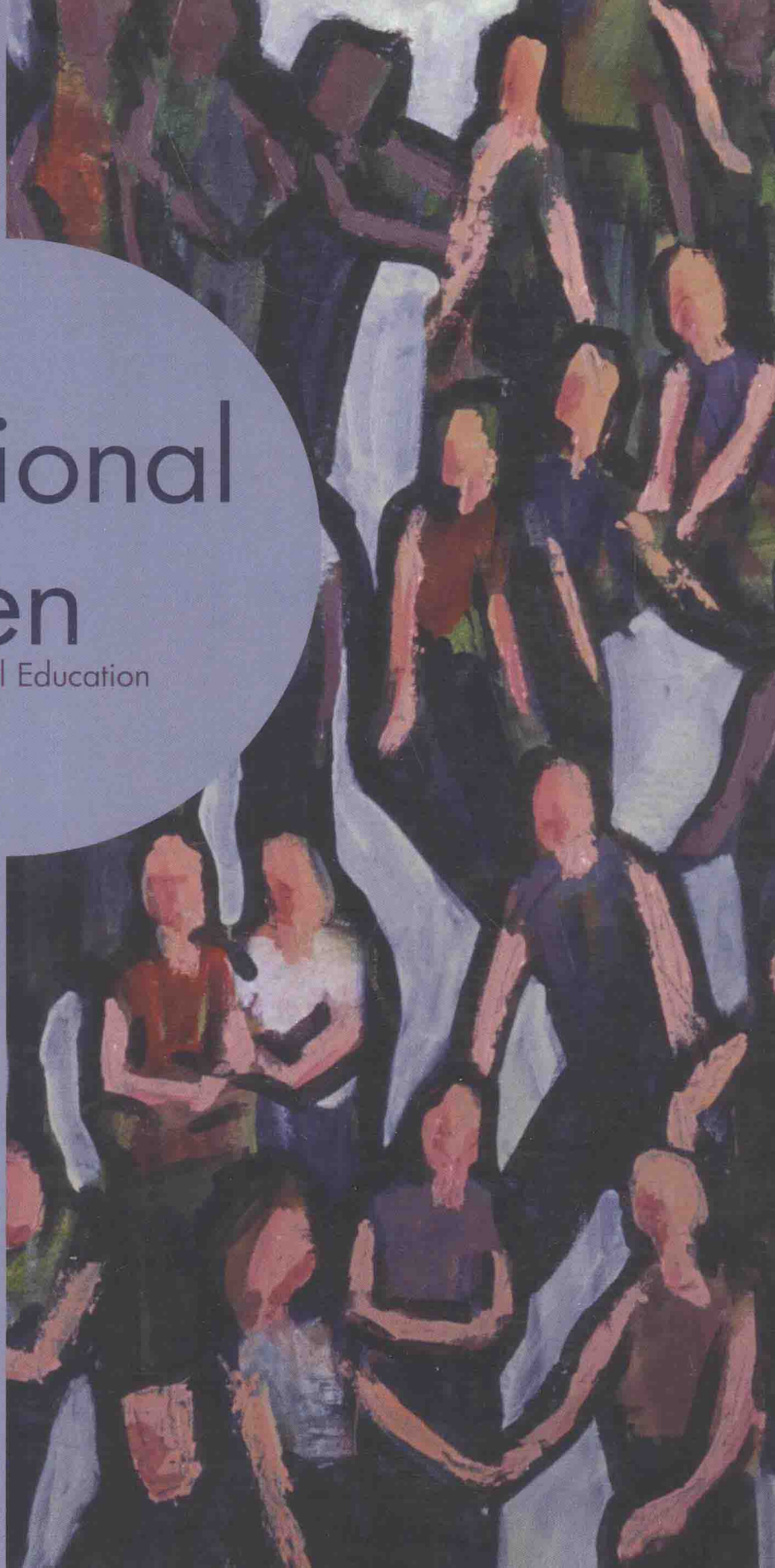


William L. Heward

# Exceptional Children

An Introduction to Special Education

Custom Edition for  
California State University, Northridge



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Taken from:  
*Exceptional Children: An Introduction to  
Special Education*, Eighth Edition  
by William L. Heward



