

Daniel P. Hallahan ■ James M. Kauffman



Exceptional Learners

INTRODUCTION TO SPECIAL EDUCATION

EIGHTH EDITION

Learners



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UNIVERSITY OF VIRGINIA

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preface

Exceptional Learners: Introduction to Special Education, 8e is a general introduction to the characteristics of exceptional learners and their education. (*Exceptional* is the term that traditionally has been used to refer to persons with disabilities as well as to those who are gifted.) This book emphasizes classroom practices, as well as the psychological, sociological, and medical aspects of disabilities and giftedness.

We have written this text with two primary audiences in mind: those individuals who are preparing to be special educators and those who are preparing to be general educators. Given the current movement toward including students with disabilities in general education classrooms, general educators must be prepared to understand this special student population and be ready to work with special educators to provide appropriate educational programming for these students. This book also is appropriate for professionals in other fields who work with exceptional learners (e.g., speech-language pathologists, audiologists, physical therapists, occupational therapists, adapted physical educators, and school psychologists).

In Chapter 1, we begin with an overview of exceptionality and special education, including definitions, basic legal requirements, and the history and development of the field. In Chapter 2, we discuss major current issues and trends, such as inclusion, early childhood programming, transition to adulthood programming, inclusion of students with disabilities in general assessments of progress, and discipline of students with disabilities. In Chapter 3, we address multicultural and bilingual aspects of special education. And in the following nine chapters (4 through 12) we examine each of the major categories of exceptionality: mental retardation, learning disabilities, attention deficit hyperactivity disorder, emotional or behavioral disorders, communication disorders, hearing impairment, visual impairment, physical disabilities, and giftedness. Finally, in Chapter 13, we consider the significant issues pertaining to parents and families of persons with disabilities.

We believe that we have written a text that reaches the heart as well as the mind. It is our conviction that professionals working with exceptional learners need to develop not only a solid base of knowledge but also a healthy attitude toward their work and the people whom they serve. Further, we contend that such knowledge and attitudes must *both* evolve to remain relevant and focused. Professionals must constantly challenge themselves to learn more theory, research, and practice in special education and to develop an ever more sensitive understanding of exceptional learners and their families.

Major Changes for this Edition

New Chapter on Attention Deficit Hyperactivity Disorder (ADHD).

One-third to one-half of cases referred to guidance clinics are for ADHD, and most authorities estimate that 3 to 5 percent of the school-age population have ADHD. Although ADHD is not recognized as a separate category of special education by the U.S. Department of Education, more and more students with ADHD obtain special education services under the category of “other health impaired.” Given the large numbers of students identified with this condition, as well as the many controversial issues surrounding identification and treatment of ADHD, it is timely and prudent to include a chapter (Chapter 6) on ADHD. We hope you enjoy reading this chapter as much as we enjoyed writing it.

Expanded Coverage of Major Issues. This edition includes new material in Chapter 1 on IDEA 1997, the development of IEPs, and the March '99 federal regulations related to IDEA '97. The Amendments to IDEA in 1997 were significant, and we bring students up to date on the new features of federal law and IEP requirements. In Chapter 2, we have added new sections discussing the inclusion of students with disabilities in general assessments of educational progress and on the discipline of students with disabilities. IDEA 1997 requires appropriate inclusion of students with disabilities in general assessments of educational progress as part of schools' movement toward setting higher academic standards. This requirement raises many questions for most teachers and prospective teachers, and our revisions address the most common of these. Probably the most controversial and adversarial aspect of IDEA 1997 is the law related to disciplinary action involving students with disabilities. For this reason, we included considerable new material on the discipline of students with disabilities in Chapters 2 and 7. Also, in Chapter 2 we end each section with a discussion of issues continuing into the new century. Issues in special education are ever changing, but some controversies and problems will undoubtedly extend well into the next century or even beyond.

Extensive Revisions and Updates

In addition to the new chapter on ADHD, we have made extensive revisions to virtually every aspect of the remaining twelve chapters. We have included 431 new references, virtually all of which bear a 1998–2000 copyright date. Close to 20 percent of the main text in these twelve chapters is new. These chapters also now include 33 new glossary terms, 11 new tables, and 8 new figures.

The unique features of our book that have come to enjoy immense popularity with instructors and students have been retained but have been augmented with new material:

Suggestions for Teaching Students in General Education Classrooms.

