EXCEPTIONAL CHILDREN

AN INTRODUCTION TO SPECIAL EDUCATION

WILLIAM L. HEWARD

CEC COMMON CORE CONTENT STANDARDS FOR BEGINNING SPECIAL EDUCATION TEACHERS

The Council for Exceptional Children (CEC) content standards are built upon knowledge and skill sets organized into 10 domain areas. The Common Core standards, shown here, describe competencies that all beginning special educators are expected to demonstrate. In addition to their mastery of the CEC Common Core standards, beginning teachers are expected to also show mastery of CEC Specialty Area(s) Knowledge and Skills specific to their preservice training program and state licensure. Margin notes throughout this book link critical text content to the CEC standards.

Detailed explanation of the CEC standards are available at http://www.cec.sped.org and in Council for Exceptional Children. (2009). *What Every Special Educator Must Know: Ethics, Standards, and Guidelines*. (6th ed. rev.). Arlington, VA: Author.

Special Education Standard 1: Foundations

Knowledge:

ICC1K1 Models, theories, philosophies, and research methods that form the basis for special education practice
ICC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation
ICC1K3 Relationship of special education to the organization and function of educational agencies
ICC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs
ICC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds
ICC1K6 Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services
ICC1K7 Family systems and the role of families in the educational process
ICC1K8 Historical points of view and contribution of culturally diverse groups
ICC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them
ICC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school

Skills:

ICC1S1 Articulate personal philosophy of special education

Special Education Standard 2: Development and Characteristics of Learners

Knowledge:

ICC2K1 Typical and atypical human growth and development
ICC2K2 Educational implications of characteristics of various exceptionalities
ICC2K3 Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family
ICC2K4 Family systems and the role of families in supporting development
ICC2K5 Similarities and differences of individuals with and without exceptional learning needs
ICC2K6 Similarities and differences among individuals with exceptional learning needs
ICC2K7 Effects of various medications on individuals with exceptional learning needs

Special Education Standard 3: Individual Learning Differences

Knowledge:

ICC3K1 Effects an exceptional condition(s) can have on an individual's life
ICC3K2 Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development
ICC3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, families, and schooling
ICC3K4 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
ICC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences

Special Education Standard 4: Instructional Strategies

Knowledge:

ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings

Skills:

ICC4S1 Use strategies to facilitate integration into various settings
ICC4S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs
ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
ICC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments
ICC4S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem
ICC4S6 Use strategies that promote successful transitions for individuals with exceptional learning needs

Special Education Standard 5: Learning Environments and Social Interactions

Knowledge:

ICC5K1 Demands of learning environments
ICC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs
ICC5K3 Effective management of teaching and learning
ICC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
ICC5K5 Social skills needed for educational and other environments
ICC5K6 Strategies for crisis prevention and intervention
ICC5K7 Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world

ICC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and each other's respective language and cultural heritage
ICC5K9 Ways specific cultures are negatively stereotyped
ICC5K10 Strategies used by diverse populations to cope with a legacy of former and continuing racism

Skills:

ICC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
ICC5S2 Identify realistic expectations for personal and social behavior in various settings
ICC5S3 Identify supports needed for integration into various program placements
ICC5S4 Design learning environments that encourage active participation in individual and group activities
ICC5S5 Modify the learning environment to manage behaviors.
ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments
ICC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs
ICC5S8 Teach self-advocacy
ICC5S9 Create an environment that encourages self-advocacy and increased independence
ICC5S10 Use effective and varied behavior management strategies
ICC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
ICC5S12 Design and manage daily routines
ICC5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences
ICC5S14 Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person
ICC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
ICC5S16 Use universal precautions.

Special Education Standard 6: Communication

Knowledge:

ICC6K1 Effects of cultural and linguistic differences on growth and development
ICC6K2 Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
ICC6K3 Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding
ICC6K4 Augmentative and assistive communication strategies

Skills:

ICC6S1 Use strategies to support and enhance communication skills of individuals with exceptional learning needs
ICC6S2 Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language

Special Education Standard 7: Instructional Planning

Knowledge:

ICC7K1 Theories and research that form the basis of curriculum development and instructional practice
ICC7K2 Scope and sequences of general and special curricula
ICC7K3 National, state or provincial, and local curricula standards
ICC7K4 Technology for planning and managing the teaching and learning environment
ICC7K5 Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service

Skills:

ICC7S1 Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs
ICC7S2 Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members
ICC7S3 Involve the individual and family in setting instructional goals and monitoring progress
ICC7S4 Use functional assessments to develop intervention plans
ICC7S5 Use task analysis
ICC7S6 Sequence, implement, and evaluate individualized learning objectives
ICC7S7 Integrate affective, social, and life skills with academic curricula
ICC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences
ICC7S9 Incorporate and implement instructional and assistive technology into the educational program
ICC7S10 Prepare lesson plans
ICC7S11 Prepare and organize materials to implement daily lesson plans
ICC7S12 Use instructional time effectively
ICC7S13 Make responsive adjustments to instruction based on continual observations
ICC7S14 Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions
ICC7S15 Evaluate and modify instructional practices in response to ongoing assessment data

Special Education Standard 8: Assessment

Knowledge:

ICC8K1 Basic terminology used in assessment
ICC8K2 Legal provisions and ethical principles regarding assessment of individuals
ICC8K3 Screening, pre-referral, referral, and classification procedures
ICC8K4 Use and limitations of assessment instruments
ICC8K5 National, state or provincial, and local accommodations and modifications

Skills:

ICC8S1 Gather relevant background information
ICC8S2 Administer nonbiased formal and informal assessments
ICC8S3 Use technology to conduct assessments
ICC8S4 Develop or modify individualized assessment strategies

ICC8S5 Interpret information from formal and informal assessments
ICC8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
ICC8S7 Report assessment results to all stakeholders using effective communication skills
ICC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs
ICC8S9 Create and maintain records

Special Education Standard 9: Professional and Ethical Practice

Knowledge:

ICC9K1 Personal cultural biases and differences that affect one's teaching
ICC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs
ICC9K3 Continuum of lifelong professional development
ICC9K4 Methods to remain current regarding research-validated practice

Skills:

ICC9S1 Practice within the CEC Code of Ethics and other standards of the profession
ICC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession
ICC9S3 Act ethically in advocating for appropriate services
ICC9S4 Conduct professional activities in compliance with applicable laws and policies
ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs
ICC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals
ICC9S7 Practice within one's skill limit and obtain assistance as needed
ICC9S8 Use verbal, nonverbal, and written language effectively
ICC9S9 Conduct self-evaluation of instruction
ICC9S10 Access information on exceptionalities
ICC9S11 Reflect on one's practice to improve instruction and guide professional growth
ICC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues
ICC9S13 Demonstrate commitment to engage in evidence-based practices

Special Education Standard 10: Collaboration

Knowledge:

ICC10K1 Models and strategies of consultation and collaboration
ICC10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program
ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns
ICC10K4 Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members

Skills:

ICC10S1 Maintain confidential communication about individuals with exceptional learning needs
ICC10S2 Collaborate with families and others in assessment of individuals with exceptional learning needs
ICC10S3 Foster respectful and beneficial relationships between families and professionals
ICC10S4 Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team
ICC10S5 Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families
ICC10S6 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings
ICC10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities
ICC10S8 Model techniques and coach others in the use of instructional methods and accommodations
ICC10S9 Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs
ICC10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds
ICC10S11 Observe, evaluate, and provide feedback to paraeducators

Notes:

Individual with exceptional learning needs is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.

Exceptional condition is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents co-existing with one or more disabling conditions.

Special curricula is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula (e.g., social, communication, motor, independence, self-advocacy).

