



“هو العلیم”

سخن سردبیر:

کودکان استثنایی یا کودکان با نیازهای ویژه  
Exceptional Children or Special Needs Children

در ارتباط با دو اصطلاح **کودکان استثنایی و کودکان با نیازهای ویژه** ملاحظات زیر را یادآور می‌شوم: تعاریف ارائه شده در انگلستان و چند کشور دیگر از کودکان با نیازهای ویژه که در ذیل این یادداشت تقدیم می‌گردد، هرگز به گروه کودکان پر استعداد<sup>۱</sup>، تیزهوش<sup>۲</sup>، خلاق<sup>۳</sup> و کودکان استثنایی<sup>۴</sup> (کودکان تیزهوش همزمان با آسیب خاص زیستی، حسی، حرکتی و با اختلالات عاطفی و رفتاری) اشاره‌ای نداشته‌اند. اما از منظر **شورا یا انجمن بین‌المللی کودکان استثنایی**<sup>۵</sup> که قدمت و سابقه علمی و حرفه‌ای افزون بر صد سال دارد. کودکان استثنایی یقیناً شامل کودکان پر استعداد، تیزهوش، خلاق، و کودکان تیزهوش با آسیب‌های زیستی، حسی، حرکتی و عاطفی و رفتاری (کودکان تیزهوش دووجهی) نیز می‌شود.

کودکان استثنایی دو وجهی و یا به تعبیر من **چالشگران استثنایی**<sup>۶</sup>

در انجمن کودکان استثنایی برای هر گروه از کودکان استثنایی دپارتمان خاصی ایجاد شده است. همین است که انجمن/شورای بین‌المللی کودکان استثنایی، که دفتر مرکزی آن از سال ۱۹۲۲ در آمریکا مستقر است در چندین کشور جهان از جمله کانادا، ژاپن، آلمان و ایران شعبه دارد. انجمن علمی کودکان استثنایی ایران نیز قریب به نیم قرن است در شورای بین‌المللی کودکان استثنایی عضویت دارد، این انجمن ضمن تاکید بر حسن تامین نیازهای کودکان با آسیب‌های زیستی و شناختی و رفتاری، به شناسایی زود هنگام، پرورش و حمایت از کودکان و نوجوانان تیزهوش و خلاق به مثابه سرمایه‌های گرانقدر ملی و منابع اصلی تولید فرآورده‌های نوین، بیش‌ترین بها را قابل است.

1. Talented
2. Gifted
3. Creative
4. Twice Exceptional
5. Council for Exceptional Children(CEC)
6. Exceptional Challengers

## عنوان سازمان آموزش و پرورش کودکان استثنایی

که به لطف خالق مهربان اساسنامه آن را اینجانب با استفاده از تجارب ملی و جهانی تدوین نمودم با تایید وزیر محترم وقت جناب آقای دکتر نجفی به مجلس شورای اسلامی ارسال شد و در مجلس با حضور و توضیحات اینجانب به عنوان نماینده وزارت آموزش و پرورش به اتفاق آرا تصویب شد، لذا عنوان سازمان ملی ما، یعنی **سازمان آموزش و پرورش استثنایی کشور** مصوب قانونی مجلس شورای اسلامی است، **یقیناً** این سازمان می‌تواند دانش‌آموزان تیزهوش را هم تحت پوشش قرار دهد.

عنوان اولین گروه آموزشی، روان‌شناسی و آموزش کودکان استثنایی در دانشکده روان‌شناسی و علوم تربیتی دانشگاه تهران، مصوب شورای آموزشی و هیات امنای دانشگاه تهران است. آری، اصطلاح **کودکان استثنایی**، اصطلاحی جامع، منطقی و عقلانی است. لطفاً مطالب ذیل / پیوست این یادداشت را ملاحظه فرمایید.

## تعاریف کودکان با نیازهای ویژه در انگلستان و...

### Searches related to British definition of special needs child

Special needs can range from people with autism, cerebral palsy, Down syndrome, dyslexia, blindness, ADHD, and cystic fibrosis. ... The types of special needs vary in severity, and a student with a special need is classified as being a severe case when the students IQ is between 20 and 35.

