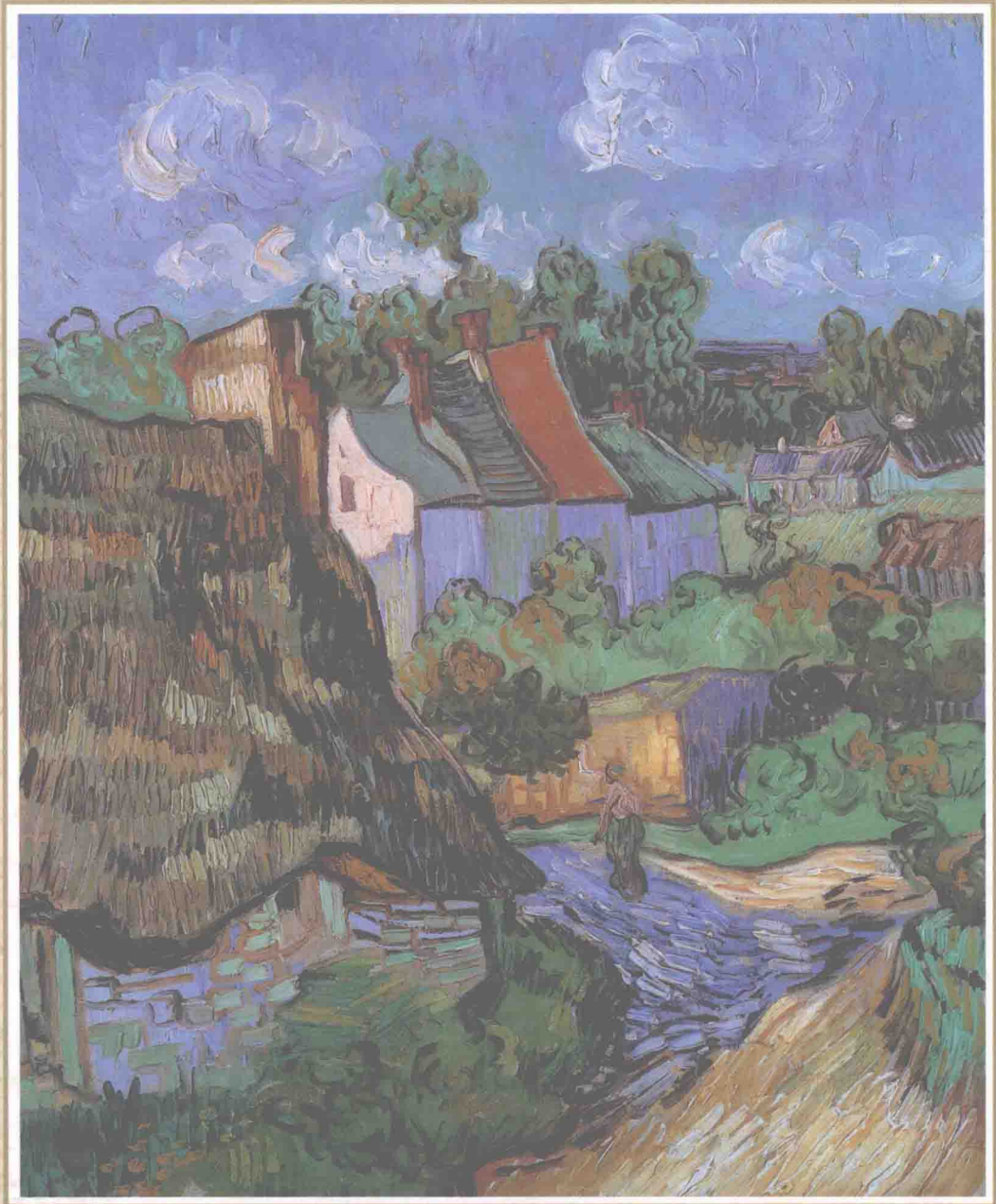


DEBORAH DEUTSCH SMITH



INTRODUCTION TO
SPECIAL EDUCATION

Teaching in an Age of Opportunity

FOURTH EDITION

Introduction to Special Education

Teaching in an Age of Opportunity

FOURTH EDITION

Deborah Deutsch Smith

Peabody College

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*To Jim who achieved his goals,
Steve who will,
and Victor who will never get it quite right*

PAEAN

The bells are a clamor
Chimes have been loosed
There is a banquet of hosannas in the air.

