

# Exceptional Children

Seventh Edition

*An Introduction to Special Education*

**William L. Heward**





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SEVENTH

# Exceptional Children

## An Introduction to Special Education

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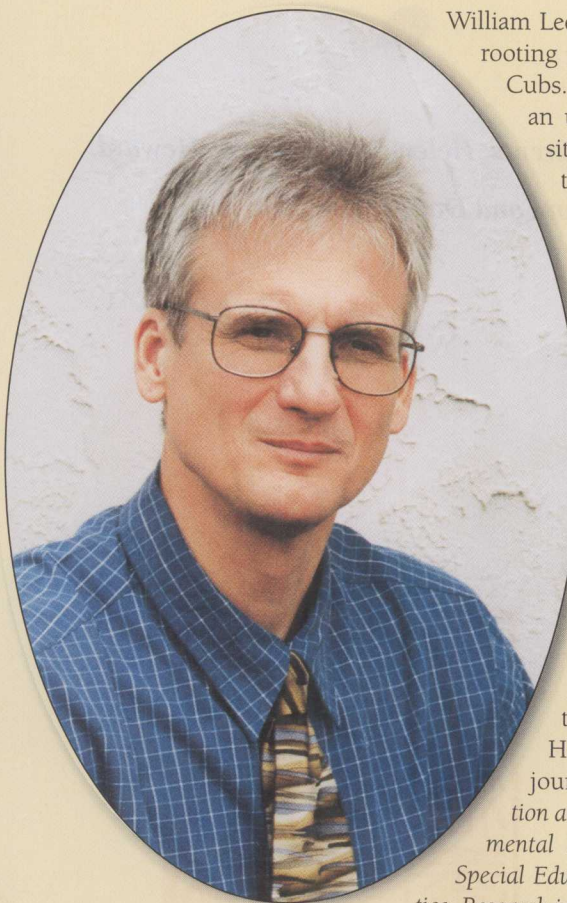
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## About the Author



William Lee Heward grew up in Three Oaks, Michigan, rooting for his hero Ernie Banks and the Chicago Cubs. He majored in psychology and sociology as an undergraduate at Western Michigan University, earned his doctorate in special education at the University of Massachusetts, and joined the special education faculty at The Ohio State University in 1975. In 1985, Bill received Ohio State University's highest honor for teaching excellence, the Alumni Association's Distinguished Teaching Award. He has had several opportunities to teach and lecture abroad, most recently in 1993 when he served as a Visiting Professor of Psychology at Keio University in Tokyo.

Bill's current research interests focus on "low tech" methods classroom teachers can use to increase the frequency with which each student actively responds and participates during group instruction and on methods for promoting the generalization and maintenance of newly learned skills. His research has appeared in the field's leading journals, including *Behavioral Disorders*, *Education and Training in Mental Retardation and Developmental Disabilities*, *Exceptional Children*, *Journal of Special Education*, *Learning Disabilities Research & Practice*, *Research in Developmental Disabilities*, *Teacher Education and Special Education*, and *Teaching Exceptional Children*.

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





# Preface

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

I hope you will find the seventh edition of *Exceptional Children* an informative, accessible, and interesting introduction to the ongoing story of special education, a rapidly changing field that is still in its formative years. Whether you are an undergraduate enrolled in or thinking of applying to a preservice teacher training program or a general education teacher with years of experience, I encourage you to continue your study and involvement with children and adults with special needs. For you, too, can make a worthwhile contribution to the still unfinished story of special education.



## TEXT ORGANIZATION AND STRUCTURE

My goals for this book are to present an informative, readable, and responsible introduction to the professional practices, trends, and research that define the field while at the same time conveying the diversity and excitement that characterize contemporary special education. To this end, the book begins with "A Personal View of Special Education"—eight perspectives on the purpose and responsibilities of special education—followed by fifteen chapters organized into two parts.

