

SPECIAL EDUCATION FOR TODAY'S TEACHERS

An Introduction



Michael S. Rosenberg
David L. Westling
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**DVD-ROM
ENCLOSED**

Special Education for Today's Teachers

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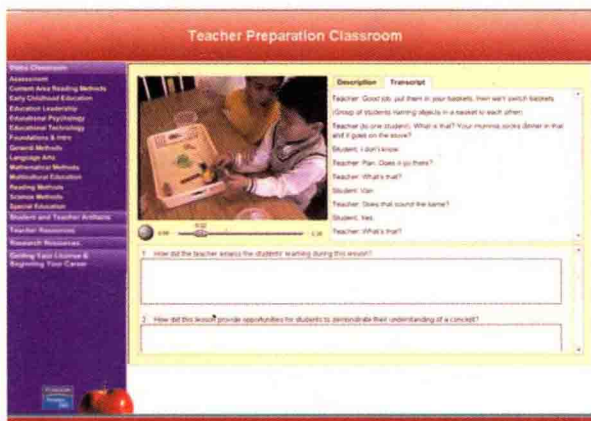
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To Nancy, Gabby, and Robby, your support was priceless!
-JLM

To Wendy, Jen, Jess, & Mere—Thanks for your love and support.
-DIW

To Irene and Daniel—So Much! Again and Always.
-MSR

Preface

Recent landmark legislation (No Child Left Behind and the Individuals with Disabilities Education Improvement Act of 2004) requires that all teachers be highly qualified, a designation that for the first time is actually specified by federal statute. As a result, the ways in which our teacher workforce is being prepared are changing significantly. In this changing environment, we have tried to create a text that addresses the needs of all people interested in the profession of teaching, whether they are traditional special education students, traditional general education students, or alternative certification students.

During the writing of this text, one question has remained in the forefront of our minds: “Regardless of who you are, are you prepared to serve and teach all students?” With this question guiding our writing, we have crafted a succinct and approachable text in which the information and research-based, practical strategies are presented in a realistic manner. We provide the most valuable information regarding each disability area so that all who read this book can acquire a working knowledge of the characteristics and learning needs of students who have exceptionalities. This book serves as a foundations of special education text and a recruitment text that will:

- Provide basic foundational knowledge of special education (chapters 1–5),
- Provide a broad view of effective practices in the classroom while also examining the defining characteristics of disabilities (chapters 6–15), and
- Provide an understanding of and a commitment to professionalism and the issues that underlie the field of special education (chapters 1 and 16).

Additionally, as you look at the table of contents and examine not only the chapter content but also the pedagogical features that support the narrative, you will notice the strong focus on professionalism, instructional application, and reflection. These three themes drive this text and our thinking on key issues related to education in general, and special education in particular.

A Focus on Professionalism



My Profession, My Story: Monique Green

Monique Green has experienced the rewards and frustrations associated with providing a free appropriate education to students with disabilities. As a beginning teacher in an inner-city urban school district, Monique was disappointed to find that students with special needs were treated as if they could not learn and were not considered part of the neighborhood school community. For the most part, the strong educational and due process requirements of the Individuals with Disabilities Education Act (IDEA), as well as Monique's advocacy, ensured that students received books, supplies, and services. However, the laws, rules, and regulations that provide due process rights to students with disabilities can also provide challenges and frustrations. Currently, Monique is facing a difficult case in which parents and advocates believe that a student with a history of frequent violent outbursts is best served by being included in the general school environment. Monique and her team believe that the student would be better

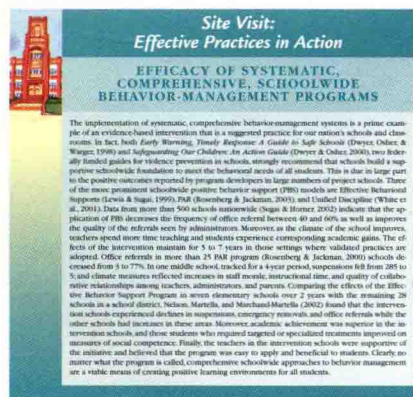
Monique Green did not set out to be a special educator. She completed her degree in communications from American University and was following news reports of her local urban school district's inability to bridge the achievement gap, retain qualified teachers, or be in compliance with the requirements of federal special education laws. However, what most impacted Monique was a visit to her former middle school. She was flabbergasted and appalled at how things had deteriorated; there was little discipline and little instruction being provided for students, and those with special needs were contained rather than educated. This was a pivotal moment. After this visit, Monique applied to the District of Columbia Teaching Fellows (DCTF) program, a preparation program sponsored by the school district and George Washington University. The students deserved more than they were receiving. Although her first year as teaching was quite difficult, Monique survived. DCTF provided a solid

My Profession, My Story

Each chapter begins with a story of a teacher. Some have found their way to education through traditional routes and others have come by way of different life experiences, but all are engaged in teaching students in today's diverse classrooms. These stories focus on the backgrounds of the teachers, how they came to the profession, their dispositions and characteristics, and how all of this relates to their teaching and classroom experiences. Periodically throughout the chapters, these teachers are brought back into the discussion to further elaborate on chapter content. Additionally, five of these teachers are featured on the DVD-ROM that accompanies the book.