We have endured endless peaks of pain and valleys of loneliness
We have lost beloved's we could not live without
Yet we have lived.

We have encountered unforgivable cruelties
Yet we have forgiven
Yet we have been forgiven.

We have survived, flourished, and thrived
With passion, compassion, humor and style
We have been fortunate and worthy.

Now we stand, heavy laden, before a great gate
Which leads to the rest of all time.
It swings ajar, and we know at this critical moment
That not all we carry need enter when we enter.

We can evict hate and scorn from our souls
We can open clenched fists and let bigotry
Malice and enmity fall back down the slope to yesterday.

We can lay down our burden of violence
And step lightly over the lintel into a vernal and newly-minted tomorrow

We, who never saw a new century
We, who never saw a new one thousand years,
Can join the hallelujah, the hymns, the paeans, the voices all over the world.

We can shout or whisper, scream or mumble
Happy New Millennium!
Happy New Century !
Happy New Year !

Maya Angelou
Performed at the Washington, D.C. Millenium Celebration

Preface

TO THE STUDENT AND PROFESSOR

At the start of a new century, it seems to me that people are more optimistic about life's potential than they were several decades ago. Rather than focusing on problems, I think we are looking for opportunities that might nourish change. For this reason, what used to be *Introduction to Special Education: Teaching in an Age of Challenge* has been retitled *Introduction to Special Education: Teaching in an Age of Opportunity*. Some new features were created for this fourth edition that stress the importance of learning from the past, pondering the present, and thinking about how things can be better. I want to help you think about individuals with disabilities and the special response to their education we as a society should provide. In Chapter 1, you are asked questions which are meant to broaden your considerations about people with disabilities and think about societies' responses to them across time. Starting with Chapter 2 and continuing throughout the text, two features present timely and critical examinations the field of special education at the dawn of the twenty-first century. At the beginning of each chapter, a section called *Opportunities for the New Millennium* helps to explain the legacy of the twentieth century and the dilemmas that need to be addressed if special education is to better meet the needs of students with exceptionalities. Likewise, in the margins you will find notations entitled *New Directions for the Millennium: Legacies and Opportunities*; these summarize a specific topic about the "state of the field" in special education, and prompt you to think critically about ideas for the future. In these sections, and also through the *Concepts and Controversy* features, you are asked to consider important issues and wrestle with problems still left to resolve as we enter a new century.

ORIENTATION

As with previous editions, I have attempted to write a thorough, comprehensible introduction to the field of special education and the schooling of students with special needs. My intention is that the content and examples provided give a basic understanding of exceptionalities (disabilities and giftedness) and how these students' unique characteristics create special needs that must be addressed if they are to fulfill their potential. My aim is for the text to be practical and applied; therefore, it is filled with real-life examples, mostly in school settings. Verified instructional procedures are explained to show how the education system and the instructional practices of special educators make real differences in the outcomes of their students. Special education is important work, and my hope is that you will also choose to devote your career to students with special needs and their families.

The following are some of the major themes you will find as you study this text. These themes run throughout the entire book, and, I believe, are critical dimensions to the nature of the work we have come to call special education.

Theme 1: Think of People First. Facts, figures, research findings, and the special education and disability knowledge base are important to all professionals and to the public so that the needs of people with disabilities, as well as those with unique gifts and talents, are met at school and in the community. Such information is important, but it is not the entire essence of this field. To approach what is really important about special education we must listen to individuals with disabilities, those who are gifted, and their family members. We as a society must hear their voices; see their accomplishments; and become caring, sensitive, and respectful in all of our interactions with them. For these reasons, some very special features are included in this text.

