Ninth Edition

Exceptional Lives

Practice, Progress, & Dignity in Today's Schools

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Dedications

Ann and Rud Turnbull dedicate this book to their best professor, their son Jay ("J.T.") He was born in 1967 with intellectual disability; by the time he became an adult, he had acquired two more disabilities—autism and serious emotional behavior. Yet, when he died in 2009, he had attained a quality of life and a dignity in his community in Lawrence, Kansas, that few educators had ever thought possible. Those five people (named below) who believed Jay could have the life he and we wanted, and who supported him to have it, are the exception to the "few educators"; they are the exceptional people in Jay's life.

- Dick Schiefelbusch, founder, Schiefelbusch Life Span Institute, University of Kansas
- Steve and Carolyn Schroeder, friends and colleagues, University of North Carolina at Chapel Hill and University of Kansas
- Ed Zamarripa, friend and colleague, University of Kansas
- Mary Morningstar, Jay's teacher and, later, colleague, University of Kansas

Michael Wehmeyer dedicates this book to J.T., who taught him to celebrate each day, and also to his family—Kathy, Geoff, and Graham––who make each day worth celebrating.

Karrie Shogren dedicates this book to J.T. and the lessons he taught her about friendship and to all the advocates who strive every day to make the world a more inclusive place for all.

Jane Wegner and Russell Johnston dedicate their chapter to all the individuals with communication challenges from whom we have learned so much.

Heather Grantham dedicates her chapter to the graduate students in deaf education at Washington University in St. Louis. Heather says, "They humble me every day with their passion and commitment to children who are deaf or hard of hearing. Thanks to them, I have the best job in the world."

Sandy Lewis dedicates her chapter to the students with visual impairments and their families who were my best teachers; the lessons you taught have brought authenticity to what I've taught to the university students with whom I have worked for more than a quarter of a century.

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Preface

Welcome to *Exceptional Lives: Practice, Progress, & Dignity in Today's Schools*. This is NOT a typical book introducing you to special education. Not at all**.** Yes, it explains who the students and professionals in special education are; yes, it describes the research-based practices you should use; and yes, it teaches by letting you meet students, teachers, and families who are like those you will meet wherever you teach.

Two Unique Features

But this edition is unique for two reasons among other books introducing you to special education. First, it rests on an ethical principle and, second, it incorporates seven principles that are the foundations for effective teaching and learning.

The Ethical Principle of Dignity

What distinguishes our book from all other similar books is that we believe, and we teach, that providing specially designed, research-based instruction in inclusive classrooms dignifies students with disabilities and those with exceptional talents and gifts.

Dignity has two aspects. First, it is the value inherent in every person, without regard to the nature or extent of the person's disability. It affirms that, though having a disability, the person is not less worthy. Second, dignity is what you confer by how you teach a student with a disability or extraordinary talent.

When you practice as we teach you to practice, you not only respect the student's inherent dignity, you also enlarge it. Think about your work this way: You carry out two functions. You teach—you are in the education enterprise. And, by teaching, you treat your students and their families with dignity.

Seven Principles of Special Education: The Foundations of the Profession

You will read about dignity in each chapter. There are, however, principles that are the foundations of *special education.* They are

- *respect for your students' diversity and their rights to cultural justice*,
- *education that enables students to make progress*,
- *research-based practices*,
- *inclusion*,
- *self-determination*,
- *partnership with families*, and
- *high expectations*.

So, there are two unique features of this edition. They are the ethical principle of dignity and the seven foundational principles of special education. There's more.

New Features—Ensuring Progress in School

It is timely that this edition aligns with a recent Supreme Court (2017) decision that says special educators must offer their students an education that enables them to make progress in school. When the Court interpreted the federal law of special education, it held that each student's right to an appropriate education is more than a right to an individualized education, preferably in the general curriculum (the curriculum for typically developing students). The Court interpreted "appropriate" education to mean an education that enables your students to make progress in school, year after year. Their education must be appropriately ambitious for them and offer them challenging objectives.

