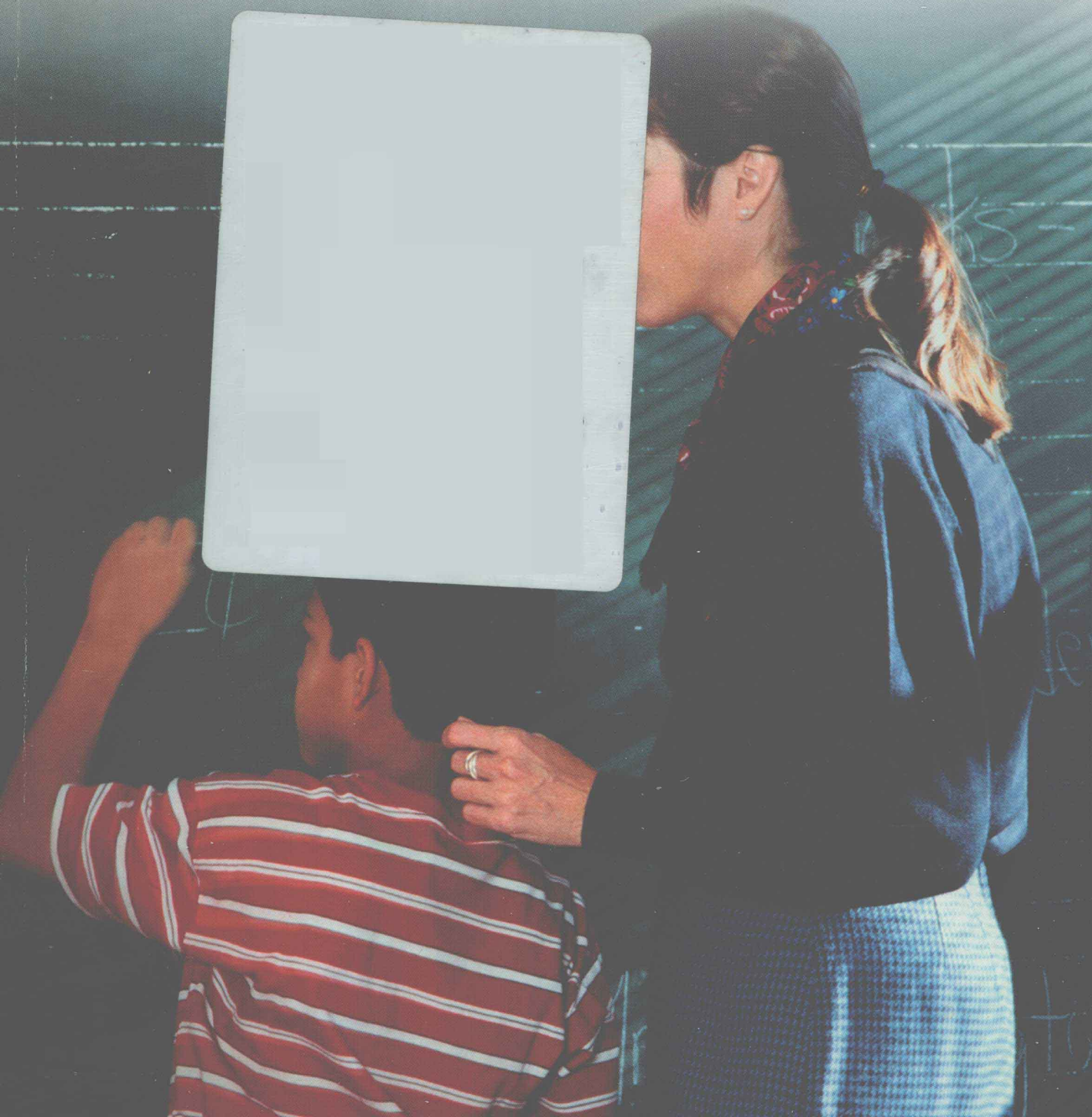


A·N·N·U·A·L E·D·I·T·I·O·N·S

Educating Exceptional Children

02/03



A·N·N·U·A·L E·D·I·T·I·O·N·S

Educating Exceptional Children

02/03

Fourteenth Edition

EDITOR

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University of Maryland, Baltimore County