**British English:** special needs NOUN. People with special needs are people who need special help or care, for example because they are physically or mentally disabled. ... a school for children with special needs.

### What are the types of special needs?

There are four major types of special needs children:

- Physical – muscular dystrophy, multiple sclerosis, chronic asthma, epilepsy, etc.
- Developmental – down syndrome, autism, dyslexia, processing disorders.
- Behavioral/Emotional – ADD, bi-polar, oppositional defiance disorder, etc.

### What is the most common type of special needs?

Some of the most common special needs that young children are diagnosed with are: speech and/or language delays, Autism Spectrum Disorder, cognitive delays, social and emotional disorders, and learning differences/disabilities.

**Definition of special needs group:** any of various difficulties (such as a physical, emotional, behavioral, or learning disability or impairment) that causes an individual to require additional or specialized services or accommodations (such as in education or recreation) students with special needs

در این تعاریف اشاره ای به کودکان تیز هوش و خلاق نمی شود!  
اما:

در انجمن کودکان استثنایی<sup>۱</sup>

سابقه تاسیس انجمن بین المللی کودکان استثنایی؛

## History and Achievements of the CEC

A group of administrators established the CEC in 1922 as the International Council for the Education of Exceptional Children. Its name was changed to the Council for Exceptional Children in 1958. The organization established various awards during the 1960s, such as the CEC Outstanding Public Service Award. The council helped pass the Education for All Handicapped Children Act in 1975. In the 1980s, the CEC established more awards, like the CEC Special Education Research Award. Throughout the early 2000s, the CEC released studies to help improve teaching for exceptional learners as well as improved policies. In 2004, the CEC assisted in the reauthorization of the Individuals with Disabilities Education Act. And in 2009, the council helped gain full funding of the Individuals with Disabilities Education Act. In 2012, it launched its new website to provide special education teachers with innovative online access to the organization's resources and products. And in 2013, it introduced CEC Community to offer special education teachers an online space to communicate with each other.

تعاریف کودکان استثنایی

کودکان استثنایی از نظر انجمن بین المللی کودکان استثنایی

### Who Are Exceptional Learners:

**Autism** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experience. Autism does not apply if a child's education performance is adversely affected primarily because the child has an emotional disturbance.

**Deaf-blindness** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.

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1. Council for Exceptional Children- CEC

**Deafness** means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performance.

**Emotional Disturbance** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems.

**Emotional disturbance** includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

**Intellectual Disability** means significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance.

**Hearing impairment** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

**Multiple Disabilities** means concomitant impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities do not include deaf-blindness.

**Orthopedic impairment** means a severe orthopedic impairment that adversely affects a child's education performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).

**Other health impairment** means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the education environment, that is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely affects a child's educational performance.

**Specific learning disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

**Speech or language impairment** means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.

**Traumatic brain injury** means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairment in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

**Visual impairments** including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

### **Developmental Delay Term and Definition**

Developmental delay means, for a child aged 3-9 (or any subset of that range, including, ages 3 through 5), and may, at the discretion of the State and the local educational agency, include a child experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedure, in 1 or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or

adaptive development; and who, by reason thereof, needs special education and related services.

### **Infant and Toddler with a Disability Term and Definition**

Infant or toddler with a disability means an individual under 3 years of age who needs early intervention services because the individual is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedure in 1 or more of the areas of cognitive development, physical development, communication development, social or emotional development, and adaptive development; or has a diagnosed physical or mental condition that has a high probability of resulting in developmental delays.

### **At-risk Infant or Toddler Term and Definition**

At-risk infant or toddler means an individual under 3 years of age who would be at risk of experiencing a substantial developmental delay if early intervention services were not provided to the individual.

### **Gifted and Talented Term and Definition**

Gifted and Talented means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities.

### **Twice Exceptional Term and Definition**

Twice Exceptional means a gifted and talented student with a co-occurring disability.

دکتر غلامعلی افروز

استاد ممتاز دانشگاه تهران