

INTRODUCTION TO
SPECIAL
EDUCATION
TEACHING IN AN AGE OF OPPORTUNITY
FIFTH EDITION



DEBORAH DEUTSCH SMITH

Introduction to Special Education

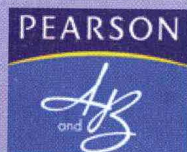
TEACHING IN AN AGE OF OPPORTUNITY

Fifth Edition

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Peabody College

Vanderbilt University



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Children with special needs and their families demand, and deserve, a unique educational experience. They are entitled to a learning experience that is fashioned by excited, dedicated professionals who see the opportunities and meet the challenges that come with making a difference. However, making the “right difference” is not a simple accomplishment. Assuming this responsibility calls for commitment, an understanding of schools and their intricate systems, an appreciation for the diversity of perspectives that children with special needs and their families require, up-to-date knowledge about validated practices, the ability to arrive at informed decisions, and the courage to test those decisions and respond accordingly. The course that introduces college students to special education provides some of the necessary “first steps” in adopting appropriate attitudes, mastering important skills and content, and becoming a responsible and truly special educator.

Each time I revise and rewrite this text, I try to figure out a better way to introduce people to the field of special education and how more effectively to contribute to the development of the “next generation” of professionals who *will* make the “right difference.” I attempt to create an inviting and intriguing introduction to students with special needs in order to encourage college students to learn more about gifted students, individuals with disabilities, their families, and their communities. Every time I create a new edition, I deliberately consider ways to present the most current content in such a way that the foundation for future intensive study of special education is solid. I also think about the process of initiating professionals whose first concern may not be the education of students with special needs. Because this course may be the only one these educators take before assuming the shared responsibility of teaching very diverse learners, this book offers information about a wide range of topics, including proven practices, making accommodations, and the delivery of individualized instruction tailored to the specific needs of individual students. Finally, I carefully consider how conversations are initiated among those who must develop effective partnerships so that an appropriate education in the least restrictive environment possible can become a reality for all students.

Becoming a professional (or an informed citizen) who can make the “right difference” requires intensive study and training. This text will help the reader begin to develop the awareness, sensitivity, knowledge, skills, and competence necessary to be one of the agents of positive change who work on behalf of people with disabilities. My hope is that, with a greater emphasis on methods and proven practices, together we can seize the opportunity to create a better future for a very diverse set of special learners.

UNDERLYING THEMES

What features and components of an introductory course are critical to the education of special and general educators who can make the “right difference”? Finding the perfect mix of content, human-interest stories, applications and examples, and issues is one of a textbook author’s greatest challenges. Specifically, I was intent on including

- The voices of people with disabilities, of their friends, and of their family members (to bring their perspectives to the forefront)
- The most current research findings, verified practices, and policies
- Practical applications and examples of instructional methods and interventions
- A comprehensive focus on diversity and the components of cultural competence
- Pedagogical features, integrated throughout the text, that make learning thorough, efficient, accessible, and challenge-based via a problem solving orientation

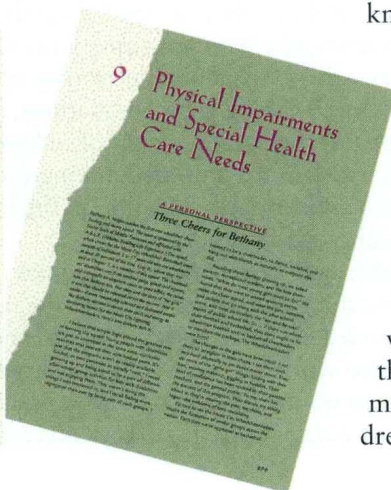
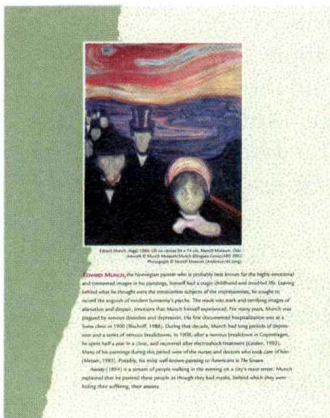
FEATURES TO SUPPORT THE THEMES

Theme 1: The Voices of People with Disabilities

Stories about people with disabilities appear throughout the text. They feature people taking their places in American society, participating in community programs, and facing everyday challenges. Many of these stories come to life through photos, such as those of Michael Henson, who was working in one of the Twin Towers on September 11, 2001. He and his dog, Roselle, helped many of his co-workers escape the building. We also meet Marla Runyan, a blind athlete who made the 2002 U.S. Olympic Team. And we watch Michael Naranjo, whose art opens Chapter 3, as he climbs the statue of David to “see” Michelangelo’s creative masterpiece through his hands.

- **Chapter-Opening Art** Artistic masterpieces created by well-known artists (such as, van Gogh, Toulouse-Lautrec, Manet, and Munch) who have the exceptionality presented in the chapter. These beautiful works of art enable us to see the world from the perspectives of artists with special needs.

- **Personal Perspectives** Stories told by people with disabilities, by their family members, or by advocates open every chapter. These opening vignettes were written for this text by individuals willing to talk about the challenges they have faced, the solutions they have discovered, people who have made a difference in their lives, and their hopes and dreams for the future.



