ANNUAL EDITIONS

Educating Exceptional Children 99/00

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Eleventh Edition

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Editors/Advisory Board

Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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To the Reader

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

New to ANNUAL EDITIONS is the inclusion of related World Wide Web sites. These sites have been selected by our editorial staff to represent some of the best resources found on the World Wide Web today. Through our carefully developed topic guide, we have linked these Web resources to the articles covered in this ANNUAL EDITIONS reader. We think that you will find this volume useful, and we hope that you will take a moment to visit us on the Web at ***http://www.dushkin.com*** to tell us what you think.

The Individuals with Disabilities Education Act (IDEA) was reauthorized in the United States in 1997. It included strong financial prods to move toward integration of most children with disabilities into regular education classes in neighborhood public schools. In the United States, about 10 percent of the childhood population in public schools is receiving some form of special educational services. About 30 billion dollars are spent each year for extra educational aides and assistances.

Is the education of exceptional children best carried out in regular education classes? Proponents of inclusion cite benefits such as socialization of both the special needs children and their nondisabled peers. Tolerance and acceptance begin with exposure and are taught by egalitarian teachers who focus on positive interaction and differential abilities. Opponents of inclusive education cite lack of preparation of regular education teachers, crowded and ill-equipped classrooms, and the negative effects of competition. They fear that children with disabilities will be ridiculed and marginalized in integrated classes.

IDEA has radically altered the ways in which children with disabilities are perceived and educated in contemporary society. First enacted into law in 1975 as the Education for All Handicapped Children Act, IDEA has been amended several times. It now guarantees that infants born at risk of developing disabilities be assessed early and frequently. An individualized family service plan (IFSP) is mandated in early childhood. The plan describes how the young child and his or her family will be followed from assessment until entrance into public school. IFSPs outline the many forms of early childhood interventions that will be provided.

IDEA guarantees that every child with a disability who is enrolled in public school will be assessed and provided with an individualized education plan (IEP). This program, to be updated every year, outlines all the interventions to be provided. Every child is guaranteed a free and appropriate education in the least restrictive environment possible. Most special education schools and many full-day special education classes have been discontinued in compliance with IDEA's call for the "least restrictive environment" (LRE). The 1997 reauthorization of IDEA threatened the U.S. federal education funding to states who do not encourage LRE (inclusive classes).

IDEA guarantees the provision of transitional services to all children with disabilities through age 21. An individualized transition plan (ITP) must be written to describe all of the interventions that will be provided to help the student move into higher education, the community, or the workforce.

Annual Editions: Educating Exceptional Children 99/00, includes articles explaining how the IDEA provisions are being implemented in all areas of special education. Selections have been made with an eye to conveying information, some personal experiences, and many practical suggestions for implementation.

To improve future editions of this anthology, please complete and return the postage-paid article rating form on the last page. Your suggestions are valued and appreciated.

Good luck in using this anthology to make your own and others' lives easier and more rewarding.

Karen Freiberg
Editor

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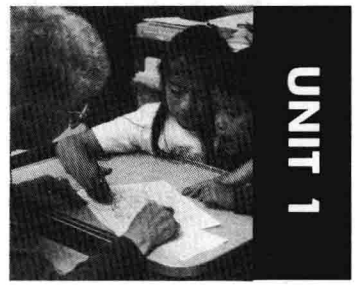
1. **Inclusion of Children with Disabilities: Seeking the Appropriate Balance,** Martha M. McCarthy, *Educational Horizons,* Spring 1998. 8
This article reviews recent ***legal processes*** involving ***inclusive education.*** The courts today are placing the burden on parents or schools to prove that a segregated placement might be better for an individual student. The regular education classroom is usually considered best because of the benefits of role models, socialization, and language stimulation.
2. **What Are Special Education Teachers Made Of?** Sharon Gonder, *Teaching Exceptional Children,* May/June 1997. 12
Inclusive education has changed the role of special education teachers. They are now more involved in ***assessment, collaborative teaching,*** and modeling ***technology.*** They are advisers on ***legal processes,*** IEPs (individualized education programs), ***family involvement,*** and ***cultural diversity*** issues.
3. **What Do I Do Now? A Teacher's Guide to Including Students with Disabilities,** Michael F. Giangreco, *Educational Leadership,* February 1996. 18
Michael Giangreco puts forth 10 strategies to help teachers successfully integrate students with disabilities into ***inclusive education*** programs. Some suggestions pertain to ***individualized education programs (IEPs).*** Others discuss ways to help change the attitudes of students without disabilities toward their new peers.
4. **Four Inclusion Models That Work,** Dori Elliott and Merry McKenney, *Teaching Exceptional Children,* March/April 1998. 21
The authors argue that 20 years of segregated instruction for students with special needs have not been superior to regular classrooms. They support ***inclusive education*** and make a strong case for ***collaboration*** between special education and regular education with consultation, team teaching, aide services, and limited pullouts.



