

ANNUAL EDITIONS

Educating Exceptional Children

04/05



A·N·N·U·A·L E·D·I·T·I·O·N·S

Educating Exceptional Children

04/05

Sixteenth 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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3. **Learning Disabilities**
Unit photo—United Nations photo.
4. **Speech and Language Impairments**
Unit photo—United Nations photo.
5. **Developmental Disabilities**
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6. **Emotional and Behavioral Disorders**
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7. **Vision and Hearing Impairments**
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9. **Orthopedic and Health Impairments**
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10. **Giftedness**
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Sixteenth 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 new millennium has been wrenched by unexpected expenses: terror alerts, rebuilding after terrorist attacks, fighting a war against weapons of mass destruction, constructing more military might, repairing after nature's misfortunes, and coping with downsizing, unemployment, and recession. Among the losers: our children, education, and reforms aimed at a kinder, gentler world.

A comment heard from an incoming school superintendent recently shed light on the movement afoot for the education of our children: "My schools will have no students requiring special services." Is such an egalitarianism stance covering a hidden agenda to save money or a desire to defy the Individuals with Disabilities Education Act (IDEA), with its principle of education in the least restrictive environment (LRE), or to acquire power? Perhaps the superintendent believes that educating every child equally will challenge and motivate every child to achieve equally?

Some radio and television talk show hosts describe the provision of special educational services to some children as pampering, or perpetuating dependency, or, worse yet, to pandering to the tastes and desires of decadent, left-wing, effete (depleted of effectiveness) intellectuals. How do you feel about this description?

This compendium of articles about children who need, and benefit from, special educational services may serve as a counterbalance against the voices calling for reactionary reform. Is the elimination of any kind of so-called favored treatment (supportive assistance) for children with exceptionalities a correction of past misguided education? Where do you stand on this issue? Our current lack of funds for education will require some changes. To what extent will more efficient use of financial resources necessitate the elimination of services? What services should go first? Will belt tightening have any positive effects?

A new and burgeoning field, biotechnology, may have an answer for our future: no children born with exceptionalities. Is this science fiction or a real possibility?

The Human Genome Project's completion enabled us to decode the human genome. This means that we have knowledge of the sequencing of CATG (cytosine, adenine, thymine, guanine), the chemicals that form DNA. It means that we can replace strands of DNA (genes) with altered CATG sequences. It means that we can alter human development.

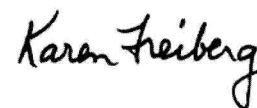
Should twenty-first-century scientists be allowed to alter genes? Who will pay for resequencing of CATG to bring about new behaviors? Will human cloning be allowed to prevent the birth of any human with a disability? Will test-tube fertilization, genome inspection, and genetic correction be used as an alternative means of preventing the birth of so-called "imperfect" beings? These and other questions are likely to lead to contentious debates for many years to come.

A near-future answer to individuals with exceptionalities will be to replace dysfunctional body parts with new body parts generated from stem cells. In the United States, the Bush administration, with its strong pro-life stance, has infuriated many scientists by suggesting that a stem cell (a fertilized egg a few days old) is already a human life. If a stem cell is a human life, can it be transformed into some type of replacement tissue to cure diabetes, autism, asthma, epilepsy, or attention deficit disorder? Many are arguing that an embryo on a Petri dish is not a human life, while the same embryo attached to a woman's uterine lining is a life. This thorniest of human ethical dilemmas is yet to be resolved.

In homes where families are raising children with disabilities or conditions of exceptionality, the above questions have special poignancy. Where should the balancing fulcrum be placed between challenges and cautions?

Annual Editions: Educating Exceptional Children 04/05 includes articles discussing the pros and cons of educational reform and special education. 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, offering suggestions for implementation, and stimulating meaningful discussions among future parents and teachers.

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.



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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Creativity

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Elementary school

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Learning disability

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Middle school

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15. The Secrets of Autism

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Self-advocacy

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Self-esteem

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Speech and language impairments

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Talented children and youth

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Visual impairments

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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/>.

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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

Consortium for Citizens With Disabilities

<http://www.c-c-d.org>

Included in this coalition organization is an Education Task Force that follows issues of early childhood special education, the president's commission on excellence in special education, issues of rethinking special education, 2001 IDEA principles, and many other related issues.

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 including physical, mental, and psychiatric disabilities, vocational rehabilitation, special education, assistive technology, and more can be found on this site.

President's Commission on Excellence in Special Education (PCESE)

<http://www.ed.gov/inits/commissionsboards/whspecialeducation/>

The report stemming from the work of the PCESE, *A New Era: Revitalizing Special Education for Children and Their Families*, can be downloaded in full at this site.

