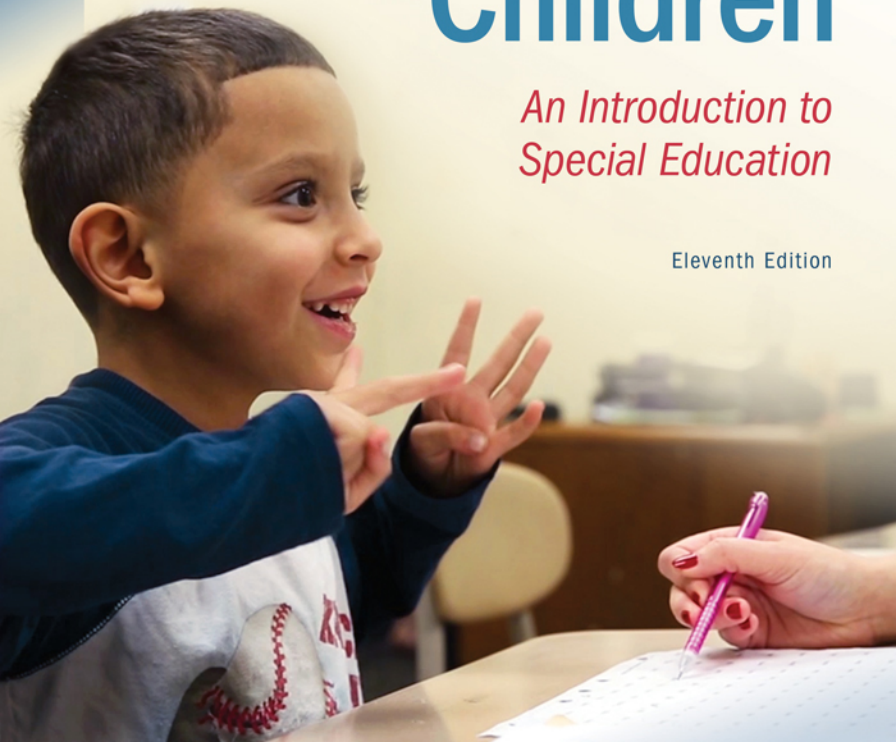


William L. Heward with Sheila R. Alber-Morgan and Moira Konrad

Exceptional Children

*An Introduction to
Special Education*

Eleventh Edition



Eleventh Edition

EXCEPTIONAL CHILDREN

An Introduction to Special Education



**William L. Heward with
Sheila R. Alber-Morgan & Moira Konrad**

The Ohio State University

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Pioneer Researcher, Champion Teacher.
A Special Educator in Every Way.

ABOUT THE AUTHORS



William L. Heward, Ed.D., BCBA-D, is Professor Emeritus in the College of Education and Human Ecology at The Ohio State University, where he helped train special education teachers for 30 years. Dr. Heward has been a Fulbright Scholar in Portugal and a Visiting Professor of Psychology at Keio University in Tokyo and at the University of São Paulo, and he has lectured and given workshops for teachers in 20 other countries. Among the many honors Bill 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. His publications include seven other textbooks and more than 100 journal articles and book chapters. Bill has also written for the popular market. His book *Some Are Called Clowns* (Crowell, 1974) chronicles his five summers as a pitcher for the Indianapolis Clowns, the last of the barnstorming baseball teams.



Sheila R. Alber-Morgan, Ph.D., BCBA, is Associate Professor of Special Education in the College of Education and Human Ecology at The Ohio State University. Dr. Alber-Morgan taught for seven years in inclusive K–12 classrooms in both urban and rural South Carolina and is now a teacher educator. She has authored more than 60 peer-reviewed research and practitioner articles, book chapters, textbook ancillaries, and the book *Using RTI to Teach Literacy to Diverse Learners, K–8: Strategies for the Inclusive Classroom* (Corwin Press, 2010). Sheila's research, almost all of which has been designed and implemented in collaboration with classroom teachers, has focused on literacy interventions for students with and without disabilities and on strategies for promoting the generalization and maintenance of academic, functional, and social skills.



Moira Konrad, Ph.D., is Associate Professor of Special Education in the College of Education and Human Ecology at The Ohio State University. Dr. Konrad has nine years of public school experience teaching students with a range of disabilities and has been involved in teacher preparation for more than 15 years. Moira's publications include more than 40 peer-reviewed articles on instructional efficiency, self-determination, literacy (written expression, reading and writing fluency), and curriculum-based measurement. She currently serves as Managing Editor for *Career Development for Exceptional Individuals* and Associate Editor for *Intervention in School and Clinic* and on the Editorial Board for *Remedial and Special Education*.



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 needs. It is the story of a gifted and talented child who brings new insights to old problems, a high school student with cerebral palsy who is learning English as his second language, and a 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.

We hope you will find the Eleventh 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, a student enrolled in a related human services program, or a general education teacher with years of experience, we encourage you to continue your study and involvement with children and adults with exceptionalities.

NEW TO THIS EDITION

Our primary goals for this 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—an exciting, ever-evolving field. Some of the significant changes we have made in the 11th edition:

- This is the first edition of *Exceptional Children* designed as REVEL, an interactive eText. REVEL allows you to interact with course material on devices you use—laptops, tablets, and smartphones—anytime and anywhere, and apply new learning and assessment strategies that weren't possible in the past with a printed textbook. New REVEL features include point-of-use videos, teaching artifacts, and the opportunity to self-assess your learning.
- **Videos.** Each chapter has multiple videos that illustrate stories of students and their families, demonstrate evidence-based classroom teaching and assessment practices, and provide a glimpse into the work and lives of professionals who support exceptional children. Click on play button icons  to launch the videos.
- **Teacher Artifacts.** The special educators featured in this text provide examples of actual materials used in their classrooms. These artifacts are practical tools for planning instruction, arranging learning environments, collecting data, engaging learners, and collaborating with families. The words CLICK HERE will hyperlink you to artifacts you can read and print.
- **Self-Assessments.** Each chapter opens with list of *learning outcomes* informing you of specific, results-oriented objectives to guide your study. Assess your mastery of these objectives by clicking on checkmark icons  and taking self-assessment quizzes.