Theme 2: Current Policies, Issues, Research, and Validated Practices

This edition has been revised and updated substantially to reflect the most current issues, thinking, and knowledge base about students with special needs and the education they require. Emphasis is placed on methods and instructional procedures—along with examples of how these are implemented through practical classroom applications. Important changes in national policy are presented in this edition. Students are encouraged to think about the implications of

- Recent legislation, such as the No Child Left Behind Act of 2001
- The national call for accountability for students' academic progress through *high stakes testing* and *alternative assessments*
- The 2002 American Association on Mental Retardation (AAMR) *definition of mental retardation* and the implementation of "*systems of supports*"
- Efforts to reconceptualize learning disabilities through a new key feature or characteristic—"resistance to treatment"
- *Attention deficit/hyperactivity disorder* (ADHD) being called out as a disability or condition within the "other health impairments" category of special education, with some students qualifying for special services and others not
- Early identification of preschoolers at risk for *reading* problems, new interventions to correct phonological processing deficits in very young children, intensive efforts to treat *reading disabilities* in school children, and the development of *literacy* in youth with disabilities

NEW Chapter 12 on Autistic Spectrum Disorders (ASD) In

1997, Congress made autism a separate special education category when it renewed the Individuals with Disabilities Education Act (IDEA). The media and researchers have given autism and the other disorders included in ASD considerable attention recently. Topics that are currently of special interest range from different theories about the causes of autism, and the reasons for its increased prevalence, to the advantages of one treatment program over another. Accordingly, this edition allots a full chapter to ASD.

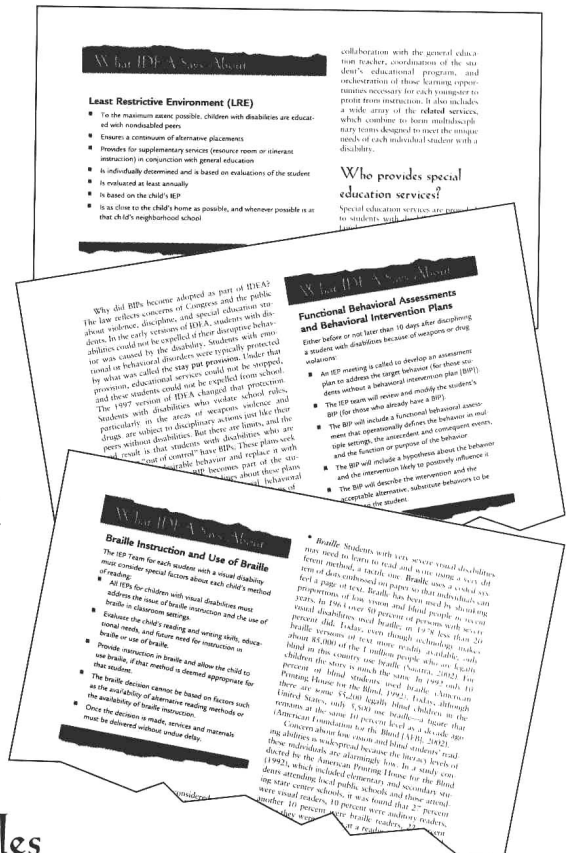
NEW *In Chapter 13, Coverage of Multiple Severe Disabilities* An entirely new, major section in the chap-

ter about very low incidence disabilities explains the special educational needs of students who have more than one significant disability. This chapter also covers traumatic brain injury (TBI) and deafblindness. Now, with the addition of multiple severe disabilities, all disability categories included in IDEA have comprehensive coverage.

- ***What IDEA Says About . . .*** These boxes, which are found throughout the text, summarize key requirements of the special education law, (IDEA) and how this important legislation affects policies and practices.

Theme 3: Practical Applications and Examples

The methods orientation of this edition has been strengthened. More classroom applications and examples help readers understand positive learning environments



ACHIEVING DISCIPLINE

Getting to Know the Behavior: ABC Analysis

Damon lived in a housing project with his mother and four sisters. He attended an inner-city, high-poverty school and was in fourth grade. Damon had been identified as being at risk for emotional or behavioral disorders when he was in kindergarten and was actually identified as having this disability when he was in second grade. Damon's life away from school was in constant turmoil, and his behavior at school seemed to reflect a lack of structure, consistency, and support at home. Some teachers described him as moody. Toward the beginning of the school year, his teachers noticed that his attitude and behavior were changing. He was becoming more aggressive, hostile, and out of control. He increasingly displayed anger with his peers both in the classroom and during recess and lunch breaks. It seemed to his teachers that his anger began with hostile language and sometimes escalated to a physical action, usually toward an object. He might throw a book, throw a ball away from the sports activity, or even overturn a desk. However, after an incident in which he showed a classmate, his teachers decided to learn more about the behavior pattern, for they suspected that his aggression was associated to a point where he might actually be a peer. Because the severity of his aggression was serious and not yet at a level where the school's management team was concerned, Damon did not have a BIP as part of his IEP.

Damon's special education and general education teachers decided to conduct an ABC analysis. They wanted to see if there was a definite pattern to Damon's behavior and also to collect more information for the IEP team and others who would conduct a functional behavioral assessment if it was decided that Damon needed a BIP. The first thing they did was to carefully observe Damon's behavior and take notes in an organized fashion. The purpose of this process was to discover the events that "caused" or preceded what his teachers were calling aggressive behavior: to describe precisely what constituted aggression for Damon, and to note the events that followed the inappropriate behavior. To collect this information, his teachers decided to learn more about the behavior pattern, for they suspected that his aggression was associated to a point where he might actually be a peer. Because the severity of his aggression was serious and not yet at a level where the school's management team was concerned, Damon did not have a BIP as part of his IEP.