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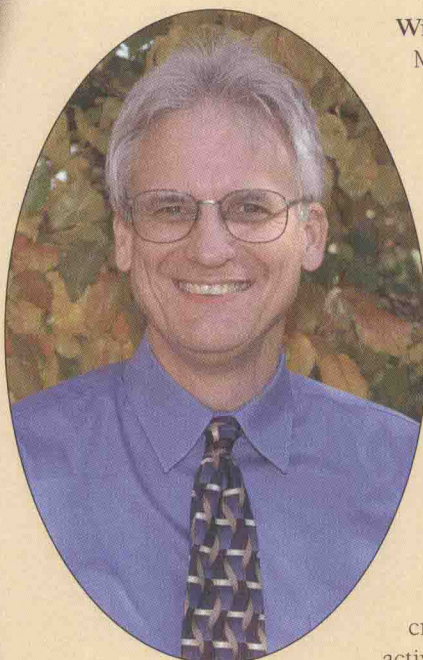
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# About the Author

***For Jill***



# About the Author



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

Bill's current research interests focus on methods classroom teachers can use to increase the frequency with which each student actively responds and participates during group instruction and on methods for helping students with disabilities generalize and maintain newly learned knowledge and skills. His research has appeared in the field's leading peer-reviewed journals, including *Behavioral Disorders*, *Education and Training in Developmental Disabilities*, *Exceptional Children*, *Learning Disabilities Research & Practice*, *Research in Developmental Disabilities*, *Teacher Education and Special Education*, *Teaching Exceptional Children*, and *The Journal of Special Education*.

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



# Preface

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

I hope you will find the eighth edition of *Exceptional Children* an informative, accessible, and interesting introduction to the ongoing story of special education. Whether you are an undergraduate in a preservice teacher training program or a general education teacher with years of experience, I encourage you to continue your study and involvement with children and adults with special needs.

## TEXT ORGANIZATION AND STRUCTURE

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My primary goals for the eighth edition remain the same as for previous editions: to present an informative and responsible introduction to the professional practices, trends, and research that define contemporary special education while also conveying the diversity and excitement of this changing field. The book begins with "A Personal View of Special Education"—ten perspectives on the purpose and responsibilities of special education—followed by fifteen chapters organized into three parts.

Part 1, Foundations for Understanding Special Education, includes three chapters. Chapter 1 presents an overview of terminology, laws, policies, and practices that are consistent with the Individuals with Disabilities Education Act (IDEA) and the exceptional child's right to receive a free, appropriate education in the least restrictive environment. Information on the IDEA Improvement Act of 2004 is included in this and other chapters. Chapter 2 describes the referral, assessment, program planning, and placement of students with special education needs. Chapter 3 discusses the important role parents and families play in the decision-making process for addressing the individual educational needs of their children and how special educators can form effective partnerships with parents from culturally and linguistically diverse backgrounds.

Part 2, Educational Needs of Exceptional Students, contains ten categorical chapters of exceptionality. Chapters 4 through 13 introduce the definitions, characteristics, prevalence, causes, historical background, assessment techniques, instructional



strategies, placement alternatives, and current issues and future trends for specific categories of special education needs, including giftedness and talent.

Part 3, *Special Education Across the Life Span*, describes the role of special education during two critical developmental periods in the lives of exceptional children. Chapter 14 examines early childhood special education and the important role early intervention plays in nurturing the development of young children with special needs and those who are at risk for acquiring disabilities. Chapter 15 discusses transition from secondary school and the responsibility educators and parents share in preparing students with disabilities for adulthood.

## KEY THEMES AND FEATURES

As I said earlier, the story of special education is an ongoing one that is written every day by teachers across the country serving the needs of all children in a variety of settings. The stories of some of these exceptional teachers are included in these pages. The work of these educators is reflected in the narrative and the features of this text and shows how special educators can engage students in classroom instruction by using effective strategies in a culturally responsive manner.

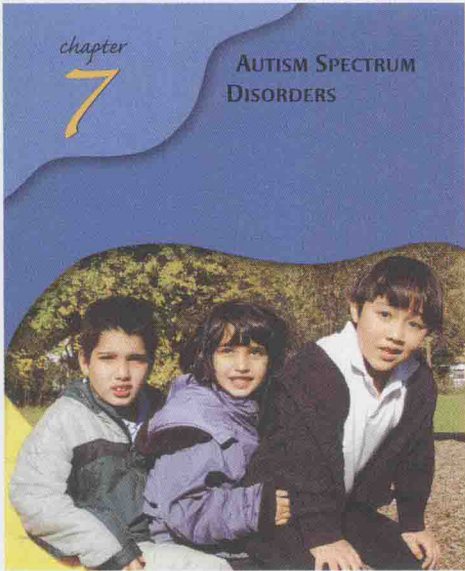
## Exceptional Teachers Engage Students in Classroom Instruction

**Featured Teacher Essays** Each chapter begins with a first-person essay by master teachers that reflects the joys, challenges, and realities of teaching exceptional children.