Dr. Karen Freiberg has an interdisciplinary educational and employment background in nursing, education, and developmental psychology. She received her B.S. from the State University of New York at Plattsburgh, her M.S. from Cornell University, and her Ph.D. from Syracuse University. She has worked as a school nurse, a pediatric nurse, a public health nurse for the Navajo Indians, an associate project director for a child development clinic, a researcher in several areas of child development, and a university professor. Dr. Freiberg is the author of an award-winning textbook, *Human Development: A Life-Span Approach*, which is now in its fourth edition. She is currently on the faculty at the University of Maryland, Baltimore County.

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8. Multiple Disabilities

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9. Orthopedic and Health Impairments

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10. Giftedness

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11. Transition

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Fourteenth Edition

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Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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To the Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

The Individuals with Disabilities Education Act (IDEA) is now over 25 years old. President Gerald Ford signed it into law in 1975 requiring that all students with disabilities be provided a free and appropriate education in the least restrictive environment possible. For about 95 percent of America's children with disabilities this now means education in regular classrooms in public schools. The number of children with disabilities requiring special services has jumped about 50 percent since the advent of IDEA. This is due to several factors: better diagnostic and assessment techniques, more children being kept alive after premature birth, "at-risk" births, earlier education, later education and transition services until age 21, and more awareness of conditions of disability. Current costs for special education in the United States are about \$51 billion dollars a year, about 20 percent of total school spending.

The current United States president, George W. Bush, has promised that education will be a priority in his administration. He envisions new schools, new teachers, higher salaries for teachers, reductions in class size, improved curricula, and more school supplies, including computers. Will Congress appropriate the funds to fulfill his wish list? Currently the costs for educating children in the United States are paid predominantly by state and local governments. Federal assistance for education is currently about 10 percent of the actual expenditures. Will Congress agree to pay more? What impact will increased spending for special education have on lawmakers' decisions?

IDEA requires schools to work with parents as partners in the education of individuals with disabilities. Educational services must be provided to persons with special needs from time of diagnosis (birth, if applicable) through age 21. Educators, in collaboration with parents and other service providers, are required to provide individualized family service plans (IFSPs) for infants and young children who are at risk of developing disabilities or who acquire disabilities before they enter public school. Individualized transition plans (ITPs) must be provided for older students. For this reason, one-quarter of all the articles in *Annual Editions: Educating Exceptional Children 02/03* deal with family involvement.

Every child with a disability who is enrolled in public school has an annually updated individualized education plan (IEP). This describes how the child will receive special services, and where, when, why, and what services

will be provided. It is team-written by teachers, the student, parents, and all applicable service providers. IDEA directs IEPs to be outcomes-oriented.

Is the education of children with exceptionalities best carried out in regular education classes? Proponents of inclusion cite benefits such as socialization of both the children with special needs and their peers without disabilities. Tolerance and acceptance begin with exposure and are taught by egalitarian teachers who focus on positive interaction and differential abilities. Opponents of inclusive education cite lack of preparation of regular education teachers, crowded and ill-equipped classrooms, monies being diverted from the education of the many to education of the few, and the negative effects of competition.

Annual Editions: Educating Exceptional Children 02/03 includes articles that discuss the pros and cons of inclusion. It explains how IDEA provisions are being implemented in all areas of special education. Selections have been made with an eye to conveying information, giving personal experiences, and offering many practical suggestions for implementation. Teachers will find articles that deal with all levels of education from preschool through transition to postsecondary education.

To help us improve future editions of this anthology, please complete and return the postage-paid article rating form on the last page. Your suggestions are valued and appreciated.

Good luck in using this anthology to make your own and others' lives easier and more rewarding.



Karen L. Freiberg
Editor

Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course. You may want to use the topics listed on these pages to search the Web more easily.

On the following pages a number of Web sites have been gathered specifically for this book. They are arranged to reflect the units of this *Annual Edition*. You can link to these sites by going to the DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

ALL THE ARTICLES THAT RELATE TO EACH TOPIC ARE LISTED BELOW THE BOLD-FACED TERM.

