

PREFACE (This should appear as a banner at the top of the page)

The sixth edition of *Teaching Students with Special Needs in Inclusive Settings* reflects the major changes in how students with special needs are provided educational opportunities in today's elementary and secondary schools. Since the first edition of the book, more than 15 years ago, educators have dramatically altered the focus of educational services and interventions for this group of students. Educators currently focus on differentiating their instruction for all students to ensure appropriate educational opportunities for the wide, diverse student populations found in America's schools. During the time since the first edition, when inclusion was a relatively new initiative, educating students with special needs in inclusive settings has become the norm.

This text interprets research into practical ideas for classroom teachers and other educational personnel and therefore helps our readers make the necessary, practical, and satisfying connections involved in successful inclusive teaching: connections between a conceptual understanding of the nature and characteristics of the various disabilities with which many students struggle, and the practical (and often required) procedures, collaborative practices, and instructional strategies that good educators employ to help those students learn well, be accepted within their school communities, and ultimately achieve their academic and social potential.

NEW TO THIS EDITION

There are several significant changes in the sixth edition of *Teaching Students with Special Needs in Inclusive Settings*.

- **Chapter 2: Professional and Home-School Collaboration** takes an early look at the importance of involving families in the process of creating and maintaining an inclusive classroom.
- **Chapter 4: Managing and Differentiating Classrooms** proposes a comprehensive model for using the components of differentiation to instruct and to manage classrooms
- **Chapter 10: Teaching Students with Sensory Impairments** focuses one complete chapter on the needs of students with vision and hearing needs.
- **Differentiating Elementary Instruction and Differentiating Secondary Instruction:** These two features propose specific ideas for designing instruction to meet individual needs in elementary and secondary classrooms.
- **Characteristics and Implications:** These chapter elements clarify the characteristics of each disability category and pinpoint instructional implications teachers need to be aware of.
- **Cross Chapter references:** These margin notes help you make the content connections across chapters.
- **Refined Chapter Organization:** Every chapter has been reorganized and structured to better scaffold learning. Chapter objectives provide an advance organizer, and these objectives exactly match the major headings in the chapter. Chapter ending summaries are broken in to sections that correspond exactly with the chapter's objectives and major headings, to provide an excellent study organizer to help prepare for quizzes on each chapter's content.

- **Categorical Chapter Organization** has been further refined so that each categorical chapter follows the same predictable format, again providing scaffolding for the reader and better preparing readers for tests and quizzes.
- **Expanded!** Now in every chapter in the book, specific content is brought to life by visiting and revisiting one student at a time.
 - All chapters begin with a **mini case study**, with questions to consider about one student who exemplifies chapter topics.
 - For the first time, we revisit this student in every chapter in the **Selected IEP Goals and Objectives**.
 - We return to this student, re-examining his or her needs in the **Tips for Adapting a Lesson** feature, now in every chapter.

DIFFERENTIATING INSTRUCTION (This should appear as a Banner at the top of the page) To draw attention to the importance of differentiating instruction we've revised and created new special features for the sixth edition.

- **Chapter opening scenarios:** Providing educational services for students with special needs in inclusive continues to evolve, and every student has unique needs. To help understand these differences, each chapter begins with the story of a particular student or teacher in the context of that chapter's topic. These mini case studies offer Questions to Consider to focus the reader's attention on key issues to be covered in the chapter. **(insert visual of this feature)**

- **IEP Goals and Objectives :** We revisit these students, presenting sample IEP goals for the students profiled in the chapter opening scenarios. This feature helps our readers look at the appropriate construction of this important document to suit the needs of this individual student. **(Insert visual call out)**
- **Tips for Adapting a Lesson:** In this feature we return again to the chapter’s opening scenario, providing practical strategies for modifying instruction to meet the particular needs of these students. This feature examines the best classroom instruction as it helps readers apply chapter concepts of differentiation. **(Insert visual call out)**
- **Sample IEPs:** Found in the appendices at the back of this book, these samples provide models for developing programs appropriate for three students: a girl in fourth grade and boys in the eighth and twelfth grades, respectively. They will help the reader connect the needs of his/her students with specific interventions intended to help them become more successful in school and afterwards. **(Insert visual call out)**
- **Differentiated Elementary and Secondary Instruction:** These new features throughout the text offer practical, specific, research-supported strategies for working with students with special needs in inclusive classrooms. Each chapter contains a feature focusing on elementary students and secondary students. **(Insert visual call out for EACH type of box)**

PROMOTING INCLUSIVE PRACTICE (This should be appear as a banner at top of the

page)

Understanding the role and responsibilities of the general educator and knowing who the students are and how to plan, assess, and evaluate based on the needs of individual students will enable the reader to create inclusive classrooms. We've crafted several special features to that end.

- **Personal Spotlights:** These features profile real teachers, parents of children with special needs, and students with special needs themselves, letting readers connect chapter content with real-life situations and providing insight into the multifaceted experiences of people most affected by the challenges of inclusion. **(Insert visual call out)**
- **Rights and Responsibilities:** A critical component of the text is the research-driven chapters that provide insight into the role of the general education teacher in an inclusive classroom. These boxes throughout the text, examining legal cases and issues that impact the instructional process for students with special needs, have been updated to present relevant, practical information.
- **Characteristics and Implications:** These new features in each of the categorical chapters clarify the characteristics of each disability category and pinpoint instructional implications teachers need to understand to better meet the needs of their students. **(Insert visual call out)**
- **MyEducationLab Notes:** Focused entirely on building teachers' skills with inclusive practice, the MyEducationLab website that accompanies this text provides opportunities

to interact with videos, cases, modules, simulations, and podcasts that provide virtual experience with the inclusive classroom setting. Notes clearly outlining the online content most appropriate for each chapter can be found at the end of each chapter.

**S U P P L E M E N T S F O R S T U D E N T S A N D I N S T R U C T O R S (t h i s
s h o u l d a p p e a r a s a b a n n e r a t t h e t o p o f t h e p a g e)**

{ED NOTE: MyEdLab copy to come}

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, objectives, key terms and legislation, discussion questions and class activities that cover the essential concepts addressed in each chapter. 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 and online PowerPoint lecture slides are available on the Instructor Resource Center at www.pearsonhighered.com. To access these resources, 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.

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- 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)!

A c k n o w l e d g m e n t s

The sixth edition of *Teaching Students with Special Needs in Inclusive Settings* is the result of a great deal of effort on the part of many people. We would like to acknowledge the tremendous contribution made by numerous professionals in the field of special and general education whose daily work inspires and helps provide us with the information to share in this textbook, and we also acknowledge those authors whose works we cite regularly, who have made a significant contribution to the education of children with special needs. We thank in particular Dr. Gena Barnhill for her expertise contributed as co-author of the chapter on autism spectrum disorders. We would also like to thank every member of our families who put up with our time away from them, whether it is physically or just mentally away while we ponder permissions, references, or the changes we need to make in that one last chapter. Especially we thank our spouses, Debi, Carolyn, Joy, and Jim. And, we could never have the energy to write about children without having the wonderful opportunities presented by the children in our own lives, namely Jake, Alex, Suni, Lyndsay, Kimi, Cameron, and Meredith.

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Finally, we want to thank those persons who have reviewed our text through various editions and whose ideas have informed our work in this fifth edition. These include: *{ED: insert reviewer names here}*

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