Including Students with Special Needs
Including Students with Special Needs

A Practical Guide for Classroom Teachers

FOURTH EDITION

Marilyn Friend
University of North Carolina at Greensboro

William D. Bursuck
University of North Carolina at Greensboro
To Beth and Bruce for their love, support, and infinite patience with our sometimes unkept promises—“Just one more weekend and I’ll be done with this,” and “I’ll be right there”—and our obsessive concern about meeting (and missing) deadlines.
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When the reauthorization of the Individuals with Disabilities Education Act was signed into law in December 2004, a critical piece of the future of education for students with disabilities was put into place. Combined with the provisions of the No Child Left Behind Act of 2001, a clear mandate has been given that nearly all students, whether or not they have disabilities or other special needs, should be educated in the same curriculum and, in most instances, in classrooms with their peers without disabilities. Like all students, those who struggle to learn because of intellectual, physical, sensory, emotional, communication, or learning disabilities or other special needs are to be taught using research-based practices, and they are expected to reach the same high standards as all students. Importantly, teachers, administrators, and other professionals are more accountable than ever before for ensuring that these lofty goals are accomplished.

The fourth edition of Including Students with Special Needs: A Practical Guide for Classroom Teachers reflects our 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 inclusive practices are essential to meet the requirements of current legislation, and these practices are most likely to succeed with strong and sustained administrative support, extensive professional preparation for classroom teachers as well as special education staff, and a significant dollop of professional common sense regarding the necessity of tailoring educational programs to meet students’ needs without assigning students indiscriminately to a single physical location. We have brought to this project our own backgrounds as teachers in the field and as teacher educators, researchers, and staff developers. We also bring 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.

The organization of the book and the amount of space devoted to various topics and subtopics reflect our priorities for preparing general education teachers to instruct effectively the students they will encounter. These priorities are based on our own experiences in teaching undergraduate and graduate educators, our conversations with our colleagues across the country, and our analysis of the professional literature on preservice and inservice teacher preparation on inclusive practices. We also have listened carefully to the many teachers we have met who are facing the challenges of twenty-first-century classrooms. We hope that the results of all our discussions, our interactions with others, and our individual struggles to “get it right” have resulted in a book that is reader-friendly yet informative, and research-based yet readable. We hope that this text presents information and suggestions that are effective for teaching students with diverse needs and feasible for today’s classroom teacher. Above all, we hope this fourth edition is responsive to the many issues confronting teachers as they attempt to help all their students succeed.

New to the Fourth Edition

- Chapter 1 includes updated information on the No Child Left Behind Act and IDEA 2004.
- Chapter 4, Assessing Student Needs, is presented earlier in order to underscore the importance of developing effective assessment practices to influence classroom
instruction. It includes new coverage of high-stakes testing of students with disabilities.

- Chapter 5 presents updated information about the concepts of differentiated instruction and universal design and how they apply to including students with special needs.
- Chapter 6 presents the most current information about autism spectrum disorder.
- Chapter 8 includes updated coverage of attention deficit-hyperactivity disorder and the best ways to accommodate students with ADHD in the general education classroom.
- Chapter 11 includes updated ideas on ways to make grading adaptations for students with disabilities.

The new INCLUDE margin icon highlights text discussion in which the unique INCLUDE model is applied.

- The new Working Together boxed feature provides increased attention to teachers’ collaboration with special education professionals, families, and paraprofessionals.

The new Working the Standards feature includes information on INTASC and CEC standards and what classroom teachers should know about them.

**Organization of the Book**

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. **Chapter 1** outlines key concepts for understanding special education, including new provisions of IDEA. **Chapter 2** introduces the people who specialize in working with students with disabilities and the procedures through which students may be identified to receive special education services. **Chapter 3** discusses the principles of collaboration and the school situations in which professionals are most likely to collaborate to meet the needs of students with disabilities.

The **second section** of the book provides a framework for thinking about effective instructional practices for students who struggle to learn. **Chapter 4** explores both formal and informal assessment strategies that help teachers contribute to the decision-making process for students with disabilities. **Chapter 5** introduces a step-by-step strategy for making instructional adjustments, called INCLUDE, that helps teachers accommodate students with special needs in a more deliberate way. This chapter also addresses the dimensions along which accommodations can occur.

