

# special education

2011

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tomorrow's special educators



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Sincerely,



Katharine Winter  
Marketing Manager  
SAGE



Dwayne Trujillo  
Marketing Manager  
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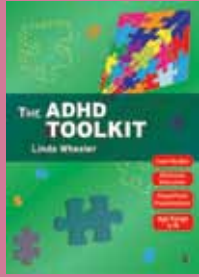
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## ADHD



## The ADHD Toolkit

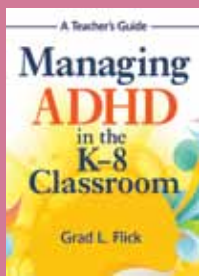
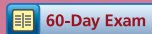
Linda Wheeler, *Freelance Education Consultant and Researcher*

In this text, practical classroom strategies are underpinned with considerations of theoretical issues surrounding the concept of ADHD. It includes everything the busy reader needs to know about ADHD in educational settings.

**CONTENTS** PART I. BACKGROUND TO ADHD / 1. The Concept of ADHD / 2. Use of Medication / 3. Multiprofessional Involvements / PART II. THE SCHOOL SETTING / 4. Systematic Classroom Observation / 5. Effective Teaching for Students with ADHD / 6. Classroom and Behaviour Management Strategies / 7. Associated and Co-Existing Difficulties / PART III. THE WIDER CONTEXT / 8. Working with Parents

**Paperback ISBN: 978-1-8486-0184-0**

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## Managing ADHD in the K-8 Classroom

### A Teacher's Guide

Grad L. Flick, *Seacoast Psychological Association and The ADD Clinic*

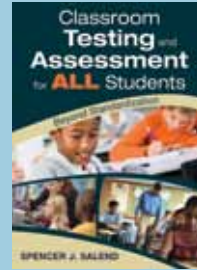
Full of intervention strategies, this resource helps teachers understand ADHD, make accommodations, promote appropriate behavior, and deal with impulsivity, attention problems, hyperactivity, and more.

**CONTENTS** 1. Overview of ADHD / 2. Attention Deficit Hyperactivity Disorder (ADHD) / 3. Diagnosis and Assessment of ADHD / 4. Education of Children with ADHD / 5. Basic Behavioral Techniques: Development of Appropriate Behavior / 6. Basic Behavioral Techniques: Removing Inappropriate Behavior / 7. Specific Behavioral Interventions for ADHD / 8. Survival Techniques for Teachers

**Paperback ISBN: 978-1-4129-6910-9**

©2010, 248 pages  
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## Assessment



## Classroom Testing and Assessment for ALL Students

### Beyond Standardization

Spencer J. Salend, *SUNY New Paltz*

Use teacher-made tests, appropriate testing accommodations, technology-based testing, and classroom-based assessments to give students with diverse needs the opportunity to achieve!

**CONTENTS** 1. Creating and Grading Valid and Accessible Teacher-Made Tests / 2. Determining and Implementing Valid and Appropriate Testing Accommodations / 3. Using Technology-Based Testing / 4. Teaching Effective Study and Test-Taking Skills and Strategies / 5. Using Classroom Assessments

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## Autism

**NEW!**



### Autism

#### Educational and Therapeutic Approaches

Efrosini Kalyva, *City College, Thessaloniki, Greece*

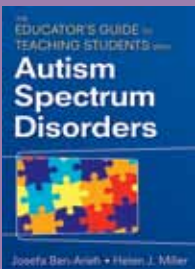
There are a number of different approaches and therapies available for children, young people and adults on the autistic spectrum, and the amount of information available on each one

can be daunting for professionals and parents alike. This book offers concise and clear explanations of a variety of proposed interventions and their effectiveness, and helps the reader to decide on the most appropriate treatment for each individual.

**CONTENTS** 1. Cognitive-Behavioural Approaches / 2. Approaches for Developing Social Interaction / 3. Approaches for Developing Alternative Communication / 4. Approaches Based on Play / 5. Sensorimotor Approaches / 6. Biochemical Approaches / 7. Other Approaches

**Paperback ISBN: 978-0-8570-2489-3**

June 2011, 208 pages  
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### The Educator's Guide to Teaching Students With Autism Spectrum Disorders

Josefa Ben-Arieh, *Seaman School District*

Helen J. Miller, *USD #383 Manhattan-Ogden School*

Use this guide to identify students with ASD, organize the classroom; manage time; promote

independence, communication, and appropriate behaviors; and select visual strategies, tools, and curriculum resources.

**CONTENTS** 1. What Is an Autism Spectrum Disorder (ASD)? / 2. Assessment / 3. Getting Ready to Teach New Skills: Basic First Steps / 4. Environmental Supports / 5. Choosing the Interventions

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## Behavior Management



### Defusing Disruptive Behavior in the Classroom

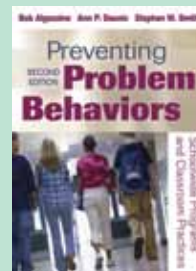
Geoff Colvin, *Behavior Associates*

These research-based approaches for defusing disruptions such as off-task behavior, disrespect, and noncompliance help teachers avoid escalation, correct misbehaviors, and maintain the flow of instruction!

**CONTENTS** 1. Seven Key Behavioral Principles / 2. Defusing Off-Task Behavior / 3. Defusing Rule Infractions / 4. Defusing Disrespectful Behavior / 5. Defusing Agitation / 6. Defusing Noncompliance and Limit Testing

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### Preventing Problem Behaviors

#### Schoolwide Programs and Classroom Practices

**Second Edition**

Bob Algozzine, *University of North Carolina at Charlotte*

Ann P. Daunic

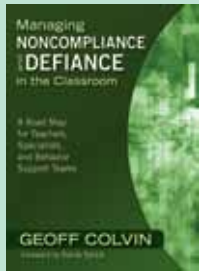
Stephen W. Smith, *University of Florida*

Focused on foundations, intervention, collaboration, and evaluation, this resource offers effective strategies and practices for preventing problem behavior at both the classroom and school level.

