



▲ This work is protected by
US copyright laws and is for
instructors' use only.

Instructor's Resource Manual

For

Exceptional Learners: Introduction to Special Education

Fourteenth Edition

Daniel P. Hallahan, *University of Virginia*
James M. Kauffman, *University of Virginia*
Paige C. Pullen, *University of Florida*

Prepared by

Paige C. Pullen, *University of Florida*

Boston Columbus Indianapolis New York San Francisco Hoboken
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto
Delhi Mexico City Sao Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo



This work is protected by United States copyright laws and is provided solely for the use of instructors in teaching their courses and assessing student learning. Dissemination or sale of any part of this work (including on the World Wide Web) will destroy the integrity of the work and is not permitted. The work and materials from it should never be made available to students except by instructors using the accompanying text in their classes. All recipients of this work are expected to abide by these restrictions and to honor the intended pedagogical purposes and the needs of other instructors who rely on these materials.

Copyright © 2019, 2015, 2012 by Pearson Education, Inc. or its affiliates. All Rights Reserved. Printed 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 & Permissions Department, please visit www.pearsoned.com/permissions/.

Instructors of classes using *Exceptional Learners: An Introduction to Special Education, 14th Edition*, by Hallahan, Kauffman and Pullen, may reproduce material from the Instructor's Resource Manual for classroom use.

10 9 8 7 6 5 4 3 2 1

ISBN-10: 0134806832
ISBN-13: 9780134806839



www.pearsonhighered.com

Table of Contents

Summaries, Discussion Ideas, Lecture Points, and Activities

1. Exceptionality and Special Education	1
2. Current Practices for Meeting the Needs of Exceptional Learners	14
3. Multicultural and Bilingual Aspects of Special Education	24
4. Parents and Families	33
5. Learners with Intellectual and Developmental Disabilities	43
6. Learners with Learning Disabilities	60
7. Learners with Attention Deficit Hyperactivity Disorder	75
8. Learners with Emotional or Behavioral Disorders	89
9. Learners with Autism Spectrum Disorders	103
10. Learners with Communication Disorders	115
11. Learners Who Are Deaf or Hard of Hearing	126
12. Learners with Blindness or Low Vision	139
13. Learners with Low-Incidence, Multiple, and Severe Disabilities	152
14. Learners with Physical Disabilities and Other Health Impairments	163
15. Learners with Special Gifts and Talents	177

Chapter 1: Exceptionality and Special Education

At-A-Glance

Detailed Outline	Instructor’s Manual Activities	Text Features
Getting Oriented to Exceptional Learners and Special Education <ul style="list-style-type: none"> • The Importance of Abilities • Disability Versus Handicap • Disability Versus Inability 	Activity 1.1: <i>Disabilities in the Popular Press</i>	Misconceptions About Exceptional Learners
Educational Definition of Exceptional Learners	Activity 1.2: <i>Movies/TV Series Featuring Individuals with Disabilities</i>	Up Close with Doug Landis (Artist)
Prevalence of Exceptional Learners <ul style="list-style-type: none"> • High-Incidence and Low-Incidence Categories 	Activity 1.3: <i>Importance of Prevalence Estimates</i> Activity 1.4: <i>Prevalence Estimates in the Popular Press</i> Activity 1.5: <i>Trends in Prevalence Data</i>	
Definition of Special Education	Activity 1.6: <i>Prevalence Rates of Disability Categories: OSEP and NSCH</i> Activity 1.7: <i>What Makes Special Education Special?</i> Activity 1.8: <i>Fair Isn’t Always Equal</i>	
History and Origins of Special Education <ul style="list-style-type: none"> • People and Ideas • Normalization, Deinstitutionalization, and Inclusion • Council for Exceptional Children and Development of the Profession • Individuals, Parents, and Organizations • Legislation and Litigation 	Activity 1.9: <i>Parent Organizations</i> Activity 1.10: <i>Student CEC</i> Activity 1.11: <i>Court Cases in Special Education</i> Activity 1.12: <i>Special Olympics</i>	Focus on... The Nature-Nurture Controversy Focus on... Major Provisions of IDEA
Reasons for Optimism <ul style="list-style-type: none"> • Scientific Advances on Causal Factors of Disability • Scientific Advances in Learning and Teaching 	Activity 1.13: <i>Debating Acceptance</i> Activity 1.14: <i>Books Portraying Individuals with Disabilities</i>	

Chapter 1: Exceptionality and Special Education

I. Getting Oriented to Exceptional Learners and Special Education

The study of exceptionality is the study of differences and similarities among learners. Exceptional learners are different in some way from the average, but are not different from the average in every way. In fact, most exceptional learners are average in more ways than they are exceptional. There are many ambiguities in special education because there is no one accepted theory of normal development.

It is important that we recognize people's abilities and not allow their disabilities to become the complete focus of concern. The distinction between a disability and a handicap is a significant consideration for working and living effectively with persons with exceptionalities. A disability is an inability to do something whereas a handicap is a limitation that is imposed on someone. Another important distinction is between inability and disability. Although all disabilities are an inability to do something, not all incapacities are disabilities. A disability is an inability to do something that most people who have typical maturation, opportunity, or instruction can do.

Key Terms:

Exceptional learner

Disability

Handicap

Inability

Discussion Points:

1. Share Richard Hungerford's classic editorial, "On Locusts" (*American Journal of Mental Deficiency*, 1950, 54, 415–418) or excerpts from it with your students. Ask students to evaluate Hungerford's commentary on sameness and difference in intellectual disability.
2. Discuss ways in which a disability is similar to and different from a handicap: have students list ways they themselves may be described as having handicaps.
3. Discuss the importance of using People First language throughout the course and beyond, including in any written assignments and during group activities and discussions. Have the students complete the People First Language Discussion Activity in class. To locate this activity, visit https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/group/IA_People_First_Language.pdf

Lecture Ideas:

1. Emphasize the examples given in the text to illustrate the concepts of "disability" and "handicap." Blindness is a disability that is not a handicap in the dark; using a wheelchair is not a handicap unless there are no ramps or other features of accessibility. Some students will need more examples and non-examples to really understand how the concepts differ.