To honor this decision, we have made big changes to this text. They include:

- **A NEW Focus on Educational Progress**. In Chapter 1, we introduce you to Endrew, the young man whose right to an education that ensures his "progress" is the standard for all students receiving special education. Read about the Supreme Court decision and then, in Chapter 4, how that decision affects special education teaching and learning in new and exciting ways.
- **A NEW Chapter on Progress**. In Chapter 4, we describe the procedures for evaluating, offering an appropriate education to, including in the general curriculum, and monitoring student progress in the general curriculum. We describe how those procedures sometimes are the same as but sometimes differ from the procedures educators followed before the Supreme Court decision.
- **A NEW Chapter on School-Wide Supports**. In Chapter 5, we describe powerful school-wide programs that support all teachers in a school to use data-based decision making and teaming, reaching out to every student—not just students with disabilities—to provide the scaffolding required for educational progress and self-determination. This chapter teaches you about the most common and most research-based tiered systems—systems that individualize for all students. There are three of these systems: school-wide positive behavior

intervention and supports (SW-PBIS), response to intervention (RTI), and comprehensive, integrated three-tiered systems (Ci3T). Each is useful for implementing school-wide systems and promoting positive academic, social and emotional behavior.

- **A NEW Chapter on Cross-cutting Instructional Approaches**. New Chapter 6 focuses on designing learning environments that promote students' progress. The chapter begins with a discussion on research-based, high-leverage practices that benefit all students—that is, practices that enable inclusion. More than that, this chapter and the ones that follow guide you on how to individualize instruction, services, and assessment to respond to disability-related characteristics. Here, you will learn about the principles of universal design and how to create curriculum that is sufficiently flexible for all students. Alternatively stated, you will learn how to make learning more accessible for all students, reducing the barriers to general education classrooms and curriculum for those with disabilities. Specifically, you will learn about co-teaching arrangements, differentiated instruction, peer mediation, explicit instruction, and embedded instruction. These are the ways and means of universal design. What you learn here will stand you in good stead no matter who your students are. The instructional approaches—all in line with universal design—illustrate the wealth of research-based practices in special education and the promotion of inclusive classrooms.
- **A NEW Chapter on Diversity and Cultural Justice**. New to this edition is in-depth teaching on how you can respond to America's increasingly diverse student populations. Chapter 2 describes the progress of the civil rights movement in education, summarizes research findings about cultural bias related to disability and race, and teaches you about how disability intersects challenges of students from diverse populations. Here, you will learn about bias in classifying students into special education. You will learn how bias and misclassification relates—almost always negatively—to inclusion, bullying, restraint and seclusion, suspension and expulsion, and participation in the juvenile justice system. You will learn how to counteract these negative effects when you read about theories and practices of cultural justice and fairness, especially strategies for teaching restorative practices and being a culturally responsive teacher.
- **NEW Pedagogical Features**. Each chapter now includes two new features to help you apply what you are learning. ***Guidelines for Teaching*** features provide sequential steps for executing research-based practices, procedures, or processes. ***Into Practice Across the Grade Levels*** features describe the components of an intervention that are particularly appropriate for some students, even as it describes cross-cutting strategies appropriate for all students. In addition, ***Into Practice*** features offer multiple, grade-level examples of applied practice.
- **NEW MyLab Education**. One of the most visible changes in the ninth edition, also one of the most significant, is the expansion of the digital learning and assessment resources embedded in the eText and the inclusion of MyLab Education in the text. MyLab Education is an online homework, tutorial, and assessment program designed to work with the text to engage you and improve how you learn and how much you learn. Within MyLab's structured environment, you will find that key concepts are clearly demonstrated through real classroom video footage. More than that, you will have opportunities to practice what you learn, test your understanding, and receive feedback to guide you toward mastery. Designed to bring you more directly into the world of preschool–12 classrooms and to help you see the real and powerful effects of the special education concepts and practices you will read about, the online resources in MyLab Education with the Enhanced eText include:
    - **Video Examples**. About 5–7 times per most chapters, an embedded video provides an illustration of a special education principle or concept in action. These video examples most often show students and teachers working in classrooms including teachers and students at CHIME, an inclusive elementary and middle school in Los Angeles. Sometimes, these videos show students or teachers describing their thinking or experiences such as those videos that document the lives of individuals captured by prize-winning filmmaker and cinematographer, Dan Habib.
    - **Self-Checks**. In each chapter, self-check quizzes help assess how well you have mastered the content. The self-checks consist of self-grading multiple-choice items that provide not only feedback on whether questions are answered correctly or incorrectly but also rationales for both correct and incorrect answers.
    - **Application Exercises**. These exercises give you opportunities to practice applying the content and strategies from the chapters. The questions in these exercises are usually in the form of a constructed response. Once you provide your own answers to the questions, you receive feedback in the form of model answers written by experts.