**CONTENTS** 1. Prevention Science and Practice / 2. Preschool Behavior Support / 3. Schoolwide Positive Behavior Support / 4. Cognitive-Behavioral Interventions in School Settings / 5. Social Skills Instruction and Generalization Strategies / 6. Conflict Resolution, Peer Mediation, and Bullying Prevention / 7. Classroom Interventions and Individual Behavior Plans / 8. Effective Home-School Partnerships / 9. Community and Interagency Partnerships / 10. Culturally Responsive Teaching / 11. Monitoring Student Progress and Evaluating Prevention Practices / 12. Building and Sustaining Effective Prevention Practices

**Paperback ISBN: 978-1-4129-7048-8**

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## Managing Noncompliance and Defiance in the Classroom

A Road Map for Teachers, Specialists, and Behavior Support Teams

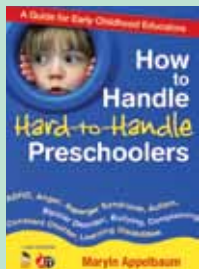
Geoff Colvin, *Behavior Associates*

This systematic approach to classroom management provides evidence-based strategies for assessing student insubordination and offers guidelines for developing individual intervention plans that improve cooperation.

**CONTENTS** PART I. UNDERSTANDING NONCOMPLIANT BEHAVIOR / 1. Urgency of the Problem / 2. Defining Noncompliant Behavior / 3. Systematically Assessing Noncompliant Behavior / PART II. DESIGNING INTERVENTION PLANS FOR NONCOMPLIANT BEHAVIOR / 4. Immediate Triggers / 5. Setting Events / 6. Effects of the Noncompliant Behavior / 7. Putting It All Together / 8. The Road Map

**Paperback ISBN: 978-1-4129-6089-2**

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## How to Handle Hard-to-Handle Preschoolers

A Guide for Early Childhood Educators

Marylín Appelbaum

This book illustrates strategies for managing behavioral challenges and helping young children learn positive behavior, emotional skills, problem solving, and how to succeed in class and everyday life.

**CONTENTS** 1. How to Handle Children Who Are Disruptive / 2. How to Handle Children With Attention-Deficit/Hyperactivity Disorder / 3. How to Handle Children With Learning Disabilities / 4. How to Handle Anger and Oppositional Defiant Disorder / 5. How to Handle Bullying / 6. How to Handle Children With Bipolar Disorder / 7. How to Handle Children With Autism Spectrum Disorder / 8. How to Handle Children With Asperger Syndrome / 9. How to Handle Children With Tourette Syndrome and Obsessive-Compulsive Disorder

**A Joint Publication With the Appelbaum Training Institute**

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## Collaboration

**NEW!**



## Collaborate, Communicate, and Differentiate!

How to Increase Student Learning in Today's Diverse Schools

Wendy W. Murawski, *California State University, Northridge*

Sally Spencer, *California State University, Northridge*

This book takes collaboration out of the abstract and applies it to daily tasks of differentiating instruction, implementing technology, student assessment, and communicating with families.

**CONTENTS** 1. Understanding the Historical Context / 2. Unscrambling the Range of Settings and Services / 3. Improving Student Outcomes By Working in Teams / 4. Improving Collaboration Through Powerful Communication / 5. Proactively Planning and Differentiating Instruction / 6. Modifying and Accommodating to Reactively Address Student Needs / 7. Improving Student Learning Through Co-Teaching / 8. Collaboratively Planning and Assessing / 9. Addressing Conflict and Engaging in Problem-Solving / 10. Creating A Collaborative School Culture

**Paperback ISBN: 978-1-4129-8184-2**

May 2011, 264 pages  
Corwin



## Effective Collaboration for Educating the Whole Child

Carol A. Kochhar-Bryant, *George Washington University, Transition Special Education Program*  
with Angela Heishman

This book examines collaboration between teachers, administrators, student support specialists, community agencies, and service providers to improve outcomes for students with complex learning needs.

**CONTENTS** 1. What Does It Mean to Educate the Whole Child? / 2. What Is a Developmentally Healthy School Environment? / 3. What Laws Promote Collaboration for the Whole-Child Initiative? / 4. How Do Schools Create Developmentally Responsive Environments? A Shared Responsibility / 5. How Do Professionals Collaborate to Educate the Whole Child? / 6. What Is the Role of Community Agencies? / 7. How Does Cultural and Linguistic Diversity Affect Professional Collaboration? / 8. Celebrating Our Work: What Are the Benefits and Positive Impacts of Professional Collaboration

**A Joint Publication With the National Staff Development Council**

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## Collaborative Teaching in Elementary Schools

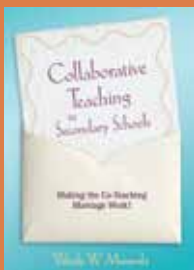
### Making the Co-Teaching Marriage Work!

Wendy W. Murawski, *California State University, Northridge*

Using marriage as a metaphor, this lighthearted, highly practical, and teacher-friendly resource helps general education teachers and special service providers successfully set up, conduct, and maintain co-teaching partnerships.

**CONTENTS** Introduction: Why This Book? / PART I. THE DATING SCENE / 1. Understanding What It Means to Be in a Relationship / 2. Dating, Living Together, and Marriage / 3. General Educators Are From Jupiter, Special Educators Are From Saturn / 4. Matchmaker, Matchmaker: The Role of the Administrator / PART II. THE ENGAGEMENT / 5. Getting to Know Your Partner / 6. Registering for the Wedding / 7. Discussing the Future / 8. Matchmaker, Matchmaker: The Role of the Administrator / PART III. THE WEDDING / 9. For Better or Worse: Establishing Norms for Behavior and Academics / 10. For Richer or Poorer: Sharing Space and Materials / 11. Planning Quality Time Together: Why, When, and How to Plan / 12. Matchmaker, Matchmaker: The Role of the Administrator / PART IV. THE MARRIAGE / 13. Working Together to Wrangle the Li'l Rascals / 14. Teaching the Seven Dwarves / 15. Are We Successful Yet? / 16. Playing Nicely With the Other Parents / 17. Matchmaker, Matchmaker: The Role of the Administrator

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## Collaborative Teaching in Secondary Schools

### Making the Co-Teaching Marriage Work!

Wendy W. Murawski, *California State University, Northridge*

Comparing the co-teaching relationship to a marriage, this resource offers a lighthearted yet comprehensive perspective on setting up, conducting, and maintaining a successful co-teaching partnership.