What physical barriers affect classrooms and schools?

ACHIEVING DISCIPLINE

Achieving Discipline: Rewards

Shaquea has little self-esteem and experiences frequent and severe self-criticism. She is capable of doing her work, but because of her self-criticism, she often feels that she is not doing well. She is frequently frustrated by her teachers' demands and by the lack of feedback. She is often angry and frustrated by her teachers' demands and by the lack of feedback. She is often angry and frustrated by her teachers' demands and by the lack of feedback.

Shaquea is in which category of students? She is in the category of students who are struggling with self-esteem and self-criticism. She is often angry and frustrated by her teachers' demands and by the lack of feedback.

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and how they are created. Illustrations of instructional procedures are woven into the text and highlighted through supporting boxes.

• **Achieving Discipline** These boxes provide different scenarios of classroom situations wherein a behavior problem needs to be resolved. Each presents a specific tactic that has proved effective in school settings. These boxes conclude with key steps involved in the application of the intervention described in the story.

TIPS FOR TEACHERS

Working with Students Who Have Sickle Cell Anemia

1. Frequent hospitalizations are common. Provide students with assignments when they can carry over work from school.
2. Pain episodes are prevented by drinking water. Let the student keep a water bottle at hand and allow for frequent bathroom breaks.
3. Pain episodes are prevented by avoiding strenuous temperatures. Do not let the student get overheated or exposed to excessive cold.
4. Anemia causes people to tire easily. Encourage rest periods, and let the individual quietly step out of sports and recreational activities.
5. Sickle cell anemia places the individual at risk for other infections. Keep a safe and sanitary classroom and home environment.
6. Be alert for instances of fever, headache, or chest pain. Additional pain, numbness, or chest pain are signs of these symptoms. If you observe one of these symptoms, call a doctor or the school nurse.
7. Children are sensitive. Avoid calling undue attention to the child.

received sex or by contaminated needles. It is responsible for the deadly acquired immunodeficiency syndrome (AIDS) and can be transmitted through blood transfusion. Before blood-screening procedures, the virus was also transmitted in children's toys. The effects of the infection in children's lives are often severe. For many years, parents and others were concerned that contaminated children's toys were a danger to their children. It is now clear that the disease from a contaminated toy is highly unlikely. With proper precautions, normal and healthy children can live with the disease and will not catch this virus.

TIPS FOR TEACHERS

Assigning and Adapting Homework

1. Make sure students can complete the homework assignment.
2. Write the assignment on the board.
3. Explain the assignment carefully.
4. Remind students of the due date periodically.
5. Coordinate with other teachers to avoid homework overload.
6. Establish with parents and other teachers a standard policy about late and missed assignments.
7. Provide additional one-on-one assistance.
8. Allow for alternative formats (audio taping rather than written assignments) or the use of learning tools (calculators, word processing, diagrams and charts).
9. Adjust assignment length.
10. Provide access to a peer tutor.

Source: Adapted from "Homework Practices That Support Students with Disabilities" by B. Brumby, M. Hargrave, & S. Stroup, 2003. *Journal of Special Education*, 37, 2-3 (SAGE).

TECHNOLOGY

Today, computers are common in schools and at home. The 1990s saw expanded capabilities of computers as well as substantial price reductions, making access to technology available to all students in most school settings. The benefits to students with disabilities are many, and the possibilities created by technology continue to be discovered. Some educators are suggesting that technology is viewed as a "cognitive prosthetic" for students with learning disabilities (Lenn, 1990). Rapid advances have changed the way educators design instructional opportunities. It's been a few of these advances and set the way to benefit students with learning disabilities. Technology can help students take notes or create such graphic displays as story maps. It can help students take notes or create such graphic displays as story maps. It can help students take notes or create such graphic displays as story maps.

TIPS FOR TEACHERS

Fostering Culturally Responsible Classrooms and Schools

1. Post welcome signs in public areas in every language of the school's community.
2. Ensure that communications between home and school are in the family's preferred language.
3. Provide opportunities for students from the same racial/ethnic/language group to work and study together.
4. Assign teachers from the students' first language to teach the students' first language.
5. Have students research and share information about special holidays and events.
6. Decorate the school and classrooms with photos of diverse individuals in the professions and high-achievement occupations and with objects from the school's cultures.
7. Recruit community leaders to serve as translators, interpreters, and cultural brokers.
8. Seek out family and community members to be active partners in classroom instruction and to connect curriculum to culture.

1998). Thus, all teachers must be better prepared to work with children from many different backgrounds (Vicktor & Liles, 1997; Siles & Pardo, 1998; Volley, 1998). By developing culturally responsible schools and classrooms, teachers demonstrate respect for children's home cultures, and motivate students to do their best (Montgomery, 2001). The "Tips for Teachers" box provides a few ideas about how to foster such environments for classrooms and schools.

Second, teachers can provide culturally responsive instruction by "embedding" their teaching with examples of multicultural and bilingual content. It is important to incorporate into a classroom's instruction the cultural diversity of students (Arillo & Jimenez-Hernandez, 1997). Although it is important to incorporate into a classroom's instruction the cultural diversity of students (Arillo & Jimenez-Hernandez, 1997). Although it is important to incorporate into a classroom's instruction the cultural diversity of students (Arillo & Jimenez-Hernandez, 1997).