Drawn from urban, suburban, and rural school districts across the country, the 17 featured teachers share personal experiences and wisdom gathered from years of instructing children in a variety of school settings. After reading each essay, you can learn more about the teacher's classroom and students by visiting the Featured Teacher module on the Companion Website ([www.prenhall.com/heward](http://www.prenhall.com/heward)). Six of these teachers are also featured on the *Exceptional Teachers CD-ROM* that accompanies this text.

chapter  
**7**

**AUTISM SPECTRUM  
DISORDERS**



**Featured Teacher**

**MICHELLE A. ANDERSON**  
MILLENHILL COMMUNITY SCHOOL, COLUMBUS, OHIO

**Education—Teaching Credentials—Experience**

- B.S., secondary science education, NIJNY College of Central, 1998; M.A., special education, The Ohio State University, 1999
- New York professional teaching certificate in secondary science education, Ohio professional teaching certificate in special education: developmental disabilities, K-12
- 6 years of teaching and clinical experience in special education

**My Classroom and Students**

I coordinate special education services for children with autism in the Millenhill Community School (MCS), a public charter school serving approximately 700 students in grades K-5. MCS uses the Direct Instruction (DI) curriculum for reading, math, and language instruction. My job includes working with general educators, typically developing children, special-service providers, and the administration to make sure that each of my new students receives all of the special education and related services he needs to be successful. My students all have a diagnosis on the autism spectrum and range in age from 3 to 6 years. Each student presents a unique mix of abilities and needs. You can introduce you to a few of them.

**Lilly** Lilly is a 6-year-old kindergarten who attended a special-needs preschool before coming to MCS. This year was the first time Lilly was included with typically developing peers, and she has made great progress. Cognitively Lilly is very bright. She has learned many basic words and is starting to read simple words. Her speech and language are severely impaired, but she is learning to use picture symbols and verbal approximations to meet her needs. Lilly has several inappropriate behaviors that have prevented her from being fully included: crying, hitting, biting, running around the classroom, and climbing on her teachers. At the beginning of the year she couldn't be in the regular classroom at all, but by the end of the year she was with her typical peers for almost half of the day. We were all very proud of her.

**Allison** Eight-year-old Allison has been attending school with typically developing children since preschool. She is an extremely social child who likes to be around other people. Allison's classmates enjoy having her in class, and many of them ask to be her helper or sit next to her. Allison has language delays, but she can carry on simple conversations. Although she is very intelligent, her cognitive abilities are more delayed than her language and social skills are. She has just mastered identifying some colors and shapes but has trouble with letters and numbers. Due to these delays, Allison comes to the resource room for one-on-one academic instruction. She spends about three-fourths of the day in her general education classroom and has made some great friends this year.

**Essay Questions**

- How might instruction be designed so that some of the behaviors characteristic of autism spectrum disorders become strengths for the child in a lesson?
- What factors might account for the sharp rise in the prevalence of autism spectrum disorders in recent years?
- Why is early and intensive intervention especially critical for children with autism?
- What skills are most important for a teacher of students with autism spectrum disorders?
- Why are facts and information often so prevalent in the treatment of children with autism?

**Exceptional Teachers Multimedia CD-ROM** This multimedia interactive CD-ROM includes 54 video clips with supporting commentary, artifacts, and discussion questions developed in collaboration with dozens of general education and special education teachers at six schools. The content of the CD-ROM is integrated throughout the text through a

## Exceptional Teachers Use Research-Based Strategies in the Classroom

**Tips for Beginning Teachers** Each chapter culminates with practical, quick tips for beginning teachers on how to avoid common pitfalls in the classroom. These suggestions, offered by the master teacher(s) featured in the chapter, range from tips for successful co-teaching and collaboration with families, to finding a mentor, learning about students' cultures, becoming student advocates, and celebrating each student's accomplishments, no matter how small.

