

Educational ^{learning and adjustment of gifted children} Education of special type of children.

Meaning - In ordinary school the children may be ^{so distributed} classified as average or normal. But there may be few children who may deviate mentally, socially, educationally or physically from the normal children to quite an appreciable extent. Such children require special educational care & their adjustment prob. must be tackled in a specialized manner. These deviated children are often designated as exceptional children. Different pys. have defined these children as:

J.E. Wallace Wallin - A typical group of one thousand elementary school children from environment of inferior, medium & superior economic and social status about 500 children will present problems calling for special educational psychological, social, physical adjustment because of exceptional scholastic, intellectual, emotional, social, personality or physical condi. At least 1 tenth of these children suffer from mental or physical disability of sufficient gravity to require special provision. These children are deviant from normal. They differ from normal in physical, mental or emotional factors & thus the term exceptional children are applied to them.

How & Grow - "The term typical or exceptional is applied to a trait or to a person possessing the trait if the extent of deviation from normal position of that trait is so great that because of it the indi. warrant & receives special attention from his fellows and his behaviour responses and activities are thereby affected. On the

basis of different definition exceptional children may be classified into different categories.

- ① Physically handicapped.
- ② mentally retarded.
- ③ gifted.

Physically handicapped children.

An individual who is affected with a physical impairment that in any way limits or inhibits his participation in normal activities may be referred to as physically handicapped. This impairment can be of serious type or slight in nature. Eg - eye defect may range from total blindness to partial vision in one or both eyes or susceptibility to eye strain or the person may be dumb or have a speech defect which shows only under normal conditions. The handicapped individual faces many problems in his adequate adjustment due to physical deformities. The handicapped is unable to participate in desirable normal activities and hence requires satisfying intellectual interest. Also his inability to develop in his emotional problems like resentment and discouragement. These require special attention in his adjustment. The handicapped develop a feeling that the others have a low opinion about him due to his defect. Sometimes this handicap happens to be the result of unfavourable home or environmental conditions or of delayed or neglected treatment of pre-disposing conditions. Such a handicapped person may attain proper adjustment if they are provided with a proper environment. The physically handicapped is not necessarily mentally deficient & his mental powers may be used to compensate for his physical disability. Education & the physically handicapped.

The physically handicapped persons are not normal except for their particular physical defect. So such kind should be provided with all those educational facilities which are meant for normal children. Keeping in mind their physical disability, they should be provided with proper educational training. Except for those who have serious disabilities & are unable to work, except this handicap all others should get some sort of training in a vocational centre which they can take up in spite of their defect. The vocational adjust. will develop in them self respect & they will be able to carry on their own weight in life. Educationist should also look to the social adjust. of the physically handicapped. He must be encouraged to take a realistic attitude of his defect & look with correct perspective on his inability to do a thing. He should be offered opportunities for experiencing successful achievement within his limitations, so that his attention is deviated from (an unhealthy) his handicap. He must be encouraged to recog. himself as a contributing member of his group.

CLASSIFICATION OF PHYSICALLY HANDICAPED CHILDREN AND EDUCATION

can be classified into 5 types.

- ① Crippled
- ② Blind & near blind.
- ③ The deaf & hard of hearing.
- ④ The defect in speech.
- ⑤ The delicate person.

Crippled - The crippled indi. suffer from a defect that is accompanied by one or another type of deformity that inhibits the normal exercise of his muscle joints or bone cripples may be

- (i) Congenital
- (ii) the result of an accident
- (iii) the effect of a disease intellectually, the

Crippled are usually normal and often superior. The cripple attract attention of the other persons & a remark or two from ~~them~~ coupled with his know of his own inferiority which disables him to participate in physical activity develop in him undesirable attitudes of resentment, self pity etc.

Thus for proper adjust. of a cripple the educational schemes should be carefully organised. Some of the steps which are to be taken for his education are mentioned below. (i) Education should provide opportunities for his mental development as he is

① mental development that is not inferior to the normal in intelligence. (ii) It must help him to acquire desirable attitudes

② desirable attitudes towards his own limitations and towards his relations himself & with other people. iii) School equipment must be

③ School equipment adjusted to his deformity. The chair, table, etc should be specially designed so that he can be comfortably

④ seated & can indulge in reading & writing without much strain. The cripple may not be segregated in

⑤ separate buildings or classrooms. In Segregation he can get better physical adjustment, but in segregation

⑥ segregation his social adjustment is likely to suffer. So if vocational training is such that he can work in a separate room & has also the opportunity to move with other

⑦ with his deformity pupils than he can be segregated otherwise not. ⑧ The cripple should be given vocational training in

⑧ keeping with his deformity. ⑨ The blind & Near Blind - usually the persons with eye defect try to

hide their handicap. The children who are near blind or possess defective eyesight do not want to show to others that they have particular eye defect. The teacher should be careful about such cases & find out the extent to which the child is suffering from the

eye defect & send him to the doctor for treatment. Education law help in the adjust. of a blind or near blind in all ways. (i) If the child is totally blind he should be sent to the special school for the blind where he would learn through Braille system.

(1) Blind children must be taught to use Braille system. There he will also be given training for vocational adjustment. A blind may also be taught to sing or to learn some sort of handicraft.

