

Exceptional Learners

FOURTEENTH
EDITION

AN INTRODUCTION TO
SPECIAL EDUCATION

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PREFACE

Exceptional Learners: An Introduction to Special Education, Fourteenth Edition, is a general introduction to the characteristics of exceptional learners and their education. (*Exceptional* is the term that traditionally has been used to refer to people with disabilities as well as to those who are gifted.) This book emphasizes classroom practices as well as the psychological, sociological, and medical aspects of disabilities and giftedness.

We've written this text with two primary audiences in mind: those who are preparing to be special educators and those who are preparing to be general educators. Given the federal legislative mandates, as well as ethical concerns, for including students with disabilities in general education classrooms whenever possible, general educators must be prepared to understand exceptional learners. And they must be ready to work with special educators to provide appropriate educational programming for students with disabilities. This book is also appropriate for professionals in other fields who work with exceptional learners (e.g., speech-language pathologists, audiologists, physical therapists, occupational therapists, adapted physical educators, counselors, and school psychologists).

We believe we've written a text that reaches both the heart and the mind. Feedback we've received from students and instructors on previous editions strengthens our confidence that we've done so. Our conviction is that professionals working with exceptional learners need to develop not only a solid base of knowledge, but also a healthy attitude toward their work and the people whom they serve. Professionals must constantly challenge themselves to acquire a solid understanding of current theory, research, and practice in special education and to develop an ever more sensitive understanding of exceptional learners and their families.

WHAT'S NEW IN THIS EDITION?

As with all of our previous revisions, we've approached this one with an eye toward providing the reader with the latest, cutting-edge information on research and best practices in special education. The most obvious innovation is that this edition is available as FULLY DIGITAL, with over 200 interactive elements (primarily videos) hot-linked throughout the text. After careful consideration, we as well as the publisher, Pearson, are convinced that the electronic format offers multiple benefits for students, instructors, and us, the authors. For students it offers a much more affordable learning resource than the traditional text. For instructors it offers a way of engaging students and opening up myriad possibilities for class discussions and lectures. For us, the authors, it offers a way to bring to life teaching practices, to portray the human side of disabilities, to go into more depth on critical topics. Excuse the cliché, but “a picture is worth a thousand words” comes to mind.

New or Thoroughly Updated Content within Chapters

- *Chapters 6, 7, 8, 9:* Inclusion of new definitions of Specific Learning Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Emotional and Behavioral Disorders, and Autism Spectrum Disorders (ASD), from the American Psychiatric Association's *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition* (DSM-5, 2013)
- *Chapter 1—Exceptionality and Special Education:* More emphasis on *abilities*, rather than *disabilities*, of students in special education

- *Chapter 2—Current Practices for Meeting the Needs of Exceptional Learners:* Updated and expanded coverage of special education in the context of the Common Core State Standards Initiative
- *Chapter 3—Multicultural and Bilingual Aspects of Special Education:* Updated percentages of students of various ethnic groups receiving special education
- *Chapter 4—Parents and Families:* Greater emphasis on the importance of *family resiliency* in the face of having a child with a disability
- *Chapter 5—Learners with Intellectual and Developmental Disabilities:* More succinct and clear-cut explanation of the critical role of *systematic instruction* for students with intellectual disabilities
- *Chapter 6—Learners with Learning Disabilities:* Expanded and more in-depth discussion of literacy instruction and learning disabilities; expanded discussion on identification of students with learning disabilities, including strengths and weaknesses in cognitive processing
- *Chapter 7—Learners with Attention Deficit Hyperactivity Disorder:* More emphasis on importance of executive functioning and behavioral inhibition
- *Chapter 8—Learners with Emotional or Behavioral Disorders:* A new Figure 8.1 depicting the process of early identification of emotional and behavioral disorders
- *Chapter 9—Learners with Autism Spectrum Disorders:* Importance of *neuronal underconnectivity* between the front and back of the brain in people with autism spectrum disorders
- *Chapter 10—Learners with Communication Disorders:* More streamlined coverage for definitions of speech and language disabilities
- *Chapter 11—Learners Who Are Deaf or Hard of Hearing:* Updated information on how sign language evolves naturally among people who are deaf, further demonstrating that sign language is a *bona fide language*
- *Chapter 12—Learners with Blindness or Low Vision:* The role humor can play in dispelling stereotypes about people who are blind
- *Chapter 13—Learners with Low-Incidence, Multiple, and Severe Disabilities:* Expanded coverage of traumatic brain injury, especially in the context of sports injuries
- *Chapter 14—Learners with Physical Disabilities and Other Health Impairments:* Research linking spina bifida and learning disabilities
- *Chapter 15—Learners with Special Gifts and Talents:* Difficulties of defining giftedness in a multicultural society

Special Features

UP CLOSE WITH Features individuals who, in various ways, serve as inspirational role models for all people, whether with a disability or not. Some are accompanied by a video that brings to life the person's accomplishments.

