



EXCEPTIONAL CHILDREN

TWELFTH
EDITION

AN INTRODUCTION TO
SPECIAL EDUCATION



WILLIAM L. HEWARD SHEILA R. ALBER-MORGAN MOIRA KONRAD

Exceptional Children

An Introduction to Special Education

Twelfth Edition

**William L. Heward, Sheila R. Alber-Morgan,
and Moira Konrad**

The Ohio State University

Content Management: Rebecca Fox-Gieg
Content Production: Janelle Rogers
Product Management: Drew Bennett
Rights and Permissions: Jenell Forschler

Please contact <https://support.pearson.com/getsupport/s> with any queries on this content.

Cover Image: Many Hats Media

Microsoft and/or its respective suppliers make no representations about the suitability of the information contained in the documents and related graphics published as part of the services for any purpose. All such documents and related graphics are provided “as is” without warranty of any kind. Microsoft and/or its respective suppliers hereby disclaim all warranties and conditions with regard to this information, including all warranties and conditions of merchantability, whether express, implied or statutory, fitness for a particular purpose, title and non-infringement. In no event shall Microsoft and/or its respective suppliers be liable for any special, indirect or consequential damages or any damages whatsoever resulting from loss of use, data or profits, whether in an action of contract, negligence or other tortious action, arising out of or in connection with the use or performance of information available from the services.

The documents and related graphics contained herein could include technical inaccuracies or typographical errors. Changes are periodically added to the information herein. Microsoft and/or its respective suppliers may make improvements and/or changes in the product(s) and/or the program(s) described herein at any time. Partial screen shots may be viewed in full within the software version specified.

Microsoft® and Windows® are registered trademarks of the Microsoft Corporation in the U.S.A. and other countries. This book is not sponsored or endorsed by or affiliated with the Microsoft Corporation.

Copyright © 2022, 2018, 2015 by Pearson Education, Inc. All Rights Reserved. Manufactured in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms, and the appropriate contacts within the Pearson Education Global Rights and Permissions department, please visit www.pearsoned.com/permissions/.

Acknowledgments of third-party content appear on the appropriate page within the text.

PEARSON, ALWAYS LEARNING, and MYLAB are exclusive trademarks owned by Pearson Education, Inc. or its affiliates in the U.S. and/or other countries.

Unless otherwise indicated herein, any third-party trademarks, logos, or icons that may appear in this work are the property of their respective owners, and any references to third-party trademarks, logos, icons, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Pearson’s products by the owners of such marks, or any relationship between the owner and Pearson Education, Inc., or its affiliates, authors, licensees, or distributors.

Library of Congress Cataloging-in-Publication Data

Names: Heward, William L., author. | Alber, Sheila René, author. | Konrad, Moira, author.
Title: Exceptional children : an introduction to special education / William L. Heward with Sheila R. Alber-Morgan & Moira Konrad, The Ohio State University.
Description: Twelfth edition. | Hoboken : Pearson, [2022] | Includes bibliographical references and index.
Identifiers: LCCN 2020044172 (print) | LCCN 2020044173 (ebook) | ISBN 9780135756621 (paperback) | ISBN 9780135756096 (ebook)
Subjects: LCSH: Special education—United States. | Exceptional children—United States.
Classification: LCC LC3981 .H49 2022 (print) | LCC LC3981 (ebook) | DDC 371.9—dc23
LC record available at <https://lcn.loc.gov/2020044172>
LC ebook record available at <https://lcn.loc.gov/2020044173>

ScoutAutomatedPrintCode



ISBN 10: 0-13-575662-6
ISBN 13: 978-0-13-575662-1

FOR SIEGFRIED ENGELMANN

Countless children and adults owe their literacy to Engelmann. He dedicated his life to developing and refining Direct Instruction (DI), a powerful teaching approach that combines logical analysis and sequencing of skills, clear communication, high rates of student engagement, and mastery learning.



Photo courtesy National Institute for Direct Instruction.

Siegfried "Zig" Engelmann (1931–2019)

"If the student hasn't learned, the teacher hasn't taught—that's not a slogan, it's an operating principle."

About the Authors



William L. Heward, Ed.D., BCBA-D, is Professor Emeritus in the College of Education and Human Ecology at The Ohio State University, where he helped train special education teachers for 30 years. Dr. Heward has been a Fulbright Scholar in Portugal and a Visiting Professor of Psychology at Keio University in Tokyo and at the University of São Paulo, and he has lectured and given workshops for teachers in 23 other countries. Among the honors Bill has received are The Ohio State University's Distinguished Teaching Award and the American Psychological Association's Division 25 Fred S. Keller Behavioral Education Award for lifetime achievements in education. His publications include co-authoring the books *Applied Behavior Analysis* and *Sign Here: Behavioral Contracting for Families*, each of which has been translated into numerous languages. Bill's research interests include "low-tech" methods for increasing the effectiveness of group instruction in inclusive classrooms.



Sheila R. Alber-Morgan, Ph.D., BCBA-D, is Professor of Special Education in the College of Education and Human Ecology at The Ohio State University. Dr. Alber-Morgan taught for seven years in inclusive K–8 classrooms in urban and rural South Carolina and for more than 20 years in higher education. She has authored more than 80 peer-reviewed research and practitioner articles, book chapters, textbook ancillaries, and the book *Using RTI to Teach Literacy to Diverse Learners, K–8: Strategies for the Inclusive Classroom* (Corwin Press, 2010). Sheila's research, most of which has been designed and implemented in collaboration with classroom teachers, has focused on behavioral interventions and strategies for promoting the generalization and maintenance of academic, functional, and social skills.



Moira Konrad, Ph.D., is Associate Professor of Special Education in the College of Education and Human Ecology at The Ohio State University. Dr. Konrad has nine years of public school experience teaching students with a range of disabilities and has been involved in teacher preparation for more than 20 years. Moira's publications include more than 50 peer-reviewed publications on instructional efficiency, self-determination, and written expression. She currently serves as Associate Editor for *Intervention in School and Clinic* and on the Editorial Boards for *Remedial and Special Education* and the *Journal of Vocational Rehabilitation*.

Preface

About This Book

Special education is an ongoing 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 intellectual disabilities whose parents and teachers work together to ensure she participates in classroom and extracurricular activities with her peers. It is the story of a middle school student with learning disabilities who helps his parents and teachers plan an instructional program that builds on 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 with visual impairments who has recently moved into her own apartment and rides a city bus to work. Special education is also the story of the parents and families of exceptional children and of the teachers and other professionals who work with them.

The most important of these professionals is the teacher. And so, special education is the story of the preschool teacher who embeds culturally relevant learning opportunities into his art and music lessons. It is the story of the fourth-grade resource room teacher who carefully designs reading instruction for her students with learning disabilities. It is the story of the middle school teacher who breaks down complex independent living skills into their smallest steps so he can teach them to his students with intellectual disabilities. It is the teacher who coaches young adult students with autism as they complete their high school experiences at a local college.

We hope you will find the Twelfth Edition of *Exceptional Children* an informative, accessible, and interesting introduction to the ongoing story of special education. Whether you are an undergraduate in a preservice teacher training program, a student enrolled in a related human services program, or a general education teacher with years of experience, we encourage you to continue your study and involvement with children and adults with exceptionalities.

New to This Edition

Our primary goals for this edition remain the same as for previous editions: to present an informative and responsible introduction to the professional practices, trends, and research that define contemporary special education—an exciting, ever-evolving field. Significant among the many changes we made to the Twelfth Edition are these additions:

- Successful transition into adulthood is the ultimate goal of special education. Every student with disabilities deserves a transition-focused education, and it must begin

early. As such, we have added a “**Transition: Next Year Is Now**” feature to every chapter.

- **Videos filmed expressly for this edition** highlight special education teachers and their colleagues providing evidence-based instruction and related services to students with disabilities in various settings.
- Special education’s leading professional organization, the Council for Exceptional Children (CEC), and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center identified **22 High-Leverage Practices (HLPs)**. Research shows these practices and priorities have significant potential for improving academic or behavior outcomes for students with disabilities. To help readers learn about these HLPs we highlight them throughout the text.
- Five fantastic teachers join a returning all-star cast of **Featured Teachers** (one of whom is about to become CEC president!). Aspiring teachers will find no better models than these 15 special educators.