2. Check for student understanding of the concept of disability versus inability by having them provide more examples than those given in the text book (e.g., a 70-year-old who cannot run 10 miles but who can walk with ease does not have a disability).
3. Describe the language we use to talk about persons with disabilities (e.g., disability vs. handicap, person-first language as in “child with learning disabilities” rather than “learning disabled child”). Provide examples of earlier writings that use terms that, today, might be considered derogatory. Ask students to comment on how language may be important to changing the stereotyped images of persons with disabilities.

Activity 1.1 Disabilities in the Popular Press

Have students locate stories about people with disabilities in the popular press (internet and magazines). Working in small groups, have students analyze the stories to determine the author’s or characters’ perspectives: are peoples’ *abilities* stressed as much as their *disabilities*? Are they portrayed as *being* handicapped?

II. Educational Definition of Exceptional Learners

For educational purposes, exceptional learners are those who require special education and related services if they are to reach their full human potential. Learners who require special education are markedly different from most students in their sensory, physical, cognitive, emotional, and/or communication abilities. Moreover, exceptional learners require special education when special needs created by the disabling condition cannot be met in the regular educational program.

Discussion Points:

1. Discuss why it would be impossible to present an individual as an example of the definition of exceptionality.
2. Note that teachers may have disabilities. What are the possible advantages and disadvantages of teachers and their students having the same exceptionality? Press students to explore this question in different categories of exceptionality.

Lecture Ideas:

1. Ask students to identify ways that special education services help children with disabilities. Make a list on the board as students provide ideas.
2. Ask students to hypothesize about the educational and future outcomes of a child whose disability is overlooked or not addressed in school for some reason.

Activity 1.2 Movies/TV Series Featuring Individuals with Disabilities

Ask students to identify movies or TV series they have seen in which an individual with a disability was featured (e.g., *I am Sam*, *Children of a Lesser God*, *Mask*, *My Left Foot*,

Nell, The Other Sister, Rain Man, What's Eating Gilbert Grape?, Atypical, The Bridge, Alphas, Covert Affairs, Switched at Birth). Use these films to highlight similarities and differences (1) among characteristics of specific disabilities, (2) among persons with disabilities and persons without disabilities, and (3) among the needs of persons with specific disabilities.

III. Prevalence of Exceptional Learners

Approximately 8-9 in every 100 students between the ages of 6 to 21 years are identified as exceptional and receive special education services. Although special education serves children from preschool age to youths of 18 to 21 years, the majority of those receiving special education services are between the ages of 6 and 17. Therefore the proportion for this last age range is actually 10+ in every 100 students. The task of determining the number of students who have exceptionalities is influenced by many factors that make accurate estimates difficult to establish. Some disabilities occur with a relatively high frequency (e.g., learning disabilities, communication disorders, emotional or behavioral disorders). These categories are often referred to as *high-incidence disabilities*. Other disabilities occur with a relatively low frequency (e.g., blindness, deafness, deaf-blindness). These categories are often referred to as *low-incidence disabilities*. Most rates of occurrence of high-incidence disabilities have remained relatively stable; however there have been dramatic increases in some of the low-incidence categories, such as autism spectrum disorder and traumatic brain injury, in the last decade.

Key Terms:

Prevalence

High-incidence disability

Low-incidence disability

Discussion Points:

1. Discuss why it is important to determine the number of children and youth who have exceptionalities. Note ways in which the prevalence of disabilities may influence funding for special education.
2. Discuss factors that make determining the prevalence of exceptionalities a difficult task.

Lecture Ideas:

1. Illustrate the concept of prevalence. Using current estimates of prevalence (8-9 out of every 100 students receive special education), describe how this number translates into the number of students attending your college or the number of students in your class who may have a child who receives special education (or, who may have received it him or herself).
2. Although prevalence estimates for each category of special education are provided in subsequent chapters, provide a table with this information now. Using a pie chart will help to illustrate how many students from the total population of children receiving special education services fall within a certain category.

Activity 1.3 Importance of Prevalence Estimates

Ask students to assume the roles of administrators, legislators, or parent advocates who are planning programs or appealing for funding and to note the importance of prevalence estimates in their thinking.

Activity 1.4 Prevalence Estimates in the Popular Press

Have students locate current publication pieces in popular press that discuss the rise or fall in specific disability categories and ask them to identify causes attributed to the rise or fall (this should be fairly easy for autism spectrum disorder and ADHD).

Activity 1.5 Trends in Prevalence Data

Have students go to the U. S. Department of Education’s website (<https://www2.ed.gov/about/reports/annual/osep/index.html>) that contains several years of Annual Reports to Congress—from 1995 to the most recent. Ask them to pick two or three reports several years apart and pick different age ranges (e.g., 3 to 5 years, 3 to 21 years, 6 to 21 or to 17 years). Have them report on any trends that they discover in the data tables across years and age ranges.

Activity 1.6 Prevalence Rates of Disability Categories: OSEP and NSCH

This activity may be conducted in small groups during class or as an individual homework assignment. Assign students the task from the Iris Center titled Disability Awareness: Prevalence Rates of Disability Categories (https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Prevelance_Rates.pdf). Assign the optional reading below and ask students to discuss reasons why OSEP data varies from NSCH data.

Pullen, P. C. (2016). Prevalence of learning disabilities from parental and professional perspectives: A comparison of the data from the National Surveys of Children’s Health and the Office of Special Education’s Reports to Congress. *Journal of Learning Disabilities*. DOI: 10.1177/0022219416659447

IV. Definition of Special Education

Special education refers to specially designed instruction that meets the unique needs of exceptional students. This instruction may include special materials, teaching techniques, equipment, or facilities. In addition, children may require related services to reach their potential; related services may include special transportation, medical treatment, counseling, or occupational therapy. Compared to general education, special education is more precisely controlled—especially in relation to pace, intensity, structure, reinforcement, curriculum, teacher-student ratio, and assessment.

