Including Students with Special Needs
A Practical Guide for Classroom Teachers

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Pearson
TO BETH AND BRUCE

our infinitely patient and supportive spouses—we are grateful for all you do for us.
With over 40 years of experience in the field of education, **Marilyn Friend** has been both a special education teacher and a general education teacher as well as a teacher educator, consultant, and staff developer. She currently is professor emerita in the Department of Specialized Education Services at The University of North Carolina at Greensboro and works extensively with local schools, school districts, and other education agencies to ensure that students with disabilities or other special needs reach their potential. Her particular areas of expertise—the focus of her research, teaching, writing, and consultation—include inclusive schooling, co-teaching and other collaborative school practices, systems change, urban education, and family–school partnerships.

**William D. Bursuck** began his career as a general education teacher, and as a special education teacher and university teacher educator he has maintained an active interest in inclusive practices. Dr. Bursuck continues to take particular pleasure in providing classroom and future teachers with practical, research-based strategies to improve educational outcomes for students with special needs in this age of school reform and teacher accountability. He is a professor emeritus in the Department of Specialized Education Services at The University of North Carolina at Greensboro.
Education in the first two decades of the twenty-first century undoubtedly will be remembered for the ongoing clamor for reform. From the mandates of the Elementary and Secondary Education Act (ESEA), currently referred to as the Every Student Succeeds Act (ESSA), through those of the Individuals with Disabilities Education Act (IDEA) to the increasingly higher standards adopted at the state level, relentless efforts are underway to improve the academic outcomes of U.S. students. And like all students, those who struggle to learn because of intellectual, physical, sensory, emotional, communication, learning disabilities, or other special needs must be taught using research-based practices and are expected to reach the same high academic standards as other learners. Further, teachers, administrators, and other professionals are being held directly accountable for the achievement of all of their students.

In many ways, the current educational climate is consonant with the beliefs on which Including Students with Special Needs: A Practical Guide for Classroom Teachers is based. In this eighth edition, we have continued our efforts to integrate today’s expectations for students with our own continued strong commitment to inclusive practices, a commitment tempered by our knowledge and experience of the realities of day-to-day teaching. We know that teachers cannot do the job themselves; they rely on strong and sustained administrative support and adequate resources. We cannot guarantee that such key supports will always be in place, but we can provide teachers with a firm grounding in critical special education concepts, an understanding of the professionals who support these students and the procedures followed to ensure their rights are upheld, and a wealth of research-based strategies and interventions to foster their success.

The textbook is divided into four main sections. The first section provides fundamental background knowledge about the field of special education as well as current information on how students with disabilities are served within inclusive school environments. This is information that readers will find essential as they move from being students to teachers. The second section of the book provides a framework for thinking about effective instructional practices for students who struggle to learn. It provides a foundation for the remainder of the book. The third section introduces readers to students with specific disabilities and other special needs. Although each student is unique, this material provides readers with examples of students they may teach and summaries of their most typical characteristics. The material in the fourth section of the text represents the heart of any course on inclusive practices: instructional approaches that emphasize teaching students effectively in the academic, social, and behavior domains. Our emphasis is on reality-based techniques that can be implemented for many students with a range of special needs and that are consistent with today’s instructional expectations and the knowledge base on effective practices.

We have brought to this project our own diversity: Marilyn with expertise in elementary and secondary education, especially in urban settings, and in collaboration, inclusive practices, and co-teaching; Bill with expertise in secondary education, literacy, instructional strategies, assessment, and grading practices. Our collective perspective on educating students with disabilities and other special needs is reflected in the organization and substance of the book; our ultimate goal is for general educators to be well prepared to effectively teach all of their students. Our approach to preparing this book is based on our research; our analysis of the scholarly literature on instruction, teacher preparation, and professional development; and our experiences teaching undergraduate and graduate educators. Our understanding, though, ultimately is grounded in our many
observations of and conversations with general education and special education teachers who are diligently working, often in difficult circumstances, to make a difference in the lives of their students. We truly hope that we have managed to find the right blend of reader-friendly and research-based information. Above all, we hope this eighth edition is responsive to the many instructional dilemmas confronting today’s teachers.