Key Content Updates by Chapter

- **Chapter 1:** Updated sections on special education legislation and recent court cases; discussion of 2017 U.S. Supreme Court’s decision on *Endrew F. v. Douglas*, which set new standards for FAPE; introduction of Tyler Lewis, a young man with autism whose retrospective video clips illustrate how special education contributed to his success.
- **Chapter 2:** Updated discussion of IEPs to reflect the recent *Endrew* Supreme Court case; improved examples of IEP content (e.g., goals, objectives, services); updated section on response to intervention (RTI) and positive behavioral interventions and supports (PBIS) to situate these ideas within a multi-tiered system of support (MTSS) framework.
- **Chapter 3:** Greater emphasis on collaborating with families from culturally and linguistically diverse backgrounds, including a section on culturally responsive transition planning; greater focus on technology (e.g., high-tech tools for family engagement); discussion of supporting families engaged in virtual learning activities (specifically in the context of a global pandemic).
- **Chapter 4:** New Featured Teacher (Madonna Wilburn, Buffalo, New York); new *Teaching & Learning* box on cooperative learning; specific mention of teaching personal hygiene and safety skills during a global pandemic (e.g., handwashing, mask wearing, social distancing); greater emphasis on teaching “soft skills.”

- **Chapter 5:** New Featured Teacher (Amaris Johnson, New York, New York); new *Teaching & Learning* box on Direct Instruction for reading; addition of multi-tiered system of supports (MTSS); increased emphasis on learning strategies.
- **Chapter 6:** New video of an inspiring young woman with a behavior disorder; increased emphasis on self-advocacy and self-determination; greater emphasis on dropout prevention.
- **Chapter 7:** New Featured Teacher (Katelyn Johnson, Salt Lake City, Utah); new feature on behavioral skills training for job/employment skills; enhanced discussion of the importance of distinguishing evidence-based practices for children with autism from fads and unproven treatments.
- **Chapter 8:** New Featured Teacher (Emily Pickard, Lewes, Delaware); new content on self-advocacy; increased emphasis on visual supports.
- **Chapter 9:** New *Teaching & Learning* box on supporting children with cochlear implants in inclusive classrooms; featured teacher recommendations for transitioning elementary students to middle school.
- **Chapter 10:** Greater emphasis on assistive technology, including new feature box for promoting students' independence with high-tech tools.
- **Chapter 11:** More emphasis on assistive technology, including high-tech tools for time, productivity, and medication self-management; reordered ADHD treatment section to focus on behavioral interventions before pharmacological interventions; added specific mention of children with health impairments (i.e., those with compromised immune systems) needing special attention in times of pandemic.
- **Chapter 12:** New video and content from Featured Teacher (Carey Creech-Galloway, Clark County, Kentucky); updated *Teaching & Learning* box on peer helpers with video and suggestions from Featured Teacher Carey; additional discussion of community-based instruction (featuring video and suggestions from Featured Teacher).
- **Chapter 13:** Expanded section on mentoring programs for gifted students; expanded discussion of the challenges gifted girls face; increased emphasis on differentiation outside the classroom.
- **Chapter 14:** Expanded section on peer-mediated interventions; discussion of the importance of classroom jobs for preschoolers and implementation suggestions from Featured Teacher Mark Fraley.
- **Chapter 15:** New Featured Teacher (Michael Craig, Detroit, Michigan); section on teaching reading at the secondary level; content on school-based enterprises (including suggestions from Featured Teacher Michael); removed sections on residential placements and supported employment models; increased emphasis on evidence-based predictors and practices for secondary transition.

Pedagogical Features

FEATURED TEACHER CONTRIBUTIONS The story of special education is written every day by teachers working in a variety of settings. Fifteen of these exceptional teachers share their stories in these pages. These highly skilled and dedicated educators use research-based instructional strategies to promote their students' achievement and successful transition to adulthood.

Featured Teacher Essays. Each chapter opens with a first-person essay describing the joys, challenges, and realities of teaching exceptional children. Drawn from urban, suburban, and rural school districts across the country, the 15 Featured Teachers share personal wisdom gathered from their experiences teaching exceptional children in a variety of school settings. For example, Keisha Whitfield (Gahanna, Ohio) describes how she and her colleagues collaborate to meet students' individual needs; Joshua Hoppe (Wai'anae, Hawaii) tells what he has learned about respecting the cultural and linguistic diversity of his students and their families; Amaris Johnson (New York City) explains how she uses schema-based instruction to teach strategies for solving math problems; Katelyn Johnson (Salt Lake City, Utah) details how to construct and use independent task materials for preschoolers with autism; Jennifer Sheffield (Bowling Green, Kentucky) discusses how open-ended learning opportunities motivate her gifted students; and Michael Craig (Detroit, Michigan) explains how a school-based enterprise provides a service to the community while building students' skills for successful transition to adult life.

412 Chapter 14 Early Childhood Special Education

Education, Teaching Credentials, and Experience

- B.S., physical education, MidAmerica Nazarene University, 1999
- M.Ed., early childhood special education, University of Kansas, 2003
- Idaho State, professional teaching certificate, special education, pre K-3
- 16 years as an early childhood special education teacher and 2 years of paraprofessional work in a self-contained special education preschool classroom

Content Extension 14.1



Example of Featured Teacher Mark's take-home sheets.

Featured Teacher

Mark Fraley

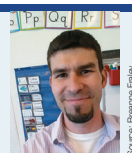
Skyway Elementary School
Vallivue School District • Caldwell, ID

I teach 22 preschoolers who have been found eligible to receive special education services following a process that involves a child find screening, a consent to assess, an evaluation report, and eligibility determination. Each of my students falls into one of the disability categories, most often developmental delay or language impairment. I do have students who are on the autism spectrum and several who have multiple disabilities. I work alongside a terrific team composed of two educational assistants, a speech-language therapist, a school psychologist, an occupational therapist, a physical therapist, and supportive administrators. The way we work together as a team helps us keep student needs always at the forefront.

On a typical school day, we start off with reviewing our daily routine so students are aware of the activities and how the day will proceed. Having a structured routine is very beneficial for young children; predictability limits anxiety and brings a level of reassurance that helps them thrive in the classroom. For students who are on the autism spectrum, we provide a visual schedule that enables them to make successful transitions. In planning the day, I consider striking a balance between teacher-led and child-led activities, high energy versus quiet listening, and highly motivating work versus a less preferred type of work. I look for my students to participate fully and implement accommodations as needed.

Collaborating with families is critical for student success. I make my classroom a welcoming place from day one by inviting the families to participate in volunteer opportunities and visits. Upon arrival at school, we talk with families and see how their children's day has started. Did they sleep well? Did they eat a good breakfast? Are they in a good mood? Significant communication delays prevent many of my students from providing a satisfactory answer when their parents ask, "What did you do in school today?" To help with that, I create take-home sheets by importing the day's photos from my digital camera to my classroom computer, pasting a few of the most telling shots on a PowerPoint, and making copies on a printer in the school work office.

I take countless pictures during the school year. These photos are a powerful, effective form of communication that lets parents and families see what their children do in school. I get so excited when seeing families celebrate their children's progress, when they begin seeing new possibilities that were originally crushed with a diagnosis or a traumatic event.



Source: Brianna Fraley

Content Extensions. The special educators featured in this text provide examples of actual materials used in their classrooms. These artifacts are practical tools for planning instruction, arranging learning environments, collecting data, engaging learners, and collaborating with families. Additional Content Extensions include essays and other supplemental resources that enable readers to deepen their understanding of various topics.

Sustainability Problem-Solving

Seven Billion People...and Rising

How can students conceptualize the magnitude of Earth's human population of over 7 billion people, and rising?

These lesson suggestions are designed as introductory activities for the topic of sustainability. Individual and group activities can be used as informal pre- and formative assessments, providing students engaging and creative ways to demonstrate existing knowledge of connected math and science principles.