Discussion Points:

3. Discuss why the definition of special education is broad: specially designed instruction that meets the unusual needs of an exceptional student. Point out problems that might arise if the definition of special education was more specific or prescriptive.
4. Discuss the differences in control (e.g., pace, intensity, structure, reinforcement, curriculum, teacher-student ratio, assessment) between general and special education and how this control is the essence of special education.

Lecture Idea:

1. Explain that some school reformers want to do away with special education as a service altogether. They argue that all children should receive the same, high-quality education. Comment on the textbook authors' claim that "good or reformed general education does not and cannot replace special education for those students at the extremes of the range of disabilities" (p. 8).

Activity 1.7 What Makes Special Education Special?

Have students work in small groups to brainstorm what makes special education "special." Have each group report to the whole class while you or a student writes their ideas on a large sheet of paper on an overhead slide.

Activity 1.8 Fair Isn't Always Equal

Have students work in small groups to think of an example that illustrates the idea that "fair is not always equal." Popular cartoons illustrating this concept can be found at <http://www.joebower.org/2011/04/fair-isnt-always-equal.html> and <http://jewishspecialneeds.blogspot.com/2013/07/fair-isnt-equal.html>

V. History and Origins of Special Education

Although there have always been exceptional children and youths, systematic efforts to educate them date back, primarily, to the early 1800s. Most of the early pioneers of special education were European and American physicians who developed techniques to educate children who were blind, deaf, intellectually disabled, or who had emotional or behavioral problems. Today, special education has matured into a profession that is influenced by many disciplines, including psychology, sociology, and social work. Much of the progress that has been made is due to the efforts of professional and parent organizations. These groups have been influential by providing a forum in which those who live or work with children with disabilities may receive support, information, or service.

Legislation pertaining to issues of education of children and youths with disabilities has become increasingly specific and mandatory. However, because the intent of legislation is not always clear, the courts must interpret the legislation to ensure that every learner receives an education

appropriate for his or her individual needs. Litigation is typically filed either because special education services are not provided to a child who needs them, or because a child is placed in special education when his or her parents do not want the services. The primary federal law affecting special education is the Individuals with Disabilities Education Act enacted in the 1970s and reauthorized by Congress in 2004. In the twenty-first century, the No Child Left Behind Act (NCLB) was passed and holds implications for the education of exceptional learners. The primary intent of special education laws has been the individual needs of students with disabilities, as incorporated in the Individualized Education Plan (IEP) and the Individual Family Service Plan (IFSP). The Americans with Disabilities Act (ADA) prohibits discrimination against persons with disabilities in employment, transportation, and communications.

Key Terms:

Asylum
Egalitarianism
Nature-nurture
Normalization
Deinstitutionalization
Inclusion

Legislation
Litigation
Individuals with Disabilities Education Act
Individualized Education Plan
Americans with Disabilities Act

Discussion Points:

1. Discuss practices or ideas that were introduced early in the history of the field that are still in practice, and some that we no longer use.
2. How did the concepts of *asylum* and *egalitarianism* affect the treatment of people with disabilities in the past?
3. Why do contemporary researchers avoid assigning percentages to genetic and environmental factors affecting intellectual development (the nature-nurture controversy)?
4. Discuss ways in which the professional and parent organizations helped shape the direction of special education. Visit the website for the CEC at http://www.cec.sped.org/Membership/Special-Interest-Divisions?sc_lang=en Why are there so many divisions within the organization?
5. Discuss the idea that early legislation was *permissive*; it allowed but did not require programs for exceptional children. Although many states had *mandatory* legislation requiring special education before 1975, PL 94–142 was the first federal mandatory law.
6. Discuss how *reasonable accommodation* in ADA may be as hard to define as *appropriate education* and *least restrictive environment* in IDEA. Note that employers are worried about who will decide what is reasonable.

Lecture Ideas:

1. Read and summarize the career of Itard, using Harlan Lane's *When the Mind Hears* (New York: Random House, 1984) as a source. Itard's career was extremely controversial; the story of how he became interested in the Wild Boy is notable, and many of his methods

with pupils who were deaf were bizarre by today's standards. Lane also offers interesting information on the careers of Samuel G. Howe and Thomas H. Gallaudet.

2. Share excerpts from Séguin's book *Idiocy and Its Treatment by the Physiological Method* (published in the United States in 1866) was reprinted in 1971. It is interesting reading and provides numerous examples of the concerns of early special educators for individualization.
3. Compile a list of the people, events, and organizations that have shaped the history of special education. Place these on a timeline to help students visualize an overall picture of the emergence of special education.
4. Explain how *normalization*, *deinstitutionalization*, and *inclusion* are interrelated concepts. What other terminology have students heard that relate to these concepts (e.g., *mainstreaming*, *integration*)?
5. Outline the two most important federal laws that ensure the rights of persons with disabilities: the Individuals with Disabilities Education Act, and the Americans with Disabilities Act. Highlight the similarities and differences between these laws.

Activity 1.9 Parent Organizations

Ask a representative from a parent organization to talk to your class about his or her experiences and the work of the organization.

Activity 1.10 Student CEC

Have student representatives from your school's Council for Exceptional Children visit your class to discuss information and services provided by CEC.

Activity 1.11 Court Cases in Special Education

Invite an attorney specializing in the area to discuss with your class specific court cases that have been influential in shaping special education, and to discuss the kinds of legal issues raised by parents and schools today.