School Psychology Resources Online

<http://www.schoolpsychology.net>

Numerous sites on special conditions, disorders, and disabilities, as well as other data ranging from assertiveness/evaluation to research, are available on this resource page for psychologists, parents, and educators.

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.

Special Education News

<http://www.specialednews.com/disabilities/disabnews/povanddisab031200.html>

This particular section of this site discusses the problems of coping with both poverty and disability. Explore the rest of the site also for information for educators on behavior management, conflict resolution, early intervention, specific disabilities, and much more.

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.

Institute on Disability/University of New Hampshire

<http://iod.unh.edu>

This site includes Early Childhood, Inclusive Education, High School and Post-Secondary School, Community Living and Adult Life, Related Links, both state and national, and information on technology, health care, public policy, as well as leadership training and professional development.

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 to know.

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-sped.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 Academy for Child Development (NACD)

<http://www.nacd.org>

The NACD, an international organization, is dedicated to helping children and adults reach their full potential. Its home page presents links to various programs, research, and resources into such topics as learning disabilities, ADD/ADHD, brain injuries, autism, accelerated and gifted, and other similar topic areas.

National Early Childhood Technical Assistance System

<http://www.nectas.org>

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 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.

Learning Disabilities Online

<http://www.ldonline.org>

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

OHSU Center on Self Determination

<http://cdrc.ohsu.edu/selfdetermination/education/moving/communitysolutions.html>

The community solutions project described at this site focused on the unique needs of minority adolescents with disabilities as they transitioned from high school to adulthood.

Teaching Children With Attention Deficit Disorder

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

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

UNIT 4: Speech and Language Impairments

Issues in Emergent Literacy for Children With Language Impairments

<http://www.ciera.org/library/reports/inquiry-2/2-002/2-002.html>

This article explores the relationship between oral language impairment and reading disabilities in children. The article suggests that language impairment may be a basic deficit that affects language function in both its oral and written forms.

Speech and Language Disorders Fact Sheet

<http://www.nichcy.org/pubs/factshe/fs11txt.htm>

This online publication of the National Dissemination Center for Children With Disabilities offers much useful information, including resources, organizations, and discussions of incidence, characteristics, educational implications, and how technology can help children with speech and language disorders.

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.

Disability-Related Sources on the Web

<http://www.arcarizona.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

Educating Students With Emotional/Behavioral Disorders

<http://www.nichcy.org/pubs/bibliog/bib10txt.htm>

Excellent bibliographical and video information dealing with the education of children with emotional and/or behavioral disorders is available at this site.

Pacer Center: Emotional Behavioral Disorders

<http://www.pacer.org/ebd/>

Active in Minnesota for 8 years in helping parents become advocates for their EBD children, PACER has gone on to present workshops for parents on how to access aid for their child, explain what a parent should look for in a child they suspect of EBD, prepare a behavioral intervention guide, and link to resources, including IDEA's Partnership in Education site, and much more./

Resources in Emotional or Behavioral Disorders (EBD)

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

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 online.

Severe and/or Multiple Disabilities

<http://www.nichcy.org/pubs/factshe/fs10txt.htm>

This fact sheet offers a definition of multiple disabilities, discusses incidence, characteristics, medical, and educational implications, and suggests resources and organizations that might be of help to parents and educators of children with severe impairments.

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.

An Idea Whose Time Has Come

<http://www.boggscenter.org/mich3899.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://www.cpt.fsu.edu/tree//ve/tofc.html>

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

UNIT 10: Giftedness

The Council for Exceptional Children

<http://www.cec.sped.org/index.html>

This page will give you access to information on identifying and teaching gifted children, attention-deficit disorders, and other topics in gifted education.

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

Building Partnerships Between Centers for Independent Living and Schools

http://cdrc.ohsu.edu/csd1/home/Projects_at_the_Center/Networks/BUILDING_PARTNERSHIPS

This article overviews the Take Charge approach to transitioning young people with disabilities into their future. The model uses coaching to assist youth to learn self-determination and transition planning skills.

National Center on Secondary Education and Transition

<http://www.ncset.org>

This site coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.

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. **Standards for Diverse Learners**, Paula Kluth and Diana Straut
2. **Trends in the Special Education Teaching Force: Do They Reflect Legislative Mandates and Legal Requirements?** Elizabeth Whitten and Liliana Rodriguez-Campos
3. **What's Good? Suggested Resources for Beginning Special Education Teachers**, Sharon A. Maroney
4. **An Interview With Dr. Marilyn Friend**, Mary T. Brownell and Chriss Walther-Thomas

Key Points to Consider

- What conditions are needed to teach using a standards-based curriculum?
- How have professional teaching preparation practices been altered by IDEA?
- What can beginning teachers do to succeed in inclusive education?
- How important is collaboration between regular education and special education teachers? Defend your answer.