Math & Science Connections

Common Core Standards

Understand the place value system.
CCSS.Math.Content.5.NBT.A.1
 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
Convert like measurement units within a given measurement system.
CCSS.Math.Content.5.MD.A.1
 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conventions in solving multi-step, real world problems.

NGSS Science Content Standard
MS-ESS3-4
 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Sustainable Food Production




Can students create scale representations of a rising human population that numbers in the billions and communicate the potential outcomes for our planet?

How can students conceptualize the idea of the population of our planet being over 7 billion people? That's a REALLY big number! Population estimates project that number to rise to over 9 billion people by 2050. How can students even begin to grasp the magnitude of such a large quantity? Can students find ways to creatively use their understanding of the Base Ten number system to visually represent large numbers? Can students design clear and accurate graphic representations the population growth curve to scale? This lesson can be a one-day activity or can span throughout the unit – it's up to you and your class to decide!

Sustainable Food Production unit was created by Jennifer Sheffield for Project GEMS, a research collaborative between Warren County Public Schools and The Center for Gifted Studies at Western Kentucky University. Project GEMS was funded through a Federal Jacob K. Javits gifted and talented education grant.

Content Extension 13.3



Featured Teacher Jennifer Sheffield's PBL activity on sustainable food production.

Advice from the Featured Teacher. Each chapter ends with practical tips for enhancing student learning and avoiding common pitfalls in the classroom. Suggestions cover a wide range of topics, such as organizing your classroom; learning about and respecting students' cultures; successful co-teaching; collaborating with families; handling paperwork; minimizing stress; and celebrating each student's accomplishments, no matter how small.

Transition: Next Year Is Now boxes address special education's ultimate goal—preparing students for successful transition to adulthood. These features present a range of strategies for effective transition-focused instruction for

ADVICE FROM THE FEATURED TEACHER by Mark Fraley

Use Child-Centered Teaching Tactics

Children learn by playing. If a child is on the floor playing with building blocks, I sit on the floor and simply join her. This shows I value her as a person and respect what she has to say or contribute. When I am at the student's level, I follow her lead. By allowing students to self-direct their learning to a certain degree, it is easy to find what they are interested in and plan activities that incorporate these things. The following tips can help increase student learning and enjoyment during child-centered activities.



Source: Brianna Foley

- **Give students choices.** I use a choice board that contains photos of each learning center and Velcro-backed pictures of the students. Each child sticks his picture next to the center of his choice.
- **Don't ask too many questions during play.** Asking questions is not only intrusive to play but also changes my role from play partner to test giver. How much fun is it to play with a test giver? Not much! Instead, I'll make comments like a sports broadcaster: "I see you are building a green tower with long rectangle blocks. It is very tall!"
- **Let students make and learn from their mistakes.** I used to get upset when my students responded incorrectly or took too long to complete a task. I have to remember that young children, especially those with developmental disabilities, need many, many opportunities to master a skill. Allowing room for mistakes gives them a chance to try another strategy or method. It is fun as a teacher to make a mistake in front of students, such as trying to put the wrong lid on a bin during clean-up. Your students will see this and step in to help or guide you as you have taught them through problem solving. Making mistakes can also encourage more communication opportunities as they will need to request items or identify the problem.

Create an Organized and Predictable Environment

Preschool classrooms are busy places with many activities occurring simultaneously throughout the day. Posting your plans and intentions reduces the chance of conflicts with staff or parents over misunderstandings of who was supposed to be doing what, with whom, and when. When a conflict occurs or if there is breakdown in the way services are delivered, posted schedules can be a reference tool to review and troubleshoot.

- **Create a master activity schedule.** The master schedule shows what activities everyone in your classroom, professionals and children, should be doing during each time period of the day. One matrix hanging on my classroom wall indicates the roles that all members of the teaching team—my instructional assistants, the speech-language pathologist, physical therapists, and occupational therapists—are to assume throughout the day (e.g., lead teacher, collector of child performance data). Another matrix makes it easy for parents and classroom volunteers to quickly see what's going on and how they might help.

students across ages, skill levels, and abilities. Topics include teaching "soft skills" for employment (Chapter 4); teaching learning strategies for transitioning to college (Chapter 5); preventing school dropout (Chapter 6); teaching self-advocacy to students with communication challenges (Chapter 8); teaching students with visual impairments to use technology for independence (Chapter 10); and implementing classroom jobs for preschoolers (Chapter 14).

In Chapter 1's *Transition: Next Year Is Now* box, readers will meet Tyler Lewis, a young man with autism spectrum disorder. Tyler describes his experiences in videos of himself as a fourth grader, a ninth grader, and an adult with a full-time job. Tyler continues his story in a series of captivating videos presented in Chapters 3, 7, and 15. Tyler and his father discuss some of the challenges posed by autism and how school achievement and successful transition depend upon high expectations and the understanding that disability does not mean inability. Tyler's story is a powerful testament to what can be accomplished when students, teachers, and families work together.

Transition: Next Year Is Now

Every Teacher Is a Transition Teacher

Although increasing numbers of special education students are leaving high school for college or a job, a place to live on their own, and friends with whom to share recreation and leisure activities in the community, such positive outcomes elude far too many young adults with disabilities. Special education cannot be satisfied with improving students' achievement on classroom-based measures only. We must work equally hard to ensure that the education students receive during their school years prepares them to cope with and enjoy the multifaceted demands and opportunities of adulthood.

To achieve optimal outcomes for a student's independence and quality of life, transition planning and implementation must begin early and continue throughout elementary, middle, and high school. From preschool through the last year of high school, every teacher in a child's life can be a positive force for accomplishing ambitious long-term transition goals.

Meet Tyler Lewis: A Special Education Success Story

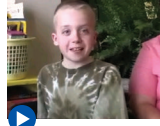
Let us introduce you to Tyler Lewis, a young man with autism who describes his experiences with school and work life in a series of videos. In elementary school, Tyler made friends, participated in extracurricular activities, and discovered his love for dancing and maps. In high school, Tyler was fully included in regular education classes, developed social skills and self-confidence singing in the choir, and began exploring vocational interests. Today, Tyler works full time at Kroger, a job he's held since graduating from high school. This retrospective of Tyler illustrates what effective transition looks like.

Tyler grew into a self-determined 24-year-old man who gets himself to work independently, leads the store safety team, and asks for help when he needs it. Tyler's father says he's an "ut terly reliable, independent, and affectionate adult." The quality of life Tyler experiences today is the joint product of his own hard work and that of his teachers, specialists, and family members all striving for the same goals with skill, passion, and persistence throughout his school years.

Transition goals must emphasize self-advocacy and self-determination so that students are equipped to access what they need in all aspects of life, make responsible decisions, and reap the rewards of their accomplishments—now and in the future. Indeed, today's lessons are for the learner's benefit tomorrow; not only tomorrow, but next year's tomorrow and all the tomorrows in all of the years to come.

Each chapter in this text includes a "Transition: Next Year Is Now" box focusing on intervention strategies and supports that address a variety of transition needs across ages and exceptionalities. Topics include culturally responsive transition planning (Chapter 3), college success strategies (Chapter 5), dropout prevention (Chapter 6), self-advocacy (Chapter 8), friendship building (Chapter 9), self-management technology (Chapter 11), and even classroom jobs for preschoolers (Chapter 14).

As you continue reading this book, consider how you—and every teacher—can be a transition teacher.



Pearson eText
Video Example 1.8
Tyler in fourth grade.



Pearson eText
Video Example 1.9
Tyler as a high school freshman.



Pearson eText
Video Example 1.10
Tyler as a young adult.

TEACHING & LEARNING

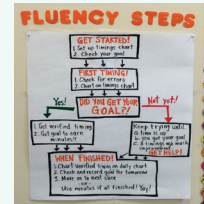
It's Good to Go Fast! Fluency Building Promotes Student Achievement

What Is Fluency and Why Does It Matter? Fluency is the combination of accuracy and speed that characterizes highly skilled performance. Although accuracy, typically in the form of percent correct, is commonly used to assess student performance, fluency gives a more complete picture. Whereas two students might each complete a page of math problems with 100% accuracy, the one who finishes in 2 minutes is much more accomplished than the one who needs 7 minutes to solve the same problems. Fluent students perform skills automatically, without hesitations, as if by second nature.