First, each chapter opens with a work of art created by a master who had or has a disability or unique challenge. All of the artists included here were or are exceptional in ways beyond their creative and artistic abilities. The inclusion of this artwork is intended to make an important point: People, irrespective of disabilities, are capable of creating great beauty.

Second, near the beginning of every chapter you will find a vignette called *A Personal Perspective*, written by a person with a disability, a family member, or a professional. I tried to create a personal experience for you, wherein the stories of real people—their hopes, challenges, and achievements—come to life. Through these stories, I hope you will come to a better understanding and acceptance of differences. Listen carefully and hear their messages about persistence, dealing positively with crisis and conflict, and solving problems so that quality of life is always improving, always just that much better.

And, in every chapter, real-life examples are provided to make a point or illustrate a concept. What is so important to remember in your studies, is that special education is about the lives of people, and what we do in the classroom, on the playground, and after school makes a difference.

Theme 2: Special education is individually determined and requires continual evaluation. For special education to be truly special, it must be individualized. The services it provides must be responsive to the age of the learner as well as his or her abilities and needs. In other words, there can be no single answer to the question about what comprises an appropriate education for an individual child. And what might be the correct educational response at one point in time may not be the right response at another. Decisions about the appropriateness of services and educational programs should always be made from information gathered directly from student performance. The application of these principles are feasible only when a full array of services is available and they are flexibly applied. Therefore, you will find examples of many different service delivery options described in the *Educational Interventions* sections in every categorical chapter in this text. These descriptions range across all ages where special education is delivered: from birth to age 21.

Theme 3: Integration and inclusion does not happen by accident. As you will learn, placement alone does not guarantee full participation in the general education curriculum or in activities with peers. Many accommodations and special efforts are often required to provide students with special needs access to instruction and to their nondisabled classmates. In most cases, integration requires continual application of problem solving skills, collaboration, and partnerships from teams of people that include family members, all educators, and community resources. Pay attention to the sections called *Collaboration for Inclusion* and the boxes entitled

Theme 4: Good special education is based on proven practices. Special education has a knowledge base that was developed through systematic research. Unfortunately, the field does not always use proven practices, and instead reaches out for what seem to be good ideas or appear to be quick solutions. Typically, students and their families do not benefit from easy answers to complex problems. To me, it is vital that special educators become critical consumers of research who consistently evaluate their own actions. This value is woven throughout the text. For this edition, I asked some researchers to share the findings of their studies. I asked them to write about their investigations in a format that allows you to understand the methods and procedures they developed, apply them to classroom settings, and get similar results. My motivation for this new feature is simple. Gifted students and students with disabilities and their families deserve to receive assistance that has been proven effective through carefully conducted research. The implementation of fads and unproven interventions is common practice in special education, and, I believe, should not continue. Educators need to become sophisticated consumers of research, and I hope that the *Research to Practice* boxes will help focus the attention of those concerned about the best interests of individuals with disabilities, and make us insist on knowing the efficacy of what we apply in classrooms.

You also find boxes that indicate how to create good classroom environments where disruption is held to a minimum. In the *Achieving Discipline* boxes, proven techniques that match infractions with levels of intervention are explained so they can be implemented easily at school.

Theme 5: Cultural and linguistic diversity is part of the fabric of American schools. The diversity of America's schoolchildren is reflected in almost every school in this country. In some school districts, children come to school speaking over a hundred different languages and many students do not understand the culture of the classroom or the teacher providing instruction. Cultural and language differences present challenges to the educational system, challenges that are often inappropriately answered with special education placements. Culturally and linguistically diverse students are overrepresented in programs for students with cognitive disabilities and underrepresented in gifted education. These problems must be corrected, for misidentification, improper labeling, and inappropriate placement in special education can have tragic results for these individuals and their families. And failure to provide unique programs that develop talents can result in missed opportunities for a richer society. Therefore, an entire chapter is devoted to cultural and linguistically diverse learners, and in most chapters particular attention is paid to unbiased identification procedures and instructional methods that are culturally sensitive.

