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# Special Needs Education Basis: Historical and Conceptual Approach

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**November 2007**

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# What is Special Needs Education?

- **Special Education** is “specially” designed instruction to meet the **unique needs** and abilities of exceptional students.
  - Special Education is relatively new.
  - Historically, people with disabilities were often placed in hospitals, asylums, or other institutions that provided little, if any, education.
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# Greek et Roman

## **Era of Extermination**

- Disability is a “punishment of the gods” – A bad or evil sign
  - *“Individual is what he is, now and forever”*
  - Plato & Aristotle call for infanticide
  - Ciceron calls for the purity of the race, a society free of “defectives” → Need for military superiority
  - Therefore, someone with a disability resulting from war (soldiers) is taken in charge by the City.
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# Greek & Roman

## Consequences of Philosophy:

- Chaining - Left on hills to die - Thrown off cliffs - Locked away – Drown
  - Father had right to terminate child's life
  - Deaf, blind & Ill children had little more chance.
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# Old Testament

- « *God created man in his own image* » !!!
  - Disability is an impurity.
  - A disabled person cannot approach sacred places
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# New Testament

- Jesus helps disabled persons (ex: blind miracle)
  - Disability is less a fault or an evil sign
  - Need of assistance, help
  - Help them is an occasion for “*winning ones salvation*”
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# Example : Down's Syndrome

## ■ Angels . . .

- Mutterings revelations
- Benefit through alms
- “Children of Great Spirit”
- Angels from heaven

## ■ Devils

- Changelings
  - Martin Luther (demons, Punishment for sins)
  - Intercourse with devil
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# Middle Ages

## **Era of Ridicule**

- Rigid caste system

Those with disabilities were:

- a) Used as servants or fools
  - b) Some were still put to death
  - c) Dwarfs were used as clowns
  - d) Overall, ridiculed for deformities and behavior
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# Renaissance

## **Era of Asylum**

- Catholic Church accepts those with disabilities as wards of state
  - Cared in isolation
  - No education at first, but humane treatment
  - Belief: Once disabled, always disabled
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# Educability

- Without education, no humanity.
  - There's no Human and half-Human → equality between man.
  - All knowledge comes through the senses (John Locke and Etienne Condillac)
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# First experiences

- Pedro Ponce de León (1578) in Spain created the first documented experience about education of deaf children (from nobility)
  - Abbé Charles Michel de l'Épée (1760) in Paris created the “Institut pour sourds” (Institute for deaf)
  - Louis Braille invented “Braille script” (1829).
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# Pioneers in Special Education

1. Itard (wild boy)
  2. Seguin
  3. Montessori
  4. Decroly
  5. ...
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Maria Montessori



Eduard Seguin



Ovide Decroly



Jean-Marc  
Itard



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# Jean Marc Gaspard Itard (1774-1838)

- French physician and educator Jean Marc Gaspard Itard was one of the earliest teachers to argue that special teaching methods could be effective in educating disabled children.
  - Between 1801 and 1805, Itard used systematic techniques to teach a boy, named Victor, how to communicate with others and how to perform daily living skills, such as dressing himself.
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# Description of Wild Boy

“ . . . He is unusual to our food, selecting his nourishment by smell but at the same time indifferent to fragrant or foul odors; lying flat on the ground to drink; tearing garments placed upon him and trying constantly to escape; walking often on all fours; fighting with his teeth; giving few marks of intelligence; having no articulate language even devoid of the faculty of speech. It was later discovered that the boy’s hearing was insensitive to loud noises and to music; yet he readily heard the fall of a nut. His sense of touch was likewise deficient. As to sight, his eyes constantly wandered and could not be fixed on objects”

Bonaterre (1798)

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# Five primary goals

1. To interest him in social life – try to make his life better than before
  2. To improve his awareness of environmental stimuli – but the context was controlled
  3. To extend the range of his ideas (e.g. introduce him to games, culture, etc.)
  4. To teach him to speak & teach him to communicate by using symbol systems, such as pictures and written words
  5. To exercise the operations of his mind upon his physical wants, from simple and proximal to complex and far
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# Itard's results

- Sleeping and eating habits and personal hygiene got more regular and controlled
  - Senses of touch and taste became more acute
  - Circle of wants increased
  - Learned some monosyllabic words
  - Learned to sequence objects
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# Itard's failure

- Victor never talked
  - He wanted to return to his old life
  - Too much exigencies ; lack of emotional attachment
  - Maybe Victor maybe had an autistic syndrome or a mental retardation → can also explain the abandonment
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# First basis of Special Education needs

- Individualization
  - Emotional attachment
  - Specific materials
  - Structure of contents
  - Segregation
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# Eduard Seguin (1812-1880)

- In 1848 French psychologist Edouard Séguin, who had studied with Itard, immigrated to the United States and developed several influential guidelines for educating children with special needs (ex. Mental retardation).
  - Seguin's education programs stressed the importance of developing independence and self-reliance in disabled students by presenting them with a combination of physical and intellectual tasks.
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# Edouard Seguin

- Developed the physiological method
    - Sensory training
      - Focused on touch
      - Utilization of material
    - Motor training
      - Age appropriate activities
      - Simple to complex
      - Functional activities
      - Work and play
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# Seguin's Basis

1. Frequent changes in activities
  2. Analysis of tasks into their components
  3. Differentiation of senses from intellect
  4. Physical education
  5. Sensory stimulation
  6. Employment as an outcome of education
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# Maria Montessori (1870-1952)

- Montessori education is a flow experience; it builds on the continuing self-construction of the child—daily, weekly, yearly—for the duration of the program. Although Montessori schools are divided into multi-age classrooms:
    - parent infant (ages 0 to 3)
    - preschool (ages 3 to 6)
    - lower and upper elementary (ages 6 to 9 and 9 to 12)
    - middle school (ages 12 to 14)
  - The prepared environments introduce an uninterrupted series of learning passages, a continuum.
  - The "prepared environment" is Maria Montessori's concept that the environment can be designed to facilitate maximum independent learning and exploration by the child.
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# Materials