Fluency has important functional implications. Many skills used every day must be performed at a certain rate or speed. A student who needs 5 minutes to read the directions on a worksheet that his classmates read in 1 minute may not be able to finish the task in the time allotted.

Students who are fluent with a particular skill are likely to exhibit (Stocker et al., 2019):

- **Better retention.** The ability to use the skill or knowledge at a later point in time.
- **Greater endurance.** The ability to stay engaged in the task for longer periods of time. Fluent performers are also less likely to be distracted by minor events in the environment.
- **Improved application and generalization.** The ability to apply new skills in novel situations. Students fluent with component skills (e.g., multiplication facts and subtraction) may learn composite skills (e.g., long division) more quickly.



How Can I Promote Fluency? The three fluency-building techniques described next can be teacher-directed, peer-managed, or independent approaches.

Repeated Reading. With repeated reading, the student orally reads the same passage, usually three to five times per session and/or until a predetermined goal is met (e.g., 100 words per minute). With each successive reading, the student self-graphs and tries to increase the number of words read correctly per minute. When the student achieves the fluency criterion on a given passage, the teacher introduces a new, perhaps slightly more advanced, passage. Numerous studies show repeated reading improves oral reading fluency for elementary, middle, and secondary students with and without disabilities (Alber-Morgan et al., 2007; Kostewicz & Kubina, 2011; Lee & Yoon, 2017; Tam et al., 2006; Yurick et al., 2008).

Timed Practice Trials. Giving students the opportunity to perform a skill as many times as they can in a brief period is an excellent way to build fluency. Practice in the form of 1-minute timings helps students with and without disabilities achieve fluency with a wide range of academic (e.g., math facts), vocational (e.g., assembling tasks), and other skills (Finley et al., 2012; Greene et al., 2018; Ramey et al., 2016).

SAFMEDS. Say All Fast a Minute Each Day Shuffled (SAFMEDS) consists of a deck of cards with a question, vocabulary term, or problem on one side of each card and the answer on the other. A student answers as many items in the deck as he can in 1 minute. The student looks at the question or problem, states the answer, flips the card over to reveal the correct answer, and



Pearson eText
Video Example 1.6
Use fluency practice to improve students' skills while building their confidence and a supportive classroom community.


HLP20 Provide intensive instruction.

Emphasis on Research-Based Practices

Good instruction provided by skilled teachers is the foundation of special education. In every chapter, *Teaching & Learning* features and video examples illustrate a wide range of evidence-based teaching practices. Additionally, *High-Leverage Practices* recommended by the Council for Exceptional Children are highlighted throughout the text.

Teaching & Learning Boxes. Each strategy described in the *Teaching & Learning* features is classroom tested and supported by scientific research documenting its effectiveness. A complete list of all the *Teaching & Learning* features is found on page xviii. Here is a sampling of the topics covered:

- It's Good to Go Fast! Fluency-Building Promotes Student Achievement (Chapter 1)
- Guided Notes: Helping All Students Succeed in the General Education Curriculum (Chapter 5)
- Behavior Traps: Turning Obsessions to Motivational Gold (Chapter 7)
- Supporting Children with Cochlear Implants in Inclusive Classrooms (Chapter 9)
- Peer Helpers: Including Students with Severe Disabilities (Chapter 12)

High-Leverage Practices (HLPs). Throughout this text, margin notes with this symbol  alert readers to *High-Leverage Practices* (HLPs) identified by the Council for Exceptional Children (CEC) and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center. HLPs are 22 practices and priorities focusing on collaboration, assessment, instruction, and social/emotional behaviors. Examples include the following: HLP 3 *Collaborate with families to support student learning and secure needed services*. HLP 6 *Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes*. HLP 7 *Provide a consistent, organized, respectful learning environment*. HLP 18 *Use strategies to promote active student engagement*.

Pearson eText, Learning Management System (LMS)-Compatible Assessment Bank, and Other Instructor Resources

The Pearson eText is a simple-to-use, mobile-optimized, personalized reading experience. It allows you to easily highlight, take notes, and review key vocabulary all in one place—even when offline. Seamlessly integrated videos and other rich media will engage you and give access to the help you need, when you need it. To gain access or to sign in to

your Pearson eText, visit <https://www.pearson.com/pearson-etext>. Features include:

- **Video Examples** Each chapter includes *Video Examples* illustrating principles or concepts aligned pedagogically with the chapter. Here's a sampling of the 114 videos embedded within the Twelfth Edition:
 - Video Example 2.4—Featured Teacher Keisha creates vision boards to help students prepare for IEP meetings.
 - Video Example 5.6—Direct Instruction gives children a strong foundation in reading, which makes everything in class more enjoyable.
 - Video Example 6.5—Students of all ages and skill levels benefit from clear expectations and consistent daily routines.
 - Video Example 9.6—Deaf students describe how they want their teachers to act in the classroom.
 - Video Example 12.7—Featured Teacher Carey and a student explain and demonstrate classroom routines and motivation system.
- **IRIS Center Modules** IRIS Center modules, headquartered at Vanderbilt University, are interactive online learning modules that describe strategies shown to be effective in teaching students with disabilities. In Chapter 10, readers will have an opportunity to use an IRIS module to learn how to set up a classroom to support students with visual impairments.
- **Interactive Glossary** All key terms in the eText are bolded and provide instant access to full glossary definitions, allowing you to quickly build your professional vocabulary as you are reading.

LMS-Compatible Assessment Bank

With this new edition, all assessment types—quizzes, application exercises, and chapter tests—are included in LMS-compatible banks for the following learning management systems: Blackboard (978-0-13-734675-2), Canvas (978-0-13-734681-3), D2L (978-0-13-734683-7), and Moodle (978-0-13-734679-0). These packaged files allow maximum flexibility for instructors when it comes to importing, assigning, and grading. Assessment types include:

- **Learning Outcome Quizzes** Each chapter learning outcome is the focus of a *Learning Outcome Quiz* that is available for instructors to assign through their learning management system. Learning outcomes identify chapter content that is most important for learners and serve as the organizational framework for each chapter. The higher order, multiple choice questions in each quiz will measure your understanding of chapter content, guide the expectations for your learning, and inform the accountability and the applications of your new knowledge. When used in the LMS environment, these multiple choice questions are automatically graded and include feedback for the correct answer and for each distractor to help guide students' learning.

- **Application Exercises** Each chapter provides opportunities to apply what you have learned through *Application Exercises*. These exercises have a short-answer format based on Pearson eText Video Examples, written cases, and scenarios. They provide students with active learning experiences with text content through (1) *analysis*, examining the complexities of teaching and learning processes; (2) *application*, considering how concepts and strategies are put into practice; and (3) *reflection*, thinking critically about these classroom processes. When used in the LMS environment, a model response written by experts is provided after you submit the exercise. This feedback helps guide your learning and can assist your instructor in grading.

Examples of the 45 Application Exercises developed for the Twelfth Edition are as follows:

- **Application Exercise 1.1 Writing Measurable Learning Objectives**—Readers identify missing or poorly written components in learning objectives and rewrite the objectives to add or improve the missing or poorly written component.
- **Application Exercise 3.1 Engaging Parents Effectively**—After reading a case about a parent-teacher conference, readers are asked to identify statements an “arguer” might say to parents and to provide what a skilled dialoguer might say instead.
- **Application Exercise 6.1 Helping Kids Stay in School**—After watching a video of a secondary student with emotional or behavioral disorders, readers are asked to identify what supports were in place for the student and what additional supports they would recommend as a member of the student's IEP team.
- **Application Exercise 12.2 Community-Based Instruction**—After reading a case about a high school student with a traumatic brain injury, readers are asked how they would plan community-based instruction to align with the student's IEP goals.
- **Chapter Tests** Suggested test items are provided for each chapter and include questions in various formats: true/false, multiple choice, and short answer/essay. When used in the LMS environment, true/false and multiple choice questions are automatically graded, and model responses are provided for short-answer and essay questions.