- **New Content and Expanded Coverage.** Every chapter of the 11th edition includes new information that reflects current research and practice. Significant changes include the following:
 - Ten new chapter-opening essays and Tips for Beginning Teachers by special educators (Chapters 1, 2, 5, 6, 7, 8, 9, 11, 13, and 15)
 - Expanded coverage of student involvement in the individualized education program process (Chapter 2)
 - Greater emphasis on recognizing families' strengths ("funds of knowledge") and expanded discussion of parents as tutors (Chapter 3)
 - Inclusion of new definitions and diagnostic criteria reflected in the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)* (Chapters 4, 5, 6, 7, and 11)
 - Expanded discussion of task analysis as a tool for assessment and teaching (Chapter 4)
 - Presentation of additional approaches to teaching math, reading, and writing for students with learning disabilities (Chapter 5)
 - Additional examples of proactive, positive classroom management strategies (Chapter 6)
 - Coverage of deficits in theory of mind by children with autism spectrum disorder (Chapter 7)
 - Newly updated timeline that provides historical context for understanding autism spectrum disorders by highlighting key events, practices, discoveries, and developments from their earliest beginnings to the present (Chapter 7)
 - Expanded coverage on causes of autism, including neuropathology, genetic factors, and environmental factors (Chapter 7)
 - Expanded discussion on distinguishing cultural and linguistic differences from communication disorders (Chapter 8)
 - Additional strategies for working with students who stutter (Chapter 8)
 - More extensive coverage of strategies for communicating with people who are deaf or hard of hearing and helping deaf students succeed in the classroom (Chapter 9)
 - Expanded discussion and new examples of tactile learning materials (Chapter 10)
 - More discussion of challenges with executive function for students with attention-deficit/hyperactivity disorder (Chapter 11)
 - Expanded coverage of adapted physical education (Chapter 11)
 - Additional discussion of autosomal recessive disorders (Chapter 11)
 - 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)
 - Additional special instructional considerations for students who are deaf-blind and those with traumatic brain injuries (Chapter 12)
 - Expanded discussion of project-based and problem-based learning and cooperative learning for students who are gifted or talented (Chapter 13)
 - More developed coverage of peer-mediated instruction for young children (Chapter 14)
 - Discussion of strategies for teaching young children skills and behaviors related to play (Chapter 14)
 - Discussion of self-directed video prompting for teaching transition-related skills to older students (Chapter 15)
 - More than 500 new references to the latest research in special education cited throughout the text to 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 serving the needs of exceptional children in a variety of settings. Fifteen of these exceptional teachers share their stories in these pages. The work of these educators is reflected in the narrative and the features of this text and shows how special educators use research-based instructional strategies to promote student achievement.

Each chapter begins with a first-person essay by a special educator that reflects the joys, challenges, and realities of teaching exceptional children. From urban, suburban, and rural school districts across the country, the 15 Featured Teachers share personal wisdom gathered from their experiences teaching exceptional children in a variety of school settings. For example, Keisha Whitfield (Gahanna, Ohio) describes the importance of collaborating with colleagues to meet the needs of all students, Joshua Hoppe (Wai'anae, Hawaii) tells what he has learned about respecting the cultural and linguistic diversity of his students' families, Jennifer Sheffield (Bowling Green, Kentucky) discusses the importance of open-ended learning opportunities for her gifted students, and Sarah Roberts (Colorado Springs, Colorado) explains how school- and community-based work experiences help her secondary students with disabilities make a successful transition to adulthood. Featured Teachers also have provided margin note commentaries, contributions to Teaching & Learning features, artifacts (instructional materials), videos, and tips for beginning teachers.



Featured Teacher

MARK FRALEY
Aspen Creek PreK-8 school
Boulder Valley School District • Boulder, CO

Education, Teaching Credentials, and Experience

- B.S., physical education, MidAmerica Nazarene University, 1999
- M.Ed., early childhood special education, University of Kansas, 2003
- Washington State, professional teaching certificate, special education, pre K-3
- 12 years as an early childhood special education teacher and 2 years of paraprofessional work in a self-contained special education preschool classroom

I teach 24 preschoolers with autism and developmental delays who attend school for either morning or afternoon half-day sessions. I co-teach with an amazing general education preschool teacher, Nicole Ert. Our classrooms share a sliding door that we strategically open to create an integrated preschool model. Nicole and I plan a similar sequence of activities so that my students have frequent opportunities to interact with typically developing peers and access the general education curriculum. This is an exciting part of my job, and it works in large part because we have a team-based approach that puts students' needs first.

When our students first arrive, they remain on their respective sides of the sliding door for arrival activities, circle time, and small groups. Then we merge our two classrooms for recess, snack, and center time; the students can flow from one room to another and select where and with whom they would like to play. Our center time is very rich in opportunities for positive social interactions, and instead of having just 5 or 6 learning centers, we are able to have 10 or more.

We often finish the day with a large group activity involving all of the students in both classrooms. I make music a part of many activities throughout the day. Music captures children's attention and encourages them to participate, and I have found that a musical rhyme or song can redirect inappropriate behavior such as fidgeting in line or refusing to wash hands. Our day ends with a slow-tempo song that helps children transition from the learning centers or large group activities to gathering their belongings and lining up for the buses in an orderly manner.

Collaborating with families is critical for student success. I make my classroom a welcoming place from day one by inviting the families to participate in volunteer opportunities and visits. Upon arrival to school, we talk with families and see how their children's day has started. Did they sleep well? Eat a good breakfast? Are they in a good mood? Significant communication delays prevent many of my students from providing a satisfactory answer when their parents ask, "What did you do in school today?" To help with that, I create take-home sheets by importing the day's

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photos from my digital camera to my classroom computer, pasting a few of the most telling shots on a PowerPoint, and making copies on a printer in the school work office. [CLICK HERE](#) to see an example of my take-home sheets.

I take countless pictures during the school year. These photos are a powerful, effective form of communication that lets parents and families see what their children do in school. I get so excited when seeing families celebrate their children's progress, when they begin seeing new possibilities that were originally crushed with a diagnosis or a traumatic event.