Three Truths About Special Education—Guidelines for You

It is bold of us to say this, but fortune favors the bold: There are three truths about special education. They are truths because they cannot be disputed successfully. They express

what we have learned in our years as teachers and professors, researchers and family members. They also are the guidelines that we hope you will follow when you, your colleagues, and your students and their families undertake the new world—the world of "progress through research-based practice."

People First: Valued Lives and Dignifying Education

Dignity is all about valuing the lives and experiences of people. We value the lives of students with disabilities and see them as individuals first, individuals who laugh and cry, struggle and triumph like everyone else. Some of their struggles are monumental, and some of their triumphs are small; but, if you do your job as we are teaching you to do it, then each student can begin each day with new hope for making progress and achieving goals for greater independence. So can their families. And so can you and your colleagues.

Does this all seem too optimistic, too "frothy" and "light" and "syrupy"? It's not.

As you read earlier in this Preface, the Supreme Court declared that your students have a right to make progress in school. That means you must be appropriately ambitious for them, offer them challenging objectives and have high expectations for them. Your students and their families need to know that you know your business. They will know that if they know you use research-based practices. Those are the practices that also will provide them with hope and confidence for the future. When they have confidence and make progress, you and they will be justified in celebrating their success. So, put aside "frothy" and "light" and "syrupy"—they have no place next to research-based, inclusive practices to promote progress.

Also, bear in mind that your students are likely to make more progress when their families and you have trusting partnerships and collaborate to build on students' strengths, interests, and goals. Earn that trust. The relevance of a student's progress and a family's trust cannot be overstated.

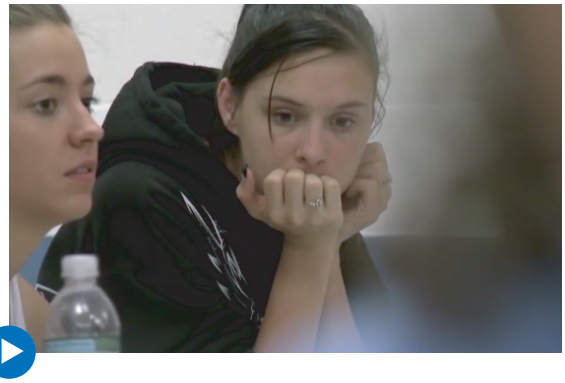
Two features highlight the lives of students with disabilities, their families and their educators.

VIGNETTES. At or near the beginning of every chapter you will find a vignette—a short but true description of people in special education. For example, Chapter 1 features the student who was the center of the Supreme Court decision we described earlier; and Chapter 4 features a student in a school where inclusion occurs universally. The vignettes convey an important message. Special education is a lively enterprise. It is not an abstract enterprise. It is full of life. It involves real people.

So we begin each chapter by introducing you to a student, family, and teachers. We tell you about them, how they work together, and how their lives and work interact. We thread that story into the chapter so you can see how research-based practices affect and improve the lives of real people.

