MARILYN FRIEND

SPECIAL EDUCATION

CONTEMPORARY PERSPECTIVES FOR SCHOOL PROFESSIONALS

Pearson

FIFTH EDITION

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Pearson

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About the Author

MARILYN FRIEND has been a professional educator for more than 40 years. She has worked as a general education teacher and a special education teacher, as well as a university professor, teacher educator, researcher, and staff developer. She is past president of the Council for Exceptional Children, the largest professional association for educators who work with students with disabilities and gifts/talents, and she was the 2016 recipient of the Teacher Education Division/Pearson Excellence in Special Education Teacher Education Award. Her specific areas of expertise include collaboration among school professionals, inclusive practices, co-teaching, and specialized instruction. What makes Dr. Friend unique is the balance among her professional activities: Although she recently retired as Chair and Professor of Special Education, Department of Specialized Education Services, The University of North Carolina at Greensboro, she has always maintained close contact with elementary, middle, and high school professionals, assisting educators in rural, suburban, and urban school districts to refine their practices for meeting diverse student needs. She has extensive accomplishments and experiences as both a scholar and as a knowledgeable practitioner and is widely recognized for her ability to translate research into effective classroom, school, and district/system practice.

Preface

THIS BOOK WAS ORIGINALLY WRITTEN FOR THE SAME REASON, I am sure, as many before it: As a university faculty member preparing teachers, I was dissatisfied with all the textbooks intended to introduce school professionals to special education. Some books were so technical that I doubted a preservice educator would retain the material included; others overly simplified this complex discipline. Yet others presented views that seemed out of touch with the realities of contemporary schooling. My goal in *Special Education: Contemporary Perspectives for School Professionals* was to write a text that would provide teacher candidates and other preprofessionals and early-career professionals—general educators, special educators, administrators, and related services providers—a solid grounding in contemporary special education concepts and practices. I wanted to produce an introductory book that clearly relied on the strong research base for this field and that not only aligned with current legislation but also placed that research and law within the very real and sometimes unclear and challenging world of students and educators, classrooms and schools, families and communities. Across five editions of this textbook, that goal has not changed. I hope this edition improves outcomes for students with disabilities and gifts/talents by substantially influencing the knowledge and skills of their teachers and other professionals who touch their lives at school.

New to This Edition

Special education changes rapidly, and in this fifth edition of *Special Education: Contemporary Perspectives for School Professionals*, great care has been taken to provide information that reflects the most current research and issues influencing the field. In addition, each chapter has been carefully reviewed, and updated references, examples, and strategies have been added. These are several of the most significant changes in this edition:

- *Integration of the most current legislation affecting education and special education*. The Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Education Act, now guides expectations, policy, and practice in U.S. schools, and its principles are reflected in this textbook. The most significant example relates to response to intervention (RTI): ESSA emphasizes the use of a multi-tiered system of support (MTSS), a tiered, schoolwide approach that incorporates both the academic emphasis of RTI as well as the elements of positive behavior supports. This broader conceptualization of support systems for students can have a strong influence on prevention of the need for special education as well as the assessment and eligibility process.
- *Updated diagnostic information*. Since the fourth edition, a major revision has been published of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)* of the American Psychiatric Association. Although educational determination of the presence of a disability is separate from medical diagnosis, the *DSM-5* nonetheless selectively but significantly affects school practices. One clear example concerns autism. In *DSM-5*, the previously distinct subtype called Asperger syndrome was dropped because of a lack of evidence that clearly distinguished it from a more general diagnosis. This change is reflected in the fifth edition of *Special Education: Contemporary Perspectives for School Professionals*.
- *Videos that clarify concepts and illustrate the realities of students with disabilities, their families, and their teachers*. The availability of powerful video clips has greatly

expanded in the years since the fourth edition, and this resource has been tapped for the fifth edition. A great deal of care has gone into selecting videos for these purposes: First, some videos are intended to succinctly summarize critical concepts related to special education or a specific disability or to summarize such information presented in text. Second, some videos depict children or youth with disabilities and/or their families, and these are included to make real what otherwise might be abstract understandings of them. Finally, several videos illustrate interventions or techniques effective when teaching students with disabilities, thus giving teacher candidates a glimpse into their future profession.

- *Issues facing the field of special education.* Perhaps because of the complexity of the needs that students with disabilities may have, the field continues to face ongoing and new issues. In this edition, such issues have been embedded in chapters where they are most relevant. For example, a discussion of the ongoing disproportionate representation of some students in special education is addressed in Chapter 3, updated information about co-teaching and other collaborative practices integral to special education is incorporated into Chapter 4, and the contentious topic of seclusion and restraint of students with challenging behaviors is addressed in Chapter 7.
- *The most recent research, data, and thinking about key topics in special education.* Up-to-date information is essential for today's professional educators, and this edition provides it. For example, all data related to the numbers of students receiving special education, their placements, their representation in various disability categories, and other facts about them have been updated. In addition, over 800 new references have been added, an indicator of the careful review of each concept presented and the search for the most contemporary thinking available about those concepts.
- *New stories about students with disabilities and their families.* Professionals who will work with students with disabilities need to understand the perspectives of students and families. Toward that end, new stories about students with disabilities and their experiences in public schools are included. This is most clearly seen in the chapter-opening vignettes; 14 of these have been replaced with new stories.
- *More examples of strategies and teaching techniques.* Although this book is not intended to comprehensively address teaching methods, each chapter includes research-based, specific strategies that address the learning and behavior needs of students with disabilities. Teacher candidates also are reminded throughout that many of the strategies presented in one chapter are easily and effectively used with students described in other chapters.
- *Instructional and assistive technology.* Technology seems to change almost on a daily basis, and the technology options included in the fifth edition have been carefully reviewed and revised to ensure that they reflect those new and improved options. At the same time, dated technology or options that are no longer available have been removed.
- *Time lines that provide snapshots of the history of important events.* Most professionals agree that teacher candidates should have a perspective on the development of the field of special education. However, they also note the need for such information to be presented in a succinct way. In the fifth edition, each chapter in which a historical view is appropriate includes an updated time line that captures key events in a way that can be quickly scanned and understood. This approach allows for considerable historical detail to be provided in an easily understood format.
- *Websites that lead readers to valuable resources.* The amount and quality of information available to educators through the Internet has exploded. In this new edition, every chapter includes new electronic sources of information,

instructional strategies, and tools teachers will find valuable as they gather data, plan instruction, and learn about critical issues in the field. Those web-based resources also enable readers to extend their knowledge by exploring professional organizations representing individuals with disabilities and other special needs, investigating in more depth topics that could only be briefly introduced in the textbook, and discovering additional teaching strategies.

And those are just a few of the highlights. The fifth edition of *Special Education: Contemporary Perspectives for School Professionals* reflects along every dimension the most current information about special education.

Setting a Context

Two sets of experiences shaped my approach to writing this text. The first is my university work with preservice and practicing teachers in both general education and special education. I've had the privilege of taking a leadership role in developing two undergraduate special education teacher education programs: one that resulted in dual licensure and one that resulted in a special education major. I've also participated in creating several new graduate special education programs: alternative routes to licensure, master's degrees, and doctoral degrees. In addition, I've engaged in the collaborative, imaginative, and analytical work of revisioning special education teacher preparation to be responsive to the demands of this 21st century society. These experiences inform the goal I have for an introductory special education course: to inspire and foster enthusiasm and yet not shy away from the need to discuss the often complex and occasionally contentious issues that confront the field. We need school professionals who have foundational knowledge, extraordinary assessment and instructional skills, flexible thinking, and an understanding of and respect for the perspectives of colleagues and parents. Those elements are strongly represented in this text. I wanted to draw students into the material, to personalize it so that they feel the book is speaking to them and encouraging them to be the professionals needed for tomorrow's schools.

The second set of experiences reflected in this text is my work in schools. Observing, collaborating with, and teaching educators and administrators as they interact with pupils has taught me that children and youth can accomplish goals that sometimes are difficult even to imagine, as long as their teachers and other service providers believe in them and work together. I am firmly committed to inclusive practices—the way they can and should be. That is, I believe that all learners should be welcomed members of their learning communities. The goal is educating students in typical settings—but not abandoning effective practices or focusing on where students are seated to the exclusion of all other factors. Sometimes decisions for separate instructional settings have to be made, but in inclusive schools, they are cautious decisions that take into account both the costs and benefits to students and are revisited often. And so this textbook also reflects those beliefs: Early-career professionals should be optimistic about the potential of their students, but they also should be well schooled in the decision-making processes, settings, and instructional procedures that can best ensure that potential is realized.