Activity 1.12 Special Olympics

In July 1968, the first International **Special Olympics** Games took place at Soldier Field in Chicago. Since that time, the Special Olympics have become a widely recognized tradition. Although broadly touted as a means of presenting persons with intellectual disabilities in a positive light and providing participants a means to engage in competitive sports, the games have not gone without criticism. Although a decidedly minority viewpoint, a few have raised concerns about several things, such as that they conflict with a philosophy of inclusion because, by definition, participants are separated on the basis of their disability.

Have students read the following article and watch the following video. Then, have them debate/discuss whether the Special Olympics are a positive or negative event for people with intellectual disabilities and the general public.

Storey, K. (2008). The more things change, the more they are the same: Continuing concerns with the Special Olympics. *Research & Practice for Persons with Severe Disabilities*, 33, 134-142.

<https://pdfs.semanticscholar.org/51b9/ed659f66aef8fc6fda7d6e00bf52b15ae9c4.pdf>

In this TED Talk (with over a million views), Matthew Williams expounds what the Special Olympics means to him as a participant.

https://www.ted.com/talks/matthew_williams_special_olympics_let_me_be_myself_a_champion#/t-648248 (14:11)

VI. Reasons for Optimism

Despite the many challenges in the field of special education, it is an exciting and dynamic field in which to work. And, this age of scientific advances in medicine, technology, learning, and teaching is especially exciting. Although in the vast majority of cases we still do not know the exact reason for exceptionalities, much progress is being made to determine causes. These advances raise the possibility for treating and even preventing an increasing number of disabling conditions. Educational methodology has made similar strides: professionals are increasingly able to identify conditions that increase the likelihood of a child having learning or behavior problems, and how to effectively teach and manage those students.

Activity 1.13 Debating Acceptance

Divide students into two groups and give them time to prepare to debate the author's contention that "We all must certainly learn to live with disabling exceptionalities, but we must never accept them" (p. 18).

Activity 1.14 Books Portraying Individuals with Disabilities

This activity could be assigned at the beginning of the semester to be submitted as an end-of-semester assignment. Provide students with a list of books that have a character or characters with a disability. Have the students read the book and submit a 3-page paper including but not limited to the following: (a) a description of the character in the book, (b) whether or not the character was portrayed accurately in terms of the characteristics of individuals with the disability, (c) whether the individual or individuals were portrayed positively or negatively, and a (d) summary of the book. Below are examples of book titles:

Joey Swallowed the Key

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/media/books/IA_Joey_Pigza_Key.pdf

The Curious Incident of the Dog in the Night-Time (2003)

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/media/books/IA_Curious_Incident.pdf

Silent Night (1990)

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/media/books/IA_Silent_Night.pdf

Expecting Adam

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/media/books/IA_Expecting_Adam.pdf

Wired for Sound: A Journey Into Hearing

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/media/books/IA_Wired_for_Sound.pdf

Just Another Kid

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/media/books/IA_Just_Another_Kid.pdf

Riding the Bus with my Sister

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/media/books/IA_Riding_the_Bus.pdf

Beacon Street Girls: Worst Enemies/Best Friends

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/media/books/IA_Beacon_Street.pdf

Nothing is Impossible: Reflections on a New Life (2002)

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/media/books/IA_Nothing_Is_Impossible.pdf

Fox River

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/media/books/IA_Fox_River.pdf

Touch the Top of the World: A Blind Man's Journey to Climb Farther than the Eye Can See

https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/media/books/IA_Touch_the_Top.pdf

Resources

Power Point: Chapter 1

Related Media:

1. *The Americans with Disabilities Act* (30 minutes). Issues of employment, public access, transportation, and communication as covered in the ADA are discussed. Oak Forest, IL: Foundation for Exceptional Children.
2. *Able to Laugh* (27 minutes). Enter the world of disability as interpreted by six professional comics who happen to have disabilities. Boston, MA: Fanlight Productions.
3. *A New Sense of Place* (56 minutes). Profiles individuals with disabilities who have found success in their fields. Princeton, NJ: Films for the Humanities and Sciences.
4. *Nobody's Perfect...Everybody's Special* (20 minutes). Upbeat video for elementary children that profiles one child who is deaf, one who has a visual impairment, one who has a physical disability. Introduction to signing, prosthetics, assistive technology, and Braille. Council for Exceptional Children.
5. *Understanding the Disabled: Dances with the Minotaur* (40 minutes). Portrays the problems and triumphs of Bill, a teenage boy who uses a wheelchair. Princeton, NJ: Films for the Humanities and Sciences.
6. *A Videoguide to (Dis)Ability Awareness* (25 minutes). An orientation to the human side of the Americans with Disabilities Act. Deals with ways to be comfortable interacting with persons who have disabilities. Boston, MA: Fanlight Productions.
7. *Ways to Move* (60 minutes). Explores the debate between the medical model and the independence model of disability (in which the challenge is to make society more accessible). Princeton, NJ: Films for the Humanities and Sciences.
8. *Without Pity: A Film About Abilities* (56 minutes). This HBO documentary, narrated by Christopher Reeve, celebrates efforts of people with disabilities to live full, productive lives. Princeton, NJ: Films for the Humanities and Sciences.

TED TALKS: “TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). TED began in 1984 as a conference where Technology, Entertainment and Design converged, and today covers almost all topics — from science to business to global issues — in more than 100 languages. Meanwhile, independently run TEDx events help share ideas in communities around the world.” (<https://www.ted.com/>)

I'm Not Your Inspiration, Thank You Very Much (9 minutes).

https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much

Stella Young is a comedian and journalist who happens to go about her day in a wheelchair — a fact that doesn't, she'd like to make clear, automatically turn her into a noble inspiration to all humanity.

Deep Sea Diving . . . in a Wheelchair (9:29)

https://www.ted.com/talks/sue_austin_deep_sea_diving_in_a_wheelchair

Sue Austin takes her audience on an underwater journey in her wheelchair. In doing so, she has challenged how she views herself, and she challenges the audience to see the value of differences.

