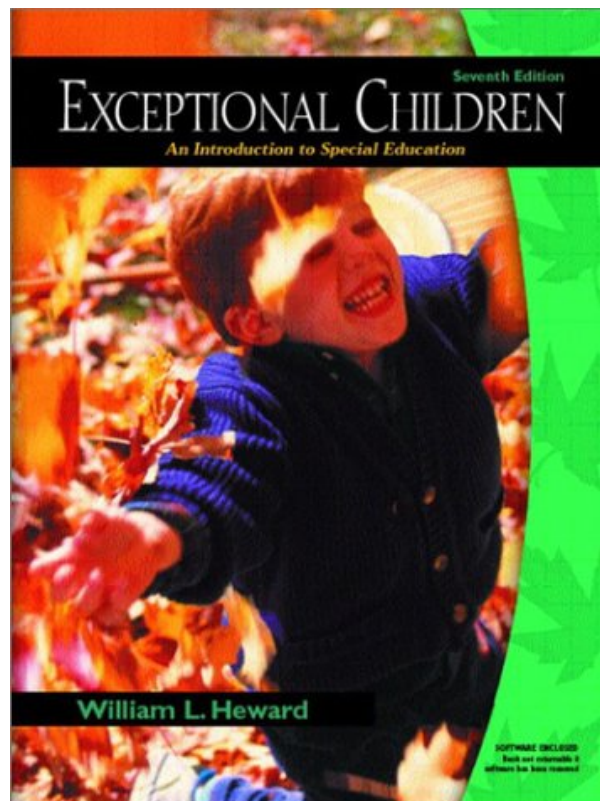
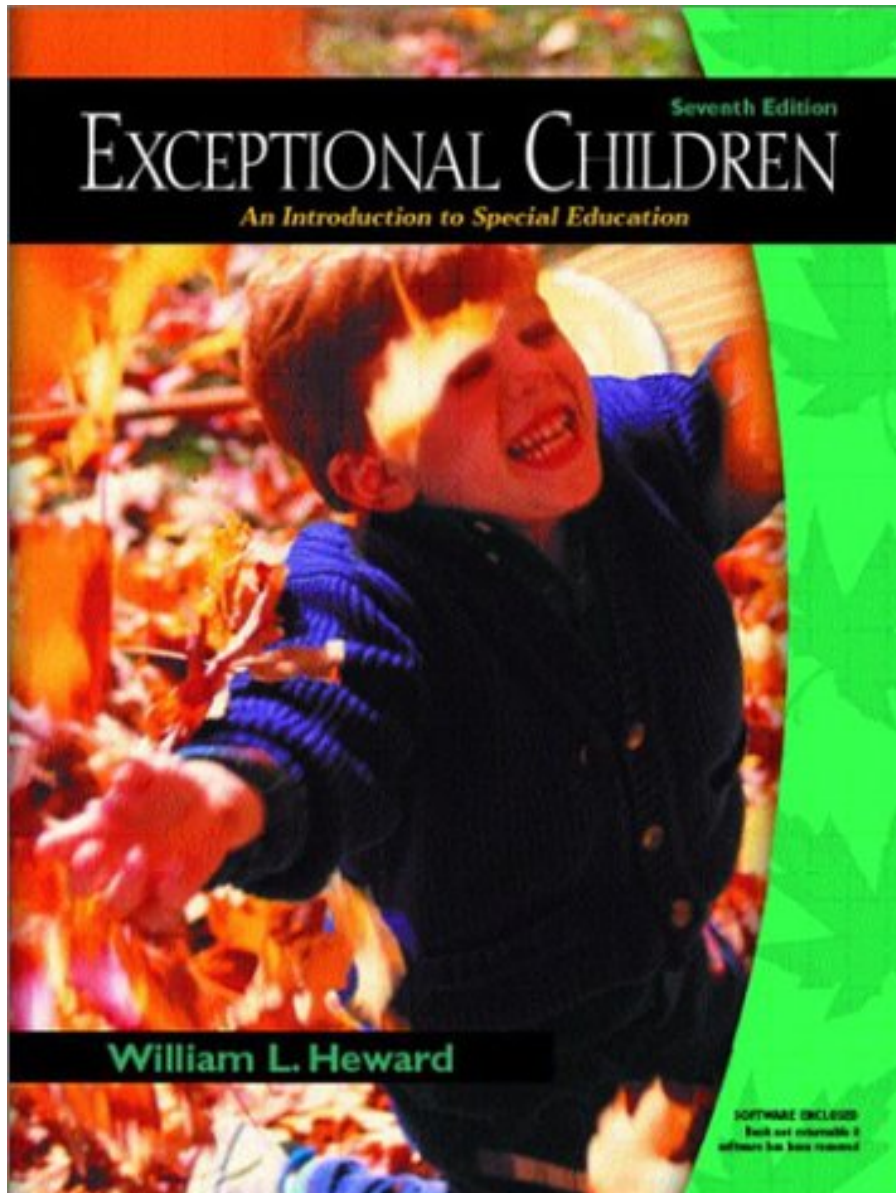


EXCEPTIONAL CHILDREN: AN INTRODUCTION TO SPECIAL EDUCATION (7TH EDITION) BY WILLIAM L. HEWARD



**DOWNLOAD EBOOK : EXCEPTIONAL CHILDREN: AN INTRODUCTION TO
SPECIAL EDUCATION (7TH EDITION) BY WILLIAM L. HEWARD PDF**

 **Free Download**



Click link bellow and free register to download ebook:

**EXCEPTIONAL CHILDREN: AN INTRODUCTION TO SPECIAL EDUCATION (7TH EDITION)
BY WILLIAM L. HEWARD**

[DOWNLOAD FROM OUR ONLINE LIBRARY](#)

EXCEPTIONAL CHILDREN: AN INTRODUCTION TO SPECIAL EDUCATION (7TH EDITION) BY WILLIAM L. HEWARD PDF

Why must await some days to get or obtain the book **Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward** that you purchase? Why ought to you take it if you can get Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward the much faster one? You can find the same book that you get here. This is it guide Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward that you could receive straight after purchasing. This Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward is well known book in the world, of course many individuals will certainly attempt to have it. Why do not you end up being the very first? Still puzzled with the way?

