**Foundations of Education**

**Chapter 9 addressing learners’ individual needs**

**When you become a teacher, you must understand and appreciate students’ unique learning and developmental needs. You must be willing to learn about students’ abilities and disabilities and to explore the special issues and concerns of students at three broad developmental levels-childhood, early adolescence, and late adolescence.**

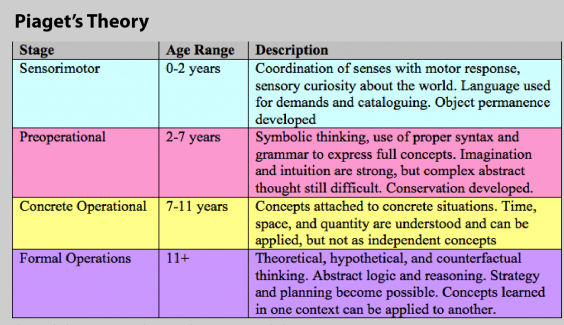
**I.How do students’ needs change as they develop?**

**-Development-refers to the predictable changes that all human beings undergo as they progress through the life span-from conception to death.**

**-Because no two students progress through the same students progress through the states of cognitive, social, and moral development in quite the same way.**

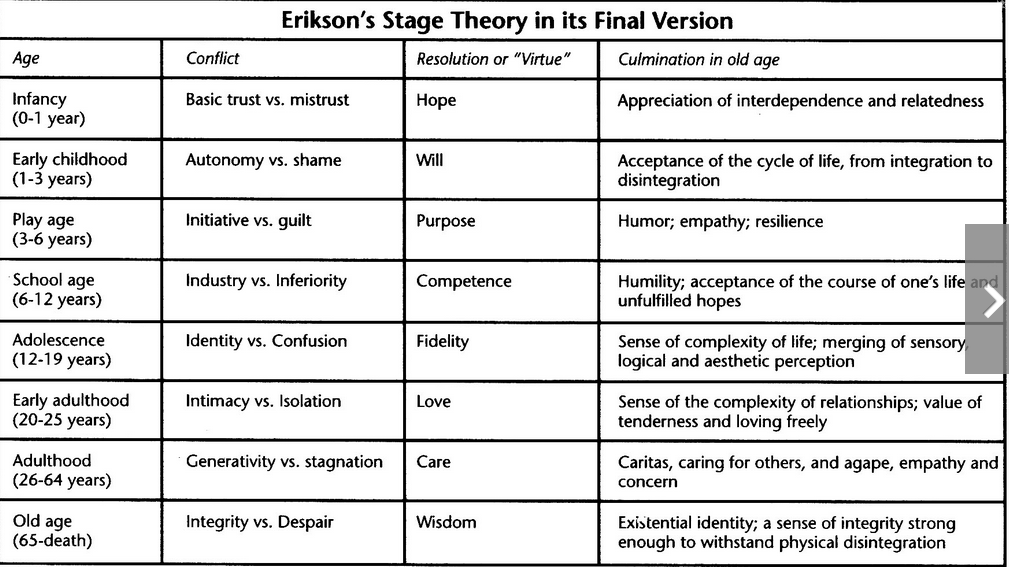
**A.Piaget’s model of cognitive development**

**-noted Swiss biologist and philosopher who made extensive observational studies of children**

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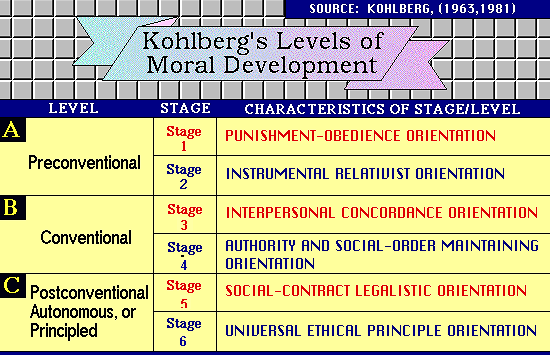
**B.Erikson’s model of psychosocial development**

**Psychosocial crisis-central in the individual’s emotional and social growth**

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**C.Kohlberg’s model of moral development**

**-the reasoning process people use to decide what is right and wrong evolves through three levels of development**

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**-character education-movement that promotes the teaching of core values that can be taught directly through course curricula, especially in literature, social studies, and social science**