PEER CONNECTIONS We believe students reading this book will have a better understanding of exceptionality if they read about the lives of exceptional learners who are young adults. In *Peer Connections*, individuals with disabilities' personal stories help readers realize that their peers with disabilities are very much like themselves.

SUCCESS STORIES: SPECIAL EDUCATORS AT WORK Special educators work in a variety of settings, ranging from general education classrooms to residential institutions. Although their main function involves teaching, these professionals also engage in a variety of activities, such as counseling, collaborating, and consulting. This feature, contained in several chapters, emphasizes the importance of education for students with special needs that is intensive, relentless, and specific, and includes questions for students that relate to CEC Standards.

MISCONCEPTIONS ABOUT EXCEPTIONAL LEARNERS: MYTHS AND FACTS BOXES We start each chapter with a feature that juxtaposes several myths and facts about the

subject of the chapter. This popular feature, familiar to longtime users of previous editions, serves as an excellent advance organizer for the material to be covered.

MyLab for Education™

Learning Outcomes and Summaries of Content

Learning Outcomes begin each chapter to focus reader thinking about the topics to be covered in the upcoming pages, and these are directly associated with the chapter's section headings. Each chapter concludes with a Summary of the main ideas of the chapter, reinforcing the connection between learning outcomes and chapter content.



LEARNING OUTCOMES

Learning Outcome 5.1: Understand why the term *intellectual disabilities* is used rather than *mental retardation*, how professionals define intellectual disabilities, and the prevalence of intellectual disabilities.

Learning Outcome 5.2: Learn the causes of intellectual disabilities.

Learning Outcome 5.3: Learn about assessments used to identify intellectual disabilities and some of the psychological and

behavioral characteristics of learners with intellectual disabilities.

Learning Outcome 5.4: Understand some of the educational considerations for people with intellectual disabilities and how professionals assess progress in academics and adaptive behavior.

Learning Outcome 5.5: Learn about issues that should be considered with respect to early intervention and transition to adulthood for learners with intellectual disabilities.

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 providing their perspectives about real life situations. There are also several videos showing textbook authors Hallahan, Kauffman, and Pullen, as well as other experts in the field, discussing topics central to the field of special education, such as the Least Restrictive Environment, Inclusion, and current approaches to teaching students with special needs.

Self-Checks

Throughout the chapters, you will find MyLab Education™ Self-Check quizzes. There are four to six of these quizzes in each chapter. These are meant to help readers assess how well they have mastered the concepts covered in the sections they have just read. Self-Checks are made up of self-grading multiple-choice items that provide immediate feedback on whether questions have been answered correctly or incorrectly, as well as rationales for both correct and incorrect answers.

Application Exercises

Most sections conclude with one or two application exercises that provide readers with opportunities to reflect upon chapter content and apply it to teaching and learning in real classrooms. Exercises usually include constructed-response questions. Readers receive immediate feedback on their responses to these questions in the form of model answers written by experts.



MyLab Education
Video Example 13.4

This video shows an example of the importance of interdisciplinary teamwork in implementing a successful educational program for a child with TBI.

MyLab Education Self-Check 13.4**MyLab Education Application Exercise 13.4:****Small Group Instruction for Students with Deaf-Blindness**

Watch a video in which a teacher is working on a language lesson with the students. Answer the questions that follow.

***Advanced Data and Performance Reporting Aligned to National Standards***

Advanced data and performance reporting helps educators quickly identify gaps in student learning and gauge and address individual and classroom performance. Educators easily see the connection between coursework, concept mastery, and national teaching standards with highly visual views of performance reports. Data and assessments align directly to national teaching standards, including The Council for Exceptional Children (CEC), and support reporting for state and accreditation requirements.

Study Plan Specific to the Text

MyLab Education™ gives students the opportunity to test themselves on key concepts and skills, track their own progress through the course, and access personalized Study Plan activities.

The customized Study Plan is generated based on students' pretest results. Incorrect questions from the pretest indicate specific textbook learning outcomes with which the student is struggling. The customized Study Plan suggests specific enriching activities for particular learning outcomes, helping students focus. Personalized Study Plan activities may include e-book reading assignments, and review, practice, and enrichment activities.

After students complete the enrichment activities, they take a posttest to see the concepts they've mastered or areas where they still may need extra help.

MyLab Education™ then reports the Study Plan results to the instructor. Based on these reports, the instructor can adapt course material to suit the needs of individual students or for the entire class.

