Contents

| Chapte | 1 Field Experiences with Students with Mild to Moderate Disabilities |
|--------|---|
| S | tudents with Mild to Moderate Disabilities: Definitions and Characteristics 3 Categories of Mild to Moderate Disabilities 4 Category-Free Descriptions 9 |
| Н | ow Special Education Services Are Delivered 10 Continuum of Services 10 Inclusive Education 13 |
| R | oles and Responsibilities 16 University Supervisor 16 Cooperating Teacher 17 |
| | Practicum Student 17 reparing for a Successful Practicum Experience 24 |
| Α | ummary 25 activities to Extend Your Knowledge 25 oint and Click 26 |
| R | eferences 27 |
| Chapte | r 2 Legal Aspects of Special Education 29 |
| L | egal Basis of Educational Rights for Students with Disabilities 31 Specific Legislation 31 Specific Litigation 34 Recurring Legal Themes 35 Central Themes 37 |
| M | Najor Components of the Federal Law 39 Full Range of Services 40 |
| | Suspensions, Expulsions, and Alternative Interim Educational Placements 40 Incentives for the LRE 40 |
| | IEP Development and Access to the General Educational Curriculum 41 Referral, Evaluation, and Placement Guidelines 41 Procedural Safeguards 43 |
| N | Najor Challenges of IDEA for Developing Teachers 47 Related Legislation 47 |
| | How Can Teachers Demonstrate Implementation of Special Education Laws 49 Legal and Professional Responsibilities of New Teachers 50 Provision of FAPE 50 |
| | Efforts Within the Educational System 51 |
| | Using Mediation and Professional Attitudes During Litigation 52 Advocacy for New and Better Legislation 53 |

1

Summary

54

| | Activities to Extend Your Knowledge 54 Point and Click 55 References 56 |
|---------|--|
| Chapt | ter 3 Setting Up for Instructions 57 |
| | Designing the Physical Environment 59 Public and Private Space 59 Furniture 61 Easy lines of Vision 62 Storage of Instructional Materials 62 Aesthetics 62 Managing Instructional time 63 Strategies for Time Management 63 Scheduling Activities and Grouping Students 67 Scheduling Activities 68 Grouping Students 72 Formulating Meaningful and Relevant Rules and Procedures 75 Introducing Rules and Procedures 76 Maintaining the Integrity of Rules and Procedures 77 Developing Routines and Procedures 77 Coordinating Resources 79 Using the IEP as a Living and Working Document 79 Keeping Files and Materials Organized and Accessible 79 Appropriate Use of Technology-Based Resources 79 Preparing a Substitute Teacher's Packet 80 Being Aware of School- and Community-Based Support Services 80 Summary 82 |
| | Activities to Extend Your Knowledge 82 Point and Click 83 References 83 |
| CI. | |
| | ter 4 Classroom Assessment Practices for Instruction 85 |
| Univers | buted by Stephanie L. Carpenter and Margaret E. King-Sears, Johns Hopkins sity) |
| | Purposes for Classroom Assessment 87 Identify Students' Entry-Level Competencies 87 Monitor Students' Performance During Instruction 91 Determine Students' Mastery of Competencies 91 Monitor Students' Maintenance and Generalization of Competencies 93 Principles of Assessment 93 Principle 1: Critical Skills Are Selected for Assessment 93 |

Principle 2: Data Are Collected in a Systematic Manner 94
Principle 3: Data on Student Performance Are Collected Frequently

Apply Framework for Developing Classroom Assessments 102

Authentic, Performance, and Portfolio Assessment

Apply Case Study 2: High School Essays 110
Apply Case Study 3: Sight Word Recognition