Written specifically for general education teachers, this feature provides a variety of teaching ideas and strategies. Each categorical chapter ends with a Suggestions for Teaching section that will serve as an excellent starting place for general education teachers faced with teaching special education students in their classrooms. In addition to many tips and techniques, this feature provides lists of helpful resources, books, and software. The Suggestions for Teaching were prepared

by Professor Jane Nowacek of Appalachian State University and Professor Peggy Tarpley of Longwood College, both of whom are experienced resource teachers currently involved in teacher education.

Myths and Facts Boxes. We start each chapter with a box that juxtaposes several myths and facts about the subject of the chapter. This popular feature serves as an excellent advance organizer for the material to be covered. Although longtime users will be familiar with this feature (it dates back to our first edition in 1978), we have added ten new myths and facts to the twelve retained chapters.

Chapter-Opening Quotes. Also going back to our first edition is the practice of opening each chapter with an excerpt from literature or song. We draw on this quote in the opening paragraphs to begin our discussion of the topics covered in the chapter. Students continue to tell us that they find this use of quotes to be an effective method of grabbing their attention and leading them into some of the issues contained in the text. Two chapters (Learning Disabilities and Visual Impairment) include new chapter-opening quotes.

Special Topics Boxes. Inserted throughout the text are boxes of three types: some highlight research findings and their applicability to educational practice; some discuss issues facing educators in the field; and some present the human side of having a disability. We have added 29 new boxes.

Collaboration: Key to Success. Each categorical chapter contains a feature in which two teachers—one from general education and one from special education—talk about how they collaborate to effectively integrate exceptional learners into general education classrooms. These sections serve as models of best practices for inclusion. In addition to a new collaboration box for the new chapter on ADHD, we have included new collaboration features for the chapters covering mental retardation, emotional/behavioral disorders, communication disorders, and hearing impairment.

Success Stories: Special Educators at Work. Special educators work in a variety of settings, ranging from general education classrooms to residential institutions. Although their main function involves teaching, these professionals also engage in a variety of roles, such as counseling, collaborating, consulting, and so forth. To illustrate this variety, each of the nine categorical chapters includes an example of a special educator at work. Written by Dr. Jean B. Crockett of Virginia Tech University, an experienced special education administrator and teacher educator, each story focuses on a special educator's work with an individual student. These boxes show readers the wide range of challenges faced by special educators, the dynamic nature of their positions, and the competent, hopeful practice of special education. Dr. Crockett has prepared a new Success Story for the ADHD chapter.

Photography. Over half of the photographs for this edition were supplied by Allyn and Bacon's photo library. The photo library is a compilation of images from photo shoots that were set up at schools around the country, including California, Connecticut, Florida, Maryland, Massachusetts, Missouri, New Mexico, Utah, and Canada. Photos for our eighth edition were selected from the most recent photo sessions. Allyn and Bacon's photo department is aware of the

rapid changes that are occurring in special education and is committed to reflecting those changes in its library.

Allyn and Bacon solicited our guidance for the shoots. All the photographs we chose are reproduced with the consent of the individual depicted.

Supplements

Student Study Guide. Written by Dr. E. Paula Crowley of Illinois State University, and reviewed by Dan Hallahan and Jim Kauffman, the study guide reinforces for students conceptual and factual text material and includes key points, learning objectives, exercises, practice tests, and enrichment activities.

Companion Website with Online Study Guide. This dynamic, interactive companion site includes an online study guide that provides, on a chapter-by-chapter basis, learning objectives, study questions with text page references, “live” links to relevant websites, and additional enrichment material. [www.abacon.com]

Instructor’s Resource Manual and Test Bank. The Instructor’s Resource Manual section of this supplement was prepared by Melody Tankersley of Kent State University, along with Dan Hallahan and Jim Kauffman. For each chapter of the text, it provides a Chapter Outline, a Chapter Overview, and an Annotated Outline wherein the major headings of the chapter are summarized in detail. Included in the Annotated Outline are suggestions for Lecture Ideas, Discussion Points, and Activities. The IRM also keys each chapter to appropriate videos, transparencies, and digital images available with this text. Also included are references to Related Media, Films, Journals, and Websites.

The Test Bank section, written by Kerri F. Martin of East Tennessee State University, consists of over 1000 test questions, including multiple choice, true/false, and essay formats. Also included are quizzes and comprehensive tests for each chapter.