Part 1—Foundations for Understanding Special Education—includes four chapters. Chapter 1 presents an overview of terminology, laws, policies, and practices that are consistent with the Individuals with Disabilities Education Act (IDEA) and the exceptional child's right to receive an appropriate education in the least restrictive environment. Chapter 2 examines the referral, assessment, and placement of students in special education. Chapter 3 describes how to respect, appreciate, and respond appropriately to the cultural and linguistic differences that some children with special needs bring to the classroom. Chapter 4 discusses the important role parents and families play in the decision-making process for planning the individual education needs of their children and how special educators can form effective partnerships with parents.



Part 2—Educational Needs of Exceptional Students—is organized around nine categorical chapters within a developmental lifespan perspective. Chapter 5 opens Part 2 with a look at early childhood special education and the critical role early intervention plays in nurturing the development of young children with special needs and those who are at risk for acquiring disabilities. Chapter 15 closes Part 2 with a discussion of transition from secondary school and the responsibility educators and parents share in preparing students with exceptionalities for adulthood. Chapters 6 through 14, the chapters that fall between early intervention and transition, introduce you to the definitions, prevalence, causes, historical background, assessment techniques, instructional strategies, placement alternatives, and current issues and future trends for specific categories of exceptional educational needs, including children who are gifted and talented.



## KEY TEXT FEATURES



### ESSAYS BY SPECIAL EDUCATION TEACHERS


New to this edition, each chapter opens with a first-person essay by a special education teacher. For example, you will get to know Douglas Jackson of El Paso, Texas, a special educator with 17 years experience who uses puppet plays to teach students who are deaf and hard of hearing. Diane Ellis shares some of her multifaceted responsibilities as a special educator

who selects and designs assistive technologies for students with autism and severe disabilities in Nebraska. Michelle Fundora San, just beginning her second year of teaching students with emotional and behavioral disorders at a middle school in Miami, describes her experience and perspectives as a newcomer to the profession. Jeanna Mora Dowse shares her experiences working as an itinerant teacher of Navajo children with visual impairments in Arizona. Drawn from urban, suburban, and rural school districts across the country, the 15 featured teachers share personal experiences and wisdom on topics such as “what I like best about being a

special educator,” “my biggest challenge,” “my most significant accomplishment,” and “suggestions for someone considering a career in special education.” After reading each teacher’s essay, you can learn more about his or her classroom and students by visiting the Teacher Feature module on the Companion Website ([www.prenhall.com/heward](http://www.prenhall.com/heward)).

# Chapter 7

## Learning Disabilities



**RONNI HOCHMAN SPRATT**  
HASTINGS MIDDLE SCHOOL  
UPPER ARLINGTON, OHIO

**Education • Teaching Credentials • Experience**

- B.S., Special Education, State University College at Buffalo, New York, 1971
- M.A., Special Education, The Ohio State University, 1974
- Ohio certification in Learning Disabilities, (K-12), Emotional Disturbance, (K-12), Developmental Handicaps (K-12), Reading
- 30 years of experience in special education

**My Students and Classroom** This year, 16 seventh and eighth graders spend time in my cross-categorical resource room every day. Eight students have learning disabilities, and the others have a variety of impairments and conditions: Tourette’s syndrome, attention-deficit/hyperactivity disorder, Asperger’s, and traumatic brain injury. Our school day consists of nine 45-minute periods. Students come and go throughout the day and are in the resource room for as few as one or as many as five periods. Most students are in the room for two or three periods each day, where they receive individual and small-group instruction in reading, writing, math, and organizational and self-control skills.

I believe it’s important to create a physical and social environment where students feel safe and willing to take risks with learning. This is a place where there is mutual respect and the uniqueness of each individual is valued. The first thing my students learn is that there are high academic and behavioral standards in my classroom, for them and for me. Those standards are clearly defined, and the students know exactly what’s expected of them each day. The students know it’s okay to make mistakes in my classroom. They use me to make mistakes every day, but they must keep trying.