**CONTENTS** Introduction: Why This Book? / PART I. THE DATING SCENE / 1. Understanding What It Means to Be in a Relationship / 2. Dating, Living Together, and Marriage / 3. General Educators Are From Jupiter, Special Service Providers Are From Saturn / Self-Assessment #1: Are We Ready to Date? / 4. Matchmaker, Matchmaker: The Role of the Administrator / PART II. THE ENGAGEMENT / 5. Getting to Know Your Partner / 6. Registering for the Wedding / 7. Discussing the Future / Self-Assessment #2: Are We Ready to Get Engaged? / 8. Matchmaker, Matchmaker: The Role of the Administrator / PART III. THE WEDDING / 9. For Better or Worse: Establishing Norms for Behavior and Academics / 10. For Richer or Poorer: Sharing Space and Materials / 11. Planning Quality Time Together: Why, When, and How to Plan / Self-Assessment Part #3: Are We Ready to Marry? / 12. Matchmaker, Matchmaker: The Role of the Administrator / PART IV. THE MARRIAGE / 13. Working Together to Wrangle the Li'l Rascals / 14. Teaching the Seven Dwarves / 15. Are We Successful Yet? / 16. Playing Nicely With Other Parents / Self-Assessment, Part IV: Will We Be Able to Celebrate Our Anniversary? / 17. Matchmaker, Matchmaker: The Role of the Administrator

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**NEW!**

## The Inclusion Toolkit

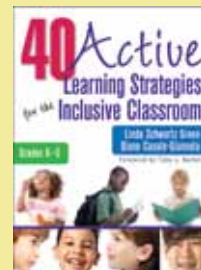
Sarah Herbert, *Teacher, London*

The practical strategies suggested in this book are supported by current research into effective teaching and learning, and the author shows you how inclusion friendly teaching could look in your classroom. The book is aimed at the teacher who wishes to respond to the diversity of learning needs of children that are placed within their mainstream classroom, without teaching each child differently. The advice given for teaching all learners aged 7 to 14 will help you ensure that you are providing so well for all your learners that only a very few will need substantially different support.

**CONTENTS** 1. Foundations for Inclusion / 2. The Memory-Friendly Classroom / 3. The Motivation-Friendly Classroom / 4. The Communication-Friendly Classroom / 5. Steps to Success

**Paperback ISBN: 978-1-8492-0760-7**  
July 2011, 144 pages  
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**NEW!**



## 40 Active Learning Strategies for the Inclusive Classroom, Grades K-5

Linda Schwartz Green, *Centenary College, Hackettstown, NJ*

Diane Casale-Giannola, *Rider University*

This practical guide connects research and application with over 40 strategies for today's inclusive classroom, including methods for differentiating instruction for children with special needs.

**CONTENTS** 1. Engaging Students in the Inclusion Classroom / 2. Selecting and Implementing Active Learning Strategies for the Inclusion Classroom / 3. Grouping for Instruction / 4. Active Learning Strategies / 5. The Journey Continues

**Paperback ISBN: 978-1-4129-8170-5**  
January 2011, 176 pages  
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## Inclusive Education International Policy & Practice

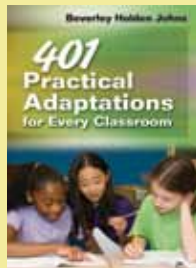
Ann Cheryl Armstrong, *University of Sydney*  
Derrick Armstrong, *University of Sydney*  
Illektra Spandagou, *University of Sydney*

Bringing together issues of theory, research, policy, and practice, this ground-breaking book provides a critical discussion of recent developments in the field of inclusive education. The book's international perspective illuminates common successes, failures, and concerns.

**CONTENTS** PART I. HISTORY, SOCIAL CONTEXT AND KEY IDEAS / 1. Inclusive Education: Key Themes / 2. The Social History of Inclusion / The Current State of Inclusive Education: Contradictions and Concerns / PART II. POLICY CASE STUDIES / 3. Globalization: Internationalization of Inclusive Education / 4. The Impact of International Agencies on Inclusive Policies / 5. The European Union: A Common Policy on Inclusion? / PART III. FROM POLICY TO PRACTICE / 6. Making Inclusion Special: A Case Study of English Policy Contradictions / 7. From Policy to Practice: Defining Inclusion in Schools / 8. Exporting Inclusion to the Developing World / PART IV. CONCLUSIONS AND REFLECTIONS / 9. A Conclusion or a Starting Point for the Future? / 10. An Epilogue on Reflection

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 60-Day Exam



## 401 Practical Adaptations for Every Classroom

Beverley Holden Johns, *Learning and Behavior Consultant, Jacksonville, IL*

Award-winning educator Beverley Holden Johns provides time-saving and cost-effective tools that optimize learning for all students, including adaptations for vocabulary instruction, testing, and classroom environment.

**CONTENTS** 1. Introduction to Adaptations: Why the Need and Important Considerations / 2. Adaptations on a Shoestring Budget / 3. Lecture Adaptations / 4. Worksheet Adaptations / 5. Behavioral Adaptations / 6. Environmental Adaptations / 7. Movement Adaptations / 8. Vocabulary Adaptations / 9. Student Response Adaptations / 10. Timing/Scheduling Adaptations / 11. Note-Taking Adaptations / 12. Testing Adaptations / 13. Homework Adaptations

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## Inclusive Play Practical Strategies for Children from Birth to Eight

**Second Edition**

Theresa Casey, *President of the International Play Association*

This extremely practical and child-focused book gives you the tools you need to make sure all the children in your care are included and involved in the play opportunities of your setting. A key book for those in practice, and underpinned by sound theory, this book is packed with activities, ideas for small changes to make that can have a big impact, and clear guidance on writing a play policy.

