

Preface

When we first started teaching the Introduction to Special Education course years ago, our classes were filled with students who were excited about becoming special education teachers. As the area of Special Education has grown and evolved over the years, we have found that our classes are no longer made up solely of future special education teachers. What began with a trickle of elementary, middle, and secondary school teachers taking the course has evolved into an introductory course with a significant number of both future special educators and future general educators. Clearly, no one teacher, no one person, can ever bear full responsibility for educating exceptional students, and we are glad to see that the Introduction to Special Education course reflects this reality.

We asked ourselves: how can we write a book that speaks to the range of students who take the course – including future special educators and future general educators?

The course continues to evolve, and we have struggled to find teaching materials that support the diversity of students we see in our classes. Many books focus on future special educators, but few reach out to both groups of future teachers—the special educator and the general educator. In response to this need, *Exceptional Students: Preparing All Teachers for the 21st Century* includes both foundational material that is at the core of understanding exceptionalities and practical information that is key to effective teaching. Using this format, we hope to provide future teachers with the knowledge and resources they need to be successful, no matter what role they play in the education of exceptional students.

An Emphasis on What Teachers *Need to Know* and *Be Able to Do*

Exceptional Students provides balanced coverage of the foundations of exceptionalities that future teachers *need to know* to understand their students and responsibilities, and the practical information they need to effectively teach their students. Although the general topics addressed are similar to those of other textbooks, coverage of these topics is enhanced within each chapter of *Exceptional Students*.

Coverage of practical information related to instructional content, instructional procedures, the instructional environment, and instructional technology has been expanded from its traditional treatment so that each chapter provides equal amounts of foundational and practical material. In addition, two topics crucial for future teachers to understand in order to best support their students—collaboration and students at risk—are stand-alone chapters.

CHAPTER OUTLINE

FOUNDATIONS	PRACTICE
What Are the Foundations of Learning Disabilities? A Brief History of Learning Disabilities Definitions of Learning Disabilities Prevalence of Learning Disabilities	What and How Do I Teach Students with Learning Disabilities? Instructional Content Types of Content Knowledge Areas of Instructional Content Transition Planning Instructional Procedures
What Are the Causes and Characteristics of Learning Disabilities? Causes of Learning Disabilities Characteristics of Students with Learning Disabilities	What Are Other Instructional Considerations for Teaching Students with Learning Disabilities? The Instructional Environment Instructional Technology
How Are Students with Learning Disabilities Identified? Response to Intervention The Use of Standardized Testing	What Are Some Considerations for the General Education Teacher?

Foundational Information for Understanding Exceptionalities

The first half of each exceptionality chapter is devoted to the foundational information about exceptionalities that future teachers need to know. This section discusses the history, definitions, prevalence, causes, characteristics, and identification procedures

of the specific exceptionality. Devoting the first half of the chapter to foundational content provides future teachers with the groundwork they will need to make informed instructional decisions in the classroom.

Foundational coverage is also highlighted through the *An Important Event* feature, which presents a key event or the publication of seminal research that has helped shape special education today. Reflection questions, designed to help students consider their opinion or the importance of the event, accompany each discussion. Examples of important events include the founding of the Council for Exceptional Children publication of Wang and Birch's proposal for the use of the Adaptive Learning Environment Model, and publication of the results of the Carolina Abecedarian Project. Even though *Exceptional Students* emphasizes practical applications, we believe it is vital for students to understand how special education has evolved and to consider their place in its continuing development.

Exceptional Students provides balanced coverage of the foundations of exceptionalities that future teachers need to know to understand their students and responsibilities, and the practical information they need to have to effectively teach their students.