From the Back Cover

Widely recognized for its innovation, strong research base, and accessibility, the new edition of William Heward's *Exceptional Children: An Introduction to Special Education* helps prepare readers to become effective special educators using three themes:

EFFECTIVE TEACHERS ENGAGE IN PROFESSIONAL DEVELOPMENT

CEC Professional Standards and Praxis Competencies: Through joint agreements with the Council for Exceptional Children (CEC) and the Educational Testing Services, new CEC and PRAXIS margin notes link critical text content to knowledge and skill statements from CEC's Professional Standards for Beginning Teachers and to material on PRAXIS tests for special educators.

Observe Master Teachers: New to this edition, each chapter opens with the profile of a real teacher of exceptional children. Drawn from urban, suburban, and rural environments, these teachers' stories reflect the joys, challenges, and realities of actual classrooms and allow readers to observe master teachers at work.

The Most Current Coverage: This edition provides coverage of the latest assistive technologies such as hand-held PDAs, the newly revised 2002 definition and classification system for mental retardation issued by the AAMR, and hundreds of new references.

EFFECTIVE TEACHERS KNOW THEIR STUDENTS AND KNOW WHAT WORKS

Effective Intervention Strategies: "Teaching & Learning" feature boxes describe proven strategies that are classroom-tested and validated by research.

First-Person Accounts: "Profiles & Perspectives" feature boxes highlight the struggles and triumphs of persons with disabilities and share the views of parents, special educators, and other professionals.

Depth of Coverage: *Exceptional Children* provides the most comprehensive coverage of the characteristics of learners with special needs. For example, this is the only text in the market that devotes complete chapters to early childhood special education, transition to adulthood, and working with parents and families.

EFFECTIVE: TEACHERS INCORPORATE MULTIMEDIA

Companion Website: Located at www.prenhall.com/heward, the user-friendly Companion Website (CW) provides online resources for professors as well as students and is integrated into the textbook via CW margin notes.

Online Courses: Robust web-based courses in Course Compass and Blackboard formats are easy to implement, manage, and use, and help you incorporate technology into your classroom or deliver instruction online.

Teaching and Learning Video Library: The Teaching and Learning Video Library contains five compelling videos with topics ranging from inclusion, IDEA, and IEP decision making to classwide peer tutoring and post-secondary transitions.

Developing Quality IEPs: A Case-Based Tutorial CD-ROM: The free CD-ROM packaged with every copy of the text walks students through the development of IEPs, providing two interactive tutorials, six case studies, and a variety of additional resources.

About the Author

William Lee Heward grew up in Three Oaks, Michigan, rooting for his hero Ernie Banks and the Chicago Cubs. He majored in psychology and sociology as an undergraduate at Western Michigan University, earned his doctorate in special education at the University of Massachusetts, and joined the special education faculty at The Ohio State University in 1975. In 1985, Bill received Ohio State University's highest honor for teaching excellence, the Alumni Association's Distinguished Teaching Award. He has had several opportunities to teach and lecture abroad, most recently in 1993 when he served as a Visiting Professor of Psychology at Keio University in Tokyo.

Bill's current research interests focus on "low tech" methods classroom teachers can use to increase the frequency with which each student actively responds and participates during group instruction and on methods for promoting the generalization and maintenance of newly learned skills.

His research has appeared in the field's leading journals, including *Behavioral Disorders*, *Education and Training in Mental Retardation and Developmental Disabilities*, *Exceptional Children*, *Journal of Special Education*, *Learning Disabilities Research & Practice*, *Research in Developmental Disabilities*, *Teacher Education and Special Education*, and *Teaching Exceptional Children*.

Bill has coauthored four other textbooks, and he has written for the popular market.. His book *Some Are Called Clowns* (Crowell, 1974) chronicled his five summers as a pitcher for the Indianapolis Clowns, the last of the barnstorming baseball teams.

Excerpt. © Reprinted by permission. All rights reserved.

Special education is an ongoing story of people. It is the story of a preschool child with multiple disabilities who benefits from early intervention services. It is the story of a child with mental retardation whose parents and teachers work together to ensure she participates in classroom and extracurricular activities with her

peers. It is the story of a middle school student with learning disabilities who helps his parents and teachers plan his instructional program that builds upon his strengths and addresses his weaknesses. It is the story of the gifted and talented child who brings new insights to old problems, the high school student with cerebral palsy who is learning English as his second language, and the young woman with visual impairments who has recently moved into her own apartment and rides a city bus to work. Special education is also the story of parents and families of exceptional children and of the teachers and other professionals who work with them.

I hope you will find the seventh edition of *Exceptional Children* an informative, accessible, and interesting introduction to the ongoing story of special education, a rapidly changing field that is still in its formative years. Whether you are an undergraduate enrolled in or thinking of applying to a preservice teacher training program or a general education teacher with years of experience, I encourage you to continue your study and involvement with children and adults with special needs. For you, too, can make a worthwhile contribution to the still unfinished story of special education.