VIDEOS. We do more than that. We rely on videos that we commissioned especially for this book. You will come to know students and educators at CHIME, a Los Angeles elementary and middle school. CHIME's classrooms are filled with students of varying abilities and the professional aides and educators who illustrate inclusive teaching practices. Likewise, you will be introduced through videos to wonderful students, families, and educators featured by Dan Habib in award-winning documentaries. You will meet Kelsey, Samuel, Thaysa, and others whose lives have been changed through teaching practices that make a difference.

MyLab Education
Video Example P.1



MyLab Education
Video Example P.2

Inclusive Practices: Equal Educational Opportunities for All

Special education is not separate from general education. No, indeed. It is part of general education. Approximately two thirds of students with disabilities spend 80% of their time in general education classes with the benefit of supplementary aides and services. So, whether you will be a general or a special education teacher, you will need to know about:

- The law governing special education—its requirement that your students' education must give them the opportunity to make progress.
- The differences among your students—differences that require you to use culturally appropriate responsiveness.
- Equal opportunity—the right to equality and equity in education, the chance to have the kind of opportunities that people without disabilities have, both in school and then after they leave school.
- Full inclusion—the right to participate fully in schools and communities, the right to be included, and the right not to be segregated.
- School-wide and classroom-based practices that benefit all students and that occur in typical, ordinary schools and settings.

A revised chapter about procedures to ensure progress (Chapter 4) and new chapters on school-wide systems of supports and cross-cutting instructional strategies (Chapters 5 and 6) teach you how to plan for and practice inclusion for all students. You will learn how to carry out this planning and practice in partnership with families (Chapter 3). Each chapter thereafter then identifies a specific disability or disabilities—the "categorical" chapters. Each describes the disability's characteristics and causes, the specific and appropriate assessments and procedures to qualify students for specially designed instruction, and the individualized supports and services the students should receive. Each offers detailed, state-of-the-art, research-based strategies to illustrate how to educate students with varying abilities and students who are gifted and talented. Each has two special kinds of pedagogical features: *Nondiscriminatory Evaluation Process* and *Inclusion Tips*.

Nondiscriminatory Evaluation Process

Discrepancy Model

To determine the presence of a learning disability, use the following process.

Observation	**Teacher and parents observe:** Student appears frustrated with academic tasks and may have stopped trying.
Screening	**Assessment measures:** **Classroom work products:** Work is inconsistent or generally poor. Teacher feels student is capable of doing better. **Group intelligence tests:** Usually the tests indicate average or above-average intelligence. However, tests may not reveal true ability because of reading requirements. **Vision and hearing screening:** Results do not explain academic difficulties.
Prereferral	**Teacher implements suggestions from school-based team:** The student still experiences frustration and/or academic difficulty despite interventions. Ineffective instruction is eliminated as the cause for academic difficulty.
Referral	**Multidisciplinary team submits referral.**
Nondiscriminatory evaluation procedures and standards	**Assessment measures:** **Individualized intelligence test:** Student has average or above-average intelligence, so intellectual disability is ruled out. Student may also have peaks and valleys in subtests. The multidisciplinary team makes sure the test is culturally fair. **Individualized achievement test:** A significant discrepancy (difference) exists between what the student is capable of learning (as measured by the intelligence test) and what the student has actually learned (as measured by the achievement test). The difference exists in one or more of the following areas: listening, thinking, reading, written language, mathematics. The team makes sure the test is culturally fair. **Curriculum-based assessment:** The student is experiencing difficulty in one or more areas of the curriculum used by the local school district. **Behavior rating scale:** The student's learning problems cannot be explained by the presence of emotional or behavioral problems. **Anecdotal records:** The student's academic problems are not of short duration but have been apparent throughout time in school. **Direct observation:** The student is experiencing difficulty and/or frustration in the classroom. **Ecological assessment:** The student's environment does not cause the learning difficulty. **Portfolio assessment:** The student's work is inconsistent and/or poor in specific subjects.
Determination	The nondiscriminatory multidisciplinary evaluation team determines that the student has a learning disability and needs special education and related services.

