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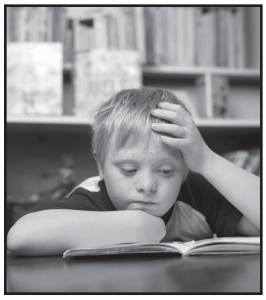


UNIT 1
Inclusive Education

Unit Overview **xviii**

1. **Why Can't We Say 'Handicapped'?,** *Texas Child Care,* Fall 2008
   First person language helps students in ***inclusive*** settings feel more abled rather than disabled. "A child with an ***orthopedic impairment***" is preferred over "a wheelchair child." This article gives other suggestions for empowering children who are ***visually impaired, hearing impaired, speech impaired,*** and ***intellectually disabled***. **3**

2. **Common Core Standards: What Special Educators Need to Know,** *CEC Today,* September 2010
   This article presents standards for ***collaboration*** between ***inclusive education*** and ***special education***. The mandates of ***IDEA*** for ***IEPs, assessment, accommodations,*** use of ***technology*** (e.g., Braille), ***language*** (e.g., sign language), and ***transition services*** are discussed. **6**

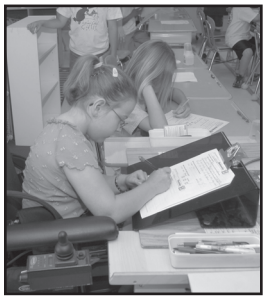
3. **The Issues of IDEA,** Joetta Sack-Min, *American School Board Journal,* March 2007
   This article is an excellent overview of how ***IDEA*** has impacted ***special education.*** It gives the history of ***legal*** requirements, ***family*** involvement, ***IEPs,*** and ***accountability.*** It explains the current dilemmas: more use of ***accommodations*** and ***technology,*** increased enrollments and decreased ***funding.*** **8**

4. **Use Authentic Assessment Techniques to Fulfill the Promise of No Child Left Behind,** Carol A. Layton and Robin H. Lock, *Intervention in School and Clinic,* January 2007
   This article gives 20 ways to make ***assessments*** and accommodations for students with disabilities more appropriate and precise. ***IEP*** teams struggle to fulfill the ***legal*** mandates of NCLB and ***IDEA*** for specific results to guide instructional practices. These suggestions meet the needs for authenticity and ***accountability.*** **12**

5. **Does This Child Have a Friend?,** Mary M. Harrison, *Teaching Tolerance,* Fall 2007
   Mary Harrison, a freelance writer, describes the advent of social ***inclusion*** programs in ***middle schools*** across the United States. With parents advocating for IDEA's principles, ***instructional methods*** which emphasize ***social skills*** (e.g., Gym Friends; Yes I Can) are experiencing unexpected successes, even for students with ***autistic spectrum disorders.*** **16**

6. **Collaborating with Parents to Implement Behavioral Interventions for Children with Challenging Behaviors,** Ju Hee Park, Sheila R. Alber-Morgan, and Courtney Fleming, *Teaching Exceptional Children,* January/February 2011
   This article describes "Nathan," a boy with a ***behavior disorder*** in an ***inclusive*** class, who gets ***special education*** in a resource room. A behavioral practitioner collaborates with his parents to have ***family involvement*** in changing "Nathan's" destructiveness. Behavioral concepts (e.g., antecedents, behavior, consequences), modeling, and positive reinforcement are taught and learned. These ***instructional methods*** steadily decrease destructiveness. **20**

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



UNIT 2
Learning Disabilities (LDs)

Unit Overview **28**

7. **Learning-Disabled Enrollment Dips after Long Climb,** Christina A. Samuels, *Education Week,* September 8, 2010
   This article suggests that ***IDEA's*** mandate for ***early intervention*** may be reducing the numbers of students with ***LD assessments.*** The ***instructional method*** "response to intervention" has helped many ***elementary school*** children learn to read. Another reason for declining numbers may be the identification of more students as ***OHI*** or ***ASD*** for ***accountability*** purposes. **31**

8. **Dyslexia and the Brain: What Does Current Research Tell Us?,** Roxanne F. Hudson, Leslie High, and Stephanie Al Otaiba, *The Reading Teacher,* March 2007
   Imaging ***brain studies*** have revealed differences in hemisphere size, grey and white matter, and metabolism in persons with ***dyslexia.*** There is no cure. However, ***early intervention*** and ***family involvement*** can prevent fear of failure and ***low self-esteem. Instructional methods*** that work are described, as well as ways to ***assess progress*** and demonstrate ***accountability.*** **34**