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>

Institute on Disability/University of New Hampshire

<http://iod.unh.edu>

Kids Together, Inc.

<http://www.kidstogether.org>

New Horizons for Learning

<http://www.newhorizons.org>

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Selected World Wide Web Sites

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UNIT 1 Inclusive Education

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

Unit Overview

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1. **Standards for Diverse Learners**, Paula Kluth and Diana Straut, *Educational Leadership*, September 2001

The movement for standards-based education in the United States must deal with **inclusive education**, **cultural diversity**, a mobile population, bilingualism, and multiage classrooms. Five conditions are presented (**assessment**, equity, flexibility, reform, and a sense of **community collaboration**) that can make teaching to standards easier.

2

2. **Trends in the Special Education Teaching Force: Do They Reflect Legislative Mandates and Legal Requirements?**, Elizabeth Whitten and Liliana Rodriguez-Campos, *Educational Horizons*, Spring 2003

The educational reforms mandated by **legal processes**, including **inclusive education**, or a least restrictive environment, have forced education to alter professional teacher preparation practices. This longitudinal study describes this evolution and how successful it has been between 1987 and 2000.

5

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

Sharon Maroney 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.

12

4. **An Interview With Dr. Marilyn Friend**, Mary T. Brownell and Chriss Walther-Thomas, *Intervention in School and Clinic*, March 2002

Dr. Marilyn Friend is a leading expert in **inclusive education** for students with disabilities. By answering questions about special education today, she addresses what it takes to make it work, the importance of **collaboration**, and how to help administrators support inclusion and **socialization** of all children.

18



UNIT 2 Early Childhood

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

Unit Overview

22

5. **Music in the Inclusive Environment**, Marcia Earl Humpal and Jan Wolf, *Young Children*, March 2003

Music is valuable in **early childhood education** because it speaks to the emotions. It helps children with special needs relax and make the **transition** from special class to **inclusion** class. It also organizes brain activity and enhances perception, **speech**, **socialization**, and **creativity**.

24

6. **Language Flowering, Language Empowering: 20 Ways Parents and Teachers Can Assist Young Children**, Alice S. Honig, *Montessori Life*, Fall 2001

Many **learning disabilities** and **speech/language impairments** are believed to be the result of lack of phonological awareness in the preschool years. **Inclusive early childhood education** programs can do a great deal to avoid later reading, attention, and speech disorders by providing earlier language support. Dr. Alice Honig describes 20 ways to enhance phonological skills.

28

7. **The Itinerant Teacher Hits the Road: A Map for Instruction in Young Children's Social Skills**, Faith Haertig Sadler, *Teaching Exceptional Children*, September/October 2001

Integrating infants and toddlers with disabilities into **inclusive, early childhood education** programs is **prescribed legally**. Often an itinerant teacher serves many schools, **collaborating** with teachers. This article discusses what they need to do to encourage social skills training and **family involvement**.

34



UNIT 3

Learning Disabilities

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

Unit Overview

40

8. **Providing Support for Student Independence Through Scaffolded Instruction**, Martha J. Larkin, *Teaching Exceptional Children*, September/October 2001

Studies of adults who are successful and **learning disabled** show past supportive **elementary education**. Scaffolded instruction, as described in this article, fosters independence, provides support, and leads to success. **Assessment** of the needs of the learner and engagement, goals, feedback, and generalization are illustrated.

42

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.

48

10. **Successful Strategies for Promoting Self-Advocacy Among Students With LD: The LEAD Group**, Al Pocock, Stan Lambros, Meagan Karvonen, David W. Test, Bob Algozzine, Wendy Wood, and James E. Martin, *Intervention in School and Clinic*, March 2002

A **high school** program called Learning and Education About Disabilities (LEAD) is an exemplary method for self-advocacy for students with **learning disabilities**. Students do learning-style **assessments** and self-direct their **individualized education plans (IEPs)**. This aids in **transition** to the adult world. LEAD students also serve as **elementary and middle school peer tutors**.

53

11. **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 curricula 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.

61



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

70

12. **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 acquiring language.

73

13. **Language Differences or Learning Difficulties**, Spencer J. Salend and AltaGracia Salinas, *Teaching Exceptional Children*, March/April 2003

Students with limited English proficiency should not be labeled **language impaired** or **learning disabled** unless they are significantly disabled in their first language as well. **Family involvement** and multidisciplinary **collaboration** are vital. **Cultural diversity** and alternative **assessment** procedures must be heeded.