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World Wide Web Sites

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. The easiest way to access these selected sites is to go to our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

AE: Educating Exceptional Children 02/03

The following sites were available at the time of publication. Visit our Web site—we update DUSHKIN ONLINE regularly to reflect any changes.

General Sources

The Big Pages of Special Education Links

<http://www.mts.net/~jgreenco/special.html>

This site leads to links that deal with disabilities related to special education.

ERIC Clearinghouse on Disabilities and Gifted Education

<http://www.ericec.org>

This ERIC clearinghouse has information on everything important to special education professionals. It links also to The Council for Exceptional Children and the National Clearinghouse for Professions in Special Education.

Family Village

<http://www.familyvillage.wisc.edu/index.html>

Here is a global community of disability-related resources that is set up under such headings as library, shopping mall, school, community center, and others.

National Information Center for Children and Youth With Disabilities (NICHCY)

<http://www.nichcy.org/index.html>

NICHCY provides information and makes referrals in areas related to specific disabilities, early intervention, special education and related services, individualized education programs, and much more. The site also connects to a listing of Parent's Guides to resources for children and youth with disabilities.

National Rehabilitation Information Center (NARIC)

<http://www.naric.com>

A series of databases that can be keyword-searched on subjects that include physical, mental, and psychiatric disabilities, vocational rehabilitation, special education, assistive technology, and more can be found on this site.

Special Education Exchange

http://www.spedex.com/main_graphics.htm

SpEdEx, as this site is more commonly known, offers a wealth of information, links, and resources to everyone interested in special education.

UNIT 1: Inclusive Education

Consortium on Inclusive Schooling Practices

<http://www.asri.edu/cfsp/brochure/abtcons.htm>

The Consortium represents a collaborative effort to build the capacity of state and local education agencies to provide inclusive educational services in school and community settings, focusing on systemic reform rather than on changes in special education only.

Kids Together, Inc.

<http://www.kidstogether.org>

Based on the IDEA law about teaching children with disabilities in regular classrooms, this site contains all the information on inclusion you might need.

New Horizons for Learning

<http://www.newhorizons.org>

Based on the theory of inclusion, this site is filled with information on special needs inclusion, technology and learning, a brain lab, and much more, presented as floors in a building.

UNIT 2: Early Childhood

Division for Early Childhood

<http://www.dec-spced.org>

A division of the Council for Exceptional Children, the DEC advocates for the improvement of conditions of young children with special needs. Child development theory, programming data, parenting data, research, and links to other sites can be found on this site.

Institute on Community Integration Projects

<http://ici.umn.edu/projectscenters/>

Research projects related to early childhood and early intervention services for special education are described here.

National Early Childhood Technical Assistance System

<http://www.nectas.unc.edu>

An exceptionally complete site on children with special needs, NECTAS explores many areas, including the IDEA and inclusion, and includes a projects database.

Special Education Resources on the Internet (SERI)

<http://seriweb.com>

SERI offers helpful sites in all phases of special education in early childhood, including disabilities, mental retardation, behavior disorders, and autism.

UNIT 3: Learning Disabilities

Children and Adults With Attention Deficit/Hyperactivity Disorder (CHADD)

<http://www.chadd.org>

CHADD works to improve the lives of people with AD/HD through education, advocacy, and support, offering information that can be trusted. The site includes fact sheets, legislative information, research studies, and links.

The Instant Access Treasure Chest

<http://www.fln.vcu.edu/ld/ld.html>

Billed as the Foreign Language Teacher's Guide to Learning Disabilities, this site contains a very thorough list of resources for anyone interested in LD education issues.

Learning Disabilities and Disorders

<http://fly.hiwaay.net/~garson/learned.htm>

This is a good source for information about all kinds of learning disabilities with links to other related material.

Learning Disabilities Association of America (LDA)

<http://www.ldanatl.org>

The purpose of the LDA is to advance the education and general welfare of children of normal and potentially normal intelligence who show handicaps of a perceptual, conceptual, or coordinative nature.

Teaching Children With Attention Deficit Disorder

<http://www.kidsource.com/kidsource/content2/add.html>

This in-depth site defines both types of ADDs and discusses establishing the proper learning environment.