The Plan of the Book

To introduce teacher candidates to a field as broad and complex as special education requires making decisions about what is most important to include, what just cannot be addressed, and what order to present and depth to provide on critical topics. The overall organization of *Special Education: Contemporary Perspectives for School Professionals* reflects those decisions. Core concepts related to the field of special education are introduced in Chapter 1, "Understanding Special

Education," and Chapter 2, "The Personnel and Procedures of Special Education." Chapter 3, "Multicultural Perspectives," explores several essential dimensions of diversity and multicultural issues as they relate to students with disabilities. Chapter 4, "Collaboration in Special Education," examines the increasingly central role that collaboration plays in the work of all of today's school professionals. Chapters 5 through 15 comprise the categorical segment of the text, each one devoted to a separate category of disability or special learning need (e.g., attention deficit–hyperactivity disorder and giftedness). Each of these chapters goes beyond the mere characterizing of students; the emphasis is on understanding and teaching them.

Topics Integrated into Every Chapter

Although some readers might prefer that the topic of parents be addressed in a single chapter, this approach belies the centrality of families in their children's education. Hence, the perspectives of *parents and families* are addressed in each chapter in a section designed to address issues pertaining to the overall chapter topic. Likewise, although it is not possible to provide extensive coverage of *instructional practices* in an introductory text, in each categorical chapter a section is devoted to providing examples of *research-based strategies and approaches* in order to give readers a sense of the ways they can have a positive impact on students. These strategies usually apply to several groups of students, but they are embedded where they seem most applicable. An additional example of an integrated topic is inclusion. Each categorical chapter explores *inclusive practices* related to particular groups of students—sometimes to highlight positive practices, sometimes to illustrate that more work is needed, and sometimes to examine the necessity of settings other than general education classrooms. One other topic is addressed in this manner: the *history of the field*. It worries me that in our zeal to prepare professionals who can meet the extraordinarily high expectations set for them today, we sometimes forget to give them a sense of the development of the field of special education and how today's practices are a result of that development. A brief examination of how the field of special education came to be what it is today seems appropriate, as does a similar analysis of the development of the disability specialty areas.

REAL WORLD EXPERIENCES

In addition to presenting the theories, concepts, and day-to-day realities of the field of special education, I've also attempted to bring to life the experiences and powerful stories of people with disabilities and their parents and families.

Chapter-Opening Vignettes

Chapter-opening vignettes describe the experiences of elementary, middle school, and high school students as they relate to the topics discussed in each chapter. These individuals' experiences are referenced at key points in the chapter as well. The vignettes can form the basis for applying information and strategies from the chapter, and they can be a launching point for discussions of issues influencing the field, including inclusive practices, collaboration, and response to intervention.

9

Students with Speech and Language Disorders

Learning Outcomes

LO9.1 Outline the development of the speech and language disorders field, define speech and language disorders, and explain their prevalence and causes.
LO9.2 Describe characteristics of individuals with speech and language disorders.
LO9.3 Explain how speech and language disorders are identified.
LO9.4 Outline how learners with speech and language disorders receive their education.
LO9.5 Describe recommended educational practices for students with speech and language disorders.
LO9.6 Explain the perspectives and concerns that parents and families of students with speech and language disorders may have.
LO9.7 Identify trends and issues influencing the field of speech and language disorders.

JONAS

Jonas is in first grade. Looking at him, Jonas appears to be an average 6-year-old, full of energy, interested in everything, and rapidly learning. However, when Jonas speaks to his teacher or classmates, frustration followed by anger too often is the result. Jonas has received speech-language therapy since the age of 3 when his pediatrician finally agreed with his parents that his speech and language development problems were not about being a "late talker," and he was diagnosed as having developmental apraxia of speech, a disorder in which the pathway between the brain and the muscles of the mouth that are needed to produce clear speech is damaged. He receives special education services for his communication disorder. Jonas is eager to communicate, but his words are difficult to understand, and he often cannot produce sentences of more than a few words. For example, instead of saying "go together," he says "go-etter." When he is excited or anxious, his speech problems are more apparent, and the frustration and anger are the result of not being able to make himself understood. During preschool, Jonas received speech-language therapy three times each week; he now receives it twice each week, with his teacher and parents helping him practice at other times. A new concern also is emerging, which may possibly be related to Jonas's challenges in producing subtle but distinct sounds of language: He is also experiencing significant difficulty in reading.

SAVANNAH

Right before the beginning of fifth grade, Savannah was in a serious car accident that caused a traumatic brain injury as well as significant physical injuries. For that entire school year, Savannah received special education either at the hospital, at the rehabilitation center, or at her home. Savannah's physical injuries have long since healed, and outwardly she appears similar to her peers, but she still has significant cognitive and communication problems. For example, Savannah still encounters difficulty understanding the complex directions that she now is expected to follow in middle school. Her special education teacher even referred her to the nurse to check for a possible hearing loss, since Savannah sometimes seemed not to recognize when she was spoken to. However, Savannah's neurologist clarified that this was actually a symptom of her receptive language problems. In casual and comfortable social situations, Savannah functions without a problem, but when under pressure to participate in class or during stressful academic activities, she is unlikely to be able to find the correct words. Savannah is receiving special education in language arts, and she works twice weekly with a speech-language therapist. Her teachers and parents know that Savannah's recovery is likely to take far longer than anyone had anticipated.

DAVID

David is an 11th-grade student at Walt Whitman High School. He is enrolled in a program with a vocational emphasis, learning important skills for getting and keeping a job when he leaves school at age 22. He spends part of the day in special education classes, part of the day in general education classes such as physical education, and part of the day in a vocational school, where he is learning skills to work as a data entry specialist. David has received speech-language services since he was a toddler, but the types of services have changed over time. When he was young, his speech-language therapist emphasized proper use of his lips and tongue to accurately produce sounds. Gradually, emphasis shifted to language skills such as vocabulary development. As he enters this final part of his schooling, the focus now is on assisting David to initiate conversations and ask questions and to understand idioms that he may encounter in the workplace (e.g., "That was a piece of cake." "Let's get this up and running."). Another priority is making sure that David appropriately makes eye contact with teachers, work supervisors, and peers. David's speech-language therapist consults with the professionals who are working with David so that they also emphasize these skills.

FIRSTHAND ACCOUNT

GROWING UP AND HAVING GOALS

BILLY, *a 10th-grade student, has an inherited disorder called Norrie disease, which is carried by females; he has been blind since birth and has a moderate hearing loss. The disease runs in his family; his maternal grandparents are blind, as are two cousins. But to Billy, a lack of vision in no way limits his experiences or life ambitions. Billy, his mom Ms. Pickens, and his TVI Ms. Deere, a former nurse with four years of K–12 teaching experience, participated in this conversation:*

Billy: I want to go to UNC Chapel Hill, and I want to study journalism. My best subject is English. I want to write books for both children and adults, fiction books and nonfiction books. I started writing my first book a couple of summers ago. Here is how it started:

One thing I've always had trouble with is in math—coordinate planes and stuff like that. So my dad was using states as an example. He was giving me maps and talking about the Great Plains, but I really wasn't understanding it. So he said it would be better if we would go out there. So first we went to the Grand Canyon. And then we went to lots of other places. We went to Ohio, and at the National Football League Hall of Fame my dad read everything to me. And now I've been to 49 states, and I'm going to Hawaii this summer. So now I'm writing this book, and it's called, *The World as I See It*, and it's about my adventures and my trips.

I've done lots of other things. I was a Boy Scout, and I used to go on campouts. In summer camp, I earned a Polar Bear patch. We had to go down to the lake and jump in at 6:30 in the morning! I also went on a ski trip—it was my first time ever skiing. They put the skis on me, and they led me down this slope, and after I got help the first couple of times, I was doing it all by myself. I didn't even fall! I was also selected to go to a leadership institute for two days, but I got a really terrible cold and I couldn't go.

Back to school, math is the most challenging subject—it really keeps me going, keeps me working.

Ms. Deere: I go to Algebra with Billy because when he brailles his work, I have to write above it so his teacher can get immediate feedback; it is a priority in there. I don't co-teach—I'm just there to interpret the braille because it's Nemeth code. Also, Billy uses an audio graphing calculator, and he's had to learn how to use it, so I help with that.

We also work on the calculator in the resource room, and we focus on compensatory skills and technology use. Billy also receives instruction for orientation and mobility and some occupational therapy services, all in the resource room. And for summers, I really push students going to camps where they learn many skills. Billy is going for a month this summer. It's not for academics; it will help him get ready for life after high school . . . and they have so much fun!

Billy: It's divided. One week I'm going to learn cooking, one week is job training, one week is learning how to be independent, and one week is for technology.