FROM THE MOMENT THEY ARE BORN TO THE DAY THEY ENTER SCHOOL, children learn a phenomenal amount. Most children grow and develop in orderly, predictable ways, learning to move about their world, communicate, and play. Typical rates and patterns of child development, however, contrast sharply with the progress of many young children with disabilities. For young children with disabilities to master many skills that most children acquire naturally, they need carefully planned and implemented early childhood special education services.



Click on the checkmark to begin thinking about this chapter's content.

THE IMPORTANCE OF EARLY INTERVENTION

The earlier intervention begins, the better. Burton White, who conducted years of research with typically developing infants and preschoolers at Harvard University's Preschool Project, believes that the period between 8 months and 3 years is critical for cognitive and social development: "to begin to look at a child's educational development when he is 2 years of age is already much too late" (White, 1995, p. 4). If the first years of life are the most important for children without disabilities, they are even more critical for children with disabilities, who, with each passing month, risk falling even further behind their typically developing age mates.

What Is Early Intervention?

In the early childhood and special education literature, the term *early intervention* often refers only to services provided to infants and toddlers from birth through age 2 years. *Early childhood special education* refers to special education and related services provided to preschoolers ages 3 to 5 years. Early intervention consists of a comprehensive system of therapies, educational, nutritional, child care, and family supports, all designed to reduce the effects of disabilities or prevent the occurrence of learning and developmental problems later in life for children presumed to be at risk for such problems (Guralnick, 2011).



The first years of life are critical for children with disabilities, who, with each passing month, risk falling even further behind their typically developing age mates.

A FOCUS ON RESEARCH-BASED PRACTICES

The foundation of special education is effective instruction provided by skilled teachers, day in and day out. *Teaching & Learning* features and video clips throughout the book describe and illustrate a wide range of effective instructional interventions from classroom management and peer support strategies for inclusion to curriculum modifications and suggestions for creating picture activity schedules for children with autism spectrum disorder. These features provide clear and practical guidelines for designing, implementing, and evaluating instruction for students with disabilities.

TEACHING & LEARNING Each strategy described in the *Teaching & Learning* features is classroom tested and supported by scientific research documenting its effectiveness. A listing of all the *Teaching & Learning* features is included in the Teaching & Learning Table of Contents on page xxiv. Here is a sampling of the topics covered:

- It's Good to Go Fast! Fluency-Building Promotes Student Achievement
- Whose IEP Is This?
- Behavior Traps: Turning Obsessions Into Motivational Gold
- Peer Buddies: Including Students with Severe Disabilities

Teaching & Learning

High-Ability Cooperative Learning Groups

Many gifted students enjoy working in cooperative learning groups where they can challenge each other intellectually and develop social interaction and leadership skills (Diezman & Watters, 2001; Huss, 2006).

WHAT ARE COOPERATIVE LEARNING GROUPS? Cooperative learning groups are small teams of students collaboratively completing academic tasks, solving problems, and achieving common goals. Well-designed cooperative learning groups promote development of academic and social skills.


HOW DO YOU TEACH COOPERATIVE LEARNING GROUP LESSONS? Jennifer Sheffield recommends the following guidelines.

- Step 1. Present a hook.** Begin with a hook to get students excited about what they're going to do: a brainstorming activity, an analysis of an image, a riddle, a goofy skit, a video short—anything fun and intriguing! To introduce a flight and rocketry lesson, I use a ping pong ball "launcher" made from a bendy straw and a funnel. I ask a couple students to blow into the straw to see how far they can launch the ping pong ball. The ball doesn't budge because of Bernoulli's principle, but the students don't know that. Then everyone makes a launcher and we start exploring the science behind it.
- Step 2. Give directions.** Provide directions for the assignment and answer students' questions. Teach students to acknowledge and encourage participation and input from each member of the group. Welcome suggestions from groups for process or products that may vary from the original assignment. Letting groups pursue their own twist if it's reasonable is a good way to promote student ownership of their learning.
- Step 3. Have students self-select their groups.** Give students 2 or 3 minutes to decide with whom they want to work. Each group should contain members with complementary skills: creative students with organized students, analytical students with intuitive students, good writers with good talkers, and so on. When the groups are set, don't assign individual roles (e.g., leader, spokesperson, recorder); let the students make those decisions.
- Step 4. Provide time limits.** Provide a time frame for the activity but be flexible. I tell my students it's OK if they don't always finish on time; they can share their ideas with the class and explain that they are still working on another facet of their presentation. Early finishers can observe other groups and return to their projects if they get some new ideas. When projects require multiple



Jennifer Sheffield

VIDEO CLIPS Each chapter includes numerous video clips illustrating practices and perspectives. Some of these videos are embedded in the *Teaching & Learning* features, and others are sprinkled throughout the chapters. In Chapter 3, you can hear a parent's perspective on her daughter's disability; in Chapter 5, you can watch a teacher deliver an explicit instruction lesson; and in Chapter 9, you can see students who are deaf sharing tips for helping them succeed in the classroom. A text-based introduction to each video identifies what to look for, and in some cases, activities to complete.

 Choral Responding:
Morning Warm-up

A FOCUS ON YOU, THE FUTURE TEACHER

We hope you become an important part of the evolving story of special education. Many features in this interactive eText focus on you, the future teacher. To prepare for your journey into the field, we've included numerous opportunities for you to engage with the content in new and exciting ways: interactive self-assessments, teaching artifacts, and tips for beginning teachers.

INTERACTIVE SELF-ASSESSMENTS Each chapter includes a check in, several check ups, and a check out. The **Check In** will activate your prior knowledge and prepare you to read the chapter. Each **Check Up** will assess your understanding of the chapter's content. The **Check Out** will allow you to reflect on the chapter as a whole. Upon submission of each self-assessment, you will receive feedback to further guide your learning.

Each *Teaching & Learning* feature concludes with a **Your Turn** activity in which you apply the information presented. For instance, in Chapter 4, after you read about task analysis and see several examples, you will have an opportunity to write your own task analysis from a video clip and compare it with the task analysis created by the Featured Teacher. In Chapter 8, you will read about culturally appropriate communication assessment and then have the opportunity to watch and evaluate a video of a student being assessed in Arabic. You will receive feedback after submitting your responses to **Your Turn** activities.



