

B. Enlist the conclusions of the studies carried in many countries on integration:

- a. _____
- b. _____
- c. _____

C. Write down the activities for each phase of the integration in Pakistan:

- Phase One 1. _____
2. _____
- Phase Two 1. _____
2. _____
- Phase Three 1. _____
2. _____

Activity:

Make an action plan for evaluation, guidance and counseling services before initiation an integration programme for the handicapped.

9.4 Segregation

You may have seen children with a very severe handicap being educated in a normal school. No viable alternative to this problem existed in the past except segregation or institutionalization. Even in these days the proponents of segregation argue that a regular classroom teacher, provided he/she has the special knowledge or training, may be able to deal with certain types of handicapped children, even then a special educator, special methods and equipments are needed to meet the educational requirements of severely handicapped children. It is better to keep such children segregated from the non-handicapped to get the maximum full-time care and to let them enjoy a daily living environment along with their peers without external interference and stigmas. Despite its limitation, the integration, main-streaming and normalization models also suggest segregation for some handicapping conditions. While studying the debate on integration in reference 9.1 at pages 7-8, and 21-24, you might have gone through the concept of segregated/special schools. To become more familiar with the theme, you are advised to read the following:

Hallahan and Kauffman	"Exceptional Children," pp.44-45	9.3
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It should be clear that the special educators from the very beginning are trying to normalize the disabled and to restore their human dignity. The shift from institutionalization to mainstreaming has a long history. Some effects of segregation are also described in Ref. 9.4. Moreover, in Unit 2 and 8, you have studied the concept of special schools/classes and residential schools and are now able to recall your memory by doing the following exercise. If you could not do it, don't get upset. Re-read the prescribed pages without skipping any of them. Careful reading will surely help you to enjoy the text and undertake proposed exercise.

Exercise:

- A. Segregation of children in special school is recommended for the following reasons:
- a. _____
 - b. _____
 - c. _____
- B. List the arguments in favour of centralization of Special Education:

- a. _____
- b. _____
- c. _____

C. Rolf Hermeline and Warnock supported the special schools because of the following reasons:

- a. _____
- b. _____
- c. _____

9.5 Mainstreaming

You would agree that ignorance, superstition and lack of a scientific approach toward life has resulted in the neglect of the disabled persons for a long time in the world. The dawn of knowledge and science which affected every walk of life, did not neglect the field of Special Education. By looking at the pupils from an educational, medical and psychological view-point, the challenge of the handicapped child has been taken up.

The provision of technical, medical, educational, recreational, vocational and rehabilitation aids, devices and services have been taken in account to make the isolated and 'useless' population as productive, active, respectable and useful members of the society in which they live. With the period of time and advance research, the special educators proposed the model of mainstreaming which emphasizes on educating the handicapped children along with normal peers whenever possible. To study the mainstreaming, you are advised to study the Fred P. Orelove & et., al

Fred P. Orelove & et., al 2004	Educating children with Multiple Disabilities pp. 91- 111	9.4
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The mainstreaming is discussed, keeping in view the wide range of special educational needs of exceptional children. The individualizing instruction, supports, and services for mainstreaming and the problems of implementation have been discussed in the above text. At this stage you are refer to study the following article in the context of Pakistan.

Awan, M M H. 2000	Mainstreaming: A Model for Special Children in Pakistan pp. 57-71	9.5
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Awan describes the movement of mainstreaming in the light of social forces which led to its implementation. The early history of special education and changes which took place to reach mainstreaming has been related in an effective way. We hope you have also enjoyed the model for mainstreaming children in Pakistan. Let us have an exercise for this purpose:

Exercise:

- A. Kauffman and his associates describe mainstreaming as:
- a. _____
 - b. _____
 - c. _____
- B. The Three components to mainstreaming are:
- a. _____
 - b. _____
 - c. _____
- C. List the problems in implementing mainstreaming in Pakistan:
- a. _____
 - b. _____
 - c. _____
- D. The advantages and disadvantages of mainstreaming are:
- | | <i>Advantages</i> | <i>Disadvantages</i> |
|----|-------------------|----------------------|
| a. | _____ | _____ |
| b. | _____ | _____ |
| c. | _____ | _____ |

Activity:
Prepare a model of mainstreaming for handicapped children keeping in view the cultural set-up and available resources of your country:

9.6 Least Restrictive Environment

Integration, mainstreaming, normalization and least restrictive environment are the new trends and issues in the special education. These terms are often used interchangeably. You have studied in previous pages about mainstreaming and integration. The term 'least restrictive environment' gets its inspiration from these concepts. It stresses placement of exceptional children in closer contact with the community. No doubt the regular class placement is ideal, but not always so, therefore, the least restrictive environment or deinstitutionalization is recommended to avoid the bad effects of segregation and to avoid the compulsion of putting a child with disability in a regular school system. You are advised to read the following books:

Gearheart B & Weishahn, M. 1980	The Handicapped Student in the Regular Classroom. pp.23-29, 37-39	9.6
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The concept of Least Restrictive Environment as described in the above references is an effort to provide the facilities of regular classroom alongwith the special care unit. It emphasizes the importance of learning in as much normal environment as possible. Let us recollect what we have read:

Exercise:

- A. Suggest some facilities which may be offered in the special education schools for the visually impaired in Pakistan to provide them Least Restrictive Environment.
- a. _____
- b. _____
- c. _____
- B. Now fill in the blanks:
- a. Institutionalization results in a ___ of cognitive abilities.
- b. A handicapped child is to be educated with children who are not ___ .
- c. Special classes for the mentally retarded became classes for _____ children.
- C. Least Restrictive Environment differs from the special school in the following:

	<i>LRE</i>	<i>S.S.</i>
a.	_____	_____
b.	_____	_____
c.	_____	_____
d.	_____	_____

9.7 Inclusive Education

Inclusive Education is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and non-formal settings. Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, communities, and reducing exclusion within and from education. Rather than being a marginal theme on how some learners can be integrated in the mainstream education, inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It involves changes and modification in content, approaches, structures and strategies, with a common vision, which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children regardless of their strengths or weaknesses in any area.