Ms. Pickens: When I think of the ups and downs of schools, I've seen both ends. One TVI was good with one-to-one in her classroom, but she didn't communicate with the teachers, and I had to step in because of the communication breakdown. And sometimes she would push Billy too hard; I want him to be independent, but for some things he needed more guidance. But I'll tell you that Ms. Deere, she communicates with the teachers and with me, and she's an advocate for Billy, and she has no problem saying to me, "Mama, back off!" Sometimes I have to catch myself when I'm answering questions for him; I turn around and say, "OK, Billy, you answer that question. You have a brain and you can think!" He's growing up.

Billy: I'm learning how to use a GPS system called Trekker. I take it to landmarks and record them, like to the mobile units behind the school. And then I say the room number I'm supposed to go to, and it gives me directions on how to get there. I can record other places, too, like the store I go to.

Teachers should never try to do stuff for a person. It will cripple them. They should make the person think for themselves. And they should never lump you into a category with all blind children, because everyone is individual—they learn differently.

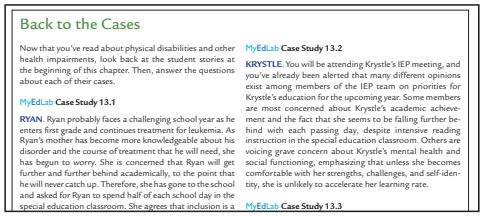
Source: Courtesy of Debra Pickens and Deborah Deere.

Firsthand Accounts

Firsthand Accounts allow teachers, other school professionals, students, and parents the chance to share, in their own words, their experiences and perspectives about life and learning related to special needs. Their words convey the core message of this book—that individuals with disabilities should be thought of in terms of their unique potential and abilities.

Back to the Cases

Each chapter concludes by asking readers to go **Back to the Cases** to apply what they have learned to the students they met at the beginning of the chapter. In some instances, questions are asked that require readers to analyze student characteristics and discuss how their success could be fostered. In others, situations educators are likely to encounter are outlined, and readers are asked how they would respond. In yet others, readers are asked to integrate learning across chapters to consider educational strategies for the highlighted students. This feature provides instructors with an effective summative activity for each chapter—one that can be completed by individual students or as a collaborative effort.



Back to the Cases

Now that you've read about physical disabilities and other health impairments, look back at the student stories at the beginning of this chapter. Then, answer the questions about each of their cases.

MyEdLab **Case Study 13.1**

RYAN. Ryan probably faces a challenging school year as he enters first grade and continues treatment for leukemia. As Ryan's mother has become more knowledgeable about his disorder and the course of treatment that he will need, she has begun to worry. She is concerned that Ryan will get further and further behind academically, to the point that he will never catch up. Therefore, she has gone to the school and asked for Ryan to spend half of each school day in the special education classroom. She agrees that inclusion is a

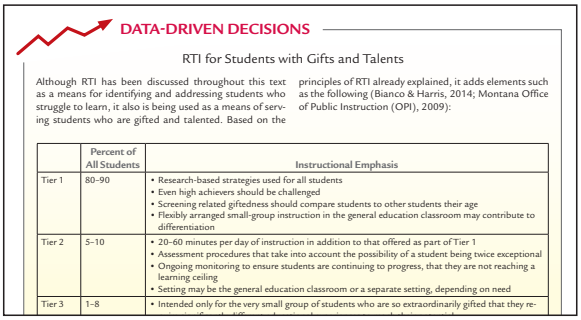
MyEdLab **Case Study 13.2**

KRYSTLE. You will be attending Krystle's IEP meeting, and you've already been alerted that many different opinions exist among members of the IEP team on priorities for Krystle's education for the upcoming year. Some members are most concerned about Krystle's academic achievement and the fact that she seems to be falling further behind with each passing day, despite intensive reading instruction in the special education classroom. Others are voicing grave concern about Krystle's mental health and social functioning, emphasizing that unless she becomes comfortable with her strengths, challenges, and self-identity, she is unlikely to accelerate her learning rate.

MyEdLab **Case Study 13.3**

EVIDENCE-BASED PRACTICES

This text emphasizes contemporary information for practicing teachers: teaching approaches, strategies, ideas, and tips that are always based on empirically validated, peer-reviewed research findings. The goal is not to offer a comprehensive set of teaching methods but instead to demonstrate to novice educators how effective instructional practices can profoundly and positively influence student success.



DATA-DRIVEN DECISIONS

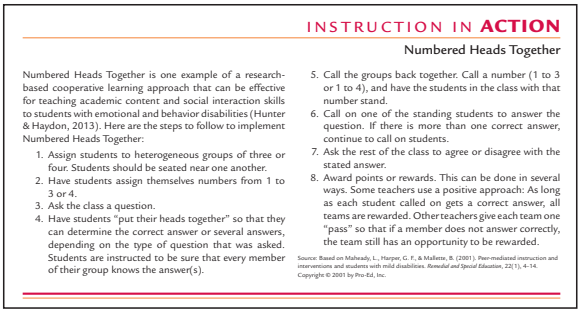
RTI for Students with Gifts and Talents

Although RTI has been discussed throughout this text as a means for identifying and addressing students who struggle to learn, it also is being used as a means of serving students who are gifted and talented. Based on the principles of RTI already explained, it adds elements such as the following (Bianco & Harris, 2014; Montana Office of Public Instruction (OPI), 2009):

	Percent of All Students	Instructional Emphasis
Tier 1	80–90	• Research-based strategies used for all students • Even high achievers should be challenged • Screening related giftedness should compare students to other students their age • Flexibly arranged small-group instruction in the general education classroom may contribute to differentiation
Tier 2	5–10	• 20–60 minutes per day of instruction in addition to that offered as part of Tier 1 • Assessment procedures that take into account the possibility of a student being twice exceptional • Ongoing monitoring to ensure students are continuing to progress, that they are not reaching a learning ceiling • Setting may be the general education classroom or a separate setting, depending on need
Tier 3	1–8	• Intended only for the very small group of students who are so extraordinarily gifted that they re-

Data-Driven Decisions

Data-Driven Decisions focuses on the increasing importance in today's schools of data collection and use for instructional decision making. Topics addressed include formative assessment in classrooms, assessment for special education eligibility, data-based academic interventions, data tools on the web, data-based behavior interventions, collaborating around data, apps for gathering data, RTI and data, data to select technology, and many more.



INSTRUCTION IN **ACTION**

Numbered Heads Together

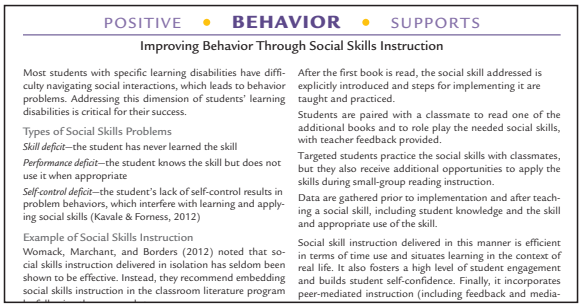
Numbered Heads Together is one example of a research-based cooperative learning approach that can be effective for teaching academic content and social interaction skills to students with emotional and behavior disabilities (Hunter & Haydon, 2013). Here are the steps to follow to implement Numbered Heads Together:

1. Assign students to heterogeneous groups of three or four. Students should be seated near one another.
2. Have students assign themselves numbers from 1 to 3 or 4.
3. Ask the class a question.
4. Have students "put their heads together" so that they can determine the correct answer or several answers, depending on the type of question that was asked. Students are instructed to be sure that every member of their group knows the answer(s).
5. Call the groups back together. Call a number (1 to 3 or 1 to 4), and have the students in the class with that number stand.
6. Call on one of the standing students to answer the question. If there is more than one correct answer, continue to call on students.
7. Ask the rest of the class to agree or disagree with the stated answer.
8. Award points or rewards. This can be done in several ways. Some teachers use a positive approach: As long as each student called on gets a correct answer, all teams are rewarded. Other teachers give each team one "pass" so that if a member does not answer correctly, the team still has an opportunity to be rewarded.

Source: Based on Mahady, L., Harper, G. F., & Mallette, B. (2001). Peer-mediated instruction and interventions and students with mild disabilities. *Remedial and Special Education*, *22*(1), 4–14.

Instruction in Action

Instruction in Action highlights teaching applications for specially designed instruction delivered by special education teachers or other professionals in various educational settings, including examples for individual or small-group situations. The feature provides sample lessons, tips, techniques, ideas, and approaches for working with students with special educational needs, whether in a separate setting or general education classroom.



POSITIVE • **BEHAVIOR** • SUPPORTS

Improving Behavior Through Social Skills Instruction

Most students with specific learning disabilities have difficulty navigating social interactions, which leads to behavior problems. Addressing this dimension of students' learning disabilities is critical for their success.