I emphasize organizational skills, self-advocacy, and personal responsibility. When students first enter the room, they show me their plan books; each one has a three-ring binder, and they turn in any work that is due. Students are taught to write down their assignments in my class and their other classes. Then students get started on their work. Some do peer tutoring for vocabulary building; others begin writing on the computers. The students self-evaluate their work as much as possible. Each student sets a weekly accuracy or fluency goal for every subject or skill area. There are graphs all over the room, and the students chart their performance every day. Each student has a graph for the number of words written in his journal, another graph for vocabulary words learned in peer tutoring, a graph for scores on corrective reading worksheets, and a homework graph. Students who turn in all of their homework and in-class assignments Monday through Thursday are not assigned homework over the weekend. They like this, and so do I.

**Focus Questions**

- Why has the concept of learning disabilities proven so difficult to define?
- Do most students who are identified as learning disabled have a true disability? Or are they just low achievers or victims of poor instruction?
- What are the most important skills for an elementary-age student with learning disabilities to master? A secondary student?
- How do basic academic skills and learning challenges mesh in each other?
- Should all students with learning disabilities be educated in the regular classroom?



### FOCUS QUESTIONS

Each chapter begins with five questions that provide a framework for studying the chapter and its implications. These Focus Questions serve as discussion starters for introducing, overviewing, concluding, or reviewing. Open-ended questions can be found on the Message Board on the Companion Website ([www.prenhall.com/heward](http://www.prenhall.com/heward)), which allows you to engage in interactive discussions with your classmates.





## CEC PERFORMANCE-BASED STANDARDS AND PRAXIS II TESTS

Although special education teacher certification and licensure requirements vary from state to state, all special educators are expected to demonstrate a common set of competencies. The Council for Exceptional Children's (CEC) Performance-Based Standards for Beginning Special Education Teachers is a comprehensive set of knowledge and skill standards organized within 10 domain areas (e.g., Foundations, Individual Learning Differences, Instructional Strategies, Assessment). The CEC Standards were developed in collaboration with the Interstate New Teacher Assessment and Support Consortium (INTASC) and serve as the basis for curriculum content of teacher preparation programs approved by the National Council for the Accreditation of Teacher Education (NCATE). The PRAXIS II™ tests—the Subject Assessment/Specialty Area Tests of the PRAXIS Series of Professional Assessments for Beginning Teachers™—assess students' knowledge of these content standards. Many states require a passing score on one or more PRAXIS II tests for licensure or certification as a special education teacher.

Through joint agreements with CEC and the Educational Testing Service, new margin notes link critical text content to specific knowledge and skill statements from CEC's Performance-Based Standards for Beginning Teachers and to material covered on PRAXIS II™ tests for special educators. Look for margin notes such as the one shown here with CEC and PRAXIS icons throughout the text.

### Criterion-referenced tests



Council for  
Exceptional  
Children

Content  
Standards for

Beginning Teachers of Students  
with LD: Terminology and  
procedures used in the assess-  
ment of individuals with LD  
(LD8K1) (also CC8K4).

**PRAXIS** Special Education  
Core Principles: Content  
Knowledge: III. Delivery of  
Services to Students with  
Disabilities, Assessment, Use of  
assessment for making instruc-  
tional decisions.



## EFFECTIVE TEACHING STRATEGIES

Educating students with exceptional learning needs has always posed complex and difficult challenges. Yet more is expected of today's special education teachers than ever before. For example, today's special educator must ensure students' access to the general education curriculum while at the same time teach them functional skills needed for daily living and successful transition from school to life in the community and workplace. Today's special educator is expected to collaboratively plan and carry out inclusive practices with their general education colleagues while being responsive to the needs and wishes of families. Today's special educator must manage a mountain of paperwork and the challenge of preparing students for state proficiency tests from which students with disabilities have previously been exempted. The special educator must respond to all of these important and sometimes competing demands.

But what matters most in special education, the foundation without which everything would fall apart, is good instruction, day in and day out. And at the level where it matters most, special education is ultimately about the quality of instruction provided by teachers.

