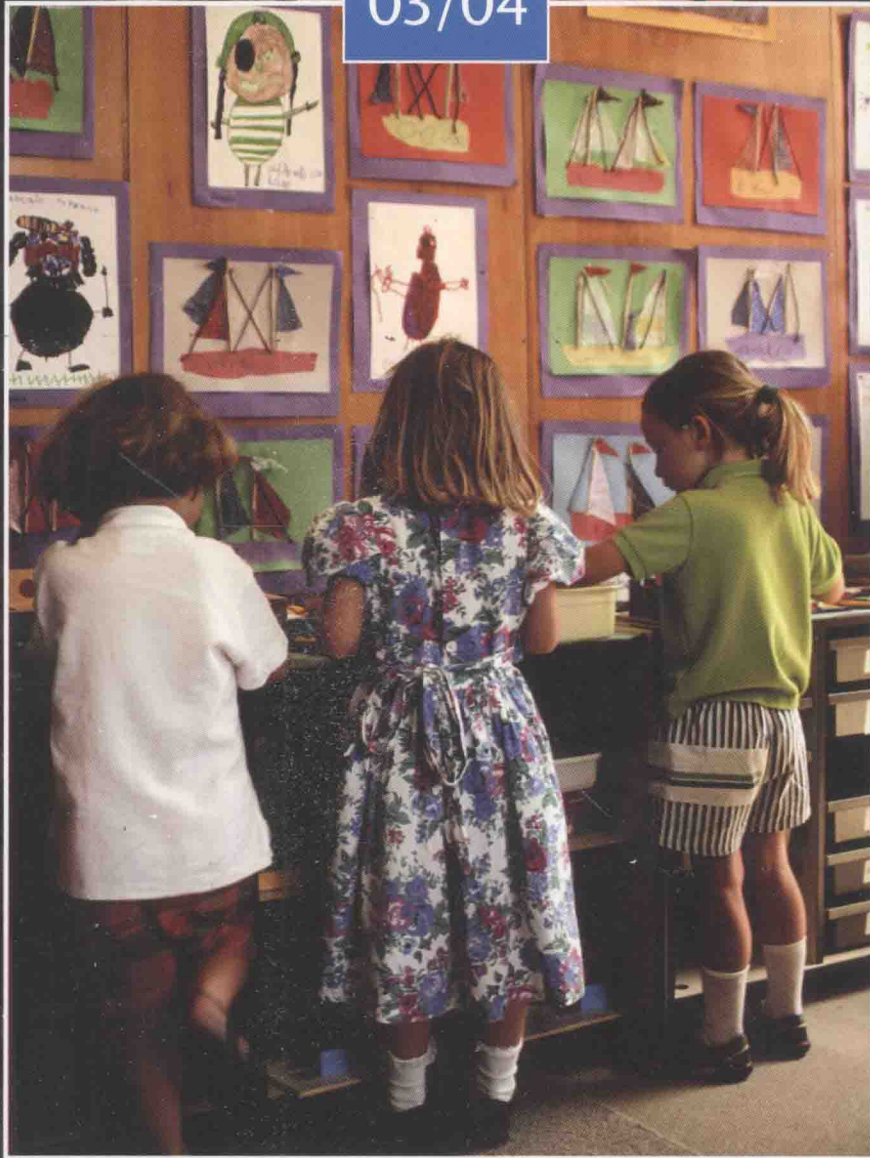


ANNUAL EDITIONS

# Educating Exceptional Children

03/04



A·N·N·U·A·L E·D·I·T·I·O·N·S

# Educating Exceptional Children

03/04

*Fifteenth Edition*

## **EDITOR**

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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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# Topic Guide

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

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

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

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# World Wide Web Sites

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

## AE: Educating Exceptional Children 03/04

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.htmlx>

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

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

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

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

#### National Rehabilitation Information Center (NARIC)

<http://www.naric.com>

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

#### 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 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.

#### Special Education Exchange

[http://www.spedex.com/main\\_graphics.htm](http://www.spedex.com/main_graphics.htm)

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

### UNIT 1: Inclusive Education

#### Consortium on Inclusive Schooling Practices

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

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

#### 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 of 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.unc.edu>

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

## **Special Education Resources on the Internet (SERI)**

<http://seriweb.com>

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

## **UNIT 3: Learning Disabilities**

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

<http://www.chadd.org>

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

### **The Instant Access Treasure Chest**

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

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

### **Learning Disabilities Online**

<http://www.ldonline.org>

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

### **Learning Disabilities Association of America (LDA)**

<http://www.ldanatl.org>

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

### **National Center on Self Determination**

[http://www.selfdeterminationohsu.org/home/Projects\\_at\\_the\\_Center/Community\\_Solutions\\_Project](http://www.selfdeterminationohsu.org/home/Projects_at_the_Center/Community_Solutions_Project)

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 ADDs and discusses establishing the proper learning environment.