UNIT 1

Inclusive Education

Four articles present strategies for establishing positive interactions between students with and without special needs.

The concepts in bold italics are developed in the article. For further expansion please refer to the Topic Guide and the Index.

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UNIT 2

Early Childhood

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

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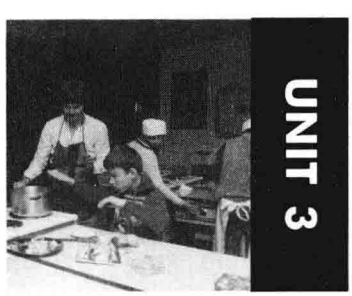
5. **From Philosophy to Practice in Inclusive Early Childhood Programs,** Tom Udell, Joyce Peters, and Torry Piazza Templeman, *Teaching Exceptional Children,* January/February 1998. 28
Developmentally appropriate ***early childhood education*** should be ***inclusive education*** with functional, hands-on goals, multidisciplinary ***collaboration, family involvement,*** monitoring and adjustment of services, and plans for ***transition*** to elementary school, according to the authors.

6. **Together Is Better: Specific Tips on How to Include Children with Various Types of Disabilities,** Jane Russell-Fox, *Young Children,* May 1997. 33
A strong supporter of ***inclusive education,*** Jane Russell-Fox gives readers easy approaches to ***early childhood*** integration of children with recognized disabilities. Specific strategies are given for children with ***hearing and visual impairments, learning and physical disabilities,*** and ***speech and language needs.***

7. **"Buddy Skills" for Preschoolers,** Kris English, Howard Goldstein, Louise Kaczmarek, and Karin Shafer, *Teaching Exceptional Children,* Spring 1996. 36
Preschool is the ideal time to help ***young children with exceptionalities*** and their peers to ***form friendships.*** Children develop accepting and sensitive attitudes toward each other and toward conditions of disability using this "Buddy Skills" training program.

8. **Dyads and Data in Peer Coaching,** Cynthia O. Vail, Jennifer M. Tschantz, and Alicia Bevill, *Teaching Exceptional Children,* November/December 1997. 41
Two methods of peer coaching that enhance ***early childhood education*** through ***collaboration*** are described. In one model experts observe teachers and give them feedback and recommendations. In the other, teachers observe and give feedback to each other. This has had especially good results with classroom ***behavior disorders.***



UNIT 3

Learning Disabilities

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

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9. **Learning Disabilities,** G. Reid Lyon, *The Future of Children,* Spring 1996. 48
Learning disabilities are defined and their ***prevalence rates*** discussed with emphases on ***legal processes,*** co-occurring disorders (attention deficit disorder, social maladjustment), and methods of ***assessment*** in this essay. G. Reid Lyon suggests possible biological causative factors and includes a summary of treatment methods that work.

10. **Pyramid Power for Collaborative Planning,** Jeanne Shay Schumm, Sharon Vaughn, and Judy Harris, *Teaching Exceptional Children,* July/August 1997. 68
This article suggests ***collaboration*** between special education and regular classroom teachers to meet the needs of individual students with ***learning disabilities, language impairments,*** or ***cultural diversity.*** Learning pyramids help students understand that it is okay for some to learn more than others about different topics.

The concepts in bold italics are developed in the article. For further expansion please refer to the Topic Guide and the Index.

11. **Mega-Analysis of Meta-Analyses: What Works in Special Education and Related Services,** Steven R. Forness, Kenneth A. Kavale, Ilaina M. Blum, and John W. Lloyd, *Teaching Exceptional Children,* July/August 1997. 72

This article contains suggestions of what works and what shows promise in helping students with ***learning disabilities.*** Research analysis includes a look at ***peer tutoring, computers, early childhood intervention, assessment*** using formative evaluation, and many other topics.