76

14. **Young African American Children With Disabilities and Augmentative and Alternative Communication Issues**, Phil Parette, Mary Blake Huer, and Toya A. Wyatt, *Early Childhood Education Journal*, Spring 2002

Cultural sensitivity is increasingly important for **speech/language clinicians** because one-third of their clients are from linguistically diverse backgrounds, and speech problems may contribute to reading and other disabilities. The use of augmentative and alternative communication (AAC) systems and other **technology** must include **family involvement**.

84



UNIT 5

Developmental Disabilities

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

Unit Overview

90

15. **The Secrets of Autism**, J. Madeleine Nash, *Time*, May 6, 2002

The number of American children with **developmental disabilities** like autism and Asperger's syndrome is rapidly increasing. This article gives information about these disorders and their causes and treatments, and about related problems: mental retardation, speech/language impairments, and/or **emotional-behavioral disorders**. Many misconceptions are explained.

92

16. **Citizenship and Disability**, Michael Bérubé, *Dissent*, Spring 2003

Disability rights and civil rights are being threatened. The author discusses **legal processes** that affect both. People with **developmental disabilities**, like the author's son with Down syndrome, have made enormous progress thanks to IDEA and **inclusion**. Those who debate about restricting rights since 9/11/01 must remember the potentials and abilities of such children.

102

17. **Inscrutable or Meaningful? Understanding and Supporting Your Inarticulate Students**, Robin M. Smith, *Teaching Exceptional Children*, March/April 2002

Children with **developmental disabilities** or **autism** often have atypical **language processes and speech**. Their skills and strengths are missed if they are **assessed** as inscrutable. This article gives competence-oriented strategies to find meanings in both **emotions and behaviors**. Supporting such students aids their **socialization, self-esteem, and creativity**.

105



UNIT 6

Emotional and Behavioral Disorders

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

Unit Overview

110

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

Uri 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.

112

19. **Making Choices—Improving Behavior—Engaging in Learning**, Kristine Jolivet, Janine Peck Stichter, and Katherine M. McCormick, *Teaching Exceptional Children*, January/February 2002

The use of choice-making opportunities for students with **emotional and behavioral disorders** is effective for both **conflict resolution** and academic engagement. Breaking the cycle of negative responses helps the student progress through **elementary, middle, and high school** and makes a smoother **transition** into adulthood.

118

20. **Homeless Youth in the United States**, Jacqueline Smollar, *The Prevention Researcher*, September 2001

Emotionally/behaviorally disordered homeless adolescents are described by numbers, etiology, and implications for social policies and services. Their educational needs are unmet. This article has implications for both prevention and treatment.

124

21. **Classroom Problems That Don't Go Away**, Laverne Warner and Sharon Lynch, *Childhood Education*, Winter 2002-2003

Educators have all experienced children with chronic **emotional and behavioral disorders**. This article suggests exploring the ABCs of difficulties (antecedents, behaviors, consequences). The authors give many suggestions for prevention of behaviors. Teaching the child alternatives can bring much **conflict resolution** and improved **socialization**.

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UNIT 7

Vision and Hearing Impairments

Two selections discuss the special needs of visually and hearing impaired children within the school system.

Unit Overview

132

22. **A Half-Century of Progress for Deaf Individuals**, McCay Vernon, *CSD Spectrum*, Summer 2002

In 50 years, individuals with **hearing impairments** have made amazing progress: acceptance of ASL as a **language**, bilingual-**bicultural communication**, **legal mandates** for **individualized education transition** and employment, mental health services, **technology** in audiology and telecommunications, and medical reductions in deafness. Educators still have a long way to go.

135

23. **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.

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UNIT 8

Multiple Disabilities

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

Unit Overview

146

24. **Making Inclusion a Reality for Students With Severe Disabilities**, Pamela S. Wolfe and Tracey E. Hall, *Teaching Exceptional Children*, March/April 2003

Students with **multiple disabilities**, often mainstreamed only for **socialization** activities in **public schools**, can benefit from **inclusion** in instruction as well. The Cascade of Integration Options, described in this article, explains how. **Collaboration** and careful **IEP** planning are essential. Different goals will be set for the individual with severe disabilities.

149

25. **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 the use of appropriate strategies.

155

26. **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

170

27. **Mobility Training Using the MOVE® Curriculum: A Parent's View**, Keith W. Whinnery and Stacie B. Barnes, *Teaching Exceptional Children*, January/February 2002

Students with **orthopedic impairments and physical disabilities** greatly benefit from the MOVE® program, as described in this article. Both **elementary school** and **family** settings can employ the program. **Individualized education plans (IEPs)** can integrate MOVE into the academic curriculum to the advantage of both student and teacher.

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