**CONTENTS** 1. Understanding Inclusive Play / 2. Play Environments That Support, Intrigue, Challenge and Inspire / 3. Enabling Inclusive Play Opportunities - The Role of Adults / 4. Creative Input, Playful Opportunities / 5. Risk, Challenge and Uncertainty in Inclusive Settings / 6. Working Together / 7. Managing for Inclusive Play

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 60-Day Exam





## Succeeding in the Inclusive Classroom

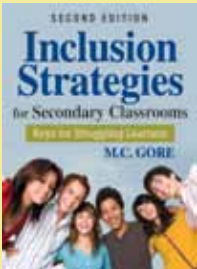
### K-12 Lesson Plans Using Universal Design for Learning

Debbie Metcalf, *East Carolina University*

Ideal for Introduction to Special Education/ Introduction to Exceptionalities courses, this supplementary text provides strategies pre-service and in-service teachers can use to apply the principles of Universal Design for Learning (UDL) to their lesson planning. UDL lesson planning considers “up front” potential barriers that could limit access to instruction for some learners and helps teachers brainstorm possible solutions before lessons begin. The lessons included in this text are meant as a starting point for general education teachers who have students with special needs in their classrooms and can be adapted for K-12 learners with a wide range of challenges.

**CONTENTS** 1. Sample Lesson Plans for Individuals with Intellectual Disabilities / 2. Sample Lesson Plans for Individuals with Learning Disabilities / 3. Sample Lesson Plans for Individuals with Attention Deficit Hyperactivity Disorder / 4. Sample Lesson Plans for Individuals with Emotional or Behavioral Disorders / 5. Sample Lesson Plans for Individuals with Autism Spectrum Disorders / 6. Sample Lesson Plans for Individuals with Speech and Language Disorders / 7. Sample Lesson Plans for Individuals with Hearing Impairments / 8. Sample Lesson Plans for Individuals with Visual Impairments / 9. Sample Lesson Plans for Individuals with Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities / 10. Sample Lesson Plans for Individuals Who Are Gifted and Talented

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## Inclusion Strategies for Secondary Classrooms

### Keys for Struggling Learners

**Second Edition**

M. C. Gore, *Midwestern State University*

This updated resource provides key strategies to unlock learning barriers for struggling adolescents and examines how the strategies can be applied within Response to Intervention initiatives.

**CONTENTS** 1. The Letters Behind the Book / 2. The Locks on the Doors to Learning / 3. Keys to the Effectiveness of the Inclusion Strategies / 4. Ensuring Students Understand Instructions / 5. Teaching the Concepts and Vocabulary of Our Disciplines Strategies / 6. Teaching Devices for Increasing Student Learning From Lectures / 7. Increasing Learning by Using Note Taking Strategies / 8. Promoting Student Learning From the Textbook / 9. Increasing Learning by Using Textbook Guides / 10. Promoting Factual Mastery through Mnemonic Devices / 11. Improving Higher-Order Thinking Skills / 12. Improving the Quality of Expository Writing / 13. Future Keys

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## Inclusion Strategies That Work!

### Research-Based Methods for the Classroom

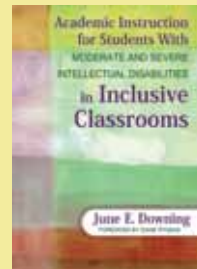
**Second Edition**

Toby J. Karten, *College of New Jersey*

Newly revised to reflect current legislation and research-based strategies, this best-selling guide shows how to adapt teaching strategies, curriculum, and assessment to create a fully inclusive classroom.

**CONTENTS** 1. Examining the Research Base and legal Considerations in Special Education Along with the Reasons for Inclusion / 2. Understanding the Often Complicated Special Education Terminology beyond the Words / 3. Establishing Successful Inclusive Classrooms / 4. Next, Writing and Applying the IEP (Individualized Education Program) / 5. Introducing Social, Emotional, and Behavioral Issues into the Curriculum / 6. Reaching and Co-teaching Your Students / 7. Using the Three R's to Guide Instruction and Assessment / 8. Emphasizing Comprehension and Study Skills / 9. Assessing, Testing, and Grading Your Students / 10. Working With Parents and Families of Students with Disabilities / 11. Considering Technology in the Inclusive Classroom / 12. Reflecting as Classroom Practice Reviewing and Maintaining Skills

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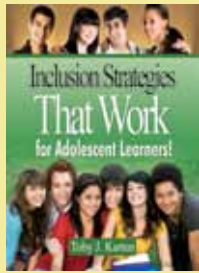
## Academic Instruction for Students With Moderate and Severe Intellectual Disabilities in Inclusive Classrooms

June E. Downing, *California State University, Northridge*

Packed with instructional strategies for students with significant disabilities, this research-based resource helps teachers adapt their curriculum, work collaboratively, develop accurate assessments, track student progress, and more.

**CONTENTS** 1. Teaching Students with Moderate to Severe Intellectual Disabilities in General Education Classrooms: Foundational Beliefs / 2. Instructional Strategies and Teaching Arrangements / 3. Determining Student Needs: What to Teach / 4. Teaching Core Curriculum to Students with Moderate to Severe Intellectual Disabilities / 5. It Takes a Village: Teaching as a Collaborative Effort / 6. Keeping Track of Student Progress / 7. He's Getting It! Now What? Taking Learning to the Next Level

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## Inclusion Strategies That Work for Adolescent Learners!

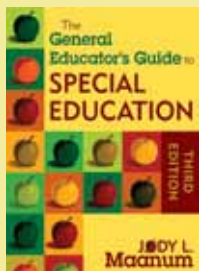
Toby J. Karten, *College of New Jersey*

This reader-friendly guide describes adolescent development and provides strategies for creating an inclusive secondary classroom, including differentiation, brain-based learning, universal design, and more.

**CONTENTS** PART I. ISSUES IN THE BACKGROUND AND FOREGROUND / 1. Inclusive Mind-Sets and Best Practices for Adolescents / 2. Inclusive Settings / PART II. ADOLESCENT CULTURES: WAYS TO TEACH AND REACH / 3. Relating Cognitive and Psychological Theories to Adolescents / 4. Beyond the Labels and Into the Abilities of Adolescent Learners / 5. Applying Inclusive Strategies That Correlate With Adolescents' Lives / PART III. FOCUSING ON RESULTS / 6. Meshing the Research to Achieve and Surpass the Standards in Adolescent Classrooms / 7. Classroom Dynamics That Enhance Learning and Retention / 8. Examining Exit Strategies That Prepare Adolescents to Enter the World

**Paperback ISBN: 978-1-4129-7046-4**

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## The General Educator's Guide to Special Education

Third Edition

Jody L. Maanum

The **Third Edition** of this user-friendly handbook offers easy-to-implement ideas, recommendations, and answers to questions to help general education teachers provide top-notch support for all students.