Assignments and Activities

Designed to enhance students' understanding of concepts covered in class, these assignable exercises show concepts in action (through videos, cases, and/or student and teacher artifacts). They help students deepen content knowledge and synthesize and apply concepts and strategies they have read about in the book. (Correct answers for these assignments are available to the instructor only.)

Building Teaching Skills and Dispositions

These unique learning units help students practice and strengthen the skills that are essential to effective teaching. After examining the steps involved in a core teaching process, students are given an opportunity to practice applying this skill via videos, student and teacher artifacts, and/or case studies of authentic classrooms. By providing multiple opportunities to practice a single teaching concept, each activity encourages a deeper understanding and application of concepts, as well as the use of critical thinking skills. After practice, students take a quiz that is transmitted to the instructor gradebook and performance reporting.

IRIS Center Resources

The IRIS Center at Vanderbilt University (<http://iris.peabody.vanderbilt.edu>), funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), develops training enhancement materials for preservice and practicing teachers. The center

works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. In the MyLab Education™ course, we have integrated this content where appropriate.

Teacher Talk

This feature emphasizes the power of teaching through videos of master teachers, who tell their own compelling stories of why they teach. Each of these featured teachers has been awarded the Council of Chief State School Officers Teachers of the Year award, the oldest and most prestigious award for teachers.

Course Resources

The Course Resources section of MyLab Education™ is designed to help students put together an effective lesson plan, prepare for and begin a career, navigate the first year of teaching, and understand key educational standards, policies, and laws. It includes the following:

The **Lesson Plan Builder** is an effective and easy-to-use tool that students can use to create, update, and share quality lesson plans. The software also makes it easy to integrate state content standards into any lesson plan.

The **Certification and Licensure** section is designed to help students pass licensure exams by giving them access to state test requirements, overviews of what the tests cover, and sample test items.

The Certification and Licensure section includes the following:

State Certification Test Requirements: Here, students can click on a state and be taken to a list of state certification tests.

Students can click on the Licensure Exams they need to take in order to find

- Basic information about each test

- Descriptions of what is covered on each test

- Sample test questions with explanations of correct answers

National Evaluation Series™ by Pearson: Here, students can see the tests in the National Evaluation Series (NES), learn what is covered on each exam, and access sample test items with descriptions and rationales of correct answers. Students can also purchase interactive online tutorials developed by Pearson Evaluation Systems and the Pearson Teacher Education and Development group.

ETS Online Praxis™ Tutorials: Here, students can purchase interactive online tutorials developed by ETS and by the Pearson Teacher Education and Development group. Tutorials are available for the Praxis I® exams and for select Praxis II® exams.

The **Licensure and Standards** section provides access to current state and national standards.

The **Preparing a Portfolio** section provides guidelines for creating a high-quality teaching portfolio.

Beginning Your Career offers tips, advice, and other valuable information on:

- Resume Writing and Interviewing:* Includes expert advice on how to write impressive resumes and prepare for job interviews.

- Your First Year of Teaching:* Provides practical tips to set up a first classroom, manage student behavior, and more easily organize for instruction and assessment.

Law and Public Policies: Details specific directives and requirements needed to understand under the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act.

The **Multimedia Index** aggregates resources in MyLab™ by asset type (e.g., video or artifact) for easy location and retrieval.

Visit www.pearsonmylabmastering.com for a demonstration of this exciting new online teaching resource.

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 (0-13-480683-2)

The Instructor’s Resource Manual synchronizes all of the resources available with this textbook, providing 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 (0-13-480691-3)

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

PowerPoint™ Slides (0-13-480681-6)

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

TestGen (0-13-480679-4)

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 or testing online.

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)

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Janelle Rogers, Content Producer for this edition, brought all the complex pieces of the project to completion flawlessly. Our copy editor, Kathy Smith, did a terrific job of keeping us stylistically and grammatically correct.

Some Final Thoughts

Given that this is the fourteenth edition, some readers might legitimately wonder whether authors Hallahan and Kauffman have kept abreast with current research. In a word: Yes. We assure you that they didn't approach this edition any differently than they did the first. In fact, if anything, they were energized by the freedom of expression that came with changing to digital format. Furthermore, the fresh perspective of Paige Pullen, the youngest co-author, ensures that 14th edition is **up to date and cutting-edge**.

For those loyal users of previous editions, we assure you that we weighed carefully each change or update. We hope you agree that our revisions reflect the myriad changes in the field of special education over the past few years as well as the information explosion brought about by ever more accessible computer databases and the Internet. We also hope you'll agree that we haven't failed in our continuing commitment to bring you the best that research has to offer for educating exceptional learners.

DPH

JMK

PCP

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