



sixth edition

# Exceptional Children

*An Introduction to Special Education*

William L. Heward



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William L. Heward

The Ohio State University

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# Exceptional Children

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**This book is dedicated to John Cooper and Tim Heron.  
Be it in the peleton, the bottling line, or a faculty meeting;  
no better friends and colleagues could a guy have.**

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# About the Author



William Lee Heward grew up in Three Oaks, Michigan, watching his hero Ernie Banks and the Chicago Cubs. He majored in psychology and sociology as an undergraduate at Western Michigan University, earned his doctorate in special education at the University of Massachusetts, and has been a member of the special education faculty at The Ohio State University since 1975. In 1985, Bill received Ohio State's highest honor for teaching excellence, the Alumni Association's Distinguished Teaching Award. He has had several opportunities to teach and lecture abroad, most recently in 1993 when he served as a Visiting Professor of Psychology at Keio University in Tokyo, Japan.

Bill's current research interests focus on "low tech" methods classroom teachers can use to increase the frequency with which each student actively responds and participates during group instruction and on methods for promoting the generalization and maintenance of newly learned skills. His research has appeared in many of the field's leading journals, including *Behavioral Disorders*, *Education and Training in Mental Retardation and Developmental Disabilities*, *Exceptional Children*, *Journal of Applied Behavior Analysis*, *Learning Disability Quarterly*, *Research in Developmental Disabilities*, *Teacher Education and Special Education*, and *Teaching Exceptional Children*.

Bill has co-authored five other textbooks, including *Applied Behavior Analysis* (Merrill/Prentice Hall, 1987). He has also written for the popular market. His book *Some Are Called Clowns* (Crowell, 1974) chronicled his five summers as a pitcher for the Indianapolis Clowns, the last of the barnstorming baseball teams.



# Preface

**S**pecial education is the story of people. It is the story of a preschool child with multiple disabilities who benefits from early intervention services. It is the story of a child with mental retardation whose parents and teachers work together to ensure she participates in typical school activities with her peers. It is the story of a fourth-grader with learning disabilities who helps his parents and teachers plan his instructional program that teaches to his strengths and addresses his weaknesses. It is the story of the gifted and talented child who brings new insights to old problems, the high school student with cerebral palsy who is learning English as his second language, and the young woman who has recently moved into a group home after spending most of her life in a large institution. Special education is all of their stories, stories that portray the resiliency and triumphs of children and adults with exceptionalities.

The story of special education is yet unfinished. Professionals continue to strive to meet the challenges of special education and the people it serves. And, whether you are a beginner or a seasoned player, I hope that your study and involvement with children and adults with special needs will challenge you to seek better ideas to meet these needs.

## Text Organization and Structure

With the sixth edition of *Exceptional Children*, I want to convey to you not only the diversity and excitement of special education but also to present you with an informative, readable, and responsible introduction to the professional practices, trends, and research that define contemporary special education. To this end, the book begins with A Personal View of Special Education—eight perspectives on the purpose and responsibilities of special education—followed by fifteen chapters organized into two parts.

Part One—Foundations for Understanding Special Education—presents an overview of terminology, laws, policies, and practices that are consistent with the 1997 amendments to the Individuals with Disabilities Education Act (IDEA) and the exceptional child's right to receive an appropriate education in the least restrictive environment. Chapter 2 examines the referral, assessment, and placement of students in special education. Chapters 3 and 4 describe how to acknowledge and appreciate the cultural and linguistic differences that some children with special needs bring to the classroom, and the important role parents and families play in the decision-making process for planning the individual education needs of their children. Part Two—Educational Needs of Exceptional Students—is organized around nine categorical chapters within a developmental, lifespan perspective. Thus, Part Two opens with a look at early childhood special education and the



critical role early intervention plays in nurturing the development of young children with special needs. Part Two closes with a chapter on transition from secondary school and the responsibility educators and parents share in preparing students with exceptionalities for adulthood. Chapters 6 through 14, the chapters that fall between early childhood and transition, introduce you to the definitions, prevalence, causes, historical background, assessment techniques, instructional strategies, current issues, and future trends for eight disability categories and for giftedness and talent development. Autism, ADHD, and traumatic brain injury are covered within these chapters.