TEXT ORGANIZATION AND STRUCTURE

My goals for this book are to present an informative, readable, and responsible introduction to the professional practices, trends, and research that define the field while at the same time conveying the diversity and excitement that characterize contemporary special education. To this end, the book begins with "A Personal View of Special Education"—eight perspectives on the purpose and responsibilities of special education—followed by fifteen chapters organized into two parts.

Part 1—Foundations for Understanding Special Education—includes four chapters. Chapter 1 presents an overview of terminology, laws, policies, and practices that are consistent with the Individuals with Disabilities Education Act (IDEA) and the exceptional child's right to receive an appropriate education in the least restrictive environment. Chapter 2 examines the referral, assessment, and placement of students in special education. Chapter 3 describes how to respect, appreciate, and respond appropriately to the cultural and linguistic differences that some children with special needs bring to the classroom. Chapter 4 discusses the important role parents and families play in the decision-making process for planning the individual education needs of their children and how special educators can form effective partnerships with parents.

Part 2—Educational Needs of Exceptional Students—is organized around nine categorical chapters within a developmental lifespan perspective. Chapter 5 opens Part 2 with a look at early childhood special education and the critical role early intervention plays in nurturing the development of young children with special needs and those who are at risk for acquiring disabilities. Chapter 15 closes Part 2 with a discussion of transition from secondary school and the responsibility educators and parents share in preparing students with exceptionalities for adulthood. Chapters 6 through 14, the chapters that fall between early intervention and transition, introduce you to the definitions, prevalence, causes, historical background, assessment techniques, instructional strategies, placement alternatives, and current issues and future trends for specific categories of exceptional educational needs, including children who are gifted and talented.

KEY TEXT FEATURES ESSAYS BY SPECIAL EDUCATION TEACHERS

New to this edition, each chapter opens with a first-person essay by a special education teacher. For example, you will get to know Douglas Jackson of El Paso, Texas, a special educator with 17 years experience who uses puppet plays to teach students who are deaf and hard of hearing. Diane Ellis shares some of her multifaceted responsibilities as a special educator who selects and designs assistive technologies for students with autism and severe disabilities in Nebraska. Michelle Fundora San, just beginning her second year of teaching students with emotional and behavioral disorders at a middle school in Miami, describes her experience and perspectives as a newcomer to the profession. Jeanna Mora Dowse shares her experiences

working as an itinerant teacher of Navajo children with visual impairments in Arizona. Drawn from urban, suburban, and rural school districts across the country, the 15 featured teachers share personal experiences and wisdom on topics such as "what I like best about being a special educator," "my biggest challenge," "my most significant accomplishment," and "suggestions for someone considering a career in special education." After reading each teacher's essay, you can learn more about his or her classroom and students by visiting the Teacher Feature module on the Companion Website (www.prenhall.com/heward). FOCUS QUESTIONS

Each chapter begins with five questions that provide a framework for studying the chapter and its implications. These Focus Questions serve as discussion starters for introducing, overviewing, concluding, or reviewing. Open-ended questions can be found on the Message Board on the Companion Website (www.prenhall.com/heward), which allows you to engage in interactive discussions with your classmates. CEC PERFORMANCE-BASED STANDARDS AND PRAXIS II TESTS

Although special education teacher certification and licensure requirements vary from state to state, all special educators are expected to demonstrate a common set of competencies. The Council for Exceptional Children's (CEC) Performance-Based Standards for Beginning Special Education Teachers is a comprehensive set of knowledge and skill standards organized within 10 domain areas (e.g., Foundations, Individual Learning Differences, Instructional Strategies, Assessment). The CEC Standards were developed in collaboration with the Interstate New Teacher Assessment and Support Consortium (INTASC) and serve as the basis for curriculum content of teacher preparation programs approved by the National Council for the Accreditation of Teacher Education (NCATE). The PRAXIS II™ tests—the Subject Assessment/Specialty Area Tests of the PRAXIS Series of Professional Assessments for Beginning Teachers™—assess students' knowledge of these content standards. Many states require a passing score on one or more PRAXIS II tests for licensure or certification as a special education teacher.

Through joint agreements with CEC and the Educational Testing Service, new margin notes link critical text content to specific knowledge and skill statements from CEC's Performance-Based Standards for Beginning Teachers and to material covered on PRAXIS II™ tests for special educators. Look for margin notes such as the one shown here with CEC and PRAXIS icons throughout the text.

EFFECTIVE TEACHING STRATEGIES

Educating students with exceptional learning needs has always posed complex and difficult challenges. Yet more is expected of today's special education teachers than ever before. For example, today's special educator must ensure students' access to the general education curriculum while at the same time teach them functional skills needed for daily living and successful transition from school to life in the community and workplace. Today's special educator is expected to collaboratively plan and carry out inclusive practices with their general education colleagues while being responsive to the needs and wishes of families. Today's special educator must manage a mountain of paperwork and the challenge of preparing students for state proficiency tests from which students with disabilities have previously been exempted. The special educator must respond to all of these important and sometimes competing demands.

But what matters most in special education, the foundation without which everything would fall apart, is good instruction, day in and day out. And at the level where it matters most, special education is ultimately about the quality of instruction provided by teachers.

