

Special Education Educational Psychology (BS IV)

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Dyslexia

- All people with dyslexia are unable to read because they see letters in the wrong order. When they figure out the word they mix up letters or sounds.
- Some dyslexic people have a lot of trouble spellings and if they are taught by someone who understand dyslexia, they can learn perfectly well (Ishant, Tare Zameen Par).

Mental Retardation

- M.R is a developmental disability that first appears in children under the age of 18 and it persists throughout adulthood.
- Define as an intellectual functioning level that is well below average and significant limitation in daily living skills.
- Such skills include the ability to produce and understand language, home living skills, use community resources, health, safety, self-care, social skills, functional academic skills (reading, writing and arithmetic) and work skills.

Types of M.R

- **Mild M.R:**(85% M.R Population, 50-75 IQ, and acquire academic skills)
- **Moderate:**(10% M.R Population, 35-55 IQ, and Carry out work under moderate supervision)
- **Sever:**(3-4% M.R Population, 20-40 IQ, Master very basic self-care, some communication skills and able to live in group home)
- **Profound:**(1-2% M.R Population, Below 20-25 IQ, able to develop basic self-care and some communication skills with appropriate support and training and due to neurological disorder)

Causes of M.R

In 75 % of cases, the exact cause is never known

- Problem during pregnancy: Things that can interfere with fetal brain development include alcohol or drug use, malnutrition and certain infections.
- Problem during childbirth: if baby deprived of oxygen during childhood birth or born extremely premature or less weight.
- Illness or injury: infections like whooping cough or measles and severe head injury, extreme malnutrition, exposure to toxic substance and high grade fever in childhood

Causes of M.R

- Genetic abnormalities: inherited abnormal genes, down syndrome and others.
- Poverty: extreme poverty, which can result in malnutrition, inadequate medical care.
- Iodine deficiency: is the single preventable cause of M.R, its effects on the developing brain can be profound; iodine deficiency can lead to hypothyroidism (hypo-thyroid-ism), a cause of M.R and can impair brain function.

Symptoms of M.R

- Sitting Crawling or walking later than other children
- Problems learning to talk or trouble speaking clearly
- Memory problem, inability to think logically, lack of curiosity
- Childish behavior beyond a normal age, learning difficulty (slow learner), IQ below 70, aggression, dependency, Withdrawal from social activities, psychotic disorder, attention seeking behavior, self injured behavior, attention difficulties, failure to adapt (adjust to new situation), difficulty understanding and following social rules
- Slow to master things like toilet training, dressing, feeding and difficulty with problem solving skills.

Treatment for M.R

- Main goal of treatment is to assist the child reaching his or her full potential in term of education and social and life skills.
- Treatment may be include behavior therapy, occupational therapy, counseling and in some cases medication.
- All children with M.R benefit from special education.
- Therapist and special educators help child develop motor skills, language, social skill, and self-help skills.

Treatment for M.R

- Mild M.R: Behavior instructions, Early intervention program and special education
- Sever M.R: Behavior instructions, Drugs to control aggressiveness and self injured behavior and home care or institutionalization.

Gifted, Talented and Genius

- Genius: A genius is a person who displays exceptional intellectual ability and creativity, typically to a degree that is associated with the achievement and have extraordinary understanding about things. A genius can be scholar in many subjects or a scholar in a single subject.
- Talented and Gifted: Gift is a quality while talent is shown when gift is being practiced and exercised.
- Giftedness as a combination of three characteristics: above average general ability, a high level of creativity, and a high level of commitment or motivation to achieve certain areas

Characteristics

- Common Characteristics: High potential, Creativity and Competence.
- Some other Characteristics: High performance capability in intellectual, creative, and artistic area.
 - Ability to reason well and learn well
 - Strong imagination, Excellent memory
 - Keen observation, perception, and insight
 - Physically and emotionally sensitive
 - Prefer the company of older children or adults
 - High concern with social and moral issues
 - Possesses an unusual capacity for leadership
 - Highly developed sense of humor

Common Problems

- Isolation
- Perfectionist and adjustment problem
- Depression
- Boredom and frustration in school
- Difficulty to accept their own emotions, because the mismatch between mind and emotion can be great
- Impatient with friends, parents, and even teachers who do not share their interest or abilities.

Characteristics and possible problems related to gifted children

	Strengths	Possible Problems			
1	Acquires and retains information quickly.	Impatient with slowness of others; dislikes routine and drill; may resist mastering foundational skills; may make concepts unduly complex.	8	Thinks critically; has high expectancies; is self-critical and evaluates others.	Critical or intolerant toward others; may become discouraged or depressed; perfectionist.
2	Inquisitive attitude, intellectual curiosity; intrinsic motivation; searching for significance.	Asks embarrassing questions; strong-willed; resists direction; seems excessive in interests; expects same of others.	9	Keen observer; willing to consider the unusual; open to new experiences.	Overly intense focus; occasional gullibility.
3	Ability to conceptualize, abstract, synthesize; enjoys problem-solving and intellectual activity.	Rejects or omits details; resists practice or drill; questions teaching procedures.	10	Creative and inventive; likes new ways of doing things.	May disrupt plans or reject what is already known; seen by others as different and out of step.
4	Can see cause-effect relations.	Difficulty accepting the illogical-such as feelings, traditions, or matters to be taken on faith.	11	Intense concentration; long attention span in areas of interest; goal-directed behavior; persistence.	Resists interruption; neglects duties or people during period of focused interests; stubbornness.
5	Love of truth, equity, and fair play.	Difficulty in being practical; worry about humanitarian concerns.	12	Sensitivity, empathy for others; desire to be accepted by others.	Sensitivity to criticism or peer rejection; expects others to have similar values; need for success and recognition; may feel different and alienated.
6	Enjoys organizing things and people into structure and order; seeks to systematize.	Constructs complicated rules or systems; may be seen as bossy, rude, or domineering.	13	High energy, alertness, eagerness; periods of intense efforts.	Frustration with inactivity; eagerness may disrupt others' schedules; needs continual stimulation; may be seen as hyperactive.
7	Large vocabulary and facile verbal proficiency; broad information in advanced areas.	May use words to escape or avoid situations becomes bored with school and age-peers; seen by others as a "know it all."	14	Independent; prefers individualized work; reliant on self.	May reject parent or peer input; non-conformity; may be unconventional.
			15	Diverse interests and abilities; versatility.	May appear scattered and disorganized; frustrations over lack of time; others may expect continual competence.
			16	Strong sense of humor.	Sees absurdities of situations; humor may not be understood by peers; may become "class clown" to gain attention.