Instructor's Manual (978-0-13-575599-0)

The *Instructor's Manual* is provided as a Word document and includes resources to assist professors in planning their course. These resources consist of chapter overviews, learning outcomes, guidance for using available PowerPoint® slides to promote concept development, questions for discussion, supplemental teaching suggestions, and worksheets.

PowerPoint® Slides (978-0-13-575594-5)

PowerPoint® slides are provided for each chapter; they highlight key concepts and summarize the content of the text to make it more meaningful for students. Often, these slides also include questions and problems designed to stimulate discussion and to encourage students to elaborate and deepen their understanding of chapter topics.

Note: All instructor resources—the LMS-compatible assessment bank, the *Instructor's Manual*, and the PowerPoint slides—are available for download at www.pearsonhighered.com. Use one of the following methods:

- From the main page, use the search function to look up the lead author (i.e., Heward) or the title (i.e., *Exceptional Children*). Select the desired search result, then access the “Resources” tab to view and download all available resources.
- From the main page, use the search function to look up the ISBN (provided above) of the specific instructor resource you would like to download. When the product page loads, access the “Downloadable Resources” tab.

Acknowledgments

Many people contributed ideas, insights, and suggestions that greatly enhanced the substance and quality of each of the past editions of this text, and the Twelfth Edition of *Exceptional Children* is no exception. Fifteen amazing special educators graciously shared their knowledge and personal experience with essays, instructional materials, videos, and advice: Michael Craig, Carey Creech-Galloway, Mark Fraley, Joshua Hoppe, Amaris Johnson, Katelyn Johnson, Danielle Kovach, Dave Martinez, Emily Pickard, Michelle Nielson-Pugmire, Cecelia Peirano, Jennifer Sheffield, Jessica Stultz, Keisha Whitfield, and Madonna Wilburn. These special educators represent the very best of our field. We are inspired by their commitment to exceptional children and grateful for their substantial contributions to this book.

The currency and quality of this edition have been enhanced tremendously by original essays, videos, instructional examples, and artifacts contributed by the following: Amanda Aspen and Liza Stack (both, California Autism Professional Training and Information Network); Amy Aenchbacher (Cherokee County School District, Canton, GA); Andy Bondy and Lori Frost (Pyramid Educational Consultants); Cassidy Aughe, Christina Billman, Helen Cannella-Malone, Carrie Davenport, Timothy Heron, Terri Hessler, Diane Sainato (all, The Ohio State University); Jill Dardig (Ohio Dominican University); Eli Jimenez (Georgia State University); Rick Kubina (CentralReach); Catherine Maurice (Association for Science in Autism Treatment); Stacie McConnell (Reynoldsburg, OH, public schools); Rebecca Morrison (Oakstone Academy); Kimberly Rich (Davis Country School District, Farmington, UT); Mary Salmon (Columbus Public Schools); Lorraine Thomas (Fayette County Public Schools, Lexington, KY); and Sandy Trask-Tyler.

A special shout-out goes to Hamilton STEM Elementary School (Columbus, OH) principal Christopher Brady, assistant principal Mary Jane Pettigrew, kindergarten teacher Kim Calloway, and fourth-grade teacher Michael Mitchell; and to Conkwright Elementary School (Winchester, KY) principal Julie Bonfield, speech-language pathologist Payton

Schmidt, physical therapist Lori Howard, occupational therapist Angie Thomas, vision specialist Jasamyn DeGrant, second-grade teacher Danielle Keeton, fourth-grade teacher Melissa Redman, and art teacher John Joseph. These educators welcomed us and our film crew into their schools and classrooms to get a glimpse into the everyday reality of professionals who serve children with exceptionalities.

A brilliant team of videographers at Many Hats Media worked with us to produce compelling and instructive videos exclusively for this edition. Thank you, Jon Theiss (director), Andy Eggert (camera), Alberto Viglietta (camera), and Eric Vucelich (sound).

The following special education teacher educators reviewed the previous edition and provided comments and suggestions that contributed to this edition: Joseph Boyle (Temple University), Brittany Hott (Texas A&M–Commerce), Amy M. Papacek (Arizona State University), Gretchen G. Robinson (University of North Carolina at Pembroke), and John Schaefer (Cleveland State University). Special thanks go to Adam Jordan (College of Charleston) for developing the application exercises and quizzes.

Special education is a team game and the same can be said for publishing. A talented team of professionals at Pearson Education helped bring this book to life. Senior Analyst Rebecca Fox-Gieg provided support and encouragement. Developmental Editor Jeff Johnston coached us through every stage: from revision planning to final draft. Copyeditor Joanne “Bonnie” Boehme improved the manuscript with a balance of technical skill and respect for our writing style, proofreader Sheila Joyce’s eagle eye prevented countless typos, and Production Project Manager Gowthaman Sadhanandham waved us home as we rounded third. Content Producer Janelle Rogers (All-Star Problem Solver) worked closely and patiently with the entire team throughout.

Most of all, we continue to benefit from the support and love of our families—wife Jill Dardig, son Lee, and daughter Lynn; husband David Morgan; and husband Mark Engelhardt, daughters Charlotte and Zaya.

Brief Contents

Part I Foundations for Understanding Special Education

- | | | |
|----------|---|----|
| 1 | The Purpose and Promise of Special Education | 4 |
| 2 | Planning and Providing Special Education Services | 34 |
| 3 | Collaborating with Families | 66 |

Part II Educational Needs of Exceptional Students

- | | | |
|-----------|--|-----|
| 4 | Intellectual Disabilities | 97 |
| 5 | Learning Disabilities | 126 |
| 6 | Emotional or Behavioral Disorders | 160 |
| 7 | Autism Spectrum Disorder | 193 |
| 8 | Communication Disorders | 227 |
| 9 | Deafness and Hearing Loss | 259 |
| 10 | Blindness and Low Vision | 286 |
| 11 | Attention-Deficit/Hyperactivity Disorder, Health Impairments,
and Physical Disabilities | 316 |
| 12 | Low-Incidence Disabilities: Multiple Disabilities, Deaf-Blindness,
and Traumatic Brain Injury | 350 |
| 13 | Gifted and Talented | 382 |

Part III Special Education Across The Life Span

- | | | |
|-----------|-----------------------------------|-----|
| 14 | Early Childhood Special Education | 411 |
| 15 | Transition to Adulthood | 438 |

Contents

About the Authors

Preface

Acknowledgments

Prologue

Part I Foundations for Understanding Special Education

1 The Purpose and Promise of Special Education

Who Are Exceptional Children?

How Many Exceptional Children Are There?

Why Are Exceptional Children Labeled and Classified?

Labeling and Eligibility for Special Education

Possible Benefits of Labeling and Classification

Possible Disadvantages of Labeling and Classification

Alternatives to Labeling and Classification

Why Are Laws Governing the Education of Exceptional Children Necessary?

An Exclusionary Past

Separate Is Not Equal

Equal Protection

The Individuals with Disabilities Education Act

Major Principles of IDEA

Other Provisions of IDEA

Legal Challenges to IDEA

Related Legislation

What Is Special Education?