DVD-ROM: Professionalism Component

The five teachers highlighted on the DVD-ROM discuss various issues of professionalism and how these issues factor into their daily practice in the classroom. Each discussion is punctuated with classroom footage to provide context and additional insight. Throughout the book readers will notice margin notes directing them to the DVD-ROM for a video discussion related to professionalism and the chapter content from the teacher's point of view.



Site Visit: Effective Practices in Action

Throughout the book (chapters 3–15) we highlight programs where educators are engaging in effective, research-based practices for the classroom. These features list the goals of the featured program, define and describe the program, identify the skill areas that the program addresses, and then show the outcomes for the program as supported by research. It is our hope that these snapshots encourage readers to investigate the myriad opportunities for continuing education and entice readers to nurture themselves as lifelong learners in the profession of teaching.

Chapter 16 —Continuing a Successful Career: Professionalism, Collaborative Support, and Professional Development

All special education teachers—regardless of the manner in which they are prepared—require certain general skills to succeed in their work. Although it lies beyond the scope of this text—or a course in which it is used—to develop them, novice teachers and teacher education students must be made aware early in their programs of the importance of communication, collaboration, and commitment to ongoing professional development. The text concludes with a discussion of how readers can continue their own professional development and personal growth as they progress through their training, and later in their careers, in special education.

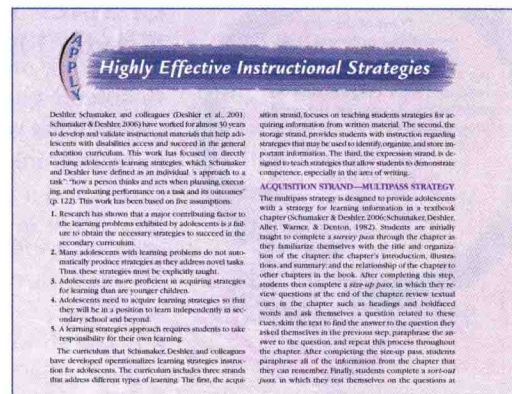
Addressing the Professional Standards and PRAXIS Correlation Matrix

Following the summary of each chapter we have included the CEC Core Knowledge Standards that best reflect the content covered in the chapter. Additionally, there are three appendices in the text that connect to the standards. Appendix A shows the correlation of the Coverage of Content Areas for PRAXIS II® Test to the core content in the text, chapter by chapter. Appendix B is a complete listing of the CEC Knowledge and Skill Standards Common Core highlighted at the ends of chapters. Appendix C is the CEC Code of Ethics and Standards for Professional Practice referred to in chapter 16. Readers can use these guides to make sure they are aware of the standards set for the profession and can also use them when they are studying for their licensure and PRAXIS™ exams.

A Focus on Instructional Application

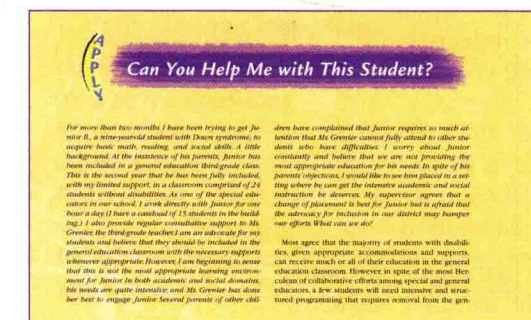
Highly Effective Instructional Strategies

In each of the categorical chapters (6–15) we highlight a particularly effective instructional strategy as it relates to the chapter content. We introduce the strategy with an in-depth discussion, and then present the strategy in a step-by-step manner so that the beginning teacher can easily understand the steps necessary to incorporate the strategy into classroom teaching. Additionally, readers can go to the Teacher Prep website (see discussion on page xi) to explore other situations, classrooms, artifacts, and strategies that connect to and enhance the content presented in the feature.



Can You Help Me with This Student?

This feature (chapters 2–15) examines a scenario or case where a teacher is facing a difficult or challenging situation with a student. A bulleted step-by-step list of supports and then a section on more information (readings that reinforce the discussion) follows the scenario. Finally, "extend and apply" activities encourage readers to think beyond the stated situation and put themselves in the place of the teacher. Additionally, readers can go to the Teacher Prep website (see discussion on page xi) to explore other situations, classrooms, artifacts, and strategies that connect to and enhance the content presented in the feature.



