

b) Fill in the gaps with the collocations from exercise 5a.

A BRIEF HISTORY OF THE FIELD

Until the 18th century, people with mental retardation were looked after by their families at home and the church (e.g. in monasteries). The 18th century brought a big shift in the way intellectually disabled people (or 'feeble-minded people' as they were called at the time) were provided for. Care and shelter became more professionally organised, and the understanding and treatment of people with mental retardation gradually assumed the form which is still in use today: distinction between mental retardation and mental disorders (it was Jean-Étienne-Dominique Esquirol who was the first to describe accurately the difference), classification by degree of severity, or identification and description of conditions that lead to mental retardation.

The development of _____ (1) for people with mental retardation in Western Europe and the USA in the second half of the 19th century was strongly influenced by the work of Johann Jacob Guggenbuhl, a Swiss physician. In 1841 he opened in Adenberg a first institution for children with mental retardation. He was mostly interested in cretinism, a condition caused by a deficiency of thyroid hormone that resulted in stunted physical and mental growth, and devoted his life to the care and education of the individuals affected by this disorder. Instead of simply providing the residents with food and shelter, Guggenbuhl designed a comprehensive treatment programme, which combined healthy living, good nutrition and medication with physical, sensory and _____ (2).

Apart from Guggenbuhl, there were other professionals who were very influential in the movement towards the residential care and education of people with mental retardation. These include Itard (see Chapter 1), Séguin and Howe.

In 1848 Samuel Gridley Howe, a social reformer, opened the first residential school for children with mental retardation in the wing of the Perkins Institute for the Blind in Boston, Massachusetts, originally called 'the Experimental School for Teaching and Training Idiotic Children.' Later, as a separate institution, it was renamed 'the Walter E. Fernald State School.'

Special Education Vocabulary in Use

As the 19th century came to a close, the enthusiasm for education and care gave way to demands for the **segregation** and **isolation** of people with mental retardation who were being regarded as a menace to the rest of society. In response to Charles Darwin's 'On the Origin of Species', Francis Galton, a polymath and privately Darwin's cousin, proposed _____ (3) of people in order to improve the _____ (4) of the human population and reduce mental retardation. The eugenics movement he pioneered had far-reaching implications for humanity. It led to _____ (5) of those considered inferior in the USA and provided the ideological justification for Nazi genocide of people with intellectual disabilities. It was only in the mid-20th century that **eugenics** was finally discredited and banned by most of the developed countries.

Even though most people were continued to be looked after by their families, thousands of less fortunate individuals were abandoned in public institutions, a practice which lasted well into the 1970s and which resulted in _____ (6) and **devaluation** of people with mental retardation.

In the 1960s a new approach was developed by Bengt Nirje in Sweden called **normalisation**. Normalisation emphasised that individuals with mental retardation (with time it spread to include all people with disabilities) should be included in mainstream society so that they may, to their fullest potential, experience life as any other person does. Wolf Wolfensberger, a German-American academic, used the principle of normalisation to advocate closing of all residential institutions in the USA, which, alongside the _____ (7), considerably contributed to mass **deinstitutionalisation** of people with mental retardation.

Despite the change in disability policy, there are still issues that need to be addressed, such as _____ (8), meaningful **participation** in society and equal opportunities in all aspects of life.

Exercise 6

- a) Here are some of the key words from exercise 5. Complete the table changing the nouns into verbs.