Inclusion Tips for Students with ADHD

	Behavior	Social Interactions	Educational Performance	Classroom Attitudes
You Might See	The student is inattentive, withdrawn, forgetful, a day-dreamer, and/or lethargic.	The student is constantly late in arriving at school and rarely turns in an assignment when it is due; the student has little conception for time.	The student's work is incomplete and full of errors.	The student's motivation is lacking. The student often lays head on the desk and falls asleep after lunch.
What You Might Be Tempted to Do	Overlook the student.	Have the student miss recess in order to catch up on classwork and previous homework.	Assign failing grades to the student.	Send frequent notes to parents about your disappointment in their child's lack of motivation.
Alternate Teacher Response	Provide Tier 2 and 3 interventions with the student to strengthen academic performance and motivation.	Set up a meeting with the student and parents to develop a time management plan; implement the same accommodations at school and home.	Break the student's larger assignment into smaller parts. Ensure the student understands instructions and adjust the length of the assignment to what is reasonable to complete in a specified time period.	Check out whether sleepiness could be tied to medication side effects by completing a rating scale and talking to the student's parents about the results.
Ways to Include Peers in the Process	Model acceptance and appreciation for the student. Then peers are more likely to do the same.	For projects, pair the student with another student who is conscientious about completing assignments on time.	Seat the student next to other students who are conscientious workers and who provide no distractions.	Be sensitive to any teasing or bullying that might occur from other students about afternoon naps and intervene immediately to curb it.

Educational Progress: Research-Based Approaches Toward Long-Term Outcomes

The title of this new edition clues you to one of its greatly strengthened features. The feature is the research-based practices that ensure your students' *progress*. As we noted above, each categorical chapter (Chapters 7 through 17) describes the most recent research-based practices even as they cite, to a limited degree, the pioneering research. The two pedagogical features in each chapter—*Guidelines for Teaching* and *Into Practice Across the Grade Levels*—teach you how to use research-based strategies toward educational and personal progress.

Guidelines for Teaching

Implementing Peer-mediated Supports

Craft a peer support plan with the educational team:

- Identify opportunities to promote academic, social, and behavioral skills using peer-mediated supports
- Determine what instructional times and activities are appropriate for a peer-mediated support intervention
- Plan what IEP activities and goals can be incorporated into peer-mediated supports for individual students
- Discuss how to recruit peers: volunteer, nomination by teachers, and/or random assignment
- Set goals (jointly with participating students) related to the peer-mediated supports
- Develop data collection methods
- Define roles that teachers, paraprofessionals, family members, and other members of the IEP team can play in facilitating the peer support arrangements
- Plan for ways to create meaningful roles for students with and without exceptionalities in the arrangement (e.g., how can each student serve as the tutor and tutee; what contributions will students with exceptionalities make in peer partner programs?)
- Consider the supports needed by students with exceptionalities to participate
- Consider ways to build in-school and out-of-school relationships and supports in collaboration with families.

Train the educational team:

- Explain the purpose and a rationale for the peer support arrangements
- Describe supporting roles that educators, paraprofessionals, and related service professionals play for peers and students with exceptionalities
- Involve the family in learning about peer support arrangements
- Share peer support plans and explain specific examples for social and academic supports that members of team can facilitate
- Show how to collect data on student progress on outcomes included with the peer support plan
- Plan for regular meetings for problem solving and discussion on progress.

Recruit and train peers:

- Identify peers
- Provide initial training to peers to discuss roles, provide education on various exceptionalities, discuss specific strategies identified in the peer support plan, and adult support that will be available. If paraprofessionals are present in a classroom or during an activity in which a peer support arrangement takes place, include paraprofessionals during the initial meeting as well to clarify their role.
- Provide ongoing support: to update progress, success stories, and concerns. The type and intensity of support and guidance educators provide will depend on the characteristics of the student, the confidence and capabilities of peers, and the context of the class.

Implement the peer-mediated support intervention:

- Create the opportunities for the peer support arrangement to occur during planned activities and instructional times
- Collect data on the impact on students' targeted outcomes
- Share information with members of the team
- Adjust and modify as needed based on data and feedback from students and the team.