Asking for Help is a Strength, Not a Weakness (11:54)

https://www.ted.com/talks/michele_l_sullivan_asking_for_help_is_a_strength_not_a_weakness

Michelle Sullivan asks us to not to judge one another only on what we can see. Instead, she challenges us to support one another. She asserts that no one can really walk in another's shoes. But "we can walk side by side and support one another "r."

My Philosophy for a Happy Life (12:44)

Sam Bern (1996-2014) had progeria, a very rare genetic disorder, which causes premature aging. In this TEDTalk, with **more than 28 million views, as of January, 2018**, he explains his philosophy of how to live a happy life.

<https://www.youtube.com/watch?v=36m1o-tM05g>

What is No Barriers USA? (2:51)

No Barriers USA is an organization (<https://www.nobarriersusa.org/>) that provides programs for people who are game to overcome barriers. Most of the participants have disabilities, and most of the barriers involve physical challenges.

<https://www.youtube.com/watch?v=unGDhd-ezgY>

How CRISPR Lets Us Edit Our DNA (15:52)

https://www.ted.com/talks/jennifer_doudna_we_can_now_edit_our_dna_but_let_s_do_it_wisely?referrer=playlist-should_we_redesign_humans&language=en#t-941161

Geneticist Jennifer Doudna, co-inventor of CRISPR-Cas9, which allows scientists to make precise edits to DNA strands, discusses how it can lead to treatments for genetic diseases, such as muscular dystrophy, but also leads to ethical issues, such as creating "designer babies."

What Would a Truly Disabled Accessible City Look Like

Saba Salman, *The Guardian*, February 14, 2018:

<https://www.theguardian.com/cities/2018/feb/14/what-disability-accessible-city-look-like>

CVS opening stores focused on training people with disabilities:

<https://retailleader.com/cvs-offer-more-job-training-disabled>

Journals:

Exceptional Children

Exceptionality

Journal of Special Education

Remedial and Special Education

Teaching Exceptional Children

Topics in Early Childhood Special Education

Related Readings:

- Carr, M. R. (2004, January 4). My son's disability, and my own inability to see it. *The Washington Post*, p. B5.
- Gandal, M. J. et al. (2018, February 9). Shared molecular neuropathology across major psychiatric disorders parallels polygenic overlap. *Science*, 359, 693-697. DOI: 10.1126/science.aad6469.
- Gerber, M. M. (2017). A history of special education. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.). *Handbook of special education* (2nd ed.) (pp. 3-15). New York: NY: Routledge.
- Kong, A. et al. (2018). The nature of nurture: Effects of parental genotypes. *Science* 26 Jan 2018: Vol. 359, Issue 6374, pp. 424-428. DOI: 10.1126/science.aan6877
- Pullen, P. C. (2016). Historical and current perspectives on learning disabilities in the United States. *Learning Disabilities: A Contemporary Journal*.

Internet Resources:

I. Getting Oriented to Exceptional Learners and Special Education

1. Malcolm Gladwell's book, *David and Goliath* (2013; Little, Brown and Company), holds relevance to the need to consider abilities as well as disabilities.
<http://www.youtube.com/watch?v=VFSjSeltacw> (10:05)
2. The Special Olympics has a long history of advocating for the inclusion of people with intellectual and developmental disabilities. This documentary covers background on its history as well as emphasizes its current goal of expanding the impact of the organization globally.
<http://www.youtube.com/watch?v=qOmHOU9FRCs&list=PL64973F3640984DC0> (28:54)
3. In this Edge.com video, "Why We Are Different: A Conversation with Robert Plomin", a leading behavioral geneticist discusses the importance of genes in understanding behavioral differences, such as reading disabilities or schizophrenia.
<https://www.edge.org/videos/topic/life> (45:10)
4. This video addresses the subject of the benefits of focusing on abilities, not just disabilities. <http://www.youtube.com/watch?v=TbWcdN-W8o> (3:22)
5. This video focuses on disability stereotypes.
http://www.youtube.com/watch?v=ISaWraC_SA8 (2:51)

II. History and Origins of Special Education

1. These videos provide examples of the employability of people with disabilities.
 - o <http://www.youtube.com/watch?v=FS9nOsphI00> (1:44)
 - o http://www.youtube.com/watch?v=iUCYjxMO_e8 (4:26)
 - o <http://www.youtube.com/watch?v=D2uoIe7x7UE> (9:48)

Chapter 2: Current Practices for Meeting the Needs of Exceptional Learners

At-A-Glance

Detailed Outline	Instructor’s Manual Activities	Text Features
<p>Evaluation and Identification of Exceptional Learners</p> <ul style="list-style-type: none"> • Prereferral Interventions and Multidisciplinary Teams • Response to Intervention (RTI) 	<p>Activity 2.1: <i>Multidisciplinary Team Role Play</i></p>	<p>Misconceptions About: Learners with Disabilities</p> <p>Focus on... IDEA requirements for special education identification</p> <p>Three-tiered RTI model (Figure 2.1)</p>
<p>The Intent of Special Education Law: Individualized Education for Students with Disabilities</p> <ul style="list-style-type: none"> • Individual Education Program (IEP) • Individual Family Service Plan (IFSP) • Transition Plan for Adolescents with Disabilities 	<p>Activity 2.2: <i>IEP Overview</i> Activity 2.3: <i>Resources for Families</i></p>	<p>Legal requirements of the IEP (Table 2.1)</p> <p>The Right and Wrong Routes to Placement (Figure 2.2)</p> <p>Requirements for the IFSP (Table 2.2)</p>
<p>Providing Special Education: Placement Issues for Exceptional Learners</p> <ul style="list-style-type: none"> • Least Restrictive Environment (LRE) • Inclusion in Schools • Implementing Inclusive Teaching Practices 	<p>Activity 2.4: <i>Least Restrictive Environment</i> Activity 2.5: <i>Teacher Interview</i></p>	<p>Focus on... Reality vs. What Might be Best for the Student</p> <p>Continuum of placement options (Figure 2.3)</p> <p>Approximate percentages of students in various placement options (Figure 2.4)</p>
<p>Teachers Role in Providing Special Education</p> <ul style="list-style-type: none"> • Relationship Between General and Special Education • Expectations for All Educators • Expectations for Special Educators • Universal Design and Universal Design for Learning • Use of New Technologies 	<p>Activity 2.6: <i>Referrals to Special Education</i> Activity 2.7: <i>Students At-Risk vs. Students with Disabilities</i> Activity 2.8: <i>“Should we do something because we can?”</i> Activity 2.9: <i>Ted Talk: Why Design Should Include Everyone</i></p>	<p>Dimensions of Special Education (Table 2.3)</p>
<p>Special Education in the Context of the Common Core State Standards Initiative</p> <ul style="list-style-type: none"> • Assessment Issues in the Age of Accountability • Can We Solve the Dilemma of Standards and Disability? 	<p>Activity 2.10: <i>Testing Accommodations</i></p>	
<p>Concluding Thoughts Regarding Special Education</p>		

