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Educating Exceptional Students

Being physically different from other people is what makes us unique and interesting in nature. In some cases, we feel overwhelmed when requested to do things that are beyond our skills or capabilities. Others feel low when doing things that hardly challenge them. This is the feeling of not belonging or not being a part of a certain group. However, all this cannot be viewed in a negative perspective.

When a child is different from others, it means that he or she cannot receive or pass information in the normal senses, that is, not able to express thoughts, feelings and needs, or have a different way of processing information. In education programs, a special adaptation for such cases is so essential. Due to their needs, managements should develop and adopt education programs that address their challenges. The society should play a big role in addressing and supporting people with special needs. This is because, being different does not mean being out (Kirk et al. 6).

The Child with Exceptionalities

This refers to a child who has developed some physical and mental disabilities and at the same time, the child is talented in one way or another. Children with exceptionalities differ from others through mental characteristics, communication abilities, sensory abilities, physical behavior, or emotional development. In most cases, these differences extend to a point where the child require either school practice modification or special education

programs to improve his/her unique capabilities. By understanding children with exceptionalities, it helps to understand the various ways in which children develop and the teaching skills and strategies that suits each situation (Kirk et al. 8).

When defining exceptionalities in education, there are specific areas that are of more concern than the others are. Some differences like size, skin color or hair color are of less concern to the education professionals. In different education levels, child exceptionalities are considered where a student needs additional support in learning. This includes children who are far ahead of others and their needs are not addressed by what is currently being taught, or he/she is unable to adjust to the social environment of the classroom or the school (Kirk et al. 8).

In such cases, special education program is necessary for these children. The exceptional groups of children vary from intellectual differences, learning disabilities, communication differences, sensory differences, behavioral differences, and sensory differences. A these groups are common all over the world (Kirk et al. 8).

Children with exceptionalities show their inter-individual differences among the children and intra-individual within themselves. Both kinds of differences in children require special adaptation by the teachers and other education specialist in schools to develop the talents of these children. Early identification of the exceptionalities among children is vital for providing early interventions (Kirk et al. 9).

Early Identification of Children with Special Needs

Educators take early identification of students with special needs seriously because it is the first step and that which determine the success of the intervention. Proper identification is important because one can match support and services with the specific needs of the child.

For instance, for child that has a disability in reading, managements develop interventions, and support that help the child read. Children who have similar special needs are eligible for similar services and can receive support from specialized personnel. The federal or the state governments fund the services and supports (Kirk et al. 8).

Most professionals that offer intervention to children with special needs, such as the psychologists, medical practitioners, teachers, and speech pathologist, recommend early identification and intervention for children with special needs. Early intervention increases the probability of positive outcomes with little efforts. Lately, there is increase pressure for public pre-schools and early childhood programs to treat disability immediately it is detected (Kirk et al. 12).

Causes of Exceptionalities in a Child

Through most scientific researches, it is clear that the intertwining of the genetics and the environmental conditions are the roots of exceptionalities in children. Some of these conditions have strong genetic components that can lead to early child disabilities. These include intellectual and developmental disabilities, fragile X syndrome, attention-deficit syndrome, hyperactivity disorder among others (Kirk et al. 8).

However, the favorable available environment can influence all these factors in a positive way. Social Scientists argue that some genes cause depression through complex environmental mix that lead to unfavorable results. Since there is little that can be done on the genes, specialists improve the learning and social environment of these children to enhance their productivity (Kirk et al. 14).

Ecology Approach and Family Significance to Special Children

Families, communities, and peers play a great role in supporting the lives of children with special needs. Their influence can be either positive or negative on the development of disabled children. The ecological approach adjusts the learning and behavior of the child, as well as improving the surrounding environment of the child including the family and the community at large. The ecological system has become the strategy approach in the United States and other programs that target special children from the disadvantaged families. The ecological approach also helps to understand what we realistically expect to accomplish through the intervention programs (Kirk et al. 19).

The family and community system also play a great role in the development of the children with exceptionalities. Anything that happens to one of the family members or community members has an impact on the rest of the family or community. This approach enhances the effectiveness of intervention programs through close interaction not only with the child but also with family members. This supports the family intervention in which parents, guardians and caretakers are prepared to take care of and educate the special children. Family involvement enhances the efficiency and effectiveness of the intervention for the children with exceptionalities. (Kirk et al. 22).

Significance of the Chapter to the Day Life Situation

Understanding the meaning of exceptionalities in a child is significant in various sectors of our communities. Family members, education professionals, and other intervention entities need to understand the importance of early identification of disabilities in children to improve the possibility of success of the intervention programs (Kirk et al. 8).

Through the understanding that the children's differences are their unique nature makes us appreciate every child in our families and communities. This improves the support

of all the possible interventions during the development and adoption of education programs that would see them develop (Kirk et al. 8).

Conclusion

Family and community response is very important in supporting the life and development of children with special needs. Their response determines the success of the intervention programs in schools. When family and community members are attentive and optimistic in supporting the disabled people, our children will have positive development and simulative education.

Work Cited

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