EXCEPTIONAL NINTH EDITION XRHR

INTRODUCTION TO SPECIAL EDUCATION

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Exceptional Learners Introduction to Special Education

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xceptional Learners: Introduction to Special Education, Ninth Edition is a general introduction to the characteristics of exceptional learners and their education. (Exceptional is the term that traditionally has been used to refer to persons with disabilities as well as to those who are gifted.) This book emphasizes classroom practices as well as the psychological, sociological, and medical aspects of disabilities and giftedness.

We have written this text with two primary audiences in mind: those individuals who are preparing to be special educators and those who are preparing to be general educators. Given the current movement toward including students with disabilities in general education classrooms, general educators must be prepared to understand this special student population and be ready to work with special educators to provide appropriate educational programming for these students. This book also is appropriate for professionals in other fields who work with exceptional learners (e.g., speech-language pathologists, audiologists, physical therapists, occupational therapists, adapted physical educators, counselors, and school psychologists).

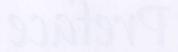
In Chapter 1, we begin with an overview of exceptionality and special education, including definitions, basic legal requirements, and the history and development of the field. In Chapter 2, we discuss major current issues and trends, such as inclusion, early childhood programming, transition to adulthood programming, inclusion of students with disabilities in general assessments of progress, discipline of students with disabilities, and access of persons with disabilities to new technologies. In Chapter 3, we address multicultural and bilingual aspects of special education. In the next ten chapters we examine each of the major categories of exceptionality—4: mental retardation; 5: learning disabilities; 6: attention deficit hyperactivity disorder; 7: emotional or behavioral disorders; 8: communication disorders; 9: deaf or hard of hearing; 10: blindness or low vision; 11: low incidence, multiple, and severe disabilities: autistic spectrum, traumatic brain injury, and deaf-blindness; 12: physical disabilities; and 13: special gifts and talents. Finally, in Chapter 14, we consider the significant issues pertaining to parents and families of persons with disabilities.

We believe that we have written a text that reaches the heart as well as the mind. It is our conviction that professionals working with exceptional learners need to develop not only a solid base of knowledge but also a healthy attitude toward their work and the people whom they serve. Professionals must constantly challenge themselves to learn more theory, research, and practice in special education and develop an ever more sensitive understanding of exceptional learners and their families.

Major Changes for This Edition

In revising this text over the years, we have learned that there is a fine line between making too many versus too few changes. As teachers, we recognize that change simply for the sake of change in a text can be distracting and end up causing instructors unnecessary work. Therefore, we have tried hard to strike the right balance between including new information and features that truly add to the text's currency and clarity while maintaining those features that our readers tell us they have liked about previous editions.

In making revisions, we have also been attentive to the overall length of the text. Again, as teachers, we know the value of a concisely written text. Instructors and students consistently tell us they appreciate our text's being many pages shorter than others without



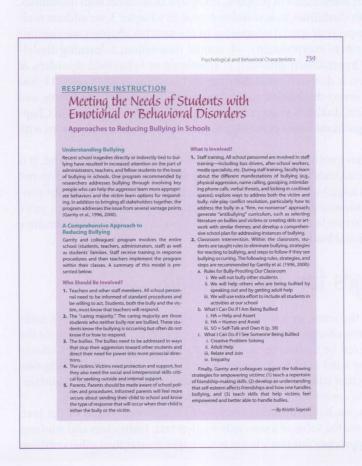
sacrificing important content. Thus, we are pleased that through careful consolidation of this revision we were able to incorporate a new chapter plus many important content updates throughout the text while maintaining the same length as the previous edition.