Theme 6: Legislation is one foundation of special education. Unlike other areas of education, special education—the rights of students with disabilities to a free appropriate education in the least restrictive environment—is outlined in legislation. The Individuals with Disabilities Education Act (IDEA) and the U.S. Department of Education's regulations for this federal law drive much of what we do in special education. These provisions provide many guarantees to students with disabilities and their families. For example, they outline individualized education programs and the plans that guarantee the delivery of a free appropriate public education in least

restrictive environments. They provide guidelines about the implementation of disciplinary actions with students with disabilities, their access to the general education curriculum, their participation in national assessments, and the array of related services (including assistive technology) which provide them supports in school. All educators must understand these fundamentals of special education, and I have attempted to explain them simply and concisely.

ORGANIZATION OF THIS TEXT

In the first three chapters, the fundamentals of special education are presented. The context of special education, the services it provides, the laws and court cases that guarantee fundamental education rights to students with disabilities are discussed in Chapters 1 and 2. The third chapter focuses on the diversity of American schoolchildren and the very special educational needs that culturally and linguistically diverse students can present to the educational system. The subsequent categorical chapters are ordered by prevalence of the disability: the chapter covering the largest category, learning disabilities, comes first, followed by the other high incidence disability categories. Low incidence disabilities, as defined by the federal government, come next. And a chapter about three very low incidence disabilities—autism, traumatic brain injury, and deaf-blindness—brings the text to a close.

TOOLS FOR LEARNING

In this book you will find many features to facilitate your study. At the beginning of every chapter is a set of Advance Organizers. The chapter overview, the five self-test questions, and one challenge question should help focus your attention on important concepts presented in that chapter. These questions are repeated and answered in the Summary found at the end of the chapter. This feature should allow you to check your understanding of some of the most important concepts presented in the text.

The advance organizer/summary feature is only one of many elements of this text that should help you master the content. Chapters 3 through 12 are written using a *consistent organizational format*, so you will know where to find topical information on a specific disability. These chapters have the following structure:

- Definition, identification, and significance
- History of the field
- Prevalence
- Causes and prevention
- Students with this disability
- Educational considerations, such as early intervention, placement and inclusion, interventions, collaborating with partners, and making accommodations that facilitate integration, transition through adulthood
- Technology
- Families
- Concepts and controversy
- Supplemental resources, including selected scholarly readings, popular books and videos portraying individuals with disabilities, contact information for consumer and professional organizations and agencies

Key terms and brief definitions are found in the margin on the page where an important concept is first introduced and discussed. The *Glossary* at the end of the text

provides you with an alphabetically organized set of these terms and their definitions. Reviewing the glossary at the end of the term should give you a good overview and review of the content. Another feature should help you bridge information across chapters: The *Making Connections* statements found in the margins are intended to help you find supporting and complementary information across the text, as is the *content matrix* found on the inside front and back covers. The sources cited in each chapter are organized in the *References* section by chapter, under headings that correspond to the standard outline. If you want to learn more about a topic or write a paper, the arrangement of these references should be helpful.

At the end of each chapter, there is a brief list of resources to enrich your study. Although certainly not exhaustive, some scholarly references are listed so you can seek out additional information, more than can be offered in an introductory text. Over the years, exceptional individuals have been included in fictional and nonfictional roles in both books and films. (Only videos and DVDs that can be rented at many large video stores are included. Unfortunately, copies of many excellent television shows and movies are not readily available, so they were not included.)