Overview 76

12. **Distinguishing Language Differences from Language Disorders in Linguistically and Culturally Diverse Students,** Celeste Roseberry-McKibbin, *Multicultural Education,* Summer 1995. 78

In this essay, a diagnostic pie chart illustrates four groups of children with problems of ***communication.*** Language differences versus language disorders and normal learning ability versus lerning disability are considered. Methods of ***assessment*** are enumerated. A consideration of ***cultural diversity*** can prevent false negative and false positive identifications.

13. **Language Interaction Techniques for Stimulating the Development of At-Risk Children in Infant and Preschool Day Care,** William Fowler, *Early Child Development and Care,* Volume 3, 1995. 82

William Fowler explains the principles of language stimulation in ***early childhood*** and discusses methods of helping at-risk children with ***communication disorders.*** The personal experiences and successes of several at-risk children help illustrate the usefulness of Dr. Fowler's techniques in preschool programs.

UNIT 4

Speech and Language Impairments

In this unit, two selections examine communication disorders and suggest ways in which students can develop their speech and language.

Overview 90

14. **The 1992 AAMR Definition and Preschool Children: Response from the Committee on Terminology and Classification,** Ruth Luckasson, Robert L. Schalock, Martha E. Snell, and Deborah M. Spitalnik, *Mental Retardation,* August 1996. 92

Recent ***legal processes*** and the 1992 classification system put forth by the American Association on Mental Retardation have raised several issues related to the definition, ***assessment,*** and intervention techniques of ***mental retardation.*** The authors explain and defend the use of new developmentally based labels and intensities of support needed in ***IFSPs*** (individualized family service plans) and ***IEPs*** (individualized education programs).

15. **Collaborative Planning for Inclusion of a Student with Developmental Disabilities,** Jane E. Doelling, Suzanne Bryde, Judy Brunner, and Barbara Martin, *Middle School Journal,* January 1998. 99

This article describes the ***transition*** into a middle school ***inclusive classroom*** of a student with ***mental retardation*** and ***language impairment. Collaboration, family involvement, IEPs,*** writing, and ***peer*** networks were essential ingredients of success.

UNIT 5

Mental Retardation, Autism, and Traumatic Brain Injuries

Four articles in this section discuss concerns and strategies for providing optimal educational programs for students with mental retardation, autism, and traumatic brain injuries.

16. Facilitating the Socialization of Children with Autism, Mark Brown and Jackie Kalbli, *Early Childhood Education Journal,* Spring 1997. 105
This report describes the personal experiences of two children with ***autism*** and concurrent ***mental retardation*** and ***language disorders*** in an ***early childhood inclusionary*** classroom. According to Mark Brown and Jackie Kalbli, the educational strategies used enhanced the children's cognitive and socialization skills.

17. Getting the Student with Head Injuries Back in School: Strategies for the Classroom, Mary Steensma, *Intervention in School and Clinic,* March 1992. 109
Students with ***traumatic brain injuries*** have difficulty reentering school. A majority are placed in education programs for ***mental retardation, physical impairments,*** or ***emotional disturbances.*** Mary Steensma argues that because their disabilities are acquired suddenly, their IEPs (individualized education programs) should address their special needs in ***transitional*** programs.

UNIT 6

Emotional and Behavioral Disturbances

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

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18. Group Development for Students with Emotional/Behavioral Disorders, Sylvia Rockwell and Eleanor Guetzloe, *Teaching Exceptional Children,* September/October 1996. 114
Students with ***emotional and behavioral disorders*** can benefit from working together in groups. In this article, the authors describe development of group work through three stages. Students eventually assist one another through ***peer tutoring.*** The teacher's role in the management and instruction of such groups is outlined.

19. How to Prevent Aggressive Behavior, Brian J. Abrams and Amiel Segal, *Teaching Exceptional Children,* March/April 1998. 120
Students with ***emotional and behavioral disorders*** need functional ***assessments*** of behaviors. Teaching prosocial alternative behaviors can prevent aggression. Teachers can modify and control classroom climate and be therapeutic in how they listen, talk, and act.