NEW CHAPTER—LOW INCIDENCE, MULTIPLE, AND SEVERE DISABILITIES: AUTISTIC SPECTRUM, TRAUMATIC BRAIN INJURY, AND DEAF-BLINDNESS

In previous editions, we covered these low incidence disabilities in multiple chapters. In this edition for the sake of clarity, we have combined them into one chapter—Chapter 11. Although autistic spectrum disorders and TBI may range from mild to severe disabilities, they are low incidence disabilities and always entail multiple problems. Neither normal development nor disabilities are often neatly packaged with clear lines of demarcation from all other conditions. However, we see the logic and necessity of clustering certain disabilities under categorical labels for purposes of discussion. To us, it makes sense to have a chapter devoted to the types of disabilities we discuss in Chapter 11. We hope you enjoy reading this chapter as much as we enjoyed writing it.

NEW FEATURE—RESPONSIVE INSTRUCTION: MEETING THE NEEDS OF STUDENTS

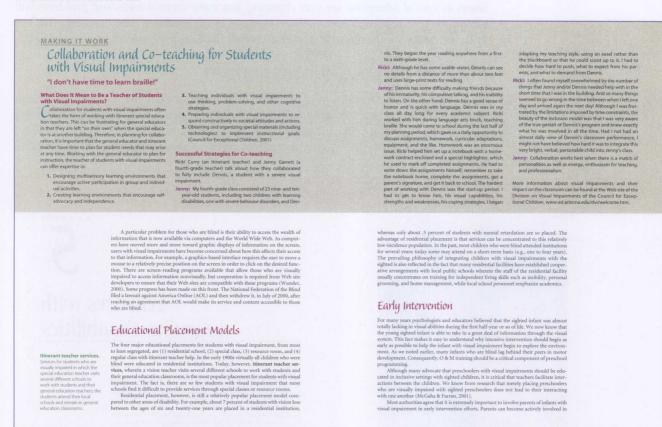
It is our firm belief that most students with disabilities require intensive instruction in order to maximize their potential. Sprinkled throughout the 10 categorical chapters (4–13) are 25 boxes that feature a variety of research-based strategies for teaching students with disabilities. Although they cannot possibly take the place of a full-blown course and text in teaching methods, we think these strategies offer practical suggestions for begin-



ning to meet the needs of exceptional learners through intensive instruction. In keeping with this era of accountability, the author of these boxes, Dr. Kristin Sayeski of the University of Virginia, has stressed teaching practices having a sound research base.

NEW FEATURE—MAKING IT WORK: COLLABORATION AND CO-TEACHING

Each of the categorical chapters (4–13) includes a feature, authored by Dr. Margaret Weiss of the University of North Carolina, devoted to co-teaching and collaboration between special and general education teachers. The first section of each box includes information about knowledge and skills special educators should possess as they enter the field, as identified by the Council for Exceptional Children (CEC) in its *Performance-Based Professional Standards* (2001). We believe it is important for all teachers to understand what expertise special educators can contribute to collaborative, general education classrooms. The second section contains examples of research-based instructional practices that teachers can use when collaborating or descriptions of successful collaborations in real classrooms. Each box contains specifics about how to get more information about the strategy or classroom described.



Extensive Revisions and Updates

In addition to the new chapter on low incidence, multiple, and severe disabilities, we have made extensive revisions to virtually every aspect of the remaining thirteen chapters. We have included over 400 new references bearing a copyright date from 2000 and beyond. Approximately 20 percent of the main text in these thirteen chapters is new. These chapters also now include 63 new glossary terms, 9 new tables, and 14 new figures.