- Each material in a Montessori classroom isolates one quality. In this way, the concept that the child is to discover is isolated. For example, the material known as the pink tower is made up of ten pink cubes of varying sizes. The preschool-aged child constructs a tower with the largest cube on the bottom and the smallest on top. This material isolates the concept of size. The cubes are all the same color and texture; the only difference is their size. Other materials isolate different concepts: color tablets for color, geometry materials for form, ...
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# Ovide Decroly (1871-1932)

*“The school will be located wherever is the nature, wherever life is, wherever the work is”*

- In 1901, Decroly founded a school for children with mild disabilities (behavioral disorders, learning disabilities, light mental retardation). He gradually invented his pedagogy.
  - In 1907, he founded a school for “ordinary” children with the same pedagogy.
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# Decroly's basis

His pedagogy had 4 basis:

- The hobbies and interests of the child as a guide to education.  
4 Centers of needs
  - Globalization means that the child learns globally, without order. It's a complete picture that we must give the child, then he passes to particularity and analysis.
  - The class workshop or class laboratory in which the child lives and works. The "class" strictly speaking is everywhere; he advocated the breakup of places of learning: the kitchen, shops, the street ...
  - The importance of the natural environment that puts the child in a situation of discovery.
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# Dr. Anne Moore (1910)

“My study of the situation in New York convinces me

- (1) that the horrors attendant upon feeble-mindedness have in no way been exaggerated;
- (2) that the condition is neither circumscribed or local: . . .
- (3) that there is a crying need for concerted action toward control of the situation.

“ **Realize that the feeble-minded are a menace to our present day civilization and that the problem of caring for them can no longer be safely ignored. They agree that the defect is often hereditary and incurable, that it leads to poverty, degeneracy, crime and disease.**”

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# “Solutions” ?

- Lifelong segregation during the reproductive period
  - Sterilization
  - “This remedy must in the opinion of this committee be the principal agent used by society in cutting off the supply of defectives” (Eugenics section of the American Breeders Association, 1911)
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# Last Century (1900's)

- Biological emphasis → Medical model → Institutional Care
  - 1900-1950's Compulsory education. Creation of classes or schools for the mentally retarded, blind, deaf, etc..
  - After the 2nd world war : Creation of special education system, organized in parallel to ordinary system.
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# Special Needs Education

The four periods of special needs education:

1. Instruction for pupils with sensory disabilities, many disabled children were excluded from school
  2. Care for the disabled, medical care and rehabilitation. Children segregated into homogenous groups
  3. The principle of normalisation and integration
  4. Educational equality and equal educational services (inclusion)
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# Special education

Specifically designed instruction, at no cost to the child's parents, to meet the unique needs of a student with a disability

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# “Classic Special Education” characteristics

- Special settings (segregation, class, resource room, school, ...)
  - Special children (types, categorization, ...)
  - Special teachers (trained or not, experienced or not, ...)
  - Specialists (therapists,...)
  - Special ratio (less student by class, more teachers)
  - Special methods/tools (Braille, signs language, ...)
  - Special program and goals → integration in social life...
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# “Special segregated settings” advantages

1. Providing people with disabilities a chance "just" successful.
  2. Promoting cooperation rather than competition
  3. Learn physical and social skills in an environment that understands and accepts them.
  4. Trained staff, equipment and specialized services.
  5. Improve the skills that increase participation in more integrative situations
  6. Individual attention is easier to obtain.
  7. Be able to meet between individuals carrying the same disability.
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# “Special segregated settings” disadvantages

1. Learn the skills, values, attitudes and behaviors of “the disabled.”
  2. Reduced expectations of parents, professionals, children.
  3. Opposition to the transfer of skills to specialized → normal settings.
  4. Deny the psychological and social benefits resulting from the meeting with disabled children.
  5. Based on “normality” and performance. It takes place outside the normal and regular performances.
  6. Loss of links with the community and poor preparation for future life.
  7. Cost important and life long (parents wanted students retained & greater demand for admission of new cases)
  8. The interactions are mostly with adults and not with other children.
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# What is disability?

- There are a lot of definitions to describe disability
  - Most of the definitions making reference that disability is a pathology (**physiological, biological and intellectual**).
  - These are **medical definitions** → **medical answers**
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# The medical definition of disability:

- The medical definition has given rise to the idea that people are individual objects to be “treated”, “changed” or “improved” and made more “normal”.
- The medical definition views the disabled person as needing to “fit in” rather than thinking about how society itself should change
- This medical definition does not adequately explain the interaction between societal conditions or expectations and unique circumstances of an individual.

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# The World Health Organization (WHO) (1996):

→ International Classification of Impairments, Disabilities and Handicaps

**Impairment refers to** → A physical or mental defect at the level of a body system or organ.

**Disability refers to** → person-level limitations in physical and psycho-cognitive activities,

**Handicap refers to** → social abilities or relation between the individual and the society.'

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# The social definition of disability:

- Disability is a highly varied and complex condition with a range of implications for social identity and behavior.
  - Disability largely depends on the context and is a consequence of discrimination, prejudice and exclusion.
  - Emphasizes the shortcomings in the environment and in many organized activities in society, for example on information, communication and education, which prevent persons with disabilities from participating on equal terms.
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# Comparing the medical and social models of disability in education:

## **Medical model:**

- Child is faulty
- Diagnosis and labelling
- Impairment is focus of attention
- Segregation and alternative services
- Re-entry if normal enough or permanent exclusion
- Society remains unchanged

## **Social model:**

- Child is valued
  - Strengths and needs identified
  - Barriers identified and solutions developed
  - Resources made available
  
  - Diversity welcomed; child is welcomed
  
  - Society evolves
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# Segregation to Inclusion