Reading a single textbook will not prepare you to be an effective teacher of exceptional children. Your introductory study of special education should, however, inform you about the critical elements of good instruction and provide numerous examples of their application. Each chapter includes one or more Teaching & Learning feature boxes that describe a wide range of effective teaching interventions—from classroom

management and peer support strategies for inclusion to curriculum modifications and suggestions for effective error correction procedures. These boxes provide clear and practical guidelines for designing, implementing, and evaluating instruction of students with disabilities. All of the strategies described in the Teaching & Learning features are classroom-tested and supported by research documenting their effectiveness.

PROFILES OF PEOPLE/PERSPECTIVES OF ISSUES

Each chapter contains one or more Profiles & Perspectives boxes that highlight the personal struggles, triumphs, and stories of persons with disabilities or share the views of parents, special educators, and other professionals about the achievements, challenges, and future directions of special education. For example, in Chapter 2, Michael Giangreco ("Moving Toward Inclusive Education") and Douglas and Lynn Fuchs ("Inclusion versus Full Inclusion") offer different perspectives o...

EXCEPTIONAL CHILDREN: AN INTRODUCTION TO SPECIAL EDUCATION (7TH EDITION) BY WILLIAM L. HEWARD PDF

[Download: EXCEPTIONAL CHILDREN: AN INTRODUCTION TO SPECIAL EDUCATION \(7TH EDITION\) BY WILLIAM L. HEWARD PDF](#)

Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward.

Welcome to the very best website that offer hundreds kinds of book collections. Here, we will provide all publications Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward that you require. Guides from renowned authors as well as authors are offered. So, you could delight in now to obtain individually type of book Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward that you will look. Well, related to guide that you want, is this Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward your choice?

Reviewing publication *Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward*, nowadays, will certainly not force you to always acquire in the establishment off-line. There is an excellent area to get the book Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward by online. This website is the very best website with whole lots varieties of book collections. As this Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward will certainly remain in this publication, all books that you require will certainly be right here, as well. Simply look for the name or title of guide Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward You can find exactly what you are searching for.

So, even you need commitment from the business, you might not be confused more considering that books Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward will certainly always help you. If this Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward is your finest companion today to cover your job or work, you could as soon as feasible get this book. Just how? As we have informed formerly, just see the web link that we offer below. The conclusion is not just the book [Exceptional Children: An Introduction To Special Education \(7th Edition\) By William L. Heward](#) that you search for; it is just how you will certainly get lots of publications to assist your skill and capability to have piece de resistance.

EXCEPTIONAL CHILDREN: AN INTRODUCTION TO SPECIAL EDUCATION (7TH EDITION) BY WILLIAM L. HEWARD PDF

For courses in Introduction to Special Education, Exceptionalities or Mainstreaming. For over two decades, professors at more than 350 colleges and universities have relied on this comprehensive, engaging text for professional research, current practice, and trends in special education. Grounded in scholarship, yet written with the human experience in mind, this best-selling book effectively conveys the stories of teachers and children in special education. This latest edition adds a focus on master teachers and integrates professional standards from CEC and PRAXISaA A to make this the best text to help you train effective special educators and to introduce pre- and inservice general education teachers to exceptional children.

- Sales Rank: #1930158 in Books
- Published on: 2002-07-23
- Original language: English
- Number of items: 1
- Dimensions: 9.68" h x 1.21" w x 8.58" l, .0 pounds
- Binding: Hardcover
- 704 pages

From the Back Cover

Widely recognized for its innovation, strong research base, and accessibility, the new edition of William Heward's *Exceptional Children: An Introduction to Special Education* helps prepare readers to become effective special educators using three themes:

EFFECTIVE TEACHERS ENGAGE IN PROFESSIONAL DEVELOPMENT

CEC Professional Standards and Praxis Competencies: Through joint agreements with the Council for Exceptional Children (CEC) and the Educational Testing Services, new CEC and PRAXIS margin notes link critical text content to knowledge and skill statements from CEC's Professional Standards for Beginning Teachers and to material on PRAXIS tests for special educators.

Observe Master Teachers: New to this edition, each chapter opens with the profile of a real teacher of exceptional children. Drawn from urban, suburban, and rural environments, these teachers' stories reflect the joys, challenges, and realities of actual classrooms and allow readers to observe master teachers at work.

The Most Current Coverage: This edition provides coverage of the latest assistive technologies such as hand-held PDAs, the newly revised 2002 definition and classification system for mental retardation issued by the AAMR, and hundreds of new references.

EFFECTIVE TEACHERS KNOW THEIR STUDENTS AND KNOW WHAT WORKS

Effective Intervention Strategies: "Teaching & Learning" feature boxes describe proven strategies that are

classroom-tested and validated by research.

First-Person Accounts: "Profiles & Perspectives" feature boxes highlight the struggles and triumphs of persons with disabilities and share the views of parents, special educators, and other professionals.

Depth of Coverage: *Exceptional Children* provides the most comprehensive coverage of the characteristics of learners with special needs. For example, this is the only text in the market that devotes complete chapters to early childhood special education, transition to adulthood, and working with parents and families.

EFFECTIVE: TEACHERS INCORPORATE MULTIMEDIA

Companion Website: Located at www.prenhall.com/heward, the user-friendly Companion Website (CW) provides online resources for professors as well as students and is integrated into the textbook via CW margin notes.

Online Courses: Robust web-based courses in Course Compass and Blackboard formats are easy to implement, manage, and use, and help you incorporate technology into your classroom or deliver instruction online.

Teaching and Learning Video Library: The Teaching and Learning Video Library contains five compelling videos with topics ranging from inclusion, IDEA, and IEP decision making to classwide peer tutoring and post-secondary transitions.