Types of Social Skills Problems

Skill deficit—the student has never learned the skill

Performance deficit—the student knows the skill but does not use it when appropriate

Self-control deficit—the student's lack of self-control results in problem behaviors, which interfere with learning and applying social skills (Kavale & Forness, 2012)

Example of Social Skills Instruction

Womack, Marchant, and Borders (2012) noted that social skills instruction delivered in isolation has seldom been shown to be effective. Instead, they recommend embedding social skills instruction in the classroom literature program

After the first book is read, the social skill addressed is explicitly introduced and steps for implementing it are taught and practiced.

Students are paired with a classmate to read one of the additional books and to role play the needed social skills, with teacher feedback provided.

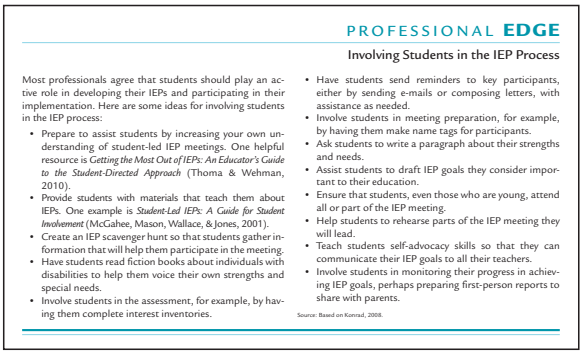
Targeted students practice the social skills with classmates, but they also receive additional opportunities to apply the skills during small-group reading instruction.

Data are gathered prior to implementation and after teaching a social skill, including student knowledge and the skill and appropriate use of the skill.

Social skill instruction delivered in this manner is efficient in terms of time use and situates learning in the context of real life. It also fosters a high level of student engagement and builds student self-confidence. Finally, it incorporates peer-mediated instruction (including feedback and media-

Positive Behavior Supports

Positive Behavior Supports illustrates the contemporary emphasis on understanding the function of student problematic behavior and designing and implementing specific strategies in order to reduce inappropriate and increase appropriate behavior. In this feature, readers also will find discussions that deepen their understanding of the behavior challenges their students may present and resources to help respond to them.



PROFESSIONAL **EDGE**

Involving Students in the IEP Process

Most professionals agree that students should play an active role in developing their IEPs and participating in their implementation. Here are some ideas for involving students in the IEP process:

- Prepare to assist students by increasing your own understanding of student-led IEP meetings. One helpful resource is *Getting the Most Out of IEPs: An Educator's Guide to the Student-Directed Approach* (Thoma & Wehman, 2010).
- Provide students with materials that teach them about IEPs. One example is *Student-Led IEPs: A Guide for Student Involvement* (McGahee, Mason, Wallace, & Jones, 2001).
- Create an IEP scavenger hunt so that students gather information that will help them participate in the meeting.
- Have students read fiction books about individuals with disabilities to help them voice their own strengths and special needs.
- Involve students in the assessment, for example, by having them complete interest inventories.
- Have students send reminders to key participants, either by sending e-mails or composing letters, with assistance as needed.
- Involve students in meeting preparation, for example, by having them make name tags for participants.
- Ask students to write a paragraph about their strengths and needs.
- Assist students to draft IEP goals they consider important to their education.
- Ensure that students, even those who are young, attend all or part of the IEP meeting.
- Help students to rehearse parts of the IEP meeting they will lead.
- Teach students self-advocacy skills so that they can communicate their IEP goals to all their teachers.
- Involve students in monitoring their progress in achieving IEP goals, perhaps preparing first-person reports to share with parents.

Source: Based on Konrad, 2008.

Professional Edge

Professional Edge describes conceptual material, cutting-edge trends, and contemporary issues relevant to today's teachers. Included are new and sometimes controversial topics that experts in the field are talking about *right now.* It also provides a place in the textbook to provide critical "nuggets" of information that novice educators need (e.g., dealing with student death, responding to a student having a seizure).

CUTTING-EDGE INFORMATION

The field of special education is multifaceted, fast moving, and continually influenced by new ideas. Teachers and other educational professionals are encouraged to maintain their connection and to find inspiration from this universe of information. In this fifth edition, careful attention has been paid to updating legislative and litigative information and presenting the most current statistics and other data related to the field.

Trends and Issues Affecting the Field of Emotional and Behavior Disorders

Many trends and issues related to the field of emotional and behavior disorders have been introduced elsewhere in this chapter. For example, you have learned about the controversy that exists about the definition of this disability and concerns about inclusive practices. However, if you asked experienced professionals to name the most important issues, they probably would include two topics as significant for the field: (a) the continuing difficulty that students and their families face in obtaining essential mental health services and (b) the controversy surrounding the use of seclusion and restraint with students with emotional and behavior disabilities.

Trends and Issues Sections

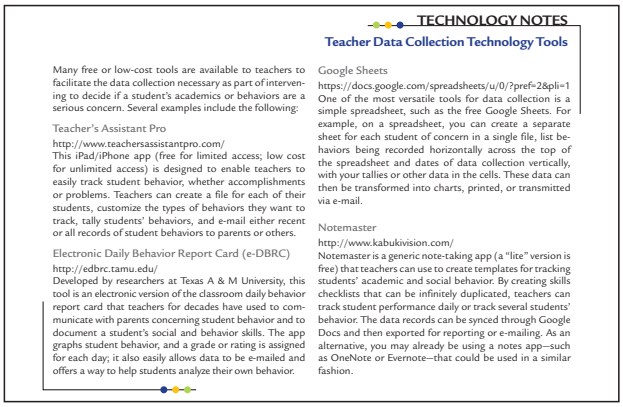
Trends and Issues sections conclude each chapter with a brief look at the most recent developments in the field, and the most interesting—and often still unresolved—questions and dilemmas.

Did You Know?

Autistic savant refers to a person who has extraordinary skills that others do not have (although not all individuals who are savants have autism). Examples of these skills include mathematical calculations (e.g., figuring the day of the week for any date in history), memory feats (e.g., knowing every entry in a dictionary), and musical ability (e.g., playing any piece of music after hearing it just one time).

Did You Know?

Did You Know? highlights tidbits of information or resources related to selected chapter topics. These brief inserts point readers to additional resources, present research, or provide pertinent information intended to assist novices to better understand the text material.



TECHNOLOGY NOTES

Teacher Data Collection Technology Tools

Many free or low-cost tools are available to teachers to facilitate the data collection necessary as part of intervening to decide if a student's academics or behaviors are a serious concern. Several examples include the following:

Teacher's Assistant Pro

http://www.teachersassistantpro.com/

This iPad/iPhone app (free for limited access; low cost for unlimited access) is designed to enable teachers to easily track student behavior, whether accomplishments or problems. Teachers can create a file for each of their students, customize the types of behaviors they want to track, tally students' behaviors, and e-mail either recent or all records of student behaviors to parents or others.

Electronic Daily Behavior Report Card (e-DBRC)

http://edbrc.tamu.edu/

Developed by researchers at Texas A & M University, this tool is an electronic version of the classroom daily behavior report card that teachers for decades have used to communicate with parents concerning student behavior and to document a student's social and behavior skills. The app graphs student behavior, and a grade or rating is assigned for each day; it also easily allows data to be e-mailed and offers a way to help students analyze their own behavior.

Google Sheets

https://docs.google.com/spreadsheets/u/0/?pref=2&pli=1

One of the most versatile tools for data collection is a simple spreadsheet, such as the free Google Sheets. For example, on a spreadsheet, you can create a separate sheet for each student of concern in a single file, list behaviors being recorded horizontally across the top of the spreadsheet and dates of data collection vertically, with your tallies or other data in the cells. These data can then be transformed into charts, printed, or transmitted via e-mail.

Notemaster

http://www.kabukivision.com/

Notemaster is a generic note-taking app (a "lite" version is free) that teachers can use to create templates for tracking students' academic and social behavior. By creating skills checklists that can be infinitely duplicated, teachers can track student performance daily or track several students' behavior. The data records can be synced through Google Docs and then exported for reporting or e-mailing. As an alternative, you may already be using a notes app—such as OneNote or Evernote—that could be used in a similar fashion.