UNIT 4: Speech and Language Impairments

Speech Disorders WWW Sites

<http://www.socialnet.lu/handitel/wwwlinks/dumb.html>

A thorough collection of Web sites, plus an article on the relationship between form and function in the speech of specifically language-impaired children, may be accessed here.

UNIT 5: Developmental Disabilities

Arc of the United States

<http://www.thearc.org>

Here is the Web site of the national organization of and for people with mental retardation and related disabilities and their families. It includes governmental affairs, services, position statements, FAQs, publications, and related links.

Autism Society Early Interventions Package

http://www.autism-society.org/packages/early_intervention.pdf

Answers to FAQs about early intervention in cases of autism as well as online help with obtaining early intervention services, reading lists, and organizations to contact for further information are located on this Web site.

Disability-Related Sources on the Web

<http://www.arcofarizona.org/dislnkin.html>

This resource's many links include grant resources, federally funded projects and federal agencies, assistive technology, national and international organizations, and educational resources and directories.

Gentle Teaching

<http://www.gentleteaching.nl>

Maintained by the foundation for Gentle Teaching in the Netherlands, this page explains a nonviolent approach for helping children and adults with special needs.

UNIT 6: Emotional and Behavioral Disorders

Resources in Emotional or Behavioral Disorders (EBD)

<http://www.gwu.edu/~ebdweb/index.html>

At this page, link to a collection of Web resources for teachers of students with serious emotional disturbances.

UNIT 7: Vision and Hearing Impairments

Info to Go: Laurent Clerc National Deaf Education Center

<http://clerccenter.gallaudet.edu/InfoToGo/index.html>

Important for parents and educators, this Web site from Gallaudet University offers information on audiology, communication, education, legal, and health issues of deaf people.

The New York Institute for Special Education

<http://www.nyise.org/index.html>

This school is an educational facility that serves children who are blind or visually impaired. The site includes program descriptions and resources for the blind.

UNIT 8: Multiple Disabilities

Activity Ideas for Students With Severe, Profound, or Multiple Disabilities

<http://www.palaestra.com/featurestory.html>

The Fall 1997 issue of the *Palaestra* contains this interesting article on teaching students who have multiple disabilities. The complete text is offered here on line.

UNIT 9: Orthopedic and Health Impairments

Association to Benefit Children (ABC)

<http://www.a-b-c.org>

ABC presents a network of programs that includes child advocacy, education for disabled children, care for HIV-positive children, employment, housing, foster care, and day care.

Introduction: Community Travel

<http://isd.saginaw.k12.mi.us/mobility/ctpintro.htm>

The purpose of community-based education is to help students in special education to become more independent. Here is an excellent description of how it is being done in at least one community.

Resources for VE Teachers

<http://cpt.fsu.edu/tree/ve/tofc.html>

Effective practices for teachers of varying exceptionalities (VE) classes are listed here.

UNIT 10: Giftedness

Kenny Anthony's Gifted and Talented and General Educational Resources

<http://www2.tsixroads.com/~kva/>

In addition to definitions and characteristics of giftedness and needs of the gifted, an excellent list of education resources for the gifted can be found at this site.

National Association for Gifted Children (NAGC)

<http://www.nagc.org/home00.htm>

NAGC, a national nonprofit organization for gifted children, is dedicated to developing their high potential.

UNIT 11: Transition

National Transition Alliance (NTA) Home Page

<http://www.dssc.org/nta/index.html>

This NTA site provides state transition resources, searchable databases on transition, school-to-work model programs, and links to other online databases. It includes a database of model transition programs.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: <http://www.dushkin.com/annualeditions/>.

UNIT 1

Inclusive Education

Unit Selections

1. **What's Good? Suggested Resources for Beginning Special Education Teachers**, Sharon A. Maroney
2. **Here Comes the SUN Team! Collaborative Inclusion at Work**, Donna M. Sobel and Nancy S. Vaughn
3. **Four Inclusion Models That Work**, Dori Elliott and Merry McKenney
4. **Creating Culturally Responsive, Inclusive Classrooms**, Winifred Montgomery

Key Points to Consider

- What does the 1997 reauthorization of IDEA require of states who fail to include children with disabilities in regular education classes? What impact will this have on twenty-first century education?
- How does the parent panel approach to parental/educator collaboration work?
- What is a SUN team? How does this support unit make inclusion easier?
- What other methods can facilitate inclusive education? Does specialized instruction really help? What are the three biggest challenges facing inclusive education?