Developing Quality IEPs: A Case-Based Tutorial CD-ROM: The free CD-ROM packaged with every copy of the text walks students through the development of IEPs, providing two interactive tutorials, six case studies, and a variety of additional resources.

About the Author

William Lee Heward grew up in Three Oaks, Michigan, rooting for his hero Ernie Banks and the Chicago Cubs. He majored in psychology and sociology as an undergraduate at Western Michigan University, earned his doctorate in special education at the University of Massachusetts, and joined the special education faculty at The Ohio State University in 1975. In 1985, Bill received Ohio State University's highest honor for teaching excellence, the Alumni Association's Distinguished Teaching Award. He has had several opportunities to teach and lecture abroad, most recently in 1993 when he served as a Visiting Professor of Psychology at Keio University in Tokyo.

Bill's current research interests focus on "low tech" methods classroom teachers can use to increase the frequency with which each student actively responds and participates during group instruction and on methods for promoting the generalization and maintenance of newly learned skills.

His research has appeared in the field's leading journals, including *Behavioral Disorders*, *Education and Training in Mental Retardation and Developmental Disabilities*, *Exceptional Children*, *Journal of Special Education*, *Learning Disabilities Research & Practice*, *Research in Developmental Disabilities*, *Teacher Education and Special Education*, and *Teaching Exceptional Children*.

Bill has coauthored four other textbooks, and he has written for the popular market.. His book *Some Are Called Clowns* (Crowell, 1974) chronicled his five summers as a pitcher for the Indianapolis Clowns, the last of the barnstorming baseball teams.

Excerpt. © Reprinted by permission. All rights reserved.

Special education is an ongoing story of people. It is the story of a preschool child with multiple disabilities who benefits from early intervention services. It is the story of a child with mental retardation whose parents and teachers work together to ensure she participates in classroom and extracurricular activities with her peers. It is the story of a middle school student with learning disabilities who helps his parents and teachers plan his instructional program that builds upon his strengths and addresses his weaknesses. It is the story of the gifted and talented child who brings new insights to old problems, the high school student with cerebral palsy who is learning English as his second language, and the young woman with visual impairments who has recently moved into her own apartment and rides a city bus to work. Special education is also the story of parents and families of exceptional children and of the teachers and other professionals who work with them.

I hope you will find the seventh edition of *Exceptional Children* an informative, accessible, and interesting introduction to the ongoing story of special education, a rapidly changing field that is still in its formative years. Whether you are an undergraduate enrolled in or thinking of applying to a preservice teacher training program or a general education teacher with years of experience, I encourage you to continue your study and involvement with children and adults with special needs. For you, too, can make a worthwhile contribution to the still unfinished story of special education.

TEXT ORGANIZATION AND STRUCTURE

My goals for this book are to present an informative, readable, and responsible introduction to the professional practices, trends, and research that define the field while at the same time conveying the diversity and excitement that characterize contemporary special education. To this end, the book begins with "A Personal View of Special Education"—eight perspectives on the purpose and responsibilities of special education—followed by fifteen chapters organized into two parts.

Part 1—Foundations for Understanding Special Education—includes four chapters. Chapter 1 presents an overview of terminology, laws, policies, and practices that are consistent with the Individuals with Disabilities Education Act (IDEA) and the exceptional child's right to receive an appropriate education in the least restrictive environment. Chapter 2 examines the referral, assessment, and placement of students in special education. Chapter 3 describes how to respect, appreciate, and respond appropriately to the cultural and linguistic differences that some children with special needs bring to the classroom. Chapter 4 discusses the important role parents and families play in the decision-making process for planning the individual education needs of their children and how special educators can form effective partnerships with parents.

Part 2—Educational Needs of Exceptional Students—is organized around nine categorical chapters within a developmental lifespan perspective. Chapter 5 opens Part 2 with a look at early childhood special education and the critical role early intervention plays in nurturing the development of young children with special needs and those who are at risk for acquiring disabilities. Chapter 15 closes Part 2 with a discussion of transition from secondary school and the responsibility educators and parents share in preparing students with exceptionalities for adulthood. Chapters 6 through 14, the chapters that fall between early intervention and transition, introduce you to the definitions, prevalence, causes, historical background, assessment techniques, instructional strategies, placement alternatives, and current issues and future trends for specific categories of exceptional educational needs, including children who are gifted and talented.

KEY TEXT FEATURES ESSAYS BY SPECIAL EDUCATION TEACHERS

New to this edition, each chapter opens with a first-person essay by a special education teacher. For example, you will get to know Douglas Jackson of El Paso, Texas, a special educator with 17 years experience who uses puppet plays to teach students who are deaf and hard of hearing. Diane Ellis shares some of her

multifaceted responsibilities as a special educator who selects and designs assistive technologies for students with autism and severe disabilities in Nebraska. Michelle Fundora San, just beginning her second year of teaching students with emotional and behavioral disorders at a middle school in Miami, describes her experience and perspectives as a newcomer to the profession. Jeanna Mora Dowse shares her experiences working as an itinerant teacher of Navajo children with visual impairments in Arizona. Drawn from urban, suburban, and rural school districts across the country, the 15 featured teachers share personal experiences and wisdom on topics such as "what I like best about being a special educator," "my biggest challenge," "my most significant accomplishment," and "suggestions for someone considering a career in special education." After reading each teacher's essay, you can learn more about his or her classroom and students by visiting the Teacher Feature module on the Companion Website (www.prenhall.com/heward). FOCUS QUESTIONS