## Exceptional Teachers Are Culturally Responsive

**Profiles & Perspectives Boxes** Each chapter contains one or more Profiles & Perspectives essay(s) that highlight the personal struggles, triumphs, and stories of students with exceptionalities or those involved in special education. For example, in “Mental Retardation: Is It Time to

by Melva Konrad and David W. Test

- G—Goals
- O—Objectives
- A—4 objectives
- T—Identify timeline
- N—Did I NAME my topic?
- O—Did I ORDER my steps?
- W—Did I WRAP it up and restore my topic?

## HOW TO GET STARTED

Help students identify their values for the future.

- Use online interest, career inventories, and school guidance counselors to help students develop vision statements about what they want to do when they finish high school.
- Work with students to help them identify their strengths and academic, functional, social, and behavioral needs.
- Explicitly teach students how to turn a need into a goal.
- Provide explicit instruction in how to complete the IEP template, using modeling and guided and independent practice.

Teach students how to turn wishes into goals and objectives.

- Help students identify their academic, functional, social, and behavioral needs and teach them how to turn a need into a goal using an "I will" statement.
- Provide explicit instruction in how to write a goal paragraph, using modeling and guided and independent practice.
- Emphasize the use of transition words to teach students how to put objectives into logical order.

- Use the sentences students develop in their IEP Templates to teach capitalization, punctuation, and parts of speech.

### Tips for Beginning Teachers

by Carolyn Connolly and Bethany Mahood

BE AWARE OF AND APPRECIATE YOUR OWN

- Educate yourself about your own ethnic personality, attitudes, and behaviors.
- Awareness and appreciation of diversity can be acquired by reading, attending classes and/or personal development activities, community involvement and seeking out direct instructional opportunities with students from diverse backgrounds.

LEARN ABOUT YOUR STUDENTS' CULTURE.

- Try to create a mutual feeling of trust, openness, and concern.
- Learn about your students' lives by making home visits, familiarizing yourself with the neighborhood, and participating in community events.
- If your pupils have special learning needs, if you must also learn about the nature of the disability.

### LISTEN TO THE PARENTS AND CAREGIVERS

- Let parents/caregivers know that you share a common goal—to do what's best for their children and that if everyone works together, the goal is more likely to be reached.
- Validate the information, feelings, and concerns parents share with you by letting their ideas influence your instructional decision making.

DIVERSITY & EXCEPTIONALITY

### Building Cultural Reciprocity

A service provider and a family member meet for the first time. If the parent's perspective of the world is similar to the service providers', then a positive connection generally occurs. However, if the parent holds a belief system different from the service providers', difficulties typically arise. According to Beth Harry, a faculty member at the University of Miami, the source of the difficulty is often a point of view that is drilled and limited by cultural transmission.

According to Harry, stranding blocks often arise when service providers and families do not recognize and accept the other's culture.

For example, I found that individuals from Puerto Rican backgrounds tended to view disabilities as more severe conditions than do people from the mainstream United States—in fact, many of our high-incident disabilities are not seen by them as disabilities, but simply as individual characteristics within the normal range. We observed that when parents from Puerto Rico realized their child was not doing as well as Anglo parents, they worried participating in their children's educational success.

The process of acculturation takes time, and professionals who are hoping to make a difference for children must be willing to take the time to build a bridge between the cultures of diverse families and the culture of schools.

To build this bridge, Harry advocates that professionals initiate a two-way process of information sharing and understanding called cultural reciprocity. The process is recursive, meaning that each step informs the others.

- **Step 1:** Identify the cultural values that are embedded in your interpretation of a student's difficulties or in a recommendation for service. Ask yourself which values underlie your recommendation. Next, analyze experiences that have contributed to your holding of those values. Consider the roles of racism



## Six Principles for Early Reading Instruction

by Bonnie Grossen

Extensive research by the National Institute of Child Health and Human Development (NICHD) over the past 30 years has produced more than 2,000 peer-reviewed journal articles about early reading acquisition and reading difficulties. Over 1,000 (1995) and National Reading Panel (2000) have reviewed key principles of effective beginning reading instruction can be derived from this growing body of highly replicable, scientific findings.