Links: www.dushkin.com/online/

These sites are annotated in the World Wide Web pages.

Consortium on Inclusive Schooling Practices

<http://www.asri.edu/cfsp/brochure/abtcons.htm>

Kids Together, Inc.

<http://www.kidstogether.org>

New Horizons for Learning

<http://www.newhorizons.org>

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<i>Selected World Wide Web Sites</i>	xiv



UNIT 1 Inclusive Education

Four articles present strategies for establishing positive interaction between students with and without special needs.

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1. **What's Good? Suggested Resources for Beginning Special Education Teachers**, Sharon A. Maroney, *Teaching Exceptional Children*, September/October 2000

This article gives suggestions from experienced *inclusive education* teachers to beginners: Know *legal requirements*, join professional organizations, get current curricular materials, use time efficiently, and consult colleagues.

2

2. **Here Comes the SUN Team! Collaborative Inclusion at Work**, Donna M. Sobel and Nancy S. Vaughn, *Teaching Exceptional Children*, November/December 1999

SUN (Supporting Unique Needs) teams deliver *collaborative* support to educators trying to teach students with disabilities in *inclusive education* programs. Team consultants include parents, teachers, and service providers with technical expertise and resources to share in developing *individualized education programs* (IEPs) that serve challenging students.

8

3. **Four Inclusion Models That Work**, Dori Elliott and Merry McKenney, *Teaching Exceptional Children*, March/April 1998

The authors argue that 20 years of segregated instruction for students with special needs has not been superior to regular classrooms. They support *inclusive education* and make a strong case for *collaboration* between special education and regular education with consultation, team teaching, aide services, and limited pullouts.

16

4. **Creating Culturally Responsive, Inclusive Classrooms**, Winifred Montgomery, *Teaching Exceptional Children*, March/April 2001

Disproportionate numbers of *culturally diverse* children have special education needs. Inappropriate placements, low expectations, and inadequate instruction in *elementary schools* contribute to more failure and dropping out. The need for responsive, high-quality education in *inclusive classrooms* is paramount.

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UNIT 2 Early Childhood

Three unit articles discuss the implementation of special services to preschoolers with disabilities.

Unit Overview	26
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5. **From Philosophy to Practice in Inclusive Early Childhood Programs**, Tom Udel, Joyce Peters, and Torry Piazza Templeman, *Teaching Exceptional Children*, January/February 1998

Developmentally appropriate *early childhood education* should be *inclusive education* with functional, hands-on goals, multidisciplinary *collaboration*, *family involvement*, monitoring and adjustment of services, and plans for *transition* to elementary school, according to the authors.

28

6. **Together Is Better: Specific Tips on How to Include Children With Various Types of Disabilities**, Jane Russell-Fox, *Young Children*, May 1997

A strong supporter of **inclusive education**, Jane Russell-Fox gives readers easy approaches to **early childhood** integration of children with recognized disabilities. Specific strategies are given for children with **hearing and visual impairments**, **learning and physical disabilities**, and **speech and language needs**.

34

7. **Emergent Literacy in an Early Childhood Classroom: Center Learning to Support the Child With Special Needs**, Margaret Genisio and Mary Drecktrah, *Early Childhood Education Journal*, Summer 1999

This article gives suggestions for **early childhood inclusive education** that are specific for children who have either a **learning disability**, **developmental disability**, **emotional disorder**, **speech/language impairment**, **visual impairment**, or **giftedness**.

37



UNIT 3

Learning Disabilities

The assessment and special needs of students with learning disabilities are addressed in this unit's three selections.

Unit Overview

44

8. **Learning Disabilities**, G. Reid Lyon, *The Future of Children*, Spring 1996

Learning disabilities are defined and their **prevalence rates** discussed with emphases on **legal processes**, co-occurring disorders (attention deficit disorder, social maladjustment), and methods of **assessment**. In this essay, G. Reid Lyon suggests possible biological causative factors and includes a summary of treatment methods that work.

