

*Teaching*  
EXCEPTIONAL, DIVERSE,  
AND AT-RISK STUDENTS  
IN THE  
GENERAL EDUCATION  
CLASSROOM

S E C O N D   E D I T I O N



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SECOND EDITION

# **Teaching Exceptional, Diverse, and At-Risk Students in the General Education Classroom**

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# PREFACE

Today's elementary and secondary teachers are assuming considerably more responsibility for meeting the educational needs of students from diverse backgrounds and with diverse learning needs. Teachers identify students with special needs as their greatest challenges and often their greatest rewards. Unfortunately, most general education teachers feel at a loss as to how to educate these students. They are eager to provide appropriate instruction and yet often feel inadequately prepared to do so. Furthermore, teachers tell us that what they most want to learn are specific instructional practices that "make a difference" for diverse learners and that they want these practices to enhance the learning of all the students in their classrooms.

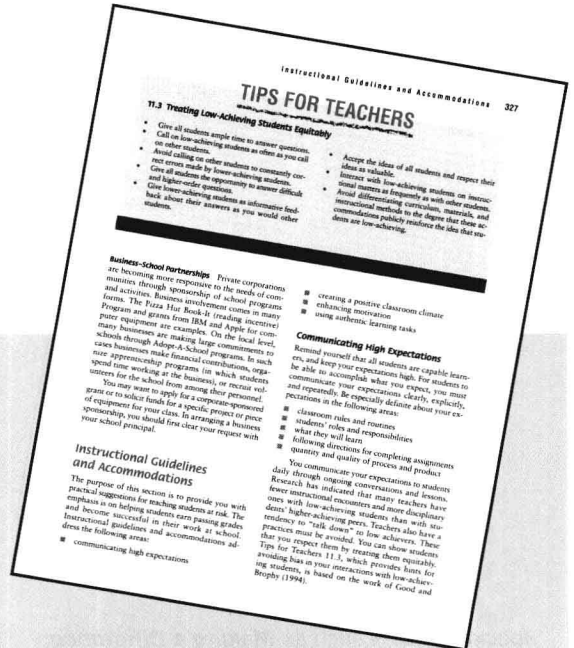
The central theme of this book is that general education teachers can "make a difference" in the lives of all students, particularly students with special needs, by using the tools and strategies we present. Our confidence in the effectiveness of these suggested practices comes from our ongoing and continued work in teachers' classrooms where these practices have been successfully implemented. The many teachers whose stories appear throughout this book interpret and extend the recommended practices.

This second edition includes updated references to the latest research, allowing readers to look up the most recent studies on topics of interest. Throughout the text, we have added the new information and described techniques brought to light since the first edition was published, and reexamined the ongoing issues surrounding the teaching of diverse learners in general education classrooms.

## Organizational Format

By presenting information that can be easily retrieved and applied, we hope this book will serve as an indispensable resource for teachers seeking effective strategies for meeting the needs of exceptional learners.

The book is organized into three major sections. The first section, Chapters 1–4, discusses mainstreaming and inclusion strategies for classroom teachers. This section first addresses issues regarding mainstreaming, inclusion, and laws, and then provides guidelines and suggestions for how teachers can orchestrate their classrooms for students with special needs. It includes strategies for planning, grouping, classroom management, and working collaboratively with parents and professionals.



In every chapter of the book, the authors provide **Tips for Teachers** with specific advice, guidelines for teaching practice, and step-by-step procedures. These tips can empower readers to meet all students' needs.



The second section of the book, Chapters 5–12, describes strategies for teaching students with disabilities and diverse needs. Chapters 5 through 9, on teaching students with disabilities, cover learning disabilities, attention deficit disorders, communication disorders, mental retardation and severe disabilities, visual impairments, hearing impairments, physical disabilities, and health impairments. Chapters 10 through 12 focus on teaching students who are culturally and linguistically diverse, students at risk, and gifted or talented students. We have presented instructional practices and specific accommodations in each of these chapters to ensure that teachers not only will better understand students with special needs but also will know what to do to meet their needs.