NEW

NEW

Tips for Teachers These boxes list simple, practical procedures to apply in specific teaching situations. The tactics selected, however, have broad applicability.

Validated Practices These boxes focus on effective teaching methods that have been proved to benefit students with diverse learning needs across content areas (reading, reading comprehension, communication). Included in the boxed text are brief descriptions of the method, as well as step-by-step guidelines for implementing it in classroom settings. Whenever possible, an illustration of the tactic's execution is provided.

VALIDATED PRACTICES

Story Maps

What Are Story Maps?

Story maps are simple diagrams used to assist students, at any grade level, in organizing and recalling content from stories they have learned to read. Even first graders can use simple who, what, where, when, why maps, or "five whys," to sequence maps. More complex maps that incorporate setting, characters, conflict, action, sequence, and outcomes can be used with older students.

Why Story Maps Are Beneficial

Mapping techniques help students remember what they have read by requiring them to paraphrase the information. When students are able to put into their own words, they are more likely to remember the information.

Implementing Story Maps

Story mapping requires that you provide students with a blank map to complete. Two common story map techniques are

the Model-Led-Tell method (Idol, 1987) and Story Frames (Foster, 1982). The Model-Led-Tell method requires students to be actively engaged in learning and from students. The Model-Led-Tell method requires students to be actively engaged in learning and from students.

Model Phase

1. Read a story or passage aloud to your students.
2. Stop reading when you come to a key element of the story (e.g., character, setting).
3. Ask students to identify the key element. You may need to prompt them ("This story talks about...").
4. Ask students to do the same by writing the information on your map.
5. Have students fill in the information on their maps.

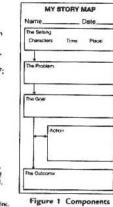
Lead Phase

1. Students read the story independently.
2. Students complete their maps, with your assistance if necessary.
3. Review completed maps with your class, adding missed information.

Test Phase

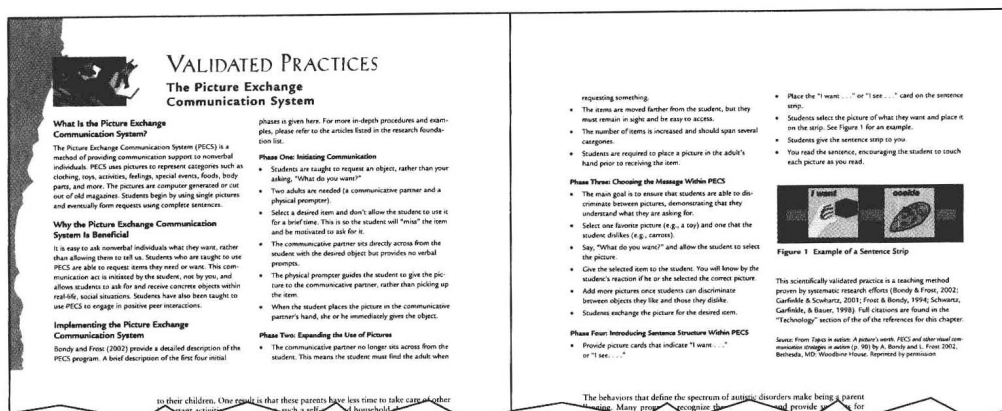
1. Students read the story independently.
2. Students complete their maps independently.
3. Ask your students the following questions: "Who were the main characters?" "Where did the story take place?" "What was the main idea of the story?"

Figure 1 Components of the Story Map

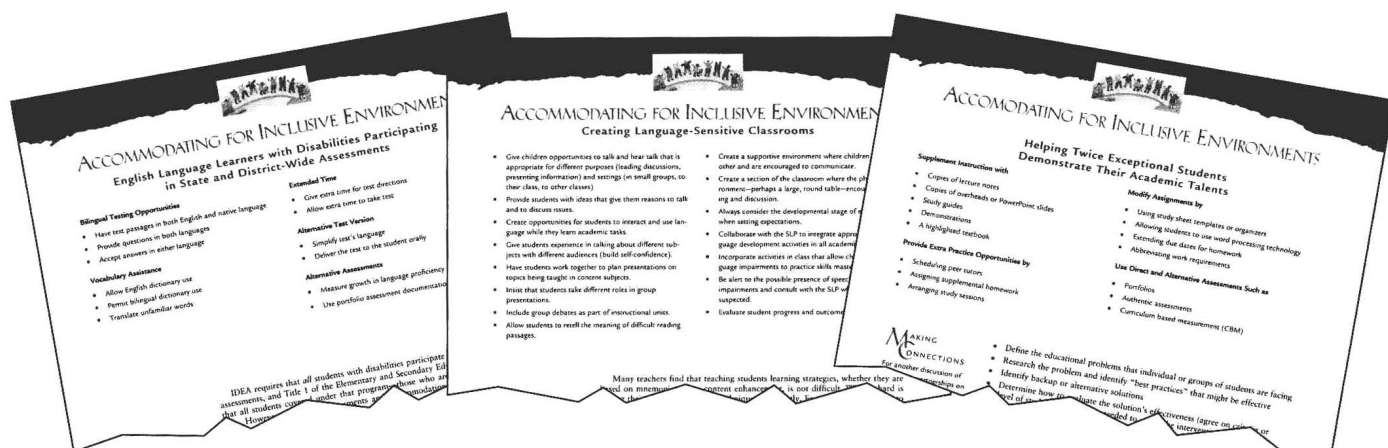


Source: From "Group story mapping: A strategy for teaching reading to students with disabilities" by B. Brumby, M. Hargrave, & S. Stroup, 2003. *Journal of Special Education*, 37, 2-3 (SAGE).

disabilities (Decker et al., 2001). The results are impressive! Researchers and teachers at the Kansas center, and across the nation, have expanded and further implemented this method. Learning strategies tactics help students learn and remember strategies more effectively. Many more students are benefiting from this method.