46

9. **Graphic Organizers to the Rescue! Helping Students Link—and Remember—Information**, Gloria A. Dye, *Teaching Exceptional Children*, January/February 2000

A **learning disability** makes processing and organizing information difficult. Gloria Dye presents a teaching method that aids in recognizing, storing, and retrieving information based on cognitive schemas. The article suggests uses for **computers** and graphic organizers in **early childhood**, **elementary school**, **middle school**, and **high school** classes. Organizers benefit both teachers and students.

63

10. **Chaos in the Classroom: Looking at ADHD**, Steven C. Schlozman and Vivien R. Schlozman, *Educational Leadership*, November 2000

Students with the **learning disability** called attention deficit hyperactive disorder (ADHD) are not all alike. They require different teaching strategies depending on **assessment**, predominant symptoms of possible **emotional and behavioral disorders**, and where they are in school—**elementary**, **middle**, or **high school**. This article explains how different remedies can be tailored to individual students.

68



UNIT 4

Speech and Language Impairments

In this unit, three selections examine communication disorders and suggest ways in which students can develop their speech and language.

Unit Overview

72

11. **For the Love of Language**, Geoffrey Cowley, *Newsweek*, Fall/Winter 2000

There are often trouble spots in **speech and language** development in **early childhood**. This article explains normal and abnormal speech and provides red flags for early **assessment** purposes. Specific language impairment (SLI) is described as a possible **learning disability** as well as a grammatical disorder. Advice is included on how to assist children in language acquisition.

74

12. **Approaching Families: Facilitating Culturally/Linguistically Diverse Family Involvement**, Howard P. Parette and Beverly Petch-Hogan, *Teaching Exceptional Children*, November/December 2000

Family involvement, indispensable when educating children with *language differences*, is difficult to achieve in *culturally diverse* families who mistrust, or do not understand, the school system. This article offers *assessment* design, ways to stimulate participation, and suggestions for useful resource materials.

77

13. **Family and Cultural Alert! Considerations in Assistive Technology Assessment**, Jack J. Hourcade, Howard P. Parette Jr., and Mary Blake Huer, *Teaching Exceptional Children*, September/October 1997

Individualized education plans (IEPs) for students with *speech and language impairments* must include careful *assessment* of need, *family involvement*, *cultural sensitivity*, and *technological acceptability*.

82



UNIT 5

Developmental Disabilities

Three articles in this section discuss concerns and strategies for providing optimal educational programs for students with developmental disabilities, Down syndrome, and traumatic brain injuries.

Unit Overview

87

14. **Collaborative Planning for Inclusion of a Student With Developmental Disabilities**, Jane E. Doelling, Suzanne Bryde, Judy Brunner, and Barbara Martin, *Middle School Journal*, January 1998

This article describes the *transition* into a middle school *inclusive classroom* of a student who has *mental retardation* and *language impairment*. *Collaboration*, *family involvement*, *individualized education programs*, writing, and *peer* networks were essential ingredients of success.

89

15. **Don't Water Down! Enhance: Content Learning Through the Unit Organizer Routine**, Daniel J. Boudah, B. Keith Lenz, Janis A. Bulgren, Jean B. Schumaker, and Donald D. Deshler, *Teaching Exceptional Children*, January/February 2000

This article addresses the enormous task of developing curriculum for *high school* students with *developmental disabilities* and other special needs. This unit organizer method allows students to learn by doing. It enhances *individualized education programs (IEPs)*, allows diverse students to find challenges in *inclusive education*, and eases the *assessment* process.

95

16. **Identifying Depression in Students With Mental Retardation**, Laura M. Stough and Lynn Baker, *Teaching Exceptional Children*, March/April 1999

Students with *developmental disabilities* have a higher rate of depression and *emotional disorders* than students without disabilities. The *assessment* of their symptoms is difficult because of their co-occurring problems, and it must be performed frequently. *Legal processes* mandate psychological treatment when such problems are diagnosed.