Each chapter begins with five questions that provide a framework for studying the chapter and its implications. These Focus Questions serve as discussion starters for introducing, overviewing, concluding, or reviewing. Open-ended questions can be found on the Message Board on the Companion Website (www.prenhall.com/heward), which allows you to engage in interactive discussions with your classmates. CEC PERFORMANCE-BASED STANDARDS AND PRAXIS II TESTS

Although special education teacher certification and licensure requirements vary from state to state, all special educators are expected to demonstrate a common set of competencies. The Council for Exceptional Children's (CEC) Performance-Based Standards for Beginning Special Education Teachers is a comprehensive set of knowledge and skill standards organized within 10 domain areas (e.g., Foundations, Individual Learning Differences, Instructional Strategies, Assessment). The CEC Standards were developed in collaboration with the Interstate New Teacher Assessment and Support Consortium (INTASC) and serve as the basis for curriculum content of teacher preparation programs approved by the National Council for the Accreditation of Teacher Education (NCATE). The PRAXIS II™ tests—the Subject Assessment/Specialty Area Tests of the PRAXIS Series of Professional Assessments for Beginning Teachers™—assess students' knowledge of these content standards. Many states require a passing score on one or more PRAXIS II tests for licensure or certification as a special education teacher.

Through joint agreements with CEC and the Educational Testing Service, new margin notes link critical text content to specific knowledge and skill statements from CEC's Performance-Based Standards for Beginning Teachers and to material covered on PRAXIS II™ tests for special educators. Look for margin notes such as the one shown here with CEC and PRAXIS icons throughout the text.

EFFECTIVE TEACHING STRATEGIES

Educating students with exceptional learning needs has always posed complex and difficult challenges. Yet more is expected of today's special education teachers than ever before. For example, today's special educator must ensure students' access to the general education curriculum while at the same time teach them functional skills needed for daily living and successful transition from school to life in the community and workplace. Today's special educator is expected to collaboratively plan and carry out inclusive practices with their general education colleagues while being responsive to the needs and wishes of families. Today's special educator must manage a mountain of paperwork and the challenge of preparing students for state proficiency tests from which students with disabilities have previously been exempted. The special educator must respond to all of these important and sometimes competing demands.

But what matters most in special education, the foundation without which everything would fall apart, is good instruction, day in and day out. And at the level where it matters most, special education is ultimately about the quality of instruction provided by teachers.

Reading a single textbook will not prepare you to be an effective teacher of exceptional children. Your introductory study of special education should, however, inform you about the critical elements of good instruction and provide numerous examples of their application. Each chapter includes one or more Teaching & Learning feature boxes that describe a wide range of effective teaching interventions—from classroom management and peer support strategies for inclusion to curriculum modifications and suggestions for effective error correction procedures. These boxes provide clear and practical guidelines for designing, implementing, and evaluating instruction of students with disabilities. All of the strategies described in the Teaching & Learning features are classroom-tested and supported by research documenting their effectiveness.

PROFILES OF PEOPLE/PERSPECTIVES OF ISSUES

Each chapter contains one or more Profiles & Perspectives boxes that highlight the personal struggles, triumphs, and stories of persons with disabilities or share the views of parents, special educators, and other professionals about the achievements, challenges, and future directions of special education. For example, in Chapter 2, Michael Giangreco ("Moving Toward Inclusive Education") and Douglas and Lynn Fuchs ("Inclusion versus Full Inclusion") offer different perspectives o...

Most helpful customer reviews

12 of 12 people found the following review helpful.

Exceptional Textbook

By A Customer

I was astonished by both how readable this book is and how much useful information is presented. The book is designed for those entering the field of education and those studying for the Praxis II exam. While the book is targeted to the teaching of exceptional children, regular education teachers, parents and other interested parties would gain a great deal of information from this book. Our assignment was to skim the book - a task I found nearly impossible. I kept getting drawn into the interesting and vivid examples in each chapter. I found the focus questions and review sections to be particularly helpful.

2 of 3 people found the following review helpful.

Great book for teachers!

By Holly Go-Lightly

This is a great book for teachers to learn more about dealing with children who have exceptionalities. If you are a new teacher or an experienced teacher dealing with inclusion, this book will be perfect for you!

0 of 0 people found the following review helpful.

Shipped quickly

By Eta Leibman

I recently looked through the later edition of this book and much of the information is still the same. I bought it for a reference not to use in a class

See all 5 customer reviews...

EXCEPTIONAL CHILDREN: AN INTRODUCTION TO SPECIAL EDUCATION (7TH EDITION) BY WILLIAM L. HEWARD PDF

We will certainly reveal you the very best and most convenient method to get book **Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward** in this globe. Bunches of compilations that will assist your obligation will be below. It will make you really feel so ideal to be part of this site. Ending up being the member to constantly see just what up-to-date from this book Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward website will certainly make you really feel right to hunt for guides. So, just now, and also here, get this Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward to download and wait for your valuable worthwhile.

From the Back Cover

Widely recognized for its innovation, strong research base, and accessibility, the new edition of William Heward's *Exceptional Children: An Introduction to Special Education* helps prepare readers to become effective special educators using three themes:

EFFECTIVE TEACHERS ENGAGE IN PROFESSIONAL DEVELOPMENT

CEC Professional Standards and Praxis Competencies: Through joint agreements with the Council for Exceptional Children (CEC) and the Educational Testing Services, new CEC and PRAXIS margin notes link critical text content to knowledge and skill statements from CEC's Professional Standards for Beginning Teachers and to material on PRAXIS tests for special educators.