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10th EDITION

EXCEPTIONAL CHILDREN

An Introduction to Special Education

WILLIAM L. **HEWARD**

THE OHIO STATE UNIVERSITY

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Library of Congress Cataloging-in-Publication Data
Heward, William L.
Exceptional children : an introduction to special education / William L. Heward. — 10th ed.
p. cm.
Includes bibliographical references and index.
ISBN-13: 978-0-13-262616-3
ISBN-10: 0-13-262616-0
1. Special education—United States. 2. Exceptional children—United States. I. Title.
LC3981.H49 2012
371.90973—dc23

2011030844

10 9 8 7 6 5 4 3 2 1

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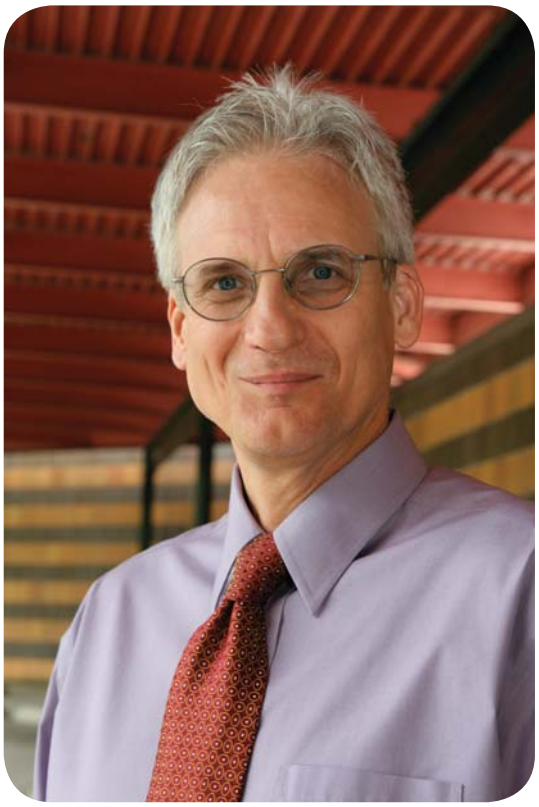
ISBN 10: 0-13-262616-0
ISBN 13: 978-0-13-262616-3

FOR JILL DARDIG, MY WIFE AND BEST FRIEND

ABOUT THE AUTHOR



William Lee Heward, Ed.D., BCBA-D, is Emeritus Professor in the College of Education and Human Ecology at The Ohio State University, where he helped train special education teachers for 30 years. He has been a Senior Fulbright Scholar in Portugal, a Visiting Professor of Psychology at Keio University in Tokyo and the University of São Paulo, and a Visiting Scholar at the National Institute of Education in Singapore. Among the many honors he has received are Ohio State University's highest recognition of teaching excellence, the Alumni Association's Distinguished Teaching Award, and the American Psychological Association's Division 25 Fred S. Keller Behavioral Education Award for lifetime achievements in education.

Dr. Heward's research interests include "low-tech" methods for increasing the effectiveness of group instruction and adaptations of curriculum and instruction that promote the generalization and maintenance of newly learned knowledge and skills. Bill's publications include seven other textbooks and more than 100 journal articles and book chapters. His research has appeared in the field's leading peer-reviewed journals, including *Behavioral Disorders, Education and Training in Autism and Developmental Disabilities, Exceptional Children, Journal of Applied Behavior Analysis, Journal of Positive Behavioral Interventions*, *Learning Disabilities Research & Practice, Research in Developmental Disabilities, Teacher Education and Special Education, Teaching Exceptional Children,* and *The Journal of Special Education*.

Bill has also written for the popular market. His book *Some Are Called Clowns* (Crowell, 1974) chronicled his five summers as a pitcher for the Indianapolis Clowns, the last of the barnstorming baseball teams.

PREFACE

Special education is an ongoing story of people. It is the story of a preschool child with multiple disabilities who benefits from early intervention services. It is the story of a child with intellectual disabilities whose parents and teachers work together to ensure she participates in classroom and extracurricular activities with her peers. It is the story of a middle school student with learning disabilities who helps his parents and teachers plan an instructional program that builds on his strengths and addresses his weaknesses. It is the story of the gifted and talented child who brings new insights to old problems, the high school student with cerebral palsy who is learning English as his second language, and the young woman with visual impairments who has recently moved into her own apartment and rides a city bus to work. Special education is also the story of the parents and families of exceptional children and of the teachers and other professionals who work with them.

I hope you will find the tenth edition of *Exceptional Children* an informative, accessible, and interesting introduction to the ongoing story of special education. Whether you are an undergraduate in a preservice teacher training program or a general education teacher with years of experience, I encourage you to continue your study and involvement with children and adults with special needs.

New to the Tenth Edition

My primary goals for the tenth edition remain the same as for previous editions: to present an informative and responsible introduction to the professional practices, trends, and research that define contemporary special education while also conveying the diversity and excitement of this ever-evolving field. Some of the significant changes I have made in the tenth edition:

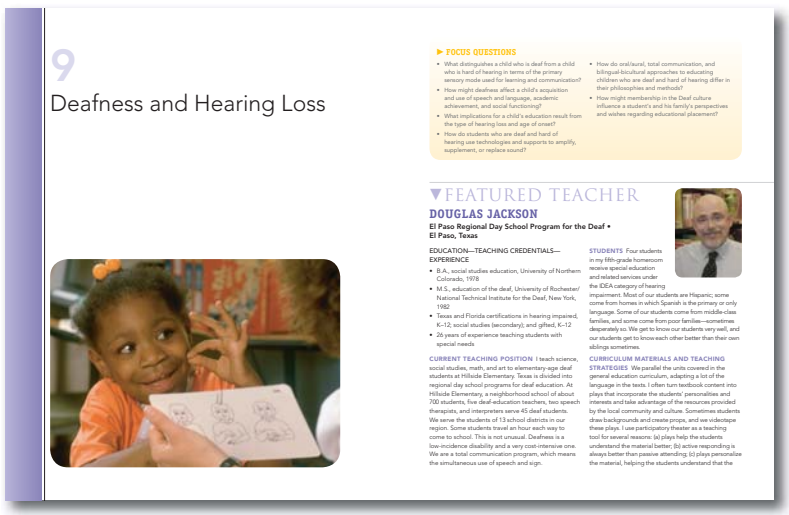
- Expanded discussion of critical dimensions that makes special education special (Chapter 1).
- New section on universal design for learning (UDL) as a provision of the Individuals with Disabilities Education Improvement Act (Chapter 1).
- New introduction to response to intervention (RTI) and description of two research-based methods for making Tier 1 instruction in RTI more effective for all students (Chapter 2).
- Expanded discussion of the disproportionate representation of students from culturally and linguistically different groups in special education (Chapter 2).
- More information on critical understandings and strategies that help special educators form effective partnerships with parents and families from culturally and linguistically diverse backgrounds (Chapter 3).
- Eight new chapter-opening essays and Tips for Beginning Teachers by special educators (Chapters 1, 2, 3, 5, 10, 11, 14, and 15).
- Newly updated tables that provide historical context for six major areas of special education by highlighting key events, practices, discoveries, and developments from their earliest beginnings to the present (Chapters 4, 5, 7, 9, 10, and 11).
- Condensed, easier-to-follow discussion of the definition, classification, and systems of support for intellectual disabilities based on the American Association on Intellectual and Developmental Disabilities' most recent conceptual system (Chapter 4).
- New information on how individuals with disabilities are using the latest technology to increase their self-determination and independence, such as the *Teaching*

& Learning feature "'So That's What I Do Next': Video Modeling/Prompting with iPods and Other Mobile Devices" (Chapter 4).

