

## **EDUC 313 A - Foundation of Special and Inclusive Education**

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### **Typology of Learners with Special Needs**

- I. Learners with Intellectual Disability
- II. Learners with Learning Disability
- III. Learners with Physical Disabilities
- IV. Learners who are Gifted and Talented
- V. Learners with Socio-Emotional Disorder
- VI. Learners with Chronic Illnesses
- VII. Learners in Difficult Circumstances
- VIII. Learners from Indigenous Groups

### **Learners with Intellectual Disability**

#### **A. Cerebral Palsy**

- Is a group of disorders that affect a person's ability to move and maintain balance and posture. Cerebral palsy is the most common motor disability in childhood. Cerebral means having to do with the brain. Palsy means weakness or problems with using the muscles. Cerebral palsy is caused by abnormal brain development or damage to the developing brains that affects a person's ability to control his/her muscles.
- The symptoms of cerebral palsy vary from person to person. A person with severe cerebral palsy might need to use special equipment to be able to walk or might not be able to walk at all and might need lifelong care. A person with mild cerebral palsy, on the other hand, might walk a little awkwardly, but might not need any special help. Cerebral palsy does not get worse over time, though the exact symptoms can change over a person's lifetime.
- All people with cerebral palsy have problems with movement and posture. Many also have related conditions such as intellectual disability: seizures, problems with vision, hearing or speech; changes in the spine (such as scoliosis); or joint problems (such as contractures).

### **Types of Cerebral Palsy**

Doctors classify cerebral palsy according to the main type of movement disorder involved. Depending on which areas of the brain are affected, one or more of the following movement disorders can occur:

- Stiff muscles (spasticity)
- Uncontrollable movements (dyskinesia)
- Poor balance and coordination (ataxia)

#### **1. Spastic Cerebral Palsy**

- The most common type of cerebral palsy is spastic cerebral palsy. Spastic cerebral palsy affects about 80% of people with cerebral palsy. People with spastic cerebral palsy have increased muscle tone. This means their muscles are

are disability-specific: –Why can't I play the mother, the lawyer or the teacher, because those are all things that I could be in real life? We're often not seen for those roles because they feel like we're going to play a character to that character, and how that character has to revolve around their disability or has to be explained."

- Disability should be considered an important perspective in the artwork, but also recognize that the disabled individuals have more to give than their disability. Filmmaker, theatremaker and disability arts advocate Emily Dash shared in an interview with the HPR that although her disability will always impact her work, there needs to be more opportunities for disabled artists to experience and produce art from a wider perspective.
- In addition, she recognizes the importance of intersectional identities: –Experiences of] queer disabled people, black disabled people, trans disabled people and others deserve to be authentically represented in the performing arts. We need performing arts to be a field where everyone has value, and when we do that, we send a bigger message to society as a whole to alter current injustices."
- Disability can affect anyone at any point of their lives, so it is beneficial to everyone to have performing arts as a field of inclusion. Art has compelling power and the field offers a major platform for presenting impactful work. When we allow disabled artists to strive for excellence and succeed on the field, they are finally able to tell their own stories with their own voices, thus becoming a natural part of performing arts and discouraging the current view of their inferiority in society.

### **Gifted and Talented Students (Claudio, Rhenzyl)**

- The idea of multiple intelligences leads to new ways of thinking about students who have special gifts and talents.
- The meaning of gifted has broadened to include unusual talents in a range of activities, such as music, creative writing, or the arts (G. Davis & Rimm, 2004). To indicate the change, educators often use the dual term gifted and talented.

### **Qualities of the Gifted and Talented**

1. They learn more quickly and independently than most students their own age.
2. They often have well-developed vocabulary, as well as advanced reading and writing skills.
3. They are very motivated, especially on tasks that are challenging or difficult.
4. They hold themselves to higher than usual standards of achievement.