104



UNIT 6

Emotional and Behavioral Disorders

Ways to teach emotionally and behaviorally disordered students are discussed in the unit's three articles.

Unit Overview

109

17. **Anger, Dismay, Guilt, Anxiety—The Realities and Roles in Reporting Child Abuse**, Jeanette C. Nunnelley and Teesue Fields, *Young Children*, September 1999

Emotional disorders in **early childhood** and **elementary school**, such as withdrawal and self-abuse, may be indicators of child abuse. Assessment of child abuse is complicated by **cultural differences**. The authors present the knowledge that teachers need for recognizing, understanding the **legal reporting processes**, and seeking support for abuse.

111

18. **Wraparound Services for Young Schoolchildren With Emotional and Behavioral Disorders**, Susanna Duckworth, Sue Smith-Rex, Suzanne Okey, Mary Ann Brookshire, David Rawlinson, Regenia Rawlinson, Sara Castillo, and Jessie Little, *Teaching Exceptional Children*, March/April 2001

Bronfenbrenner's systems theory is the basis for this program for **elementary school** children with **emotional and behavioral disorders**. The curriculum draws from **assessment** of micro-, exo-, and macrosystems. **Collaboration** wraparound services increase **conflict resolution** and **parental participation** and decrease office referrals, suspensions, absences, and other manifestations of disordered behavior.

117

19. **Student Mentors and Protoges Learning Together**, Brenda Burrell, Susan J. Wood, Theodore Pikes, and Connie Holliday, *Teaching Exceptional Children*, January/February 2001

Mentoring of **elementary school** students with **emotional and behavioral disorders** (EBDs) by **middle school** and **high school** students with EBDs is a wonderful learning experience and **transitional exercise** for both mentors and proteges. Children relate to and model **conflict resolution** techniques from EBD adolescents who, in turn, both practice their new skills and are able to be empathetic.

123



UNIT 7

Vision and Hearing Impairments

Three selections discuss the special needs of visually and hearing impaired children from infancy through secondary school.

Unit Overview

127

20. **Schools for the Visually Disabled: Dinosaurs or Mainstays?**, Michael J. Bina, *Educational Leadership*, March 1999

Students with **visual impairments** and **multiple disabilities** plus low vision thrive in settings with more services to meet their special needs. **Legal processes** do not mandate **inclusive education** but, rather, the most appropriate education in the least restrictive environment. Special schools may be the most credible placements to meet the educational and real-world **transition** needs of such students.

129

21. **Seeking the Light: Welcoming a Visually Impaired Student**, Anita Meyer Meinbach, *Middle School Journal*, November 1999

This account of **inclusion** of a student with a **visual impairment** helps change attitudes about **collaboration** in **middle school** classrooms. **Peer tutors** were valuable as aides and as support staff. The author provides valuable suggestions for curriculum modifications, **individualized education programs (IEPs)**, and **computer/technology** usage.

133

22. **Visual Teaching Strategies for Students Who Are Deaf or Hard of Hearing**, John Luckner, Sandra Bowen, and Kathy Carter, *Teaching Exceptional Children*, January/February 2001

The **speech and language** abilities of students who have **hearing impairments** can be enhanced by visually rich learning environments. The authors discuss use of signing, **computers** and other technology, and visual materials that can be used with all students.

140



UNIT 8

Multiple Disabilities

The implications of educational programs for children with multiple impairments are examined in this unit's three articles.

Unit Overview

147

23. **Training Basic Teaching Skills to Paraeducators of Students With Severe Disabilities**, Marsha B. Parsons and Dennis H. Reid, *Teaching Exceptional Children*, March/April 1999

Students with **multiple severe disabilities** often require a great deal of individual instruction. **Collaboration** between teachers and paraeducators in **inclusive education** settings can help meet their needs. This article describes a **one-day** teaching-skills training program (TSTP) to prepare teaching aides in appropriate strategies to use.

149

24. **The Unexpected Benefits of High School Peer Tutoring**, Amy Wildman Longwill and Harold L. Kleinert, *Teaching Exceptional Children*, March/April 1998

Students with **multiple disabilities** need performance-based **assessment**. The **use of peer tutors** in **inclusive education** programs is especially beneficial in assisting with special areas of performance such as the development of career interests and making the **transition** into community living.