- Condensed, easier-to-follow explanation of the definition of learning disabilities with expanded coverage of response to intervention (RTI) as an alternative approach to identification (Chapter 5).
- New discussion of curriculum-based measurement (CBM) and most recent version of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (Chapter 5).
- New and expanded discussion of schoolwide positive behavioral support, including examples of preventive interventions such as "check in/check out" technique (Chapter 6).
- Inclusion of the new definitions and diagnostic criteria for autism spectrum disorder (Chapter 7) and attention-deficit/hyperactivity disorder (ADHD) (Chapter 11) proposed for the American Psychiatric Association's fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5*), scheduled for publication in May, 2013.
- Expanded coverage of deficits in joint attention by children with autism spectrum disorders (Chapter 7).
- Revised section on causes of autism includes new content on the now disproved claim that the measles-mumps-rubella (MMR) vaccine causes autism. Because autism spectrum disorders is a breeding ground for fads and false claims, this discussion and the one on distinguishing unproven treatments from evidence-based practices make students aware of problems caused by false claims and help them learn to think critically about meaningful criteria for responsible interventions (Chapter 7).
- Expanded coverage of the Picture Exchange Communication System (PECS) as a form of augmentative and alternative communication (AAC) (Chapter 8).
- Discussion of the assessment of communication disorders enhanced by new material on the functional analysis of language and a new *Teaching & Learning* feature on the analysis of verbal behavior—one of the fastest-growing areas of research and treatment for children with communication disorders (Chapter 8).
- Expanded discussion of the importance, challenges, and considerations involved in ensuring that students with significant disabilities have meaningful access to the general education curriculum (Chapter 12).
- Changes and updates to the chapter on gifted and talented students, coauthored by gifted education expert Donna Ford, include the latest research and information on the problem of the persistent underrepresentation of black students in gifted education, on improving the identification and achievement of culturally different gifted students, and the National Association for Gifted Children's perspectives on various approaches to ability grouping for gifted and talented students (Chapter 13).
- Condensed, easier-to-follow summary of research on employment and other post-school outcomes experienced by young adults with disabilities (Chapter 15).
- Completely revised, easier-to-follow explanation of the transition planning process with examples of post-secondary goals and transition-related IEP goals for students with mild and severe disabilities (Chapter 15).
- Most recent description of the concept and principles of supported living by Jay Klein, one of the founders of the supported living movement (Chapter 15).
- More than 400 new references to the latest research in special education cited throughout the text support and further inform all new and revised content.

A FOCUS ON EXCEPTIONAL TEACHERS

The story of special education is written every day by teachers across the country serving the needs of all children in a variety of settings. The stories of some of these exceptional teachers are included in these pages. The work of these educators is reflected in the narrative and the features of this text and shows how special and general educators can promote student achievement by using research-based instructional strategies.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Deafness and Hearing Loss

▶ FOCUS QUESTIONS

- What distinguishes a child who is deaf from a child who is hard of hearing in terms of the primary sensory mode used for learning and communication?
- How might deafness affect a child's acquisition and use of speech and language, academic achievement, and social functioning?
- What implications for a child's education result from the type of hearing loss and age of onset?
- How do students who are deaf and hard of hearing use technologies and supports to amplify, supplement, or replace sound?
- How do oral/aural, total communication, and bilingual-bicultural approaches to educating children who are deaf and hard of hearing differ in their philosophies and methods?
- How might membership in the Deaf culture influence a student's and his family's perspectives and wishes regarding educational placement?

▼FEATURED TEACHER

DOUGLAS JACKSON

El Paso Regional Day School Program for the Deaf • El Paso, Texas

EDUCATION—TEACHING CREDENTIALS—EXPERIENCE

- B.A., social studies education, University of Northern Colorado, 1978
- M.S., education of the deaf, University of Rochester/National Technical Institute for the Deaf, New York, 1982
- Texas and Florida certifications in hearing impaired, K–12; social studies (secondary); and gifted, K–12
- 26 years of experience teaching students with special needs

CURRENT TEACHING POSITION I teach science, social studies, math, and art to elementary-age deaf students at Hillside Elementary. Texas is divided into regional day school programs for deaf education. At Hillside Elementary, a neighborhood school of about 700 students, five deaf-education teachers, two speech therapists, and interpreters serve 45 deaf students. We serve the students of 13 school districts in our region. Some students travel an hour each way to come to school. This is not unusual. Deafness is a low-incidence disability and a very cost-intensive one. We are a total communication program, which means the simultaneous use of speech and sign.

STUDENTS Four students in my fifth-grade homeroom receive special education and related services under the IDEA category of hearing impairment. Most of our students are Hispanic; some come from homes in which Spanish is the primary or only language. Some of our students come from middle-class families, and some come from poor families—sometimes desperately so. We get to know our students very well, and our students get to know each other better than their own siblings sometimes.

CURRICULUM MATERIALS AND TEACHING STRATEGIES We parallel the units covered in the general education curriculum, adapting a lot of the language in the texts. I often turn textbook content into plays that incorporate the students' personalities and interests and take advantage of the resources provided by the local community and culture. Sometimes students draw backgrounds and create props, and we videotape these plays. I use participatory theater as a teaching tool for several reasons: (a) plays help the students understand the material better; (b) active responding is always better than passive attending; (c) plays personalize the material, helping the students understand that the

FEATURED TEACHER ESSAYS Each chapter begins with a first-person essay by a special education teacher that reflects the joys, challenges, and realities of teaching exceptional children. Drawn from urban, suburban, and rural school districts across the country, the 16 featured teachers (8 new to the tenth edition) share personal wisdom gathered from their experiences teaching exceptional children in a variety of school settings. For example, Sheena Washington (Annapolis, Maryland) describes the importance of collaborating with colleagues to create a positive and safe environment for students; Joshua Hoppe (Waianae, Hawaii) tells what he has learned about respecting the cultural and linguistic diversity of his students' families; and Bradley Baumgartner (Anchorage, Alaska) explains how school- and community-based work experiences help his secondary students with developmental and other disabilities make a successful transition to adulthood.

TIPS FOR BEGINNING TEACHERS Each chapter culminates with practical, quick tips for beginning teachers on how to enhance student learning and avoid common pitfalls in the classroom. These suggestions, offered by the featured teacher(s) for each chapter, range from tips for organizing your classroom, learning about students' cultures, and successful co-teaching and collaboration with families, to handling the paperwork demands, minimizing stress, and celebrating each student's accomplishments, no matter how small.

▼ TIPS FOR BEGINNING TEACHERS

Working with Students with Autism Spectrum Disorders

BY KAZUKO YAMAMOTO AND BETH MUENINGHOFF

INDIVIDUALIZE TO THE MAX

For students with autism, the need to individualize cannot be overstated.

- **Each student will have many more learning needs than you can meet.** You will not be able to teach everything at once, or even everything—ever. Observe each child during academic, social, and other routines during the school day, and ask yourself which skills will be immediately useful and have the greatest positive impact on her daily life.
- **Careful observation often reveals effective reinforcers.** Many children with autism have their own unique special interests, and often they seem content in their own world as long as they have what they want. Some autistic children appear to lack a desire to reach out to the world outside. We often use their autism to work for us in teaching important skills to our children. For example, if John has a fixation for wheels, we can use cars and other toys with wheels to teach him to make a request using a sign or a picture card.

FOCUS ON TEACHING SKILLS, NOT DECREASING BEHAVIORS

Some students with autism have frequent tantrums, are aggressive toward others, make stereotypic movements, or engage in self-injurious behaviors. Children with autism, like all children, may engage in challenging and harmful behaviors because they have not learned appropriate ways in which to meet their needs.