3 types of pressure :

- Ethic and moral pressure → associations, laws, awareness, ...
  - Conceptual pressure → concepts, practices, ...
  - Economic pressure → effectiveness, costs, ...
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# Ethic and moral's pressure

- *“ Science can not give an absolute answer to the question of school integration. At the time of the American Civil War, would Abraham Lincoln have simply required the scientific evidence of the benefits of the abolition of slavery? Has he had to consult experts, for example, a sociologist, an economist, a political analyst? Of course not. Slavery was not, and today is not more a matter to be settled by science. It is a moral issue “ (Bilken, 1985 in Vienneau, 2004)*

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# The right to a more inclusive education is covered in several significant international declarations, including:

- **Universal Declaration of Human Rights – 1948**
  - **UN Convention on the Rights of the Child (1989)**
  - **World Declaration for Education for All (1990)**
  - **Standard Rules on the Equalization of Opportunities for Persons with Disability (1993)**
  - **UNESCO Salamanca Statement and Framework for Action (1994)**
  - **Dakar Framework for Action (2000).**
  - ...
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# Salamanca Statement:

1. Every child has a fundamental right to education
  2. Every child has unique characteristics, interests, abilities and learning needs
  3. Education systems should be designed and educational programmes implemented to meet these diversities among children
  4. **Students with special needs must have access to regular schools with adapted education**
  5. **Regular schools with an inclusive orientation are the most effective means of combating and preventing discriminative attitudes and building up an inclusive society**
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## Also...

- Pressure by vote (Switzerland-Valais, etc.)
  - Pressure by Parents' association
  - Pressure by justice (*Brown v. Board of Education* - USA, Canada, etc.)
  - Pressure by national and/or international organizations (UNESCO, EU, etc.)
  - Other Pressures...
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# Conceptual pressure

1. Normalization
  2. Least restrictive environment
  3. Social validation
  4. Chronologically age appropriate skills
  5. Principles of adaptation
  6. Integration/mainstreaming/inclusion
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# Normalization

- Treating people with disabilities as normally as possible
  - In a “natural environment”
  - Both the means and the ends of education for students with disabilities should be as much like those for non-disabled students as possible
  - De-institutionalization → a systematic drive to move people out of institutions and back into closer contact with the community
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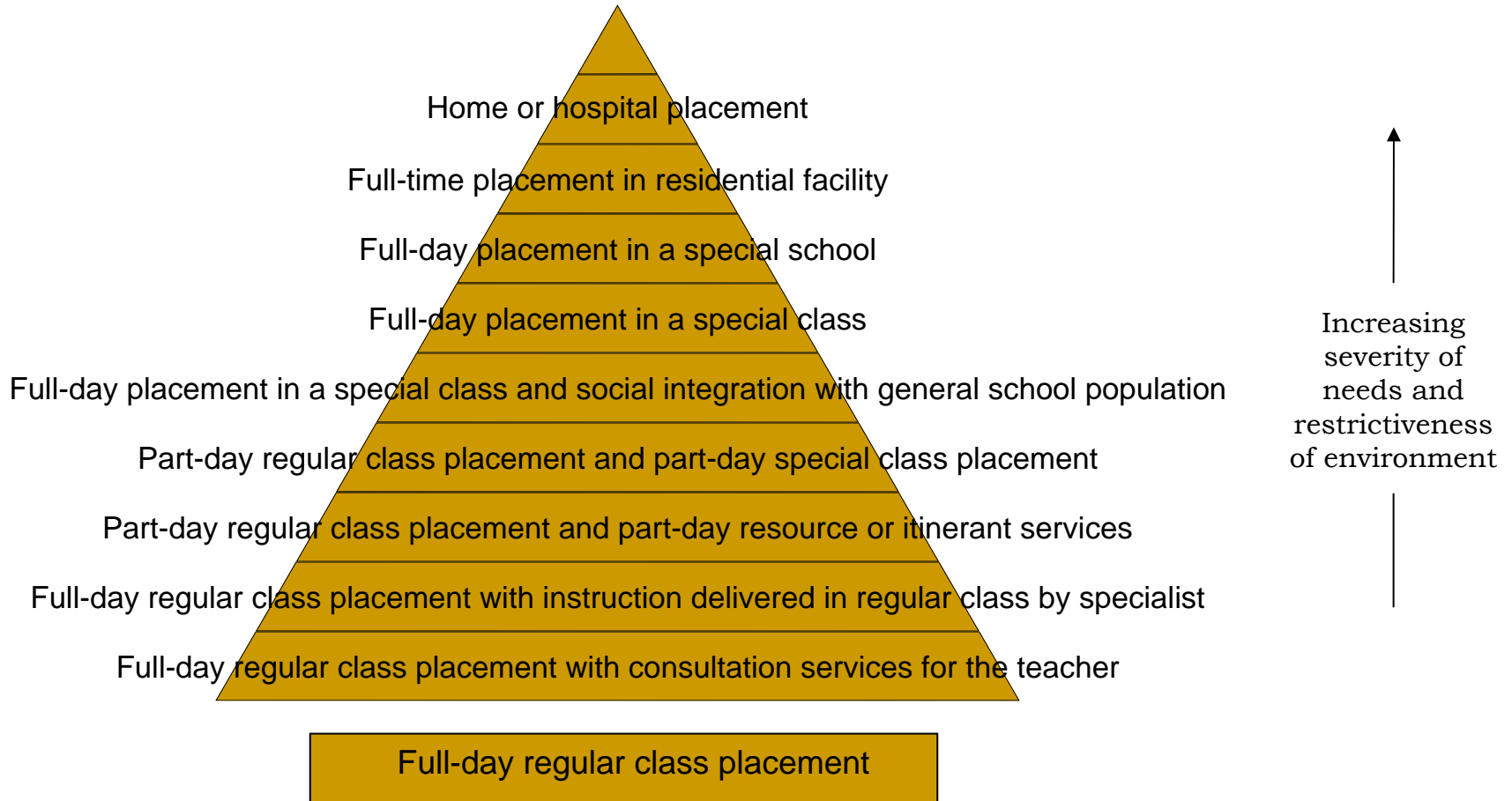
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# Least Restrictive Environment