I would also like to call your attention to the *Student's Resource Manual and Study Guide* that accompanies this text. There you will find many tips on how to study more efficiently and effectively for this and other courses you are taking. The manual also includes many practice activities to help you learn the content of the course and practically apply your knowledge to classroom settings. In addition, the resource book includes practice test items to help you self-test and assess your mastery of the content presented in each chapter. To augment the brief listing of resources (organizations and agencies, scholarly references) and creative works (popular books and videos) at the end of each chapter in the main text, more complete lists are found in the *Student's Resource Manual*.

TO THE PROFESSOR

Unlike previous editions, the fourth edition does not provide you with a separate annotated instructor's edition of the text. The supporting information you found before in the Instructor's Section at the front of the text is now found in the *Instructor's Resource Manual and Test Bank (IRM)*. Your feedback about the previous editions was used to improve and update the text and its accompanying instructional package. Thank you for your suggestions, and please continue to let me know about what works and what still needs to be improved. I hope you will agree that the fourth edition has retained those elements that made this text both useful and unique, while the new features further improve it and its supporting materials.

ELEMENTS AND FEATURES OF THE FOURTH EDITION

You will find this to be a very current, and hopefully provocative, edition. Not only does this edition cite 664 new references, but it also has a modern orientation. It explains and interprets the 1999 U.S. Department of Education's regulations for IDEA throughout the text and highlights those changes in a new box feature, *What IDEA Says About*. . . . This is the first introduction to special education text of the new millennium, and so should be a text that challenges college students to wrestle with dilemmas facing the field. The "millennium approach" and the Concepts and Controversy sections, described earlier in this preface, provided me with the opportunity

to encourage the reader to think critically about important issues facing students with disabilities and their families.

You will find many changes and new features in this edition, but the basic order of the twelve chapters is unchanged. I was encouraged to write a thirteenth chapter, focusing on attention deficit/hyperactivity disorder, but I decided not to. Instead, increased coverage of ADHD is found across the text. For example, issues about whether it is or is not a disability are discussed in Chapter 1, its identification in Chapter 2, its characteristics which overlap with learning disabilities in Chapter 4, those that overlap with behavioral disorders in Chapter 8, and how it can now be considered as a health impairment in Chapter 9. Putting all of the information about this condition, which Congress specifically called out in IDEA '97 in the health impairment category, in a separate chapter would have been easier than the approach I elected. But I felt it would have left students with the wrong impression: that ADHD is a disability category. Remember, most special education students with ADHD receive services under the learning disabilities and emotional and behavioral disorders categories. Now, another identification option is available, but as the officials of the federal government made clear in the 1999 regulations of IDEA '97, more students are *not* expected to join the special education rolls because of the inclusion of ADHD in the health impairments category.

The first chapter is new, and hopefully provides an exciting launch to the academic term. In this chapter I call out some of the major concerns about special education (e.g., its efficacy and costs) that are often the focus of newspaper articles and television news shows. My experience is that students know about these issues but think it is “politically incorrect” to raise them in class, leaving them with incomplete understandings of important problems that need to be resolved. Issues are presented in a question–answer format. You should be able to use these questions as platforms for provocative class discussions. Within this format, however, I still provide foundation information about the context of special education—what special education is, its history, and the laws and court cases that support it. Chapter 2 continues to include fundamental information about individualized education programs and plans, and, once again, the chapter displays a sample IEP. A sample IFSP and ITP are included as IRM handouts to complete your class discussion about these requirements of IDEA.

At the heart of much of the controversy over the reauthorization of IDEA were issues related to students' behavior and discipline. These issues contributed to the delay in the passage of IDEA this time in Congress and continued through the drafting of its regulations by the Department of Education. In fact, final agreement and resolution about how students should be disciplined for violations of rules of conduct at school has not yet been achieved; it seems that at almost every opportunity the issue resurfaces in Congressional hearings and debates. Because discipline is such an important topic, a new box, *Achieving Discipline*, describes a school situation in need of intervention and lists the steps to take to solve the problem.