1. **Begin teaching phonics, awareness directly in kindergarten.** Phonemes are the individual sounds in words that make a difference in meaning if changed. Many children and adults who cannot read are unaware of phonemes. Children and adults who can read are aware of phonemes. A child is phonemically aware if she can do some of these things (Dunsmuir, Kamekura, Coyne, & Chard, 2002).
  - **Phonemic deletion.** What word would be left if the /k/ sound were taken away from "cat"?
  - **Blend sound matching.** Do "pen" and "pep" begin with the same sound?
  - **Blending.** What word would we have if you put these sounds together: /t/ /h/ /o/ /p/?
  - **Sound isolation.** What is the first sound in "tree"?
  - **Phoneme segmentation.** What sounds do you hear in the word "cat"?
  - **Phoneme counting.** How many sounds do you hear in the word "cat"?
  - **Odd one out.** What word does not fit with the others: "bug," "nose," "beach," "lake"?
  - **Sound-onset matching.** Is there a /t/ sound in "table"?

If phonemic awareness does not develop by age 5 or 6, it is unlikely to develop later without instruction.



Based on research, direct phonics instruction promotes reading better than encouraging children to figure out words by guessing clues.

Abandon the Myth?" (Chapter 4), J. David Smith argues that the term *mental retardation* is inappropriate, misleading, and should be abandoned. In "The Autism Wars" (Chapter 7), Catherine Maurice, author of the powerful best-seller *Let Me Hear Your Voice*, describes the enormous difficulties faced by parents of children with autism in choosing scientifically tested interventions from the many myths, fads, and miracle cures that surround autism.

## OTHER KEY FEATURES OF THE EIGHTH EDITION

### Focus Questions

Each chapter begins with five questions that provide a framework for studying the chapter and its implications. These Focus Questions serve as discussion starters for introducing, overviewing, concluding, or reviewing chapter content.

## CEC Performance-Based Standards

Although special education teacher certification and licensure requirements vary from state to state, all special educators are expected to demonstrate a common set of competencies. The Council for Exceptional Children's (CEC) Performance-Based Standards for Beginning Special Education Teachers is a comprehensive set of knowledge and skill standards organized within 10 domain areas (e.g., Foundations, Individual Learning Differences, Instructional Strategies, Assessment). The CEC Standards were developed in collaboration with the Interstate New Teacher Assessment and Support Consortium (INTASC) and serve as the basis for curriculum content of teacher preparation programs approved by the National Council for the Accreditation of Teacher Education (NCATE). Individual teachers can use the standards as a guide/template for assessing their own progress as professionals (Crutchfield, 2003).

### Due process safeguards



Council for  
Exceptional  
Children

Content  
Standards for  
Beginning Teachers—Common  
Core: Issues, assurances, and  
due process rights related to  
assessment, eligibility, and  
placement within a continuum  
of services (CC1K6).

Individual teachers can use the standards as a guide/template for assessing their own progress as professionals (Crutchfield, 2003).

The Common Core standards are printed on the inside front cover of the text. Margin notes throughout the text link critical content to specific knowledge and skill statements from CEC's Performance-Based Standards for Beginning Teachers. Look for margin notes such as the one shown here with the CEC icon.

## Coverage of PRAXIS II Tests

The PRAXIS II™ tests—the Subject Assessment/Specialty Area Tests of the PRAXIS Series of Professional Assessments for Beginning Teachers™—assess students' knowledge of content standards. Many states require a passing score on one or more PRAXIS II tests for licensure or certification as a special education teacher. A PRAXIS Study Grid in the Appendix shows where content areas of the PRAXIS II Test, Special Education Core Principles, are discussed in the text. A listing of the PRAXIS Special Education Core Principles is on the inside back cover of this text.

## SUPPLEMENTS AND RESOURCES FOR THE STUDENT

### Exceptional Teachers Multimedia CD-ROM

As you use the CD-ROM packaged with this text, you will see some of the master teachers featured in the text in action. These teachers (from six different schools) work in a variety

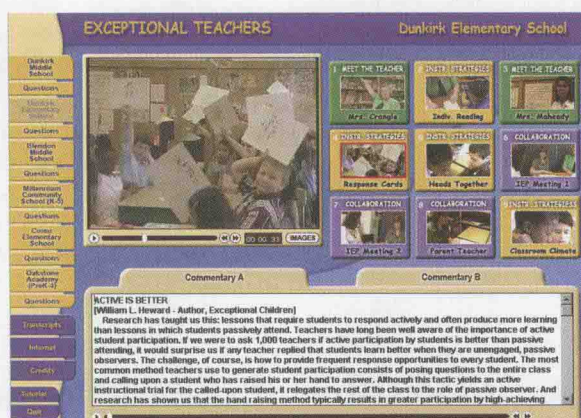
of classroom settings to engage students in learning using the research-based strategies discussed in the text. Any time content is connected to a video clip on the CD-ROM, readers will see a CD-ROM margin note that directs them to the appropriate clip on the CD.