## Key Text Features

### Focus Questions

Each chapter begins with five questions that provide a framework for studying the chapter and its implications. These Focus Questions serve as discussion starters for introducing, overviewing, concluding, or reviewing. Open-ended questions can be found on the Message Board on the Companion Website (<http://www.prenhall.com/heward>), which allows you to engage in interactive discussions with your classmates.

### Teaching Strategies

Providing an instructional framework for this edition are “Teaching and Learning in School” boxes that describe a wide range of effective interventions—from classroom performance and classroom management to curriculum modifications and error correction and feedback. These strategies provide practical and clear guidelines for working with students in inclusive settings or in pull-out programs. Each of these strategies is supported by research that documents its effectiveness with students who have disabilities.

### Teaching and Learning in School

Distributed throughout the text, “Teaching and Learning in School” boxes provide practical applications and intervention strategies for general classroom teachers and special educators.

**TEACHING AND LEARNING IN SCHOOL**

**Someone's Missing: The Student As an Overlooked Participant in the IEP Process**

by Mary T. Peters

**IDEA** states that “the child, wherever appropriate” must be included on the IEP team. More specifically, before age 14, student attendance and participation are at the discretion of the parents. Beginning at age 14 the student must be invited to attend and should be encouraged to participate in the entire meeting. Yet rarely does the student play an active role in the IEP process (Cris, Brown & Roe, 1994).

This may be because students with disabilities are often perceived by administrators, teachers, or parents as recipients of special services rather than as integral parts of the IEP team with the right (or not the responsibility) to help develop and implement their own special education programs. When empowered as active participants in the IEP process, however, students have an opportunity to highlight their independence, self-advocacy skills, and self-esteem (Mastri et al., 1995). Also, students may be able to offer insightful perceptions and valuable contributions. All students with disabilities can and should be involved in the IEP process.

**How Can Students Participate?** The IEP conference is just one part of the special education process. Students may be involved at any stage. Figure 1.1 lists ways in which students can participate in the three major stages of assessment, the IEP conference itself, and the implementation.

**ASSESSMENT**

- Determine participation
- Self-evaluation
- Set goals
- Monitor progress in writing objectives

**IEP CONFERENCE**

- Presentations preparation
- Conference participation

**IMPLEMENTATION**

- Monitor progress
- Engage in regularly scheduled meetings
- Reassessment program
- Self-management program goals

**Figure 1.1 Student participation in the IEP process**

and expected behaviors. The following are suggestions for student behavior during the IEP conference:

- **Participate throughout the meeting.** Share with those who are addressing your shares as they speak by listening without interrupting.
- **Understand, excuse, repeat, politely ask, and ask again.** When before offering your opinion and recommendations, state your case without being loud or disruptive.
- **Offer your own suggestions instead of direct questions.** Intervention by teachers is sometimes necessary to ensure the advantages of student participation. Parents may be getting to know their child's strengths and weaknesses in the IEP conference. Parents can also be invited to participate in steps of classroom performance activities. Students may also be invited to participate in self-evaluation. Students who have been invited to participate in the IEP process will be better able to participate in the IEP process. The more active they are, the more likely they will be successful in the IEP process. When something should not be done by the child (e.g., disruptive behavior, non-compliance), the student can enter the IEP process to meet with team members, agree on goals and objectives, and have consequences for the process.
- **Involve the student in the process.** Students who are involved in the IEP process will be better able to participate in the IEP process. When something should not be done by the child (e.g., disruptive behavior, non-compliance), the student can enter the IEP process to meet with team members, agree on goals and objectives, and have consequences for the process.


Adapted from Peters, M. T. (1990). *Someone's missing: The student as an overlooked participant in the IEP process*. Retrieved from [www.prenhall.com/heward](http://www.prenhall.com/heward). (p. 105). Used with permission of the Helen Dwight Reid Educational Foundation. Published by Helix Publications, 1115 Engineers' Square, NW, Washington, DC 20036-1812.

ment and the instructor that students experience in the classroom (e.g., Nevin, McCain, & Schmitt, 1985; Smith, 1990). Students and teachers need to be aware of the importance of the student's role in the classroom. The student's role in the classroom is to be a participant in the learning process. The student's role in the classroom is to be a participant in the learning process. The student's role in the classroom is to be a participant in the learning process.



