## **Contents**

Editors' Introduction		xiii
Воо	k Editors	XV
Sect	ion Editors	xvii
Pref	ace	xix
List	of Contributors	xxi
	tion I. Historical and Contemporary Issues in Educating Exceptional Learners ion Editor: James M. Kauffman	1
1	A History of Special Education  Michael M. Gerber	3
2	Contemporary Issues  James M. Kauffman, C. Michael Nelson, Richard L. Simpson, and Devery Mock Ward	16
3	Statistics, Data, and Special Educational Decisions: Basic Links to Realities James M. Kauffman and John Wills Lloyd	29
4	Special Education Teacher Preparation  Margo A. Mastropieri, Thomas E. Scruggs, and Clara Hauth	40
	tion II. Legal Aspects of Special Education tion Editor: Mitchell L. Yell	53
5	The Individuals with Disabilities Education Act: The Evolution of Special Education Law Mitchell L. Yell, Antonis Katsiyannis, and M. Renee Bradley	55
6	Free Appropriate Public Education  Mitchell L. Yell, Jean B. Crockett, James G. Shriner, and Michael Rozalski	71
7	Individual Education Programs for Children with Disabilities  Barbara D. Bateman	87
	tion III. Research Methods in Special Education tion Editors: Thomas R. Kratochwill and Paige Cullen Pullen	105
8	Designing Rigorous Group Studies in Special Education: Standards and Quality Indicators for Contemporary Group Design Research Russell Gersten, Madhavi Jayanthi, Lana Santoro, and Rebecca Newman-Gonchar	107
9	Designing Robust Single-Case Design Experimental Studies Sharlene A. Kiuhara, Thomas R. Kratochwill, and Paige Cullen Pullen	116

10	Regression Discontinuity Design for Cross-Sectional Data, Longitudinal Data, and Intervention Research for Special Education   Ji Hoon Ryoo and Paige Cullen Pullen	137
11	Meta-Analysis and Special Education Research H. Lee Swanson and Amy C. Allen	151
12	Research Synthesis and Meta-Analysis of Single-Case Designs  James E. Pustejovsky and John M. Ferron	168
	tion IV. The General Education Context of Special Education tion Editor: Naomi P. Zigmond	187
13	Responsiveness to Intervention and Multi-Tiered Systems of Support for Reducing Reading Difficulties and Identifying Learning Disability Rollanda E. O'Connor, Victoria Sanchez, and Joyce J. Kim	189
14	Standards-Based Reform and Students with Disabilities  Rachel F. Quenemoen and Martha L. Thurlow	203
15	Academic Progress Monitoring Sheri Berkeley and Paul J. Riccomini	218
16	Co-Teaching for Students with Disabilities: A Critical and Updated Analysis of the Empirical Literature Sara Cothren Cook, Kimberly A. McDuffie-Landrum, Linda Oshita, and Bryan G. Cook	233
17	General and Special Education Are (and Should Be) Different Naomi P. Zigmond and Amanda Kloo	249
	tion V. Special Education Categories tion Editors: Paige Cullen Pullen and Daniel P. Hallahan	263
18	Intellectual and Developmental Disabilities  Edward A. Polloway, Emily C. Bouck, James R. Patton, and Jacqueline Lubin	265
19	Specific Learning Disabilities Paige Cullen Pullen, Holly B. Lane, Kristen E. Ashworth, and Shelly P. Lovelace	286
20	Attention-Deficit/Hyperactivity Disorder  Karen J. Rooney	300
21	Emotional and Behavioral Disorders  Timothy J. Landrum	312
22	Communication Disorders Filip T. Loncke	325
23	Deaf and Hard of Hearing Students  Gabriel I. Lomas, Jean F. Andrews, and Pamela C. Shaw	338
24	Blind and Low Vision  Kim T. Zebehazy and Holly Lawson	358