The **third section** of the book introduces readers to students with specific disabilities and other special needs. **Chapters 6 and 7** address the various federally established categories of exceptionality and provide information about them essential for general education teachers in today’s schools. **Chapter 8** considers students who may not receive special education but who nonetheless are at risk for school failure. However, the overall approach taken in these chapters (and in the text as a whole) is non-categorical. Even though students with disabilities or other special needs are unique, they share many physical, psychological, learning, and behavior characteristics, and they often benefit from similar instructional approaches.

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 both in academic and in social and behavior areas, regardless of disability or special need. Chapter 9 provides strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic skills and content-area instruction. The emphasis is on adaptations that are relatively easy to make. Chapter 10 focuses on ways to help students with and without special needs become more independent learners by teaching them specific strategies. Chapter 11 explores options for adapting classroom evaluations for diverse learners to ensure that the information gathered is accurate and helpful in guiding instruction. In Chapter 12, readers learn approaches for addressing a common teacher concern—student discipline, including procedures designed for mild through significant classroom behavior problems. Finally, Chapter 13 explores several approaches for building positive relations among students with and without special needs.

Features of the Fourth Edition

Many of the popular features from the first three editions have been retained and enhanced in this fourth edition. These features have been designed to help readers learn more effectively, as well as to add to the general discussion in-depth information about topics such as teaching strategies, cultural diversity, and technology:

- **Learner Objectives** are listed at the start of each chapter as an organizational and study tool for readers.
- **Key Terms and Concepts** are listed at the start of each chapter and are highlighted throughout the text with boldface type. They are explained with easy-to-understand definitions provided both in context and in a glossary at the back of the book.
- **Chapter-opening vignettes** serve as introductory cases to help readers think about how the content of chapters relates to teachers and students. They conclude with critical-thinking questions. These cases serve as examples throughout the chapters and are revisited in the Working the Standards feature at the end of each chapter.
- **Professional Edge** features provide numerous research-validated, practical teaching applications related to each chapter’s topics.
Case in Practice features clarify key principles by providing brief case studies related to chapter concepts and teaching scripts as models.

Technology Notes features illustrate the application of many types of technology available to support students with disabilities in inclusive schools.

Special Emphasis On . . . features highlight topics related to nonacademic areas (for example, the arts, physical education, and counseling) that are frequently overlooked in other texts as well as provide up-to-date information on addressing the needs of students from diverse backgrounds and English-language learners.

New! Working Together features present cases in which professional and family collaboration is needed and provide tips for optimizing collaborative efforts.

Marginal annotations are designed to stimulate higher level thinking and provide additional information on cultural and linguistic diversity, research, and useful websites.

Chapter summaries review key information covered in each chapter for easy synthesis and reference.

Applications in Teaching Practice cases and activities at the end of each chapter are designed to encourage students to apply the text contents to real-life classroom situations.

New! Working the Standards features list relevant INTASC Principles and CEC Content Standards for each chapter and revisit the chapter-opening vignettes to illustrate the application of those principles and standards. Questions and activities help provide context for understanding the standards. Additional information linking these principles and standards to the text contents is provided on the companion website (http://www.ablongman.com/friend4e).

New! Further Readings features suggest carefully chosen books and journal articles related to chapter topics.
Supplements

For Instructors

- The Instructor's Resource Manual contains chapter overviews, outlines, activities, discussion questions, transparency and handout masters, and test items. The updated test item file, which also is available in computerized format for Windows and Macintosh operating systems, includes multiple-choice items, true–false items, performance-based items, and case-based application items. Answer feedback and guidelines are provided.

- Professionals in Action: Teaching Students with Special Needs Videotape (closed captioned, 120 minutes). This video contains five 15- to 30-minute modules presenting viewpoints and approaches to teaching students with various disabilities in general education classrooms, special education settings, and various combinations of the two. Each module explores its topic using actual classroom footage and interviews with general and special education teachers, parents, and students.