Each of the six schools on the CD has nine video clips, with a total of 54 clips on the CD. Examples of the type of footage you will see include: a kindergarten teacher using choral responding to conduct a classwide morning warm-up activity, collaborative learning activities in an inclusive middle school science classroom, a teacher using puppets to help preschoolers with disabilities learn language and social skills, a parent-teacher conference, and an IEP meeting.

Each of the video clips on the CD-ROM also includes two audio commentaries by the teachers or the authors of the CD-ROM (Bill Heward and Charles Wood). These commentaries help users to synthesize and connect video footage to chapter content and the current trends in the field.



To see an inclusive classroom for children with autism and their typically developing peers, go to "Oakstone Academy" on the *Exceptional Teachers* CD-ROM and click on "Circle Time" and "Puppet Stories."



## Student Study/Media Guide

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

This guide also connects content from the text to the Companion Website and the *Exceptional Teachers* Multimedia CD-ROM with activities and questions for further reflection.

## Companion Website

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

- **Study Aids**—*Essential Concepts, Chapters-at-a-Glance, Guided Reviews, Focus Questions, SAFMEDS for Key*



To review the necessary parts of an IEP, go to the "What Components Make Up IEPs?" in Part 1 of "Developing Quality IEPs: A Case-Based Tutorial" in Chapter 2 on the Companion Website, [www.prenhall.com/heward](http://www.prenhall.com/heward).



*Terms*, and interactive *Chapter Quizzes* help you gauge your understanding of chapter content.

- **Bonus Video Clips**—Extended and in-depth looks at classroom teaching practices from the schools featured on the *Exceptional Teachers Multimedia CD-ROM*.
- **Templates and Resources for Completing Activities/Assignments.**
- **Reflective Questions and Activities**—Each chapter contains reflective questions related to the Teaching & Learning, Profiles & Perspectives, and Diversity & Exceptionality features in the text. The *In-Class Activities* module offers different types of activities for each chapter, including *Group Activities* and *Response Card Activities*.
- **More Information about the Teachers Featured in the Text**—The *Featured Teacher* module provides real artifacts from in-service teachers who teach students with the disabilities covered in the text.
- **Resources Related to Chapter Topics**—*Web Links* in each chapter help students access additional information on chapter topics and areas of study.
- **Specialized Assignments**—The assignments module houses different types of assignments to help you through the topics studied in the text. These assignments include *Position Papers*, *What Do You Think?*, and *Make It, Use It* activities.
- **An Open Forum for Communication**—You can collaborate and communicate with other students enrolled in classes like yours all across the country using the *Message Board* feature.
- **Developing Quality IEPs: A Case-Based Interactive Tutorial**—walks you through the development of Individualized Education Programs (IEPs) and familiarizes you with criteria for assessing their quality. The tutorial includes six case studies with related exercises and a variety of additional resources, web links, journal articles, and forms for developing and evaluating IEPs. Margin notes in Chapter 2 direct you to relevant information and activities in the IEP tutorial.

## SUPPLEMENTS AND RESOURCES FOR THE INSTRUCTOR

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### Video Library

Course instructors receive a complimentary set of four compelling videos that can be used to supplement and extend information and issues introduced in the text. *Exceptional Teachers in Action* includes all 54 video clips from the *Exceptional Teachers Multimedia CD-ROM*. *Guidelines for Making Decisions About IEP Services*, produced by the Vermont Department of Education, helps IEP team members, including families, make informed decisions about what special education and related services are necessary and appropriate for children with disabilities. *Together We Can!*, produced by the Juniper Gardens Children's Project in Kansas City, describes a classwide peer tutoring program in which every student in a general education classroom participates as both tutor and tutee. *LifeLink* highlights a program that provides opportunities for secondary students with disabilities to learn independent living skills and prepare for life in the adult community.