New to the Eighth Edition

Each time we revise *Including Students with Special Needs*, we carefully consider feedback from reviewers and users who contact us to offer their perspectives, and we also analyze the current trends, issues, policies, and practices influencing schools. The following are several of the key revisions made for each chapter in the eighth edition:

- **CHAPTER 1** introduces in a straightforward way the complex concepts that characterize special education. In addition, readers are provided with an overview of several of the most critical issues that are shaping education for students with disabilities and other special needs as well as a discussion of inclusive practices as they occur in this second decade of the twenty-first century. This chapter also overviews the most recent relevant education legislation, that is, the *Every Student Succeeds Act* (ESSA) and the *Individuals with Disabilities Education Act* (IDEA), as well as the landmark special education 2017 Supreme Court decision *Endrew F. v. Douglas County School District*.

- **CHAPTER 2** reflects the recent shift in the field of education from response to intervention (RtI) as an alternative to traditional approaches for determining whether students have learning disabilities to the broader preventive approach for both learning and behavior concerns represented by multi-tiered systems of support (MTSS). The chapter also outlines details that general education teachers must understand about parents’ rights in making decisions regarding their children who may have disabilities. This chapter’s discussion of the professionals in special education emphasizes those with whom elementary and secondary teachers most typically work.

- **CHAPTER 3** explores the well-established importance of professional collaboration in the delivery of special education and other school services, including those related to RtI and MTSS. It directly addresses the complexity of collaboration when disagreements occur, especially those between school professionals and parents. Updated information is provided on co-teaching, teaming, and consultation, with attention also given to teacher–paraprofessional partnerships.

- **CHAPTER 4** provides the latest information on the use of universal screening and progress-monitoring assessments in MTSS as well as high-stakes testing, including the testing requirements of the ESSA of 2015. The chapter also has a new Technology Notes feature on the use of computer-based standardized testing with students with disabilities.

- **CHAPTER 5**’s already comprehensive coverage of foundational teaching practices has been updated and expanded by providing more in-depth, nuanced information on the use of research-based practices. The update also includes expanded coverage of computer-assisted instruction.

- **CHAPTER 6** includes updated details about the characteristics and needs of students with autism spectrum disorders and other low-incidence disabilities, including physical, health, and sensory disorders. Strong emphasis is placed on the use of technology to meet the needs of students with these special needs, but attention also is paid to practical ideas for supporting these students in general education classrooms.
• **CHAPTER 7** includes important updates on dyslexia research, the use of assistive technology in reading, and controversial therapies in special education. The latest information on practices for identifying students with learning disabilities using MTSS has also been added.

• **CHAPTER 8** is intended to alert educators to the many students they will teach who have special needs, but not necessarily disabilities. It includes updated data related to these students (e.g., students who live in poverty, students who are abused or neglected) and also focuses on students with attention deficit–hyperactivity disorder (ADHD) and the best ways to accommodate them. In addition, this chapter addresses students who have special gifts and talents, and it examines the role of RtI and MTSS in preventing the need for special education for some at-risk students.

• **CHAPTER 9**’s practical, research-based coverage of ways to adjust instruction for students with special needs now includes thoroughly updated sections on Tier 2 and 3 instructions in MTSS/RtI, expanded coverage of vocabulary instruction, and a new Technology Notes feature on virtual manipulatives.

• The already extensive focus in **CHAPTER 10** on strategies for fostering student independence has been expanded by adding new strategies in the areas of reading and writing as well as a thoroughly updated Technology Notes feature on virtual manipulatives.

• In addition to the already strong, now updated section on classroom testing accommodations, **CHAPTER 11** includes the most current information available on grading strategies that benefit all students, including those with special needs. The chapter has also added a Technology Notes feature on the use of electronic portfolios.

• **CHAPTER 12** covers a dimension of education that can truly shape students’ lives and determine educator effectiveness: strategies for addressing students’ social, emotional, and behavioral needs. Emphasis is placed on preventing behavior problems, addressing serious problems with behavior intervention plans, and fostering positive social interactions among students with disabilities and their classmates.
TECHNOLOGY NOTES features illustrate the use of technology to support students with disabilities in inclusive schools. For example, Chapter 3 explores options for electronic collaboration. In Chapter 10, research on the effectiveness of the latest computer software for improving the writing skills of students with disabilities provides teachers with the most current information.

PROFESSIONAL EDGE features describe conceptual material, cutting-edge trends, and contemporary issues relevant to today's teachers. Included are new and sometimes controversial topics that experts in the field are talking about right now.

MARGINAL ANNOTATIONS are designed to extend readers' thinking and provide additional information on cultural and linguistic diversity, information related to the topic at hand, and useful websites. They provide readers access to the most current research related to teaching students with disabilities.
Current special education practices have been following students, and you find that you need all the tests. Then you learn that you will be responsible for the job but worried about following the district curriculum.