Reading a single textbook will not prepare you to be an effective teacher of exceptional children. Your introductory study of special education should, however, inform you about the critical elements of good instruction and provide numerous examples of their application. Each chapter includes one or more Teaching & Learning feature boxes that describe a wide range of effective teaching interventions—from classroom management and peer support strategies for inclusion to curriculum modifications and suggestions for effective error correction procedures. These boxes provide clear and practical guidelines for designing, implementing, and evaluating instruction of students with disabilities. All of the strategies described in the Teaching & Learning features are classroom-tested and supported by research documenting their effectiveness.



## PROFILES OF PEOPLE/PERSPECTIVES OF ISSUES

Each chapter contains one or more Profiles & Perspectives boxes that highlight the personal struggles, triumphs, and stories of persons with disabilities or share the views of parents,



special educators, and other professionals about the achievements, challenges, and future directions of special education. For example, in Chapter 2, Michael Giangreco (“Moving Toward Inclusive Education”) and Douglas and Lynn Fuchs (“Inclusion versus Full Inclusion”) offer different perspectives

on whether or not all students with disabilities should be educated in regular classrooms.

In essays in Chapters 9 and 12 (“My Communication System” and “I Was Thinking About Black Holes”), physicist Stephen Hawking contributes his thoughts on living with a degenerative disease that causes him to continually adapt his lifestyle but does not affect his intellectual ability. In Chapter 13 (“The Autism Wars”) Catherine Maurice, author of the powerful best-seller *Let Me Hear Your Voice*, describes the enormous difficulties faced by parents of

children with autism in choosing scientifically tested interventions from the many myths, fads, and miracle cures that surround autism.

## STUDENT SUPPLEMENTS TO SUPPORT, ENRICH, AND EXTEND THE STUDY OF EXCEPTIONAL CHILDREN

### STUDENT STUDY GUIDE

The Student Study Guide provides you with a useful resource for learning about exceptional children, their families, and the field of special education. Chapter objectives, chapter overviews, chapter-at-a-glance tables, guided reviews, “What Do You Think?” activities covering current and controversial issues, and self-check quizzes allow you to review course content, apply new knowledge and skills, and prepare for tests and exams.

### COMPANION WEBSITE

A user-friendly Companion Website ([www.prenhall.com/heward](http://www.prenhall.com/heward)), designed to complement this text, is integrated into the textbook via margin notes. Identified by the Companion Website logo, these notes direct you to online materials that will assist in reviewing chapter content, doing research online, and accessing related materials and professional resources.

Each chapter of the Companion Website contains the following features that enable students to:

- **Study for Tests**—*Essential Concepts, Chapters-at-a-Glance, Guided Reviews, Focus Questions*, and interactive true-false and essay *Chapter Quizzes* help you gauge your understanding of chapter content.
- **Learn More about Teaching Exceptional Students**—The *Teacher Feature* module provides real artifacts from inservice teachers who teach students with the disabilities covered in the text.

**PROFILES & PERSPECTIVES**

### Moving toward Inclusive Education

by Michael F. Giangreco

In the early 1980s, when I first heard about efforts to include students with moderate and severe disabilities within general education classrooms, I must admit I was somewhat skeptical. I wondered how the educational needs of the students in my own special education class, who had labels such as autism, deaf-blindness, severe mental retardation, and multiple disabilities, could be appropriately addressed within a general education classroom. I knew it wouldn't be enough merely to have students physically present in a classroom, separated within the class, or programatically isolated from their peers.

Over the next few years I had opportunities to help develop inclusive educational opportunities for students with disabilities by working collaboratively with other team members (e.g., parents, general education, related services staff, paraprofessionals). Despite the initial apprehensions of some school staff, other people began to know their new students with disabilities and designed appropriately individualized curriculum and instruction; they usually felt positive about the situation. Equally as important, many teachers came to realize that the steps they had taken to ensure educational integrity and appropriate inclusion of the students with disabilities (e.g., collaborative teamwork, activity-based learning, cooperative experiences, data-based instruction, creative problem solving, peer-to-peer support) were also applicable for meeting the widely differing educational needs of students without disability labels. Qualified general education teachers with inclusive attitudes and appropriate supports found that they could successfully teach students with disabilities, in part because the basic principles of teaching and learning are the same whether a student has a disability label or not.