9. **Build Organizational Skills in Students with Learning Disabilities,** Rita F. Finstein, Fei Yao Yang, and Ráchele Jones, *Intervention in School and Clinic,* January 2007
   Students with ***learning*** disabilities often earn disappointing grades due to poor organizational skills. This article suggests 20 ***instructional methods*** to support their learning in diverse ways. Among the hints: ***parental, mentor*** and ***peer*** participation, organization as an ***IEP*** goal, multiple types of reminders, and instruction in prioritizing and time management. **42**

10. **Inclusion by Design: Engineering Inclusive Practices in Secondary Schools,** Charles Dukes and Pamela Lamar-Dukes, *Teaching Exceptional Children,* January/February 2009
    Inclusive education in ***high school*** presents unique challenges. The authors use engineering as a metaphor for resolving them: identify needs, identify process, develop specifics, evaluate. ***Assessment*** of SPED needs, ***collaboration*** in the ***IEP design, conflict resolution, accommodations,*** and ***accountability*** are topics addressed by the authors. **46**

UNIT 3
Mental Retardation/Intellectual Disabilities (IDs)

Unit Overview **54**

11. **Intellectual Disabilities,** *National Dissemination Center for Children with Disabilities, Disability Fact Sheet,* No. 8, August 2009
    Intellectual disabilities are defined and illustrated with a vignette. The causes, ***assessment,*** prevalence and signs of IDs are outlined. This selection gives tips to ***parents*** and teachers for helping children with IDs. ***Early intervention, special education, IEP*** goals such as ***communication*** and ***social skills,*** and ***transition*** plans are featured. **57**

12. **Music Therapy: Teachers Strike an Emotional Chord with Disabled Students,** Lisa Black, *Chicago Tribune,* December 21, 2009
    The author discusses the benefits of music therapy with students with both ***intellectual disabilities*** and ***ADHD. Brain development*** is stimulated by music. This ***instructional method*** can also strengthen breathing in students with ***health impairments*** (wind instruments). **60**

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

13. **What Can You Learn from Bombaloo?,** Debby M. Zambo, *Teaching Exceptional Children,* January/February 2007
An important goal of ***early intervention*** for young children with disabilities is ***social skills*** training. Bibliotherapy helps. Pictures in books encourage communication, sharing, and cooperation. This article illustrates how ***inclusive preschools*** assist children to gain emotional regulation, regardless of disability (e.g., ***ADHD, EBD, MR***), through reading appropriate books. **62**

UNIT 4
Emotional and Behavioral Disorders (EBDs)

Unit Overview **70**

14. **Young Women in Jail Describe Their Educational Lives,** Signe Nelson and Lynn Olcott, *AmericanJails,* January/February 2009
This article gives voice to a group of young at-risk women with ***emotional-behavior disorders*** who have been incarcerated. Most dropped out of ***high school*** or were expelled. When asked about education, most reported that they were "hands-on" learners. They wanted kinesthetic ***instructional methods*** (do) over reading or listening. This has important ***SPED*** implications. **73**

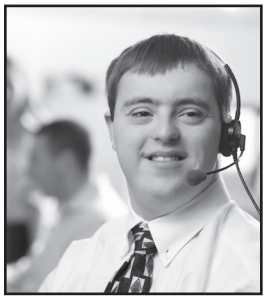
15. **Improving the Way We Think about Students with Emotional and/or Behavioral Disorders,** Kelley S. Regan, *Teaching Exceptional Children,* May/June 2009
The author recommends four "R" considerations that can improve the ***instructional methods*** for students with ***EBDs.*** They are *reflexion, relationships, roles,* and *resources.* The ***IEPs*** should include positive behavioral interventions, ways to earn students' trust, and the kinds of resources which will help each student achieve success. **77**

16. **Teaching Children with Challenging Behavior,** Caltha Crowe, *Educational Leadership,* February 2010
Caltha Crowe recommends getting to know ***elementary school*** students with ***EBDs*** as the most important first step in designing ***instructional methods.*** It is valuable to understand their developmental stage, their learning style, their ***social skills,*** what triggers their challenging behaviors, and what's likeable about each one. ***Families*** can provide much of this information. **83**

17. **Understanding and Accommodating Students with Depression in the Classroom,** R. Marc Crundwell and Kim Killu, *Teaching Exceptional Children,* September/October 2007
The authors describe multiple symptoms of depression which teachers should note. This ***emotional behavioral disorder*** may lead to suicide attempts if untreated. ***Assessment*** and appropriate ***IEP*** planning with ***family*** involvement and professional ***collaboration*** (social work, psychologist) is essential. Two case studies illustrate strategies that help (***peer tutors,*** lessons in ***social skills***). **86**