Practical Information to Guide Classroom Planning and Instruction

The second half of each exceptionality chapter provides instructional and pedagogical information future teachers need to know to effectively teach students. This part of the chapter is organized around instructional content, instructional procedures, the instructional environment, and instructional technology, as well as specific considerations for the general education teacher. In addition, the general education section introduces topics that are important when planning and implementing instruction for students with special needs within the general education classroom. Practical strategies are also highlighted in the following features:

Chapter-opening Case Study and Revisit Opportunities

Each chapter begins with a scenario describing a student with special needs in the context of his or her educational experience. Throughout the chapter, readers are presented with related questions called *Revisits*, which ask students to apply key concepts they have just learned to an actual situation. These cases tie the chapter together, allow for contextual learning, and offer an instructor several additional topics for discussion. For example, in Chapter 8, the reader is introduced to Allison, a student with a hearing loss. Later in the chapter, the reader is asked whether Allison would be considered Deaf or hard of hearing, what issues she might have with her identity, and how her teacher might plan for accommodations during literacy instruction.

INTRODUCING ALLISON

Allison is a 6-year-old girl who has just started the first grade. She has a hearing loss resulting from repeated and severe ear infections in infancy and throughout her early childhood. The infections resulted in a bilateral conductive hearing loss. Her loss is mild to moderate—she does not hear clearly until sounds reach a 40 decibel level. She experiences this hearing loss across all frequencies of sound detectable by the human ear. Prior to entering school, Allison received early intervention services at home from an audiologist and early childhood special educator. Because of her frequent illnesses, she only sporadically attended a center-based preschool program. With time, medical interventions greatly reduced the infections and their severity.

Allison uses hearing aids that make it possible for her to learn using her auditory channel. Her speech and language skills are delayed, likely the result of not hearing adequately in early childhood. Her parents are concerned about her literacy skills development as she begins school. Because she qualified for early intervention, the school and Allison's parents developed an IEP for her. She receives speech and language services regularly. An itinerant teacher for students who are deaf or hard of hearing provides consultation to her general education teacher. The team did not feel they should "pull out" Allison for resource room services if her literacy skills, which will be monitored and assessed frequently, can be developed in her general education class. Also, an audi-

ologist will provide consultation to Allison's parents, teachers, and speech and language pathologist to ensure her hearing aids are working properly, are being maintained, and are being used as effectively as possible. ■



Classroom Suggestions Strategies to Promote Family Involvement

- Provide professional development.
- Teach families their rights under state and federal laws.
- Plan for family input and seek that input regularly. Family members are important in providing information about the social, behavioral, communication, academic skill, and curriculum needs of their child. Involve family members as critical decision makers in the life of the child.
- Use plain language that family members can understand.
- Show respect for ethnicity/culture and language.
- Adjust meeting schedules to accommodate family schedules (for example, scheduling IEP meetings after school when parents are not at work).
- Expand parents' and siblings' roles as appropriate to the family's wishes and abilities, such as providing academic support (for example, tutoring, helping with homework), going on field trips, chaperoning, and other appropriate activities.

Source: Taylor, G. R. (2004). *Parenting skills & collaborative services for students with disabilities*. Lanham, MD: ScarecrowEducation.

Classroom Suggestions

While writing this text, we interviewed and surveyed hundreds of teachers, both in the classroom and in Colleges of Education. The universal cry for “more strategies!” rang through loud and clear. In response, each chapter includes several *Classroom Suggestions* with strategies and tips. These clear, concise strategies serve as mini-guides for future teachers, giving them confidence to enter their classrooms ready to handle myriad situations. Examples of *Classroom Suggestions* include Strategies to Promote Family Involvement, Guidelines for Implementing Cooperative Learning, Examples of Instructional Grouping Accommodations for Students with Intellectual Disabilities, and Accommodations for a Student Who Has Difficulty with Self-Control.

Classroom Example A Sample Team-Teaching Plan

The Plan

Learning Goal: Students will be able to use place values concepts to represent whole numbers and decimals using numerals, words, expanded notation, and physical models (Ohio Content Area Standards: Grade Three Mathematics: Numbers and Number Systems).

Lesson Objective: Students will be able to describe the multiplicative nature of the number system (e.g., 2520 can be represented as $2 \times 1000 + 5 \times 100 + 2 \times 10 + 0 \times 1$).

IEP Objectives (as appropriate): John will be able to apply principles of multiplication to solve computational and word problems with 90% accuracy.