Click on the checkmark to begin thinking about this chapter's content.



Click on the checkmark to assess your understanding of chapter content.



Reviewing the key terms and summary may help you prepare for this Check Out.

Teaching & Learning

Guided Notes: Helping All Students Succeed in the General Education Curriculum

[CLICK HERE](#) to see an example of Taylor's Guided Notes (GNs) for math.

WHAT ARE GUIDED NOTES? Guided notes are teacher-prepared handouts that "guide" a student through a lecture with standard cues and specific spaces in which to write key facts, concepts, or relationships. An example of GNs completed by an elementary student with learning disabilities during a lesson on rocks is shown in Figure 5.10. To complete their GNs, students must respond throughout the lecture by listening, looking, thinking, and writing about the lesson's content. In addition to requiring students to actively respond to curriculum and improving retention of course content, GNs can help students easily identify important information and produce an accurate set of notes to study. When teachers use GNs, they must prepare the lesson or lecture carefully, and they are more likely to stay on task with the lecture's content and sequence. Teachers can use GNs for teaching a wide range of skills and content across the curriculum. Featured Teacher Taylor Gaddis uses GNs to teach math concepts and computation.

HOW DO YOU MAKE GUIDED NOTES? Guided notes can support the presentation of virtually any academic content or skill area. The following are general guidelines for creating Guided Notes.

FIGURE 5.10 Guided notes for a lesson on rocks

Guided Notes: Rocks
Rocks are classified by composition, texture and size of particles, and how they were formed.
Three classifications: igneous, sedimentary, metamorphic
• **Igneous rocks** are formed when molten magma cools.
Examples: pumice, obsidian, granite
Question: How do igneous rocks form? Write your answer below.
From molten magma
• **Sedimentary rocks** are formed by compacting mineral deposits.
Examples: shale, sandstone, limestone
Question: How do sedimentary rocks form? Write your answer below.
mineral deposits
• **Metamorphic rocks** are formed by heat and pressure.
Examples: marble, slate, quartzite
Question: How do metamorphic rocks form? Write your answer below.
heat and pressure

Homework: Select one kind of igneous, sedimentary, or metamorphic rock, and use the internet to research the geographic locations where that rock forms.

- Examine existing lecture outlines to identify the most important course content that students must learn. Include all facts, concepts, and relationships students are expected to learn on GNs.
- Provide background information on the GNs so that students' note taking focuses on the important facts, concepts, and relationships they need to learn. Don't require students to write too much.
- Delete the key facts, concepts, and relationships from the lecture outline, leaving the remaining information to provide structure for students' note taking. Insert cues such as asterisks, bullets, and blank lines to show students where, when, and how many facts or concepts to write.
- Intersperse questions into the GNs and opportunities for other forms of active student responding during the lesson. Stop lecturing from time to time and ask a series of questions, to which the students answer chorally or with response cards (see Chapter 6), referring to their GNs for answers as needed.
- Provide students who need additional accommodations modified versions of GNs. For example, students with severe writing deficits can use GNs that require less writing.



Review this version of *Guided Notes on rocks*, adapted for a student with disabilities. Compare this version of GNs to the GNs in Figure 5.10, click on the checkmark, and answer the following questions.

1. What three accommodations do you see in Form B?
2. What needs do these accommodations likely address?
3. How would you explain to students why they're not all using the same set of Guided Notes? (Hint: What did you learn from Taylor's lesson on fairness versus equality?)

keyword because it sounds like strada and is easy to picture. Next, draw (or ask students to imagine) a picture of the keyword and its referent doing something together. In this case, the interactive picture could show straw lying on a road (Figure 5.11). Finally, the teacher instructs the student to look at the picture and begins the following dialogue:

The Italian word *strada* means road. The keyword for strada is *straw*. [show picture]. Remember this picture of straw lying on a road! Remember this picture of what? Good, straw lying on a road. Now, when I ask you for the meaning of *strada*, think first of the keyword, *straw*. Then think back to the picture with the straw in it, remember that the straw was on a road, and then retrieve the answer *strada* means road. Now what does *strada* mean? Good, *strada* means road. And how did you remember that? Good, you thought of the key word, *straw*, and remembered the picture of *straw* on the road. (Mastropieri & Scuggs, 2014, p. 257)

The *pegword method* uses rhyming words for numbers (1 is "bun," 2 is "shoe," 3 is "tree," and so on) when information to be remembered is numbered or ordered. For example, to remember that Newton's first (or number 1) law of motion is that objects at rest tend to stay at rest, show a picture of a bun (1) resting. To remember that insects have six legs, create a picture of insects on sticks (6).

Courtesy of Ananda Aspen and Liza Stack, California Autism Professional Training and Information Network.



TEACHING ARTIFACTS Each chapter includes links to instructional materials created by the authors, Featured Teachers, and other professionals in the field. These artifacts provide concrete examples of the evidence-based practices used in special education. For instance, in Chapter 10, you can click on pop-ups of tactile instructional materials for students with visual impairments. It is our hope that you will use or adapt these tools for your unique teaching situations.

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 Teachers, 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.

- Increase access to assistive technology that enhances the educational performance and personal independence of individuals with disabilities.
- Increase funding for special education. Teaching children with disabilities is expensive. Laws and regulations calling for special education and related services have limited value if the schools lack the financial resources to provide them. When Congress passed IDEA in 1975, it promised to provide federal funds for 40% of the "excess costs" of educating children with disabilities. Congress has never appropriated more than about 18% (Sack-Min, 2007). A bill being considered by the U.S. House of Representatives Education and Workforce Committee (H.R. 551, IDEA Full Funding Act) would increase federal funding to the states from the 17.7% level of funding in fiscal year 2015 to 40% by 2025.
- Improve the behavior and attitudes of people without disabilities toward those with disabilities.
- Open more opportunities for individuals with disabilities to participate in the full range of residential, employment, and recreational options available to people without disabilities.

Only time will tell how successful special education will be in meeting these challenges. And, of course, special education does not face these challenges alone. General education, adult service agencies (e.g., vocational rehabilitation and social work), medical researchers and practitioners, government agencies, and society as a whole must all help find solutions.