- **Instead of telling a student what not to do, teach him what to do.** Interventions that focus solely on reducing the frequency of negative behaviors are often ineffective and shortsighted because they do not teach the children alternative, appropriate ways to control their world. If a student grabs a book from another student, explain that the student should ask for the book, model the appropriate behavior and then have the student imitate it.
- **Try to determine what function a negative behavior has for a student.** For example, when James throws a tantrum, is he usually involved in a difficult task or an undesirable activity? After you have discovered this function, then teach an appropriate replacement behavior (e.g., teach James how to signal or ask for a break from a task).

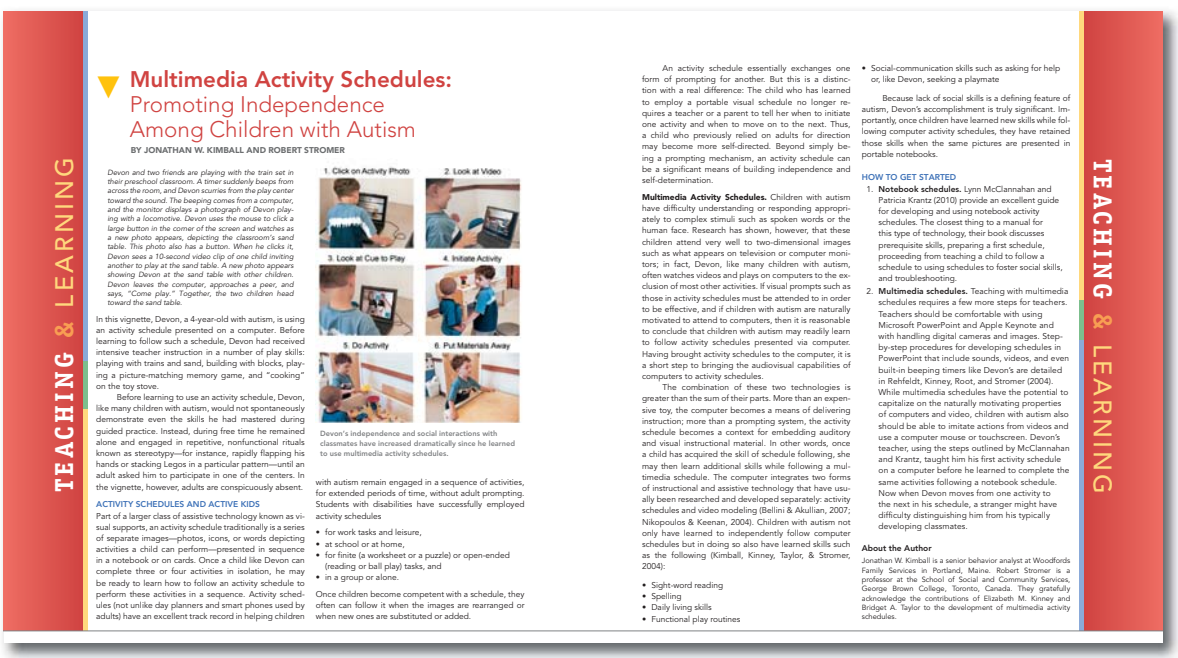
TAKE ADVANTAGE OF TEACHABLE MOMENTS

Naturally occurring situations or events provide the opportunity to teach a lesson on the spot.

- **Always be on the lookout for teachable moments.** A child spilling his milk during snack time, for example, provides his teacher with a wonderful chance to prompt and instruct a variety of language, emotional, communication, and social skills—in addition to the real-world practice of motor, self-help, and vocational skills involved in cleaning up the mess!
- **Don't just wait for teachable moments to occur; contrive them.** During a snack or play activity, hide the juice or part of a toy so that the child has to communicate to obtain the desired item.

TEACHING & LEARNING FEATURES The foundation of special education is good instruction provided by skilled teachers, day in and day out. To inform you of the critical elements of good instruction and provide numerous examples of application, *Teaching & Learning* features throughout the book describes a wide range of effective teaching interventions. From classroom management and peer support strategies for inclusion to curriculum modifications and suggestions for creating multimedia activity schedules for children with autism spectrum disorders, these features provide clear and practical guidelines for designing, implementing, and evaluating instruction for students with disabilities. All of the strategies described in the *Teaching & Learning* features are classroom tested and supported by scientific research documenting their effectiveness. Furthermore, each *Teaching & Learning* feature concludes with a step-by-step "How to Get Started" section for implementing the strategy in the classroom. Some of the *Teaching & Learning* features are authored by researchers and practitioners who have led or contributed to the development of the strategies. A listing of all the *Teaching & Learning* features is included in the Special Features Table of Contents on page xxiii. Here is a sampling of the topics covered:

- It's Good to Go Fast! Fluency-Building Activities to Promote Student Achievement
- The Power of Teacher Praise
- "Do This but Don't Do That": Teaching Children with Autism to Learn by Observation (by Bridget Taylor)
- Caught in a Behavior Trap: From Unwanted Obsession to Motivational Key
- Talking with Pictures? Using PECS to Teach Functional Communication Skills (by Andy Bondy and Lori Frost)
- Self-Monitoring Helps Students Do More Than Just Be on Task
- "Eighth Grade Work!" Teaching General Curriculum Content to Students with Severe Disabilities (by Diane Browder)
- Next Chapter Book Club: Lifelong Learning and Community Inclusion (by Tom Fish, Vicki Graff, and Anke Gross-Kunkel)



TEACHING & LEARNING

Multimedia Activity Schedules: Promoting Independence Among Children with Autism

BY JONATHAN W. KIMBALL AND ROBERT STROMER

Devon and two friends are playing with the train set in their preschool classroom. A timer suddenly beeps from across the room, and Devon scurries from the play center toward the sound. The beeping comes from a computer, and the monitor displays a photograph of Devon playing with a locomotive. Devon uses the mouse to click a large button in the corner of the screen and watches as a new photo appears, depicting the classroom's sand table. This photo also has a button. When he clicks it, Devon sees a 10-second video clip of one child inviting another to play at the sand table. A new photo appears showing Devon at the sand table with other children. Devon leaves the computer, approaches a peer, and says, "Come play." Together, the two children head toward the sand table.

In this vignette, Devon, a 4-year-old with autism, is using an activity schedule presented on a computer. Before learning to follow such a schedule, Devon had received intensive teacher instruction in a number of play skills: playing with trains and sand, building with blocks, playing a picture-matching memory game, and "cooking" on the toy stove.

Before learning to use an activity schedule, Devon, like many children with autism, would not spontaneously demonstrate even the skills he had mastered during guided practice. Instead, during free time he remained alone and engaged in repetitive, nonfunctional rituals known as stereotypy—for instance, rapidly flapping his hands or stacking Legos in a particular pattern—until an adult asked him to participate in one of the centers. In the vignette, however, adults are conspicuously absent.

ACTIVITY SCHEDULES AND ACTIVE KIDS

Part of a larger class of assistive technology known as visual supports, an activity schedule traditionally is a series of separate images—photos, icons, or words depicting activities a child can perform—presented in sequence in a notebook or on cards. Once a child like Devon can complete three or four activities in isolation, he may be ready to learn how to follow an activity schedule to perform these activities in a sequence. Activity schedules (not unlike day planners and smart phones used by adults) have an excellent track record in helping children

Devon's independence and social interactions with classmates have increased dramatically since he learned to use multimedia activity schedules.

with autism remain engaged in a sequence of activities, for extended periods of time, without adult prompting. Students with disabilities have successfully employed activity schedules

- for work tasks and leisure,
- at school or at home,
- for finite (a worksheet or a puzzle) or open-ended (reading or ball play) tasks, and
- in a group or alone.