**CONTENTS** PART I. FEDERAL SPECIAL EDUCATION DISABILITY CATEGORIES / PART II. THE SPECIAL EDUCATION PROCESS / PART III. ACCESS TO THE GENERAL EDUCATION CURRICULUM: ACCOMMODATIONS, MODIFICATION, STRATEGIES, AND ASSISTIVE TECHNOLOGY / PART IV. MEETING THE NEEDS OF ALL STUDENTS: RESPONSE TO INTERVENTION / PART V. TRANSITIONS FOR STUDENTS WITH DISABILITIES / MEDICATION RESOURCES

**Paperback ISBN: 978-1-4129-7137-9**

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## Methods in Special Education

**NEW!**



## Differentiating Science Instruction and Assessment for Learners With Special Needs, K-8

Kevin D. Finson, *Bradley University*

Christine K. Ormsbee, *Oklahoma State University*

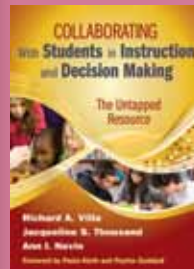
Mary M. Jensen, *Western Illinois University*

This timely, practical guidebook bridges the gap between science and special education by giving teachers strategies and tools that strengthen science learning for all students.

**CONTENTS** 1. Collaborating to Teach Students With Mild/Moderate Disabilities in the Inclusive Classroom / 2. Addressing Specific Learning Difficulties / 3. Suggestions for Revising Science Activities and Assessments / 4. Revising Science Activities / 5. Revising Science Assessments / 6. Developing and Using Rubrics to Evaluate Student Performance

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## Collaborating With Students in Instruction and Decision Making

The Untapped Resource

Richard A. Villa, *Bayridge Consortium*

Jacqueline S. Thousand, *California State University-San Marcos*

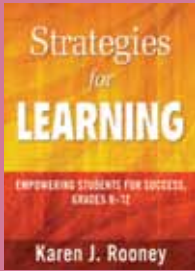
Ann I. Nevin, *Arizona State University*

Take advantage of a resource that's right in your classroom—your students! This book offers practical strategies for empowering students as co-teachers, decision makers, and advocates.

**CONTENTS** PART I. INTRODUCTION / 1. Why Collaborate with Students? / PART II. TEACHING WITH STUDENTS / 2. Students as Co-Teachers in Cooperative Learning Groups / 3. Students as Peer Tutors and Partner Learners / 4. Students as Co-Teachers / PART III. DECISION-MAKING WITH STUDENTS / 6. Students as Instructional Decision Makers / 7. Students as Designers of Their Own Learning / 8. Students as Mediators of Conflict and Controversy / 9. Students as Collaborators in Responsibility

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## Strategies for Learning

### Empowering Students for Success, Grades 9-12

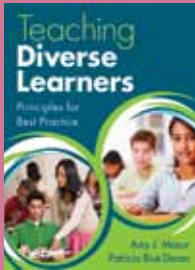
Karen J. Rooney, *Educational Enterprises, Inc.*

These explicit, reiterative strategies improve motivation, help struggling students “learn how to learn,” and provide them with an effective skill set for all content areas.

**CONTENTS** 1. Introduction / PART I. VOCABULARY AND NOTE TAKING WHEN READING / 2. Vocabulary / 3. Note Taking When Reading Material With Subtitles / 4. Note Taking Using Shortcut Advance Organizers / 5. Note Taking for Material Without Subtitles / 6. Visual Organizers for Note Taking / 7. Additional Reading Strategies / PART II. NOTE TAKING WHEN LISTENING / 8. Note Taking During Oral Instruction or Lecture / 9. Additional Note-Taking Strategies / PART III. LANGUAGE ARTS / 10. Decoding and Spelling / 11. English Grammar / 12. Writing / PART IV. MATH AND FOREIGN LANGUAGE / 13. Mathematics / 14. Foreign Language / PART V. TEST TAKING / 15. Test Preparation and Test Taking / PART VI. ORGANIZATION, TIME MANAGEMENT, AND SOLVING PROBLEMS / 16. Organization / 17. Time Management / 18. Problem Solving / 19. Conclusion

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## Teaching Diverse Learners

### Principles for Best Practice

Amy J. Mazur, *George Washington University*

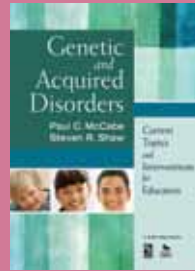
Patricia Rice Doran, *George Washington University*

Covering cultural and linguistic diversity as well as special educational needs, this guide helps teachers set up an inclusive classroom; adapt curriculum, instruction, and assessment; and more.

**CONTENTS** 1. Who Are Our Diverse Learners? New Definitions, New Responses / 2. The Impact of the Law: Policies and Diversity / 3. What a Difference a Room Makes: Classroom Setup and Management for Learning / 4. Really Seeing Your Students: The Importance of Behavioral Observation / 5. Mental Wellness and Students' Resiliency: Making School an Emotionally Safe Place / 6. Curriculum and Language: Making Texts and Materials Accessible / 7. Literacy Development: Factors Impacting Diverse Learners / 8. Assessment: How Do You Know What Your Students Know? / 9. Collaboration: Working Together for Student Success / 10. Family Involvement: Forming Rich and Lasting Partnerships

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## Genetic and Acquired Disorders

Current Topics and Interventions for Educators  
Paul C. McCabe, *Brooklyn College and City University of New York*

Steven R. Shaw, *McGill University*

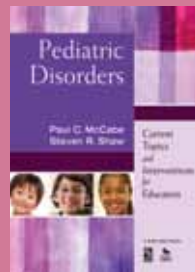
Written for school psychologists, counselors, administrators, and teachers, this volume outlines issues affecting children who are born with or acquire a medical disorder or disease.