• **Accommodating for Inclusive Environments** These boxes give practical ideas for adapting or modifying instruction or adjusting the curriculum or the learning environment to enhance the success of students, with disabilities. Emphases is placed on the steps needed for effective integration of children with disabilities and improved access to the general education curriculum.



Theme 4: Cultural and Linguistic Diversity

The increasing diversity of America's schoolchildren presents both challenges and opportunities to those responsible for their education and to school systems. "Minority" students represent a majority in more and more school districts across the nation, and the number of schoolchildren who are not native speakers of English increases annually. These students and their families bring diverse cultures and perspectives to their learning environments, and educators have a great opportunity to tap this richness to enhance instruction. This edition is dedicated to helping teachers gain insight into special considerations that arise in the instruction of diverse students.

- This edition provides a full chapter on multicultural and bilingual special education.
- Topics related to correcting the overrepresentation of culturally and linguistically diverse learners with disabilities in special education, and their underrepresentation in programs for gifted students, are discussed throughout the text. These topics include

Nondiscriminatory testing

Cultural competence

Fostering culturally sensitive learning environments to reduce these students' disproportional representation

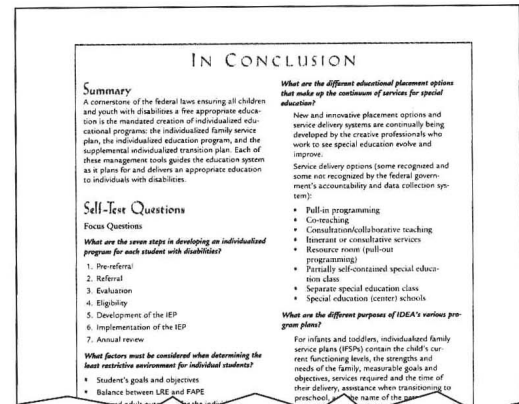
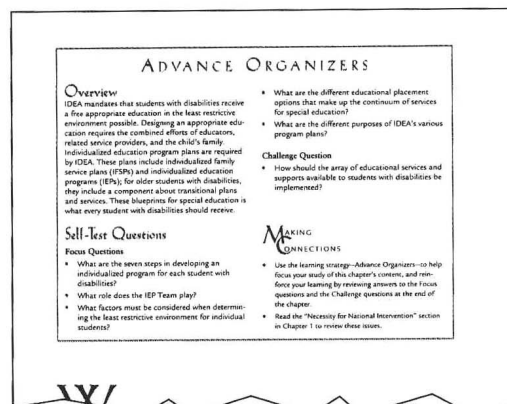
Theme 5: Learning Aids Make for Efficient Mastery of Information

This edition incorporates many pedagogical aids designed to make the contents of this text more accessible, more engaging, and easier to master. Features, such as straightforward readability, consistency in organization, and inviting design enable students to focus on the most important material. Proven learning strategies are also incorporated into the text's conceptual design to help readers master the information presented. For example, the text incorporates a problem solving approach wherein students are challenged to think about current special education dilemmas and challenges and to consider possible solutions. This approach is especially notable in the "Opportunities for a Better Future" sections found at the beginning of each chapter. Also, to help students think critically, section headings are worded as questions that focus their attention on the essential points raised in the section that follows. Here are some highlights of these learning aids.

• **Standard Chapter Outlines** Chapters 3-13 are all organized into the following sections so that readers will always know what major topics to expect and exactly where to find information.

- Opportunities for a Better Future
- Definition
- History
- Prevalence
- Causes and Prevention
- Characteristics
- Early Childhood Education
- Elementary Through High School
- Collaboration for Inclusion
- Transition Through Adulthood
- Families
- Technology
- In Conclusion

• **Advance Organizers** Each chapter is introduced with an Overview and Self-Test Questions (five Focus Questions and a Challenge Question) that were designed to guide students' thinking as they read the chapter. These advance organizers are linked to a chapter summary, and bulleted answers to the Self-Test Questions are supplied at the end of each chapter as a study aid and for the purpose of reinforcing the chapter's content.



INTASC Principles and CEC Standards Another feature highlights important content. At the end of every chapter, information essential to meeting the professional standards and principles endorsed for entry-level teachers by two professional teacher associations—the Council for Exceptional Children

(CEC) and the Interstate New Teacher Assessment and Support Consortium (INTASC)—is presented and tied to the chapter's content. These principles and standards are those that influence the contents of the PRAXIS II™ and of many state-level licensure examinations for general education and special education teachers. General education teachers should pay particular attention to the INTASC principles, and special education teachers should focus on the CEC standards.