Once children become competent with a schedule, they often can follow it when the images are rearranged or when new ones are substituted or added.

An activity schedule essentially exchanges one form of prompting for another. But this is a distinction with a real difference: The child who has learned to employ a portable visual schedule no longer requires a teacher or a parent to tell her when to initiate one activity and when to move on to the next. Thus, a child who previously relied on adults for direction may become more self-directed. Beyond simply being a prompting mechanism, an activity schedule can be a significant means of building independence and self-determination.

Multimedia Activity Schedules. Children with autism have difficulty understanding or responding appropriately to complex stimuli such as spoken words or the human face. Research has shown, however, that these children attend very well to two-dimensional images such as what appears on television or computer monitors; in fact, Devon, like many children with autism, often watches videos and plays on computers to the exclusion of most other activities. If visual prompts such as those in activity schedules must be attended to in order to be effective, and if children with autism are naturally motivated to attend to computers, then it is reasonable to conclude that children with autism may readily learn to follow activity schedules presented via computer. Having brought activity schedules to the computer, it is a short step to bringing the audiovisual capabilities of computers to activity schedules.

The combination of these two technologies is greater than the sum of their parts. More than an expensive toy, the computer becomes a means of delivering instruction; more than a prompting system, the activity schedule becomes a context for embedding auditory and visual instructional material. In other words, once a child has acquired the skill of schedule following, she may then learn additional skills while following a multimedia schedule. The computer integrates two forms of instructional and assistive technology that have usually been researched and developed separately: activity schedules and video modeling (Bellini & Akullian, 2007; Nikopoulos & Keenan, 2004). Children with autism not only have learned to independently follow computer schedules but in doing so also have learned skills such as the following (Kimball, Kinney, Taylor, & Stromer, 2004):

- Sight-word reading
- Spelling
- Daily living skills
- Functional play routines
- Social-communication skills such as asking for help or, like Devon, seeking a playmate

Because lack of social skills is a defining feature of autism, Devon's accomplishment is truly significant. Importantly, once children have learned new skills while following computer activity schedules, they have retained those skills when the same pictures are presented in portable notebooks.

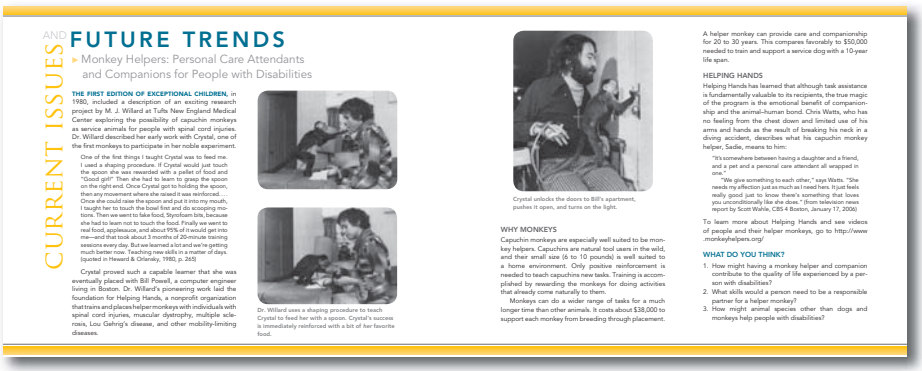
HOW TO GET STARTED

1. **Notebook schedules.** Lynn McClannahan and Patricia Krantz (2010) provide an excellent guide for developing and using notebook activity schedules. The closest thing to a manual for this type of technology, their book discusses prerequisite skills, preparing a first schedule, proceeding from teaching a child to follow a schedule to using schedules to foster social skills, and troubleshooting.
2. **Multimedia schedules.** Teaching with multimedia schedules requires a few more steps for teachers. Teachers should be comfortable with using Microsoft PowerPoint and Apple Keynote and with handling digital cameras and images. Step-by-step procedures for developing schedules in PowerPoint that include sounds, videos, and even built-in beeping timers like Devon's are detailed in Rehfeldt, Kinney, Root, and Stromer (2004). While multimedia schedules have the potential to capitalize on the naturally motivating properties of computers and video, children with autism also should be able to imitate actions from videos and use a computer mouse or touchscreen. Devon's teacher, using the steps outlined by McClannahan and Krantz, taught him his first activity schedule on a computer before he learned to complete the same activities following a notebook schedule. Now when Devon moves from one activity to the next in his schedule, a stranger might have difficulty distinguishing him from his typically developing classmates.

About the Author

Jonathan W. Kimball is a senior behavior analyst at Woodfords Family Services in Portland, Maine. Robert Stromer is a professor at the School of Social and Community Services, George Brown College, Toronto, Canada. They gratefully acknowledge the contributions of Elizabeth M. Kinney and Bridget A. Taylor to the development of multimedia activity schedules.

TEACHING & LEARNING



CURRENT ISSUES AND FUTURE TRENDS

Monkey Helpers: Personal Care Attendants and Companions for People with Disabilities

THE FIRST EDITION OF EXCEPTIONAL CHILDREN, in 1980, included a description of an exciting research project by M. J. Willard at Tufts New England Medical Center exploring the possibility of capuchin monkeys as service animals for people with spinal cord injuries. Dr. Willard described her early work with Crystal, one of the first monkeys to participate in her noble experiment.

One of the first things I taught Crystal was to feed me. I used a shaping procedure. If Crystal would just touch the spoon she was rewarded with a pellet of food and "Good girl!" Then she had to learn to grasp the spoon on the right end. Once Crystal got to holding the spoon, then any movement where she raised it was reinforced. . . . Once she could raise the spoon and put it into my mouth, I taught her to touch the bowl first and do scooping motions. Then we went to fake food, Styrofoam bits, because she had to learn not to touch the food. Finally we went to real food, applesauce, and about 95% of it would get into me—and that took about 3 months of 20-minute training sessions every day. But we learned a lot and we're getting much better now. Teaching new skills in a matter of days. (quoted in Heward & Orlansky, 1980, p. 265)

Crystal proved such a capable learner that she was eventually placed with Bill Powell, a computer engineer living in Boston. Dr. Willard's pioneering work laid the foundation for Helping Hands, a nonprofit organization that trains and places helper monkeys with individuals with spinal cord injuries, muscular dystrophy, multiple sclerosis, Lou Gehrig's disease, and other mobility-limiting diseases.

Dr. Willard uses a shaping procedure to teach Crystal to feed her with a spoon. Crystal's success is immediately reinforced with a bit of her favorite food.

Crystal unlocks the doors to Bill's apartment, pushes it open, and turns on the light.

WHY MONKEYS

Capuchin monkeys are especially well suited to be monkey helpers. Capuchins are natural tool users in the wild, and their small size (6 to 10 pounds) is well suited to a home environment. Only positive reinforcement is needed to teach capuchins new tasks. Training is accomplished by rewarding the monkeys for doing activities that already come naturally to them.

Monkeys can do a wider range of tasks for a much longer time than other animals. It costs about $38,000 to support each monkey from breeding through placement.

A helper monkey can provide care and companionship for 20 to 30 years. This compares favorably to $50,000 needed to train and support a service dog with a 10-year life span.

HELPING HANDS

Helping Hands has learned that although task assistance is fundamentally valuable to its recipients, the true magic of the program is the emotional benefit of companionship and the animal–human bond. Chris Watts, who has no feeling from the chest down and limited use of his arms and hands as the result of breaking his neck in a diving accident, describes what his capuchin monkey helper, Sadie, means to him:

"It's somewhere between having a daughter and a friend, and a pet and a personal care attendant all wrapped in one."