## Profiles of People/Perspectives of Issues

The “Profiles and Perspectives” boxes include two types of essays. One type highlights the personal struggles, triumphs, and stories of persons with disabilities, such as the interview of student leaders from Gallaudet University who share their position and passion on why the president of Gallaudet should be a member of the Deaf culture. In another box, Stephen Hawking, the famed physicist, contributes his thoughts on living with a degenerative disease that causes him to continually adapt his lifestyle but does not affect his intellectual ability. The other “Profiles and Perspectives” boxes are written by special educators, parents, and journalists who share their personal views about where special education is, or should be, going. Contributors to these boxes include Dr. Michael Giangreco, “Moving Toward Inclusive Education,” and Dr. Richard D. Howell, who describes innovations in assistive technology with “Grasping the Future with Robotic Aids.”



### PROFILES AND PERSPECTIVES

#### Deaf President Now!

*Gallaudet University in Washington, DC, is the world's only university dedicated exclusively to the education of deaf students. (Students with normal hearing are admitted into some of its programs.) A federally funded institution chartered by Congress in 1864, Gallaudet had never had a deaf president. When a presidential vacancy occurred in 1988, many Gallaudet students, faculty, and alumni expected that a deaf person would be appointed. However, an education with normal hearing, who was unable to use sign language, was initially selected for the position. A group of Gallaudet parents and demonstrators entered, with calls for a "Deaf President Now!" focusing movement and international attention on Gallaudet. We asked Bridgetta Bourne and Jerry Cowell, two of the protest's first primary student leaders, to tell us the dramatic story.*

**Bridgetta Bourne:** When I already enrolled in a deaf person, it's much like a black person identifying himself as black. All members of minority groups face certain challenges, and for the deaf the challenge is communication. As a deaf person, I feel isolated, even among groups including people with other disabilities. I still can't communicate with them without an interpreter.

There was recently a march from the White House to the Capitol in support of the Americans with Disabilities Act. There were many people with disabilities, but I didn't really feel like part of that community. Without an interpreter, I was literally lost. So the concept of oppression is one to which people in power are making decisions for us—about 99.9% about what I should do. Oppressed people have no voice.

Oppression is dangerous and pervasive. We press hard at it at Gallaudet, our own university. Obviously, we should have a hard time hearing our own school, and that's why the Deaf President Now campaign happened and was so important. There had been so many years of struggle so many years of deaf people being told they could not make decisions for themselves. We asked how to release your anger at this oppression or just tell it is, so we many deaf people did in the past.

**Jerry Cowell:** Before the Deaf President Now movement, Gallaudet went through six presidents, all of them hearing men. These presidents served useful purposes, such as

building the college, expanding programs and services, creating new educational fields, and changing Gallaudet from college to university status. When the sixth president resigned and the latest of trustees began a search for a new one, we all felt that the time was right for a deaf president. Gallaudet is appreciably recognized and respected for its leadership in educating the deaf. Now we needed a deaf person to truly represent Gallaudet and the Deaf community. We needed a deaf person who could prove to hearing people that he or she was capable of carrying out the duties of a university president, thus opening the door to further opportunities for deaf people. There were qualified deaf people out there with good backgrounds of education and experience. All but 4 of the 21 members of the board of trustees were hearing people. Many had good backgrounds in business, fund-raising, and public relations, and they constituted to Gallaudet in that way, but they had little or no understanding of deafness and Deaf culture. They needed to be convinced. So we held rallies. We got letters of support from many well-known people, including U.S. presidential candidates and senators. Public awareness grew. We felt confident, especially after the slave funeral to the presidential search (see sidebar), was deaf men and a hearing woman. Then the final selection was announced as a proxy infirm. (Gallaudet University Aggravates First Woman President.) "We couldn't believe our eyes! We were shocked and upset. Please keep in mind, we didn't see this as a gender issue at all. It was seen by a hearing-deaf issue, a deaf woman president would have been great."