20. How to Defuse Defiance, Threats, Challenges, Confrontations . . . , Geoff Colvin, David Ainge, and Ron Nelson, *Teaching Exceptional Children,* July/August 1997. 126
The authors of this essay advise teachers in ***inclusive education*** classrooms on how to manage the behavior of students with ***emotional and behavioral disorders.*** Use of these ***defusing strategies*** can minimize confrontations and maximize learning opportunities.

The concepts in bold italics are developed in the article. For further expansion please refer to the Topic Guide and the Index.

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21. Preschool Orientation and Mobility: A Review of the Literature, Susan Leong, *Journal of Visual Impairment & Blindness,* March/April 1996. 132
Legal processes have extended special services to ***early childhood exceptionalities.*** Children with ***visual impairments*** can receive orientation and mobility (O&M) training from birth. Susan Leong discusses approaches, devices, and levels of training for preschoolers.

22. A Child with Severe Hearing Loss Joins Our Learning Community, Mary Jane Blasi and Lori Priestley, *Young Children,* March 1998. 137
This story of a school child with a ***hearing impairment*** and ***language impairment*** in an ***inclusive*** classroom has much to teach about ***family involvement, collaboration,*** and the use of special ***technology*** such as a phonic ear and cued speech.

23. Multimedia Stories for Deaf Children, Jean F. Andrews and Donald L. Jordan, *Teaching Exceptional Children,* May/June 1998. 143
Multimedia ***computers*** make it much easier to teach children with ***hearing impairments*** and/or ***speech and langauge impairments,*** and children from ***diverse cultures*** whose first language is not English. Print can be augmented with sound, graphics, animation, and movies.

Vision and Hearing Impairments

Three selections discuss the special needs of visually and hearing impaired children from infancy through secondary school.

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24. Creating Inclusionary Opportunities for Learners with Multiple Disabilities: A Team-Teaching Approach, Melissa M. Jones and Laura Little Carlier, *Teaching Exceptional Children,* Spring 1995. 150
Students with ***health impairments, communication disorders, hearing impairments, visual impairments,*** and/or ***multiple impairments*** often concurrently have learning delays. ***Inclusive education*** placements can be open to doubt. Melissa Jones and Laura Little Carlier suggest team-teaching activities that help eliminate some of the problems.

25. The Unexpected Benefits of High School Peer Tutoring, Amy Wildman Longwill and Harold L. Kleinert, *Teaching Exceptional Children,* March/April 1998. 154
Students with ***multiple disabilities*** need performance based ***assessment. Peer tutors*** in ***inclusive education*** programs are especially beneficial in assisting with special areas of performance such as the development of career interests and making the ***transition*** into community living. Tutors receive benefits as well.

26. Perspectives on Technology in Special Education, A. Edward Blackhurst, *Teaching Exceptional Children,* May/June 1997. 160
Computers and technology are tools that can be used to assist in the education of students with ***multiple disabilities. Collaboration*** between teams of educators and/or other professionals can make technological assistance less complicated and more effective.

Multiple Disabilities

The educational implications of medical treatments for children with multiple impairments are examined in this unit's three articles.

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.

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27. "Can I Play Too?" Adapting Common Classroom Activities for Young Children with Limited Motor Abilities, Kristyn Sheldon, *Early Childhood Education Journal,* Winter 1996. 168

Kristyn Sheldon offers suggestions for ***inclusive education*** of ***students with orthopedic impairments. Computers,*** dramatic play, art, sensory play, circle time, and other activities can be adapted to increase the participation of children with limited motor abilities.

28. Listening to Parents of Children with Disabilities, Linda Davern, *Educational Leadership,* April 1996. 173

Changing teachers' and classmates' attitudes toward children with ***physical and health impairments*** by building alliances with parents is Linda Davern's focus in this essay. She helps unravel concerns about ***cultural diversity,*** the ***family impact*** of having a child with a disability, and effective ***individualized education plan*** (IEP) problem solving.

29. Accessible Web Site Design, Stacy Peters-Walters, *Teaching Exceptional Children,* May/June 1998. 176

Three ***orthopedically impaired,*** quadriplegic students give testimony on how ***technology*** has broken down barriers for them. Access to the Web also benefits students with ***visual, auditory, mental,*** and ***learning disabilities.*** The author gives suggestions on how to overcome barriers to using the Web.

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.