Here are just a few of the features you will find in this edition:

- Enhanced emphasis on trends, issues, and dilemmas to solve in this new century
- Expanded coverage of ADHD
- Stressed importance of translating research to practice
- Increased attention to developing literacy, reading, and pre-reading milestones (phonemic awareness)
- Discussions about the positive influence of collaboration and partnerships among teachers, schools, families, and community agencies

- Explanations of specific accommodations needed to foster integration and inclusion
- The latest information about IDEA '97, its 1999 regulations, and current implementations
- An applied, practical, and methods orientation
- Stress on the importance of educators being sensitive to students' diversity of culture and language

COMPONENTS OF THE INSTRUCTIONAL PACKAGE*

I view this edition, and the previous ones, as a complete instructional package designed to make your teaching of this course easier, more interesting, and complete. The supplements are an important part of the instructional package we offer you. We believe you will find an outstanding array of resources to facilitate your instructional efforts:

- A Companion Website with Online Practice Tests
- An accompanying *Instructor's Resource Manual (IRM)*, which includes a Test Bank, a special instructors' section (including PlanAhead, lecture notes, discussion questions, Web activities), Transparency Masters, Handout Masters (including case studies), and listings of supplemental resources (organizations and agencies, popular books, and popular videos)
- A Computerized Test Bank
- A *Student's Resource Manual and Study Guide*
- *The Allyn and Bacon Transparencies for Special Education*
- *The Allyn and Bacon Digital Media Archive for Special Education*
- *The SNAPSHOTS Inclusion Video*
- *Snapshots 2: Video for Special Education*
- *Teaching Students with Special Needs* from the Allyn and Bacon *Professionals in Action* video series

THE INSTRUCTOR'S RESOURCE MANUAL

The *Instructor's Resource Manual and Test Bank (IRM)* is available to all adopters. Be sure to request your copy from Allyn and Bacon. The materials provided there are designed to enrich your lectures and the course in general. The IRM—created by Naomi Chowdhuri Tyler, Zina Yzquierdo McLean, and myself—provides helpful suggestions and ideas for teaching the content and also includes supplemental materials which should enhance this course about students with disabilities and their lives at school, at home, and in the community. Also included are listings of organizations and associations, updated by Claudia C' de Baca, that include the most current Web sites at the time of development. The lists of popular books and videos in which people with disabilities are depicted was updated by Steven Smith, and Chris Curren prepared the case studies. The test bank section was written by Naomi Chowdhuri Tyler.

First, you will find an opening section intended to help you prepare for the entire semester. This feature, called PlanAhead, includes ideas for panels, guest speakers, and

*For more information about the instructor and student supplements that accompany and support the text, ask your local Allyn & Bacon representative, or write to: Allyn & Bacon, Sales Support Department, 160 Gould Street, Needham Heights, Massachusetts 02494.

field trips. To help you achieve balance across these activities, you have been provided with a matrix to check off where you have planned to include which type of activity. You should also note that we shaded in sections of the matrix where we thought the activity might be most appropriately applied (a panel of multidisciplinary team members with Chapter 2). PlanAhead also gives you many suggestions for materials to order; some of these could be used as student handouts and others will provide you with background information to enhance your lectures. Phone numbers and addresses of the groups that produce these materials are included for your convenience. All of these are in checklist formats so you will have a record of the materials you actually requested.

The IRM also includes sections that correlate to each chapter in the text. So that you will know what materials (test bank items, IRM Transparency Masters, IRM Student Handouts, A&B transparencies, Snapshots videos) support each chapter, a listing is provided. Following that you will find a brief Chapter Overview or summary that highlights the content of the chapter found in the student edition. This information should provide you with a quick refresher to review before class. The Advance Organizer Questions are restated. You might find them useful for a general review of the chapter's content. In every chapter in the text, Key Terms are listed and defined in the margins the first time the term is used and explained in the text. For your use in the IRM, we have listed each chapter's terms. These terms are also listed in the *Student's Resource Manual and Study Guide* to ensure students learn them. We suggest that some class time be spent reviewing each of these terms to be certain that your students have a sufficient understanding of them.