Instructional Grouping: Students will be in one large group for initial instruction (one teach, one assist), followed by students being divided for smaller group instruction (parallel teaching), and finally divided into one smaller homogeneous group and one large homogeneous group (alternative teaching).

Classroom Examples

Exceptional Students: Preparing All Teachers for the 21st Century does not just talk about what future teachers will find or use in class, but shows them by including classroom artifacts and sample handouts of real and relevant student and teacher work. For example, the text shares a sample Team-Teaching plan, a Contingency Contract, and a Social Story with picture cues to assist with waiting in line in the cafeteria.

Meet the Educator

As teachers, we know that students often forget concepts and definitions but remember stories. Each chapter devoted to a particular exceptionality includes a classroom case study presented in a teacher's voice that applies and personalizes the content. Teachers throughout the country provided us with their experiences to help future teachers experience real learning and teaching situations. The student's background, characteristics, learning challenges, and strengths are described alongside the teacher's implementation of instructional content and strategies, the instructional environment and technology, and collaboration. The feature is designed to show how the topics introduced in the practical half of the chapter are used in a real teaching situation. For example, in Chapter 4, educator Michael Woods shares his experiences teaching Kathy, an 11th grader who has a learning disability. Michael discusses how he has supported her study and self-advocacy skills to help her succeed in school.

In Practice Meet Educator Michael Woods and His Student Kathy

I teach learning strategies at an urban high school in one of the nation's largest school districts. I have taught for over 14 years, primarily at the high school level, though I have worked with students at all levels. My area of expertise is postsecondary transition and independent living skills. I was honored to receive the 2004 Teacher of the Year Award in my school district.

My student Kathy is an 11th grader who has been receiving services for

learning disabilities since the 4th grade. She was in a pullout resource room setting through middle school. She was gradually included more and more in general education and now, with the exception of her learning strategies class, attends all classes in an inclusive general education setting. She is working on a standard diploma, and her IEP goals are directed at teaching her learning strategies to support her success in the inclusive environment.

Kathy has experienced success in her elective courses (art, physical education, cooking). However, she requires extensive support in her academic courses. These supports include teaching her cognitive and metacognitive learning strategies in reading comprehension, study skills, essay and short answer test taking skills, and report writing. Additionally, Kathy needs to develop self-advocacy skills. She shows some limitations when it comes to communicating her needs and/or questions to her general education teachers. She describes talking to her teachers as “difficult.” When asked why, she replies, “I don't want to feel stupid ... there are only a few teachers I am good at talking with.”

I had to help her feel more positive about her ability to meet these requirements. I pointed out that she could be successful if she tried hard and applied the strategies she learned in her strategies class.

Instructional Content and Procedures

Like many students with learning disabilities, Kathy and the students in my learning strategies course require ongoing instruction in organizational strategies, study skills, self-advocacy, and written expression. For that reason, whole group lessons have been created to provide both support and reinforcement of these activities. I have taught Kathy to use graphic organizers to better understand her reading assignments. She has learned to attend to the text organization patterns (for example, chronological, compare-contrast, or cause-effect) and to select a graphic organizer that she can apply to that particular chapter or text. She has also learned to attend to the visual cues in each of her texts, including bold print and marginal notes. As another example, I focus on note taking and