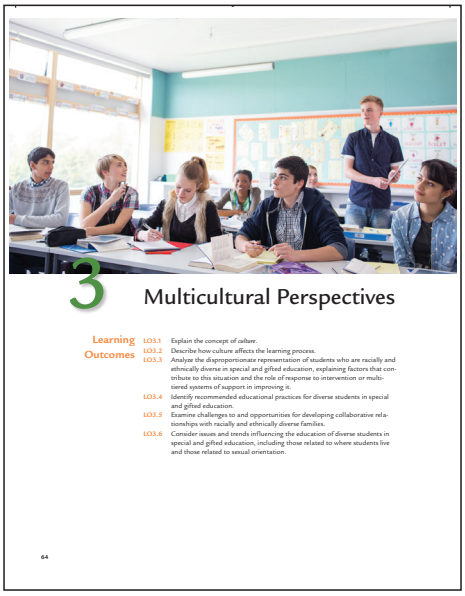
Technology Notes

Technology Notes showcases examples of the wide array of technology applications for teaching students with exceptional needs in special or general educational settings. The goal is to ensure that novice teachers understand that the lightning pace at which technological solutions are emerging holds immense promise for the achievement of students with disabilities and other special needs and to encourage readers to seek out even more information about technology for teaching students, gathering data, and collaborating with colleagues.

AIDS TO UNDERSTANDING

Learning Outcomes and Summaries of Content

Learning Outcomes begin each chapter to focus reader thinking about the topics to be covered in the upcoming pages, and these are directly associated with the chapter's section headings. Each chapter ends with a **Summary** of the main ideas of the chapters, and these bring the chapter full circle by being organized based on the opening learning outcomes.



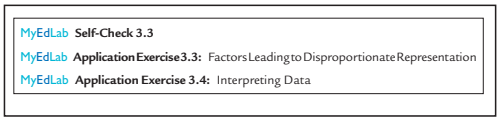
MyEducationLab™

Video Examples

In all chapters, embedded videos provide illustrations of special education principles or concepts in action. These video examples most often show students and teachers working in classrooms. They sometimes show students or teachers describing their thinking or experiences.

Self-Checks

Throughout the chapters, you will find MyEducationLab™: Self-Check quizzes. There are three to six of these quizzes in each chapter. They are meant to help you assess how well you have mastered the concepts covered in the section you just read. These self-checks are made up of self-grading multiple-choice items that not only provide feedback on whether you answered the questions correctly or incorrectly, but also provide you with rationales for both correct and incorrect answers.



Application Exercises

Also at the end of each section, you can find one or two application exercises that can challenge you to use chapter content to reflect on teaching and learning in real classrooms. The questions you answer in these exercises are usually constructed-response items. Once you provide your own answers to the questions, you receive feedback in the form of model answers written by experts.

Advanced Data and Performance Reporting Aligned to National Standards

Advanced data and performance reporting helps educators quickly identify gaps in student learning and gauge and address individual and classroom performance. Educators easily see the connection between coursework, concept mastery, and national teaching standards with highly visual views of performance reports. Data and assessments align directly to national teaching standards, including **The Council for Exceptional Children (CEC)**, and support reporting for state and accreditation requirements.

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 is generated based on students' pretest results. Incorrect questions from the pretest indicate specific textbook learning outcomes with which the student is struggling. The customized Study Plan suggests specific enriching activities for particular learning outcomes, helping students focus.

Personalized Study Plan activities may include e-book 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 areas where they still 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 for the entire class.

Assignments and Activities

Designed to enhance students' understanding of concepts covered in class, these assignable exercises show concepts in action (through videos, cases, and/or student and teacher artifacts). They help students deepen content knowledge and synthesize and apply concepts and strategies they have 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 students practice and strengthen the skills that are essential to effective teaching. After examining the steps involved in a core teaching process, students are given an opportunity to practice applying this skill via videos, student and teacher artifacts, and/or case studies of authentic classrooms. By 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 transmitted to the instructor gradebook for performance reporting.

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 the MyEducationLab™ course, we have integrated this content where appropriate.

Teacher Talk

This feature emphasizes the power of teaching through videos of master teachers, who tell their own compelling stories of why they teach. Each of these featured 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 students put together an effective lesson plan, prepare for and begin a career, navigate the first year of teaching, and understand key educational standards, policies, and laws.

It includes the following:

- The **Lesson Plan Builder** is an effective and easy-to-use tool that students 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.

- **The Certification and Licensure** section is designed to help students pass licensure exams by giving them access to state test requirements, overviews of what the tests cover, and sample test items.
  The Certification and Licensure section includes the following:
  - **State Certification Test Requirements***:* Here, students can click on a state and be taken to a list of state certification tests.
  - Students can click on the **Licensure Exams** they need to take in order 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, students can see the tests in the National Evaluation Series (NES), learn what is covered on each exam, and access sample test items with descriptions and rationales of correct answers. Students can also purchase interactive online tutorials developed by Pearson Evaluation Systems and the Pearson Teacher Education and Development group.
  - **ETS Online Praxis™ Tutorials:** Here, students 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.
- The **Licensure and Standards** section provides access to current state and national standards.
- The **Preparing a Portfolio** section provides guidelines for creating a high-quality teaching portfolio.
- **Beginning Your Career** offers tips, advice, and other valuable information on:
  - *Résumé Writing and Interviewing:* Includes expert advice on how to write impressive résumés 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 needed to understand the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act.
- The **Multimedia Index** aggregates resources in MyEducationLab™ by asset type (e.g., video or artifact) for easy location and retrieval.

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

Support Materials for Instructors

The following resources are available for instructors to download on www.pearsonhighered.com/educators. Instructors enter the author or title of this book, select this particular edition of the book, and then click on the "Resources" tab to log in and download textbook supplements.

Instructor's Resource Manual and Test Bank (0-13-444488-4)

The Instructor's Resource Manual and Test Bank provides a multitude of activities and ideas to help instructors teach their courses, whether traditional or online. Each chapter provides a teaching outline, learning activities and handouts, and a variety of test items.

PowerPoint™ Slides (0-13-448817-2)

The PowerPoint™ slides include key concept summarizations, diagrams, and other graphic aids to enhance learning. They are designed to help students understand, organize, and remember core concepts and theories.

TestGen (0-13-448818-0)

TestGen is a powerful test generator that instructors install on a computer and use in conjunction with the TestGen test bank file for the text. Assessments, including equations, graphs, and scientific notation, may be created for both print or testing online.

TestGen is available exclusively from Pearson Education publishers. Instructors install TestGen on a personal computer (Windows or Macintosh) and create tests for classroom testing 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 a test, based on the associated 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 (zip)

Sakai Test Bank (zip)

Acknowledgments

Textbooks are not produced in isolation. They always involve expertise and input from a team that carries out myriad roles and responsibilities, from the announcement that it's time to work on a revision until and through the point in time that the book is produced. Through the entire revision process, collaboration is the norm. And so I want to be sure to give credit and deep thanks to all the many individuals who provided wonderful ideas as well as encouragement and support throughout the revision process. First, the marvelous professionals at Pearson who take a book from concept to reality should be acknowledged, especially Kevin Davis, Carolyn Schweitzer, Alicia Reilly, Janelle Rogers, and Anne McAlpine.

In a textbook revision, comments from reviewers are both welcomed and dreaded. They provide invaluable information leading to beneficial changes for readers, even if sometimes their insights involve spending hours reading to rethink a key topic or restructuring a chapter to more effectively discuss its material. They may never realize how influential their comments, concerns, and suggestions are in decisions about what to keep, what to add, what to delete, and how to improve content and features. Their reasoned and constructive input was instrumental in the preparation of this fifth edition of the book and in ensuring its accuracy and relevance. They are Judy Stuart (Furman University), Perianne R. Bates (Ohio University), and Cynthia Michlin (Arizona State University).

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Finally, these acknowledgments would not be complete without mentioning the other people in my life who support me no matter the projects that I am pursuing. My husband Bruce Brandon is the best cheerleader anyone could ever have: He acts as a sounding board for new ideas, reads and responds to drafts of manuscript, asks insightful questions, and searches the popular press for relevant articles. He also is infinitely patient with my need for hours of quiet writing time. He has said more often than any writing spouse deserves, "What can I do to help?" His love and patience mean everything to me. The rest of my family—my mom (Mary Ellen Penovich) and brother and sister-in-law (Dan and Cindy Penovich)—also offered encouragement and sympathy, as did my mother-in-law (Lorena Brandon). I appreciate their support and good-natured teasing about my need to try to save the world.

In memory of Howard B. Brandon

Your kindness made the world a better place,
and your spirit will always be with us

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1 Understanding Special Education

Learning Outcomes

- LO1.1 Articulate the foundational concepts that define special education.
- LO1.2 Analyze how the history of special education, including key court cases, has shaped its development.
- LO1.3 List the provisions in federal legislation that establish current special education and related policies and practices.
- LO1.4 Describe the students who receive special education services.
- LO1.5 Explain the role of parents and families in the education of children with disabilities.
- LO1.6 Analyze critical topics currently influencing the field of special education and emphasized throughout this text.