Chapter 2: Integration, Inclusion, and Support of Positive Outcomes

I. Evaluation and Identification of Exceptional Learners

The evaluation and identification of students is one of many critical components to serving students with disabilities. This process serves as part of the foundation that will determine how student needs are met. Since its inception, IDEA has placed major emphasis on how this process needs to be done. However, there is much debate and difference amongst states and practitioners concerning how to best implement this process. There are concerns about disproportionate representation of certain groups, traditional methods of identification and evaluation, and the monitoring of student progress. Current trends in education strongly consider these issues and we are seeing new emphasis on curriculum based assessment, response-to-intervention, and methods to increase awareness on issues of disproportionality.

Key Terms:

Prereferral interventions
Multidisciplinary teams
Response to intervention
Progress monitoring

Screening instruments
Curriculum-based measurement
Early intervening services

Discussion Points:

1. Discuss why progress monitoring can be beneficial for students with disabilities.
2. Discuss the pros and cons of the RTI model.

Lecture Ideas:

1. Explain why RTI has seen a rise in popularity to the point that it is now a common means of identifying learning disabilities in IDEA (e.g., problems with reliance on standardized tests; problems with IQ-achievement discrepancy).
2. Use examples and non-examples to ensure that students understand the difference between curriculum-based measurement and other forms of measurement; check that they understand that CBM uses student responses to their usual instructional materials, that it is brief and frequent, and that it only “tests” what had actually been taught.

Activity 2.1 Multidisciplinary Team Role Play

Count students off by 5, and assign each number to one of 5 roles: parent, general education teacher, special education teachers, administrators, and counselors/school psychologist. Group the students so one member of each is included on a team, and give them 3 minutes to outline characteristics of a student they are meeting to discuss. Then, give them 10 minutes to role play a discussion about the student’s needs, from their assigned perspectives. They must agree on 2 goals for the student during the meeting.

II. The Intent of Special Education Law: Individualized Education for Students with Disabilities

The primary intent of the Individuals with Disabilities Education Act (IDEA) is to provide every child with a disability a free, appropriate, public education. The primary means for achieving this goal is through the development and implementation of an Individualized Education Plan (IEP). An IEP is a written document that outlines a program based on the learner's carefully assessed needs, is developed by a team of professionals and the learner's parents, and clearly states the goals and objectives of the program so that progress in reaching them can be evaluated. An IFSP is a similar document developed for preschool children. IDEA also recognizes that the necessity of assessing needs and developing goals for transition from school to work and other environments. These plans are not a separate document; rather, they are to be integrated into the IEP at 16 years of age or earlier, as needed.

Key Terms:

Individualized Education Program
Individualized Family Service Plan
Transition plans
Supported employment

Discussion Points:

1. Point to ways in which an IEP addresses the primary intent of special education laws.
2. How are IEPs and IFSPs similar and how do they differ?

Lecture Ideas:

1. Although it may seem obvious to students at first blush that the right route to placement in to evaluate a student and develop an IEP first, explain how and why this procedure is so often done the wrong way (which happens to be illegal).
2. Explain why the IEP must include a statement of community linkages and responsibilities of participating agencies before a student leaves the school setting.

Activity 2.2 IEP Overview

Ask a special education teacher from a local school to share an IEP that he or she has written (making necessary changes for confidentiality, of course). Ask the teacher to discuss how goals and objectives were established, who attends IEP meetings, and how he or she works with parents during those meetings.

Activity 2.3 Resources for Families

Have students use the following internet resources to create a resource sheet for families of students who are entering the IEP process:

The National Information Center for Children and Youth with Disabilities at
<http://www.parentcenterhub.org/pa12/>
LD OnLine at <http://www.ldonline.org/article/6346/>

Students should include information that may be related to such issues as family participation in the special education process, family rights and responsibilities, and possible attendees at IEP meetings (including attendees' roles and responsibilities). Encourage them to include other information they might think a family would want to know and to present the information in family-friendly language.

III. Providing Special Education: Placement Issues for Exceptional Learners

Special education may range from a few special provisions provided by an exceptional learner's general education teacher, to twenty-four-hour residential care provided in a special facility. Two factors determine what type of special education is provided: How much the learner differs from the average student, and what resources are available in the school and community. Although there are a variety of administrative plans for providing special education services that determine who delivers the educational services and where students receive their education, the present law requires that exceptional learners be served in the least restrictive environment. The least restrictive environment refers to the extent to which the needed interventions can be provided in physical proximity to nondisabled classmates and the home community. Because exceptional learners may need differing degrees of physical integration, a continuum of services is available to provide special education. The trend is toward placement in environments that are closer in format to the general education classroom, especially for younger children. Teachers have a variety of techniques and tools at their disposal to help them address the needs of students with disabilities in whichever setting is determined to be best for them.