Overview 182

30. Meeting the Needs of Gifted and Talented Preschoolers, Suzanne M. Foster, *Children Today,* Volume 22, Number 3, 1993. 184

Early childhood exceptionality includes ***children with special gifts and talents.*** Suzanne Foster suggests many teaching ideas for enriching their education and avoiding underachievement in the regular preschool classroom.

31. Gifted Students Suggest Reforms for Education: Listening to Gifted Students' Ideas, Lugene Polzella, *Gifted Child Today,* July/August 1997. 187

Fifty ***gifted and talented*** students completed a survey about what would best meet their educational needs. Many of their suggestions are easy to implement. ***Family involvement*** with administrators and teachers can help make their dreams a reality.

32. Cluster Grouping of Gifted Students: How to Provide Full-Time Services on a Part-Time Budget, Susan Winebrenner and Barbara Devlin, *Teaching Exceptional Children,* January/February 1998. 191

Cluster grouping is an alternative to special tracking of students with ***special gifts and talents.*** This article provides information on how to meet these students' learning needs through open-ended cooperative tasks while keeping them in ***inclusive education*** settings.

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33. Making Comprehensive Inclusion of Special Needs Students Work in a Middle School, Paul D. Deering, *Middle School Journal,* January 1998. 196
Results of a 2-year study are presented that offer insights on how to help students with special needs make the ***transition*** from elementary to middle school ***inclusive education. Collaboration*** of special and regular education teachers and ***peer tutoring*** are stressed.

34. Transition from High School to Work or College: How Special Education Students Fare, Mary M. Wagner and Jose Blackorby, *The Future of Children,* Spring 1996. 204
Special education students have many unmet needs. Over one-third drop out of school. Less than half the number of students with disabilities attend postsecondary schools compared to their nondisabled peers. This research report has profound implications for writing ***individualized education plans*** (IEPs) and for planning ***transitional services.***

35. School-to-Work: A Model for Learning a Living, Michael Hartoonian and Richard Van Scotter, *Phi Delta Kappan,* April 1996. 220
The authors discuss the need for education to promote self-development, citizenship, and employment (artisanship). Our attitudes about ***individualized transition plans*** (ITPs) need to acknowledge all three characteristics. ***Transition*** requires learning cultural and civic virtues as well as how to earn a living.

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Transition

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

The concepts in bold italics are developed in the article. For further expansion please refer to the Topic Guide and the Index.

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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 and World Wide Web sites found in the next section of this book relate to topics of traditional concern to students and professionals involved with educatibg exceptional children. It is useful for locating interrelated articles and Web sites for reading and research. The guide is arranged alphabetically according to topic.

The relevant Web sites, which are numbered and annotated on pages 4 and 5, are easily identified by the Web icon ( ) under the topic articles. By linking the articles and the Web sites by topic, this ANNUAL EDITIONS reader becomes a powerful learning and research tool.

TOPIC AREA	KNOWLEDGE (These articles provide information about a handicap or a special education concept.)	ATTITUDES (These articles contain personal experiences of exceptional persons or discussions about changing children's attitudes toward a handicap.)	TEACHING (These articles contain pratical suggestions about how to apply special education principles to teaching of exceptional children.)
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Learning Disabilities ☺ ***(13, 14, 15)***	6. Together Is Better 9. Learning Disabilities	10. Pyramid Power for Collaborative Planning 29. Accessible Web Site Design	11. Mega-Analysis of Meta-Analyses
Legal Processes ☺ ***(2, 4, 6, 7, 8)***	9. Learning Disabilities 14. AAMR Definition and Preschool Children	1. Inclusion of Children with Disabilities	2. What Are Special Education Teachers Made Of? 21. Preschool Orientation
Mental Retardation, Autism and Traumatic Brain Injuries ☺ ***(17, 18, 19, 25, 26)***	14. AAMR Definition and Preschool Children 15. Collaborative Planning	16. Facilitating the Socialization of Children 29. Accessible Web Site Design	17. Getting the Student with Head Injuries Back
Multiple Disabilities ☺ ***(25, 26)***	26. Perspectives on Technology	25. Unexpected Benefits of High School Peer Tutoring	24. Creating Inclusionary Opportunities
Orthopedic and Health Impairments ☺ ***(27, 28)***	6. Together Is Better	28. Listening to Parents 29. Accessible Web Site Design	17. Getting the Student with Head Injuries Back 24. Creating Inclusionary Opportunities 27. "Can I Play Too?"
Peer Tutoring ☺ ***(12, 29)***	7. "Buddy Skills" for Preschoolers 15. Collaborative Planning	3. What Do I Do Now? 25. Unexpected Benefits of High School Peer Tutoring	11. Mega-Analysis of Meta-Analyses 18. Group Development for Students 33. Making Comprehensive Inclusion of Special Needs Students Work
Speech and Language Impairments ☺ ***(16)***	6. Together Is Better 12. Distinguishing Language Differences 15. Collaborative Planning	10. Pyramid Power for Collaborative Planning 16. Facilitating the Socialization of Children 22. Child with Severe Hearing Loss	13. Language Interaction Techniques 23. Multimedia Stories for Deaf Childen
Transition ☺ ***(30)***	5. From Philosophy to Practice 15. Collaborative Planning 34. Transition from High School to Work or College	25. Unexpected Benefits of High School Peer Tutoring 35. School-to-Work	17. Getting the Student with Head Injuries Back 33. Making Comprehensive Inclusion of Special Needs Students Work
Visual Impairments ☺ ***(23, 24)***	6. Together Is Better	29. Accessible Web Site Design	21. Preschool Orientation 24. Creating Inclusionary Opportunities