"We give something to each other," says Watts. "She needs my affection just as much as I need hers. It just feels really good just to know there's something that loves you unconditionally like she does." (from television news report by Scott Wahle, CBS 4 Boston, January 17, 2006)

To learn more about Helping Hands and see videos of people and their helper monkeys, go to http://www.monkeyhelpers.org/

WHAT DO YOU THINK?

1. How might having a monkey helper and companion contribute to the quality of life experienced by a person with disabilities?
2. What skills would a person need to be a responsible partner for a helper monkey?
3. How might animal species other than dogs and monkeys help people with disabilities?

CURRENT ISSUES AND FUTURE TRENDS ESSAYS *Current Issues and Future Trends* essays give readers a sense of some of the controversial issues, struggles, triumphs, and perspectives that are part of the ever-changing nature of education. For example, in "Self-Determination: The Most Natural Support" (Chapter 4), Michael Wehmeyer discusses the importance of self-determination for students with intellectual disabilities. In "The Autism Wars" (Chapter 7), Catherine Maurice, author of the international bestseller *Let Me Hear Your Voice*, describes the enormous difficulties parents of children with autism face in choosing scientifically tested treatments from the many myths, fads, and miracle cures that surround autism. The tenth edition includes three new *Current Issues and Future Trends* by authors with firsthand expertise in their topics. In "General and Special Education Are (and Should Be) Different" (Chapter 1), Naomi Zigmond gives ten reasons why special education is and needs to be special. In "Gifts Unopened and Denied: The Persistent Underrepresentation of Black Students in Gifted Education" (Chapter 13), Donna Ford offers a personal account of the road she took through and to gifted education as a child. In "Try a Little Tenderness: A Firsthand Perspective on Asperger Syndrome and Dating" (Chapter 15), Amy Gravino shares her experiences as a young girl with Asperger syndrome learning on the romantic front. A complete listing of all the *Current Issues and Future Trends* essays is included in the Special Features Table of Contents on page xxiv.

Achievement of students with ADHD and comorbidity with other disabling conditions

Council for Exceptional Children Content Standards for Beginning Teachers—Common Core: Educational implications of characteristics of various exceptionalities (ICC2K2) (also LD3K1).

Future Preparation for Teacher Certification

CEC PERFORMANCE-BASED STANDARDS Although special education teacher certification and licensure requirements vary from state to state, all special educators are expected to demonstrate a common set of competencies. The Council for Exceptional Children's (CEC) initial and advanced professional content standards are a comprehensive set of knowledge and skill sets organized within 10 domain areas (e.g., Foundations, Individual Learning Differences, Instructional Strategies, Assessment). The CEC Standards were developed in collaboration with the Interstate New Teacher Assessment and Support Consortium (INTASC) and serve as the basis for curriculum content of teacher preparation programs approved by the National Council for the Accreditation of Teacher Education (NCATE).

The Common Core standards are printed on the inside front and back covers of the text. Margin notes throughout the text link content to specific knowledge and skill statements from CEC's *What Every Special Educator Must Know*. Look for margin notes such as the one shown here with the CEC icon.

MyEducationLab™

Proven to **engage students**, provide **trusted content**, and **improve results**, Pearson MyLabs have helped over 8 million registered students reach true understanding in their courses. **MyEducationLab™** engages students with real-life teaching situations through dynamic videos, case studies and student artifacts. Student progress is assessed, and a personalized study plan is created based on the student's unique results. Automatic grading and reporting keeps educators informed to address gaps quickly and improve student performance. All of the activities and exercises in MyEducationLab are built around essential learning outcomes for teachers and are mapped to professional teaching standards.

MyEducationLab™

Visit the **MyEducationLab** for *Exceptional Children* to enhance your understanding of chapter concepts with a personalized Study Plan. You'll also have the opportunity to hone your teaching skills through video- and case-based Assignments and Activities, IRIS Center Resources, and Building Teaching Skills and Dispositions lessons

In *Preparing Teachers for a Changing World,* Linda Darling-Hammond and her colleagues point out that grounding teacher education in real classrooms—among real teachers and students and among actual examples of students' and teachers' work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching in today's classrooms. In the MyEducationLab for this course, you will find the following features and resources.

Study Plan Specific to Your Text

MyEducationLab gives students the opportunity to test themselves on key concepts and skills, track their own progress through the course, and access personalized Study Plan activities.

The customized Study Plan—with enriching activities—is generated based on students' results of a pretest. Study Plans tag incorrect answers from the pretest to the appropriate textbook learning outcome, helping students focus on the topics they need help with. Personalized Study Plan activities may include eBook reading assignments, and review, practice, and enrichment activities. After students complete the enrichment activities, they take a posttest to see the concepts they've mastered or the areas where they may need extra help. MyEducationLab then reports the Study Plan results to the instructor. Based on these reports, the instructor can adapt course material to suit the needs of individual students or the entire class.

Connection to National Standards

Now it is easier than ever to see how course work is connected to national standards. Each topic, activity, and exercise on MyEducationLab lists intended learning outcomes connected to the CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Education Curriculums.

Assignments and Activities

Designed to enhance your understanding of concepts covered in class, these assignable exercises show concepts in action (through videos, cases, and/or student and teacher artifacts). They help you deepen content knowledge and synthesize and apply concepts and strategies you read about in the book. (Correct answers for these assignments are available to the instructor only.)

Building Teaching Skills and Dispositions

These unique learning units help users practice and strengthen skills that are essential to effective teaching. After presenting the steps involved in a core teaching process, you are given an opportunity to practice applying this skill via videos, student and teacher artifacts, and/or case studies of authentic classrooms. Providing multiple opportunities to practice a single teaching concept, each activity encourages a deeper understanding and application of concepts, as well as the use of critical thinking skills. After practice, students take a quiz that is reported to the instructor grade book.

Lesson Plan Builder

The **Lesson Plan Builder** is an effective and easy-to-use tool that you can use to create, update, and share quality lesson plans. The software also makes it easy to integrate state content standards into any lesson plan.

IRIS Center Resources

The IRIS Center at Vanderbilt University (http://iris.peabody.vanderbilt.edu), funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), develops training enhancement materials for preservice and practicing teachers. The Center works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. In your MyEducationLab course, we have integrated this content where appropriate.

Teacher Talk

This feature emphasizes the power of teaching through videos of master teachers, each speaker telling their own compelling stories of why they teach. Each of these master teachers has been awarded the Council of Chief State School Officers Teachers of the Year award, the oldest and most prestigious award for teachers.

Course Resources

The Course Resources section of MyEducationLab is designed to help you put together an effective lesson plan, prepare for and begin your career, navigate your first year of teaching, and understand key educational standards, policies, and laws.

It includes the following:

- The **Special Education Interactive Timeline** is an easy-to-use tool that that can be used to build detailed timelines based on different facets of the history and evolution of special education.
- The **Preparing a Portfolio** module provides guidelines for creating a high-quality teaching portfolio.
- **Beginning Your Career** offers tips, advice, and other valuable information on:
  - *Resume Writing and Interviewing*: Includes expert advice on how to write impressive resumes and prepare for job interviews.
  - *Your First Year of Teaching*: Provides practical tips to set up a first classroom, manage student behavior, and more easily organize for instruction and assessment.
  - *Law and Public Policies*: Details specific directives and requirements you need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.

Certification and Licensure

The Certification and Licensure section is designed to help you pass your licensure exam by giving you access to state test requirements, overviews of what tests cover, and sample test items.