EMMA

Emma is an eight-year-old student whose family considers her a sweet and funny child. She loves to go swimming and has a cat named Whisper who is always nearby. However, at school Emma faces a number of challenges. She has a mild intellectual disability (formerly called mental retardation) as well as attention deficit–hyperactivity disorder (ADHD), a moderate hearing loss, and delayed motor skills. Emma begins each day with her typical peers in Ms. Spellman's second-grade classroom, and she also joins them for science, music, and art as well as lunch and recess. However, because of the nature of her special needs, she is taught for 2.5 hours each day in a special education classroom. Her reading and math instruction there, delivered by special educator Ms. Wright, is aligned with the curriculum that all students access, but it emphasizes practical knowledge and functional skills she will need throughout her life. Emma also receives speech-language therapy, and the occupational therapist works with her on skills such as grasping a pencil and using scissors. In addition, a school district specialist for students who are deaf or hard of hearing consults with Ms. Wright once per week. Recently, Ms. Spellman and Ms. Wright have become concerned that Emma is often isolated when she is in general education settings. Most students ignore her, and she has not yet developed skills to join in their conversations and activities. The teachers are discussing several options to address this challenge, for example, creating a special "lunch bunch" program that would, with teacher guidance, help classmates better understand Emma and teach Emma how to engage in group interactions.

EVERETT

Everett is a seventh-grade student whose favorite baseball team is the Chicago Cubs, who has considerable artistic talent, and who would never stop playing computer games if his parents did not put a time limit on his computer use. Everett also has characteristics that can cause problems. He is insistent on precise daily routines for getting ready for school, beginning his schoolwork, moving from activity to activity during the day, and getting ready for bed. In fact, each day his teacher provides him with a schedule using pictures so he knows what will occur. However, any change in a routine—for example, if there is a special program at school—greatly upsets Everett. He may express his frustration by slapping himself or those around him, or he may scream loudly and refuse to move. Even though his teacher and parents know his behavior actually is a way for him to communicate that he is unhappy, his needs are so intense and his behavior can be so disruptive that he receives most of his instruction in a special education classroom for students with autism (also called autism spectrum disorder). A behavior specialist is assisting his teacher to find ways to help Everett communicate in a more constructive way, and a speech-language therapist also is working with him on communication strategies, including using sign language. In addition, Everett's school has a peer mentor program, and Everett has a friend Chris (another seventh-grade student) who sometimes sits with Everett at lunch, comes to the classroom to work with him, and helps him to develop social skills.

DANIEL

Daniel is a sophomore in high school, and he still struggles to understand why he has so much difficulty learning and how his learning disability affects who he is and how others respond to him. As he thinks about his first nine years of school, he cannot remember a time when school was fun. Even in kindergarten, he had difficulty learning his letters and numbers, and he quickly fell behind academically. Though he began receiving special education services in third grade, Daniel's reading comprehension is at about the fifth-grade level, and his math skills are at the seventh-grade level. Teachers generally have been supportive, but sometimes even when they mean well, their actions can be hurtful. Daniel remembers one teacher who usually reduced by half the amount of work he had to do—it made him feel as though he was too stupid to learn. For the past two years, Daniel has used recorded books downloaded to his iPod; this has been helpful, as has been accessing a computer when he takes tests. But he'd rather listen to music instead of boring social studies material, and he'd rather take tests like his friends do—not using the computer. As Daniel looks to the future, he is concerned. He cannot earn a regular diploma unless he passes high-stakes achievement tests in five courses. He'd like to go to the community college to become an airplane mechanic, but that would require having a diploma, and so the looming tests make him unsure whether he can pursue this goal. He considers himself fortunate to have many good friends who help him with schoolwork, but sometimes he is discouraged by the challenges he faces.

What brings you to the study of children and adults with disabilities and other special needs? Some people are interested because they have a child or family member with a disability, and their personal experiences attract them to the field. Others are drawn because of volunteer work sponsored by a high school club or a fraternity or sorority. Yet others, such as teachers, plan careers in which knowledge of individuals with disabilities and special education is essential. My own interest in pursuing a career working with individuals with disabilities came from several experiences, including volunteering during high school to join individuals with intellectual disabilities in recreational activities such as bowling and dancing; interacting with friends and neighbors whose families included members with disabilities; and meeting a little girl named Ranie, whom I helped in a religious instruction class when it became clear that she could smile but not read or write. In college, as a volunteer in a separate school for children with intellectual disabilities, I thought I could do a much better job than the teacher whose primary goal seemed to be occupying his students' days with craft activities, and I became convinced that special education would be a fascinating and enriching career in which I could truly make a difference.

In 2012, the most recent year for which data are available, approximately 6.7 million children and youth from birth to 21 years of age received special education services in U.S. schools (National Center for Education Statistics, 2015; U.S. Department of Education, 2014). Although these students have exceptional needs, it is more important to remember from the outset of your study of the infants, toddlers, children, youth, and young adults receiving special education that they are individuals for whom disability is only one small part of their identity. They are preschoolers with mischief in their eyes and insatiable curiosity; they are elementary students who enjoy learning in school and playing soccer and getting a cell phone; they are middle school students grappling with a larger school environment, who sometimes act like children and sometimes act too grown up and who want to fit in with their classmates; and they are high school students who experiment with clothes and hairstyles and piercings to establish their own identities, cannot live without Facebook, like or dislike certain teachers, and worry about what they will do after graduation. They are Emma and Everett and Daniel and other students just like them—or very different from them.

Whatever brings you to be reading this text—whether you are a special education teacher or related services provider candidate, a general education teacher trainee, the parent of a child with a disability, or someone who is merely interested in understanding this field—what is most critical is that you learn to look at all individuals, whether they are children or adults, in the context of their strengths and abilities, their value as individuals, and the contributions that they make to your life and that you make to theirs. Your perspective and how you learn to work with children and adults with disabilities as a professional can make all the difference in the world to the individuals about whom this text is written.

Concepts That Define Special Education

Students in school receive what is often referred to as *general education*. That is, they learn from the standard curriculum as taught by their teachers, without the need for extraordinary supports. For a small percentage of students, however, the typical programs and services of general education are not adequate. These students, carefully identified as having disabilities and educated in the most appropriate setting based on their individual needs, receive general education, but they *also* receive other programs and services referred to as *special education*. These students (along with other students with special needs) are the focus of this text.

When you think about special education, what images come to mind? A teacher working with a small group of students who struggle to read? A young man in a

Did You Know?

The Council for Exceptional Children (www.cec.sped.org) is the largest professional organization in the world of teachers, administrators, parents, and other individuals advocating for best practices in the education of students with disabilities. Your campus may have a student chapter of this organization.

wheelchair in chemistry class? A classroom with two teachers, one general education and one special education? All of these images may be part of special education, but it is much more than that. As you explore this complex and rapidly changing field (e.g., Bateman, Lloyd, & Tankersley, 2015; Kauffman, 2015), you quickly will learn that it is characterized by a multitude of technical terms and acronyms. Your interest undoubtedly is in students and learning to work with them effectively, but it is equally important to understand the technical aspects of special education and what it offers to students and their families. Three key concepts form the foundation for all the special services that students with disabilities are entitled to receive through public schools. These terms are briefly introduced in the following sections, and you will learn more about them as you read the other chapters in this book.

Special Education

The first term to consider is the one that has already been introduced: *special education*. It has a precise definition that comes from the federal law that established it:

> The term "special education" means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including:
>
> **a.** instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
> **b.** instruction in physical education. (20 U.S.C. §1401[29])

By providing special education, related services, and supplementary aids and services, professionals ensure that students with disabilities will reach their potential.

That is, **special education** is the means through which children who have disabilities receive an education specifically designed to help them reach their learning potential. We will return later in this chapter to the topic of specially designed instruction as a key part of special education. Special education teachers have the primary responsibility for this specially designed instruction, but general education teachers, paraeducators, specialists, and other professionals also may contribute to providing special education. Emma, Everett, and Daniel, the students you read about at the beginning of the chapter, all receive specially designed instruction tailored to their needs. Perhaps most importantly, note that special education is *not* a place; it is the set of services students receive that may be provided in any school setting.

Related Services

The second component of special education services is called **related services**, and it is defined as follows:

> The term "related services" means transportation, and such developmental, corrective, and other supportive services (including speech/language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable a child with a disability to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children. The term does not include a medical device that is surgically implanted, or the replacement of the device. (20 U.S.C. §1401[26])

You can see that this term encompasses many different types of supports for students with disabilities. These supports are not directly related to a student's instruction, but they are needed so that a student can access instruction. Related services for any single student could include a bus equipped with a wheelchair lift, individual counseling, and physical therapy. A team of professionals (discussed in Chapter 2) decides which related services are needed by each student with a disability. The speech-language therapy that Emma and Everett, introduced at the beginning of the chapter, receive is an example of a related service.