155

25. **Using Technology to Construct Alternate Portfolios of Students With Moderate and Severe Disabilities**, Anne Denham and Elizabeth A. Lahm, *Teaching Exceptional Children*, May/June 2001

Four students with **developmental disabilities** and **multiple disabilities** are profiled to illustrate **assessments** and **computer** portfolios for children who are very hard to educate. Federal **legal regulations** require alternate plans and accountability for students with severe disabilities who are not accommodated by the usual procedures. Data show that this method works.

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UNIT 9

Orthopedic and Health Impairments

In this unit, three articles discuss how health problems and mobility impairments have an impact on a child's education.

Unit Overview

171

26. **I Learned How to Take Turns and Other Important Early Childhood Lessons Helped Along by Computers**, Cynthia Lau, *Teaching Exceptional Children*, March/April 2000

Early childhood and **elementary school** education for students with **orthopedic disabilities** must include **peer interactions**. **Computers** increase the potential for successful **inclusive education**. The author tells how to position, group, and instruct young children on computers and suggests peripherals and software.

173

27. **Accommodations for Students With Disabilities: Removing Barriers to Learning**, MaryAnn Byrnes, *NASSP Bulletin*, February 2000

Legal processes mandate accommodations for students with disabilities, (e.g., 504 plans) even if they do not require **individualized education plans** (IEPs) and special education. This article explains what kinds of accommodations are appropriate, where to have them, when, who decides, and why.

180

28. **Accessible Web Site Design**, Stacy Peters-Walters, *Teaching Exceptional Children*, May/June 1998

Three **orthopedically impaired** quadriplegic students give testimony on how **technology** has broken down barriers for them. Access to the Web also benefits students with **visual, auditory, mental, and learning disabilities**. The author gives suggestions on how to overcome barriers to using the Web.

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UNIT 10 Giftedness

Three articles examine the need for special services for gifted and talented students, assessment of giftedness, and ways to teach these students.

Unit Overview

190

29. **Uncommon Talents: Gifted Children, Prodigies and Savants**, Ellen Winner, *Scientific American Presents*, 1999

Ellen Winner presents biological explanations for some forms of **giftedness**. Uneven giftedness in children is common, such as in prodigious math, art, or musical skills along with concurrent **learning disabilities, speech or language disabilities, emotional disorders, or developmental disabilities** such as autism. **Assessment** should be achievement-based, and education in the children's special areas should be challenging.

192

30. **Using the Internet to Improve Student Performance**, Angela M. Guptill, *Teaching Exceptional Children*, March/April 2000

This article gives a sample plan to demonstrate how **computer** instruction can develop higher-order thinking skills in **gifted middle school** students. Teachers **collaborate** with other educators, and **peer-tutoring** increases achievement motivation.

196

31. **Gifted Students Need an Education, Too**, Susan Winebrenner, *Educational Leadership*, September 2000

Susan Winebrenner gives reasons why **gifted elementary school** students need **assessment** and more challenging education. She also presents suggestions for how teachers can meet their needs in **inclusive classrooms**.

200



UNIT 11 Transition

The two articles in this section examine the problems and issues regarding transitions within school or from school to the community and workforce.

Unit Overview

204

32. **Listening to Student Voices About Postsecondary Education**, Jean P. Lehmann, Timothy Gray Davies, and Kathleen M. Laurin, *Teaching Exceptional Children*, May/June 2000

The **transition** from **high school** to postsecondary education is difficult for students with **hearing, vision, learning, and orthopedic** disabilities and those with **traumatic brain injury**. High schools especially need to teach self-advocacy, and inform students about the documentation requirements of colleges.

206

33. **Choosing a Self-Determination Curriculum**, David W. Test, Meagan Karvonen, Wendy M. Wood, Diane Browder, and Bob Algozzine, *Teaching Exceptional Children*, November/December 2000

Self-determination is urgently needed to help students make the **transition** from **high school** to postsecondary school living. **Individualized transition plans** (ITPs) need to **assess** components of self-determination and to select materials and curricula to improve weak areas.

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