Observe Master Teachers: New to this edition, each chapter opens with the profile of a real teacher of exceptional children. Drawn from urban, suburban, and rural environments, these teachers' stories reflect the joys, challenges, and realities of actual classrooms and allow readers to observe master teachers at work.

The Most Current Coverage: This edition provides coverage of the latest assistive technologies such as hand-held PDAs, the newly revised 2002 definition and classification system for mental retardation issued by the AAMR, and hundreds of new references.

EFFECTIVE TEACHERS KNOW THEIR STUDENTS AND KNOW WHAT WORKS

Effective Intervention Strategies: "Teaching & Learning" feature boxes describe proven strategies that are classroom-tested and validated by research.

First-Person Accounts: "Profiles & Perspectives" feature boxes highlight the struggles and triumphs of persons with disabilities and share the views of parents, special educators, and other professionals.

Depth of Coverage: *Exceptional Children* provides the most comprehensive coverage of the characteristics of learners with special needs. For example, this is the only text in the market that devotes complete chapters to early childhood special education, transition to adulthood, and working with parents and families.

EFFECTIVE: TEACHERS INCORPORATE MULTIMEDIA

Companion Website: Located at www.prenhall.com/heward, the user-friendly Companion Website (CW) provides online resources for professors as well as students and is integrated into the textbook via CW margin notes.

Online Courses: Robust web-based courses in Course Compass and Blackboard formats are easy to implement, manage, and use, and help you incorporate technology into your classroom or deliver instruction online.

Teaching and Learning Video Library: The Teaching and Learning Video Library contains five compelling videos with topics ranging from inclusion, IDEA, and IEP decision making to classwide peer tutoring and post-secondary transitions.

Developing Quality IEPs: A Case-Based Tutorial CD-ROM: The free CD-ROM packaged with every copy of the text walks students through the development of IEPs, providing two interactive tutorials, six case studies, and a variety of additional resources.

About the Author

William Lee Heward grew up in Three Oaks, Michigan, rooting for his hero Ernie Banks and the Chicago Cubs. He majored in psychology and sociology as an undergraduate at Western Michigan University, earned his doctorate in special education at the University of Massachusetts, and joined the special education faculty at The Ohio State University in 1975. In 1985, Bill received Ohio State University's highest honor for teaching excellence, the Alumni Association's Distinguished Teaching Award. He has had several opportunities to teach and lecture abroad, most recently in 1993 when he served as a Visiting Professor of Psychology at Keio University in Tokyo.

Bill's current research interests focus on "low tech" methods classroom teachers can use to increase the frequency with which each student actively responds and participates during group instruction and on methods for promoting the generalization and maintenance of newly learned skills.

His research has appeared in the field's leading journals, including *Behavioral Disorders*, *Education and Training in Mental Retardation and Developmental Disabilities*, *Exceptional Children*, *Journal of Special Education*, *Learning Disabilities Research & Practice*, *Research in Developmental Disabilities*, *Teacher Education and Special Education*, and *Teaching Exceptional Children*.

Bill has coauthored four other textbooks, and he has written for the popular market.. His book *Some Are Called Clowns* (Crowell, 1974) chronicled his five summers as a pitcher for the Indianapolis Clowns, the last of the barnstorming baseball teams.

Excerpt. © Reprinted by permission. All rights reserved.

Special education is an ongoing story of people. It is the story of a preschool child with multiple disabilities who benefits from early intervention services. It is the story of a child with mental retardation whose parents and teachers work together to ensure she participates in classroom and extracurricular activities with her peers. It is the story of a middle school student with learning disabilities who helps his parents and teachers plan his instructional program that builds upon his strengths and addresses his weaknesses. It is the story of the gifted and talented child who brings new insights to old problems, the high school student with cerebral

palsy who is learning English as his second language, and the young woman with visual impairments who has recently moved into her own apartment and rides a city bus to work. Special education is also the story of parents and families of exceptional children and of the teachers and other professionals who work with them.

I hope you will find the seventh edition of *Exceptional Children* an informative, accessible, and interesting introduction to the ongoing story of special education, a rapidly changing field that is still in its formative years. Whether you are an undergraduate enrolled in or thinking of applying to a preservice teacher training program or a general education teacher with years of experience, I encourage you to continue your study and involvement with children and adults with special needs. For you, too, can make a worthwhile contribution to the still unfinished story of special education.

TEXT ORGANIZATION AND STRUCTURE

My goals for this book are to present an informative, readable, and responsible introduction to the professional practices, trends, and research that define the field while at the same time conveying the diversity and excitement that characterize contemporary special education. To this end, the book begins with "A Personal View of Special Education"—eight perspectives on the purpose and responsibilities of special education—followed by fifteen chapters organized into two parts.

Part 1—Foundations for Understanding Special Education—includes four chapters. Chapter 1 presents an overview of terminology, laws, policies, and practices that are consistent with the Individuals with Disabilities Education Act (IDEA) and the exceptional child's right to receive an appropriate education in the least restrictive environment. Chapter 2 examines the referral, assessment, and placement of students in special education. Chapter 3 describes how to respect, appreciate, and respond appropriately to the cultural and linguistic differences that some children with special needs bring to the classroom. Chapter 4 discusses the important role parents and families play in the decision-making process for planning the individual education needs of their children and how special educators can form effective partnerships with parents.