Technology for Access

Technology is a huge part of today's teaching. This feature gives snapshots throughout the text of different technologies that enable students with exceptionalities to better access the general education curriculum.



DVD-ROM: Classroom Application Component

As discussed on page viii, five of the teachers highlighted in each chapter are also depicted on the DVD-ROM that accompanies the book. In addition to covering the topic of professionalism, we also show all of the individuals teaching in their classrooms and using strategies that are helpful for all students—but particularly those with the specific exceptionalities highlighted in the accompanying chapter. Throughout the book readers will notice margin notes directing them to the DVD-ROM to see a particular strategy in action.

Chapter 5: Teaching, Learning, and Behavior Management

Teaching, learning and behavior management are inherently linked in every lesson or unit that the teacher plans. In order to provide readers with the best understanding possible of these underlying principles, we have devoted an entire chapter to this subject.

A Focus on Reflection

"One of the most rewarding experiences I had was watching a student come out of Character Counts, learn to read, and enter a regular class on grade level and complete the pupil progression plan. Another was to have a student whom I taught go on to enter high school and become the student-body president after leaving a center for severely emotionally disturbed students."

Veteran teacher Susy Ann Clary Wilson from Gainesville, Florida, on some of the positive experiences she has had as a special education teacher for 30 years.

Chapter 1—Teaching Students with Special Educational Needs: Finding Your Role

Chapter 1 encapsulates what it means to be a teacher in today's classroom and discusses what your role will be—whatever path you choose in education. It requires you to really think about and reflect upon the choices you will be making regarding your career and if you have the dispositions and attitudes necessary to become a successful teacher in general, or a special education teacher in particular.

Reflect Upon Focus Questions

These focus questions at the beginning of each chapter orient the reader to chapter content and serve as not only an advance organizer, but also as items for reflection. Additionally, each question aligns with a major section of the chapter and connects to the chapter summary.

Reflective Exercise #1

How do current issues involving bioethics (e.g., stem-cell therapy, genetic mapping) remind some people of the dark days of eugenics? Can you think of similarities and differences between these situations?

Reflective Exercise Margin Notes

These margin notes (all chapters) engage readers in thought-provoking reflective exercises that extend the content of the narrative and allow readers to really examine their beliefs about and perceptions of special education.

DVD-ROM: Reflection Component and Students to Students

In addition to discussing professionalism and showing classroom strategies, all of the five teachers featured on the DVD-ROM also reflect on what brought them to the profession, pivotal aspects of their teaching careers, their opinions of current issues in the field, and advice for beginning teachers. Additionally, the final component on the DVD-ROM is called *Students to Students*. In this section of the DVD-ROM, college students at various levels in their education comment on some of the *Reflective Exercises* presented in the text. Throughout the book readers will notice margin notes directing them to the DVD-ROM for the teacher's point of view on a variety of topics.



Multimedia Supplementary Materials: Experience the Classroom

We have created an instructor and student support package that is both comprehensive and easy to use. Our package includes access to the Teacher Preparation Classroom website, a DVD-ROM packaged in the back of the text, a Companion Website, an Instructor's Manual with Test Items, a computerized test bank and assessment software (Test Gen), and a PowerPoint Lecture Presentation.

Teacher Preparation Website and Access Code

To enhance your experience with the content presented in each chapter, we have integrated the Teacher Prep website into two features of this text: *Can You Help Me with This Student?* and *Highly Effective Instructional Strategies* (see page ix). Organized around the major courses pre-service teachers take and built around the principles of learning, the site offers authentic content, sound pedagogy, and inquiry material that help prepare students as they progress through their educational career. (An access code is included with this book.)

With the Teacher Prep website as part of your course, you have access to:

- **Online Video Library:** More than 250 video clips framed by learning goals and Praxis-type questions.
- **Student and Teacher Artifacts:** More than 200 student and teacher classroom artifacts framed by learning goals and application questions.
- **Lesson Plan Builder:** Step-by-step guidelines and lesson plan examples to support students as they learn to build high-quality lesson plans
- **Research Articles:** Over 500 articles from ASCD's renowned journal *Educational Leadership* and a searchable database of additional educational journals.
- **Teaching Strategies:** Over 500 research-supported instructional strategies across grade levels and content areas.
- **Licensure and Career Tools:** Resources devoted to helping students pass their licensure exam, learn standards, law, and public policies, plan a teaching portfolio, and survive their first year of teaching.