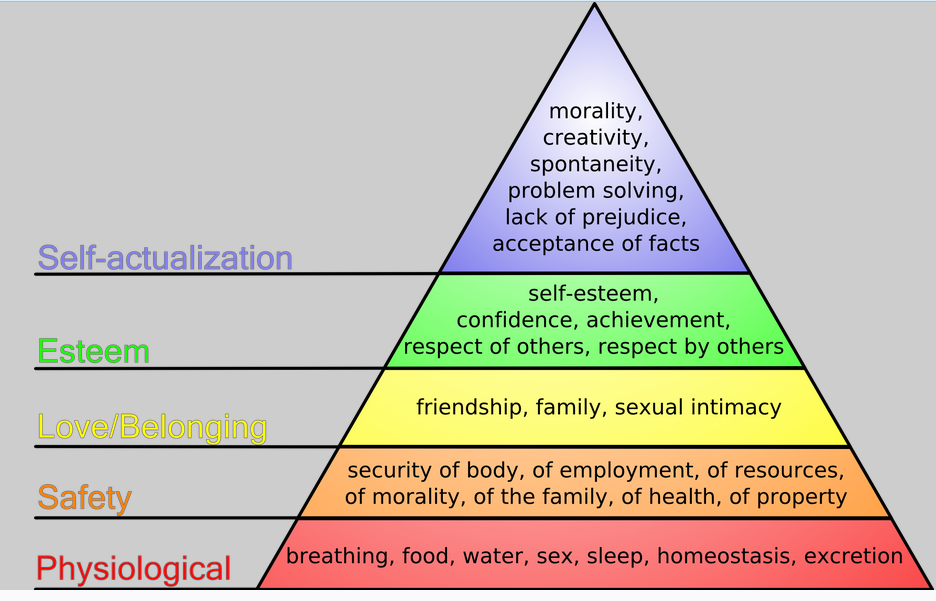
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**D.Maslow’s model of a hierarchy of needs**

**-suggests that people are motivated by basic needs for survival and safety first**

**-when these basic needs have been sufficiently met, people naturally seek to satisfy higher needs, the highest of which is self-actualization which is the desire to use one’s talents, abilities, and potentialities to the fullest**

**-if efforts to satisfy the various needs are thwarted, the result can be maladjustment and interruption or delay in the individual’s full and healthy development**

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**II.How do students vary in intelligence?**

**-students differ in terms of their intellectual capacity**

**-unfortunately, test scores, and sometimes IQ scores are treated as accurate measurement of students’ intellectual ability because of their convenience and long term use**

**-intelligence is related to the following**

**1.adaptability**

**2.learning ability**

**3.use of prior knowledge**

**4.many different thinking and reasoning processes**

**5.culture-specific-what is seems intelligent in one culture may not seem intelligent in another culture**

**A.intelligence testing**

**-can be helpful finding students’ strengths**

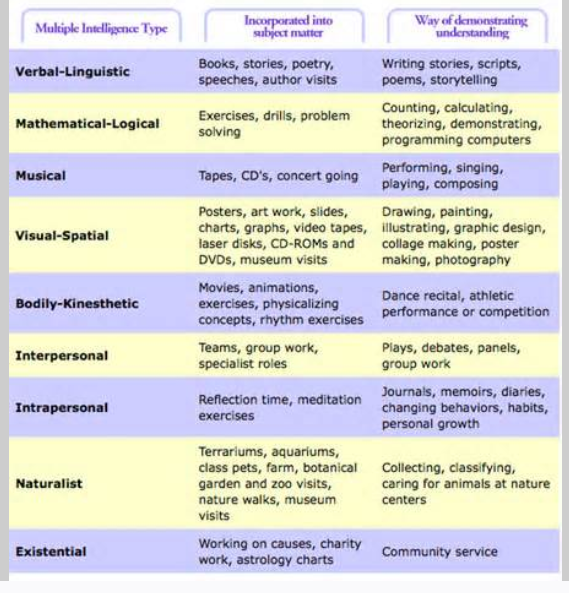
**-group intelligence testing given to classify students has been controversial and can be culturally biased**

**B.mulitple intelligences**

**-some people believe that intelligence allows one to operate in multiple functions such as logical reasoning, spatial reasoning, number ability, verbal ability**

**-some people that this is crap**

**-Gardner’s theory of multiple intelligences is useful for teachers to help children learn in a way that works best for them**

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**III.how do students vary in ability?**

**-students differ according to their special needs and talents**

**A. exceptional learners**

**-require special education and related services if they are to realize their full human potential**

**-caution about labeling should also apply to gifted and talented students**

**B.students with disabilities**

**Definitions from Individuals with Disabilities Education ACT(IDEA)**

**1.specific learning disability-learning is hindered by difficulty in listening, speaking, reading, writing, reasoning, or computing**

**2.speech or language impairments**

**3. metnal retardation**

**4.serious emotional disturbance**

**5.hearing impairments**

**6. orhopedic impairments**

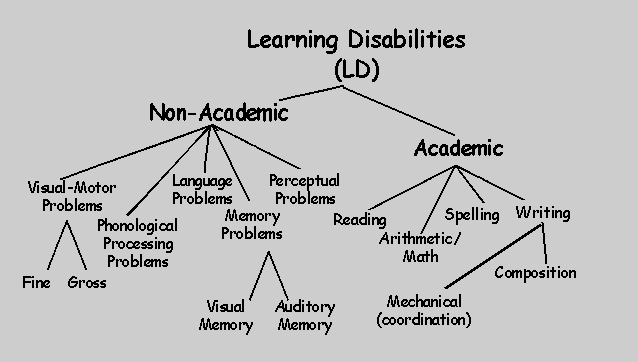
**7.other health impairments-limited strength, vitality, or alertness caused by chronic or acute health problems**