Computerized Test Bank. A computerized version of the Test Bank is available in either 3½” or 5¼” disks (IBM or Macintosh).

The “Snapshots” Video Series for Special Education. *Snapshots: Inclusion Video* (c. 1995; 22 minutes) profiles three students of different ages and with various levels of disability in inclusive class settings.

Snapshots 2: Video for Special Education (categorical organization) (c. 1995; 20–25 minutes) is a set of six videotaped segments designed specifically for use in your college classroom. The topics explored are:

- traumatic brain injury
- behavior disorders
- learning disabilities
- mental retardation
- hearing impairment
- visual impairment

Each segment profiles three individuals, their families, teachers, and experiences. These programs will be of great interest to your students. Instructors who have used the tapes in their courses have found that they help in disabusing students of stereotypical viewpoints, and put a “human face” on course material. Teaching notes for both *Snapshots: Inclusion* and *Snapshots 2* are provided in corresponding chapters of the Instructor’s Resource Manual.

New from the Allyn and Bacon “Professionals in Action” Video Series Comes “Teaching Students with Special Needs.”

Available with the 8th edition of the text, the *Professionals in Action* video is approximately two hours in length, consisting of five 15–30 minute modules. These modules present several viewpoints and approaches to teaching students of various disabilities in general education classrooms, separate education settings, and several combinations of the two. Each module explores its topic through actual classroom footage and interviews with students, general and special education teachers, and parents. The five modules are:

1. Working Together: The Individualized Education Plan (IEP)
2. Working Together: The Collaborative Process
3. Instruction and Behavior Management
4. Technology for Inclusion
5. Working with Parents and Families

Transparency Package. The Transparency Package has been revised and expanded for the 8th edition to include approximately 100 acetates, over half of which are full color.

Acknowledgments

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We are thankful for the wonderful support and assistance we have received for this and other editions from the folks at Allyn and Bacon. Alicia Reilly continues to amaze us with her ability to balance family responsibilities while attending to all the details of our book. She is a gem. Deborah Brown’s professionalism, as always, brought order to moments of chaos. Karin Huang’s responsiveness to our e-mails and phone calls was critical to our meeting our deadlines. And, finally, we are extremely grateful to education editor Ray Short, who came out of retirement to oversee the revision. His unflappable demeanor and confidence in us as authors has always been appreciated. We wish him the best now that he can really retire.

This may well be the most extensive overall revision we have made in the twenty-two-year history of this text. In addition to the new content described above, we also consolidated material throughout so that the total length of the

book was not increased substantially. For those loyal users of previous editions, we assure you that we weighed carefully each change or update. We hope you will agree that our revisions reflect the myriad changes in the field of special education over the past few years as well as the information explosion brought about by ever more accessible computer databases and the Internet. We also hope you will agree that we have not failed in our continuing commitment to bring you the best that research has to offer with regard to educating exceptional learners.

DPH
JMK

Special Acknowledgment

Allyn and Bacon is once again privileged to include original artwork from Gateway Crafts. These works, which are paintings and sculpture, appear on the cover and in the chapter openers. In the chapter openers, a brief biography of each artist appears below the painting or sculpture. All of the artists are people with disabilities. The artists chosen for this edition have shown their work throughout the United States and abroad.

Gateway Crafts in Brookline, Massachusetts, is a vocational art service of the nonprofit organization, Vinfen. Adults with developmental and other disabilities attend the program, which has an on-site crafts store and gallery. Gateway participants receive funding from the Massachusetts Department of Mental Retardation, the Massachusetts Rehabilitation Commission, the Massachusetts Department of Mental Health, the Massachusetts Commission for the Blind, the Perkins School for the Blind, and private funding sources.

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Exceptional Learners



cathy anderson

Untitled (Stairways). Ink, watercolor on paper. 25 x 24 in.

Cathy Anderson died in December 1995 when she was only 29 years old. Her work has been exhibited at The Gateway Gallery, The Clark Gallery, and Brandeis University in Massachusetts. In New York her work has been shown at the Outsider Art Fair and Bridges and Bodell Gallery. She has also shown at the Very Special Arts Gallery in Washington, DC. She won an award from the Royal Society for Mentally Handicapped Children and Adults in London, England and from The Ebensburg Center in Pennsylvania. In 1996, her work was featured in an exhibition at the Fuller Museum of Art called: From the Outside In.