**Bridgetta:** We marched downtown to the hotel where the chairman of the board of trustees was staying. We wanted a personal explanation of why they'd selected a hearing person over a deaf person. There was a reception going on at the hotel to introduce the new president. We had planned a demonstration or a sit-in, but people were so angry. Sitting in the lobby was spontaneous. We didn't have a permit or anything, we just marched. The police came out with their batons, and confusion as to who was who. Signs and banners appeared. I remember a deaf couple who had a dog wearing a sign. "I understand sign language better than the new president of Gallaudet."

**Jerry:** It was late in the time we go to the hotel, chanting and cheering. I remember seeing lights being turned on

all over the hotel and people looking out the windows, wondering what was going on. Finally, the chairman came out. She couldn't understand sign language either. She said, "We felt this was the best decision for Gallaudet." We were round and round asking questions. We asked, "When will a deaf person get the chance to be president of Gallaudet?" "When will you allow this?" Frequently the chairman said, "Deaf people are not ready to function in a hearing world." "Okay, that hurt! Everyone was shouting—can't the interpreter? We were ready for real action after that. The influence quote really pulled us together; it is a flame under us. So in a way, we should thank the chairman."

We sat out at about Gallaudet down on Monday morning, we put blue locks on the campus gates and parked cars in front of them. Students told everyone—administrators, faculty, staff, even board of trustees members—"Don't come in today. Go home. The campus is closed." When we took control of the campus, it showed how serious we were about the board's rejection and the chairman's statement. The news media came in, and of course we took advantage of that.

**Bridgetta:** As Jerry says, the process brought people together. Before the protest, Gallaudet consisted of many different groups of deaf people. We came from various backgrounds. Some were involved in academics, others in sports, politics, or whatever. Some had gone to mainstream schools, others to deaf schools. Some were civil rights activists. But all united around the Deaf President Now movement, and our efforts were truly coordinated.

**Jerry:** Our chants, in sign and speech, were important to the Deaf President Now movement. One of our chants was "Deaf Power Now!" We had four demands before we would release the university back. But, the hearing president had to be replaced by a deaf person. Second, the chairman of the board had to resign because of his inaction. Third, a majority of the board had to consist of deaf people. Fourth, there was to be no reprisals against faculty, staff, or students involved in the protest.

—board the roof of the hotel, the new president resigned or "imposed audio," as one put it. But the leader's been



Bridgetta Bourne

explained. So we changed our chant to "Three and a half Three and a half!" This kept the momentum alive. We also changed "Deaf and Proud!" and "Deaf Power!" We adopted this last one from the Black Power movement. We made the chant be putting one hand over an ear and raising the fist high in the air.

## Profiles and Perspectives

“Profiles and Perspectives” boxes silhouette cases—the personal journeys, joys, and obstacles of living with a disability or teaching students with disabilities. The hope is that by reading about the personal struggles or triumphs of people with disabilities or about the people in the field who are making a difference, you will be inspired to continue your study of special education.