Key Terms:

Consultation	Co-teaching
Resource teacher	Cooperative learning
Resource room	Peer-mediated instruction
Self-contained class	Peer tutoring
Special day schools	Peer confederates
Hospital or homebound instruction	Classwide peer tutoring
Residential school	Partial participation
Least restrictive environment	Modifications
Most enabling environment	Accommodations
Inclusion	Adaptations
Collaborative consultation	Tiered assignments

Discussion Points:

1. Students often think that the most physically integrated environment is *always* the least restrictive environment. Discuss how an alternative service placement that is most

physically segregated from nondisabled students might be the least restrictive environment for some children and youths.

2. Ask students to identify accommodations and adaptations that are often provided students with disabilities at your college or university.
3. Discuss the difference between access to a placement and access to information. How should access to the general education curriculum be interpreted?
4. Describe methods for accommodating evaluation procedures. Discuss how some view accommodations as “unfair advantages” versus making the information and students’ responses accessible.
5. Ask students what *access* to a curriculum means to them. For example, does it mean being able to enroll in a course or being in a course in which they can achieve success? Does a student who sits in a class but does not understand the material have access to it?
6. Discuss ways in which movements such as the full inclusion movement affect the way (1) services are delivered in classrooms, (2) pre-service teachers are prepared in colleges and universities, and (3) priorities for research agendas are set.
7. Many student dislike group activities and assignments: have them compare and contrast cooperative learning with typical group activities. Ask them to briefly describe elements from their experience that make a group successful and elements that make it unsuccessful.

Lecture Ideas:

1. Bring examples of state or national assessments to class and ask students to identify ways in which teachers can provide accommodations for students with disabilities.
2. Provide examples of how cooperative learning is structured and how peers can be effectively utilized to help students with disabilities while not disrupting the pace of their own learning.

Activity 2.4 Least Restrictive Environment

Divide the students into two groups and give them time to prepare arguments for and against maintaining a continuum of educational placements, using the terms *least restrictive environment* and *most enabling environment*.

Activity 2.5 Teacher Interview

Assign students to interview teachers or administrators to find out what accommodations they have made for students with disabilities. Or invite teachers or other school personnel to your class to describe accommodations.

IV. Teachers’ Roles in Providing Special Education

Because many children with exceptionalities may receive some or most of their instruction in general classrooms, all teachers must be prepared to work with exceptional students. Whether trained in special education or not, a teacher may be expected to participate in educating

exceptional students by accommodating their needs, evaluating their abilities and disabilities, or referring them for evaluation. Teachers may also be expected to participate in eligibility conferences, write individualized education programs, communicate with parents or guardians, participate in due process hearings and negotiations, or collaborate with other professionals. In addition to these expectations, special education teachers must attain particular expertise in academic instruction of students with learning problems, management of serious behavior problems, use of technological advances, and special education law.

As the relationship between general and special education has become more intertwined, interest in developing devices and programs that are useful for all students has grown. Universal design for Learning is an important concept with worthy goals; however, few devices or programs can be made usable by literally all, and custom designs (i.e., individualization) will always be necessary for some users.

Key Terms:

At risk students
Pace
Intensity
Reinforcement

Universal design
Universal design for learning
Cochlear implant

Discussion Points:

1. Discuss ways in which all teachers are expected to participate in the education of exceptional students.
2. If special and general education were—as some suggest they should be—a single, unitary system, how would classrooms and schools be affected?
3. Discuss the advantages and disadvantages of requiring all special education teachers to be trained and certified as general education teachers and to have a minimum number of years of successful experience as a general education teacher before being trained and certified in special education.
4. Discuss why special educators need to know about special education law and technology.

Lecture Ideas:

1. Describe how the roles of general and special education teachers change with the type of educational placement. Emphasize the ways in which special and regular education teachers need to work together to provide the best educational services for learners with disabilities.
2. Emphasize the fact that the general education teacher has two primary responsibilities: (a) to demonstrate that the student's difficulty is not a result of inadequate instruction or behavior management in the regular classroom; and (b) to refer the student if he or she does not respond to best practice in the regular classroom.
3. Display and demonstrate some of the technological devices that many students with disabilities use in school. If possible, ask students with disabilities who use the devices to demonstrate them.
4. Historically, case law has set precedence for implementing the Individuals with Disabilities

Activity 2.6 Referrals to Special Education

Ask a general education teacher who has recently made a referral to talk to your class about the case. Be sure to stress confidentiality in talking about the student and other teachers involved.

Activity 2.7 Students At Risk versus Students with Disabilities

Ask students to find recent articles in popular and professional publications in which students at risk are discussed and to describe how these students are similar to or different from those with disabilities.

Activity 2.8 “Should we do something because we can?”

Have students debate the question, “Should we do something because we can?” Although they may use examples from a variety of real-world situations, require them to focus on real and theoretical examples from education and disability issues (e.g., cochlear implantation, genetic screening, creation of “designer babies”).

Activity 2.9 Ted Talk: *Why Design Should Include Everyone*

“Why Design Should Include Everyone” (9:57)

Have students watch the TEDTalk by Sinead Burke, who at 3'5" tall, advocates the use of Universal Design principles. Have students debate whether using Universal Design can result in better products for *all* people. Are there limits to the application of Universal Design standards? If so, how might different industries put these standards into practice?
https://www.ted.com/talks/sinead_burke_why_design_should_include_everyone

V. Special Education in the Context of the Common Core State Standards Initiative

Standards-based reforms of the 1990s required that all students, including students with disabilities, be held to higher standards of performance as measured through standardized tests or other assessment procedures. Both IDEA and No Child Left Behind (NCLB) require the participation of most students with disabilities in general assessments of educational progress to ensure that they have the same high expectations and are progressing in the same curriculum as students without disabilities. Proponents of exceptional learners' participation suggest that special education has not been held accountable for students' progress, which may have led to lowered expectations for these students. However, as some educators point out, the average achievement of most students with disabilities will always be—even with good instruction—lower than that of students without disabilities.