APPLICATIONS IN TEACHING PRACTICE

CHAPTER 1 The Foundation for Educating Students with Special Needs

• Cassie is a bright student who has a visual impairment. To read, she uses a computer that greatly assists her needs. Cassie is identified as having a learning disability. Her reading ability is significantly below grade level. He also seems disorganized. He often forgets to write his assignments down and relies on his memory. To make sure his assignments are completed, his teacher points at the whiteboard and says, “Every time I call your name, you must write down your assignment.”

• Ramon is identified as having a learning disability. He frequently asks for help immediately after the teacher explains an assignment. He often forgets what he is supposed to work on next. And without trying on his own to follow the directions for an assignment have been given and he sometimes loses his temper and throws a temper tantrum.

• Tory lives in a foster home. He was removed from his mother’s care because of several incidents of abuse. Tory’s responses to teachers and classmates are specified in federal special education law, the requirements for special education services may entitle students to special education services: Individuals with Disabilities Education Act, and its regulations. The prevention of the need for special education services refers to the specially designed aids and services received by the millions of students whose life situations comprise high risk. May have these additional special needs.

Now that you have read about responding to student needs, implementing instructional interventions, helping students be independent, and the INCLUDE Strategy students with Special Needs Final Thoughts About Including students whose life situations comprise high risk.

INSTRUCTIONAL EDGE features provide numerous research-based practices for teachers to use. For example, Chapter 8 provides strategies for teaching students with ADHD and, in Chapter 10, a model high school RtI program is discussed.

CASE IN PRACTICE features clarify key principles by providing brief case studies related to chapter concepts and teaching scripts as models. Chapter 8, for example, provides a case about meeting the needs of twice-exceptional students.

CHAPTER-OPENING VIGNETTES open each chapter, describing the experiences of elementary, middle school, and high school students as they relate to the topics discussed in each chapter. These individuals' experiences are referenced at key points in the chapter as well. The vignettes can form the basis for applying information and strategies from the chapter, and they can be a launching point for discussions of issues influencing the field, including inclusive practices, collaboration, and response to intervention. They are revisited at the ends of the chapters in the Back to the Cases features.

BACK TO THE CASES features conclude each chapter, offering readers the opportunity to visit MyLab Education to apply what they have learned in the chapter to these opening cases and receive immediate feedback. In some instances, questions are asked that require readers to analyze student characteristics and discuss how their success could be fostered. In others, situations educators are likely to encounter are outlined, and readers are asked how they would respond. In yet others, readers are asked to integrate learning across chapters to consider educational strategies for the highlighted students. This feature provides instructors with an effective summative activity for each chapter—one that can be completed by individual students or as a collaborative effort.

APPLICATIONS IN TEACHING PRACTICE cases at the end of each chapter are designed to encourage students to apply the chapter contents to real-life classroom situations.
MyLab Education

One of the most visible changes in the new edition, and one of the most significant, is the expansion of the digital learning and assessment resources embedded in the etext through the inclusion of MyLab Education in the work. MyLab Education is an online homework, tutorial, and assessment program designed to work with the text to engage learners and to improve learning. Within its structured environment, learners see key concepts demonstrated through real classroom video footage, are given opportunities to practice what they learn, and can test their understanding and receive feedback to guide their learning and to ensure their mastery of key learning outcomes. Designed to bring learners more directly into the worlds of students with special needs and the educators who work with them, the online resources in MyLab Education with the Enhanced Etext include:

Video Examples

In all chapters, embedded videos provide illustrations of special education principles or concepts in action. These video examples show students, teachers, and families working in classrooms and/or providing their perspectives about real life situations.

Self-Checks

In each chapter, self-check quizzes help assess how well learners have mastered the content. The self-checks are made up of self-grading multiple-choice items that not only provide feedback on whether questions are answered correctly or incorrectly, but also provide rationales for both correct and incorrect answers.

Application Exercises

These scaffolded analysis exercises are built around the scenarios that open each chapter, describing the experiences of elementary, middle school, and high school students as they relate to the topics discussed in each chapter. In the Back to the Cases feature at the end of each chapter, readers are challenged to apply what they have learned to the students they met at the beginning of the chapter. The questions in these exercises are usually constructed-response. Once learners provide their own answers to the questions, they receive feedback in the form of model answers written by experts.