Practical Considerations for the Classroom

Students with Learning Disabilities

What IDEA 04 Says about Learning Disabilities	Characteristics	Indicators You Might See	Teaching Implications	Methodologies and Strategies to Try	Considerations for the General Classroom and Collaboration
<p>What IDEA 04 Says about Learning Disabilities: Learning Disabilities is an IDEA 04 category. IDEA defines learning disabilities as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest in an imperfect ability to listen, think, speak, read, spell, or do mathematical calculations.” Disorders included are perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Disorders not included are learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.</p> <p>Identification Tools: The general classroom teacher often makes the initial identification based on classroom observation and performance, and state- or districtwide assessments. <i>Prereferral Assessment and RTI Approaches:</i> Possibly uses criterion-referenced testing, curriculum-based assessment, and criterion-referenced measurement. <i>Formal Identification:</i> Several sources are used for identification. They may include intelligence and achievement tests, tests measuring process skills, and language and academic tests. The response to intervention approach may also be used.</p>	<p>Related to Reading</p> <p>May have problems with phonological awareness or processing; rapid automatic naming; word recognition (mispronunciation); skipping, adding, or substituting words; reversing letters or words; difficulty blending sounds together; and comprehension (due to lack of background knowledge, difficulty understanding text structure, and vocabulary deficits).</p>	<p>Related to Mathematics</p> <p>Possible problems with basic number facts, calculation, application, language of math, problem solving, oral drills and worksheets, word problems, math anxiety, and retrieving information from long-term memory.</p>	<p>Instructional Content</p> <ul style="list-style-type: none"> Most students with learning disabilities will participate in the general education curriculum. They will most likely need intensive instruction in the process of learning and in the content of learning. Consider need for the curriculum to include declarative knowledge, procedural knowledge, and conditional knowledge. Consider the Direct Instruction program for reading. Support content areas of reading (phonological awareness, decoding and comprehension), written language (teaching writing as a process), mathematics (computation and problem solving), and study skills (such as listening, note taking, time management, comprehending textbook usage and memory strategies). Transition planning should include the development of goal setting and self-advocacy. 	<ul style="list-style-type: none"> Task Analysis (p. 113) Direction Instruction (p. 113) Cognitive Strategies (p. 115) Metacognitive Strategies (p. 115) Mnemonics (p. 117) Attribution Retraining (p. 118) 	<p>Instruction generally occurs in the general education classroom.</p> <p>The general education teacher should:</p> <ul style="list-style-type: none"> Establish a positive climate that promotes valuing and accepting personal responsibility for learning. Consider accommodations such as modified instructional methods or materials, assignments and tests, time demands and scheduling, and the learning environment. Consider adapting the academic content. Consider a parallel or overlapping curriculum. <p>Collaboration</p> <p>General and special educators should consult on:</p> <ul style="list-style-type: none"> Determining the curriculum Developing accommodations Choosing procedures and strategies Planning the physical environment Planning for assistive technology
	<p>Writing and Written Expression Characteristics</p> <p>Possible problems with handwriting, spelling, or written language/ written expression (punctuation, vocabulary, and sentence structure).</p>	<p>Writing and Written Expression Characteristics</p> <p>Possible problems with Producing and understanding language.</p>	<p>Instructional Procedures</p> <ul style="list-style-type: none"> Provide a structured instructional program with daily routines and expectations; clear rules; curriculum presented in an organized, sequential fashion; and a focus on learning tasks rather than extraneous stimuli. In planning, consider what, how, and when to teach; provide activities for practice, feedback, and evaluation; organize and pace the curriculum; and provide smooth transitions. Consider using task analysis and direct instruction. Consider using cognitive and metacognitive strategies instruction. Consider whether using the Learning Strategies Curriculum would be of use in teaching academics and social interaction. Consider attribution retraining. Effective instructional practices for ELLs include using visuals to reinforce concepts and vocabulary, utilizing cooperative learning and peer tutoring, making strategic use of the native language by allowing students to organize their thoughts in their native language, providing sufficient time and opportunity for students to use oral language and writing in formal and informal contexts, and focusing on rich vocabulary words during lessons to be used as vehicles for teaching literary concepts. Also consider providing simplified, appealing, multisensory lectures; adapting textbooks and assignments; and using supplementary materials. 	<p>Instructional Environment</p> <ul style="list-style-type: none"> Reduce congestion in high-traffic areas, make sure you can see all students, make frequently used materials and supplies easily accessible, ensure that all students can see whole class presentations. For preschool students, the environment should be structured and promote efficiency, accessibility, independence, and functionality. It should also promote language and literacy development. For elementary and secondary students, the environment should be organized to prevent “dead time.” Structure and routine are important. Space should be available for individual work, large and small group work, peer tutoring, and cooperative learning. Decrease possible distractions. Effective grouping options include one-to-one instruction, small group, whole class, peer tutoring, and classwide peer tutoring. 	
	<p>Expressive and Receptive Language Characteristics</p>	<p>Cognitive-Related Characteristics</p> <p>Possible problems with attention, memory, strategy use, and metacognition.</p>	<p>Instructional Environment</p> <ul style="list-style-type: none"> Reduce congestion in high-traffic areas, make sure you can see all students, make frequently used materials and supplies easily accessible, ensure that all students can see whole class presentations. For preschool students, the environment should be structured and promote efficiency, accessibility, independence, and functionality. It should also promote language and literacy development. For elementary and secondary students, the environment should be organized to prevent “dead time.” Structure and routine are important. Space should be available for individual work, large and small group work, peer tutoring, and cooperative learning. Decrease possible distractions. Effective grouping options include one-to-one instruction, small group, whole class, peer tutoring, and classwide peer tutoring. 		
	<p>Social and Emotional Characteristics</p> <p>Possible social skills deficits, and problems with social cognition and relationships with others. May have fewer friends and less social status than peers. Possible behavioral problems include depression, anxiety disorders, and antisocial personality disorder. May also display learned helplessness.</p>				