To assist with the development of your class presentation for each chapter, we have prepared Lecture Notes for your use. These outlines should help you provide full coverage of each chapter's information in your lectures. In each chapter of the IRM and also in the *Student's Resource Manual*, you will find a historical Time Line. In many of the suggested assignments and activities, we present various ideas about how these time lines could be used so students have a better understanding of how the field evolved and developed across time. At the end of the Lecture Notes sections, you will find Lecture Enhancements that give you more information about a topic discussed in the text or somehow related to the chapter's content. In some cases, in this section you will find an additional Concepts and Controversy to use in class to stimulate further discussion; in other cases, you will find background information to use in your lectures.

Following the Lecture Notes section, you will find Class Discussion Questions. These can be used to encourage class discussion or homework assignments. Also, you will find Activities and Assignments that might give you some ideas about how to more actively involve your students and engage them in their study of students with disabilities. Each IRM chapter includes at least one Web-based activity.

We also created black-and-white IRM Transparency Masters and reproducible IRM Student Handouts to support your lectures and instruction. Some of these transparencies and handouts are popular features not retained in this edition (e.g., Focus on Diversity, Teaching Tactics, and Tips for Teachers boxes). Each IRM chapter includes at least one case study as a student handout. A list of these can be found at the beginning of each IRM chapter.

A directory of Supplemental Resources follows. It includes organizations and agencies which focus their efforts on the disability area discussed in the chapter, as well as professional journals for that field. You and your students will find that many of these organizations are available to provide additional information or answer spe-

cific questions that might arise. Popular books and popular videos (and DVDs), in which people with disabilities are central characters, are also listed. We, and many of our colleagues, have found that having students select one of these books or videos to read or watch and then write a critical review is a highly popular assignment. (The directory also appears in the *Student's Resource Manual*, so students can have their own set of this information, making duplication unnecessary for the instructor.)

TEST BANK

The Test Bank contains over 1,200 items with 100 questions for each chapter. Three types of questions are available: true/false, multiple choice, and discussion (essay). The items are grouped together by each major section for each chapter. The test bank can be accessed in several ways. All of the items appear in the IRM. By covering over the answers (which appear in the margin) with a piece of paper and the creative use of a copy machine, tests and quizzes can be easily generated. Also available from Allyn and Bacon is a computerized version of the Test Bank. The Computerized Test Bank is available for both Macintosh and IBM computers.

COMPANION WEBSITE WITH ONLINE PRACTICE TESTS

The Companion Website with Online Study Guide supports the text on a chapter-by-chapter basis. It includes: learning objectives, study questions with text page references, “live” links to relevant Web sites, and additional enrichment material. You can access the Web site by using the Allyn and Bacon internet address: www.abinteractive.com

SUPPORTING ALLYN AND BACON VIDEOS

Allyn and Bacon has developed a number of videotapes that were specially prepared to support your course instruction. Usually it is not possible to schedule actual observations of students with all of the different types of disabilities in one academic term. Therefore, these videos should help to: introduce your college students to persons with disabilities and their families and their teachers, stimulate student discussions and critical thinking, and counter stereotypical views of individuals with disabilities. We recommend that these video programs be used as advanced organizers to introduce your discussion of a particular disability area.

The popular *SNAPSHOTS* videos series—*SNAPSHOTS 2* and the *Inclusion Video*—are available as Allyn and Bacon supplements. The *SNAPSHOTS Inclusion Video* profiles three students in inclusive class settings who are of differing ages and have various disabilities. *SNAPSHOTS 2: Video for Special Education* is a set of six videotaped segments (traumatic brain injury, behavior disorders, learning disabilities, mental retardation, hearing impairments, visual disabilities) profiling three individuals, their families, teachers, and experiences. Each program runs approximately 20 minutes in length, and was designed to introduce your instruction on these topics.