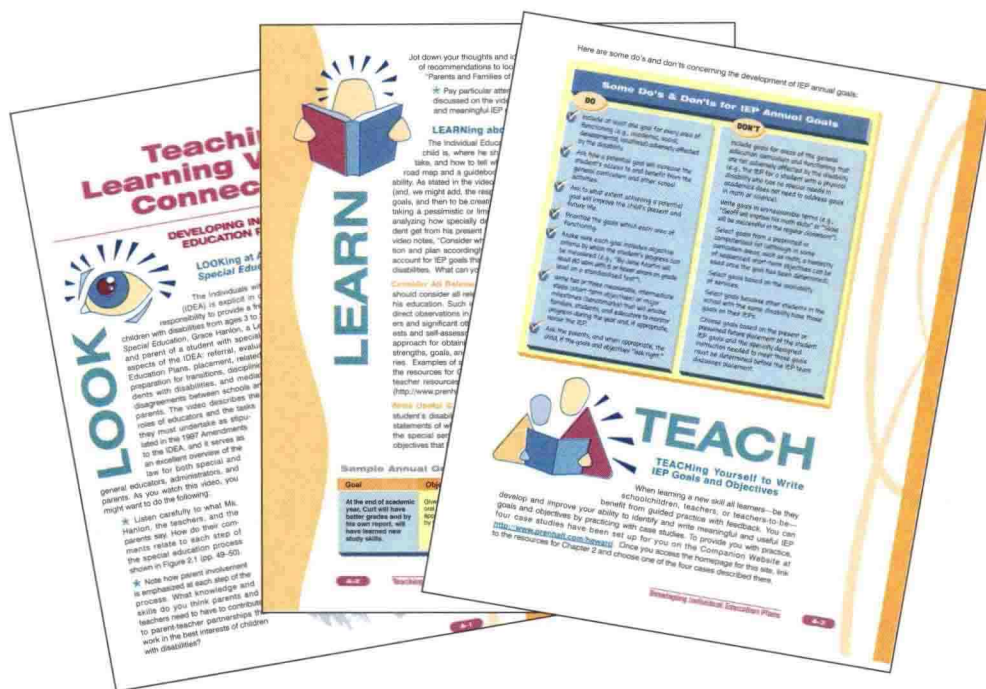


## Integrated Videos

New to this edition are four inserts entitled “Teaching and Learning Video Connections.” Each of these features begins by integrating the content of a video (available free to your professor) with teaching and learning strategies that will contribute to your development as an educator.

### Teaching and Learning Video Connections

These features integrate the content of a video with the text and describe practical strategies for applying that content in a meaningful way.



**Video #1: A New IDEA for Special Education.** The first of these inserts is entitled “Developing Individual Education Plans” and highlights the video *A New IDEA for Special Education*, through which you will learn about the critical aspects of the Individuals with Disabilities Education Act (IDEA). The insert further describes the essential components of writing the goals and objectives for individual education plans (IEPs). The teaching segment of this insert connects you to the Companion Website for this text (<http://www.prenhall.com/heward>), where you can practice developing IEP goals and objectives for any one or more of four exceptional children who are profiled on the website.

**Video #2: Together We Can!** The second insert, “Classwide Peer Tutoring,” introduces the video *Together We Can!* Following the viewing of the video, the Learn and Teach segments of the insert provide you with guidelines for designing and implementing a peer tutoring program in which every student in a general education classroom participates as both tutor and tutee.

**Video #3: Small Differences.** The third insert, “Small Differences,” guides your viewing of the video of a small group of children with disabilities who



want to raise your awareness of the *Small Differences* between people with and without disabilities. This feature asks you to examine closely your own preconceptions about the abilities of students with exceptionalities and apply strategies to develop positive images and attitudes.

**Video #4: LifeLink.** The fourth insert, “Learning to Live On My Own,” highlights the video *LifeLink* and a program to provide opportunities for secondary students with disabilities to learn independent living skills and prepare for life in the adult community. In the Learn and Teach segments, you will find out how to teach for transition success.

## Integrated Margin Notes

Also new to this edition are margin notes that direct you to the use of the Internet and a Companion Website (<http://www.prenhall.com/heward>) designed especially to accompany this text. Identified by the WWW logo, as shown here in the margin, these notes direct you to the Companion Website materials that will assist you in your study of each chapter. Long valued by users of previous editions of *Exceptional Children* is the wealth of information in the other margin notes. These notes provide additional commentary and perspectives on the accompanying content or links to related materials in other chapters or professional resources.



## Companion Website

Accompanying this text is a user-friendly website that provides the professor and student a variety of meaningful resources and a study tool for you. Organized by chapter, this website includes:

### Study Tools for Every Chapter

- **Chapter Objectives** – outlines key concepts from the text.
- **Interactive Self-quizzes** – complete with hints and automatic grading that provide immediate feedback to you. After you submit your answers for the interactive self-quizzes, the Companion Website **Results Reporter** computes a percentage grade, provides a graphic representation of how many questions you answered correctly and incorrectly, and gives a question-by-question analysis of the quiz. You are then given the option to send your quiz to up to four e-mail addresses (professor, teaching assistant, study partner, etc.).
- **Message Board** – serves as a virtual bulletin board to post or respond to questions or comments to/from a national audience. Some Focus Questions from the text have been added to get you started.
- **Web Destinations** – links to WWW sites that relate to chapter content