SOURCE: Adapted from Biggs, E. E., & Carter, E. W. (2017). Supporting the social lives of students with intellectual disability. In M. L. Wehmeyer & K. A. Shogren (Eds.), *Handbook of research-based practices for educating students with intellectual disability* (pp. 255–273). New York, NY: Routledge; Carter, E. W., Cushing, L. S., Clark, N. M., & Kennedy, C. H. (2005). Effects of peer support interventions on students' access to the general curriculum and social interactions. *Research and Practice for Persons with Severe Disabilities, 30*, 15–25.

Even as you learn those strategies, you will learn how they advance your students' self-determination. Your students will learn to set and pursue their own goals if they have the benefit of instruction in self-determination—knowing how to choose and what to do once they have chosen a course of action. Self-determination dignifies your students.

Together with the research-based practices and inclusion for progress, self-determination ensures that your students will be better able to achieve the nation's four disability outcomes. These are equal opportunity, full participation, independent living, and economic self-sufficiency. Every instructional strategy you use is a means for your students to achieve those outcomes. This edition of *Exceptional Lives* is unique in emphasizing that long-term outcomes, and with them the dignity that your students will have, are the ultimate goals of special education. Take a look at the two features below; you'll see what we mean.

Into Practice Across Grade Levels

Teaching Mindfulness

Physical literacy lesson. Students in the **4th grade** learn to breathe like animals. They breathe like dolphins by inhaling as they curve their arms and jump like a dolphin and then exhale when they bring their arms down. They try a crocodile breath by inhaling when they open their arms to mimic a crocodile's jaw and then exhale when they clap their arms together. Students can make up their own breathing patterns for their favorite animals, then write a story about their favorite animals and how they breathe.

Mental literacy lesson. In **kindergarten**, use different musical instruments to teach students to actively listen. Ask students to mindfully listen to the sound of the instrument for as long as any sound lasts and then to raise their hand at the instant when they no longer can hear the music. As students are able to focus their listening, use longer and longer musical selections to encourage students to extend their listening for a greater period of time.

Emotional literacy lesson. 7th graders practice using their breathing to handle difficult emotions. Have students, one at a time, imagine the following scenarios: being teased by a classmate for a bad grade, having a pop-test in class without having done the assignment, and being reprimanded by the principal and told that they may not attend an overnight field trip because of disruptive behavior. The students are guided to pay attention to where they feel stress in their bodies and to use mindful breathing to release the tension and become relaxed. Then the students imagine the opposite situation. Again, they note carefully their body sensations and the emotions that they experience. The lesson ends when students write in their journal about how emotions feel inside their bodies.

Social literacy lesson. 11th graders with externalizing behavioral disorders meet in a small group with a counselor on a weekly basis. In one session, the counselor invites the students to think of a situation when someone was really nice to them and that made them feel happy. Each student has an opportunity to share that experience with others in the group. They ask each other questions in terms of what emotions they felt; they come up with a number of 1 to 10 in terms of the strength of the emotion. Then the students are encouraged to think of someone whom they think would benefit from having nice things directed to them. They should identify things they could say and do that would bring similar emotions in terms of type and intensity that they had experienced in their own nice interaction. Afterward, all students in the group share what they could do. The counselor encourages the students to try out the nice interaction during the next week.

Global literacy lesson. Students in the **9th grade** focus their meditation on elements of the natural world. Ask students to sit in a relaxed position and do breathing for several minutes. Then ask them to imagine the image of a tall pine tree that is strong and towering. With each breath, they should feel the strength and sturdiness of the tree. Then ask them to imagine sitting outside around a fire while feeling the warmth of the fire and the chill of the wind. Finally, they should imagine floating in outer space, enveloped by galaxies. For each of these guided meditations, they should put themselves in nature and experience increasing levels of relaxation.

SOURCE: Adapted from Rechtschaffen, D. (2016). *The mindful education workbook: Lessons for teaching mindfulness to students*. New York, NY: W. W. Norton & Co.