Click on the checkmark to assess your understanding of chapter content.



TIPS FOR BEGINNING TEACHERS by Danielle Kovach

Sail the Seven Cs of Special Education

A special educator's day is always an adventure. No matter how challenging things may get, these seven tips can help new teachers succeed in the classroom.

- **Climate:** Create an environment that emanates love, safety, happiness, and mutual respect for everyone. Don't just tell students you care for them; show them with your daily actions: greet each student every morning, make eye contact, use encouraging words, and keep a positive attitude.
- **Collaboration:** To collaborate effectively, you should be open to giving and receiving ideas. This collaboration encompasses all stakeholders in a child's education, including teachers, administrators, parents, paraprofessionals, therapists, child study team members, and the student.
- **Communication:** Keep an open, ongoing dialogue with parents through phone calls, conferences, email, and communication journals. Consider using online communication tools such as websites or social media.
- **Construction:** When constructing lesson plans and assessments, remember to be fair and flexible. Tasks should be challenging and engaging and should fit the method in which each student learns best.
- **Consistency:** If you say something, do it. Don't waiver or deviate. Before you set an ultimatum, consider the consequences of your actions. Are you really going to take away recess for the entire year?

- **Classroom management:** Research strategies and methods that have been proven to provide effective classroom management. Give your students time to learn your system but be prepared with a backup plan if it does not work. Not all approaches work with every child. Consider individual behavior plans for students who need additional support. Use what motivates students and consider the age appropriateness of the plan.
- **Constantly strive to improve:** Learn to teach; teach to learn. These six words should embody who you are as a teacher. Be a lifelong learner. Constantly research more effective ways to teach your students. Further your knowledge by pursuing graduate courses. Actively seek out workshops and webinars to stay current. Most important, continually learn from your students. They are the true educators.

KEY TERMS AND CONCEPTS

accommodations	free appropriate public education (FAPE)	least restrictive environment (LRE)
adequate yearly progress (AYP)	functional curriculum	manifestation determination
alternate assessments	handicap	repeated reading
assistive technology	impairment	SAFMEDS
at risk	incidence	time delay
disability	individualized education program (IEP)	time trials
due process hearing	individualized family service plan (IFSP)	universal design for learning (UDL)
exceptional children		



Reviewing the key terms and summary may help you prepare for this Check Out.

RESOURCES AND SUPPORT FOR INSTRUCTORS

Online *Instructor's Resource Manual*

The *Instructor's Resource Manual* accompanying this text includes numerous recommendations for presenting and extending text content. The manual identifies the learning outcomes for each chapter, discussion questions, and in-class activities (including those that use the interactive eText content) that build on cooperative group activities, projects, and reflection questions. Descriptions of the eText videos, the self-assessments available to students, hyperlinks to the latest bank of special education materials from The IRIS Center, and guidance. Vanderbilt, and guidance to Internet content 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 highlighting major concepts and summarizing key content from each chapter of the text can be downloaded at www.pearsonhighered.com.

Online Test Bank

A test bank with multiple-choice, short answer, and essay questions can be used to formally assess students' recognition, recall, and synthesis of factual content and conceptual issues from each chapter.

TestGen

TestGen is a powerful test generator that instructors install on a computer and use in conjunction with the TestGen test bank file for this text. Assessments can be created for both print and online testing.

TestGen is available exclusively from Pearson Education publishers. Instructors install TestGen on a personal computer (Windows or Macintosh) and create tests for classroom assessments and for other specialized delivery options, such as over a local area network or on the Web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for use in creating an assessment, based on the related textbook material.

The tests can be downloaded in the following formats:

TestGen Testbank file—PC

TestGen Testbank file—MAC

TestGen Testbank—Blackboard 9 TIF

TestGen Testbank—Blackboard CE/Vista (WebCT) TIF

Angel Test Bank (zip)

D2L Test Bank (zip)

Moodle Test Bank

Sakai Test Bank (zip)

PROLOGUE

A PERSONAL VIEW OF SPECIAL EDUCATION

OUR 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 or she holds dear are influenced by personal views. Because our 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, we believe we owe you, the reader, an explicit summary of those views. So, here are 10 assumptions that underlie and guide our 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 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 *response to intervention* (RTI) 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 students with disabilities 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 combine fundamentally sound instructional methods with sensitivity to and respect for each student's 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 and families is one of the most important skills a 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 medical and health services, behavior analysis, 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 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. We believe this notion does a great disservice to students with exceptionalities 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/hyperactivity disorder, or emotional disturbance. Instead, the teacher should select and skillfully implement 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, we 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 everything you need to know 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, we believe that . . .

The future for people with disabilities holds great promise. Special education has only begun to discover the myriad ways to improve teaching, increase learning, prevent and minimize conditions that cause and exacerbate the effects of disabilities, encourage acceptance, and use technology to compensate for the effects of disabilities. Although we make no specific predictions for the future, we are 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.

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E.D. Torral/Alamy

1

The Purpose and Promise of Special Education

LEARNING OUTCOMES

After reading this chapter and completing the embedded activities, you should be able to

- 1.1 Distinguish among the following terms: *impairment*, *disability*, *handicap*, and *at risk*.
- 1.2 Identify the percentage of school-age children served in special education and name the most prevalent disability categories.
- 1.3 Explain why disability labels do not tell us what and how to teach and why labels are used in special education.
- 1.4 Identify key court cases and federal legislation that have led to mandates for a free appropriate education for children with disabilities.
- 1.5 Define and give an example of each of the three types of intervention—preventive, remedial, and compensatory.
- 1.6 Describe the defining dimensions of special education.
- 1.7 Identify several challenges facing the field of special education.



Heward, William L.

Featured Teacher

DANIELLE KOVACH

Tulsa Trail Elementary School

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Education, Teaching Credentials, and Experience

- B.S.Ed., elementary education and mentally/physically handicapped, Kutztown University, 1997; M.Ed., Special education, East Stroudsburg University, 2002; M.A., Educational Technology, New Jersey City University, 2007
- Elementary education and special education (multiply and physically handicapped), New Jersey
- 16 years of experience as a special education teacher
- Council for Exceptional Children's (CEC's) Clarissa Hug Teacher of the Year, 2014; New Jersey State Teacher of the Year, 2011

Ever since I was a little girl, I knew in my heart I wanted to be a teacher. I would wear my mother's high-heel shoes and pretend to teach to my stuffed animals. In high school, I volunteered at a camp for children with special needs. The experience left me humbled and inspired by the perseverance the children displayed despite their challenges. It was that summer I knew I wanted to make a difference in the lives of children with disabilities.