Practical Considerations for the Classroom

Concluding each chapter, *Practical Considerations for the Classroom: A Reference for Teachers* provides an at-a-glance practical summary the future teacher can take into the classroom. Sections of the feature include What IDEA Says about the Specific Exceptionality, Identification Tools, Characteristics, Indicators You Might See, Teaching Implications, Methodologies and Strategies to Try, Considerations for the General Classroom, and Collaboration.

Coverage of Collaboration

We strongly believe that helping our future teachers to be part of a collaborative team will result in a better educational experience for the exceptional student, the general education teacher, and the special education teacher. We dedicate a complete chapter (Chapter 3) to the foundations of collaboration. The chapter provides an introduction to collaboration including its history and key concepts and the roles of different team members. It also explores best practices in collaboration among schools and families, between school personnel, and between schools and communities. In addition, we've integrated issues of collaboration in individual chapters where relevant.

Coverage of Students at Risk

As part of our belief in including practical and relevant information for all future teachers, we have included a chapter dedicated to at-risk children (Chapter 13). Regardless of whether they receive services under Part C of IDEA 04, children at risk may be identified as needing services through Part B of IDEA 04. If identified early and addressed properly, the learning challenges of some of these students can be remediated without formal identification. This chapter enables future teachers to identify students who may be at risk and provide them with the appropriate supports.

Integration of Key Topics

Based on our experience teaching introduction to special education courses, we have chosen to integrate the coverage of several key topics throughout the chapters rather than isolate them in their own chapters. This approach better shows the topics' relevance to the exceptionality being discussed. Integrated topics include:

- *Inclusion*: The inclusive classroom is first introduced in Chapter 2 (The Special Education Process). To further emphasize the importance of this topic, and to discuss it in a relevant and practical manner, the final section of each chapter in Parts Two–Four focuses on the inclusive, general education classroom. As members of the collaborative special education team, both the special education teacher and the general education teacher benefit from fully understanding inclusion. It prepares the future general education teacher for a classroom with exceptional students and enables the future special education teacher to better understand general classroom needs, thereby fostering better collaboration.
- *Student Cultural Diversity*: Diversity is first introduced in Chapter 1 (An Overview of Special Education) and then discussed within each chapter. For example, effective instructional strategies for English language learners with learning disabilities are suggested in Chapter 4 (Students with Learning Disabilities); working with families from diverse backgrounds when implementing assistive technology for students with intellectual disabilities is discussed in Chapter 5 (Students with Mental Retardation/Intellectual Disabilities); and the underidentification of culturally diverse gifted students is explored in Chapter 15 (Students Who Are Gifted and Talented).
- *Technology*: Technology offers a range of support and learning opportunities for students. With the explosive growth of technology tools, an understanding of how and when to use these tools and their benefits should be discussed. Each chapter in Parts Two–Four presents a section on relevant technologies useful in the instruction and support of students with special needs.
- *Early Intervention and Transition*: Like technology, early intervention and transition issues vary by exceptionality. Coverage ranges from the importance of early intervention with children diagnosed with an autism spectrum disorder, to special transition support, such as for postsecondary education for students with learning disabilities.