The Certification and Licensure section includes the following:

- **State Certification Test Requirements:** Here, you can click on a state and will then be taken to a list of state certification tests.
- You can click on the **Licensure Exams** you need to take to find:
  - Basic information about each test
  - Descriptions of what is covered on each test
  - Sample test questions with explanations of correct answers
- **National Evaluation Series™** by Pearson: Here, you can see the tests in the NES, learn what is covered on each exam, and access sample test items with descriptions and rationales of correct answers. You can also purchase interactive online tutorials developed by Pearson Evaluation Systems and the Pearson Teacher Education and Development group.

- **ETS Online Praxis Tutorials:** Here, you can purchase interactive online tutorials developed by ETS and by the Pearson Teacher Education and Development group. Tutorials are available for the Praxis I exams and for select Praxis II exams.

Visit www.myeducationlab.com for a demonstration of this exciting new online teaching resource.

Additional Resources and Supports for Instructors

Online Instructor's Resource Manual

The Instructor's Resource Manual for this text includes numerous recommendations for presenting and extending text content. The manual consists of focus questions that cover the essential concepts addressed in each chapter; discussion questions; in-class activities such as cooperative group activities, projects, and reflection questions; and activities that build on those presented in the book. Additional video and Internet resources are also provided for each chapter. The Instructor's Resource Manual is available for download at www.pearsonhighered.com.

Online PowerPoint Lecture Slides

PowerPoint lecture slides for this text are available at www.pearsonhighered.com. These slides highlight major concepts and summarize key content from each chapter of the text.

Online Test Bank

A test bank of more than 750 questions accompanies the text. These multiple-choice, short answer, and essay questions can be used to assess students' recognition, recall, and synthesis of factual content and conceptual issues from each chapter.

Pearson MyTest

Pearson MyTest is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests are authored online, allowing ultimate flexibility and the ability to efficiently create and print assessments anytime, anywhere! Instructors can access Pearson MyTest and their test bank files by going to www.pearsonmytest.com to log in, register, or request access. Features of Pearson MyTest include:

PREMIUM ASSESSMENT CONTENT

- Draw from a rich library of assessments that complement your Pearson textbook and your course's learning objectives.
- Edit questions or tests to fit your specific teaching needs.

INSTRUCTOR-FRIENDLY RESOURCES

- Easily create and store your own questions, including images, diagrams, and charts using simple drag-and-drop and Word-like controls.
- Use additional information provided by Pearson, such as the question's difficulty level or learning objective, to help you quickly build your test.

TIMESAVING ENHANCEMENTS

- Add headers or footers and easily scramble questions and answer choices—all from one simple toolbar.
- Quickly create multiple versions of your test or answer key, and when ready, simply save to MS-Word or PDF format and print!
- Export your exams for import to Blackboard 6.0, CE (WebCT), or Vista (WebCT)!

ACKNOWLEDGMENTS

Many people contributed ideas, insights, and suggestions that greatly enhanced the substance and quality of each of the past editions of this text, and the tenth edition of *Exceptional Children* is no exception. No one author can capture the many perspectives and areas of expertise that make up a field as diverse and dynamic as special education. I am grateful to the 16 special educators who graciously shared their knowledge and personal experience through the Featured Teacher Essays and the Tips for Beginning Teachers in each chapter: Bradley Baumgartner, Carey Creech-Galloway, Steven Everling, Mark Fraley, Joshua Hoppe, Douglas Jackson, Megan Mencinsky, Linda Michael, Carol Moss, Beth Mueninghoff, Cecelia Peirano, Angela Preston, Kimberly Rich, Sandra Trask-Tyler, Sheena Washington, and Kazuko Yamamoto.

The currency and quality of this text have been enhanced tremendously by original *Teaching & Learning* and *Current Issues and Future Trends* essays authored exclusively for this text by the following educators: Sheila Alber-Morgan (The Ohio State University); Andy Bondy and Lori Frost (Pyramid Educational Consultants); Diane Browder (University of North Carolina at Charlotte); Belva Collins (University of Kentucky); Jill Dardig (Ohio Dominican University); Tom Fish (OSU), Vicki Graff (OSU), and Anke Gross (University of Cologne, Germany); Donna Ford (Vanderbilt University); Amy Gravino (A.S.C.O.T. Coaching); Carolyn Hughes and Erik Carter (both, Vanderbilt University); Marilee Dye and Corie Byers (both, Nashville Public Schools); Ryan Kellems (University of Oregon) and Tobias Rickard (4J School District, Eugene, OR); Jonathan Kimball (Woodfords Family Services, Portland, ME) and Robert Stromer (George Brown College, Toronto); Allison Kretlow, Sara Mackiewicz, Charles Wood, Jacklyn Mirabal, and Nancy Cooke (all, University of North Carolina at Charlotte); Moira Konrad (OSU) and David Test (UNCC); Nancy Marchand-Martella and Ronald Martella (Eastern Washington University); Catherine Maurice (Association for Science in Autism Treatment); Jane Piirto (Ashland University); Mary Salmon (Columbus Public Schools), Stacie McConnell (Reynoldsburg, OH, public schools), Diane Sainato (OSU), and Rebecca Morrison (Oakstone Academy); Barbara Schirmer (Defiance College) and Rachel Friedman Narr (California State University Northridge); Mark Sundberg (author of the *VB-MAPP*); Bridget Taylor (Alpine Learning Group); Michael Wehmeyer (University of Kansas); Natalie Allen Williams (Weber State University); and Naomi Zigmond (University of Pittsburgh).

The following professors reviewed the previous edition and provided comments and suggestions that contributed to this edition: Terri Collins (Clemson University); Brett Daigle (Mercer University); Melissa McConnell (University of Idaho); Lee Sherry (University of North Carolina at Charlotte); Deborah Sue Stryker (Bloomsburg University of Pennsylvania); and Joy Voss (Saint Louis University).

Thank you to Professor Donna Ford (Vanderbilt University) for coauthoring Chapter 13—"Gifted and Talented." Blanche Glimps (Tennessee State University) revised the Instructor's Resource Manual and PowerPoint slides. The Test Bank was prepared by Karen Coughenour (Francis Marion University).

At its best, special education is a team game. The same can be said for publishing. Transforming nearly 1,400 pages of manuscript with countless tables, charts, graphs, features, photos, and margin notes into the book you are reading took a talented team of professionals at Pearson. Acquisitions Editor Ann Castel Davis, who has worked with me in one capacity or another on nearly every edition of this book, provided appreciated support and encouragement for the tenth edition. A skillful copyeditor is an author's best friend. Laura Larson improved the manuscript with a balance of technical

skill and respect for an author's writing style. Thanks to Melissa Gruzs for her careful proofreading and to Wendy Allex for constructing the name and subject indexes. I owe a special note of gratitude to Becky Savage, who helped obtain permissions to reprint published material. The effective and meaningful portrayal of special education requires excellent photographs. Many of the new photos in this edition are the product of the skills of Photo Editor Lori Whitley. I think this is the most attractive and reader accessible edition of *Exceptional Children* yet. Much of the credit for that goes to Candace Rowley for the interior design and the cover design. As she has for the past six editions, Project Manager Mary Irvin used her impressive talents as a multi-tasker to pull together all the parts and get it to the printer on schedule.

Finally, I will always be grateful to Mike Orlansky, former colleague, friend, and coauthor of the first four editions of *Exceptional Children*.

Most of all, I continue to benefit from the support and love of my family—wife Jill, son Lee, and daughter Lynn.

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PROLOGUE

A Personal View of Special Education

MY PRIMARY GOAL IN WRITING THIS BOOK is to describe the history, practices, advances, challenges, and opportunities that make up the complex and dynamic field of special education in as complete, clear, current, and accurate a manner as possible. This, of course, is much easier said than done: an author's descriptions of anything he holds dear are influenced by personal views. Because my personal beliefs and assumptions about special education—which are by no means unique, but neither are they held by everyone in the field—affect both the substance and the tone of this book, I believe I owe you, the reader, an explicit summary of those views. So, here are 10 assumptions that underlie and guide my efforts to understand, contribute to, and convey the field of special education.