EXPANDED COVERAGE OF MAJOR ISSUES

This edition includes material in Chapter 1 on IDEA 1997, the development of IEPs, and the March '99 federal regulations related to IDEA '97. The Amendments to IDEA in 1997 were significant, and we bring students up to date on the new features of federal law and IEP requirements. In Chapter 2, we have added discussions of self-determination and person-centered planning to our coverage of integration. Consistent with trends toward more collaborative teaching, we have added a feature in Chapter 2 on teachers working together, setting up the issue of collaborative teaching for the subsequent categorical chapters. We also revised our discussion of the inclusion of students with disabilities in general assessments of educational progress and on the discipline of students with disabilities. IDEA 1997 requires appropriate inclusion of students with disabilities in general assessments of educational progress as part of schools' movement toward setting higher academic standards. This requirement raises many questions for most teachers and prospective teachers, and our revisions address the most common of these. Probably the most controversial and adversarial aspect of IDEA 1997 is the law related to disciplinary action involving students with disabilities. Consequently, we have added discussion of two important issues: functional behavioral assessment and positive behavioral supports. Issues in special education are ever changing, but some controversies and problems will undoubtedly extend well into the new century. As this edition goes to press, IDEA is undergoing yet another reauthorization. Consult the Companion Web site for changes.

CHAPTER-OPENING QUOTES AND ART

Going back to our first edition is the practice of opening each chapter with an excerpt from literature or song. We draw on this quote in the opening paragraphs to begin our discussion of the topics covered in the chapter. Students continue to tell us that they find this use of quotes to be an effective method of grabbing their attention and leading them



Rebecca Bella Rich

The Family, lnk, watercolor on rag paper, 15×11 in.

Ms. Rich, who was born in 1960 in Cambridge, Massachusetts, has a dramatic sensibility. Her life, art, and poetry have an extravagent and flamboyant quality. She has produced an autobiographical performance video and a book of interviews with artists who are challenged by disabilities. Learners with Learning Disabilities

CHAPTER

s much as I want to find the perfect words to express what it is like to be dyslexic, I cannot. I can no more make you understand what it is like to be dyslexic than you can make me understand what it is like not to be. I can only guess and imagine. For years, I have looked out, wanting to be normal, to shed the skin that limits me, that holds me back. All the while, others have looked upon me, as well. There were those who have pitied me and those who have just given up on me, those who stood by, supporting me and believing in me, and those who looked at me as if I were an exhibit in a zoo. But, in general, people have shown a desire to understand what dyslexia is and how to teach those afflicted with it. Each side, it seems, longs to understand the other.

LYNN PELKEY

into some of the issues contained in the text. Five chapters (mental retardation; learning disabilities; deafness or hard of hearing; physical disabilities; and parents and families) include new chapter-opening quotes.

The chapter opening art is the work of adult artists with disabilities and is supplied by Gateway Arts in Brookline, Massachusetts. Gateway is a vocational art service and workshop of the nonprofit human service agency Vinfen. Adults with developmental and other disabilities attend the program, which has an on-site fine art gallery and craft store. Gateway participants make their careers in art through the facilitation of a staff of artists. Their work is exhibited nationally and abroad. Individuals receive funding from the Massachusetts Department of Mental Retardation, the Massachusetts Department of Mental Health, the Massachusetts Rehabilitation Commission, the Massachusetts Commission for the Blind, and private funding sources.

MISCONCEPTIONS ABOUT EXCEPTIONAL LEARNERS: MYTHS AND FACTS BOXES

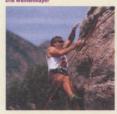
We start each chapter with a box that juxtaposes several myths and facts about the subject of the chapter. This popular feature, familiar to longtime users (it dates back to our first edition in 1978) serves as an excellent advance organizer for the material to be covered. We have added seven new myths and facts to the thirteen retained chapters.



SPECIAL TOPICS BOXES

Inserted throughout the text are several types of boxes (see an example on page xxviii, top): some highlight research findings and their applicability to educational practice; some discuss issues facing educators in the field; and some present the human side of having a disability. We have added 32 new boxes.

A Focus on Abilities





SUCCESS STORIES: SPECIAL EDUCATORS AT WORK

Special educators work in a variety of settings, ranging from general education classrooms to residential institutions. Although their main function involves teaching, these professionals also engage in a variety of roles, such as counseling, collaborating, consulting, and

SUCCESS STORIES

Special Educators at Work



EDUCATIONAL GOALS AND CURRICULA

so forth. To illustrate this variety, each of the ten categorical chapters includes an example of a special educator at work. Written by Dr. Jean B. Crockett of Virginia Tech University, an experienced special education administrator and teacher educator, each story focuses on a special educator's work with an individual student. These boxes show readers the wide range of challenges faced by special educators, the dynamic nature of their positions, and the competent, hopeful practice of special education.