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## Pediatric Disorders

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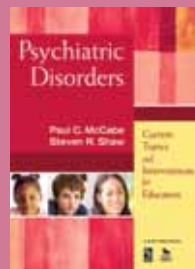
Written for school psychologists, counselors, administrators, and teachers, this research-based volume outlines the most current and urgent issues in children's health affecting schools today.

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## Psychiatric Disorders

Current Topics and Interventions for Educators

Paul C. McCabe, *Brooklyn College and City University of New York*

Steven R. Shaw, *McGill University*

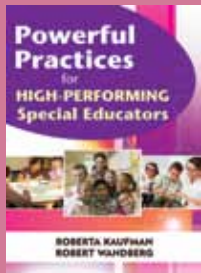
Written for school psychologists, counselors, administrators, and teachers, this concise, well-researched volume provides a balanced perspective on the most important psychiatric issues for educators today.

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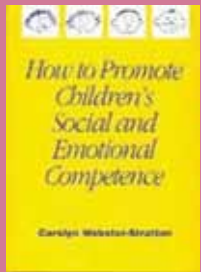
## Powerful Practices for High-Performing Special Educators

Roberta Kaufman, *The University of South Dakota*  
Robert Wandberg, *Columbia Heights School District, MN*

This valuable resource addresses the unique challenges faced by special education teachers in today's inclusive classrooms by offering powerful, research-based tools and strategies.

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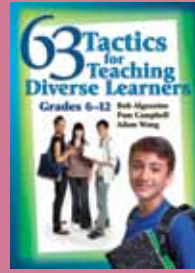
## How to Promote Children's Social and Emotional Competence

Carolyn Webster-Stratton, *University of Washington*

For teachers of children ages four to eight years, this book demonstrates how to set up individualized programs to address the special social and emotional needs of children at risk because of learning difficulties, hyperactivity, impulsiveness, attention deficit disorder, language and reading delays, and aggressive behavior.

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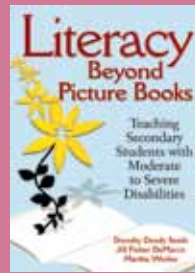
## 63 Tactics for Teaching Diverse Learners, Grades 6-12

Bob Algozzine, *University of North Carolina at Charlotte*  
Pam Campbell, *University of Nevada Las Vegas*  
Adam Wang, *Williams College, Williamstown*

This collection of 63 instructional strategies for teaching diverse secondary students includes teacher feedback, literature resources, and information for choosing appropriate strategies.

**CONTENTS** PART I. PLANNING INSTRUCTION / 1. Decide What to Teach / 2. Decide How to Teach / 3. Communicate Realistic Expectations / PART II. MANAGING INSTRUCTION / 4. Prepare for Instruction / 5. Use Time Productively / 6. Establish Positive Environments / PART III. DELIVERING INSTRUCTION / 7. Present Information / 8. Monitor Presentations / 9. Adjust Presentations / PART IV. EVALUATING INSTRUCTION / 10. Monitor Student Understanding / 11. Monitor Engaged Time / 12. Keep Records of Student Progress / 13. Use Data to Make Decisions

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## Literacy Beyond Picture Books

### Teaching Secondary Students With Moderate to Severe Disabilities

Dorothy Dendy Smith, *Buncombe County Schools*  
Jill Fisher DeMarco, *Buncombe County Schools*

Martha Worley, *Buncombe County Schools*

Featuring sample lessons, information on finding age-appropriate materials, and more, this guide helps teachers create thematic units that build literacy skills in students with significant disabilities.

**CONTENTS** Introduction: A Quest for Change / 1. Research and Program Overview / 2. Establishing a Foundation for Planning / 3. Building a Theme / 4. Setting the Stage / 5. Providing Access Through Assistive Technology / 6. Instructional Delivery / 7. Home Involvement / 8. Assessment / 9. Collaboration With General Education and Inclusion / 10. Functional Skills

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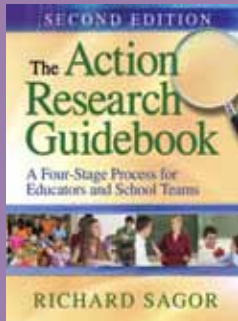
based action research in conjunction with everyday instructional practices and activities. The text provides educators with the knowledge and skills necessary to design research studies, conduct research, and communicate findings to relevant stakeholders and interested parties

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## Conducting Educational Research

### Guide to Completing a Major Project

Daniel J. Boudah, *East Carolina University*

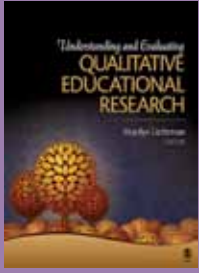
Designed to be used *during* the research process, this book walks readers through each step of a research project or thesis,

including developing a research question, performing a literature search, developing a research plan, collecting and analyzing data, drawing conclusions, and sharing the conclusions with others. Throughout the book, Daniel J. Boudah covers all types of research (including experimental, descriptive, qualitative, group designs, and single subject designs) and helps readers' link research questions to designs, designs to data sources, and data sources to appropriate analyses.

**CONTENTS** 1. Research in Education / 2. Identifying a Research Problem, Question, and Searching Relevant Literature / 3. Understanding Relevant Literature and Writing a Literature Review / 4. Issues in Validity and Trustworthiness / 5. Designing and conducting experimental research / 6. Designing and Conducting Qualitative Research / 7. Designing and Conducting Descriptive Research / 8. Creating a Research Proposal / 10. Analyzing and Interpreting Qualitative Research / 11. Analyzing and Interpreting Descriptive Research / 12. Writing Research Reports

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## Understanding and Evaluating Qualitative Educational Research

Marilyn Lichtman, *Virginia Tech*

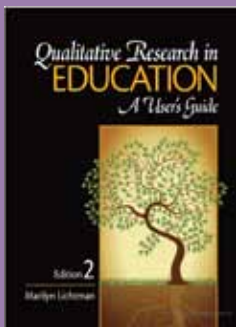
This text uses published research articles to teach students how to understand and evaluate qualitative research in education. It gives

students a well-rounded and practical look at what qualitative research is, along with guidance on how to read, analyze, and design studies themselves.

