College of Basic Education Department of Special Education 

Text in Special Education

Third Stage

Dr. Zainab Ali Hadi

Hearing Impairment

A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear. If the loss is mild, the person has difficulty hearing faint or distant speech. a person with this degree of hearing impairment may use a hearing aid to amplify sounds. If the hearing loss is severe, the person may not be able to distinguish any sounds. There are four types of hearing loss:

1-Conductive: caused by diseases or obstructions in the outer or middle ear that usually affect all frequencies of hearing. A hearing aid generally helps a person with a conductive hearing loss.

2-Sensor neural: results from damage to the inner ear. This loss can range from mild to profound and often affects certain frequencies more than others. Sounds are often distorted, even with a hearing aid.

Mixed: occurs in both the inner and outer or middle ear. -3

Central: results from damage to the central nervous system . -4

People with hearing impairment can communicate using numerous methods of communication, Hearing impairment occurs when there's a problem with or damage to one or more parts of the ear, ). The person has trouble hearing clearly, understanding speech, and interpreting various sounds. This type of hearing loss is permanent. It may be treated with hearing aids. In most severe cases, both outer and inner hair cells aren't working correctly. This is also a type of permanent hearing loss and can be treated with a cochlear implant. In some other cases, the outer hair cells work correctly, but the inner hair cells or the nerve are damaged. This type of hearing loss is called auditory neuropathy spectrum disorder, Children with auditory neuropathy spectrum disorder can develop strong language and communication skills with the help of medical devices, therapy, and visual communication techniques.

Auditory processing disorders (APD). This is not exactly a type of hearing loss because someone with APD can usually hear well in a quiet environment. But most people with APD have difficulty hearing in a noisy environment, which is the usual environment we live in, In most cases, APD can be treated with proper therapy ,The degree of hearing impairment can vary widely from person to person. Some people have partial hearing loss .

1. Conductive.

2. Mixed.

3. Central.

4. damage.

5. communication

6. sounds.

7. auditory.

8. disorder.

9. therapy.

10. degree

Visual Impairment

Visual impairment or low vision is a severe reduction in vision that cannot be corrected with standard glasses or contact lenses and reduces a person's ability to function at certain or all tasks. The World Health Organization (WHO) defines impaired vision in five categories:

Low vision 1 is a best corrected visual acuity of 20/70-

Low vision 2 starts at 20/200-

Blindness 3 is below 20/400-

Blindness 4 is worse than 5/300 -

Blindness 5 is no light perception at all.

 Many people have some type of visual problem at some point in their lives. Some can no longer see objects far away. Others have problems reading small print. These types of conditions are often easily treated with eyeglasses or contact lenses, But when one or more parts of the eye or brain that are needed to process images become diseased or damaged, severe or total loss of vision can occur. In these cases, vision can't be fully restored with medical treatment, surgery, or corrective lenses like glasses or contacts. Some babies have congenital blindness, which means they are visually impaired at birth. Congenital blindness can be caused by a number of things — it can be inherited, for instance, or caused by an infection (like German measles) that's transmitted from the mother to the developing fetus during pregnancy . These children with partial or complete impairment are often developmentally delayed especially in gross and fine motor skills. Visually impaired adults struggle with gainful employment and day to day activities. Students with visual impairments need an educational system that meets the individual needs of ALL students, fosters independence, and is measured by the success of each individual in the school and community. Vision is fundamental to the learning process and is the primary basis upon which most traditional education strategies are based. Students who are visually impaired are most likely to succeed in educational systems where appropriate instruction and services provided in a full array of program options by qualified staff to address each student's unique educational needs.

1. ability.

2. blindness.

3. reduces.

4. severe.

5. categories.

6. conditions.

7. treatment.

8. congenital.

9. educational.

10. needs.

11. program.

12. individual.

motor skills

Motor skills are skills involving movement and motion , this skills are a function, which involves the precise movement of muscles with the intent to perform a specific act. Most purposeful movement requires the ability to "feel" or sense what one's muscles are doing as they perform the act. Motor difficulties occur when an individual lacks the ability to move in the way he or she originally intended, This can have a significant effect on classroom performance and motivation in school.

There are two type of motor skills exist:

1.Gross motor skills: Gross motor skills are the bigger movements — such as rolling over and sitting — that use the large muscles in the arms, legs, torso, and feet.

2. Fine motor skills: Fine motor skills are small movements — such as picking up small objects and holding a spoon — that use the small muscles of the fingers, toes, wrists, lips, and tongue.