MARGIN NOTES

The marginal glossary of key terms and concepts continues to appear in this new edition. We have also added new margin notes that provide information about interesting and relevant Web sites. *All* of these Web sites are also included as hot links on the Companion Web site for the 9th edition.

PHOTOGRAPHY

Over half of the photographs for this edition were supplied by Allyn and Bacon's photo library. The photo library is a compilation of images from photo shoots that were set up at schools around the country, including California, Connecticut, Florida, Maryland, Massachusetts, Missouri, New Mexico, Utah, and Canada. Photos for our ninth edition were selected from the most recent photo sessions. Allyn and Bacon's photo department is aware of the rapid changes that are occurring in special education and is committed to reflecting those changes in its library.

Allyn and Bacon solicited our guidance for the shoots. All the photographs we chose are reproduced with the consent of the individual depicted.



Supplements

STUDENT STUDY GUIDE

Written by Paula Crowley of Illinois State University, and reviewed by Dan Hallahan and Jim Kauffman, the study guide reinforces for students conceptual and factual text material and includes key points, learning objectives, exercises, practice tests, and enrichment activities.

COMPANION WEBSITE PLUS, WITH ONLINE STUDY GUIDE

Prepared by Paige Pullen of the University of Virginia, this dynamic, interactive Companion Website includes an online study guide for students that provides, on a chapter-by-chapter basis, learning objectives, study questions with text page references, "live" links to relevant Website (including those referenced and highlighted in the text), audio and video clips, and additional enrichment material. The Companion Website also features a "syllabus builder" that allows instructors to create and customize course syllabi online. [www.abacon.com/hallahan9e]

INSTRUCTOR'S RESOURCE MANUAL AND TEST BANK

The Instructor's Resource Manual section of this supplement was prepared by Melody Tankersley of Kent State University, along with Dan Hallahan and Jim Kauffman. For each chapter of the text, it provides a Chapter Outline, a Chapter Overview, and an Annotated Outline wherein the major headings of the chapter are summarized in detail. Included in the Annotated Outline are suggestions for Lecture Ideas, Discussion Points, and Activities. The IRM also keys each chapter to appropriate videos, transparencies, and digital images available with this text. Also included are references to Related Media, Films, Journals, and Web sites.

The Test Bank section, written by Kerri Martin of East Tennessee State University consists of over 1000 test questions, including multiple choice, true/false, and essay formats. Also included are quizzes and comprehensive tests for each chapter.

NEW! POWERPOINT ELECTRONIC SLIDE PACKAGE

The PowerPoint package, created by Virginia Dudgeon of the State University of New York at Cortland to accompany the ninth edition, is easily accessed from the Allyn & Bacon Web site. More than 100 slides are organized by chapter for use as lecture presentation and/or handouts for students. Those instructors who already use PowerPoint as a lecture presentation tool, will find this new supplement a convenient way to incorporate new slides into their existing slide package. Those instructors who have not used PowerPoint (and perhaps have no intention of doing so!) and/or do not have the PowerPoint program on their computers can rest assured these slides can be easily downloaded onto the hard drive and printed out for use as traditional overhead transparencies and handouts. [www.ablongman.com/ppt]

COMPUTERIZED TEST BANK

A computerized version of the Test Bank is available to adopters in CD-ROM for both PC and Macintosh machines. Please ask your Allyn & Bacon representative for details.

THE "SNAPSHOTS" VIDEO SERIES FOR SPECIAL EDUCATION

Snapshots: Inclusion Video (© 1995; 22 minutes) profiles three students of different ages and with various levels of disability in inclusive class settings.