### Access to the Course Syllabus

- **Syllabus Manage™** provides the instructor, with an easy, step-by-step process to create and revise syllabi, with direct links into Companion Website and other online content without having to learn HTML.
- You, as a student, may logon to the syllabus during any study session. All you need to know is the web address for the Companion Website and the password the professor has assigned to the syllabus. The address for this website is <http://www.prenhall.com/heward>.



- After your professor has created a syllabus using **Syllabus Manager™**, you may enter the syllabus for your course from any point in the Companion Website.
- Class dates are highlighted in white and assignment due dates appear in blue. By clicking on a date, you are shown the list of activities for the assignment. The activities for each assignment are linked directly to actual content.
- Adding assignments consists of clicking on the desired due date, then filling in the details of the assignment—name of the assignment, instructions, and whether or not it is a one-time or repeating assignment.
- In addition, links to other activities can be created easily. If the activity is online, a URL can be entered in the space provided, and it will link automatically to the final syllabus.
- The completed syllabus is hosted on the publisher's servers, allowing convenient updates from any computer on the Internet. Changes your professor makes to the syllabus are immediately available to you at your next login.

## **Additional Supplements**

### **Student Study Guide**

A comprehensive review of the text content, the Student Study Guide provides you with a useful resource for learning about exceptional children, their families, and the field of special education. The chapter objectives, chapter overviews, chapter-at-a-glance tables, guided reviews, and self-check quizzes allow you to diligently study the course content.

### **Instructor's Manual**

An expanded and improved Instructor's Manual is fully integrated with the text and includes numerous recommendations for presenting and extending the content of the chapters. The manual consists of chapter-by-chapter sections with chapter outlines, chapter-at-a-glance charts, chapter objectives, suggested answers to Focus Questions, introductory or enrichment activities, and recommendations for using the videos and video inserts, and other multimedia resources.

### **Transparencies**

A package of nearly 150 two- and four-color acetate transparencies is available for use with the text. The transparencies highlight key concepts, summarize content, and illustrate figures and charts from the text. These transparencies are also available in Microsoft PowerPoint and can be accessed from the Companion Website, <http://www.prenhall.com/heward>.

### **Test Bank**

A printed test bank of approximately 1,000 questions also accompanies the text. A variety of objective and essay questions are provided for each chapter. Computerized versions of the test bank are available in both Windows and Macintosh formats to enable professors to customize their exams.



# Acknowledgments

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**T**he sixth edition of *Exceptional Children* has been enhanced by the combined efforts of a talented team of professionals at Prentice Hall Publishing Company. My Editor, Ann Castel Davis, has provided unwavering support and enthusiasm for the sixth edition—not to mention unrelenting pressure to “get the next chapter done.” I really appreciate Ann for this; plus, she’s a Cub fan. Developmental Editor Linda Montgomery was a tremendous help to me and a continuous source of good ideas throughout all stages of researching, conceptualizing, and revising the sixth edition. Among other things, Linda taught me how to organize content along a “critical path” for the reader. Dawn Potter copyedited the manuscript with a good balance of technical skill and respect for the author’s writing style. The effective and meaningful portrayal of special education requires excellent photographs, and the contributions of Photo Editor Sandy Lenahan are evident throughout this edition. And if it were not for the hard work and professionalism of Production Editor Mary Irvin, the sixth edition would never have made it to the printing press. Mary (a.k.a. Ms. 24/7) can keep a lot of plates spinning at once, all the while displaying a rare and greatly appreciated graciousness.