Prologue and Epilogue

This preface is a prologue—words in advance of the main text. It says "hello, here's a preview of your trip with us." A prologue demands an epilogue. It says, "Here's where we have been." Our epilogue features a young woman who struggles with an emotional behavior disorder, a disorder that likely would have kept her from graduating without dedicated educators who did not give up on her. It also features a man with an intellectual disability who now works with faculty at Syracuse University to instruct students such as yourselves. And, it features a young man who grows up before your eyes in this text. Even though he is limited by his various physical disabilities, he has enjoyed the advocacy, support, and inclusive education provided by his family, his educators, and administrators who believed in his worth as a human being and in his abilities to make as much educational progress as his peers.

These vignettes in the Epilogue should confirm what we have been teaching and you have been learning all along: The outcomes of special education are indeed special.

Come with us; be part of a special enterprise that can ensure remarkable results.

Supplementary Materials

This edition of *Exceptional Lives* provides a comprehensive and integrated collection of supplements to assist students and professors in maximizing learning and instruction. The following resources are available for instructors to download from www.pearsonhighered.com/educator. Enter the author, title of the text, or the ISBN number, then select this text, and click on the "Resources" tab. Download the supplement you need. If you require assistance in downloading any resources, contact your Pearson representative.

INSTRUCTOR'S RESOURCE MANUAL The Instructor's Resource Manual includes chapter overviews and outcomes, lists of available PowerPoint® slides, presentation outlines, teaching suggestions for each chapter, and questions for discussion and analysis along with feedback.

POWERPOINT® SLIDES The PowerPoint® slides highlight key concepts and summarize text content. The slides also include questions and problems designed to stimulate discussion, encourage students to elaborate and deepen their understanding of the topics in each chapter, and apply the content of the chapter to both the real world of teaching and their daily lives. The slides are further designed to help instructors structure the content of each chapter to make it as meaningful as possible for students.

TEST BANK The Test Bank provides a comprehensive and flexible assessment package. The Test Bank for this edition has been revised and expanded to make it more applicable to students. To provide complete coverage of the content in each chapter, all multiple-choice and essay items are grouped under the chapters' main headings and are balanced between knowledge/recall items and those that require analysis and application.

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We begin by thanking our reviewers. Their wise directives helped guide us on the path we should take for this revision. Thank you Beth Margaret Ackerman, Liberty University; Kagendo Mutua, The University of Alabama; Melinda Pierson, California State University, Fullerton, and Kathleen Puckett, Arizona State University.

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Chapter 4—Pablo Garcia and his father Sergio and mother Delia; Lori Palen and Tommy

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Chapter 8—Kylie and Joey and their parents Carrie and Paul

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Chapter 10—Will Sims and his mother Leigh Ann Schwartz; and Kathleen Kyzar, our former colleague at The University of Kansas, now a professor at Texas Christian University

Chapter 11—Rachel, Jawanda, and John Mast, and Rachel's teacher Audra McClelland

Chapter 12—Thasya Lumingkewas, her mother (who wishes not to be named), and her teacher Holly Prud'homme

Chapter 13—Alana Malfy and her mother Kristina and the teachers at Pembroke Academy and advisors from the University of New Hampshire

Chapter 14—Sam Habib, his father Dan Habib, his mother Betsy McNamara, and his brother Isaiah

Chapter 15—Martae Allen, his mother Erica Baculima, and his home tutor, Christina Perez

Chapter 16—Corbin Thornbury, his mother Lottie, and his teacher, Mickey Damelio

Epilogue—Kelsey Carroll, Micah Feldman, and Samuel Habib

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- Heather Grantham, Associate Professor and Director of Deaf Education Studies, Program in Audiology and Communication Sciences, Washington University of St. Louis School of Medicine and author of Chapter 15: Students with Hearing Impairments.
- Sandra Lewis, Professor and Coordinator of Vision Disabilities, School of Teacher Education, Florida State University and author of Chapter 16: Students with Visual Impairments.

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- Dan Habib, film director and cinematographer, Institute on Disability, University of New Hampshire

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