1. To the maximum extent, children with disabilities are to be educated with children who are not disabled
  2. Removal may only occur when education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily
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← Most Restrictive →



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# Placement in the Least Restrictive Environment

- Regular classroom placement is the first option the team must consider
  - Access to the general education curriculum is as important as placement in a classroom
  - If it is not possible to educate a child successfully in a regular education classroom with the use of supplementary aids and services, then team must consider more restrictive alternatives.
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# Social validation & Chronologically age appropriate

- Subjective evaluation
  - Social comparison
  - The children with special needs must be with children of the same age
  - Ex. : Don't put 16 with 5 year old !!!
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# Principles of adaptation

Special Needs require adaptation...

- Adapt only when necessary → **to increase a person's participation & success**
  - Adapt on an individual basis
  - View any adaptations as temporary
  - Adapt for congruence
  - Adapt for availability
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# Integration

*“ Moving them into school/society normally as much as possible ”*

- Physical Integration
  - Social Integration
  - Pedagogical Integration
    - a) Mainstreaming
    - b) Inclusion
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# Mainstream

Mainstreaming has been used to refer to the selective placement of special education students in one or more "regular" education classes. Proponents of mainstreaming generally assume that a student must "earn" his or her opportunity to be placed in regular classes by demonstrating an ability to "keep up" with the work assigned by the regular classroom teacher. This concept is closely linked to traditional forms of special education service delivery.

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# Mainstreaming

General Education  
(Collaborative Consultation  
Co-teaching)

Resource Classroom

Self-Contained Class

Special Day School

Hospital or Homebound Instruction

Residential School

More  
↑  
Physical Integration  
↓  
Less

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# Resource Room

- A special education placement for less than half a child's school day.
  - With special “materials” or “resources”.
    - Resource Room students receive additional instruction in language arts, math and/or content areas
    - Resource room students receive basic skills instruction in addition to their general education program.
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# Mainstreaming Advantages

- ❑ Promotes diversity and acceptance.
  - ❑ Allows opportunities for all students to advance.
  - ❑ Students with learning disabilities are motivated through competition to improve
  - ❑ General education students have the ability to rise up to leadership roles.
  - ❑ Collaboration with separate special service
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# Disadvantages of Mainstreaming

- Acceptation of segregation
  - Stigmatization
  - Children stay in the most segregated settings
  - The general schools didn't change !!!
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# Definition of "inclusion"

- "Inclusion" was defined by Stainback & Stainback (1990) as :
    1. Education of all students in in regular classes
    2. Appropriate educational programs for every student
    3. Everyone is accepted and supported
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# What is Integration/inclusion ?

1. Inclusion assume that students with disabilities attend ordinary schools.
  2. The fundamental principle is that all children are together as much as possible
  3. Inclusive education of high quality should focus on:
    - ❑ Curriculum,
    - ❑ Organizational arrangements,
    - ❑ Teaching strategies
    - ❑ Resource use
    - ❑ Partnership with the communities
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# Inclusion

Involves bringing the support services to the child (*rather than moving the child to the services*) and requires only that the child will benefit from being in the class (*rather than having to keep up with the other students*).

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**Inclusion is a process, not  
a place, service or setting.**

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- ❑ **Full inclusion** means that all students, regardless of handicapping condition or severity, will be in a regular classroom/program full time. *All services must be taken to the child in that setting.*
  - ❑ **Inclusion supporters** believe that the child should always begin in the regular environment and be removed only when appropriate services cannot be provided in the regular classroom.
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- Inclusive education demands a focus on *peers*. This implies that special units, special classes and schools should be used to a limited extent, and as exception form ordinary education
  - Inclusive education means all children, also children experiencing barriers to learning, development and participation, including children with disabilities, have the right to quality education in a school that is close to their home and in a class that suits their age
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# Key principles of Inclusive Education

- Rights
  - Participation
  - Process
  - Values
  - Diversity
  - Equality
  - Change
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# The 10 condition of inclusion

1. Values and awareness
  2. Attitudes and behaviors
  3. Legal and social factors (€)
  4. School's organization
  5. The programs and curriculums
  6. Teaching methods
  7. Support Services/team work
  8. The interactions with the environment
  9. The supervision and monitoring
  10. The team's preparation/training
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# Effectiveness of integration

## 3 Meta-analysis

- ❑ Social skills
  - ❑ School achievement
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# Effectiveness

<b>Authors</b>	<b>Carlberg &amp; Kavale</b>	<b>Wang &amp; Baker</b>	<b>Baker</b>
<b>Year published</b>	1980	1985-86	1994
<b>Time period</b>	Pre-1980	1975-84	1983-92
<b>Number of studies</b>	50	11	13
<b>Academic effect size</b>	0.15	0.44	0.08
<b>Social effect size</b>	0.11	0.11	0.28

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# Effectiveness

- Effective for each category ?
- Effective at each level ?
- Effective everywhere ?