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## Qualitative Research in Education

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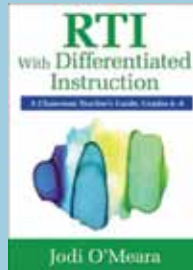
influences in the field, with practical, step-by-step coverage of each stage of the research process.

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Jodi O'Meara

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## Jumpstart RTI

### Using RTI in Your Elementary School Right Now

Susan L. Hall, *95 Percent Group, Inc.*

Improve all students' reading skills with this research-based book packed with practical tools for implementing RTI quickly, efficiently, and successfully. Downloadable forms are available online.

**CONTENTS** 1. 95% at Benchmark Is Achievable: A District Example / 2. Getting Ready / 3. Getting Started / 4. Data Analyzing and Forming Groups / 5. Delivering Effective Intervention Instruction / 6. Initiating a Problem-Solving Process / 7. Referring a Student for Special Education Testing

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## Using RTI to Teach Literacy to Diverse Learners, K-8

### Strategies for the Inclusive Classroom

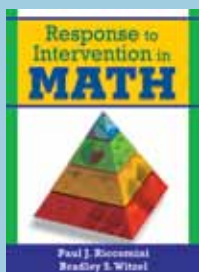
Sheila Alber-Morgan, *Ohio State University*

Covering reading and writing, this book provides specific interventions for tiers 1, 2, and 3 within a multi-tier RTI framework so diverse learners can experience successful literacy.

**CONTENTS** 1. Overview / 2. Assessing for Intervention in Reading / 3. Implementing Multi-Tiered Reading Instruction / 4. Assessing for Intervention in Writing / 5. Implementing Multi-Tiered Writing Instruction / 6. Using Thematic Units to Integrate the Language Arts / 7. Programming for Generalization of Literacy Skills / 8. Closing the Research to Practice Gap

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## Response to Intervention in Math

Paul J. Riccomini, *Clemson University*

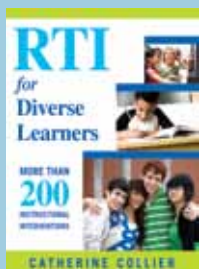
Bradley S. Witzel, *Winthrop University*

Aligned with the NMAP final report and IES practice guide, this resource offers guidelines, intervention strategies, and case studies for designing and implementing RTI in math.

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## RTI for Diverse Learners

### More Than 200 Instructional Interventions

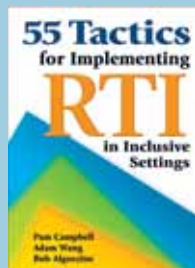
Catherine Collier, *CrossCultural Developmental Education Services*

Addressing cognitive, behavior, literacy, and communication issues, these instructional interventions help teachers support students from culturally and linguistically diverse backgrounds within an RTI framework.

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## 55 Tactics for Implementing RTI in Inclusive Settings

Pam Campbell, *University of Nevada Las Vegas*

Adam Wang, *Williams College, Williamstown*

Bob Algozzine, *University of North Carolina at Charlotte*

Organized around planning, managing, delivering, and evaluating instruction, this resource offers 55 research-based tactics that can be used with RTI in inclusive classrooms.

**CONTENTS** PART I. PLANNING INSTRUCTION / 1. Decide What to Teach / 2. Decide How to Teach / 3. Communicate Realistic Expectations / PART II. MANAGING INSTRUCTION / 4. Prepare for Instruction / 5. Use Time Productively / 6. Establish Positive Environments / PART III. DELIVERING INSTRUCTION / 7. Present Information / 8. Monitor Presentations / 9. Adjust Presentations / PART IV. EVALUATING INSTRUCTION / 10. Monitor Student Understanding / 11. Monitor Engaged Time / 12. Keep Records of Student Progress / 13. Use Data to Make Decisions

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## Tier 3 of the RTI Model

### Problem Solving Through a Case Study Approach

Sawyer Hunley, *University of Dayton*

Kathy McNamara, *Cleveland State University*

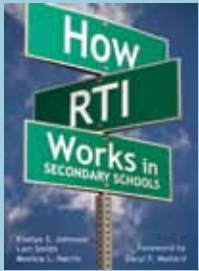
Addressing both academic and behavioral challenges, this book offers RTI teams specific steps for conducting comprehensive evaluations of students in tier 3 of the RTI model.

**CONTENTS** 1. Introduction to RTI and the Case Study Model / 2. Assessment Principles and Practices / 3. Facilitating Response to Intervention in Schools / 4. Problem Identification / 5. Problem Analysis / 6. Single-Case Design / 7. Intervention / 8. Evaluating Case Study Outcomes / 9. Using the Case Study to Determine Special Education Eligibility / 10. Program Evaluation

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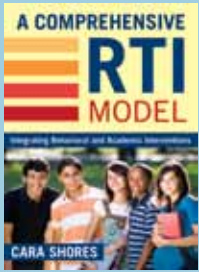
## How RTI Works in Secondary Schools

Evelyn S. Johnson, *Boise State University*  
Lori Smith, *Cheyenne Mountain Junior High School*  
Monica L. Harris, *Grand Valley State University*

Featuring real-world examples and instructional strategies for Grades 6–12, this research-based book provides the guidance secondary administrators need to implement RTI and improve student outcomes.

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## A Comprehensive RTI Model

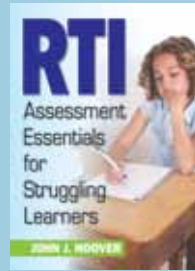
Integrating Behavioral and Academic Interventions

Cara Shores, *Wesley Educational Services*

Featuring interactive exercises and user-friendly tools, this research-based guide helps educators leverage resources and build teams to improve student behavior and academic achievement schoolwide.