Snapshots 2: Video for Special Education (categorical organization) (© 1995; 20–25 minutes) is a set of six videotaped segments designed specifically for use in your college classroom. It is also available in closed-captioned format. The topics explored are:

- traumatic brain injury
- behavior disorders
- learning disabilities
- mental retardation
- hearing impairment
- visual impairment

Each segment profiles three individuals, their families, teachers, and experiences. These programs will be of great interest to your students. Instructors who have used the tapes in their courses have found that they help in disabusing students of stereotypical

viewpoints, and put a "human face" on course material. Teaching notes for both *Snapshots: Inclusion* and *Snapshots 2* are provided in corresponding chapters of the Instructor's Resource Manual.

THE ALLYN AND BACON "PROFESSIONALS IN ACTION" VIDEO SERIES: "TEACHING STUDENTS WITH SPECIAL NEEDS"

Available with the ninth edition of the text, the *Professionals in Action* video is approximately two hours in length, consisting of five 15–30 minute modules. These modules present several viewpoints and approaches to teaching students of various disabilities in general education classrooms, separate education settings, and several combinations of the two. Each module explores its topic through actual classroom footage and interviews with students, general and special education teachers, and parents. The five modules are:

- 1. Working Together: The Individualized Education Plan (IEP)
- 2. Working Together: The Collaborative Process
- 3. Instruction and Behavior Management
- 4. Technology for Inclusion
- 5. Working with Families

ALLYN & BACON TRANSPARENCY PACKAGE FOR SPECIAL EDUCATION

The Transparency Package includes approximately 100 acetates, over half of which are full color.

ISEARCH: SPECIAL EDUCATION

This resource guide for the Internet covers the basics of using the Internet, conducting Web searches, and critically evaluating and documenting Internet sources. It also contains Internet activities and URLs specific to the discipline of Special Education. This practical booklet is available *only* as part of a "value pack," shrinkwrapped with an Allyn & Bacon textbook. Please ask your Allyn & Bacon representative for details and ordering information.

COURSECOMPASS AND BLACKBOARD FOR EXCEPTIONAL LEARNERS, NINTH EDITION

CourseCompass is a dynamic, interactive eLearning program powered by Blackboard. Flexible, easy-to-use course management tools allow you to combine content created for *Exceptional Learners*, Ninth Edition, with your own. Putting your online resources in one place has never been easier and it just got better. An updated CourseCompass design now includes a new Course home page and other features to help you create a better online learning experience for your students. Ask your local Allyn & bacon representative for more information or go to www.ablongman.com/coursecompass.

CASES FOR REFLECTION AND ANALYSIS—NEW EDITION

The past few editions of *Exceptional Learners* have included a free booklet of case studies with every new copy of the text purchased from Allyn & Bacon. The overwhelming popularity of this supplement motivated us to revise it for the 9th edition. Four of the nine cases are new to this edition. These cases reflect both the joy and the pain teachers experience while working with exceptional children. What professors of education and commentators in the popular press write about teaching is often wondrously abstract, hypothetical, or idealistic, and does not always ring true for those who teach in classrooms every day. These cases are neither abstract descriptions nor conjecture, nor do they

reflect an idealism detached from the realities of the classroom. These are true stories—what really happened as told from the perspectives of real teachers and how they thought and felt about what was happening. We hope you will enjoy reading and discussing them as much as we have.

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We are grateful to those individuals who provided valuable comments on the eighth edition and the drafts of our ninth edition chapters:

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This may well be the most extensive overall revision we have made in the twenty-five-year history of this text. For those loyal users of previous editions, we assure you that we weighed carefully each change or update. We hope you agree that our revisions reflect the myriad changes in the field of special education over the past few years as well as the information explosion brought about by ever more accessible computer databases and the Internet. We also hope you will agree that we have not failed in our continuing commitment to bring you the best that research has to offer with regard to educating exceptional learners.

DPH JMK

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