Inclusion changes the conditions:

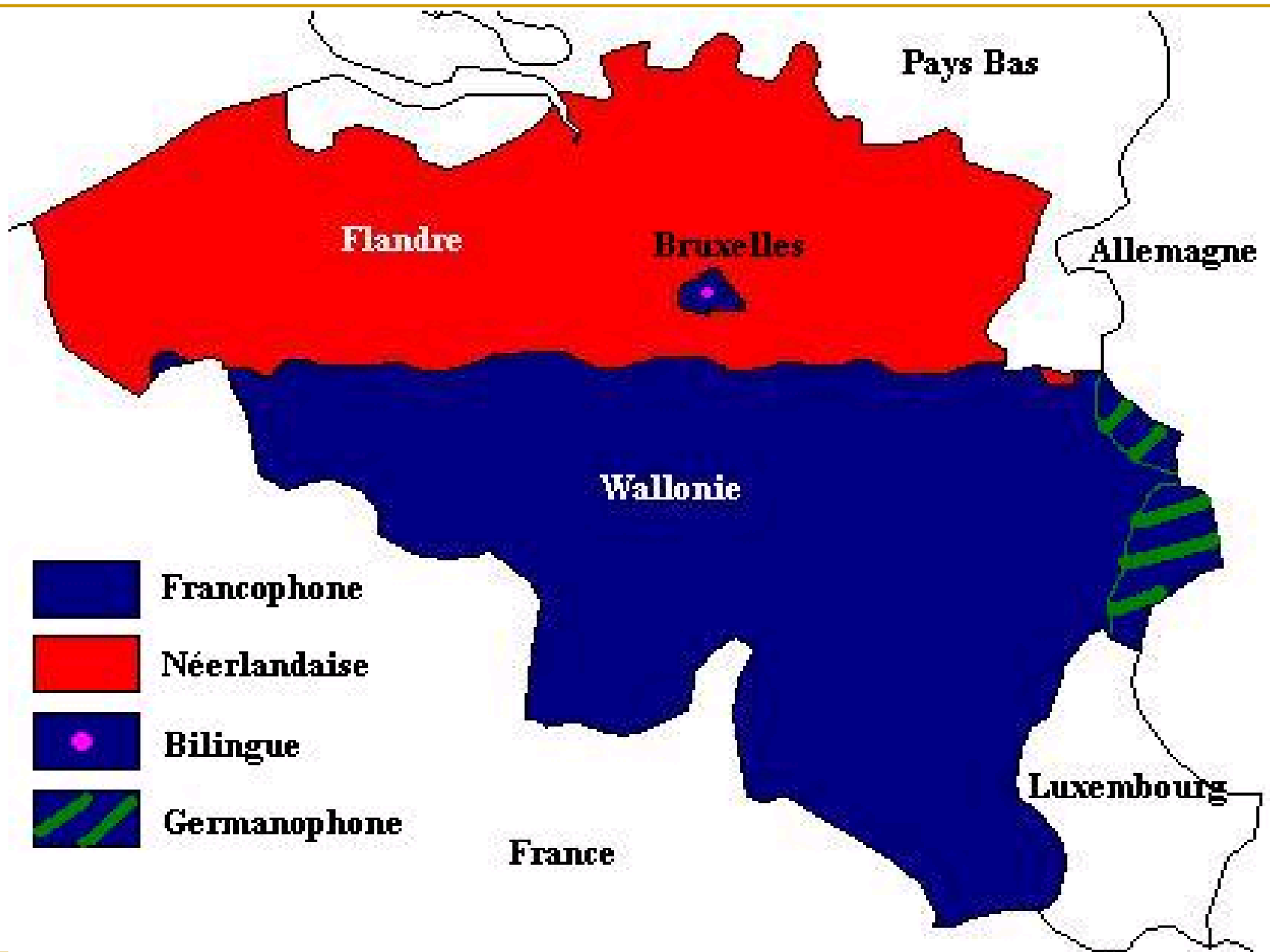
- Effect of Early Intervention
  - Effect of Values
  - Effects of Methods
  - Effects of the peers
  - ...
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# Belgium











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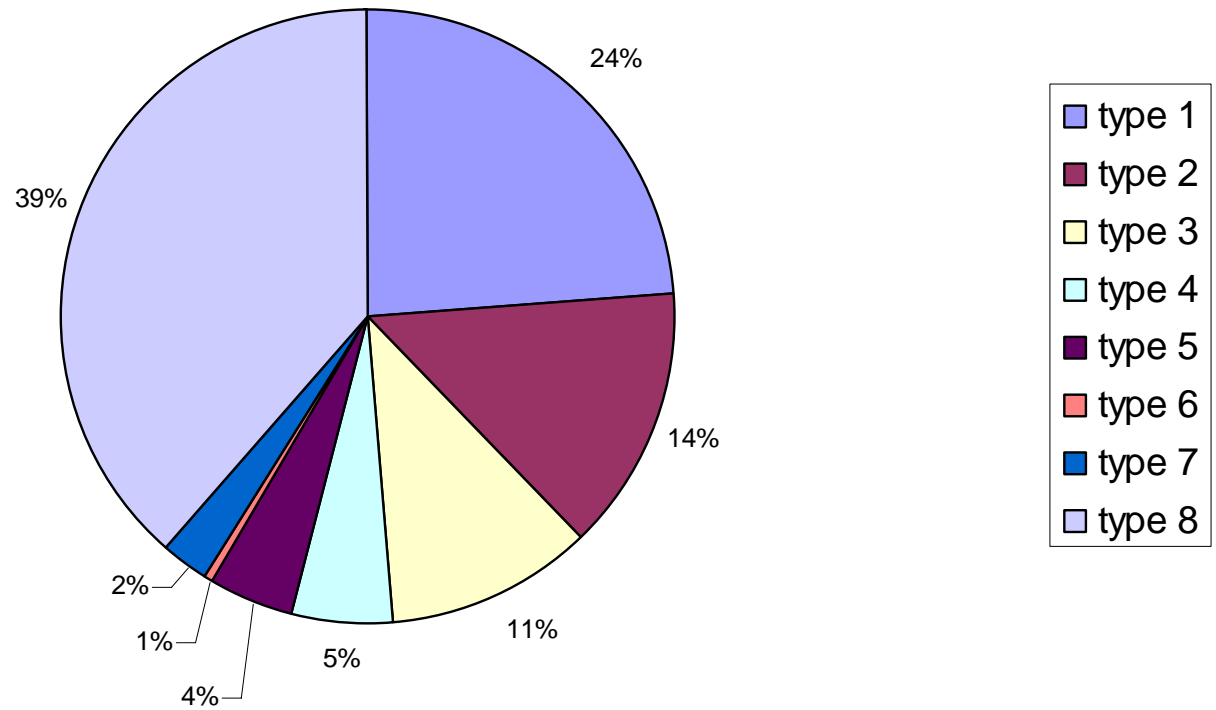
# Special Education in Belgium

