Preface

While traveling by car on a typical Arizona scorcher between Phoenix and Tucson after attending a state Association for Children and Adults with Learning Disabilities meeting, we were discussing the content and assignments for the methods courses we taught at our respective universities. The conversation inevitably drifted to what we would like to do better. Because both of us were responsible for preparing teachers and potential teachers to work effectively with students who have learning and behavior problems, we spent a considerable amount of time discussing the content of our classes. We concluded that we would like the class and the textbook for the class to provide adequate background in procedures for teaching skill and content areas such as reading, math, oral and written expression, and social and study skills. We also would like our students to understand which methods are most effective with what types of students and why.

The first edition of this book was the result of that initial lengthy discussion, which focused on the ideal content that would prepare teachers to meet the needs of elementary and secondary students with learning and behavior problems. Each new edition continues to present fresh ideas and information, always while keeping sight of our original purpose.

NEW TO THIS EDITION
Streamlined to better fit into a single semester, the eighth edition contains more applied teaching strategies than ever before, thoroughly revised chapters on teaching and assessing math as well as Response to Intervention, and an increased integration and emphasis on the topics of co-teaching and working with paraprofessionals, and technology.

- **Chapter 3, Response to Intervention**, is completely reconsidered, restructured, and revised.
- **Chapter 11, Assessing and Teaching Mathematics**, is completely reconsidered and revised with a dual focus on concrete classroom application and the needs of secondary students.
- All new **Tech Tips** in every chapter highlight software and other technologies that assist with instruction and student learning.
- **Evidence Based Practice** is called out throughout chapters with classroom applications.
- **33 new Apply the Concept** features throughout chapters provide guidelines and suggestions to better prepare you to organize classroom instruction.
- **Web Resources** margin notes at points of interest throughout chapters encourage further exploration of chapter topics.

**Additional Chapter Changes**

**CHAPTER 1: Planning and Teaching for Understanding**

- Introduction rewritten to reflect current views on instructional models in learning disabilities
• The questions that educators should consider when determining the appropriate inclusion model were added with commentary on how to resolve these questions
• Prevalence and incidence data updated
• Rationale for the importance of inclusion is provided
• Progress monitoring and assessment significantly revised and updated
• Instructional adaptations revised and updated

CHAPTER 2 Approaches to Learning and Teaching

• Applied Behavior Analysis changed with an emphasis on classroom examples
• Tables and Figures were significantly revised to provide an even clearer linkage to classroom application
• This chapter was edited extensively to assure clarity and brevity

CHAPTER 3: Response to Intervention Entirely New!

CHAPTER 4 Promoting Social Acceptance and Managing Behavior

• Information on cooperative learning considerably revised and updated
• Classroom based examples of instructional practices provided
• Coordinating services revised to include RTI
• Social competence focus is shifted to social difficulties
• Social status revised
• Characteristics of social difficulties modified extensively
• New section on self-regulation
• All instructional practices updated

CHAPTER 5 Communicating, Collaborating, Co-Teaching

• New and deeper coverage of paraprofessionals
• Expanded discussion on co-teaching

CHAPTER 6 Assessing and Teaching Oral Language

• Updating references, citations, and interpretations of findings related to oral language with implications for students with learning and behavior disorders
• Revisions of school age language development with consideration of findings related to the target population for this book
• Section on pragmatic language completely revised to reflect current research and practice as related to target population
• Instructional and assessment practices revised to reflect current research and practice

CHAPTER 7 Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition

• Updated research and practice on phonological awareness
• Updated research and knowledge on progress monitoring

CHAPTER 8 Assessing and Teaching Reading: Fluency and Comprehension

• New introductory vignette
• Updated oral reading fluency normative information in tables and text
• Considerably refined research to practice information on read alouds
• Included Scaffolded sustained silent reading with classroom application
• Guidelines for book accessibility considerably revised
• Provided response to intervention and reading comprehension updates
• Applications for reading comprehension revised
• Approaches to teaching reading comprehension updated, deleted, and revised

CHAPTER 9 Assessing and Teaching Writing and Spelling
• Process approach to writing revised and updated with clearer connections to students with learning disabilities and behavior disorders
• Approaches to improving writing revised and updated to reflect research-based practices
• Section on use of Author’s chair revised significantly
• Phonics rules for spelling revised and updated
• Instructional practices in spelling updated to reflect current research and practice
• Instructional practices in handwriting updated to reflect current research and practice

CHAPTER 10 Assessing and Teaching Content Area Learning and Vocabulary Instruction
• Updated instructional practices related to content area teaching
• Revised and updated family focus on improving language and vocabulary
• Included a section on big ideas of content learning
• Updated instructional applications

CHAPTER 11 Assessing and Teaching Mathematics *Entirely New!*

**TEXT ORGANIZATION AND SPECIAL FEATURES**

From that conversation many years ago, we determined three important goals for this text:

1. *Foundations.* To provide information about general approaches to learning and teaching so that the foundation for the methods and procedures for teaching all learners can be better understood.