End-of-Chapter Film Critiques

In the “Supplementary Resources” section of Chapters 3–13, brief descriptions and critiques of popular films, videos, and DVDs are found. The films included in these sections are readily available from video rental stores or from the Internet (e.g., amazon.com or moviesunlimited.com). In these films, a central character has the disability discussed in that chapter. In some cases, the portrayal is appropriate, but in other cases, for comparisons, the portrayal is insensitive or even cruel. One purpose of these sections is to draw students’ attention to the impact that the media have on reinforcing or reducing stereotypes.

- **Making Connections** These marginal notations help students see the connections and relationships among ideas presented within and across chapters. These features provide a quick reminder that facts, information, and policies in special education are often related and are seldom confined to a particular disability.

COMPONENTS OF THE TEACHING PACKAGE

Our team has created a complete instructional package for this introduction to the field of special education¹. The text is central to the course, and its supplements were created to support the text and the learning activities for the academic term. These supplements provide an outstanding array of resources that facilitate learning about students with disabilities and their families.

Resources for Instructors

- Online Web Resource Directory for Faculty. This searchable directory provides up-to-date listings of organizations’ and agencies’ web sites.
- Instructor’s Resource Manual and Test Bank. The Instructor’s Resource Manual includes a wealth of interesting ideas and activities designed to help instructors teach the course. Each chapter of the Manual includes: outline and lecture notes, discussion questions, web activities, handout masters (including case studies), and additional resources. The Test Bank includes hundreds of essay, multiple-choice, and true/false questions.

¹For more information about the instructor and student supplements that accompany and support the text, ask your local Allyn and Bacon representative, or contact Allyn and Bacon, Sales Support Department.



- Computerized Test Bank. The printed Test Bank is also available electronically through the Allyn and Bacon computerized testing system: TestGen EQ. Instructors can use TestGen EQ to create exams in just minutes by selecting from the existing database of questions, editing questions, or writing original questions.
- PowerPoint™ Presentation. Ideal for lecture presentations or student handouts, the PowerPoint™ presentation created for this text provides dozens of ready-to-use graphic and text images (available on the Web at ablongman.com/ppt).
- The “Snapshots” Video Series for Special Education
- Snapshots: Inclusion Video (© 1995, 22 minutes in length). This profiles three students of differing ages and with various levels of disability in inclusive class settings. In each case, parents, classroom teachers, special education teachers, and school administrators talk about the steps they have taken to help the students succeed in inclusive settings.
- Snapshots 2: Video for Special Education (categorical organization) (© 1995, 20–25 minutes in length). This two-video set of six segments (traumatic brain injury, behavior disorders, learning disabilities, mental retardation, hearing impairments, and visual impairments) is designed specifically for use in college classrooms. Each segment profiles three individuals, and their families, teachers, and experiences. These programs are of high interest to students; instructors who have used the tapes in their courses have found that they help disabuse students of stereotypical viewpoints and put a “human face” on the course material.
- Professionals in Action Videotape: Teaching Students with Special Needs (© 2000, 120 minutes in length). This *Professionals in Action* video consists of five 15- to 30-minute modules presenting viewpoints and approaches to teaching students with various disabilities in general education classrooms, in separate education settings, and in various combinations of the two. Each module explores its topic via actual classroom footage and includes interviews with general and special education teachers, parents, and students themselves.
- Allyn and Bacon Transparencies for Special Education. This package includes 100 acetates, over half of which are full-color.
- Digital Media Archive for Special Education. This CD-ROM contains a variety of media elements that instructors can use to create electronic presentations in the classroom. It includes hundreds of original images, as well as selected art from Allyn and Bacon special education texts, providing instructors with a broad selection of graphs, charts, and tables. For classrooms with full multimedia capability, it also contains video segments and Web links.

Resources for Students

- Online Web Resource Directory for Students. This searchable directory provides up-to-date listings of organizations’ and agencies’ web sites.
- Study Guide. The Study Guide that accompanies the text contains proven learning strategies such as mnemonics, clustering information into main ideas, and study organizers. The Guide features numerous ways of helping students apply and practice what they have learned in the text, including: a timeline, define-the-terms activities, web activities, alphabet soup, mini case studies, practice tests, and crossword puzzles.
- Companion Website Plus. Students who visit the Companion Website that accompanies the text (ablongman.com/smith5e) will find many features and activities to help them in their studies: web links, learning activities, practice tests, video and audio clips, text correlations to national and state professional

standards and the Praxis II™ exams, and vocabulary flash cards. The website also features an interactive Special Education Timeline that highlights the people and events that have shaped special education through history. The website also features Syllabus Manager, an online syllabus creation and management tool. Instructors can easily create syllabi with direct links to the companion website, links to other online resources, and student assignments. Students may access the syllabus at any time to help them with research projects and to complete the assignments.