Inclusion can be linked to reforming the status of persons with disabilities and marginalized group. Many countries have been influenced by the strong stance on inclusion taken by the international organizations and have begun to develop legislative frameworks for inclusion. However, for some countries it is clear that the goal of inclusion means all in the mainstream, while other retain a dual system for special and ordinary provisions. (Bernard, 2000). In highly developed countries, the priority has been breaking down the system of segregation as it relates to education provision. To know the possibilities and to become familiar with the concept of inclusive education you are refer to the following efforts in this regard.

Awan, M. M. H. 2005	Quest for Inclusion in Pakistan pp. 103-110	9.7
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- From the above we can conclude that inclusive education is;
- Valuing all students and staff equally.
- Increasing the participation of students in and reducing their exclusion from the cultures, curricula and communities of regular schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, with impairments and having special education needs.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students
- Emphasizing the role of schools in building community and developing values, as well as increasing achievement
- Fostering mutually sustaining relationships between schools and communities
- Recognizing that inclusion in education is one aspect of inclusion in society
- Inclusive education is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities
- Disabled children have an equal right to membership of the same groups as everybody else.

- Segregation restricts our understanding of each other, teachers, children to be fearful, ignorant and breeds prejudice.
- Discrimination in education leads to discrimination in society.
- Pakistan has meager resources to spend on segregated education system. There is an economic justification; it is likely to be less costly to establish and maintain schools, which educate all children together. These schools are cost effective.

Suggested Reading/Websites:

Warnock H. M. 1978. Special Educational Needs, Report of the Committee of Enquiry into the Education of Handicapped Children and Young People, Chapter 3, London,

www.educationforallindia.com/management-of-inclusive-education/asia@eenet.org.uk

9.8 Self-Assessment Questions

- Q-1 What do you mean by partial integration and reverse integration? Define both of them and give example.
- Q-2 Discuss in detail the three components to mainstreaming.
- Q-3 How far mainstreaming is contributing in the social setting of the handicapped in the community?
- Q-4 Define Least Restrictive Environment with the help of examples.
- Q-5 How would you adjust hearing impaired children in a regular classroom? What extra provisions would be needed for such a group?
- Q-6 Answer in Yes or No:
- i. The educational programme of the mainstreamed child is to be planned carefully.

- ii. Mainstreaming is an extremely easy concept to put into practice.
- iii. The best way of thinking of a child in need of special education is in the same way as a child may be in need of food.
- iv. Integration is an unending process.
- v. Least Restrictive Environment allows a child to move freely in the community.

Q-7 Choose the correct answer:

- a. Integration means placing disabled child for a period of time in:
 - i. Special class
 - ii. Residential school
 - iii. Regular class
- b. For full integration, it is necessary to change the regular:
 - i. Time-table
 - ii. School
 - iii. Curriculum
- c. Segregation of handicapped children isolate them from:
 - i. Social integration
 - ii. Peer group
 - iii. Education
- d. In Pakistan, some children have been enrolled in normal schools. These children have:
 - i. Severe mental retardation
 - ii. Mild disabilities
 - iii. Severe disabilities
- e. Mainstreaming 'fail-save' model is proposed by:
 - i. Lilly
 - ii. Van Etten
 - iii. MacMillian

Answers to Self-Assessment Questions (SAQs)

Unit No. 1:

- Q-6 a. Yes b. No
c. No d. No
e. Yes

- Q-7 a. iii b. ii
c. ii d. ii
e. iii

Unit No. 2:

- Q-6 a. No b. No
c. Yes d. Yes
e. Yes

- Q-7 a. Mandatory b. Fresh
c. Goofs/Fools d. Integral
e. Urban

Unit No. 3:

- Q-6 a. 3.06% b. Six
c. 6.4 d. 26.2

- Q-7 a. No b. No
c. No d. Yes

Unit No. 4:

- Q-6 a. Yes b. Yes
c. No d. Yes

- Q-7 a. 50-60 b. Ophthalmologist
c. Hearing Impaired d. Pediatrician
e. Sensory

Unit No. 5:

- Q-6 a. Yes b. Yes
c. No d. No
e. Yes

- Q-7 a. Disadvantaged b. Identification
c. Pariab-statusd d. Lassies-fair
e. Acceptance

Unit No. 6:

- Q-6 a. Yes b. No
c. Yes d. Yes
e. No

- Q-7 a. iii b. i
c. iii d. i
e. iii

Unit No. 7:

- Q-6 a. Yes b. No
c. Yes d. No
e. Yes

- Q-7 a. Courses of study b. Educational
c. visually handicapped d. Individualization
e. Teaching methods

Unit No. 8:

- Q-6 a. Yes b. Yes
c. No d. Yes
e. No

- Q-7 a. iii b. ii
c. iv d. i
e. iii

Unit No. 9:

- Q-6 a. Yes
c. Yes
e. No
- Q-7 a. iii
c. I
e. ii

- b. No
d. Yes

- b. iii
d. ii

GLOSSARY

(Terms use in USA and UK)

Exceptional Children (USA) Education Needs (UK)	=	Children with Special
Itinerant Teacher (USA) (UK)	=	Peripatetic Teacher
Resource Teacher (USA) Teacher (UK)	=	Resource or Advisory
Regular (USA) (UK).	=	Mainstream/Normal