ix

25	Traumatic Brain Injury Renee Lajiness-O'Neill, Laszlo A. Erdodi, and Jonathan D. Lichtenstein	377
26	Current Issues and Trends in the Education of Children and Youth with Autism Spectrum Disorders Janine P. Stichter, Maureen A. Conroy, Rose O'Donnell, and Brian Reichow	394
27	Severe and Multiple Disabilities Susan M. Bruce and Sarah E. Ivy	411
28	Special Gifts and Talents  Jonathan A. Plucker and Carolyn M. Callahan	428
	ion VI. Policy and Leadership in the Administration of Special Education ion Editor: Jean B. Crockett	445
29	High-Stakes Testing and Accommodations  Jennifer H. Lindstrom	447
30	Conceptual Models for Leading and Administrating Special Education  Jean B. Crockett	461
31	Fiscal Policy and Funding for Special Education Thomas Parrish and Jenifer Harr-Robins	474
32	Transforming Leadership in Special Education: Converging Policies, Professional Standards, and Scholarship  Mary Lynn Boscardin	489
33	Improving Special Education Teacher Quality and Effectiveness  Bonnie S. Billingsley and Elizabeth Bettini	501
	ion VII. Instructional Issues for Students with High-Incidence Disabilities ion Editor: John Wills Lloyd	521
34	Reading Paige Cullen Pullen and Deanna B. Cash	523
35	Writing and Students with Language and Learning Disabilities  Gary A. Troia, Steve Graham, and Karen R. Harris	537
36	Intervention to Improve Arithmetic, Word-Problem, and Fraction Performance in Students with Mathematics Disabilities  Lynn S. Fuchs, Amelia S. Malone, Pamela M. Seethaler, Sarah R. Powell, and Douglas Fuchs	558
37	Science and Social Studies Thomas E. Scruggs, Margo A. Mastropieri, Frederick J. Brigham, and Lisa Marshak Milman	571
38	Physical Education  Luke E. Kelly, Martin E. Block, and Andrew M. Colombo-Dougovito	586
39	The Promise and Problem with Technology in Special Education: Implications for Academic Learning  Michael I. Kennedy and Joseph R. Boyle	606

Section VIII. Instructional Issues for Students with Low-Incidence Disabilities  Section Editor: Stacy K. Dymond		615
40	Educating Students with Significant Cognitive Disabilities: Historical Overview and Future Projections Fred Spooner and Fredda Brown	617
41	Systematic Instruction of Students with Significant Cognitive Disabilities  Erik Drasgow, Mark Wolery, Laura C. Chezan, James Halle, and Zahra Hajiaghamohseni	632
42	Instructional Contexts  John McDonnell	649
43	Access to General Education Curriculum for Students with Significant Cognitive Disabilities Michael L. Wehmeyer and Karrie A. Shogren	662
44	Functional Curriculum for Students with Significant Cognitive Disabilities Stacy K. Dymond	675
	tion IX. What It Will Mean to Transition: Transition and High-Incidence Disabilities ion Editor: David Scanlon	687
45	Transition to Postsecondary Education  Joseph W. Madaus, Manju Banerjee, Deborah Merchant, and Walter R. Keenan	691
46	Career Decision-Making and Preparation, Transition, and Postsecondary Attainment of Work-Bound Youth with High-Incidence Disabilities  Jay W. Rojewski and Noel Gregg	705
47	Transition to Daily Living for Persons with High-Incidence Disabilities  David Scanlon, James R. Patton, and Marshall Raskind	718
	tion X. Transition from School to Adulthood for Students with Low-Incidence Disabilities ion Editor: Katherine J. Inge	739
48	Preparing Students with Low-Incidence Disabilities to Work in the Community Katherine J. Inge, Paul Wehman, and Hannah Seward	741
49	Transitioning Students with Low-Incidence Disabilities to Community Living Lauren E. Avellone and Joshua Taylor	758
	tion XI. Parent and Family Issues in Special Education ion Editor: George H. S. Singer	771
50	Promoting Collaborative Partnerships with Families  Tracy Gershwin Mueller	773
51	Resilience in Families of Children with Disabilities: Risk and Protective Factors George H. S. Singer, Christine Maul, Mian Wang, and Brandy L. Ethridge	793
52	Promoting Family Outcomes in Early Intervention  Melissa Raspa, Siobhan Colgan, Amanda Wylie, and Donald B. Bailey, Jr.	811

	Section XII. Early Identification and Intervention in Exceptionality Section Editor: Maureen A. Conroy	
53	Contemporary Early Intervention Models, Research, and Practice for Infants and Toddlers	
35	with Disabilities and Delays	831
	Carl J. Dunst and Marilyn Espe-Sherwindt	
54	Early Intervention and Prevention of Disability: Preschoolers	850
	Kathleen Marshall, William H. Brown, Maureen A. Conroy, and Herman Knopf	
55	Frameworks for Guiding Program Focus and Practices in Early Intervention	865
	Patricia A. Snyder, Tara W. McLaughlin, and Crystal C. Bishop	
56	Early Identification and Intervention in Gifted Education: Developing Talent in Diverse Learners Catherine M. Brighton and Jane M. Jarvis	882
Section XIII. Cultural and International Issues in Special Education Section Editor: Dimitris Anastasiou		895
57	Minority Disproportionate Representation in Special Education: Politics and Evidence, Issues, and Implications	897
	Dimitris Anastasiou, Paul L. Morgan, George Farkas, and Andrew L. Wiley	
58	Cross-National Differences in Special Education: A Typological Approach  Dimitris Anastasiou and Clayton Keller	911
Inde	x	924