96

Apply Case Study 1: Fractions and Decimals 106

96

Approaches to Classroom Assessment

Curriculum-Based Assessment 102

96

| | Grading Practices 114 Summary 114 | | |
|-------|---|-------------------------------|-------|
| | Activities to Extend Your Knowledge 115 | | |
| | Point and Click 115 | | |
| | References 116 | | |
| | | | |
| Chapt | ter 5 Planning for Instruction 119 | | |
| 1 | | | |
| | | 120 | |
| | Planning Increases the Probability of Effective Teachin Planning Increases Confidence, Security, and Direction | ng 120 | |
| | Planning Helps Establish Good Habits 121 | n 121 - 121 | |
| | Developmental Aspect of Lesson Planning 121 | | |
| | Relationship of Planning to the Diagnostic Teaching Model | el 122 | |
| | Strategic and Tactical Planning 125 | | |
| | Components of Successfully Planned Lessons 126 | | |
| | Prerequisite Skills 126 | | |
| | Instructional Objectives 126 | | |
| | Instructional Activities and Materials to Be Used 13 | 30 | |
| | Methods to Evaluate Lessons 134 | | |
| | Adaptations and Modifications 136 | | |
| | Anticipated Problems 138 | | |
| | Self-Evaluation of Lesson Plans 139 Lesson-Plan Formats 140 | | |
| | Daily Lesson Plans 140 | | |
| | Unit Plans 144 | | |
| | Strategic Planning for Inclusive Programming 147 | | |
| | Lesson Plans and Computer Technology 148 | | |
| | Summary 150 | | |
| | Activities to Extend Your Knowledge 151 | | |
| | Point and Click 151 | | |
| | References 152 | | |
| | | | |
| Chapt | er 6 Delivering Instruction 155 | | |
| • | Introduction 156 | | |
| | | las fas Effecti I | 4 = = |
| | Direct Instruction and Guided Discovery Learning: Principl Direct Instruction 158 | les for Effective Instruction | 157 |
| | Teaching Models Related to Teacher-Directed Instruction | on 165 | |
| | Guided Discovery Learning 169 | | |
| | Teaching Models Related to Guided Discovery Learning | ng 173 | |
| | Procedures for Presenting Subject Matter 178 | | |
| | Presentation of Conceptual Knowledge 178 | | |
| | Presentation of Academic Rules 181 | | |
| | Learning Stages 183 | | |
| | Acquisition (Introduction and Discrimination) 183 | | |
| | Fluency Building 186 | | |
| | Maintenance 187 | | |
| | Generalization 187 Lesson Development 188 | | |
| | Initiating a Lesson 188 | | |
| | Engaging Students During Instruction 190 | | |
| | Closing a Lesson: Ending Review 193 | | |
| | Lesson Format for Direct Instruction and Guided Discovery | y Learning Approaches 19 | 13 |
| | 31000001 | , | |

Acquisition Stage—Introduction Acquisition Stage—Discrimination 194 Fluency-Building Stage 195 Maintenance Stage 195 Generalization Stage 196 When to Use Specific Elements of Effective Instruction Teaching Concepts and Academic Rules by Using the DI and GDL Models 196 Stages of Learning 197 Lesson Development Summary 198 Activities to Extend Your Knowledge Point and Click 200 References 201 Chapter 7 The Paperwork 205 Simulated Case Example 206 Developing Useful Paperwork: A Rationale 207 Typical Procedures Used for Screening-Prereferred, Referral, and Classification 210 Screening-Prereferral Process 211 Paperwork in the Referral Process 212 Present Educational Setting Classroom Diversity 214 Data Collection by Multiple Professionals 215 Prereferral Strategy Implementation Professional Observations 220 Case Study Conference Results Summary of Present Educational Setting Documentation 220 Formalized Testing 222 Collection and Results of Sensory Screenings 222 Consent for Individualized Testina Individualized Battery Testing Requirements 226 Explanation and Interpretation of Formal Testing 226 Eligibility Meeting 230 Pertinent Questions of Formal Testing Results 233 Summary of the Formalized Testing Situation Individualized Education Programs Consent for Placement by Parents 235 The IEP as a Working Document 238 Effective IEP Meetings 238 Requirements of Annual Updated IEPs 242 Results and Implications of Reevaluations 242 Writing Reports to Parents and to Other Professionals 245 Who Can Help the Novice Teacher Understand the Ins and Outs of Paperwork? Complying with Monitoring and Evaluation Procedures 248 Summary Activities to Extend Your Knowledge Point and Click 249 References 249

Chapter 8 Classroom Management 251

Comprehensive School and Classroom Management Programs 253
Preventing Problem Behaviors 254