Features That Support Student Learning

Students in our classrooms not only need to read textual information but also need to understand, analyze, and synthesize the large amount of material presented to them. *Exceptional Students* includes the following pedagogical aids as guides for future teachers, resulting in more application and a better understanding of special education.

- *Chapter Opening Outline*: Each chapter begins with a chapter outline designed as an advance organizer to prepare the reader for the content to come.
- *Check Your Understanding*: Concluding each major section are several questions presented to check understanding of key ideas. This allows students to learn and digest material in smaller chunks. By using this tool, students can work through the material at their own pace, checking that they fully understand one concept before moving to the next.

- *Marginal Definitions of Key Terms:* For easy reference, full definitions of key terms are presented in the margin next to where they appear in the chapter. These definitions are also available in the glossary at the end of the text.
- *Links to the Council for Exceptional Children (CEC) Standards:* Understanding CEC standards and how each concept and strategy supports those standards is of the utmost importance to future teachers. Marginal notations key relevant CEC standards to section content, thereby allowing students to see these standards in context. For instructors, these icons show where and how course materials are relevant to the relevant standards.
- *Chapter Summary:* Key concepts are highlighted to reinforce an understanding of the most important concepts and provide an effective tool for studying.
- *Reflection Questions:* Chapter-ending reflection questions encourage debate, collaborative projects, active learning, or, simply, reflection. They provide the instructor with easy ways to assign meaningful in- and out-of-class contextual learning opportunities.
- *Application Activities: For Learning and Your Portfolio:* These field-based activities provide students with an opportunity to apply what they are learning in real environments, to use real life materials and data, and to interact with people from the schools and community.

Supplemental Offerings

Exceptional Students is accompanied by a wealth of teaching and learning resources.

- **Instructor’s Manual** by Tandra Tyler-Wood, University of North Texas. Each chapter includes an overview, objectives, outline, and key vocabulary list; teaching strategies; classroom activities; alternative assessment activities; possible responses to the Revisit questions asked in the text; and additional case studies and examples.
- **Test Bank** by Donna Kearns, University of Central Oklahoma. Each chapter is supported by multiple-choice and true/false questions categorized by type of question and level of difficulty, and essay questions.
- **EZTest Online Computerized Test Bank.** Test questions are available electronically through EZTest. EZTest is a flexible and easy-to-use program that enables instructors to create tests from book-specific items combined with their own items. Multiple versions of the test can be created, and any test can be exported for use with course management systems such as WebCT and Blackboard. In addition, EZ Test Online is accessible virtually anywhere via the Web, and eliminates the need to install testing software. Instructors also have the option of delivering tests through iQuiz™ via students’ iPods™.
- **PowerPoint Slides** by Donna Kearns, University of Central Oklahoma. The PowerPoint slides cover the key points of each chapter and include charts and graphs from the text. The PowerPoint presentations serve as an organization and navigation tool, and can be modified to meet your needs.
- **Video Clips.** These clips offer a view inside actual special education and general education classroom settings, demonstrating the key concepts and a number of the instructional strategies covered in the text.
- **Classroom Performance System (CPS) Content** by Richael Barger-Anderson, Slippery Rock University. Each chapter includes objective and opinion questions to be used in a Classroom Performance System (“clickers”) to gauge student understanding and spark discussion.
- **Course Management Cartridges.** Cartridges including material from the Online Learning Center and the test bank are available and can be customized to match your course. Our cartridges are free for adopting instructors.

- **Online Learning Center—Student Study Guide** with quizzes by Craig Rice, Middle Tennessee State University. The Online Learning Center houses a student study guide including a study checklist and practice quizzes, Web links for further exploration, and online appendices with additional classroom examples.
- **Annual Editions: Educating Children with Exceptionalities 07/08** by Karen Freiberg. This collection of reprinted contemporary articles from sources such as *Teaching Exceptional Children*, *Educational Leadership*, and *Intervention in School and Clinic* can be packaged with *Exceptional Students* for a reduced price.