### **Supporting Students who are Gifted and Talented**

- Supporting the gifted and talented usually involves a mixture of acceleration and enrichment of the usual curriculum (Schiever & Maker, 2003).

### **Emotional Behavioral Disorders (Cortez, Jelaiza)**

tearful or depressed, which is a state that can last several years after a child's parents' have separated, explains psychologist Lori Rappaport.

## **2. Educational**

- Slowed academic development is another common way that divorce affects children. The emotional stress of a divorce alone can be enough to stunt your child's academic progress, but the lifestyle changes and instability of a broken family can contribute to poor educational outcomes. This poor academic progress can stem from a number of factors, including instability in the home environment, inadequate financial resources and inconsistent routines.

## **3. Social**

- Some children act out their distress about their broken family by acting aggressive and by engaging in bullying behavior, both of which can negatively affect peer relationships.

## **4. Family Dynamics**

- By its very nature, divorce, changes not only the structure of the family but also its dynamics. Even if you and your spouse have an amicable divorce, simply creating two new households permanently alters family interactions and roles. Based on the new living arrangements, your children may need to perform more chores and assume additional roles in the new household's basic functioning.

## **5. Behavior and Learning Problems**

- Children may experience behavior problems at school with teachers, acting out against peers, and generally not wanting to cooperate with any assignments or instructions, and they also may have difficulties concentrating and understanding assignments.

## **6. High Levels of Parent-Child Disagreements**

- If children are confused with different things going on in the family or at school and they have feelings of frustration, more disagreements may occur.

## **7. Low Levels of Parent-Child Interactions**

- In single family homes, children develop greater autonomy where they tend to spend more time alone or with peers.

## **8. Adjustment Problems**

- Adjusting issues that children may have include academic problems, internalizing and externalizing problems, low self-esteem, and early engagement in sexual activities.

# **Helping Children Adjust to Divorce: A Guide for Teachers Four Elements of Successful Family-School Relationships**

## **1. Approach**

offers a comprehensive secondary education centered in the arts, covering a range of art forms and disciplines.

### **The Special Program in Sports (SPS)**

- Is in line with efforts of the DEPED to institutionalize a program that will identify/discover students with potential sports talents and train them for higher levels of athletic competitions.

### **Special Education Programs (SPE)**

- Are designed for those students who are mentally, physically, socially and/or emotionally delayed. This aspect of —delay,” broadly categorized as a developmental delay, signify an aspect of the child's overall development (physical, cognitive, scholastic skills) which place them behind their peers. Due to these special requirements, students’ needs cannot be met within the traditional classroom environment.

### **Special Education Programs (Ibay, Theres)**

- Special interest programs are normally offered throughout the summer while schools are out of session. Made up of at least six contact hours of educational instruction, these programs are offered to all youth.

### **Special Program in Journalism (SPJ)**

- Is developed to enrich the experiences, hone the journalistic skills and competencies of student-writers and to strengthen free and responsible journalism. This program supports R.A. 7079 (Campus Journalism Act) which mandates the Department of Education —to conduct and implement programs in various aspects of journalism.” The program is a four-year course in journalism at the junior high school level. It is designed to develop the learners’ skills in mass communication, print, online and broadcast media.

### **Special Program in the Arts (SPA)**

- Is a program which covers different Arts Fields. The Program is designed to cultivate the learners’ skills in Music, Visual Arts, Theater Arts, Media Arts, Creative Writing and Dance. It also aims to transform them to be more creative, talented, self-directed individuals, and envisions them to stand out in challenging careers in the arts in local and global market.

### **Special Program in Foreign Language (SPFL)**

- According to DEPED, —helps learners develop skills in listening, reading, writing, speaking, and viewing that are fundamental in acquiring communicative competence in a second foreign language. This program aims to enhance the ability of learners to engage in meaningful interaction in a linguistically and culturally diverse global workplace. More importantly, the SPFL looks to further develop learners’ understanding and appreciation of other people’s culture.

### **Special Program in Sports (SPS)**