Supplementary Aids and Services

The third foundational concept essential to special education is **supplementary aids and services**, and it includes the following items:

> The term "supplementary aids and services" means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with section 1412 (a)(5). (20 U.S.C. §1401[29])

That is, supplementary aids and services are all the items that can help a student remain in a classroom with typical peers. One example of a supplementary aid or service is access to a computer with software that predicts what the student is likely to type next, thus reducing the amount of typing the student must do. Another example is preferential seating in the classroom (e.g., near the teacher or the whiteboard) for a student who has low vision or hearing loss. Take a moment to review Daniel's story at the beginning of the chapter. What supplementary aids and services does he receive?

As you probably have surmised, the three simple terms—special education that is specially designed instruction, related services, and supplementary aids and services—are anything but simple. In the remainder of this chapter and throughout this text, you will learn much more about them as well as many other terms related to special education. You also will learn more about your role, regardless of the profession for which you are preparing, in educating the students who are entitled to these services.

Video Example from YouTube

MyEdLab
Video Example 1.1
Watch this video, which gives you a glimpse into the day-to-day world of special education. (https://www.youtube.com/watch?v=b3X1S3T7udY)

MyEdLab **Self-Check 1.1**

MyEdLab **Application Exercise 1.1:** Meet a Paraprofessional

Development of the Special Education Field

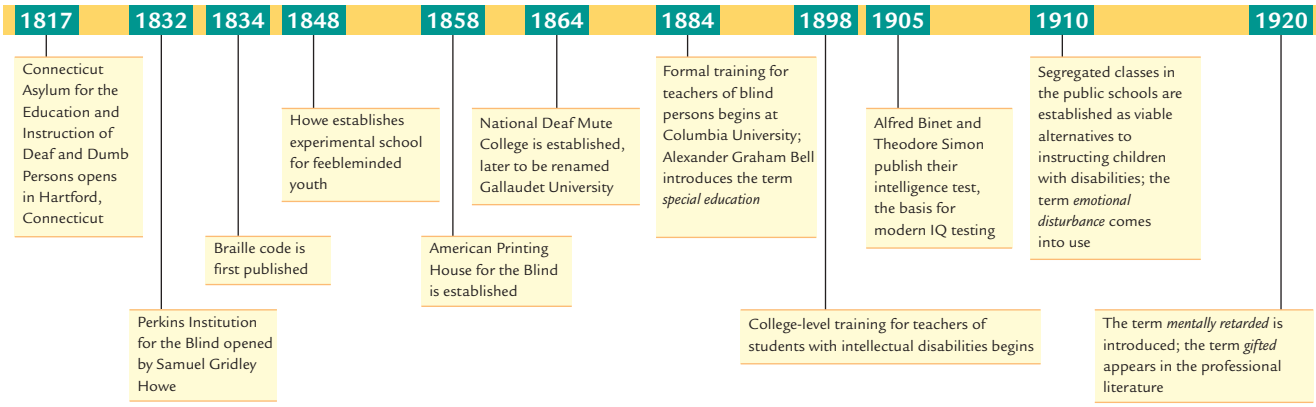
In the preceding section, the fundamental concepts of special education were defined as they appear in federal law. However, that law did not suddenly come into existence. Special education evolved over time, as you can see in the time line in Figure 1.1, which highlights landmark events across the many dimensions of the field. Learning the story of its development can help you understand why special education is necessary and why it is so carefully regulated.

Early History

Although much of the earliest information about individuals with disabilities focused on adults, attention to children emerged in the 19th century as pioneering

FIGURE 1.1 Timeline of the Development of Special Education Services

This timeline shows some of the most significant events in the history of special education, illustrating how all the various disciplines represented in the field evolved concurrently and how current practices rely on past events.

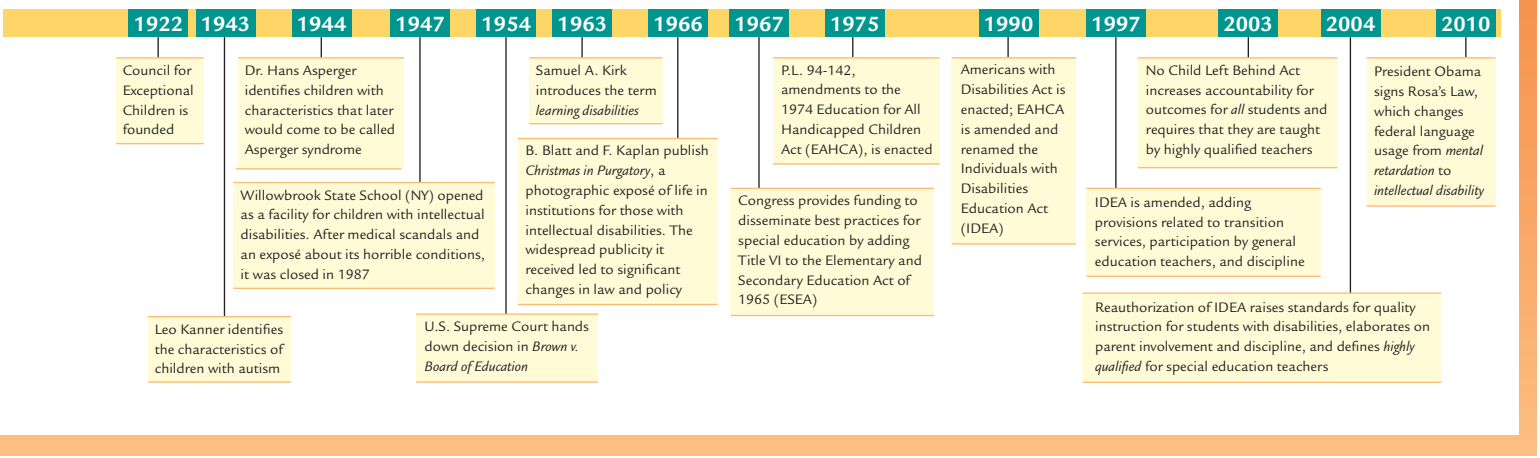


Based on information in Winzer, M. A. (2012). *The history of special education: From isolation to integration* (2nd edition). Washington, DC: Gallaudet University Press.

professionals took up their cause (Richards, 2014). For example, in 1800, French physician Jean-Marc-Gaspard Itard was hired to work with a 12-year-old child named Victor, who had been found wandering in the woods and was considered a feral child—that is, a human who was living much like an animal. In fact, he was called the "Wild Boy of Aveyron" (Harris, 2010; Scheerenberger, 1983). Victor was deaf and mute, and professionals disagreed about his potential, although he probably had an intellectual disability. Over the next five years, Itard worked with Victor to teach him functional skills (e.g., dressing, personal hygiene), social expectations, and speech, but progress was frustratingly slow. Itard initially considered his efforts with Victor a failure, but he later wrote that Victor could only be compared to himself, and by that measure, he had made great progress. In fact, Victor had learned the letters of the alphabet, the meanings of many words, and self-care. Through Itard's work with Victor, the notion that even children with significant needs could benefit from instruction and were worthy of attention was introduced (Kanner, 1964).

Another notable development in the field of special education came from France in the mid-19th-century work of Edouard Seguin and his physiological method (Seguin, 1866). Seguin, a student of Itard's, deeply believed that children who were blind, intellectually disabled, or emotionally disabled could be trained to become productive members of society. His method included creating a structured learning environment with attention to developing the senses, learning basic academic skills, and engaging in regular physical activity. Seguin brought several key concepts to the study of educating children with special needs, including the positive impact of rewards, the potentially negative impact of punishment, and the importance of structure and clear directions. These ideas are still essential to effective special education.

In the United States, the idea of providing care and support for children with disabilities emerged slowly during the 19th century. The first public school special class was established in Cleveland, Ohio, in 1875 (Steinbach, 1918), but it was disbanded shortly thereafter. Another was recorded in Providence, Rhode Island, in 1896, and others were established by the turn of the 20th century in cities such as Chicago, Boston, Philadelphia, and New York (Kode, 2002). However, several forces soon led to more rapid growth of special classes and became the basis for special education today.