(2) Vocational adjustment (a) Those who are partially sighted should be segregated to sight conversation classes when they read. (b) Large print text books & similar other devices are used to teach them. (c) Large printed text book should be provided to the children.

(3) In ordinary school more attention is to be directed towards the prevention of eye defect because it is often the environmental influences that weakens the eye sight.

- (a) In the school, adequate facilities for light & clearly & ~~large~~ ^{boldly} printed books are provided.
- (b) Black-board should be properly cleaned & placed at right distance ⁱⁿ the class room.
- (c) Hygiene reading habit in the individual need to be developed. ^{They must read the book from certain distance.}

3) The deaf and hard of hearing - The term deaf is normally applied to a person who has never had hearing, who lost his hearing power before he achieved speech, or who lost his hearing no soon after learning to speak that his power of speech also has been lost. We call that individual who loses his hearing after he has acquired speech as 'hard of hearing'

The adjust. of deaf and hard of hearing child can be achieved through education in the following manner:

- i) The school should help the deaf to devel. techniques of communication with normal people. Since this task is difficult to achieve in ordinary schools, Special schools will be required for the deaf & dumb. It can be said with confidence that they can learn to quite an appreciable extent. The technique should be that the deaf children develop an ability to make social contact with other of people.

(1) To develop tech. of communication & to make social contact with other people

then own group & with person in other group.
② The child who is hard of hearing may not be segregated to a sp. school, but he should be allowed to study in regular class room, he should however be allowed to sit in the front row so that he may watch the teacher's lips & should be permitted to turn in the direction of any student who is reciting. He should be encouraged to study lip reading in a special reading class conducted by the school or any other agency.

③ The deaf or near deaf can make desirable adjustment, they can take up research work or teaching jobs if they are good in other parts.

④ The defect in speech - speech defect can be stuttering, shattering, stammering, baby talk, & the causes of speech defect may be psychological but there are many speech defect which are more or less ^{physiological} psycho. in nature. Among the psycho. reasons are careless & developed speech habit; the imitations of faulty speech, lack of proper emo. disturbance. etc. Too rapid or hesitant - speech stuttering & stammering are many times may be the result of emo. disturbances. when a patient is unable to make sound or to speak normally his emotional stress is intense & his speech defect increases. To eliminate psycho. speech defect entirely or to reduce them greatly, the child should be stimulated by correct speech, they should be stimulated to spare baby talk & should be provided with emo. reducing child hood environmentally. The ways in which the defect in speech can be improved or eliminated

① by the improvement or elimination through exercise or surgical operations if there is any physical performance defect.

- 1) By the imitation of good speakers.
- 2) By making the home conditions & school life tension reducing.
- 3) By proper nourishment
- 4) By special speech training

How school should help speech defective

- 1) The renovating theme to recognise their diff-
culties 2) By not ^{emphasising} the handicap
- 3) Careful & accurate diagnosis.
- 4) Giving them exercises which are acc. to their ^{defect}
- 5) Elimination of worry. 6) Not embarrassing the child in presence of his classmate.
- 7) The teachers correct & pleasing speech given with ^{calmness}

III The Delicate person - These person can be called delicate person who do not suffer from any physical disease or any specific disease, but whose health cond. is such that they need to ^{excess} exercise care for their health. Such indi. are ^{anemic} ~~anemic~~ or Tubercular & they may be categorised in this category. The delicate person cannot participate in ordinary work or play activities of his age or sex. He becomes unduly tired or if overexercise & may fall seriously ill. Such indi. are generally the result of mal-nutrition. Yet some of them suffer from some type of infection. If from early childhood proper care of child's health is taken in homes & schools then the ^{percent} ~~percent~~ of delicate person will fall or will be minimum for this in school, periodic health examination, treatment of psycho. deficiency & regulato activities are necessary. In India the general std of health is poor due to lower economic cond. & in this situation the school can help the children by arranging free of cost the midday meals & milk. The delicate child may be kept in regular classes with all the normal children. The only necessity for them is frequent health checkups.

Educating the Gifted Children

The most difficult prob. before the educator is how to make provision for the educa. of gifted children so that their potential ability may be developed to maximum. The educa. of the gifted raises many impl. question as what kind of teachers do the gifted children need? or what methods are most effective for them? & what would be the nature of curriculum for gifted children. Needless to mention a teacher of gifted children must have some special charac. The teacher must have emo. balance & a healthy self-concept so that he may not regard gifted children as a threat to his position. He should be superior in intelligence. He should have broad background of know. & should be co-operative, more sincere & dedicative in his work.

All teachers are intrested in what to teach gifted children. Authorities agree that ^{whether} a gifted children is taught in a regular class or a special class he needs a greatly enrich curriculum. The enrichment of curriculum must be both quantitative & qualitative. Quantitative enrichment of the curriculum means that gifted children should have greater opportunity than average children to go more deeply into the subtle & abstract aspect of the topic. They should be allowed to evaluate facts & argument critically, create new ideas & originate new line of thoughts. Quantitative enrichment ment the breadth of work as addition of units of work or topic, participant in activity such as production of a school, play trips to museum, visit to public library, deve. of hobbies & intrests other than the regular curriculum.

Dues suggest the following fundamental principle on which to base the enrichment method.