18. **Rethinking How Schools Address Student Misbehavior and Disengagement,** Howard S. Adelman and Linda Taylor, *Addressing Barriers to Learning,* Spring 2008
The authors, co-directors of the UCLA School Mental Health Project, based in the Center for Mental Health in Schools, believe that many discipline problems could be eliminated by whole school initiatives that create and sustain an environment that addresses positive social and emotional development as well as academics. **93**

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



UNIT 5
Speech and Language Impairments (S/L)

Unit Overview 98

19. **New Approaches to the Study of Childhood Language Disorders,** Susan Nittrouer and Bruce Pennington, *Current Directions in Psychological Science,* 19(5), pgs. 308–313, 2010
The authors compare perception of phonetic structures in ***speech*** to catching a fish with bare hands for children with ***language*** deficits. This article describes speech perception, and explains why it contributes to both ***communication disorders*** and ***learning disorders.*** Research on how global and detailed structures in speech are integrated might lead to better ***instructional methods*** for language disorders. 101

20. **Broadening Our View of Linguistic Diversity,** Debra O'Neal and Marjorie Ringler, *Phi Delta Kappan,* April 2010
The target language for all American students is academic English. All people have some linguistic diversity, whether a ***cultural*** dialect or a different mother tongue. Differences are not ***language disorders,*** although they are often assessed as such. Learning academic English is required to be successful in school. We all need to code-switch from our social milieu dialect to academic English, or be bi-dialectual. 106

21. **Assessment and Intervention for Bilingual Children with Phonological Disorders,** Brian A. Goldstein and Leah Fabiano, *The ASHA Leader,* February 13, 2007
Over five million students with limited English proficiency attend U.S. ***elementary schools.*** Many have ***communication disorders,*** especially in articulation/phonology. ***Assessment*** is complicated. The authors suggest five essential elements. Developing an ***IEP*** and providing appropriate ***inclusive education*** requires speech language pathologist ***collaboration*** and ***family/cultural*** considerations. 109

22. **"I Can" and "I Did"—Self-Advocacy for Young Students with Developmental Disabilities,** Jane O'Regan Kleinert, et al., *Teaching Exceptional Children,* November/December 2010
Children with ***speech-language disabilities*** have better post-school outcomes when they utilize augmentative communication systems and are taught self-advocacy skills. Self-advocacy should be part of ***early intervention*** as well as ***elementary-, middle-,*** and ***high-school*** instruction. The success of the Kentucky Youth Advocacy Project is illustrated with case studies. 113

UNIT 6
Hearing and Visual Impairments

Unit Overview 124

23. **The Debate over Deaf Education,** Burton Bollag, *Chronicle of Higher Education,* May 12, 2006
This commentary about the education of children with ***hearing impairments*** reveals that the average 18-year-old with deafness reads below the 4th grade level. Debates about learning oral-English, versus American Sign Language (ASL), are raging as cochlear implants make oral-English practicable. Cognition is stunted without some ***language.*** Educators and ***IEPs*** should consider each individual's needs. 127

24. **Braille Literacy Lags, Even as Technology Makes It More Urgent,** Amy Brittain, *The Christian Science Monitor,* July 19, 2007
Technology for the education of children with blindness (e.g., audio and computer aids) has reduced the number of Braille readers to about 12%. This has serious consequences for future employment. Literacy can and should be taught to all ***students with blindness.*** 130

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

UNIT 7
Orthopedic Impairments and Other Health Impairments (OIs and OHIs)

Unit Overview 132

25. Writing Explicit, Unambiguous Accommodations: A Team Effort, MaryAnn Byrnes, *Intervention in School and Clinic,* September 2008

Accommodations level the playing field by removing barriers for students with disabilities, (e.g., ***orthopedic and health impairments***). ***IDEA*** mandates accommodations for ***assessments*** (e.g., extended time) and classroom instruction (e.g., scribing, preferential seating). They are ***legal*** entities. The author gives guidelines for entering them into ***IEPs*** in explicit, unambiguous ways. 135

26. Engaging Families in the Fight against the Overweight Epidemic among Children, Mick Coleman, Charlotte Wallinga, and Diane Bales, *Childhood Education,* Spring 2010

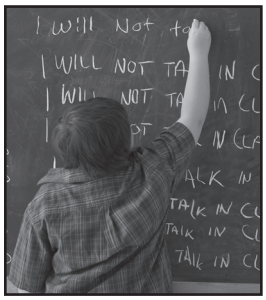
About 15% of preschoolers and almost 20% of public school children in the United States are overweight. ***Health impairments*** associated with obesity include diabetes, asthma, cardiovascular disease, and sleep disorders. Causes include skipping breakfast, reliance on fast foods (high in fats and sugars) or vending machines (full of empty calorie choices), shortened recess, lack of exercise, and hours spent playing electronic games or watching TV. 141