The third section of the book, Chapters 13–16, presents curriculum adaptations for special learners.” This section provides specific instructional practices for curricular areas, including reading, writing,

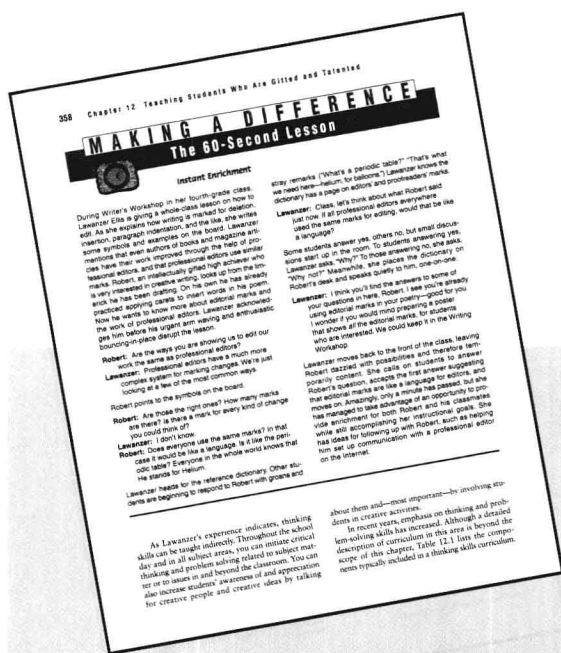
mathematics, and content area learning. Students in our university classes as well as practicing teachers urged us to do more than describe curriculum adaptations; they encouraged us to provide the step-by-step procedures for how to implement curriculum adaptations in the classroom. After reading this book, students and teachers will have more than increased knowledge about students with special needs; they will have the tools and more confidence to adequately meet their students’ academic and social needs.

The organizational structure of each chapter is the same so that readers can readily locate critical information. Each chapter opens with **Focus Questions** that provide an invitation to learn and an orientation to the key ideas presented in the chapter. Next is an **interview** or vignette that presents a teacher’s, student’s, or parent’s story that directly relates to the central ideas of the chapter. Each of these stories also identifies issues and personal responses that set the tone for the material that follows.

Each chapter’s figures, tables, photos, and informational sidebars are designed to stimulate interest and aid in comprehension. Each chapter closes with a **Summary** that highlights the key points that are contained in the chapter. **Key Terms and Concepts** are presented as a list following the summary and are highlighted in text for ease of location. A **Think and Apply** section at the end of each chapter provides questions, activities, and interesting problems that challenge the reader to integrate and apply the material presented. **Read More about It** follows and provides a list of books and materials related to the chapter topic with brief descriptions of their content. In this edition, each list has been updated to include the most recent books and articles that discuss the chapter’s topics.

In addition to the organizational features that open and close each chapter, the following features are used within chapters.

- **Making a Difference: The 60-Second Lesson**—These brief mini-lessons appear in Chapters 1–12 and provide specific, concrete examples of how a teacher can make a difference for students with disabilities or diverse needs in only a minute of time.
- **Making a Difference through Action Teaching**—These sample lessons are provided at the ends of the curriculum chapters, 13–16. Each lesson includes objectives, procedures, and application suggestions for classroom implementation.



Special features such as **Making a Difference: The 60-Second Lesson** and **Making a Difference through Action Teaching** provide specific lesson plans and activities that can be used immediately in the classroom. A special appendix, **Making a Difference through Action Learning**, contains lessons and activities for teaching secondary learners study skills, learning strategies, and student self-advocacy.

- **Tips for Teachers**—Teaching tips are featured in every chapter and include lists of concrete suggestions for how to teach a particular skill or how to address a particular student need.
- **Tech Talk**—This illustrated feature, provided in every chapter, describes a technological application that can be used in the classroom to enhance success for all learners, particularly students with special needs. Since technology has undergone rapid changes since the first edition was published, many Tech Talk sections have been rewritten in this edition to describe the newest innovations in technological teaching and learning aides.
- **Research Brief**—Every chapter highlights brief summaries of essential research studies that relate to key points in the chapter. New research briefs in this edition feature recent studies and discuss the latest findings.