My goal as a special education teacher is not to make my students' work easy for them. I want them to be academically challenged yet experience success.

My classroom always bustles with activity! We sing, dance, and act. I find ways to get my students moving to enhance their learning. Interactive lessons help students retain information and help students who have difficulty sitting still for long periods of time. My students often work harder and retain more when instructional time is segmented into small, manageable pieces. I design "learning labs" as 10- to 15-minute blocks of time for students to focus on one curriculum or skill area. It keeps them moving around the room, and I can address individual needs.

Using research and evidence-based practices as a guide to what works best for students with special needs, I create lessons incorporating technology, creative thinking, and collaboration. This gives my students the ability to become critical thinkers, working together to achieve success. Every day I count and measure some aspect of each student's performance. These formative assessments enable me to track their progress and modify, differentiate, and accommodate as needed.


When I teach, I strive to find the avenue to success. When one way does not work, I look for another path until I find a method that works. My experience as a special education teacher has taught me never to underestimate what a child can do. I cherish and celebrate each success, no matter how great or small.

I do not expect perfection, but I promote success. I do not lower the standards for my students to achieve, but I strive to make each child's work equally as challenging as it would be for any other student without

[CLICK HERE](#) to see Danielle's 'Can Do' class poster.

a disability. My focus is not on what they cannot do but what they can. Our class motto: “We are the ‘can do’ class!”

Let’s face it. Teaching is hard work. If I do not go home exhausted, I know I have not worked to the best of my ability. The old saying, “Never let them see you sweat,” doesn’t apply in my classroom. I want my students to see just how hard I work in the classroom. If I show them I am giving 100%, then my hope is they will give 100% of themselves. Teaching is not always a glorious job, but at the end of the day, the rewards far outweigh the challenges.

 Click on this video to watch Danielle and two of her students describe some of the features in her classroom.

E DUCATING EXCEPTIONAL CHILDREN IS A CHALLENGE. Teachers who have accepted that responsibility—special educators such as Danielle Kovach—work in a dynamic and exciting field. To appreciate their work, as well as the persistent and emerging challenges and controversies that characterize special education, it is necessary to examine some concepts and perspectives that are basic to understanding exceptional children.



Click on the checkmark to begin thinking about this chapter’s content.

WHO ARE EXCEPTIONAL CHILDREN?

All children exhibit differences from one another in terms of their physical attributes (e.g., some are shorter, some are stronger) and learning abilities (e.g., some pick up new skills easily; others need intensive instruction). Most children benefit from the general education program. The physical attributes and/or learning characteristics of **exceptional children** differ from the norm (either below or above) to such an extent that they require an individualized program of special education and related services to fully benefit from education. The term *exceptional children* includes children who experience difficulties in learning as well as those whose performance is so advanced that modifications in curriculum and instruction are necessary to help them fulfill their potential. Thus, *exceptional children* is an inclusive term that refers to children with learning and/or behavior problems, children with physical disabilities or sensory impairments, and children with superior intellectual abilities and/or special talents. The term *students with disabilities* is more restrictive than *exceptional children* because it does not include gifted and talented children. Learning the definitions of several related terms will help you better understand the concept of exceptionality.

Although the terms *impairment*, *disability*, and *handicap* are sometimes used interchangeably, they are not synonymous. **Impairment** refers to the loss or reduced function of a particular body part or organ (e.g., missing limb). A **disability** exists when an impairment limits a person’s ability to perform certain tasks (e.g., walk, see, read). A person with a disability is not *handicapped*, however, unless the disability leads to educational, personal, social, vocational, or other problems. For example, if a child who has lost a leg learns to use a prosthetic limb and functions in and out of school without problems, she is not handicapped, at least in terms of her functioning in the physical environment.

Handicap refers to a problem or a disadvantage a person with a disability or impairment encounters when interacting with the environment. A disability may pose a



Although children with disabilities have special instructional needs, they are more similar to other children than they are different.

handicap in one environment but not in another. The child with a prosthetic limb may be handicapped (i.e., disadvantaged) when competing against peers without disabilities on the basketball court but experience no disadvantage in the classroom. Many people with disabilities experience handicaps that are the result of negative attitudes and inappropriate behavior of others who needlessly restrict their access and ability to participate fully in school, work, or community activities.

The term **at risk** refers to children who are considered to have a greater than usual chance of developing a disability. Educators often apply the term to infants and preschoolers who, because of biological conditions, events surrounding their births, or environmental deprivation, may be expected to experience

developmental problems at a later time. The term is also used to refer to students who are experiencing significant learning or behavioral problems in the regular classroom and are therefore at risk of being diagnosed with a disability.

Although all children differ from one another in individual characteristics, exceptional children differ so markedly from the norm that an individually designed program of instruction—special education—is required if they are to benefit fully from school. Although exceptional children are more similar to other children than they are different, an exceptional child differs in important ways from his same-age peers without exceptionalities. Whether and how those differences are recognized and responded to will have a major impact on the child's success in school and beyond.



Click on the checkmark to assess your understanding of chapter content.

HOW MANY EXCEPTIONAL CHILDREN ARE THERE?

Approximately 6.4 million children and youth with disabilities, ages 3 through 21, received special education services during the 2012–2013 school year (U.S. Department of Education, 2014). Table 1.1 shows the number of children in each of the 13 disability categories used by the federal government. The following are demographic facts about special education in the United States:

- Children with disabilities in special education represent 13% of the school-age population.
- About twice as many males as females receive special education.
- During the 2012–2013 school year, 333,982 infants and toddlers (birth through age 2) were among those receiving special education.
- The number of children who receive special education increases from age 3 through age 9 years. The number served decreases gradually with each successive year from age 9 until age 17 years. Thereafter, the number of students receiving special education decreases sharply.
- Although each child receiving special education is classified under a primary disability category, many children are affected by more than one disability.