**8.visual impairments**

**9.multiple disabilities**

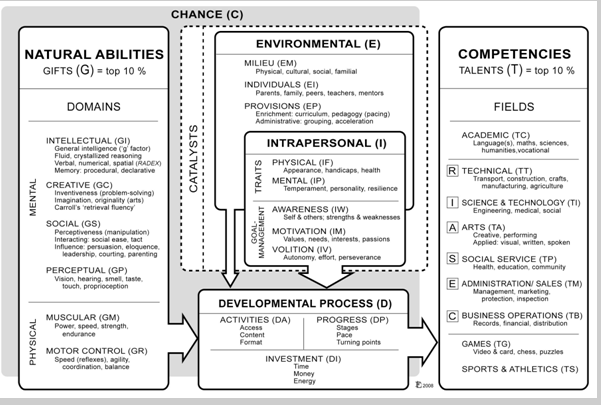
**10.deaf blindness**

**11.autism and other**

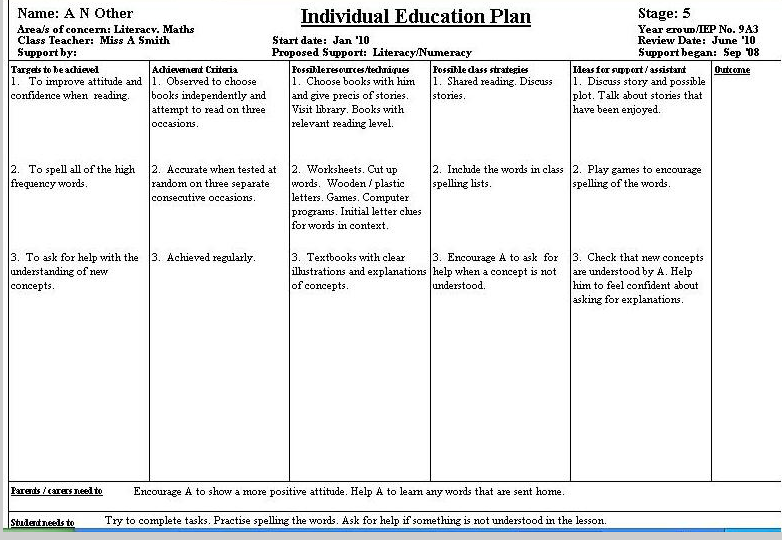
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**C.students who are gifted and talented**

**Possible characteristics of a gifted student**

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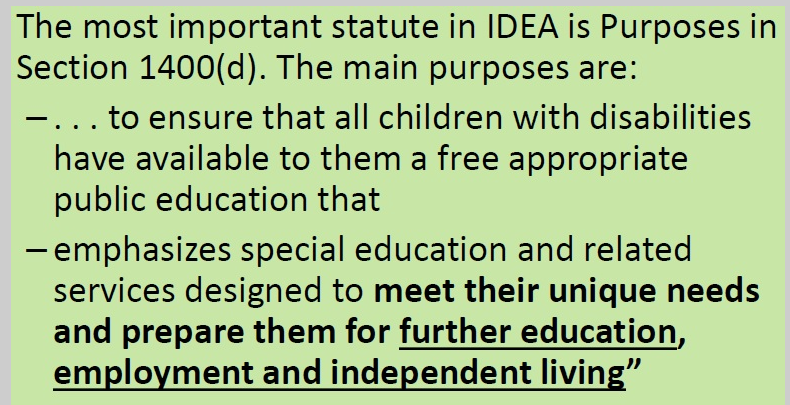
**IEPs have been promoted as appropriate means for educating gifted students as well as students with disabilities**

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**IV. What are special education mainstreaming and inclusion?**

**Prior to the 20th century, children with disabilities were usually segregated from regular classrooms and taught by teachers in state-run and private schools.**

**A.special education laws**

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**B.meeting the mainstreaming challenge**

**-to help you satisfy the provisions of IDEA, you will probably have opportunities as a teacher to participate in in-service programs designed to acquaint classroom teachers with the unique needs of students with disabilities**

**C.debate over inclusion**

**-inclusion goes beyond mainstreaming to integrate all students with disabilities into general education classes and school life with the active support of special education technology and adaptive software**

**-full inclusion-says that the general education classroom is the most appropriate full-time placement for all students with disabilities-not only those with mild learning and behavior problems, but also those with more severe disabilities**

**D.equal opporutntiy for exceptional learners**

**-these kids have not often received the kind of education that most effectively meet their needs**

**-with NCLB and accountability, when do schools have time to give to the gifted children**

**V.how can you teach all learners in your inclusive classroom?**

**-you will have the responsibility to address all students’ developmental , individual, and exceptional learning needs**

**-reality is….you might not get that job done**

**-we need more aids in classrooms**

**-we need more time**

**-we need to have the fear of not having that graduation rate perfect or enough kid in the proficient area of testing removed!**

**-work with parents**

**-work with each other**

**-work with students**

**-work with assisted technology**

**-try your best**