People with disabilities have a fundamental right to live and participate in the same settings and programs—in school, at home, in the workplace, and in the community—as do people without disabilities. That is, the settings and programs in which children and adults with disabilities learn, live, work, and play should, to the greatest extent possible, be the same settings and programs in which people without disabilities participate. People with disabilities and those without have a great deal to contribute to one another and to society. We cannot do that without regular, meaningful interactions in shared environments.

People with disabilities have the right to as much self-determination as they can achieve. Special educators have no more important teaching task than that of helping students with disabilities learn how to increase their level of autonomy over their own lives. Self-determination and self-advocacy skills should be featured curriculum components for all students with disabilities.

Special education must expand and improve the effectiveness of its early identification and prevention efforts. When a disability or a condition that places a child at risk for a disability is detected early, the chance of lessening its impact (or preventing it altogether) is greater. Great strides have been made in the early detection of physical disabilities, sensory impairments, and developmental delays in infants and preschoolers. Although systematic programs of early identification and prevention of less visible disabilities, such as learning disabilities and emotional and behavioral disorders, are less well developed, the field has made a commitment to doing just that with an approach called *responsiveness to intervention* that you will read about in this edition.

Special education must do a better job of helping students with disabilities transition from school to adult life. Although increasing numbers of special education students are leaving high school for college or a job, a place to live on their own, and friends with whom to share recreation and leisure activities in the community, such positive outcomes still elude far too many young adults with disabilities. Special education cannot

be satisfied with improving students' achievement on classroom-based measures only. We must work equally hard to ensure that the education students receive during their school years prepares them to cope with and enjoy the multifaceted demands and opportunities of adulthood.

Special education must continue to improve its cultural competence. When a student with disabilities has the additional challenge of learning in a new or different culture or language, it is critically important that her teachers provide culturally responsive curriculum and instruction. Teachers who are most effective in helping these children combine fundamentally sound instructional methods with sensitivity to and respect for their students' heritage and values.

School and family partnerships enhance both the meaningfulness and the effectiveness of special education. Professionals have too long ignored the needs of parents and families of exceptional children, often treating them as patients, clients, or even adversaries instead of realizing that they are partners with the same goals. Some special educators have given the impression (and, worse, believed it to be true) that parents are there to serve professionals, when in fact the opposite is more correct. We must recognize that parents are a child's first—and, in many ways, best—teachers. Learning to work effectively with parents is one of the most important skills the special educator can acquire.

The work of special educators is most effective when supplemented by the knowledge and services

of all of the disciplines in the helping professions. It is foolish for special educators to argue over territorial rights when more can be accomplished for our students when we work together within an interdisciplinary team that includes our colleagues in psychology, medical and health services, counseling, social services, and vocational rehabilitation.

All students have the right to an effective education. An educator's primary responsibility is designing and implementing instruction that helps students with special needs learn useful academic, social, vocational, and personal skills. These skills are the same ones that influence the quality of our own lives: working effectively and efficiently at our jobs, being productive members of our communities, maintaining a comfortable lifestyle in our homes, communicating with our friends and family, and using our leisure time meaningfully and enjoyably. Instruction is ultimately effective when it helps students acquire and maintain positive lifestyle changes. To put it another way, the proof of the process is in the product. Therefore, . . .

Teachers must demand effectiveness from the curriculum materials and instructional tools they use. For many years, conventional wisdom has fostered the belief, still held by some, that teaching children with disabilities requires unending patience. I believe this notion does a great disservice to students with special needs and to the educators—both special and general education teachers—who teach them. A teacher should not wait patiently for an exceptional student to learn, attributing lack of progress to some inherent attribute or faulty process within the child, such as intellectual disabilities, learning disability, attention-deficit disorder, or emotional disturbance. Instead, the teacher should select evidence-based practices and then use direct and frequent measures of the student's performance as the primary guide for modifying those methods as needed to improve their effectiveness. This, I believe, is the real work of the special educator. Numerous examples of instructional strategies and tactics demonstrated to be effective through rigorous scientific research are described and illustrated throughout this text. Although you will not know how to teach exceptional children after reading this or any other introductory text, you will gain an appreciation for the importance of explicit, systematic instruction and an understanding of the kinds of teaching skills a competent special educator must have. And finally, I believe that . . .

The future for people with disabilities holds great promise. We have only begun to discover the myriad ways to improve teaching, increase learning, prevent and minimize the conditions that cause and exacerbate the effects of disabilities, encourage acceptance, and use technology to compensate for disabilities. While I make no specific predictions for the future, I am certain that we have not come as far as we can in learning how to help exceptional children and adults build and enjoy fuller, more independent lives in the school, home, workplace, and community.

1

The Purpose and Promise of Special Education

▶ FOCUS QUESTIONS

- When is special education needed? How do we know?
- If disability labels do not tell us what and how to teach, why are they used in special education?
- Why have court cases and federal legislation been required to ensure that children with disabilities receive a free appropriate education?
- How can a special educator provide all three kinds of intervention—preventive, remedial, and compensatory—on behalf of an individual child?
- In what ways do general and special education differ? Are those differences important? If so, why and how?

▼FEATURED TEACHER

MEGAN MENCINSKY

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EDUCATION—TEACHING CREDENTIALS—EXPERIENCE

- B.A., special education, Elmhurst College, 2007
- Currently pursuing M.S., special education (Curriculum Adaptation and Behavior Intervention), Northeastern Illinois University
- Illinois, Learning Behavior Specialist (LBS) I/Type 10, all disabilities except Deaf and Blind, preschool to age 21; LBS II (Certificate in Curriculum Adaptation); Standard Sign Language interpreter
- 5 years of experience as a special education teacher

WHY I CHOSE TO BE A SPECIAL EDUCATOR

When I was in college, a friend's concerned mother told me I would be "wasting my talents" as a special educator. Why, she wondered, would an intelligent and ambitious young person want to spend her time with students who struggled to learn? I said that I wanted a profession where I was challenged daily and had both the opportunity and responsibility to make a difference in people's lives. Special education is that profession and then some. To be a great special educator requires a myriad of talents and skills to teach the most difficult-to-teach students in schools. As my principal likes to say, "Other students will succeed despite us. Our special education students will succeed *because* of us."

When people find out I am a special education teacher, they'll often remark that I must be extremely patient and kind. If anything, I am impatient—not with my students, but with poorly designed lessons and weak instructional procedures. Being a special education teacher requires a vast skill set, one that I continue to try to develop and enhance every day. Every time I think I have mastered a strategy or content area, something new comes along: a new strategy, a new book to supplement the curriculum, a new website to use. The responsibilities of the job require knowledge of general education curriculum and state learning standards at various grade levels, how to modify and adapt curriculum, how to identify and write goals, and how to keep data that accurately track students' progress toward those goals. I must collaborate with outside service providers, administer district and state assessments, plan lessons, direct my paraprofessionals, manage my classroom effectively, provide positive behavior support—and oh, yes, I have to teach as well! A special educator's job is never boring, that's for sure. Every day is different, and every day is the chance to teach my students something new (and I learn something new every day!).

MY CURRENT CLASSROOM AND STUDENTS

I currently teach seven early primary students in a cooperative-run self-contained classroom in a typical elementary school. My students are eligible for special education under the disabilitiy categories of emotional and behavior disorders, autism, learning disabilities, and other health impairments. Among my biggest accomplishments this year were helping a student progress from "significantly below average" on his initial reading benchmark to "average," and teaching