- Special school system since 1970
  - 8 types of “specialized” teaching
  - Free with bus transport
  - Special Schools are separated from Ordinary Schools
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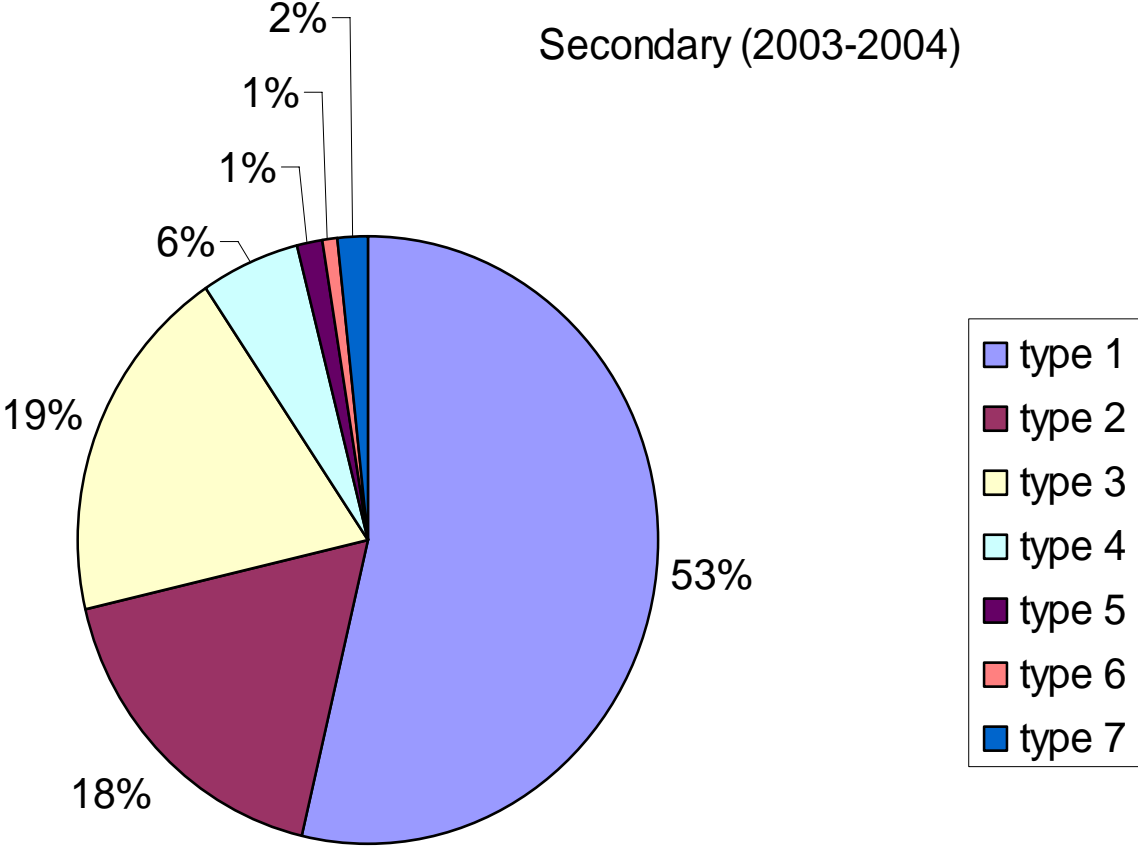
<b>Types</b>	<b>pre (2 ½ to 6)</b>	<b>primary (6 to 13)</b>	<b>Secondary (13 to 21)</b>	<b>Special class design for students with:</b>
<b>1</b>		X	X	<b>Mild mental retardation</b>
<b>2</b>	X	X	X	<b>Moderate to severe mental retardation</b>
<b>3</b>	X	X	X	<b>Behavior disorders</b>
<b>4</b>	X	X	X	<b>Physical disabilities</b>
<b>5</b>		X	X	<b>At hospital or home (sick children)</b>
<b>6</b>	X	X	X	<b>Visual imparments</b>
<b>7</b>	X	X	X	<b>Auditive imparments</b>
<b>8</b>		X		<b>Learning disabilities</b>

	Primary (2003-2004)	Secondary (2003-2004)
type 1	3831	7452
type 2	2220	2469
type 3	1754	2669
type 4	839	783
type 5	691	178
type 6	110	134
type 7	381	218
type 8	6213	

Primary (2003-2004)



Secondary (2003-2004)