A child with motor impairments has trouble moving in a controlled, coordinated, and efficient way. Occupational and physical therapists will work to strengthen a child's motor skills, with occupational therapists dealing primarily with fine motor skills and physical therapists concentrating on gross motor skills .

Motor difficulties can be addressed in variety of ways. Some motor skills difficulties can be overcome through development and maturity. In education, a frequent response to motor difficulties is to refer the child to special education services. This is not always necessary or appropriate. Some students just need to be taught a simple activity or strategy, which they practice to remedy the problem. Others, whose difficulty is more involved, may require the intervention of a professional in special education.

1. movement.

2. function.

3. muscles.

4. difficulties.

5. effect.

6.gross motor skills.

7.fine motor skills.

8. therapists.

9. activity.

10. special education

Mental Retardation

mental retardation, also known as Intellectual disability, is a term used when there are limits to a person’s ability to learn at an expected level and function in daily life .Mental retardation or intellectual disability, (MR/ID), exists in children whose brains do not develop properly or function within the normal range. There are four levels of retardation: mild, moderate, severe, and profound. Sometimes, MR/ID may be classified as other or unspecified. Mental retardation involves both a low IQ and problems adjusting to everyday life.

 Intellectual disabilities happen because the brain gets injured or a problem prevents the brain from developing normally. These problems can happen while the baby is growing inside his or her mom, during the baby's birth, or after the baby is born. Many times, though, doctors don't know the cause.

During school, a kid with an intellectual disability will probably need help. Some kids have helpers that stay with them during the school day. other services to help them learn and develop,. gets help in learning "life skills." Life skills are the skills people need to take care of themselves as they get older, such as how to cook a meal or ride a public bus to get to work. Adults with intellectual disabilities often have jobs and learn to live independently or in a group home. Kids with intellectual disabilities want to develop their skills to the best of their abilities. They want to go to school, play, and feel support from loving families and good friends.

- How Is Mental Retardation Diagnosed?

A diagnosis of MR/ID requires that both intellectual and adaptive skills be well below average, There are three parts to the evaluation:

1.interviews with parents

2. observations of the child

3. standard tests: to determine IQ, such as the Stanford-Binet Intelligence Test.

1. disability.

2. intellectual.

3. levels.

4. mild.

5. moderate.

6. severe.

7.profound.

8. adjusting.

9. growing.

10. brain.

11. services.

12. develop.

13. Diagnoses.

Intelligent

Intelligence can be defined as a general mental ability for reasoning, problem solving, and learning. Because of its general nature, intelligence integrates cognitive functions such as perception, attention, memory, language, or planning. On the basis of this definition, intelligence can be reliably measured by standardized tests with obtained scores predicting several broad social outcomes such as educational achievement, job performance, health, and longevity, also American Psychological Association (APA) report on intelligence acknowledges that “individuals differ from one another in their ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by taking thought.

For more than a century, psychologists have developed hundreds of tests for the standardized measurement of intelligence with varying degrees of reliability and validity.

For some time we have been hearing about a theory that has radically changed our

understanding of human intelligence and how to measure it. Traditional I.Q. tests, as

developed many years ago by Binet and Simon, deal mainly with the ability to solve

logical and mathematical problems, oral expression and the speed at which different

types of data can be processed. As such, they only measure some very limited aspects of

intelligence. Following work by Howard Gardner, an American cognitive psychologist

and “developmentalist” who teaches education at Harvard University, it is now generally

accepted that human intelligence is much more complex, and that it conceals forms of

intelligence of which we make little use in nursing In fact, most people have all the forms of intelligence described by Gardner, if only to different degrees. Each person demonstrates distinctive personal traits, using each of these forms of intelligence but in their own personal combination. This explains why many students are unable to draw on the forms of intelligence needed for the types of teaching that we offer. Students cannot meet requirements that are not adapted to their intellectual capacities, because too often we use forms of teaching that rely on theory and deduction, where abstraction is critical to success. As a result, these students develop negative images of themselves and are never able to attain their full potential. As can be Linguistic, Existential Logical mathematical, Naturalist Intrapersonal, Musical Interpersonal, Bodily kinetic Spatial, Different Forms of Intelligence.

1. cognitive.

2. perception.

3.attention.

4. memory.

 language..5

6. . complex.

7. standardized.

8.tests.

9. environment.

10. theory.

11. forms.

12. different.

13. measure