The *Teaching Students with Special Needs* video, from the Allyn and Bacon *Professionals in Action* video series, presents viewpoints and approaches to teaching students with various disabilities across the continuum of classroom settings. The video uses actual classroom footage, and also shows interviews with general and special education teachers, parents, and students. All of these videos were designed specifically for use in college courses.

TRANSPARENCY PACKAGE

The *Allyn and Bacon Transparencies for Special Education* has been revised and expanded since the last edition of this text, and includes approximately 100 acetates, over half of which are full color.

DIGITAL MEDIA ARCHIVE

The *Allyn and Bacon Digital Media Archive for Special Education* provides charts, graphs, tables, figures, weblinks, and audio and video clips on one cross-platform CD-ROM. There's a dynamic lecture presentation, too.

STUDENT'S RESOURCE MANUAL AND STUDY GUIDE

The *Student's Resource Manual and Study Guide* is an applications-based workbook, and can be ordered through your bookstore for students to purchase. The contents of this booklet were provided by Diane Bassett, Claudia C' de Baca, Naomi Tyler, and myself. The manual provides an opening chapter giving college students many helpful hints about how to study more efficiently and effectively. This section provides students with many study strategies they can apply before (e.g., time and organizational management), during (e.g., listening, notetaking, and reading strategies), and after (e.g., test taking skills) to their study. The manual offers students units for each chapter found in the text; each unit begins with the advance organizer Important Points to Remember. The Manual also contains proven learning strategies (e.g., mnemonics, clustering information into main ideas and details, study organizers) and numerous ways of having students apply the information presented in the text. Some of the application features include: define-the-terms activities, alphabet soup (where the special education "language of letters"—IEP, LRE, FAPE, ITP—is practiced), legislation and litigation sections, mini case studies, short sample tests, and "Test Yourself" crossword and other word puzzles on special terms and topics. The manual also includes historical time lines, a directory of resources (organizations, agencies, and journals), and listings of popular books and videos depicting individuals with disabilities.

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Contents

Preface xv

CHAPTER 1

The Context of Special Education: The Legacy of the Twentieth Century and the Promise of the Millennium 2

A Personal Perspective: An Opportunity to Share My Perspective 3

Advance Organizers 5

The Essence of Disabilities 7

What Is a Disability? 7

Is Having a Disability Necessarily a Handicap? 8

Disability Does Not Equal Handicap: The Case of Martha's Vineyard 9

Is the Notion of Disabilities a Modern-Day Invention? 10

How Have People with Disabilities Been Treated Over the Course of History? 10

Origins of Special Education 11

Is Special Education a New Idea? 11

The Origins of Special Education: The Story of Itard and Victor 12

Were Special Educational Opportunities Consistently Available? 13

Necessity for National Intervention 15

Why Did Congress Pass a National Special Education Law? 15

1975 Congressional Findings: The Justification for a National Special Education Law 16

Was a Special Education Law Sufficient to End Discrimination Against People with Disabilities? 17

Have the Protections of National Laws Made a Difference in the Lives of People with Disabilities? 18

Why Did the Courts Have to Further Interpret and Define IDEA? 20

The Legacy of the Twentieth Century 20

Is the Federal Government the Only Voice Heard About the Rights of People with Disabilities? 20

Has Society Increased Its Sensitivity Regarding People with Disabilities and Their Needs? 23

Getting It Right: Talking About People with Disabilities 24

What Is Special Education? 25

Special Education in 1891: As Defined by Its Teachers 26

What IDEA '97 Says About Least Restrictive Environment (LRE) and Free Appropriate Public Education (FAPE) 27

What Do Many People See as Problems of Special Education? 27

What IDEA '97 Says About The Stay-Put Provision and Discipline 31

The Development of Informed and Effective Solutions—The Opportunity of the New Millennium 32