



Social and Emotional Development of Exceptional Students: Disabled and Gifted 2nd Edition

Carroll J. Jones

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Considerable progress has been achieved in the past thirty four plus in research and curriculum development in the areas of social skills and self-determination for students with disabilities. Teachers and parents have come to understand that for many students with disabilities possessing appropriate social skills may be even more important than academic skills in terms of life success. However, due to the reauthorization of IDEA and NCLB there is increased focus on the general education academic curriculum standards and high stakes academic testing required. Thus, the curriculum focus for most students with disabilities continues to be primarily academic skills with hopes or assumptions that social, emotional, and self-concept abilities will develop automatically and simultaneously with academic achievement. Most general education classroom teachers know very little about the social, emotional, and self-concept development of nondisabled students, thus, do not have a standard for comparing those abilities in students with disabilities unless the student is extremely deviant from the norm. The book is organized into nine chapters beginning with an introductory chapter on normal social, emotional, and self-concept development (Chapter 1); and eight chapters on various categories of exceptional students including students with visual impairment (Chapter 2), students with communication disorders (Chapter 3), students with hearing impairment (Chapter 4), students with mental retardation (Chapter 5), students with behavior and/or emotional disorders (Chapter 6), students with learning disabilities (Chapter 7), students with physical and other health impairments (Chapter 8), and students with gifts and talents (Chapter 9). Each chapter includes a brief summary of the cognitive and academic learning characteristics and a more detailed description of the social and emotional learning problems, feelings of personal control, and self-concepts of each of the various categories of exceptional individuals. Additionally, there are five Appendices of scope and sequence charts of social and emotional development skills at various developmental stages.

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