- The Snapsbots Video Series for Special Education (all are closed captioned)
  - Snapsbots: Inclusion Video (22 minutes) profiles three students of differing ages and with various levels of disability in inclusive class settings. In each case, parents, classroom teachers, special education teachers, and school administrators talk about the steps they have taken to help the students succeed in inclusive settings.
  - Snapsbots 2: Video for Special Education (20–25 minutes) is a two-video set of six segments (covering traumatic brain injury, behavior disorders, learning disabilities, mental retardation, hearing loss, and visual impairments) designed specifically for use in college classrooms. Each segment profiles three individuals and their families, teachers, and experiences. These programs are of high interest to students; instructors who have used the tapes in their courses have found that they help in disabusing students of stereotypical views and put a “human face” on course material.

- CourseCompass Powered by Blackboard and hosted nationally, Allyn & Bacon's own course management system, CourseCompass, helps you manage all aspects of teaching your course. For colleges and universities with WebCT™ and Blackboard™ licenses, special course management packages are available in these formats as well.

- PowerPoint Slides are easily accessed by instructors from the home page of the Companion Website. More than 100 slides, organized by chapter, are ideal for use as lecture presentations and/or handouts for students.

- Allyn & Bacon Transparencies for Special Education (© 2005) include approximately 100 acetates, more than half of which are in full color.

- The Allyn & Bacon Digital Media Archive (DMA) for Special Education electronically provides charts, graphs, tables, figures, web links, and video clips on one cross-platform CD-ROM.
For Students

- The **Companion Website** with **Online Practice Tests** (http://www.ablongman.com/friend4e) features chapter learning objectives, activities, web links, cases, and practice tests for students.

- Available free when packaged with the textbook, the **Video Workshop for Special Education CD-ROM** contains 10 modules of 3- to 5-minute digitized video clips featuring real classroom settings. The Video Workshop CD comes with a **Student Study Guide** containing all the materials needed to help students get started. With questions for reflection before, during, and after viewing, this guide extends classroom discussion and allows for more in-class time spent on analysis of material. An **Instructor's Teaching Guide** also is available to provide ideas and exercises to assist faculty in incorporating this convenient supplement into course assignments and assessments. (Visit http://www.ablongman.com/videoworkshop for more details.)

- The **“What’s Best for Matthew?” Interactive CD-ROM Case Study for Learning to Develop IEPs, Version 2.0** CD-ROM helps preservice and inservice teachers develop their understanding of IEP’s and how they are written through the case study of Matthew, a 9-year-old boy with autism. It is sold separately and is also available at a reduced price as a “value package” with the textbook.

- **MyLabSchool** is a collection of online tools designed to help prepare students for success in this course as well as in their teaching careers. Visit http://www.mylabschool.com to access the following:
  - video footage of real-life classrooms
  - help with research papers using Research Navigator
  - help with lesson planning
  - tools for planning a teaching career, including developing portfolios and preparing for licensure

- **Research Navigator™ (with ContentSelect Research Database)** (http://www.researchnavigator.com) is the easiest way for students to start a research assignment or research paper. Complete with extensive help on the research process and three exclusive online databases of credible and reliable source material, including EBSCO’s ContentSelect™ Academic Journal Database, New York Times Search by Subject Archive, and “Best of the Web” Link Library, Research Navigator™ helps students quickly and efficiently make the most of their research time. Research Navigator™ is free when packaged with the textbook and requires an access code.

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all readers’—input.
About the Authors

Marilyn Friend has worked in the field of education in a variety of roles for 30 years. In addition to teaching in both special education and general education, she has worked as a teacher educator and staff developer and currently is chairperson of the Department of Specialized Education Services at the University of North Carolina at Greensboro. Her particular areas of expertise—the focus of her research, teaching, writing, and work in the field—include inclusive schooling, co-teaching and other collaborative school practices, and family-school partnerships.

William Bursuck has been an educator for more than 35 years. During that time he has worked as both a general and special education teacher in the public schools as well as a university teacher educator. Although he has written numerous research articles and is a successful grant writer, Dr. Bursuck takes particular pleasure in providing classroom and future teachers with practical, evidence-based strategies to help students with special needs be more successful in school. He is professor in the Department of Specialized Education Services at the University of North Carolina at Greensboro.