Special Education as Intervention

Special Education as Instruction

A Definition of Special Education

Current and Future Challenges

Close the Research-to-Practice Gap

2 Planning and Providing Special Education Services

The Process of Special Education

Prereferral

Evaluation and Eligibility Determination

Program Planning

Placement

Progress Monitoring, Annual Review, and Reevaluation

Disproportionate Representation of Students from Culturally and Linguistically Diverse Groups

iv	Recognizing and Combating Cultural and Racial Bias in Referral and Identification Procedures	44
v		
xi	Collaboration and Teaming	45
	Collaboration	45
1	Teaming	45
	Individualized Education Program	46
	IEP Team	46
	IEP Components	47
	IEP Functions and Formats	48
	IEP Problems and Potential Solutions	51
4	Least Restrictive Environment	53
6	Continuum of Alternative Placements	53
7	Determining LRE	54
8	Inclusive Education	55
8	Promoting Inclusion with Co-teaching and Cooperative Learning	56
8	Arguments For and Against Full Inclusion	57
9	Where Does Special Education Go from Here?	60
9	3 Collaborating with Families	66
10	Support for Family Involvement	68
10	Parents: Advocating for Change	68
11	Legislators: Mandating Parent and Family Involvement	68
12	Educators and Parents: Seeking Greater Effectiveness	68
13		
16	Understanding Families of Children with Disabilities	69
17	Family Responses to Disability	70
19	The Many Roles of the Exceptional Parent	70
23	Understanding and Respecting Cultural Differences	74
23		
24	Changing Needs as Children Grow	75
27	Developing and Maintaining Family–Professional Partnerships	76
28		
28	Culturally Responsive Services for Families	77
	Principles of Effective Communication	78
34	Identifying and Breaking Down Barriers to Parent–Teacher Partnerships	81
36	Home–School Communication Methods	83
36	Face-to-Face Communication	83
40	Written Communication	85
41	Telephone Communication	87
41	Other Forms of Parent Involvement	90
	Parents as Tutors	90
42	Parent Education and Training Programs	91
	Parent Support Groups	91
42	How Much Family Involvement?	93

Part II Educational Needs of Exceptional Students

4 Intellectual Disabilities	97		
Definitions	98	Identifying Learning Disabilities with Response to Intervention	141
IDEA Definition	99	Educational Approaches	146
AAIDD Definition	99	Reading	148
Classification of Intellectual Disabilities	100	Writing	151
Identification and Assessment	100	Math	152
Assessing Intellectual Functioning	100	Content Areas	152
Assessing Adaptive Behavior	102	Nonacademic Needs	154
Characteristics	103	Placement Options	155
Positive Attributes	103	Regular Classroom	155
Cognitive Functioning and Learning	103	Resource Room	156
Adaptive Behavior	106	Separate Classroom	156
Behavioral Excesses and Challenging Behavior	106	6 Emotional or Behavioral Disorders	160
Prevalence	108	Definitions	162
Causes	109	Federal Definition	162
Prevention	110	CCBD Definition	163
Educational Approaches	111	Characteristics	163
Curriculum Goals	111	Externalizing Behaviors	163
Instructional Methods	114	Internalizing Behaviors	164
Placement Options	119	Academic Achievement	166
Acceptance and Membership	122	Intelligence	168
		Social Skills and Interpersonal Relationships	169
		Involvement with Juvenile Justice System	169
		Prevalence	170
		Gender	170
		Causes	170
5 Learning Disabilities	126	Biological Factors	170
Definitions	129	Environmental Factors	171
Federal Definition	129	A Complex Pathway of Risks	173
NJCLD Definition	131	Identification and Assessment	174
American Psychiatric Association Definition	132	Screening Tests	174
Characteristics	132	Direct Observation and Measurement of Behavior	175
Reading Problems	132	Functional Behavior Assessment	176
Written Language Deficits	133	Educational Approaches	177
Math Underachievement	134	Curriculum Goals	177
Poor Social Skills	134	Research-Based Teaching Practices	179
Attention Deficits and Hyperactivity	134	Fostering Strong Teacher–Student Relationships	186
Challenging Behavior	135	Focus on Alterable Variables	187
Low Self-Esteem or Self-Efficacy	135	Placement Options	187
The Signature Characteristic	135	Challenges, Achievements, and Advocacy	189
Prevalence	136	7 Autism Spectrum Disorder	193
Causes	137	Definitions	195
Brain Damage or Dysfunction	137	IDEA Definition of Autism	196
Heredity	137	The DSM Definition of Autism Spectrum Disorder	196
Experiential Factors	138	Characteristics	197
Identification and Assessment	138	Impaired Social Interactions	197
Intelligence and Achievement Tests	138	Communication and Language Deficits	198
Criterion-Referenced Tests	138	Repetitive, Ritualistic, and Unusual Behavior Patterns	198
Curriculum-Based Measurement	139	Insistence on Sameness	198

Unusual Responsiveness to Sensory Stimuli	199	Treating Fluency Disorders	248
Cognitive Functioning	199	Treating Voice Disorders	249
Challenging Behavior	202	Treating Language Disorders	249
Asperger Syndrome	202	Augmentative and Alternative Communication	251
Positive Attributes and Strengths of Students with Autism Spectrum Disorder	203	Placement Options	253
Prevalence	204	Monitoring	253
Causes	205	Pull-Out	253
Neuropathology	205	Collaborative Consultation	253
Genetic Factors	205	Classroom or Curriculum Based	253
Environmental Factors	206	Separate Classroom	255
Identification and Assessment	207	Community Based	255
Screening	208		
Diagnosis	209	9 Deafness and Hearing Loss	259
Educational Approaches	210	Definitions	261
Critical Importance of Early Intensive Behavioral Intervention	211	How We Hear	262
Applied Behavior Analysis	212	The Nature of Sound	262
Behavior Skills Training	214	Characteristics	263
Building on Skills	214	English Literacy	263
Visual Supports: Helping Students with Autism Cope with Social Situations and Increase Their Independence in the Classroom	215	Speaking	264
Distinguishing Unproven Treatments from Evidence-Based Practices	219	Academic Achievement	264
		Social Functioning	265
Placement Options	221	Prevalence	265
Regular Classroom	221	Types and Causes of Hearing Loss	265
Resource and Special Classrooms	222	Types and Age of Onset	265
		Causes of Congenital Hearing Loss	266
8 Communication Disorders	227	Causes of Acquired Hearing Loss	267
Definitions	229	Identification and Assessment	267
Communication	229	Assessment of Infants	267
Language	230	Pure-Tone Audiometry	268
Speech	232	Speech Reception Test	269
Typical Speech and Language Development	233	Alternative Audiometric Techniques	269
Communication Disorders Defined	235	Classification of Hearing Loss	269
Characteristics	237	Technologies and Supports	270
Speech-Sound Errors	237	Technologies That Amplify or Provide Sound	270
Fluency Disorders	238	Supports and Technologies That Supplement or Replace Sound	273
Voice Disorders	240	Educational Approaches	274
Language Disorders	241	Oral/Aural Approaches	275
Prevalence	241	American Sign Language and the Bilingual-Bicultural Approach	278
Causes	242	Which Approach for Whom?	279
Causes of Speech Impairments	242	Placement Options	281
Causes of Language Disorders	242	Postsecondary Education	282
Identification and Assessment	243		
Screening and Teacher Observation	243	10 Blindness and Low Vision	286
Evaluation Components	244	Definitions	288
Assessment of Communication Disorders in Children Whose First Language Is Not English or Who Use Nonstandard English	245	Legal Definitions of Blindness	288
Educational Approaches	247	Educational Definitions of Visual Impairment	290
Treating Speech-Sound Errors	247	Age at Onset	290
		Characteristics	291
		Cognition and Language	291