In recent years the term *inclusive education* has been a source of some controversy. Sometimes people's concerns about inclusive education are based on speculation rather than actual experiences with inclusion. Other times their concerns are less about inclusion than about the process of change. Often they had been exposed to something labeled “inclusive education” when it wasn't. Some of these well-meaning but misguided educators were only partial implementers.

Two often they were simply examples of bad educational practice. As my colleague, Michael Fleck, likes to say about inclusive education, “Doing it wrong doesn't make it a wrong.” So when someone tells me a horror story about a student with a disability who was dumped into a classroom, or how the teacher wasn't supported, or how a student needs weren't met, I remind them that such situations are not necessarily labeled as inclusive education.

**Inclusive education means:**

1. All students are welcomed in general education classes in their local schools. Therefore, the general education classroom in the school that a student would attend if he did not have a disability is the first placement consideration, given individually appropriate supports and services.
2. Students are educated in classes where the number of those with and without disabilities is proportional to the local population (e.g., 10% to 12% have identified disabilities).
3. Students are educated with peers in the same age grouping, regardless of those without disabilities.
4. Students with varying characteristics and abilities participate in shared educational experiences while pursuing individually appropriate learning outcomes with necessary supports and accommodations. In cases where students have substantially different learning outcomes, this can occur through differentiated instruction, multi-level instruction, or curriculum overlapping.
5. Shared educational experiences take place in settings predominantly frequented by people without disabilities (e.g., general education classroom, community work sites).
6. Educational experiences are designed to enhance individually determined, valued life outcomes for students and thereby seek an individualized balance between the academic/functional and social/emotional aspects of schooling.
7. Inclusive education exists when each of the previously listed characteristics occurs on an ongoing daily basis.

At its core, inclusive education is a set of values, principles, and practices that seeks more effective and meaningful education for all students, regardless of whether they have exceptionally labels or not.

People occasionally ask me, “Are there any students who cannot successfully be included in general education?” If you are looking for the one exception, it can usually be found. At the same time, it is important to acknowledge that where such exceptions exist it is usually because we, as a field, have not yet figured out how to include certain students or have chosen not to. The exclusion of many students with disabilities often has less to do with their characteristics than ours. For example, the range of characteristics presented by students with Down syndrome are the same now as they were then. What has changed are our attitudes and practices. But clearly more needs to be done.

Our attention and energy may be more constructively focused on asking questions such as “How can we successfully include more students with disabilities who are still being educated in unnecessarily restrictive environments such as special education schools and classes?” We know that far too many students are unnecessarily excluded because children with similar characteristics and needs who live in one community are educated in general education classes with supports while in other communities they continue to be sent to special education classes and schools, often without any real consideration being given to general class placement. Being included should not depend on where you live, but currently it does. We need to continually remind ourselves that special education—namely, specially and individually designed instruction—is a portable service, not a place.

We have moved beyond knowing whether inclusive education is viable; it has been demonstrated to be so for as ever widening array of students in increasing numbers of schools over many years. As this change progresses, it will require a continued shift in how we think about educating diverse groups of students and how schools operate. Students' lives should be better as a result of having been in school. Inclusive education provides a foundation for that to occur for students with disabilities in ways that are not possible in special education schools and classes. Ultimately, this job will be easier, approached with greater enthusiasm, and maybe even with a greater sense of urgency when we demonstrate that we truly value people with disabilities by including them, welcoming them, and helping them learn skills and develop supports that result in meaningful outcomes in their lives.

**Michael F. Giangreco** is a research associate professor at the Center on Disability and Community Inclusion at the University of Tennessee. His research and writing focus on the education of students with disabilities in inclusive classrooms and community settings.