## **UNIT 4: Speech and Language Impairments**

### **Speech Disorders WWW Sites**

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

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

## **UNIT 5: Developmental Disabilities**

### **Arc of the United States**

<http://www.thearc.org>

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

### **Autism Society Early Interventions Package**

[http://www.autism-society.org/packages/early\\_intervention.pdf](http://www.autism-society.org/packages/early_intervention.pdf)

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

### **Disability-Related Sources on the Web**

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

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

### **Gentle Teaching**

<http://www.gentleteaching.nl>

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

## **UNIT 6: Emotional and Behavioral Disorders**

### **Resources in Emotional or Behavioral Disorders (EBD)**

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

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.

## **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://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.

### **Kenny Anthony's Gifted and Talented and General Educational Resources**

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

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

### **National Association for Gifted Children (NAGC)**

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

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

## **UNIT 11: Transition**

### **Building Partnerships Between Centers for Independent Living and Schools**

[http://cdrc.ohsu.edu/csd1/home/Projects\\_at\\_the\\_Center/Networks/BUILDING\\_PARTNERSHIPS](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. **Revamping Special Education**, Wade F. Horn and Douglas Tynan
2. **Standards for Diverse Learners**, Paula Kluth and Diana Straut
3. **More Choices for Disabled Kids: Lessons From Abroad**, Lewis M. Andrews
4. **What's Good? Suggested Resources for Beginning Special Education Teachers**, Sharon A. Maroney

## Key Points to Consider

- How would you revamp special education to meet the needs of children with disabilities and their teachers in the new century?
- What conditions are needed to teach using a standards-based curriculum? What has the inclusion movement contributed to diverse classroom climates?
- Describe the model approaches to inclusive education and parental choice in Denmark, New Zealand, and the Netherlands. What will be the effect on public schools if vouchers to private schools are allowed for students with special needs?
- What does the 1997 reauthorization of IDEA require of states that fail to include children with disabilities in regular education classes? What impact will this have on twenty-first century education?



**Links: [www.dushkin.com/online/](http://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>

# Contents

*To the Reader*

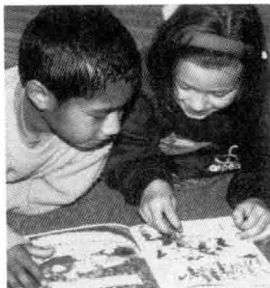
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*Topic Guide*

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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. **Revamping Special Education**, Wade F. Horn and Douglas Tynan, *The Public Interest*, Summer 2001

This article reviews the changes in **legal processes** affecting **inclusive education** in the past two decades. **Family involvement** has contributed to changes in significant ways. The authors argue that costs and lack of results mandate new reforms, especially revamping strategies for teaching three subgroups.

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2. **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.

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3. **More Choices for Disabled Kids: Lessons From Abroad**, Lewis M. Andrews, *Policy Review*, April/May 2002

Many Americans believe that public schools will become ghettos for students with special needs if vouchers for private schools are allowed. This article reports model approaches to **inclusive education** and **parental choice** in Denmark, New Zealand, and the Netherlands. Funding for special services follows the child. Such subsidies improve education in all schools—public and private.

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4. **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.

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## UNIT 2 Early Childhood

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

### Unit Overview

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5. **Identifying Paraprofessional Competencies for Early Intervention and Early Childhood Special Education**, John Killoran, Torry Piazza Templeman, Joyce Peters, and Tom Udell, *Teaching Exceptional Children*, September/October 2001

With the increased linguistic and **cultural diversity** of America, the paraprofessional has become the backbone of **inclusive, early childhood education**. This article discusses eight core competency areas critical to their training, including **assessment**, **collaborative teaming**, and **transition coordination**. A portfolio review process can document their competencies.