TABLE 1.1 Number of students ages 3 through 21 years who received special education and related services by type of disability (2012–2013 school year)

DISABILITY CATEGORY	NUMBER (IN THOUSANDS)	PERCENT OF TOTAL
Specific learning disabilities	2,227,000	35.4
Speech or language impairments	1,356,000	21.1
Other health impairments	779,000	12.1
Autism	498,000	7.8
Intellectual disabilities	430,000	6.7
Developmental delay*	402,000	6.2
Emotional disturbance	362,000	5.6
Multiple disabilities	133,000	2.1
Hearing impairments	77,000	1.2
Orthopedic impairments	59,000	0.9
Visual impairments	28,000	0.4
Traumatic brain injury	26,000	0.4
Deaf-blindness	1,000	<0.1
All disabilities	6,378,000	100.0

*Non-disability-specific category states may use to identify children ages 3 through 9 years.

Source: U.S. Department of Education, National Center for Education Statistics (2014). http://nces.ed.gov/programs/digest/d14/tables/dt14_204.30.asp

In a nationwide study of more than 11,000 elementary school students in special education, school staff reported that 40% of the students were affected by a secondary disability (Marder, 2009).

- About one in six students with disabilities ages 6 to 13 years are “declassified” and no longer receive special education services 2 years after initial identification (SRI International, 2005).
- There are 3 to 5 million academically gifted and talented students in grades K through 12 in the U.S. (National Association for the Gifted, 2015).



Click on the checkmark to assess your understanding of chapter content.

WHY ARE EXCEPTIONAL CHILDREN LABELED AND CLASSIFIED?

Centuries ago, labeling people was of little consequence; survival was the main concern. Those whose disabilities prevented full participation in the activities necessary for survival were left on their own to perish and, in some instances, were even killed (Berkson, 2004). In later years, people used derogatory words such as *dunce*, *imbecile*, and *fool* to refer to people with intellectual disabilities or behavior problems, and other demeaning words were used for people with health impairments or physical disabilities. These terms shared a common function: to exclude people with disabilities from the activities and privileges of everyday life.

Labeling and Eligibility for Special Education

Under the federal Individuals with Disabilities Education Act (IDEA), to receive special education and related services, a child must be identified as having a disability (i.e., labeled) and, in most cases, further classified into categories, such as learning disabilities or orthopedic impairments. (IDEA allows children ages 3–9 years to be identified with *developmental delays* and receive special education services without a specific disability label.) In practice, therefore, a student becomes eligible for special education and related services because of membership in a given disability category.

Some educators believe labels used to identify and classify exceptional children stigmatize them and serve to deny them opportunities (e.g., Harry & Klingner, 2007; Kliewer, Biklen, & Kasa-Hendrickson, 2006). Others argue that a workable system of classifying exceptional children is a prerequisite to providing needed special educational services and that using more “pleasant” terms minimizes and devalues the individual’s situation and need for supports (e.g., Kauffman & Bader, 2013; Keogh, 2005).

Labeling and classification are complex issues involving emotional, political, and ethical considerations in addition to scientific, fiscal, and educational interests (Florian et al., 2006; McLaughlin et al., 2006). As with most complex issues, valid perspectives and arguments exist on both sides of the labeling question. Reasons most often cited for and against the labeling and classification of exceptional children follow.

Possible Benefits of Labeling and Classification

- Labeling recognizes meaningful differences in learning or behavior and is a first and necessary step in responding responsibly to those differences.
- A disability label can provide access to accommodations and services not available to people without the label. For example, some parents of secondary students seek a learning disability label so their child will be eligible for accommodations such as additional time on college entrance exams.
- Labeling may lead to a protective response in which peers are more accepting of the atypical behavior of a child with disabilities.
- Classification helps practitioners and researchers communicate with one another and classify and evaluate research findings (e.g., National Autism Center, 2011).
- Funding and resources for research and other programs are often based on specific categories of exceptionality.
- Labels enable disability-specific advocacy groups to promote specific programs and spur legislative action (e.g., Autism Speaks, American Federation for the Blind).
- Labeling helps make exceptional children’s special needs more visible to policymakers and the public.

Possible Disadvantages of Labeling and Classification

- Because the labels used in special education usually focus on disability, impairment, or performance deficits, they may lead some people to think only in terms of what the individual cannot do instead of what she can do or might be capable of doing.
- Labels may stigmatize the child and lead peers to reject or ridicule the labeled child.
- Teachers may hold low expectations for a labeled student and treat her differentially as a result. Such differential treatment could impede the rate at which a

child learns new skills and contribute to a level of performance consistent with the label's prediction.

- Labels may negatively affect the child's self-esteem.
- Disability labels are often misused as explanatory constructs (e.g., "Sherry acts that way *because* she is emotionally disturbed"). When labels suggest that learning problems are the result of something inherently wrong with the child, they reduce the systematic examination of and accountability for instructional variables as causes of performance deficits. This is an especially damaging outcome when a label provides a built-in excuse for ineffective instruction (e.g., "Jalen's learning disability prevents him from comprehending printed text").
- Even though membership in a given category is based on a particular characteristic (e.g., deafness), there is a tendency to assume that all children in a category share other traits as well, thereby diminishing the detection and appreciation of each child's uniqueness (Smith & Mitchell, 2001b).
- A disproportionate number of children from some racial or ethnic backgrounds have been assigned disability labels.
- Classifying exceptional children requires the expenditure of a great amount of money and professional and student time that might be better spent delivering and evaluating the effects of intervention for struggling students.

Although the pros and cons of using disability category labels have been widely debated for several decades (Hobbs, 1976a, 1976b), neither conceptual arguments nor research has produced a conclusive case for the total acceptance or absolute rejection of labeling practices. Most of the studies conducted to assess the effects of labeling have produced inconclusive, often contradictory evidence and have generally been marked by methodological weakness.

Alternatives to Labeling and Classification

Educators have proposed a number of alternative approaches to classifying exceptional children that focus on educationally relevant variables (e.g., Hardman, McDonnell, & Welch, 1997; Sontag, Sailor, & Smith, 1977; Terzi, 2005). For example, Reynolds, Zetlin, and Heistad (1996) proposed that the lowest achieving 20% and the highest achieving 20% of students be eligible for broad (noncategorical) approaches to improvement of learning opportunities.