By current federal law, the inclusion of students with disabilities in assessments of progress in the general curriculum must be addressed in every IEP, with a statement of how and when the student's educational progress will be measured. Because of the increased focus on assessment, special educators and other professionals have advocated to ensure that students with disabilities have access to a range of testing accommodations to help ensure equitable assessment access.

Key Terms:

Common Core State Standards Initiative
Smarter Balanced Assessment Consortium
Testing accommodations

Discussion Point:

As a class, brainstorm as many accommodations as possible, under the headings "setting," "presentation format," and "response format."

Lecture Idea:

The purpose of this section of the textbook is not to demonize standardized testing: make sure students are aware of the appropriate uses of standardized tests. One must make the "right comparisons for the right reasons."

Activity 2.10 Testing Accommodations

Prepare a set of sample tests that would be difficult to complete without special accommodations: give half the students the test without accommodations, and half with accommodations. Tests can be basic arithmetic problems where one group has very little time to complete the problems and one has extended time; reading comprehension where the text

is so tiny it can only be read with magnifying glasses provided to a few students; etc. Use the experience to reflect back on the previous discussions about the difference between “fair” and “equal.”

Resources

Power Point: Chapter 2

Related Media:

Abandoned to their Fate (28 minutes).

Discusses and shows images with text about how mental disability was perceived in cultures over the centuries. Documents the origins of social stereotypes and practices of exclusion toward people with disabilities. Eugene, OR: Iris Media.

Educating Peter (30 minutes)

Documentary focusing on a year in the life of a third-grader with Down Syndrome who is fully included in a general education classroom.

One of Us: Four Stories of Inclusion (27 minutes)

Upbeat presentation of four students with developmental disabilities who achieve full inclusion in their school, church, and community. Boston, MA: Fanlight Productions.

Regular Lives (30 minutes)

Documentary focusing on the successful mainstreaming of people with disabilities into school, work, and community-life settings. Alexandria, VA: PBS Video.

Special Needs Students in Regular Classrooms? Sean’s Story (45 minutes).

The story of an 8-year-old boy with Down Syndrome as he participates in an inclusion classroom. Princeton, NJ: Films for the Humanities and Sciences.

With a Little Help From My Friends (61 minutes). Discussions with nondisabled students about integration in their schools. Toronto, Canada: Vision Video Magic Concepts and Production, Ltd.

Working Now (28 minutes)

Examines how people with disabilities are a viable force in the work place. Shows the benefits of working with persons with disabilities and the adjustments needed to enable these workers to meet their potential. Chatsworth, CA: AIMS Media.

Related Readings:

Bateman, B. D. (2017). Individual Education Programs for children with disabilities. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.). *Handbook of special education* (2nd ed.) (pp. 87-104). New York, NY: Routledge.

Chambers, C. R., Wehmeyer, M. L., Saito, Y., Lida, K. M., Lee, Y., & Singh, V. (2007). Self-determination: What do we know? Where do we go? *Exceptionality*, 15, 3–15.

Cook, S. C., McDuffie-Landrum, K. A., Oshita, L., & Cook, B. G. (2017). C-teaching for students with disabilities: A critical and updated analysis of the empirical literature. In

- J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.). *Handbook of special education* (2nd ed.) (pp. 233-248). New York: NY: Routledge.
- Kauffman, J. M. (2007). Labels and the nature of special education: We need to face realities. *Learning Disabilities: A Multidisciplinary Journal*, 14(4).
- Lindstrom, J. H. (2017). High-stakes testing and accommodations. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.). *Handbook of special education* (2nd ed.) (pp. 447-460). New York: NY: Routledge.
- Quenemoen, R. F., & Thurlow, M. L. (2017). Standards-based reform and students with disabilities. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.). *Handbook of special education* (2nd ed.) (pp. 203-217). New York: NY: Routledge.
- Yell, M. L., Crockett, J. B., Shriner, J. G., & Rozalski, M. (2017). Free Appropriate Public Education. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.). *Handbook of special education* (2nd ed.) (pp. 71-86). New York: NY: Routledge.
- Yell, M. L., Katysiannis, A., & Bradley, M. R. (2017). The Individuals with Disabilities Act: The evolution of special education law. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.). *Handbook of special education* (2nd ed.) (pp. 55-70). New York: NY: Routledge.
- Zigmond, N., & Kloo, A. (2017). General and special education are (and should be) different. In J. M. Kauffman, D. P. Hallahan, & P. C. Pullen (Eds.). *Handbook of special education* (2nd ed.) (pp. 249-261). New York: NY: Routledge.

Internet Resources:

Evaluation and Identification of Exceptional Learners

1. Dr. Donald Deshler, a leading authority in the learning disabilities field, discusses the promise and problems of RTI. http://www.youtube.com/watch?v=I0_Mos5yP54 (7:00)
2. The RTI Action Network, a federally funded project, offers resources on the effective implementation of RTI. <http://www.rtinetwork.org/>
3. Wrights Law is a helpful resource for developing IEPs. <http://www.wrightslaw.com/info/iep.index.htm>

Teachers' Roles in Providing Special Education

1. The Office of Special Education Programs (OSEP) has a toolkit of UDL resources. <https://www.osepideasthatwork.org/federal-resources-stakeholders/tool-kits/tool-kit-universal-design-learning-udl>
2. The Center for Applied Science Technology is devoted to the area of technology use in special education. <http://www.cast.org>

Special Education in the Context of the Common Core State Standards Initiative

These sites contain more detailed information on the Common Core State Standards (CCSS) and students with disabilities.

- <http://www.corestandards.org/>
- <http://www.smarterbalanced.org>
- <http://www.parentcenterhub.org/schools-administrators/>