AE: Educating Exceptional Children

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. If you are interested in learning more about specific topics found in this book, these Web sites are a good place to start. The sites are cross-referenced by number and appear in the topic guide on the previous two pages. Also, you can link to these Web sites through our DUSHKIN ONLINE support site at *http://www.dushkin.com/online/*.

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

1. The Big Pages of Special Education Links
http://www.mts.net/~jgreenco/special.html
This site leads to links of all sorts that deal with disabilities related to special education.

2. Council for Exceptional Children
http://www.cec.sped.org
This is the home page for the Council for Exceptional Children, a large professional organization that is dedicated to improving education for children with exceptionalities, students with disabilities, and/or the gifted child. It leads to the ERIC Clearinghouse on disabilities and gifted education and the National Clearinghouse for Professions in Special Education.

3. National Association for the Education of Young Children (NAEYC)
http://www.naeyc.org/default.htm
The National Association for the Education of Young Children (NAEYC) is the nation's largest organization of early childhood professionals devoted to improving the quality of early childhood education programs for children from birth through age eight.

4. 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, which is equally useful for those who work with and/or teach this population.

5. National Rehabilitation Information Center
http://www.cais.com/naric/
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.

6. Other Disability-Related Sites
http://www.ici.coled.umn.edu/ici/othersites.html
A wide-ranging list of disability-related Internet sites is available here.

Inclusive Education

7. Inclusive Education: Cooperative Teaching
http://www.uni.edu/coe/inclusion/cooperative.html
This article discusses how regular education and special education teachers can work together to promote and implement inclusive education.

8. One Size Doesn't Fit All: Full Inclusion Inhibits Academic Progress of Special Education Students
http://141.218.70.183/SPED603/paperHewitt.html
Michele Hewitt, in this article, discusses the decline of academic progress of special education students in an inclusive classroom.

Early Childhood

9. Early Childhood Care and Development
http://www.ecdgroup.com
Dedicated to the improvement of conditions of young children at risk, the Consultative Group provides an International Resources site on Early Childhood Care and Development. Child development theory, programming data, parenting data, research, and other related areas that support young children (ages 0–8) and their families can be found on this site.

10. I Am Your Child
http://www.iamyourchild.org
Information regarding early childhood development is provided on this site. Resources for parents and caregivers are provided.

11. Institute on Community Integration Projects
http://www.ici.coled.umn.edu/ici/overview/projects.html#1
Research projects related to Early Childhood and early intervention services for special education are described here.

12. SERI: Special Education Resources on the Internet
http://www.hood.edu/seri/serihome.htm
This excellent resource offers helpful sites in all phases of special education in early childhood, including disabilities, mental retardation, behavior disorders, autism, gifted and talented, and other problem areas. It includes legal, inclusion, parent, educator, and transition resources.

Learning Disabilities

13. Learning Disabilities and Disorders
http://fly.hiwaay.net/~garson/learnd.htm
This is a good source for information about all kinds of learning disabilities with links to other related material.