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To see examples of the graphs and other instructional materials used by Mr. Wood and his students, go to the Teacher Feature module of the Companion Website at [www.prenhall.com/heward](http://www.prenhall.com/heward)



- **Learn More about Chapter Topics**—*Web Links* to sites covering pertinent areas of study help students access additional information on chapter topics. The *Feature Boxes* module allows students to view various resources that discuss and illustrate topics covered in the text as well.
- **Engage in Activities**—The *In-Class Activities* module offers different types of activities for each chapter, including *Group Activities* and *Response Card Activities*.
- **Work on Specialized Assignments**—The assignments module houses different types of assignments to help you through the topics studied in the text. These assignments include *Position Papers*, *What Do You Think?*, and *Make It, Use It* activities.
- **Communicate with Your Peers**—You can collaborate and communicate with other students enrolled in classes like yours all across the country using the *Message Board* and *Chat* features.



### DEVELOPING QUALITY IEPs: A CASE-BASED TUTORIAL CD-ROM

This free CD-ROM packaged with every copy of the text walks you through the development of Individualized Education Programs (IEPs) and familiarizes you with criteria for assessing their quality. The CD-ROM provides two interactive tutorials, six case studies with related exercises, and a variety of additional resources, including web links, journal articles, assessment and annual review evaluation forms, checklists, and tips and guidelines for developing and evaluating IEPs. Margin notes in Chapter 2 direct you to relevant information and activities on the CD-ROM.



### ADDITIONAL SUPPLEMENTS AND RESOURCES FOR THE INSTRUCTOR



#### VIDEO LIBRARY

Course instructors receive a complimentary set of five compelling videos that can be used to supplement and extend information and issues introduced in the text. Two of the videos are new to this edition: *Heather's Story* chronicles the experiences of a fourth grade child with Down syndrome as she joins an inclusive classroom for the first time. *Guidelines for Making Decisions About IEP Services*, produced by the Vermont Department of Education, helps IEP team members, including families, make informed decisions about what special education and related services are necessary and appropriate for children with disabilities. The popular *A New IDEA for Special Education* highlights critical aspects of the Individuals with Disabilities Education Act (IDEA). *Together We Can!*, produced by the Juniper Gardens Children's Project in Kansas City, describes a classwide peer tutoring program in which every student in a general education classroom participates as both tutor and tutee. *LifeLink* highlights a program that provides opportunities for secondary students with disabilities to learn independent living skills and prepare for life in the adult community.



#### COMPANION WEBSITE

Located at <http://www.prenhall.com/heward>, the user-friendly website that accompanies this text provides online resources for professors as well as students.

The passcode-protected Faculty Lounge for professors includes downloadable PowerPoint lectures; supplemental lectures corresponding to PRAXIS and CEC standards and competencies; an online version of the Instructor's Manual; suggested discussion questions,



class activities, and homework assignments; answers to activities printed in the Student Study Guide; and additional resources for effective instruction. Communication tools include a faculty-only message board and chat room. The Syllabus Builder tool allows instructors to create and customize syllabi online. To obtain a passcode to enter the Faculty Lounge, contact your local Prentice Hall sales representative.



## INSTRUCTOR'S MANUAL

An expanded and improved Instructor's Manual includes numerous recommendations for presenting and extending text content. The manual consists of chapter objectives and overviews of essential concepts; connections to CEC and PRAXIS standards; class discussion and essay/position paper topics; in-class activities such as cooperative group activities, SAFMEDS, response card activities, and ideas for debates; guest speakers; application exercises; and homework assignments. Additional video and Internet resources are also provided for each chapter.



## OVERHEAD TRANSPARENCIES/POWERPOINT SLIDES

A package of color acetate transparencies is available for use with the text. The transparencies highlight key concepts, summarize content, and illustrate figures and charts from the text. There are also 156 transparencies available in PowerPoint format on the Companion Website ([www.prenhall.com/heward](http://www.prenhall.com/heward)).



## TEST BANK

A printed test bank of more than 600 questions—all new for this edition—also accompanies the text. These objective and essay questions can be used to assess students' recognition, recall, and synthesis of factual content and conceptual issues from each chapter. The computerized version of the test bank is available in a Windows and Macintosh format, along with assessment software allowing professors to create and customize exams and track student progress.