No single author can capture the many perspectives and areas of expertise that make up a field as diverse and dynamic as special education. The currency and quality of this edition have been improved by Profiles and Perspectives and Teaching and Learning in School essays authored exclusively for this text by the following scholars and teachers: Sheila Alber, University of Southern Mississippi; Patty Barbetta, Florida International University; Sue Brewster and Lyn Dol, Toledo Public Schools; Judy Carta, Juniper Gardens Children’s Center; John O. Cooper, Ohio State University; Vivian Correa, University of Florida; Jill Dardig, Ohio Dominican College; Glen Dunlap, Bobbie Vaughn, and Lise Fox, University of South Florida; Marsha Forest and Jack Pearpoint, Centre for Integrated Education and Community (Toronto); Douglas Fuchs and Lynn Fuchs, Vanderbilt University; Michael Giangreco, University of Vermont; Bonnie Grossen, University of Oregon; Stephen Hawking, Cambridge University; Dick Howell, Ohio State University; Carolyn Hughes, Vanderbilt University; Margo Mastropieri and Tom Scruggs, George Mason University; Catherine Maurice, author of *Let Me Hear Your Voice*; Jane Piirto, Ashland University; Diane Sainato, Ohio State University; Barbara Schirmer, Kent State University; Elaine Silliman and Jill Beasman, University of South Florida; Marti Snell, University of Virginia; Rachel Janney, Radford University; and John Umbreit, University of Arizona.

I am especially grateful to these colleagues and friends for their contributions to the four case studies introduced in the Teaching and Learning Video Connection, Developing Individual Educational Plans, and found in full on the companion website: Timothy Heron (Derek), Rebecca Morrison (Jeremy), Gayle Porterfield and Donald Tessman (Leanna), and Lynn Woolsey (Mwajabu). Because of their efforts, students will have opportunities to practice writing IEP goals and objectives for these real exceptional children.



Other individuals who provided me with material and information that greatly enriched the sixth edition are: Teresa Grossi, University of Indiana; Ronni Hochman Spratt, Upper Arlington Schools; Sandy Letham and Dennis Higgins, Zuni Elementary School, Albuquerque, NM; Diana Nielander, National Lekotek Center; and Sandie Trask, Westerville City Schools.

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Finally, I will always be grateful to Mike Orlansky, a former colleague, friend, and co-author of the first four editions of *Exceptional Children*.

Most of all, I appreciate and wish to acknowledge the support of my family—Jill, Lee, and Lynn—who (again) had to endure the unsightly aftermath of too many all-niters.

*Bill Heward*



# Prologue





# A Personal View of Special Education

**M**y primary goal in writing this book is to describe the history, practices, advances, problems, and challenges that make up the complex and dynamic field called special education in as complete, clear, up-to-date, and objective a manner as possible. This, of course, is much easier said than done: an author's personal views are surely implicit in those descriptions—between the lines, as they say. Because my personal beliefs and assumptions about special education—which are by no means unique, but neither are they universally held by everyone in the field—affect both the substance and the tone of the entire book, I believe I owe you an explicit summary of those views.

*People with disabilities have a fundamental right to live and participate in the same settings and programs—in school, at home, in the workplace, and in the community—as do people without disabilities.* That is, the settings and programs in which children and adults with disabilities learn, live, work, and play should, to the greatest extent possible, be the same settings and programs in which people without disabilities participate. People with and without disabilities have a great deal to contribute to and learn from one another. We cannot do that without regular, meaningful interaction.

*Individuals with disabilities have the right to as much independence as we can help them achieve.* Special educators have no more important teaching task than that of helping children with disabilities learn how to increase the level of decision making and control over their own lives. Thus, self-determination and self-advocacy skills should be significant curriculum components for all students with disabilities.

*Special education must continue to expand its efforts to recognize and respond appropriately to all learners with exceptional educational needs.* These include the gifted and talented child, the preschooler with disabilities and the infant who is at risk for a future learning problem, the exceptional child from a different cultural background, and the adult with disabilities. In support of this belief, this text includes a chapter on each of these critical areas of special education.

*Both the meaningfulness and the effectiveness of special education are enhanced by a partnership between schools and families.* Professionals have too long ignored the needs of parents and families of exceptional children, often treating them as patients, clients, or even adversaries instead of realizing that they are partners with the same goals. Some special educators have too often given the impression (and, worse, believed it to be true) that parents are there to serve professionals, when in fact the opposite is more correct. We have long neglected to recognize parents as a