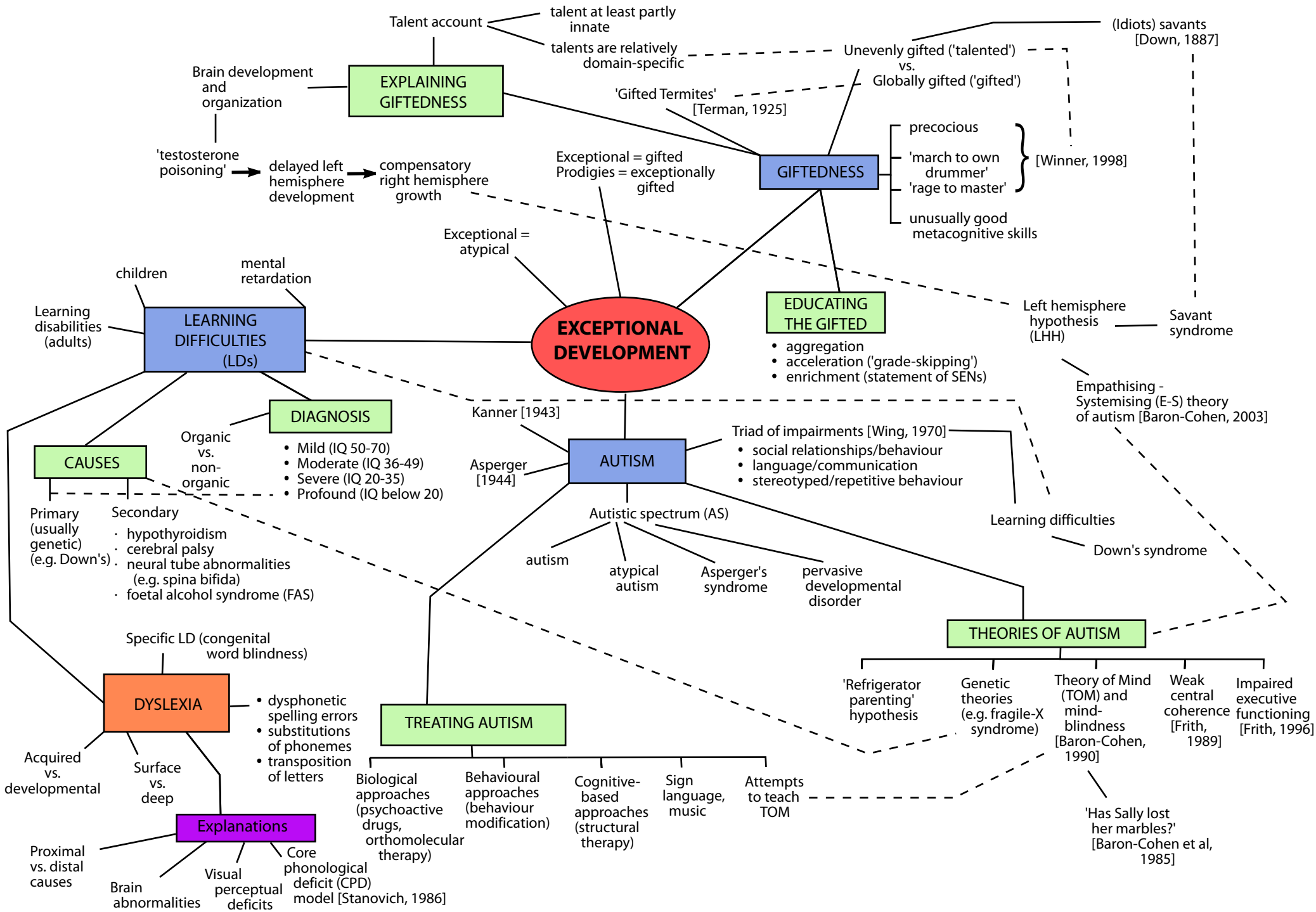
EXCEPTIONAL DEVELOPMENT
EXPLAINING GIFTEDNESS
Talent account
talent at least partly innate
talents are relatively domain-specific
Brain development and organization
'testosterone poisoning'
delayed left hemisphere development
compensatory right hemisphere growth
GIFTEDNESS
Unevenly gifted ('talented') vs. Globally gifted ('gifted')
(Idiots) savants [Down, 1887]
'Gifted Termites' [Terman, 1925]
precocious
'march to own drummer'
'rage to master'
[Winner, 1998]
unusually good metacognitive skills
Exceptional = gifted
Prodigies = exceptionally gifted
Exceptional = atypical
EDUCATING THE GIFTED
aggregation
acceleration ('grade-skipping')
enrichment (statement of SENs)
Left hemisphere hypothesis (LHH)
Savant syndrome
Empathising - Systemising (E-S) theory of autism [Baron-Cohen, 2003]
children
mental retardation
Learning disabilities (adults)
LEARNING DIFFICULTIES (LDs)
DIAGNOSIS
Organic vs. non-organic
Mild (IQ 50-70)
Moderate (IQ 36-49)
Severe (IQ 20-35)
Profound (IQ below 20)
CAUSES
Primary (usually genetic) (e.g. Down's)
Secondary
hypothyroidism
cerebral palsy
neural tube abnormalities (e.g. spina bifida)
foetal alcohol syndrome (FAS)
Kanner [1943]
Asperger [1944]
AUTISM
Triad of impairments [Wing, 1970]
social relationships/behaviour
language/communication
stereotyped/repetitive behaviour
Autistic spectrum (AS)
autism
atypical autism
Asperger's syndrome
pervasive developmental disorder
Learning difficulties
Down's syndrome
THEORIES OF AUTISM
'Refrigerator parenting' hypothesis
Genetic theories (e.g. fragile-X syndrome)
Theory of Mind (TOM) and mind-blindness [Baron-Cohen, 1990]
Weak central coherence [Frith, 1989]
Impaired executive functioning [Frith, 1996]
'Has Sally lost her marbles?' [Baron-Cohen et al, 1985]
Specific LD (congenital word blindness)
DYSLEXIA
dysphonetic spelling errors
substitutions of phonemes
transposition of letters
Acquired vs. developmental
Surface vs. deep
Explanations
Proximal vs. distal causes
Brain abnormalities
Visual perceptual deficits
Core phonological deficit (CPD) model [Stanovich, 1986]
TREATING AUTISM
Biological approaches (psychoactive drugs, orthomolecular therapy)
Behavioural approaches (behaviour modification)
Cognitive-based approaches (structural therapy)
Sign language, music
Attempts to teach TOM