Motor Development and Mobility	291	Placement Options	344
Social Adjustment and Interaction	292	Related Services in the Classroom	344
Prevalence	293	Inclusive Attitudes	345
Types and Causes of Visual Impairments	293	12 Low-Incidence Disabilities: Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injury	350
How We See	293	Definitions	352
Causes of Visual Impairments	294	Severe and Profound Disabilities	352
Educational Approaches	295	Multiple Disabilities	353
Specialized Instruction for Students Who Are Blind	295	Deaf-Blindness	353
Specialized Instruction for Students with Low Vision	300	Traumatic Brain Injury	353
Expanded Core Curriculum	304	Characteristics of Students with Low-Incidence Disabilities	355
Placement Options	309	Multiple and Severe Disabilities	355
Inclusive Classroom and Itinerant Teacher Model	310	Deaf-Blindness	356
Residential Schools	312	Traumatic Brain Injury	357
Equal Opportunity and the Right to Be Different	312	Prevalence of Low-Incidence Disabilities	358
11 Attention-Deficit/Hyperactivity Disorder, Health Impairments, and Physical Disabilities	316	Multiple Disabilities	358
Attention-Deficit/Hyperactivity Disorder	318	Deaf-Blindness	359
Definition and Diagnosis	318	Traumatic Brain Injury	359
Eligibility for Special Education	319	Causes of Low-Incidence Disabilities	359
Prevalence	319	Multiple and Severe Disabilities	359
Academic Achievement and Comorbidity with Other Disabilities	320	Traumatic Brain Injury	360
Causes	320	Deaf-Blindness	360
Treatment	320	Educational Approaches	360
Definitions of Health Impairments and Physical Disabilities	324	Curriculum: What Should Be Taught?	360
Prevalence	325	Instructional Methods: How Should Students with Severe and Multiple Disabilities Be Taught?	366
Types and Causes	325	Special Considerations for Students with Deaf-Blindness	372
Epilepsy	326	Special Educational Considerations for Students with Traumatic Brain Injuries	373
Diabetes	327	Placement Options	374
Asthma	328	Where Are Students with Low-Incidence Disabilities Being Educated?	374
Autosomal Recessive Disorders	328	Benefits of Neighborhood Schools	374
HIV and AIDS	329	How Much Time in the Regular Classroom?	376
Cerebral Palsy	330	The Challenge and Rewards of Teaching Students with Severe and Multiple Disabilities	377
Spina Bifida	331	13 Gifted and Talented	382
Muscular Dystrophy	332	Definitions	384
Spinal Cord Injuries	333	Federal Definitions	384
Characteristics of Children with Health Impairments and Physical Disabilities	333	National Association for Gifted Children	385
Variables Affecting the Impact of Health Impairments and Physical Disabilities on Educational Performance	334	Other Contemporary Definitions	385
Educational Approaches	336	State-by-State Definitions	386
Teaming and Related Services	338	Characteristics	387
Environmental Modifications	339	Creativity	388
Assistive Technology	340	Precociousness	388
Animal Assistance	341	Individual Differences Among Gifted and Talented Students	389
Special Health Care Routines	341		
Independence and Self-Esteem	342		

Prevalence	389	Preschool Activity Schedules	430
Identification and Assessment	390	A Supportive Physical Environment	431
Multicultural Assessment and Identification	391	Service Delivery Options for Early Intervention	432
Gifted and Talented Girls	393	Hospital-Based Programs	432
Gifted and Talented Boys	393	Home-Based Programs	433
Gifted and Talented Students with Disabilities	393	Center-Based Programs	433
Educational Approaches	394	Combined Home-Center Programs	434
Curriculum Differentiation	395	Families: Most Important of All	434
Acceleration and Enrichment	395	15 Transition to Adulthood	438
Differentiating Instruction in the Classroom	397	What Happens When Students with Disabilities	
Differentiation Outside the Classroom	400	Leave High School?	440
Placement Options	403	High School Completion	440
Full-Time Grouping Options	404	Postsecondary Education	440
Part-Time Grouping Options	404	Employment	441
Consulting Teacher Model	406	Community Involvement	442
Part III Special Education Across The Life Span		The Individuals with Disabilities Education Act and Transition Services	442
14 Early Childhood Special Education	411	Transition Services	443
The Importance of Early Intervention	413	Transition Planning	443
What Is Early Intervention?	413	Developing the Transition IEP	443
Does Early Intervention Work?	413	Evidence-Based Predictors and Practices	447
The Individuals with Disabilities Education Act, Early Intervention, and Early Childhood Special Education	415	Postsecondary Education	448
Early Intervention for Infants and Toddlers	416	Employment	451
Special Education for Preschoolers	417	Independent Living and Community Participation	457
Screening, Identification, and Assessment	420	Recreation, Leisure, and Social Engagement	460
Screening	420	The Ultimate Transition Goal: A Better Quality of Life	461
Determining Eligibility for Services	422	Misguided and Limiting Presumptions	462
Program Planning and Monitoring Progress	423	Self-Advocacy and Self-Determination	462
Individual Growth and Development Indicators	423	Still a Long Way to Go	463
Direct Systematic Observation	423	Postscript	466
Curriculum and Instruction in Early Childhood Special Education	423	Glossary	469
Curriculum and Program Goals	423	References	478
Developmentally Appropriate Practice	424	Name Index	525
Selecting IFSP and IEP Goals and Objectives	427	Subject Index	550
Instructional Adaptations and Modifications	428		

Special Features

TITLE	STRATEGY	PAGE
First, Get a Goal	Writing measureable and meaningful learning objectives	14
It's Good to Go Fast! Fluency Building Promotes Student Achievement	Effective fluency building can be teacher-directed, peer-managed, or independent approaches	25
Every Teacher Is a Transition Teacher	Ensure that the students are prepared to cope with and enjoy the demands and opportunities of adulthood.	29
Choral Responding: Good Noise in the Classroom	Choral responding increases student participation during group lessons	39
Whose IEP Is This?	Involving students in the development and implementation of their IEPs result in more meaningful IEPs.	51
Classwide Peer Tutoring: Cooperative Learning for All Students in Inclusive Classrooms	Collaborative learning for all students in inclusive classrooms	58
Culturally Responsive Transition Planning	Understand the biases, listen, to and collaborate closely with families, to facilitate student engagement in their own planning.	79
Parent Appreciation Letters	Letting parents know their efforts and contributions toward their child's achievements are valued	88
Parents as Tutors	Supporting parents in tutoring their children at home	92
Teaching Soft Skills to Prepare Students for the Future	Use a systematic approach to implement the seven steps to teach a student to self-monitor and improve soft skills.	107
Task Analysis	Breaking skills down into smaller components for assessment and teaching	116
Cooperative Learning	Effective cooperative learning includes peer tutoring, reciprocal teaching, and Kagan structures	120
Guided Notes: Helping All Students Succeed in the General Education Curriculum	Teacher-prepared handouts that guide a student through a lecture with standard cues and specific space in which to write key facts, concepts, or relationships	143
Learning Strategies for Transitioning to College	Use self-regulated strategy development for teaching learning strategies to help students prepare for college.	147
Direct Instruction for Reading	Direct Instruction goal: include all necessary and sufficient components for the lesson's success, and nothing extraneous	150
It's Cool to Stay in School	Identify and implement effective interventions on the four categories of predictors to help students stay in school.	167
"Look, I'm All Finished!" Recruiting Teacher Attention	Recruiting reinforcement, positive teacher attention, and feedback enhance student's acceptance and success in the classroom	168
Response Cards: Everyone Participates	Increasing active engagement by encouraging whole class simultaneous responses teachers can see	181
Behavior Traps: Turning Obsessions to Motivational Gold	Using the special interests of children as bait to increase their academic, functional, and social skills	200
Behavioral Skills Training for Job/ Employment Skills	Use behavior skills training to teach a wide range of social and vocational skills to students and gradually fade your support during role play to push the student toward independent mastery of the skills.	214
Visual Activity Schedules: Promoting Independence for Students with Autism	Creating visual activity schedules promote independence for children with autism	215

TITLE	STRATEGY	PAGE
Helping Students Who Stutter	Tips for working with students who stutter	239
When Is a Difference a Disability?	Using culturally and linguistically appropriate assessments to distinguish communication differences from speech and language disorders	246
Teaching Self-Advocacy to Students with Communication Challenges	Plan for generalization to prepare students for a wide variety of situations over time and use various examples on how to self-advocate across situations.	254
Supporting Children with Cochlear Implants in Inclusive Classrooms	Support children by improving the listening and visual environment, facilitating social interactions, and encouraging self-advocacy	272
Making Friends in Middle School	Collaboration between elementary and middle school teachers and activities such as planning a field trip can help elementary students feel less anxious about the transition to middle school.	280
Help Me Succeed in Your Classroom: Tips from Deaf Students	Suggestions for working with students who are deaf from the student perspective	282
Setting Up a Classroom for Students with Visual Impairments	Tutorial on arrangement of a classroom environment for students with visual impairments	304
High-Tech Tools for Independence	Introduce new high-tech tool to students and help them navigate various aspects to assist them in daily living and getting around town.	307
“I Made It Myself, and It’s Good!”: Increasing Independence with Self-Operated Auditory Prompts	Self-operated audio prompting systems help students learn daily living skills	309
Self-Monitoring Helps Students Do More Than Just Stay on Task	Teaching students to achieve a form of self-determination by taking responsibility for their learning	321
Self-Management Tools for Adult Success	Provide instructions to middle and high school students to access high-tech self-management tools that help with time management, productivity, and their health and wellness.	337
P.E. Is for Everyone!	Adapting physical education for students with disabilities	339
Embedding Core Academic Content into Functional Skill Instruction	Planning instruction that balances academic skills and life skills for student with significant disabilities	365
It’s Not Just a Field Trip: Community-Based Instruction	Keep improving your classroom instruction and assessment based on your learnings from community-based instruction outings.	369
Peer Helpers: Including Students with Severe Disabilities	Promoting interaction and friendships among secondary students with and without disabilities	376
The Two PBLs: Problem-Based Learning and Project-Based Learning	Two instructional approaches for challenging and engaging gifted students	401
Mentors for Gifted Students	Identify student interests, prepare students to be mentored, locate a good match, and evaluate the mentorship for an effective mentoring program that helps students with career certainty.	402
High-Ability Cooperative Learning Groups	Steps for implementing cooperative learning with gifted students	405
It’s Never Too Early to Have a Job: Classroom Jobs for Preschoolers	Assign classroom jobs to help children contribute to the classroom community, shape positive social interactions, and acquire a sense of accomplishment.	425
Using Puppets in the Early Childhood Classroom	Putting puppets to instructional use in presenting activities in developmentally appropriate ways	426
Peer-Mediated Instruction in Inclusive Preschool Classrooms	Strategies for involving peer models to help pre-schoolers achieve their IEP goals	429