- VideoWorkshop: A Course-Tailored Video Learning System. www.ablongman.com/videoworkshop
VideoWorkshop for Special Education is a new way to bring video into your course for maximized learning. This total teaching and learning system includes quality video footage on an easy-to-use CD-ROM plus a Student Learning Guide and an Instructor's Teaching Guide—both with textbook-specific correlation grids. The result? A program that brings textbook concepts to life with ease and that helps your students understand, analyze, and apply the objectives of the course. VideoWorkshop is available for your students as a value-pack option with this textbook.
- “What’s Best for Matthew?” Interactive CD-ROM Case Study for Learning to Develop IEPs, Version 2.0. This CD-ROM helps pre-service and in-service teachers develop their IEP writing skills through the case study of Matthew, a nine-year-old boy with autism. It is sold separately, and is also available at a reduced price as a “value package” with the textbook.
- Research Navigator™. Allyn & Bacon’s new Research Navigator™ is the easiest way for students to start a research assignment or research paper. Complete with extensive help on the research process and three exclusive databases of credible and reliable source material, including EBSCO’s ContentSelect Academic Journal Database, *New York Times* Search by Subject Archive, and “Best of the Web” Link Library, Research Navigator™ helps students quickly and efficiently make the most of their research time.
- iSearch Guide for Special Education (with Research Navigator™). This free reference guide includes tips, resources, activities, and URLs to help students use the Internet for their research projects. The first part introduces students to the basics of the Internet and the World Wide Web. Part II includes many Net activities that tie into the content of the text. Part III lists hundreds of special education Internet resources. Part IV outlines how to use the Research Navigator™ resources. The guide also includes information on how to cite research correctly and a guide to building an online glossary. Includes Access Code for Research Navigator™.

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While it may take a village to raise a child, it definitely takes teams of villagers to create and produce an introductory textbook. The journey this revision took clearly drew every resource possible from individuals and teams from many “villages.”

The Home Team

The support, work, and expertise of my Nashville team are incredible. Is there a word that exceeds “thanks?” My thesaurus doesn’t show one, but clearly a new word is needed in the English language.

No one understands what it takes to write a text like this one better than the person who has to live with the writer along with the stress, the mess, and the missed

events. Jim Smith, my husband and my Henry Higgins, has had to endure five such events, and to his credit complains remarkably little and seems proud of his Eliza almost all of the time. Naomi Chowdhuri Tyler coordinated the preparation of many of the supplements that accompany this text, created the Test Bank, and developed many of the activities included in the Instructor's and Students' Resource Manuals. We have worked together on many projects over quite a few years, and everything about Naomi is exceptionally outstanding. Everyone should be so lucky, and have such a friend and a colleague. Naomi, thanks. I also extend my appreciation to Kim Paulsen for writing the strand of Validated Practices boxes found in chapters 3 through 13; Ann Garfinkle who contributed to the chapter about autistic spectrum disorders, new to this edition; and Steve Smith who created and wrote the film critiques found at the end of chapters 3 through 13. Two non-Nashvilleans (maybe they should be honorary citizens) were members of this edition's home team: Nancy Halmhuber of Eastern Michigan University who researched and wrote the sections about how the text's content links to CEC and NTAS standards; and Rebecca Evers of Winthrop University who contributed the Video Workshop segments found at the end of most chapters.

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Disability Advocates

Voices from the disability community—people with disabilities, their family members, and special education professionals—resonate throughout this text. They are heard most loudly in the Personal Perspective sections found at the beginning of each chapter. To those who so generously shared their individual stories and "spoke" for so many others, a special thanks is extended to: Norma Lopez-Reyna, Megan Askim, Amy Harris-Soloman, Jean Gibson, Tom Catron, Bethany Hoppe, Ann Corn, Susan

Saunders, Belinda Pandy, and Tom Hehir. And, thanks also goes to Lilly Cheng of San Diego State University who first told me the very special Starfish Story (which you find at the beginning of this text).

And, I'd like to share a little story about how this edition's effort introduced me to some incredible and generous people who give of themselves unselfishly. The half-time entertainment at a Vanderbilt Woman's basketball game was a local boy's team and their cheerleaders. The team was a group of wheelchair athletes from the A.B.L.E. program of Easter Seals of Nashville, and their cheerleaders were from the Music City Wheelcheerleaders (see pictures of both groups in Chapter 9). The director of the A.B.L.E. program and the boys' basketball coach, Rick Slaughter, took many of the photos included in this edition; Bethany Hoppe, the director of the cheerleaders, shared her story with you through the personal perspective that opens Chapter 9; and Lizzy B. is one of the cheerleaders in Bethany's troupe and her mom told their story at the beginning of Chapter 5. Besides being people who make real differences in the lives of individuals with disabilities and their families, they left their "footprints" on this edition while the thread of their connections bind this book.

Reviewers

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immediately caught my vision and added her creativity and sense of aesthetics to the project; the outcome is wonderful and apparent.

How can you ever thank enough the person who answers e-mails and telephone calls on evenings, weekends, and holidays; is always cheerful, even when things seem impossible; solves problems and doesn't ever create them; quickly gets questions answered; and is also a heck of a lot of fun to work with? Well, maybe these sentences do so in some small way. If any of you elect to create a personal nightmare and write an intro text, may you have a developmental editor as wonderful as Alicia Reilly.

Toward the end of a big book project like this one, nothing is more important to an author than to work with a production packager who is professional and efficient, attends to details from the beginning to the end, is available, always pleasant and positive we'll make that next important deadline, and is tireless. Barbara Gracia sets the highest quality standard for those in her business. Barbara and I have become a real team; one that works together well because we respect each other to the highest level. Barbara, once again, thanks. And, to those wonderful people who made this edition interesting to look at and easier for you to use, I thank them on your behalf. Connie Day, copy editor, who did an outstanding and thorough job to make this edition clear. Helene Prottas, photo researcher, took my sketchy ideas and found illustrations that were obviously just what I imagined. She also followed her own creative lead and enhanced this edition immeasurably with wonderful photos that tell important stories about children with disabilities and their families. Carolyn Deacy beautifully designed this edition, and Deborah Schneck and her team executed it well. At the end of the day, you have what we all hope is an enticing, inviting, and contemporary text that provides you with up-to-date content, where you hear the voices of the disability community, and you understand what it takes to make provide a good and effective education to students with disabilities.