Chapter 8:

- Objectives
- Guided Review
- Multiple Choice
- IEP Planning
- Resources
- Message Board
- Other Options:
- Help
- Your Profile
- Feedback
- Site Search
- Syllabus**

Chapter 8: Emotional and Behavioral Disorders  
**Multiple Choice**  
2000

1. Which of the following statements about children with behavior disorders is TRUE?

☐ The behavior of children with emotional and behavioral disorders is just as much of an obstacle to functioning and learning as physical and/or developmental disabilities.

☐ The inappropriate behavior of children with emotional and behavioral disorders is similar in intensity to the inappropriate behaviors of children without behavior disorders.

☐ Children with emotional and behavioral disorders make up a small portion of students receiving special education services.

☐ Only children with obsessions, acting-out, antisocial behaviors are considered to have an emotional or behavioral disorder.

2. Special educators who work with students with severe emotional and behavioral disorders have not reached consensus on a definition because:

☐ disordered behavior is not a social construct.

☐ expectations and norms for appropriate behavior are similar across ethnic groups.

☐ different theories of emotional disturbance use concepts and terminology that do little to promote meaning from one definition to another.

☐ both a & c

3. Under IDEA, to be identified as having an emotional or behavioral disorder, which of the following conditions must be met?

☐ difficulty in school

☐ severity

☐ chronicity

☐ all of the above





# Acknowledgments

Many people contributed ideas, insights, and suggestions that greatly enhanced the substance and quality of the seventh edition of *Exceptional Children*. As with previous editions, a highly talented team of publishing professionals at Merrill/Prentice Hall provided assistance and support throughout the planning, manuscript development, and production stages of this revision. Ann Castel Davis, who served as Acquisitions Editor for the previous three editions, is now Marketing Manager for Merrill Education. Ann was instrumental in getting the ball rolling on this edition and made significant contributions to the revision plan. Allyson Sharp was promoted to Acquisitions Editor in the early stages of the revision and has been a source of much appreciated support and enthusiasm. Developmental Editor Gianna Marsalla was a source of numerous suggestions and valued constructive criticism while I worked on the manuscript. Gianna left Merrill in the later stages of the revision process to explore other opportunities. I appreciated her thoroughness and relentless energy for the project and wish her well in her new pursuits. Heather Doyle Fraser assumed the role of Development Editor and provided able and patient assistance as the manuscript was completed.

Dawn Potter copyedited the new manuscript with the same balance of technical skill and respect for an author's writing style as she did with the previous edition. Thanks to proofreader Maggie Diehl's eagle eye, there is not a misspelled word in this book. The effective and meaningful portrayal of special education requires excellent photographs, and the contributions of Photo Editor Valerie Schultz are evident throughout this edition. Finally, without the many skills and hard work of Production Editor Mary Irvin, the seventh edition would never have made it to the printing press. The final appearance and accuracy of the book are the product of Mary's diligent attention to detail and ability to keep countless elements of the production process on schedule.

No one author can capture the many perspectives and areas of expertise that make up a field as diverse and dynamic as special education. Many special education teachers and researchers have contributed to the currency and quality of this text. The first-person essay by a practicing special educator that begins each chapter is a major new feature of this edition. I am grateful to the 15 special educators who graciously shared their knowledge and personal experience with prospective members of the teaching profession: Jeanna Mora Dowse (Pinon and Ganado Unified School Districts, Apache County, AZ), Diane Ellis (Bellevue Public School District, Bellevue, NE), Steven Everling (Northwest Elementary School, Largo, FL), Barbara Horvath (Monroe County Community School Corporation, Bloomington, IN), Roxanne Hudson (Kimball Wiles Elementary School, Gainesville, FL), Douglas Jackson (El Paso Regional Day School Program for the Deaf, El Paso, TX), Patricia Concepcion Lambert (Hunter College



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