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

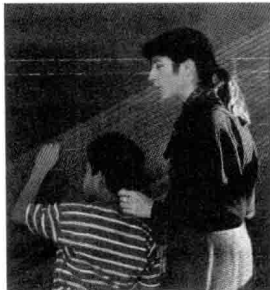
Many **learning disabilities** and **speech/language impairments** are believed to be the result of lack of phonological awareness in the preschool years. **Inclusive early childhood education** programs can do a great deal to avoid later reading, attention, and speech disorders by providing earlier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

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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 **legally prescribed**. 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**.

38



## UNIT 3

### Learning Disabilities

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

#### Unit Overview

44

8. **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, plus engagement, goals, feedback, and generalization are illustrated.

47

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.

53

10. **Successful Strategies for Promoting Self-Advocacy Among Students With LD: The LEAD Group**, Al Pocock, Stan Lambros, Meagan Karvchen, 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 site 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**.

58



## 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

66

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

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

68

12. **Literacy-Based Planning and Pedagogy That Supports Toddler Language Development**, Barbara B. Rosenquest, *Early Childhood Education Journal*, Summer 2002

**Speech/language delays** can be prevented or ameliorated through **early childhood intervention** in **inclusive day care**. This article suggests **family involvement** in selecting books that are relevant for each child. Teachers read the books, engage the child in lengthy conversations, and play-act the stories into the curriculum.

71

13. **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**.

76



## 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

82

14. **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.

84

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

This article addresses the enormous task of developing 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.

94

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

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

103



## UNIT 6

### Emotional and Behavioral Disorders

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

#### Unit Overview

108

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

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

110

18. **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 make a smoother **transition** into adulthood.

116

19. **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.

122



## UNIT 7

### Vision and Hearing Impairments

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

#### Unit Overview

126

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

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

128



21. **Seeking the Light: Welcoming a Visually Impaired Student**, Anita Meyer Meinbach, *Middle School Journal*, November 1999  
This account of **inclusion** of a student with a **visual impairment** helps change attitudes about **collaboration** in **middle school** classrooms. **Peer tutors** were valuable as aides and as support staff. The author provides valuable suggestions for curriculum modifications, **individualized education programs (IEPs)**, and **computer/technology** usage.

132

22. **Visual Teaching Strategies for Students Who Are Deaf or Hard of Hearing**, John Luckner, Sandra Bowen, and Kathy Carter, *Teaching Exceptional Children*, January/February 2001  
The **speech and language** abilities of students who have **hearing impairments** can be enhanced by visually rich learning environments. The authors explain the development and use of graphic organizers. They also discuss use of signing, **computers** and other technology, and visual materials that can be used with all students.

139



## 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

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

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

148

24. **Loneliness in Children With Disabilities: How Teachers Can Help**, Shireen Pavri, *Teaching Exceptional Children*, July/August 2001

Children with **multiple disabilities** are frequently lonely. Educators can help **assess** these **emotional behavioral problems** and find ways to ameliorate them. This article discusses assessment techniques and intervention approaches including social training and **conflict resolution** skills.

154

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

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

161



## 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

26. **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.

172

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

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

178

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

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

182



## UNIT 10

### Giftedness

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

#### Unit Overview

186

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

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

188

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

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

192

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

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

196



# UNIT 11

## Transition

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

### Unit Overview

200

32. **Transition Planning for Students With Severe Disabilities: Policy Implications for the Classroom**, Christy Holthaus Stuart and Stephen W. Smith, *Intervention in School and Clinic*, March 2002

The **legal processes** involved in reauthorizing IDEA have created a need for **transition** services until age 21 for all students with disabilities, including those with **multiple disabilities**. **High school** teachers must **collaborate** with employment settings to ensure work-related skills are successfully learned, per **individualized transition plans (ITPs)**.

202

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

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

204

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

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

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One of the weaknesses of American schools, public and private, is professional development. Regular education teachers are expected to know how to provide special educational services to every child with an exceptional condition in their classroom, despite not having had course work in special education. The numbers of students with exceptionalities who are being educated in regular education classes are increasing annually. During its 25 years in existence, the Individuals with Disabilities Education Act (IDEA) has reduced the numbers of special needs students being educated in residential centers, hospitals, homes, or special schools to less than 5 percent. Children who once would have been turned away from public schools are now being admitted in enormous numbers. Without adequate preparation and support, regular education teachers feel overwhelmed. Their abilities to educate all of their students, those with, and those without, disabilities, suffer grave consequences.