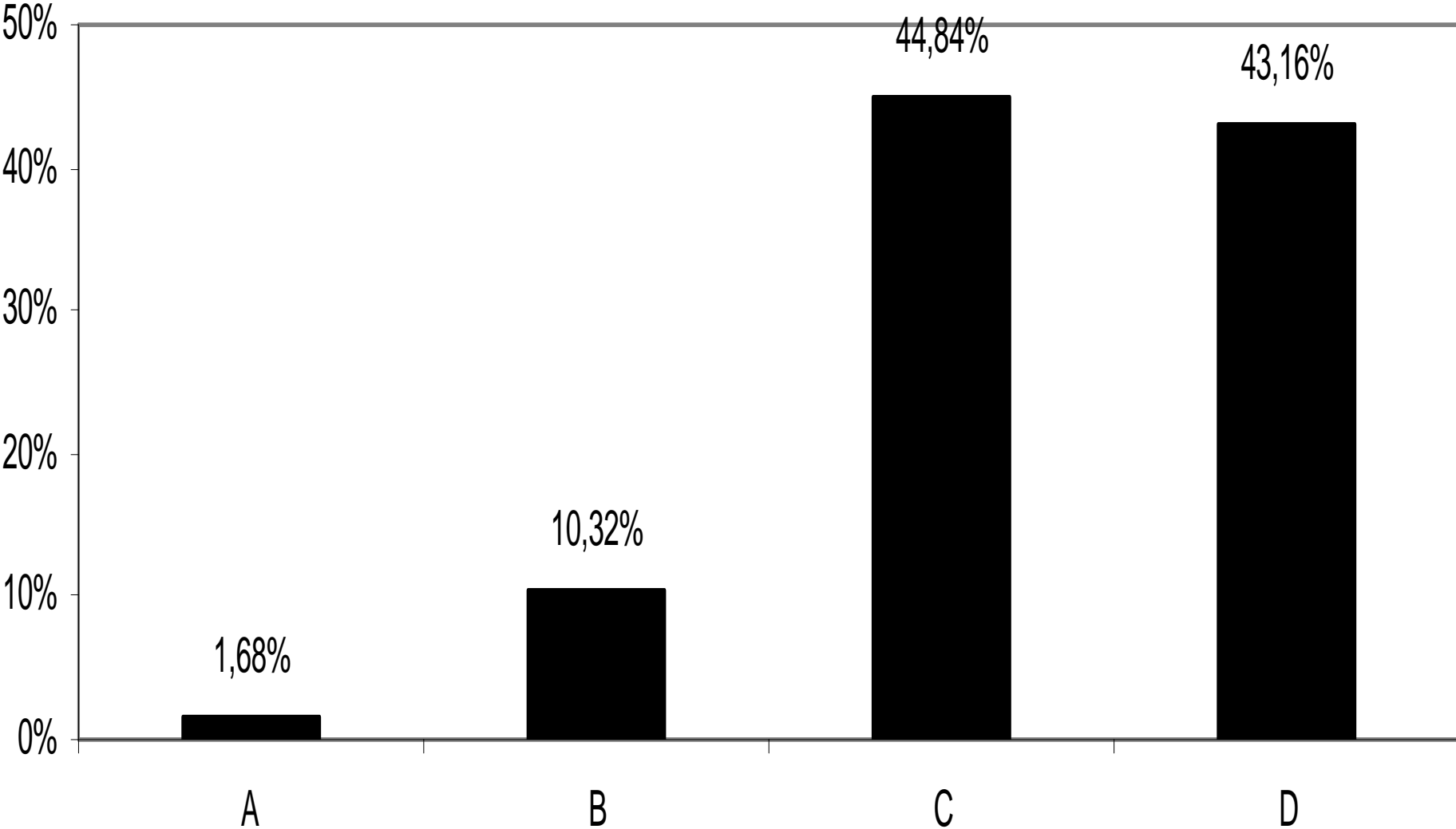


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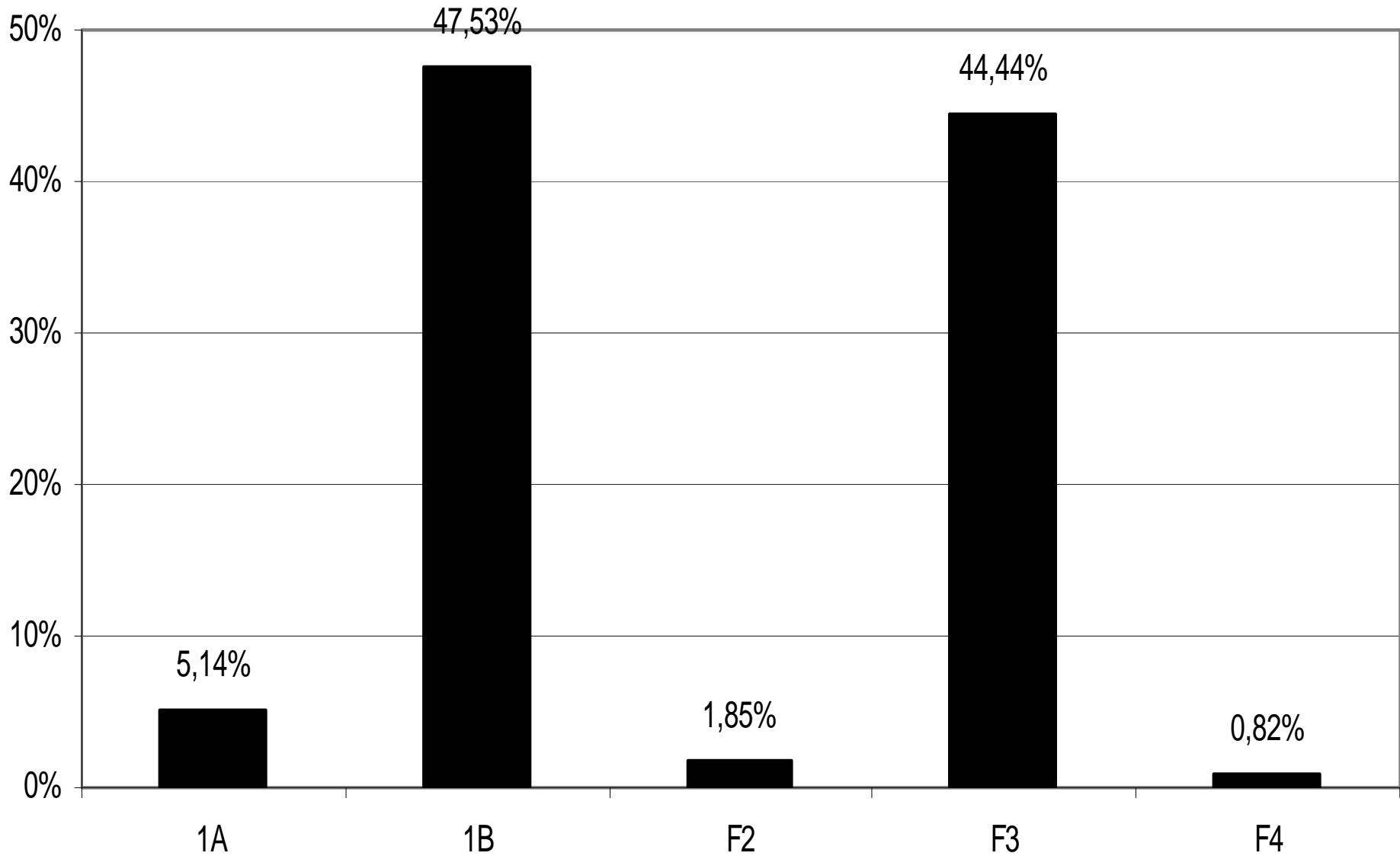
## Type 8 ???