| Effective Instruction 255 | | | |
|-------------------------------------|------------------|--------------------|--------|
| An Appropriate Management P | erspective 255 | | |
| Preparation 257 | 2.00 | | |
| Physical Environment 257 | | | |
| Developing Rules, Procedures, and | Rehavioral Supp | orto 250 | |
| Taking Action: Responding to Stude | ent Mishehavior | orts 259 262 | |
| Surface Management Technique | es 262 | 202 | |
| Conducting a Functional Behau | ioral Assessmen | 100 | |
| Development of Consequences | 264 | t 263 | |
| Crisis Management 266 | 204 | | |
| Donalista Ct 1 . M. M. | 268 | | |
| Generic Behavioral Strategies | 268 | | |
| Promoting Self-Control and Problem | Solving 273 | | |
| Self-Control 273 | 1 001VIIIg 275 | | |
| Problem Solving 274 | | | |
| Designing and Implementing Individ | lual Behavior-Ch | ango Intorvention | 275 |
| nationale and Current Intervent | ion Efforts 275 | ange milet ventior | ns 275 |
| Pinpointing a Target Behavior | 276 | | |
| Selecting an Observation and Re | ecordina Procedu | ire 276 | |
| Obtaining Baseline Measures of | Targeted Rehauic | or 276 | |
| Selling Goal 276 | | 270 | |
| Administering the Intervention | 278 | | |
| Analyzing Results Continuouslu | 278 | | |
| Completing Follow-Up and Main | tenance Procedu | res 278 | |
| Summary 279 | | 270 | |
| Activities to Extend Your Knowledge | 280 | | |
| Point and Click 280 | | | |
| References 281 | | | |
| | | | |
| | | | |

Chapter 9 Student and Family Transitions 283

(Coauthored by Janeen M. Taylor, Johns Hopkins University)

Transitions Faced by Students and Families Transition Issues in Families of Young Children Early Intervention and Early Childhood Special Education 287 Individualized Family Service Plans (IFSPs) Teachers' Work with Families 302 Elementary and Middle School Students' Transitions 303 Linking School Opportunities 304 IEPs and Students' Transitions 304 High School Students' Transitions 306 Interagency Coordination Efforts Teachers' Roles as Students Age 308 Facilitating the Transition Process for Older Students and Their Families Summary 310 Activities to Extend Your Knowledge Point and Click 312 References 312

Chaper 10 Collaborative Programming and Consultation 315

Introduction 316
The Beginning Teacher as the Recipient of Consulting Services 318
Appreciating the Competence of Other Professionals 319

| Effective Instruction 255 | | | |
|-------------------------------------|------------------|--------------------|--------|
| An Appropriate Management P | erspective 255 | | |
| Preparation 257 | 2.00 | | |
| Physical Environment 257 | | | |
| Developing Rules, Procedures, and | Rehavioral Supp | orto 250 | |
| Taking Action: Responding to Stude | ent Mishehavior | orts 259 262 | |
| Surface Management Technique | es 262 | 202 | |
| Conducting a Functional Behau | ioral Assessmen | 100 | |
| Development of Consequences | 264 | t 263 | |
| Crisis Management 266 | 204 | | |
| Donalista Ct 1 . M. M. | 268 | | |
| Generic Behavioral Strategies | 268 | | |
| Promoting Self-Control and Problem | Solving 273 | | |
| Self-Control 273 | 1 001VIIIg 275 | | |
| Problem Solving 274 | | | |
| Designing and Implementing Individ | lual Behavior-Ch | ango Intorvention | 275 |
| nationale and Current Intervent | ion Efforts 275 | ange milet ventior | ns 275 |
| Pinpointing a Target Behavior | 276 | | |
| Selecting an Observation and Re | ecordina Procedu | ire 276 | |
| Obtaining Baseline Measures of | Targeted Rehauic | or 276 | |
| Selling Goal 276 | | 270 | |
| Administering the Intervention | 278 | | |
| Analyzing Results Continuouslu | 278 | | |
| Completing Follow-Up and Main | tenance Procedu | res 278 | |
| Summary 279 | | 270 | |
| Activities to Extend Your Knowledge | 280 | | |
| Point and Click 280 | | | |
| References 281 | | | |
| | | | |
| | | | |

Chapter 9 Student and Family Transitions 283

(Coauthored by Janeen M. Taylor, Johns Hopkins University)

Transitions Faced by Students and Families Transition Issues in Families of Young Children Early Intervention and Early Childhood Special Education 287 Individualized Family Service Plans (IFSPs) Teachers' Work with Families 302 Elementary and Middle School Students' Transitions 303 Linking School Opportunities 304 IEPs and Students' Transitions 304 High School Students' Transitions 306 Interagency Coordination Efforts Teachers' Roles as Students Age 308 Facilitating the Transition Process for Older Students and Their Families Summary 310 Activities to Extend Your Knowledge Point and Click 312 References 312

Chaper 10 Collaborative Programming and Consultation 315

Introduction 316
The Beginning Teacher as the Recipient of Consulting Services 318
Appreciating the Competence of Other Professionals 319

Activities to Extend Your Knowledge 382 Point and Click 383 References 384

Appendix CEC Code of Ethics and Standards for Professional Practice for Special Educators 389

Index 393

NOTE: Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.