Deborah Deutsch Smith

A REFLECTION

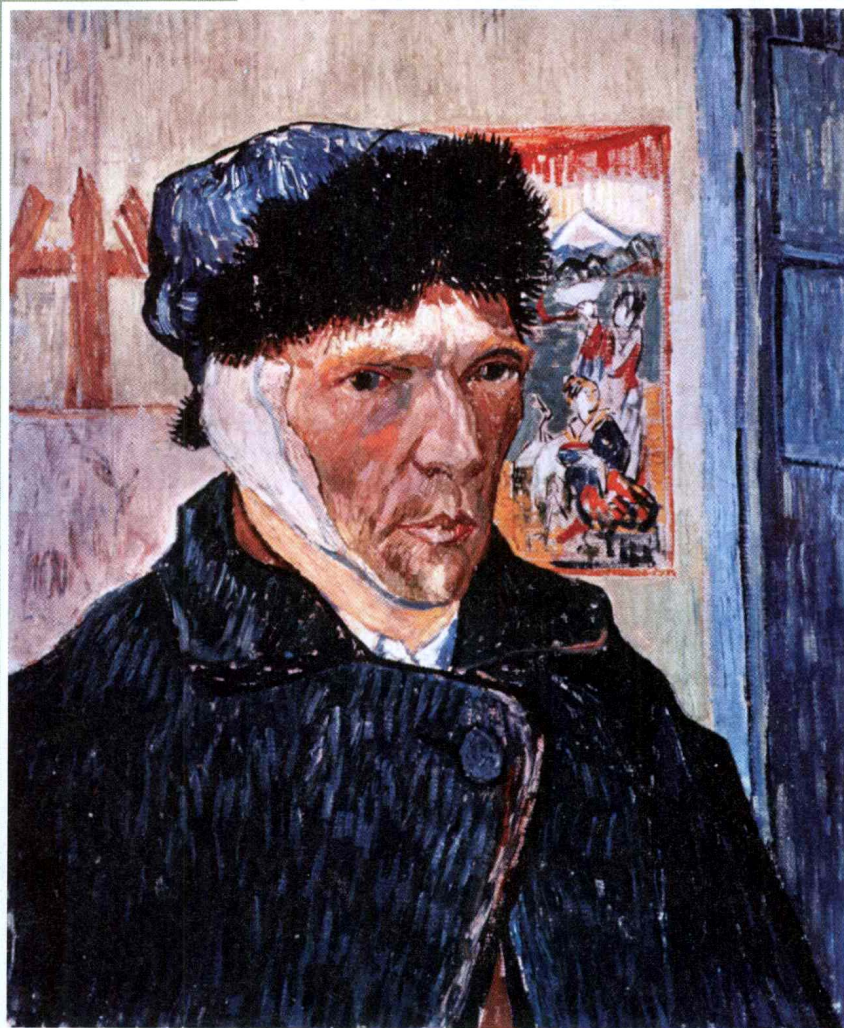
My career in special education is long, beginning when I was a teenager. What has sustained me over the years is the excitement of watching a child with disabilities achieve an important goal, perform a task that seemed impossible to accomplish only a few weeks before, and share a funny happening with everyone in class. In no way would I intend to minimize disabilities, but I also would not describe them as so complex and difficult that many cannot be compensated for or even reduced. One important message I want to convey is that people with disabilities can assume their places, alongside people without significant disabilities, in modern society when special education is truly special. May a child's laughter and joy over an accomplishment entice you, too, to devote your career to the field of disabilities as it did me.

Another message is that every school, not just isolated examples, are places where all children—those with and without disabilities—are engaged and excited by learning. Schools should be places where students learn with and from each other, helped by excellent teachers and other professionals—places where families are integral to the educational process and their family traditions, culture, and language are respected and reflected in educational programs. I realize that this vision is just that: a vision of what schools should and could be.

Lilly Cheng of San Diego State University often tells the following story. Think of the possibilities if each of us stops to save just one starfish!

An old man was walking on a beach one morning and saw some movements from a distance. He was very curious about the movements and as he walked closer, he saw a young girl picking something from the beach and throwing it into the ocean. When he got very near, he saw that the girl was throwing starfish that had washed up on the beach into the ocean. The old man said to the girl, "The sun is out and there are hundreds of starfish on the beach. You can't save them all. They'll all perish." The young girl picked up one more starfish, and while she was throwing the starfish into the ocean, she said, "This one won't."





Vincent van Gogh, *Self-Portrait with Bandaged Ear*.
Courtauld Institute Galleries, London. Giraudon/Art Resource, NY.

VINCENT VAN GOGH, the son of a Dutch pastor, was drawn to the pulpit early in life. At the same time, his three uncles who were very active in the art world also influenced him. His many remaining letters give much insight into his early career indecision and his continuing loneliness, melancholy, and emotional disturbance. Yet the impact and beauty of his most productive artistic life are almost beyond comparison (Murdoch, 1998; Walther & Metzger, 1993).

Van Gogh left many self-portraits. This painting, *Self-Portrait with Bandaged Ear* (1889) is one made during the last years of his life, and sends a message about his state of well-being.