Some special educators have suggested that exceptional children be classified according to the curriculum and skill areas they need to learn:

If we shouldn't refer to these special children by using those old labels, then how should we refer to them? For openers, call them Rob, Amy, and Jose. Beyond that, refer to them on the basis of what you're trying to teach them. For example, if a teacher wants to teach Brandon to compute, read, and comprehend, he might call him a student of computation, reading, and comprehension. We do this all the time with older students. Sam, who attends Juilliard, is referred to as "the trumpet student"; Jane, who attends Harvard, is called "the law student" (T. C. Lovitt, personal communication, August 7, 2011).



Katelyn Metzger/Colerain/Merrill Education

Changing the label used to identify Charlotte for her special education eligibility won't lessen the impact of her disability. But referring to her as "Charlotte, a fifth grader who likes to read mysteries," helps us recognize her strengths and abilities—what she can do—instead of focusing on a disability label as if it were the most important thing to know about her.

Labels, in and of themselves, are not the problem. Most special educators agree that a common language for referring to children who share instructional and related service needs is necessary. The words that we use as labels do, however, influence the degree to which those words effectively and appropriately communicate variables relevant to the design and delivery of educational and other human services. For example, blanket labels such as *the handicapped* or *the blind* imply that all people in the group being labeled are alike; individuality has been lost. At the personal level, describing a child as a “physically handicapped boy” suggests that the disability is the most important thing to know about him.

How, then, should we refer to exceptional children? At the personal level, we should follow Tom Lovitt’s advice and call them by their names: Linda, Shawon, and Jackie. Referring to “Mitch, a fifth-grade student with learning disabilities” helps us focus on the individual child and his primary role as a student. Such a description does not ignore or gloss over Mitch’s learning problems but acknowledges that there are other things we should know about him.

Professional and advocacy organizations have taken differing views on disability labels. On the one hand, the National Federation of the Blind adopted a resolution against the use of terms such as *visually challenged* and *people with blindness*, stating that such politically correct euphemisms are “totally unacceptable and deserving only ridicule because of their strained and ludicrous attempt to avoid such straightforward, respectable words as *blind*, *the blind*, *blind person*, or *blind persons*” (Jernigan, 1993, p. 867). The American Association on Mental Retardation (AAMR) changed its name to the American Association on Intellectual and Developmental Disabilities (AAIDD) because it considered *intellectual disabilities* to be less stigmatizing than *mental retardation* (Prabhala, 2007). In 2010, President Barack Obama signed into law Rosa’s Law, which changed all references to *mental retardation* in federal statutes to *intellectual disabilities*.



Click on the checkmark to assess your understanding of chapter content.

WHY ARE LAWS GOVERNING THE EDUCATION OF EXCEPTIONAL CHILDREN NECESSARY?

An Exclusionary Past

It is said that a society can be judged by the way it treats those who are different. By this criterion, the U.S. educational system has a less than distinguished history. Children have often been denied full and fair access to educational opportunities because of race, culture, language, gender, socioeconomic status, or exceptionality (Banks & Banks, 2016).

In the not so distant past, many children with disabilities were entirely excluded from any publicly supported program of education. Before the 1970s, laws in many states permitted public schools to deny enrollment to children with disabilities. One state law, for example, allowed schools to refuse to serve “children physically or mentally incapacitated for school work”; another state had a law stipulating that children with “bodily or mental conditions rendering attendance inadvisable” could be turned away. When these laws were contested, the nation’s courts generally supported exclusion. In a 1919 case, for example, a 13-year-old student with physical disabilities (but normal intellectual ability) was excluded from his local school because he “produces a depressing and nauseating effect upon the teachers and school children” (J. D. Smith, 2004, p. 4).

In 1913, the Commission for the Care of the Feeble-Minded determined that individuals with significant disabilities were considered “unfit for citizenship.” They were given labels such as “imbecile,” “insane,” or “epileptic” and confined to large state-run institutions where education and treatment were an afterthought at best. In some cases, the conditions of neglect were cruel and dehumanizing.

When local public schools began to accept a measure of responsibility for educating certain exceptional students, a philosophy and practice of segregation prevailed. Children with disabilities were confined to segregated classrooms, isolated from the students and teachers in the general education program. Children with mild learning and behavioral problems usually remained in regular classrooms but received no special help. Those who did not make satisfactory academic progress were termed “slow learners” or “failures.” If they did not meet the teacher’s behavioral expectations, they were labeled “disciplinary problems” and suspended from school. Children with more severe disabilities—including many with visual, hearing, and physical or health impairments—were placed in segregated schools or institutions or kept at home. Gifted and talented children seldom received special attention in schools. It was assumed they could make it on their own without help.

Society’s response to exceptional children has come a long way. As our concepts of equality, freedom, and justice have expanded, children with disabilities and their families have moved from exclusion and isolation to inclusion and participation. Society no longer regards children with disabilities as beyond the responsibility of the local public schools. No longer may a child with disabilities be turned away from school because someone believes he is unable to benefit from education. Federal legislation and court rulings have made it clear that all children with disabilities have the right to a **free appropriate public education (FAPE)** in the **least restrictive environment (LRE)** (Yell, 2016).

Separate Is Not Equal

The history of special education is closely related to the civil rights movement. Special education was strongly influenced by social developments and court decisions in the 1950s and 1960s, especially the landmark case *Brown v. Board of Education of Topeka* (1954), which challenged the practice of segregating students according to race. In its ruling in the *Brown* case, the U.S. Supreme Court declared that education must be made available to all children on equal terms:

Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditure for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic responsibilities. . . . In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education (*Brown v. Board of Education*, 1954).

The *Brown* decision began a period of intense questioning among parents of children with disabilities, who asked why the same principles of equal access to education

▶ Watch this video and consider how you might feel if one of your close family members were institutionalized at a facility such as Pennhurst.

<https://www.youtube.com/watch?v=kFOBVjXAWA>



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In the past, children like Jose were denied access to public education.