DVD-ROM to Accompany *Special Education for Today's Teachers: An Introduction*

The DVD-ROM that accompanies this text focuses on five teachers that are featured in the *My Profession, My Story* pieces that open each chapter in the book. Each teacher discusses topics of professionalism and also reflects on areas of his or her career, including how each came to the profession and what it takes to be a successful and effective teacher in today's classroom. These discussion clips are interspersed with video footage of the teacher working with students in the classroom to serve as concrete examples for the discussions. Additionally we have specific classroom application clips for each teacher that show highly effective instructional strategies in action. In the *Students to Students* component of the DVD-ROM, a group of college students discusses some of the Reflective Exercises that are featured in the margins of the text. All of the clips on the DVD-ROM have accompanying commentary from the authors of this text and questions for reflection to better aid in viewer comprehension.

Companion Website

The Companion Website (CW) located at <http://www.prenhall.com/rosenberg> is designed to complement this text, and is integrated into the textbook via margin notes at the end of each chapter. Identified by the Companion Website logo, these



notes direct readers to online materials that will assist in reviewing chapter content, doing research online, and accessing related materials and professional resources.

The CW includes a wealth of resources for both professors and students. Instructors can access other online materials by going to the Instructor Resource Center at <http://www.prenhall.com>. Here you will be prompted to login or register for an access code (see Instructor Resource Center section below for more information).

The student portion of the website helps students gauge their understanding of chapter content through the use of online chapter reviews, resources, DVD-ROM activities, discussion questions, and interactive self-assessments (multiple choice, and short answer/essay).

Instructor's Manual with Test Items and TestGen Software

The Instructor's Manual (also available online at the Instructor's Resource Center, described below, at www.prenhall.com) includes numerous recommendations for presenting and extending text content. It is organized by chapter and contains chapter objectives, chapter summaries, presentation outlines, discussion questions, application and DVD-ROM activities, homework assignments, and test items. The test item bank contains over 600 questions. These multiple-choice, short answer, and essay questions can be used to assess students' recognition, recall, and synthesis of factual content and conceptual issues from each chapter.

The computerized version of these test items (TestGen) is available in both Windows and Macintosh format, along with assessment software allowing professors to create and customize exams and track student progress.

PowerPoint Lecture Presentation

The lecture presentation—available in PowerPoint slide format at the Instructor Resource Center, described below, at www.prenhall.com—highlights key concepts and summarizes content from the text.

Instructor Resource Center

The Instructor Resource Center at www.prenhall.com has a variety of print and media resources available in downloadable, digital format—all in one location. As a registered faculty member, you can access and download pass-code protected resource files, course management content, and other premium online content directly to your computer.

Digital resources available for *Special Education for Today's Teachers: An Introduction* include text-specific PowerPoint Lectures and an online version of the Instructor's Manual with Test Items.

To access these items online, go to www.prenhall.com, click on the Instructor Support button, and then go to the Download Supplements section. Here you will be able to log in or complete a one-time registration for a user name and password. If you have any questions regarding this process or the materials available online, please contact your local Merrill/Prentice Hall sales representative.

Acknowledgments

Throughout this text we stress the importance of professionalism, reflection, and application. In particular, we emphasize repeatedly the value of collaboration and teamwork when educating students with disabilities and learning differences. We have seen first-hand how teams of committed and creative educators have positive and long-lasting effects on the lives of children and adolescents. Developing a comprehensive textbook to reach a variety of readers interested in teaching students with disabilities successfully is no different. At every stage of this project we were awed by the creativity, knowledge, and accessibility displayed by friends and colleagues, old and new, and we consider ourselves extremely fortunate to have had their enthusiastic support and cooperation.

First, we wish to recognize the Herculean efforts of the professionals at Merrill/Prentice Hall. Along with Executive Editor Jeff Johnston, former Acquisitions Editor Allyson Sharp provided much needed initial momentum for our entry into this project. Ann Davis “picked us up” from Allyson, and with her keen eye for what works in the real world of textbook development, made sure that we stayed *on message* with minimal tilting at windmills. Our many inquiries to the offices in Columbus were addressed cheerfully and expediently in editorial by Kathy Burk and Penny Burleson and in marketing by Autumn Purdy. Val Schultz and Carol Sykes in the photo editing department did a great job of ensuring that we had excellent images to supplement our text, and Dawn Potter copyedited our manuscript with skill, grace, and speed. Carl Harris’ video expertise resulted in a wonderful DVD-ROM of featured teachers and preservice teachers. We are also appreciative of efforts of Tammy Feil, who developed the extensive student and instructor ancillaries that complement the text. Finally, we are grateful for the creative coordination of Sheryl Langner, Senior Production Editor, who made sure that all the pieces of this project fit together in an attractive and logical fashion.

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