14. Learning Disabilities Association of America
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. Its home page contains What's New, Fact Sheets, Resources, Publications, and more.

15. 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.

Speech and Language Impairments

16. Speech and Language Impairment
http://www.socialnet.lu/handitel/wwwlinks/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.

Mental Retardation, Autism, and Traumatic Brain Injuries

17. Autism Society Early Interventions Package
http://www.autism-society.org/packages/early_intervention.html
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.

18. Autism Society Educating Children Information Package
http://www.autism-society.org/packages/educating_children.html
This site contains a resource list, articles, a list of useful audio cassettes for parents and educators, a bibliography of useful books, a list of available instructional and educational materials, and much more.

19. Disability-Related Sources on the Web
http://www.arcofarizona.org/dislnkin.html
An excellent resource whose many links include grant resources, federally funded projects and federal agencies, assistive technology, national and international organizations, and educational resources and directories.

20. Gentle Teaching
http://utopia.knoware.nl/users/gentle/
Maintained by the foundation for Gentle Teaching in the Netherlands, this page explains a nonviolent approach for helping children and adults with special needs.

Emotional and Behavioral Disturbances

21. Resources in Emotional or Behavioral Disorders (EBD)
http://www.gwu.edu/~ebdweb/index.html
At this page, link to a collection of Web resources for teachers of students with serious emotional disturbances.

Vision and Hearing Impairments

22. British Columbia Education, Skills, and Training: Special Education Branch
http://www.bced.gov.bc.ca/specialed/hearimpair/toc.htm
At this site, a complete resource guide to support classroom teachers of hard of hearing and deaf students is available. Additional Web resources are also to be found here.

23. The New York Institute for Special Education
http://www.nyise.org/blind.htm
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.

24. Visual Impairment Information
http://www.mts.net/~jgreenco/special.html#Visual
There is a list of education links for visual impairment information at this site.

Multiple Disabilities

25. ADE: Exceptional Student Services
http://internet.ade.state.az.us/programs/assistance/ess/pinspals/multiple.html
This Arizona Department of Education site defines multiple disabilities, explains the effect that multiple disabilities have on a child, and offers references, resources, and lists.

26. Related Serious Research Project: Abstract
http://www.uvm.edu/~mgiangre/RSRPab1.html
This is an abstract from "Severe and Multiple Disabilities," by Michael F. Giangreco of the University of Vermont, which describes the problems that students with multiple disabilities have and offers actions that can be taken.

Orthopedic and Health Impairments

27. 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.

28. Resources for VE Teachers
http://cpt.fsu.edu/TREE/VE/TOFC.HTML
Effective practices for teachers of varying exceptionalities (VE) classes of physically and health-impaired students are listed here.

Giftedness

29. 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.

Transition

30. National Transition Alliance (NTA) Home Page
http://www.dssc.org/nta/index.html
This newly done site of the NTA provides state transition resources, searchable databases for keyword searching on transition, school to work, model programs in interactive format, links to other online databases, and includes a database of model transition programs.

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 Selections

1. **Inclusion of Children with Disabilities: Seeking the Appropriate Balance,** Martha M. McCarthy
2. **What Are Special Education Teachers Made Of?** Sharon Gonder
3. **What Do I Do Now? A Teacher's Guide to Including Students with Disabilities,** Michael F. Giangreco
4. **Four Inclusion Models That Work,** Dori Elliott and Merry McKenney

Key Points to Consider

- What does the 1997 reauthorization of IDEA require of states who fail to include children with disabilities in regular education classes?
- What motivates special education teachers to conquer challenges deemed impossible?
- What 10 recommendations can improve a regular education teacher's abilities to work with special needs children in an inclusive classroom?
- How do children learn best? Does specialized instruction really help? What are the three biggest challenges facing inclusive education?

DUSHKIN ONLINE Links

www.dushkin.com/online/

7. **Inclusive Education: Cooperative Teaching**
   http://www.uni.edu/coe/inclusion/cooperative.html
8. **One Size Doesn't Fit All: Full Inclusion Inhibits Academic Progress of Special Education Students**
   http://141.218.70.183/SPED603/paperHewitt.html

These sites are annotated on pages 4 and 5.

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