Video Analysis Tool

The Video Analysis Tool is also available in the left-hand navigation bar of MyLab Education. This tool uses video case-based exercises to help students build their skills in analyzing teaching. Exercises provide classroom videos and rubrics to scaffold analysis. Timestamp and commenting tools allow users to easily annotate the video and connect their observations to concepts they learned in the text.
Support Materials for Instructors

The following resources are available for instructors to download on www.pearsonhighered.com/educators. Instructors enter the author or title of this book, select this particular edition of the book, and then click on the “Resources” tab to log in and download textbook supplements.

Instructor’s Resource Manual (0-13-475414-x)

The Instructor’s Resource Manual provides a multitude of activities and ideas to help instructors teach their courses, whether traditional or online. Each chapter provides a teaching outline, learning activities, and handouts.

Test Bank (0-13-475416-6)

The Test Bank provides hundreds of test items, with answer keys, organized by chapter and ready for use in creating tests based on the associated textbook material.

PowerPoint™ Slides (0-13-480173-3)

The PowerPoint™ slides include key concept summarizations, diagrams, and other graphic aids to enhance learning. They are designed to help students understand, organize, and remember core concepts and theories.

TestGen (0-13-475412-3)

TestGen is a powerful test generator that instructors install on a computer and use in conjunction with the TestGen test bank file for the text. Assessments, including equations, graphs, and scientific notation, may be created for both print and online testing.

TestGen is available exclusively from Pearson Education publishers. Instructors install TestGen on a personal computer (Windows or Macintosh) and create tests for classroom testing and for other specialized delivery options, such as over a local area network or on the web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for use in creating a test, based on the associated textbook material.

The tests can be downloaded in the following formats:

- TestGen Testbank file—PC
- TestGen Testbank file—MAC
- TestGen Testbank—Blackboard 9 TIF
- TestGen Testbank—Blackboard CE/Vista (WebCT) TIF
- Angel Test Bank (zip)
- D2L Test Bank (zip)
- Moodle Test Bank
- Sakai Test Bank (zip)
Acknowledgments

Many individuals helped us during the preparation of the eighth edition of *Including Students with Special Needs*, and without their assistance and encouragement the project undoubtedly would have stalled. First and most important, we express our gratitude to our families. They have listened to us worry about how to respond to reviewer comments and suggestions, meet the deadlines that sometimes seemed impossibly near, analyze aloud whether particular video clips accurately represented the concept at hand, and fret about what material to add or keep in the book and what material had to be dropped. They helped us sort through the conundrums, offered suggestions with the perspective of outsiders who deeply cared, and tolerated our need to hide in our offices as we wrote and rewrote. We cannot possibly say thank you in enough ways for their support.

We also thank the individuals who helped us with all the innumerable details of revising a textbook. Tammy Baron from Western Carolina University was instrumental in developing the Back to the Cases and MyLab activities. Tammy also assisted us in finding just the right videos to help bring our text to life, and she made suggestions and corrections that helped improve our final product. Sonia Martin, an invaluable colleague at The University of North Carolina at Greensboro, helped with the myriad formatting tasks that accompany textbook revision. We especially thank her for lending a sympathetic ear and for her inimitable sense of humor. Courtney Barron’s contribution likewise is greatly appreciated. She created the new icon for the INCLUDE process that is a centerpiece concept for *Including Students with Special Needs*.

The professionals at Pearson also have supported this effort with both words and actions. Director and Publisher Kevin Davis has steered this eighth edition through the many steps of its creation, offering guidance and insights with encouragement, clarification, and patience. Developmental Editor Alicia Reilly was, as always, diligent in her efforts to help us keep the book clear, responsive to the needs of the field, and on target with the many components of the book, from the main manuscript to the features to the videos—and she demonstrated once again that nagging about deadlines and tasks still awaiting attention can be accomplished in a way that is neither overly intrusive nor offensive. Alicia also helped us navigate the increasingly complex waters encountered in seeking permissions for reproduced material. Thanks so much, Alicia.

Special thanks go to the reviewers for this edition: Glennda McKeithan—North Carolina State University; Genevieve Hay—College of Charleston; and Dennis Attick—Clayton State University. We were impressed with their meticulous approach to reviewing the manuscript and their perceptive suggestions. We tried to incorporate as many of their recommendations as we could, and they definitely contributed to the development of a better textbook.

Finally, we continue to be grateful to all of our university colleagues, students, and professionals in schools who influence our thinking about educating students with special needs in general education settings. Their questions about best practices, their challenges to our thinking, and their ideas for better communicating our message have been invaluable.
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