### Companion Website

Located at [www.prenhall.com/heward](http://www.prenhall.com/heward), the user-friendly website that accompanies this text provides online resources for professors as well as students. Professors can access online materials by going to the Instructor's Resources section of the Companion Website. Here you will find supplemental lectures corresponding to PRAXIS and CEC standards and competencies; suggested discussion questions, class activities, and homework assignments; answers to activities printed in the Student Study Media Guide; and additional resources for effective instruction. Instructors also have access to the Syllabus Manager™ tool which allows them to create and customize syllabi online. See Instructor Resource Center section

## Instructor's Manual

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

## Overhead Transparencies/PowerPoint Slides

The transparencies—available in PowerPoint slide format on the Instructor Resource Center at [www.prenhall.com](http://www.prenhall.com)—highlight key concepts, summarize content, and illustrate figures and charts from the text. Acetate transparencies are available for use with the text for qualified adopters (contact your local sales representative for more information).

## Test Bank and TestGen Software

A completely revised test bank of more than 750 questions also accompanies the text. These multiple-choice, short answer, and essay questions can be used to assess students' recognition, recall, and synthesis of factual content and conceptual issues from each chapter. The computerized version of the test bank (TestGen) is available in a Windows and Macintosh format, along with assessment software allowing professors to create and customize exams and track student progress.

## Instructor Resource Center

The Instructor Resource Center opens the door to a variety of print and media resources in downloadable, digital format. As a registered faculty member, you can log in directly to premium online products, download resource files directly to your computer, and receive immediate access and instructions for installing Course Management content to your campus server.

Digital resources available for *Exceptional Children*, 8e include:

- Text-specific PowerPoints
- An online version of the Instructor's Manual
- OneKey Course Management options including Blackboard and WebCT
- Access and instructions for downloading a Blackboard cartridge or WebCT e-Pack

To access these items online, go to [www.prenhall.com](http://www.prenhall.com) and click on the Instructor Support button and then go to the Download Supplements section. Here you will be able to login or complete a one-time registration for a user name and password.

## OneKey Course Management

OneKey is Prentice Hall's exclusive new online resource for students and instructors. OneKey is an integrated online course management resource featuring everything students and instructors need for work in or outside of the classroom, available in the nationally hosted CourseCompass platform, as well as WebCT and Blackboard. For more information about OneKey, please contact your local Merrill representative prior to placing your textbook order.



# Acknowledgments

Many people contributed ideas, insights, and suggestions that greatly enhanced the substance and quality of the eighth edition of *Exceptional Children*. A supremely talented and hard-working team of professionals at Merrill/Prentice Hall provided assistance and support throughout the planning, manuscript development, and production stages of this edition. Acquisitions Editor Allyson Sharp provided much appreciated support and encouragement for the eighth edition and was instrumental in convincing me of the importance of the *Exceptional Teachers* CD-ROM project. Development Editor Heather Doyle Fraser was a source of numerous suggestions and valued constructive criticism while I worked on the manuscript. And I appreciated Heather's gentle but effective way of reminding me when (yet another) chapter was past due and what would happen to me if I did not complete it post-haste. Heather was particularly helpful in organizing the video shoots for the *Exceptional Teachers* CD-ROM that accompanies the text.

Dawn Potter copyedited the manuscript with the same balance of technical skill and respect for an author's writing style as she did with the previous two editions. Thanks to proofreader Rebecca Bobb's careful reeding, there is not a single typo in the entire book. I owe a special note of gratitude to Penny Burleson, who obtained permissions to reprint published material. She was a savior. To be most useful as a resource to students, a comprehensive textbook must have a complete and accurate reference list and functional indexes. With scissors, tape, and a great deal of patience, Bret Workman put together the "mother of all reference lists," and Do Mi Stauber created the name and subject indexes. The effective and meaningful portrayal of special education requires excellent photographs, and I appreciated the keen eye and thoughtful work of Photo Editor Valerie Schultz, who accompanied me on photo shoots at local schools and finding several photos for this edition. I think you'll agree that Kristina Holmes's talents as a text and cover designer are apparent in the book's attractive appearance and appealing, accessible layout.

In the end, it was Production Editor Mary Irvin who made sure that all the words, tables, figures, charts, photos, special features boxes, and margin notes got between covers. That the book was published at all, let alone on time and with all of its many parts in the right places, is due to Mary's diligent attention to detail and ability to keep countless elements of the production process, including a sometimes confused author, on schedule.

Director of Marketing Ann Castel Davis, who served as Acquisitions Editor for three previous editions of *Exceptional Children*, Marketing Manager Autumn Purdy, Marketing Coordinator Tyra Poole, and Editorial Assistant Kathy Burk all contributed encouraging words.

No one author can capture the many perspectives and areas of expertise that make up a field as diverse and dynamic as special education. Many special education teachers and researchers have contributed to the currency and quality of this



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