TITLE	STRATEGY	PAGE
When Secondary Students Can’t Read	Improve a student’s reading skill with appropriate intervention such as decoding and comprehension strategies, explicit instructions, providing frequent opportunities	450
Sowing Seeds for Successful Transition: The Gardens at Drew	Adequate time, careful planning, and teamwork, help from students and the community can help set up a successful school-based enterprise.	457
Self-Directed Video Prompting for Transition	Increasing independence using mobile devices and video prompting	459

Prologue

A Personal View of Special Education

OUR PRIMARY GOAL IN WRITING THIS BOOK is to provide tomorrow's educators with information and tools to improve the lives of individuals with exceptionalities. In pursuit of that goal, we have described the history, practices, advances, challenges, and opportunities that make up the complex and dynamic field of special education in as clear, current, and accurate a manner as possible. This is easier said than done: Authors' descriptions of anything they hold dear are influenced by personal views. Because our personal beliefs and assumptions about special education—which are by no means unique, but neither are they held by everyone in the field—affect both the substance and the tone of this book, we believe we owe you, the reader, an explicit summary of those views. So, here are 10 assumptions that underlie and guide our efforts to understand, contribute to, and convey the field of special education.

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, children and adults with disabilities should, to the greatest extent possible, learn, live, work, and play alongside people without disabilities. People with disabilities and those without have a great deal to contribute to one another and to society. We cannot do that without regular, meaningful interactions in shared environments.

People with disabilities have the right to self-determination. Special educators have no more important teaching task than that of helping students with disabilities learn how to increase autonomy over their own lives. Teaching students with disabilities self-determination and self-advocacy skills should be a primary goal for all special educators.

Special education must expand the effectiveness of its early identification and prevention efforts. When a disability or a condition that places a child at risk for a disability is detected early, the chance of lessening its impact (or preventing it altogether) is greater. Significant strides have been made in the early detection of physical disabilities, sensory impairments, and developmental delays in infants and preschoolers. An approach called *multi-tiered system of support (MTSS)*, which you will read about in this edition, is improving the field's ability to identify and prevent less visible disabilities, such as learning disabilities and emotional or behavioral disorders.

Special education must do a better job of helping students with disabilities transition from school to adult life. Although increasing numbers of students with disabilities are leaving high school for college or a job, a place to live on their own, and friends with whom to share recreation and leisure activities in the community, these positive outcomes still elude far too many young adults with disabilities. Special education cannot be satisfied with improving students' performance on classroom-based measures only. We must work equally hard to ensure the education students receive during their school years prepares them to cope with and enjoy the demands and opportunities of adulthood. We feel so strongly about special education's imperative to improve postschool outcomes that we have added a new feature to each chapter in this edition. Its title, *Transition: Next Year Is Now*, underscores the importance of transition-focused instruction for students with disabilities, no matter their age or disability.



Special education must continue to improve its cultural competence and promote social justice. As we write this prologue, our nation is grappling with many social issues—a pandemic, economic inequality, use of deadly force by the police, climate change—that disproportionately affect people with disabilities and people of color. We believe teachers—and special educators, in particular—are well positioned to help address these challenges. Educators should see themselves as global citizens, equipped with evidence-based tools to right wrongs. We should ask ourselves every day, what am I doing to fight racism, to celebrate each child’s strengths and intersectional identities, to teach children of color effectively, to welcome all families, to disrupt the school-to-prison pipeline, to promote health and environmental sustainability, to make the world a more just place? Special educators, like the featured teachers you’ll meet in this edition, are the world’s best teachers. They know how to identify a problem, set an ambitious goal, and work systematically toward reaching that goal. Let’s get to it!

School and family partnerships enhance the meaningfulness and the effectiveness of special education. 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 they are partners with the same goals. Some special educators have 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. Parents are a child’s first—and, in many ways, best—teachers. Learning to work effectively with parents and families is one of the most important skills a special educator can acquire.

The work of special educators is most effective when supplemented by the knowledge and services of all the helping professions. It is foolish for special educators to argue over territorial rights when more can be accomplished for our students when we work together within an interdisciplinary team that includes our colleagues in medical and health services, behavior analysis, counseling, social services, and vocational rehabilitation.

All students have the right to an effective education. An educator's primary responsibility is designing and implementing instruction that helps students learn useful academic, social, vocational, and personal skills. These skills are the same ones that influence the quality of our own lives: working effectively and efficiently at our jobs, being productive members of our communities, maintaining a comfortable lifestyle in our homes, communicating with our friends and family, and using our leisure time meaningfully and enjoyably. Instruction is ultimately effective when it helps students acquire and maintain positive lifestyle changes. To put it another way, the proof of the process is in the product. Therefore,...

Teachers must demand effectiveness from the curriculum materials and instructional tools they use. For many years, conventional wisdom has fostered the belief, still held by some, that teaching children with disabilities requires unending patience. We believe this notion does a great disservice to students with exceptionalities and to the educators—both special and general education teachers—who teach them. A teacher should not wait patiently for an exceptional student to learn, attributing lack of progress to some inherent attribute or faulty process within the child, such as intellectual disability, learning disability, attention-deficit/hyperactivity disorder, or emotional disturbance. Instead, the teacher should implement evidence-based practices and use direct and frequent measures of the student's performance as the primary guide for modifying those methods as needed to improve their effectiveness. This, we believe, is the real work of the special educator. Numerous examples of instructional strategies and tactics demonstrated to be effective through rigorous scientific research are described and illustrated throughout this text. Although you will not know everything you need to know to teach exceptional children after reading this or any other introductory text, you will gain an appreciation for the importance of explicit, systematic instruction and an understanding of the kinds of teaching skills a competent special educator must have. And finally, we believe...

The future for people with disabilities holds great promise. Special education has only begun to discover the myriad ways to improve teaching, increase learning, prevent and minimize conditions that cause and exacerbate the effects of disabilities, encourage acceptance, and use technology to compensate for the effects of disabilities. Although we make no specific predictions for the future, we are certain that we have not come as far as we can in learning how to help exceptional children and adults build and enjoy fuller, more independent lives in the school, home, workplace, and community.

Chapter 1

The Purpose and Promise of Special Education



Source: E.D. Torial/Alamy Stock Photo



Learning Outcomes

After reading this chapter and completing the embedded activities, you should be able to

- 1.1** Distinguish among the following terms: *impairment, disability, handicap, and at risk.*
- 1.2** Identify the percentage of school-age children served in special education by disability category and explain the advantages and disadvantages of disability labels.
- 1.3** Explain why laws governing the education of exceptional children are needed and identify key court cases and federal legislation that have led to mandates for a free appropriate public education for children with disabilities.
- 1.4** Define and give an example of each of the three types of intervention—preventive, remedial, and compensatory.
- 1.5** Describe the defining dimensions of special education and identify several challenges facing the field of special education.