

Gifted Education/Special Education Terms

Term	Typically Descriptive of Special Education/Gifted	Typically Descriptive of Special Education/Disability
Exceptional	Above normal range of expectations	Below normal range of expectations
Special Education Services	Continue to qualify indefinitely	Exit as soon as feasible
Disability	Hindered or held back by curriculum	Personal impediments that constrict
Retarded	Hindered or held back by curriculum	Slowed, delayed by disability
P.L. 94-142	Implicit encouragements	Explicit directives
Least Restrictive Environment	Leave mainstream as much as expedient	Join mainstream as much as possible
Inclusion	Modify classroom to accelerate & enrich	Facilitate successful learning
Outcome-based education	Extended opportunities for advancement	Extended time and correctives for mastery
Effects of Testing	Possible anxiety & frustration	Possible loss of self-esteem & effort
Labels	May increase expectations inappropriately	May reduce expectations unnecessarily
Reason for Special Ed Placement	Nurture areas of potential	Remediate areas of deficit
Remediation	Help learner surpass normal	Help learner approach normal
Individual Education Plan	Maximize opportunities to develop personal potential	Minimize failures preventing success in mainstream
Evaluation	Assess progress in development of potential	Assess progress toward entering mainstream
Reevaluation (regression to mean)	Can result in spuriously lower scores	Can result in spuriously higher scores
Due Process Procedures	Rarely utilized by parents or schools	Occasionally initiated by parents/schools
Homogeneous Grouping	Can enhance cognitive, social development	Can hinder cognitive, social development
Function of Resource Room	Provide experiences beyond that in regular education classes	Develop skills needed in classroom
School Consultation	Assist in expanding range of development	Assist in remediating deficits
Teacher Attitudes that Hinder Services	Resenting removal from classroom	Welcoming removal from classroom
Staff Development Needs	Strategies to augment abilities	Strategies to remediate deficits
Public Attitudes that Hinder	Distrust, envy, fear of elitism	Aversion, guilt, fear of burdens
Public Acceptance	Unlikely to be very sympathetic	Sympathetic when made aware of need
Advocacy	Promotion of social benefits	Appeals to compassion and conscience

From *The Journal of Secondary Gifted Education*, Summer, 1994, p. 53.