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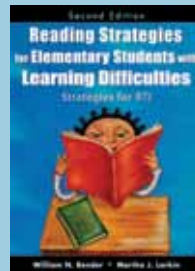
## RTI Assessment Essentials for Struggling Learners

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## Reading Strategies for Elementary Students With Learning Difficulties

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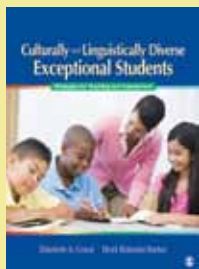
William N. Bender, *The Teacher's Workshop*

Martha J. Larkin, *State University of West Georgia*

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## Culturally and Linguistically Diverse Exceptional Students Strategies for Teaching and Assessment

Elizabeth A. Grassi, *Regis University*

Heidi Bulmahn Barker, *Regis University*

Designed for elementary and secondary teachers, this text connects theory to practice while presenting foundational teaching and assessment practices for CLDE students. It examines current and alternative practices, explores the multicultural movement, and brings together foundational information from special education and ELL/bilingual fields to target the specific needs of CLDE students, with an eye toward Universal Design for Learning. Practical in nature, the book and its resources include hands-on suggestions for immediate classroom implementation, case studies, examples of authentic student language, and video clips of teachers in action.

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## Seven Steps to Separating Difference From Disability

Catherine Collier, *CrossCultural Developmental Education Services*

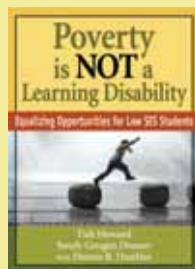
Based on the RTI model, this comprehensive book provides seven steps to determining appropriate instruction, intervention, and services for culturally and linguistically diverse students.

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## Poverty Is NOT a Learning Disability Equalizing Opportunities for Low SES Students

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Sandy Grogan Dresser, *SGD Consulting*

Dennis R. Dunklee, *George Mason University*

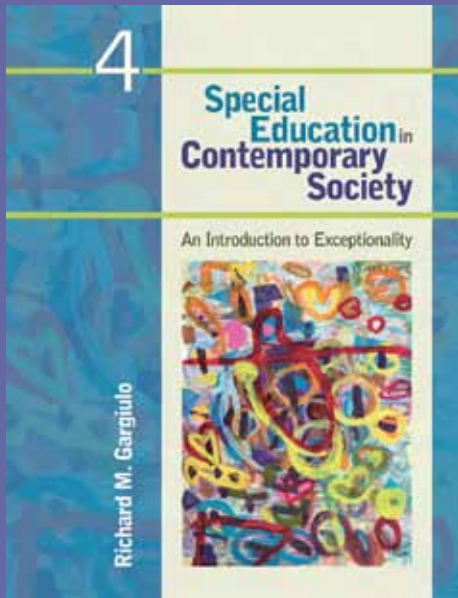
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- **New video interviews** of educators, parents, and individuals with special needs talking about their experiences are available on the student study site. The videos provide insight to real experiences, challenges, and successes in the lives of exceptional children. Icons for these video clips have been placed in the margins of the text at the point where they are most relevant to the content presented.
- **Revised and updated references** throughout the text reflect the most current thinking in the field, while updated and new tables and figures portray the most current information.
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## Special Education - Language



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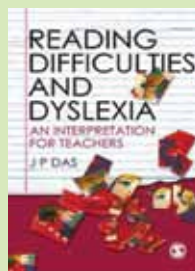
Sandra Levey, *Lehman College-CUNY*  
Susan Polirstok, *Kean University*

This book prepares educators to appreciate and understand how language development can affect learning and to develop strategies for working with students with language differences and disorders. Classroom examples and case studies have been integrated throughout the book to illustrate some of the most common speech and language behaviors found in classrooms. This book will help teachers gain a deeper understanding of cultural language differences and how they may affect English language learners.

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### Reading Difficulties and Dyslexia An Interpretation for Teachers

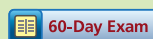
J. P. Das, *University of Alberta*

In this text, the author interprets the topic of dyslexia in terms of PASS (Planning-Attention-Simultaneous-Successive) processes, which are the four main processes of knowing and thinking that replace the traditional views of IQ and redefine intelligence.

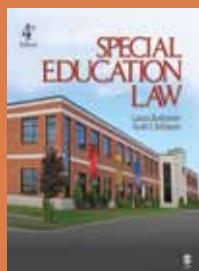
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## Special Education - Law



### Special Education Law

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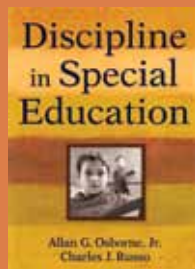
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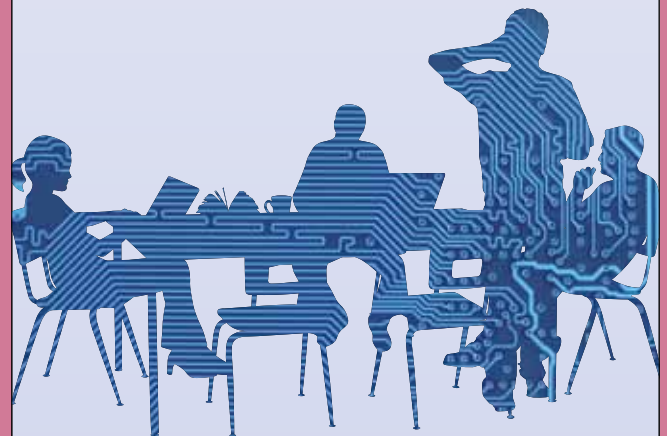
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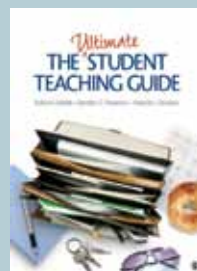
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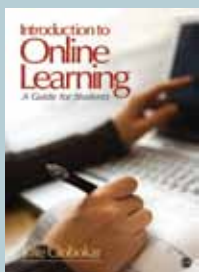
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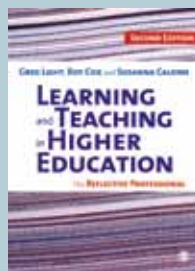
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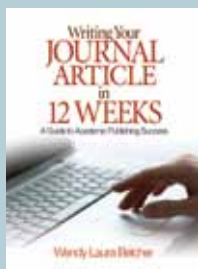
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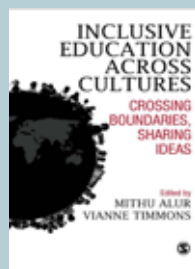
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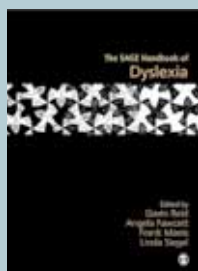
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