The trend toward inclusive education necessitates more knowledge and expertise on the part of all regular education teachers. Educating children with exceptionalities can no longer be viewed as the job of special-education teachers. This trend also mandates knowledge about collaboration and advisory activities on the part of all special educators. Teamwork is essential as special education and regular education are becoming more and more intertwined.

Public schools have an obligation to provide free educational services in the least restrictive environment possible to all children who have diagnosed conditions of exceptionality. Although laws in Canada and the United States differ slightly, all public schools have an obligation to serve children with exceptional conditions in as normal an educational environment as possible. Inclusive education is difficult. It works very well for some students with exceptionalities in some situations and marginally or not at all for other students with exceptionalities in other situations.

For inclusion to succeed within a school, everyone must be committed to be part of the solution: superintendent, principal, teachers, coaches, aides, ancillary staff, students, parents, and families. Special education teachers often find their jobs involving much more than instructing students with special needs. They serve as consultants to regular education teachers to assure that inclusion is meaningful for their students. They collaborate with parents, administrators, support personnel, and community agencies as well as with regular education teachers. They plan curriculum and oversee the writing of Individualized Family Service Plans (IFSPs), Individualized Education Plans (IEPs) and Individualized Transition Plans (ITPs). They schedule and make sure that services are provided by all team-involved persons. They keep up with enormous amounts of paperwork. They update parents even when parents are too involved, or not involved enough. They keep abreast of new resources, new legal processes, and new instructional techniques. They make projections for the futures of their students and set out ways to make good things happen. They also struggle to be accountable, both educationally and financially, for all they do.

The term "least restrictive environment" is often mistakenly understood as the need for all children to be educated in a regular education classroom. If students can learn and achieve better in inclusive programs, then they belong there. If students can

succeed only marginally in inclusive education classrooms, some alternate solutions are necessary. A continuum of placement options exists to maximize the goal of educating every child. For some children, a separate class, or even a separate school, is still optimal.

Every child with an exceptional condition is different from every other child in symptoms, needs, and teachability. Each child is, therefore, provided with a unique individualized education plan. This plan consists of both long- and short-term goals for education, specially designed instructional procedures with related services, and methods to evaluate the child's progress. The IEP is updated and revised annually. Special education teachers, parents, and all applicable service providers must collaborate at least this often to make recommendations for goals and teaching strategies. The IEPs should always be outcomes-oriented with functional curricula.

The first article in this inclusive education unit addresses the questions of how special education should be revamped to meet the needs of children with disabilities, and their teachers, in the twenty-first century. New U.S. laws are reviewed and their successes and their deficiencies examined. School districts and states have enough autonomy so that inclusive education is far from uniform from shore to shore. A downside of all inclusive special educational programming is the sense of entitlement of families and children receiving special services. The authors suggest steps for reform that can benefit everyone.

The second article discusses standards-based curriculum. The inclusion education movement has contributed to some very diverse classroom climates, where standards-based curricula must be flexible and developmental. There is no longer such a thing as a "grade" where one lesson-plan fits all, even in rural areas. Teaching to standards requires careful assessments, access to different levels of meaningful content, and assistance from all stakeholders in education—parents, teachers, and community members.

The third article addresses a future where school vouchers become commonplace. Parents will feel freer to move their special-needs children from school to school as often as necessary to ensure that educational goals are being met. The author discusses the comparative successes and the relative failures of voucher-based education in New Zealand, the Netherlands, Sweden, Denmark, and Australia. Much can be learned from the lessons of our world neighbors and their educational policies.

The fourth article included in this unit suggests resources for beginning special education teachers. Experienced educators have given their expertise to Sharon Maroney to pass on to novice teachers. Advice is included on developing professionalism, instructing effectively, managing behavior, and using special techniques. The author also counsels readers to try new things and have fun in their chosen professions. Educating exceptional children is challenging. It should also be exciting, and fun!

All of these selections are concerned with making regular education work when children with special needs are integrated into the classroom for a portion of, or the complete, school day. They speak to the requirement for accountability in education that produces a degree of excellence while allowing educators to feel pride in their achievement in their chosen profession.