27. ADHD and the SUD in Adolescents, Timothy E. Wilens, *Paradigm,* Fall 2006

In this article, the author explains the overlap between teens with ***Attention Deficit Hyperactive Disorder (ADHD)*** and ***Substance Use Disorder (SUD).*** 148

28. Demography: Youth Depression and Suicide: Medical Advisory Warnings May Have Some Nasty Side Effects, Rick Docksai, *The Futurist,* January/February 2009

Doctors must weigh risks vs. benefits when prescribing ***antidepressant drugs*** for youth. All brands are now mandated by the Food and Drug Administration to carry a warning that use may damage ***self-esteem*** and increase suicidality in young patients. 151



UNIT 8
Autism and Autism Spectrum Disorders (ASDs)

Unit Overview 152

29. Autism, the Law, and You, Edwin C. Darden, *American School Board Journal,* September 2007

This article explains the ***legal*** implications of ***parents*** pushing for ***early intervention, collaboration, accommodations,*** and specific ***instructional methods*** for their child with ***autism*** in public school. ***IDEA*** mandates an individualized education program (***IEP***) that is free and appropriate and meets all SPED needs, including ***communication.*** These are high-priced. 155

30. The ASD Nest Program: A Model for Inclusive Public Education for Students with Autism Spectrum Disorders, Kristie P. Koenig et al., *Teaching Exceptional Children,* September/October 2009

New York City's Nest Program enrolls four students with ***ASDs*** in each small ***inclusive classroom*** (Nest). ***Collaboration*** is ongoing with ***speech-language*** and behavioral therapists, ***family,*** social workers, and ***SPED*** teachers. Many ***accommodations*** allow students with ASD to adapt to a calm classroom environment. This is good news for the dramatically rising numbers of children with ASDs. 157

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

31. **The World Needs People with Asperger's Syndrome: American Normal,** Temple Grandin, *The Dana Foundation,* October 1, 2002
Dr. Temple Grandin, author of "My Life With Autism," reviews ***brain research*** showing neurological differences in people with ***autism.*** She believes these differences allow them to focus on how things work, not on social interactions. People with Asperger's Syndrome, with "sky high" IQs, could equally well be diagnosed as ***gifted. Genetics*** provide the mind, ***culture*** determines how it is used. **164**

UNIT 9
Multiple Disabilities (MDs)

Unit Overview **170**

32. **Getting Everyone Involved: Identifying Transition Opportunities for Youth with Severe Disabilities,** Beth L. Swedeen, Erik W. Carter, and Nancy Molfenter, *Teaching Exceptional Children,* November/December 2010
Students with severe and ***multiple disabilities*** are often excluded from extracurricular activities in ***middle and high school.*** Including them requires extra ***accommodations*** but the rewards justify the action: a sense of belonging, functional life skills, and ***self-esteem. Peer tutors*** and ***family*** can help. Schools can help by using a mapping tool described in this article. **173**

UNIT 10
Gifted and Talented (G/T)

Unit Overview **184**

33. **Is Genius Genetic or Is It Nurtured?,** Joe Smydo, *Pittsburgh Post-Gazette,* February 9, 2010
The author reviews the lives of some creative geniuses, and states that some amazing abilities are ***genetically based.*** However, a rigorous practice regimen in an area of ability can change ***brain development.*** A third factor contributing to ***gifted and talented*** people is strong curiosity plus a strong work ethic which has been described as a "rage to learn." **187**

34. **From Perfection to Personal Bests: 7 Ways to Nurture Your Gifted Child,** Signe Whitson, *Psychology Today Passive Aggressive Diaries Blog,* February 23, 2011
Many ***gifted and talented*** children are perfectionists. They have a "fixed mindset," all-or-nothing thinking. They avoid trying new activities for fear they will not instantly excel. The author gives 7 suggestions for helping children develop a "growth mindset." They need to learn that practice makes perfect. ***Families*** and teachers can focus on incremental progress and persistence rather than goal achievement. **189**

35. **Creating a Personal Technology Improvement Plan for Teachers of the Gifted,** Kevin Besnoy, *Gifted Child Today,* Fall 2007
Technology is beneficial for educating students with special ***gifts and talents.*** This article presents a 5-step process of ***assessing,*** implementing, and evaluating computer hardware and software for gifted education. This plan increases ***accountability*** for ***instructional methods*** used. **191**

Test-Your-Knowledge Form **196**

Article Rating Form **197**

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