2. *Detailed methods.* To supply descriptions of methods and procedures that include sufficient detail so that teachers and other professionals know how to use them.

3. *Organization and planning.* To present information about classroom and behavior management, consultation, and collaboration with families and professionals so that beginning teachers can develop a plan of action for the school year and experienced teachers can refine these skills.

To help meet these goals, a number of special features have been developed. Apply the Concept features, Evidence Based Practice features, and Instructional Activities, for example, give special educators hands-on classroom implementation in reading, writing,
content areas and mathematics proven successful for all students, including those with learning and behavior problems.

Throughout chapters you’ll find:

*ED NOTE: insert images to coincide with brief descriptions*

**Apply the Concept** features, many brand new to this edition, provide guidelines and suggestions to better prepare you to organize classroom instruction.

**Evidence Based Practice** sections explicitly outline classroom applications for implementing large scale strategies for teaching students with special needs.

**Instructional Activities** provide a bank of step by step activities to bring with you into the classroom.

**Tech Tips (All New!)** consider software, websites, Assistive Technology and other technologies and their implications in the classroom.

**Spotlight on Diversity** features spotlight methods for teaching student populations who are culturally and linguistically diverse, including English learners.

**Apply the Standards** features at the end of each chapter explain which CEC standards the chapter reflects and gives activities to help readers understand how those standards relate to chapter contents.
**MyEducationLab** margin note and end of chapter feature clearly align chapter concepts with the rich media examples and applications available on the website that accompanies the text.

**SUPPLEMENTS**

**MyEducationLab**

_{ED NOTE: We are still waiting on final MyEdLab preface copy for 2012 texts}_

**Online Instructor’s Manual with Test Items**

An expanded and improved online Instructor’s Manual includes numerous recommendations for presenting and extending text content. The manual consists of chapter overviews, key concepts, a lecture-discussion outline, Think and Apply sections, and suggested readings. You’ll also find a complete, chapter by chapter bank of test items.

**Online PowerPoint Lecture Slides**

The PowerPoint lecture slides are available on the Instructor Resource Center at www.pearsonhighered.com. These lecture slides highlight key concepts and summarize key content from each chapter of the text.
The electronic Instructor’s Manual with Test Bank and PowerPoint lecture slides are available on the Instructor Resource Center at www.pearsonhighered.com. To access the items, go to www.pearsonhighered.com and click on the Instructor Resource Center button. Here you’ll be able to log in or complete a one-time registration for a user name and password.

**Pearson MyTest** is a powerful assessment generation program that helps instructors easily create and print quizzes and exams. Questions and tests are authored online, allowing ultimate flexibility and the ability to efficiently create and print assessments anytime, anywhere! Instructors can access Pearson MyTest and their test bank files by going to www.pearsonmytest.com to log in, register, or request access. Features of Pearson MyTest include:

**Premium assessment content**

- Draw from a rich library of assessments that complement your Pearson textbook and your course's learning objectives.
- Edit questions or tests to fit your specific teaching needs.

**Instructor-friendly resources**

- Easily create and store your own questions, including images, diagrams, and charts using simple drag-and-drop and Word-like controls.
• Use additional information provided by Pearson, such as the question's difficulty level or learning objective, to help you quickly build your test.

**Time-saving enhancements**

• Add headers or footers and easily scramble questions and answer choices—all from one simple toolbar.

• Quickly create multiple versions of your test or answer key, and when ready, simply save to MS-Word or PDF format and print!

• Export your exams for import to Blackboard 6.0, CE (WebCT), or Vista (WebCT)!

**ACKNOWLEDGMENTS**

Candace S. Bos and I launched this book together as junior faculty 30 years ago. Since her death, I have done one of the most challenging things of my professional career, writing and revising the book without my dear friend and colleague. I knew what an outstanding writer and teacher educator she was; I know even better now. Working on this book is a clear reminder of how much she taught me and how hard it is to work without her. Ann Davis, Editor, provided more than her usual excellent support and good ideas. Hope Madden, developmental editor, provided valuable suggestions and advice.
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