To provide adequate coverage at the secondary level, we have provided examples in each chapter that illustrate how to apply accommodations and instructional practices at that level. We also designed the content area curriculum chapter to include issues relating specifically to instruction at the secondary level. Finally, a special appendix, **Making a Difference through Action Learning**, contains more than 20 specific examples of how to instruct secondary students with emphasis on study skills, learning strategies, and student self-advocacy.

## Supplements

The combined **Instructors' Manual and Test Bank** with transparency and handout masters is a comprehensive resource that comes with this textbook. Some masters are drawn from the text, but many new ones are provided to give instructors more options for augmenting chapter content. For each chapter the Instructor's Manual also provides an instructor's overview, teaching outline, focus questions, activities, teaching strategies, and discussion questions.

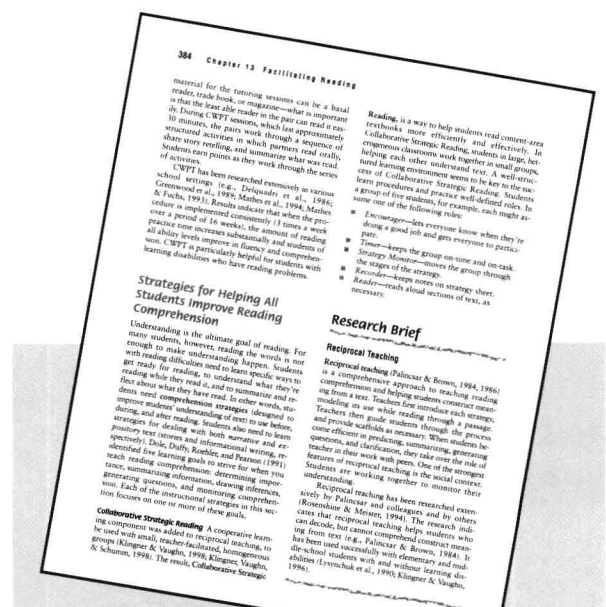
The Test Bank contains multiple-choice items with answer feedback and essay or case-based applications with answer guidelines. For your convenience, the Test Bank is also available in electronic format for both IBM and Macintosh.

In addition, adopters of this textbook receive a free **Inclusion Video**, which traces the progress of three students with disabilities—Josh, Eric, and Tonya—as

they are mainstreamed into general education classes. This 23-minute video spans the elementary school, middle school, and high school levels and illustrates environmental, instructional, technological, and curricular adaptations. The video also highlights professional cooperation and collaboration as parents, classroom teachers, special education teachers, and school administrators work together to help Josh, Eric, and Tonya succeed in inclusive classrooms.

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**Research Briefs** in every chapter briefly summarize essential research findings that relate to key chapter topics.

helped us better understand the important attitudes, knowledge, and skills for new teachers preparing to teach diverse learners.

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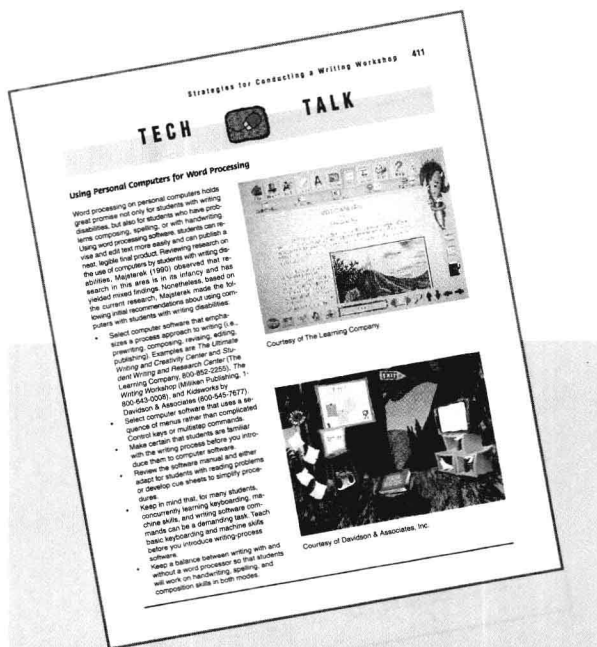
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An illustrated **Tech Talk** feature in each chapter presents specific information on sourcing and using assistive technology, educational software, and other products and services for students with special needs.

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