The Beginnings of Today's Education System

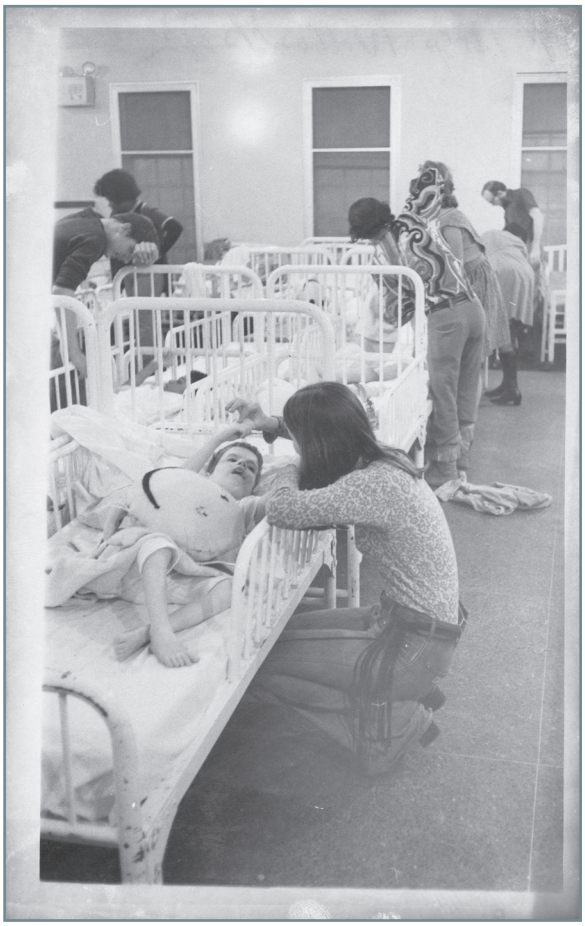
During the late 19th and early 20th centuries, urbanization, immigration, and industrialization flourished in the United States (Mondale & Patton, 2001). Large factories were being built in cities, and many people decided to give up the rural life of farming to seek employment in urban areas. Waves of immigrants joined them, and these individuals typically were unfamiliar with American culture and language. It was a stressful time in American society: Many middle-class people were fearful of the changes occurring, the living conditions for the new city dwellers often were squalid, and governments could not keep up with the demands for social services.

The impact of these societal tensions on people with disabilities was unfortunate and far-reaching. Prominent researchers began suggesting that individuals with intellectual and other disabilities were a threat to society and should not be allowed to have children. These professionals claimed that many immigrants fell into this group, that is, that they were "feebleminded" because they did not know English or American customs (Smith, 1985). Using this flawed rationale, the *eugenics movement* emerged in which many adults, including those with disabilities, were involuntarily sterilized in order to keep them from "diluting" what was considered the superior American race. Some 31 states passed laws to make the practice of sterilization legal when individuals were judged to be incompetent, and several of these laws were on the books until the 1970s (Fleischer & Zames, 2001). For example, in North Carolina, legislation was passed in 2012 to compensate 7,600 individuals (or their families) who were involuntarily sterilized between 1933 and 1977 (Severson, 2012), even though the required payments have not yet been completed (Hoban, 2015).

Although the eugenics movement and involuntary sterilization occurred in the past, historians argue that an emphasis on rejecting individuals for their differences instead of accepting them for who they are originated during this sad period in history and still dominates thinking in today's society. For schools, the events of this era both altered the face of education and planted the seeds of contemporary special education.

Compulsory public education began to grow during this same early 20th-century time period, partly as an economic response to the changing society

(Osgood, 2008). With few child labor laws in existence at this time, mandatory school attendance functioned to keep children out of the labor force; doing so ensured that jobs would be available for the rapidly growing pool of adult workers, both immigrants and those moving from farms to cities. Not surprisingly, schools were designed like the most innovative concept of the time, the assembly line. Just as cars and other products were created using piece-by-piece assembly in a standard way, so, too, were American citizens to be created by moving all children, the "raw material," from grade to grade as they received a standardized education.



Until the second half of the 20th century, children with disabilities sometimes were sent to live in institutions and sometimes were denied any access to education. If in school, they were segregated in separate classrooms or schools.

As might be expected, it soon became apparent that student needs defied standardization. Some children who enrolled in school could not keep up academically with peers, were defiant or belligerent, or had physical disabilities (Osgood, 2010). Consistent with the prevailing belief that devalued anyone who failed to meet societal expectations of what is "normal," educators decided that these students should be removed from the assembly line of education and offered instruction better suited to their needs (Connecticut Special Education Association, 1936; Winzer, 2007).

With this thinking, separate special classes became increasingly common (Bennett, 1932; Pertsch, 1936). These classes were sometimes called *ungraded classes* because pupils across several grade levels were grouped and taught there (Groszmann, 1922). Further, as intelligence testing became popular during this same time period, educators came to trust that they had found a scientific basis for separating learners who would not succeed in typical classrooms (Mutua, Siders, & Bakken, 2011); that is, professionals believed that an intelligence quotient (IQ) score could be the basis for determining level of ability. Although not required by federal law, special education classes for students with intellectual disabilities, physical disabilities, and visual or hearing impairments became increasingly common through the first half of the 20th century.

To this point, students with significant disabilities have not been considered. That is for two reasons. First, many students with multiple special needs who today thrive because of advanced medical technology would not have survived during this era. For those who did, public school was not an option: These children were kept at home, educated by private agencies, or placed in institutions.

Discrimination and a Call for Change

The expanding practice of educating students with disabilities in separate classes or schools continued unquestioned during the first half of the 20th century. However, shortly after the advent of the modern civil rights movement in education, with the 1954 ***Brown v. Board of Education of Topeka, Kansas*** decision clarifying that "separate cannot be equal," some professionals began questioning whether separate classes provided students with disabilities with an appropriate education.

Research and Rethinking of Assumptions

From the mid-1950s through the mid-1960s, researchers analyzed traditional special education in a series of studies collectively referred to as the *efficacy studies*. They compared the achievement and social adjustment of students with intellectual disabilities who were enrolled in special classes to that of students of similar abilities who remained in general education settings. The studies tended to find

that students with intellectual disabilities in general education classes achieved more academically than those in special classes (e.g., Goldstein, Moss, & Jordan, 1965), probably because teachers' expectations of them were higher and because they were learning in the same curriculum as other students. In special classes, developing manual or job-related skills was emphasized, an approach reflecting the beliefs encouraged during the eugenics movement that such students were incapable of learning academic material.

By the mid-1960s, with the civil rights movement in the headlines, influential researcher Lloyd Dunn (1968) wrote a watershed essay entitled "Special Education for the Mildly Retarded: Is Much of It Justifiable?" Dunn questioned whether separate classes could provide an adequate education for students with disabilities, and he challenged educators to use emerging technology and research on effective teaching to educate students with disabilities along with their peers.

During the same time period, other professionals were looking beyond academic instruction to broader issues related to disabilities, especially the stigmatizing effect of labels (e.g., Goffman, 1963; Hobbs, 1975). For example, Mercer (1973) coined the phrase "the six-hour retarded child" to make the point that some students, often those from nondominant races or cultures or those who spoke a language other than English, were considered intellectually disabled while they were in school—but not in their neighborhoods. What became clear was that special education was not just a means of assisting children with disabilities; it also had become a means of discriminating against students who were perceived by educators—justifiably or not—as more challenging to teach (Codrington & Fairchild, 2012).

Litigation for the Rights of Students with Disabilities

During the same time that researchers were debating the quality and impact of special education on students, parent groups advocating for the rights of children with disabilities were becoming increasingly vocal (Winzer, 2012). Parents of children with significant disabilities rightly wanted to know why their sons and daughters could not be educated in the public school system—that is, why they were told to keep their children at home, put them in institutions, or send them to private agencies for their education. Other parents objected to the quality of their sons' and daughters' education. These parents began to win landmark court cases on their children's behalf. For example, in ***Pennsylvania Association for Retarded Children v. The Commonwealth of Pennsylvania*** *(PARC)* (1972), parents won the guarantee that education did not mean only traditional academic instruction and that children with intellectual disabilities could benefit from education tailored to their needs. Further, children could not be denied access to public schools, and they were entitled to a free public education. In ***Mills v. Board of Education*** *(Mills)* (1972), a class action lawsuit on behalf of the 18,000 children in the Washington, D.C., schools whose pupils included those with an entire range of disabilities, the court ordered the district to educate *all* students, including those with disabilities. It also clarified that specific procedures had to be followed to determine whether a student should receive special services and to resolve disagreements between parents and school personnel.

Other cases highlighted biases against certain students. In ***Diana v. State Board of Education of California*** *(Diana)* (1970), a Spanish-speaking child was placed in a class for students with mild intellectual disabilities after she scored low on an IQ test because it was administered in English. The public school system was ordered to test Spanish-speaking children in their native language. Finally, **Larry P. v. Riles** *(Larry P.)* (1972) concerned an African American student and discrimination in assessment. The court ruled that schools had to ensure that tests administered to students did not discriminate based on race. The *PARC, Mills, Diana,* and *Larry P.* cases together put a spotlight on the shortcomings and abuses of special education at that time and formed the framework for the legislation that today guides the field (Yell, 2006).