Part 2—Educational Needs of Exceptional Students—is organized around nine categorical chapters within a developmental lifespan perspective. Chapter 5 opens Part 2 with a look at early childhood special education and the critical role early intervention plays in nurturing the development of young children with special needs and those who are at risk for acquiring disabilities. Chapter 15 closes Part 2 with a discussion of transition from secondary school and the responsibility educators and parents share in preparing students with exceptionalities for adulthood. Chapters 6 through 14, the chapters that fall between early intervention and transition, introduce you to the definitions, prevalence, causes, historical background, assessment techniques, instructional strategies, placement alternatives, and current issues and future trends for specific categories of exceptional educational needs, including children who are gifted and talented.

KEY TEXT FEATURES ESSAYS BY SPECIAL EDUCATION TEACHERS

New to this edition, each chapter opens with a first-person essay by a special education teacher. For example, you will get to know Douglas Jackson of El Paso, Texas, a special educator with 17 years experience who uses puppet plays to teach students who are deaf and hard of hearing. Diane Ellis shares some of her multifaceted responsibilities as a special educator who selects and designs assistive technologies for students with autism and severe disabilities in Nebraska. Michelle Fundora San, just beginning her second year of teaching students with emotional and behavioral disorders at a middle school in Miami, describes her experience and perspectives as a newcomer to the profession. Jeanna Mora Dowse shares her experiences working as an itinerant teacher of Navajo children with visual impairments in Arizona. Drawn from urban, suburban, and rural school districts across the country, the 15 featured teachers share personal experiences and wisdom on topics such as "what I like best about being a special educator," "my biggest challenge," "my

most significant accomplishment," and "suggestions for someone considering a career in special education." After reading each teacher's essay, you can learn more about his or her classroom and students by visiting the Teacher Feature module on the Companion Website (www.prenhall.com/heward). FOCUS QUESTIONS

Each chapter begins with five questions that provide a framework for studying the chapter and its implications. These Focus Questions serve as discussion starters for introducing, overviewing, concluding, or reviewing. Open-ended questions can be found on the Message Board on the Companion Website (www.prenhall.com/heward), which allows you to engage in interactive discussions with your classmates. CEC PERFORMANCE-BASED STANDARDS AND PRAXIS II TESTS

Although special education teacher certification and licensure requirements vary from state to state, all special educators are expected to demonstrate a common set of competencies. The Council for Exceptional Children's (CEC) Performance-Based Standards for Beginning Special Education Teachers is a comprehensive set of knowledge and skill standards organized within 10 domain areas (e.g., Foundations, Individual Learning Differences, Instructional Strategies, Assessment). The CEC Standards were developed in collaboration with the Interstate New Teacher Assessment and Support Consortium (INTASC) and serve as the basis for curriculum content of teacher preparation programs approved by the National Council for the Accreditation of Teacher Education (NCATE). The PRAXIS II™ tests—the Subject Assessment/Specialty Area Tests of the PRAXIS Series of Professional Assessments for Beginning Teachers™—assess students' knowledge of these content standards. Many states require a passing score on one or more PRAXIS II tests for licensure or certification as a special education teacher.

Through joint agreements with CEC and the Educational Testing Service, new margin notes link critical text content to specific knowledge and skill statements from CEC's Performance-Based Standards for Beginning Teachers and to material covered on PRAXIS II™ tests for special educators. Look for margin notes such as the one shown here with CEC and PRAXIS icons throughout the text.

EFFECTIVE TEACHING STRATEGIES

Educating students with exceptional learning needs has always posed complex and difficult challenges. Yet more is expected of today's special education teachers than ever before. For example, today's special educator must ensure students' access to the general education curriculum while at the same time teach them functional skills needed for daily living and successful transition from school to life in the community and workplace. Today's special educator is expected to collaboratively plan and carry out inclusive practices with their general education colleagues while being responsive to the needs and wishes of families. Today's special educator must manage a mountain of paperwork and the challenge of preparing students for state proficiency tests from which students with disabilities have previously been exempted. The special educator must respond to all of these important and sometimes competing demands.

But what matters most in special education, the foundation without which everything would fall apart, is good instruction, day in and day out. And at the level where it matters most, special education is ultimately about the quality of instruction provided by teachers.

Reading a single textbook will not prepare you to be an effective teacher of exceptional children. Your introductory study of special education should, however, inform you about the critical elements of good instruction and provide numerous examples of their application. Each chapter includes one or more Teaching & Learning feature boxes that describe a wide range of effective teaching interventions—from classroom management and peer support strategies for inclusion to curriculum modifications and suggestions for effective error correction procedures. These boxes provide clear and practical guidelines for designing, implementing, and evaluating instruction of students with disabilities. All of the strategies described in the

Teaching & Learning features are classroom-tested and supported by research documenting their effectiveness.

PROFILES OF PEOPLE/PERSPECTIVES OF ISSUES

Each chapter contains one or more Profiles & Perspectives boxes that highlight the personal struggles, triumphs, and stories of persons with disabilities or share the views of parents, special educators, and other professionals about the achievements, challenges, and future directions of special education. For example, in Chapter 2, Michael Giangreco ("Moving Toward Inclusive Education") and Douglas and Lynn Fuchs ("Inclusion versus Full Inclusion") offer different perspectives o...

Why must await some days to get or obtain the book **Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward** that you purchase? Why ought to you take it if you can get Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward the much faster one? You can find the same book that you get here. This is it guide Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward that you could receive straight after purchasing. This Exceptional Children: An Introduction To Special Education (7th Edition) By William L. Heward is well known book in the world, of course many individuals will certainly attempt to have it. Why do not you end up being the very first? Still puzzled with the way?