- Children with learning disabilities – “*they can not stay in ordinary primary school*”
  - Only in primary schools (6 to 13)
  - The goal is the re-integration in general education
  - In type 8 schools, children receive one hour of speech and reading therapy.
  - The ratio is 1 teacher for 12 students
  - No compulsory training for teachers
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# Socioeconomic parents' level

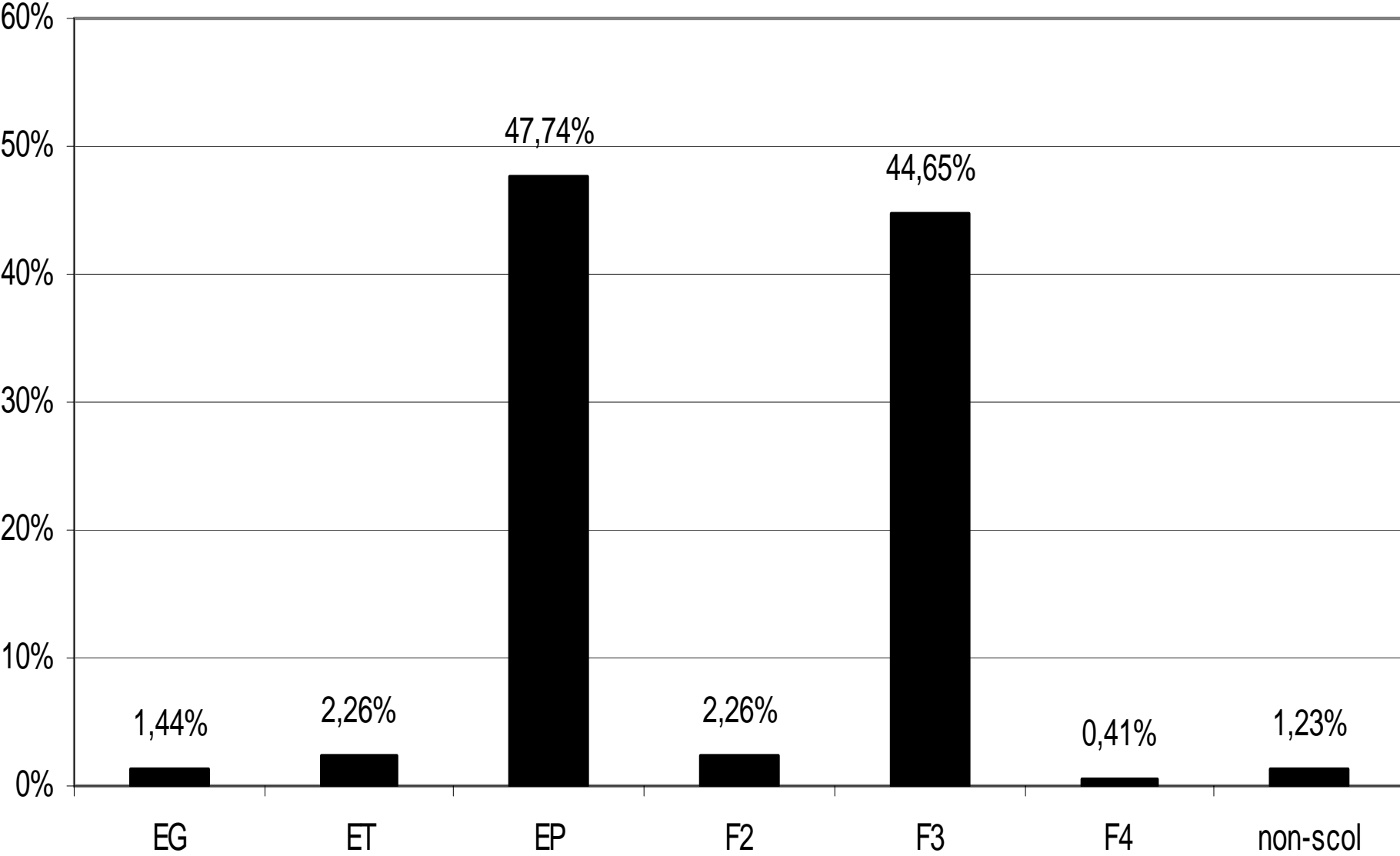


# Orientation the 1st year





# Orientation the 3rd year



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Stainback, Stainback, and Bunch (1989)-  
“considerable time, money, and effort ... to determine who is 'regular' and who is 'special' and into what 'type' or category of exceptionality each 'special' student fits. This continues to be done in spite of the fact that a combination of professional opinion and research indicates that classification is often done unreliably, that it stereotypes students, and that it is of little instructional value.” (p. 18)

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Will, 1986- "The separate administrative arrangements for special programs contribute to a lack of coordination, raise questions about leadership, cloud areas of responsibility, and obscure lines of accountability within schools ... The problem at the building level is further compounded by special program teachers working ... in resource rooms. This isolation minimizes communication between special teachers and regular classroom teachers, resulting in a lack of coordination between ongoing classroom instruction and the specially designed remedial instruction."

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