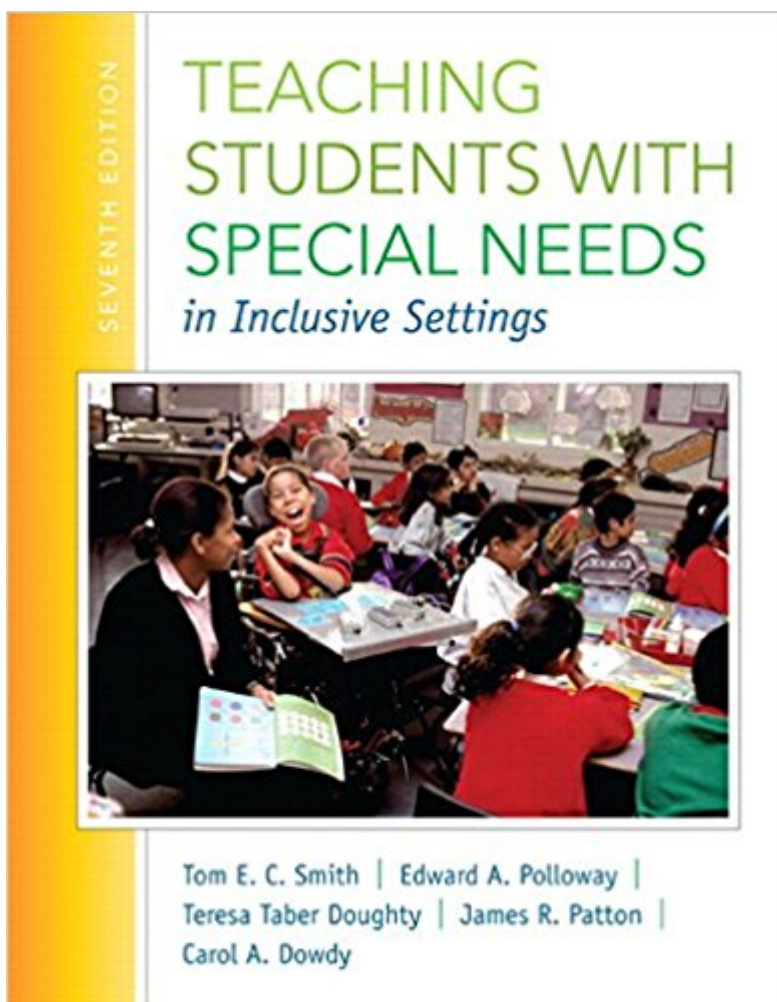


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# Teaching Students With Special Needs In Inclusive Settings, Enhanced Pearson EText With Loose-Leaf Version -- Access Card Package (7th Edition)





## Synopsis

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Practical help for effectively teaching students with disabilities General education and special education classroom teachers get an abundance of much needed information on the issues that affect their roles in teaching students with disabilities in today's classrooms. Included is extensive information on the legal bases for special education and the role of educators, parents, and students themselves in ensuring appropriate educational opportunities for all students. Each chapter includes basic information about specific disabilities and special education requirements, followed by practical application tips for meeting all students' needs in an inclusive classroom. Chapter opening vignettes describe a particular student who is then followed throughout the chapter with suggestions for classroom adaptations and IEP goals and objectives, and practical suggestions for differentiating instruction in elementary and secondary classrooms are included in every chapter. The Enhanced Pearson eText features embedded video and assessments.

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## Book Information

Loose Leaf: 608 pages

Publisher: Pearson; 7 edition (January 8, 2015)

Language: English

ISBN-10: 013377337X

ISBN-13: 978-0133773378

Product Dimensions: 8.5 x 1 x 10.8 inches

Shipping Weight: 2 pounds (View shipping rates and policies)

Average Customer Review: 5.0 out of 5 stars 5 customer reviews

Best Sellers Rank: #25,044 in Books (See Top 100 in Books) #59 in [Books > Textbooks > Education > Special Education](#) #108 in [Books > Education & Teaching > Schools & Teaching > Special Education](#) #230 in [Books > Education & Teaching > Schools & Teaching > Certification & Development](#)

## Customer Reviews

Practical help for effectively teaching students with disabilities General education and special education classroom teachers get an abundance of much needed information on the issues that affect their roles in teaching students with disabilities in today's classrooms. Included is extensive information on the legal bases for special education and the role of educators, parents, and students themselves in ensuring appropriate educational opportunities for all students. Each chapter includes basic information about specific disabilities and special education requirements, followed by practical application tips for meeting all students' needs in an inclusive classroom. Chapter opening vignettes describe a particular student who is then followed throughout the chapter with suggestions for classroom adaptations and IEP goals and objectives, and practical suggestions for differentiating instruction in elementary and secondary classrooms are included in every chapter. **Invigorate learning with the Enhanced Pearson eText** The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content with the following multimedia features: **Embedded videos** provide real-world context for important chapter points. Students see examples of specific individuals with disabilities and practices implemented in classrooms. **Check Your Understanding** of chapter content. Embedded application exercises related to teaching students with disabilities are provided using the IRIS Center at Vanderbilt and Pearson eLearning modules. **Apply Your Knowledge** activities in each chapter help students ensure that they are understanding what they read with immediate feedback specific to their responses. **Interactive, end-of-chapter, multiple-choice Check Your**

Understanding quizzes allow students to self-assess their comprehension.

Tom E.C. Smith is currently the Dean, College of Education and Health Professions, and University Professor of Special Education at the University of Arkansas. He recently completed 20 years as Executive Director of the Division on Autism and Developmental Disabilities of the Council for Exceptional Children and was appointed to three terms on the President's Committee on Intellectual Disabilities. Dr. Smith has authored or co-authored 30 textbooks and more than 40 articles in professional journals. In addition to this text he has authored: Smith, T.E.C., Gartin, B., Murdick, N., & Hilton, A., (2006). Families and children with special needs. Columbus, OH: Merrill/Prentice Hall; Smith, T.E.C. & Patton, J.R. (2007). Section 504 and Public Schools. (2nd Edition). Austin, TX: Pro-Ed; Smith, T.E.C., Gartin, B., & Murdick, N. (2012). Including adolescents with disabilities in general education classrooms. Columbus, OH: Pearson; Polloway, E.A., Miller, L., & Smith, T.E.C. (2012). Language instruction for students with disabilities (4th Ed.). Denver, Love Publishing; Smith, T.E.C. (1990). Introduction to education, 2nd Ed. St. Paul: West Publishing; Smith, T.E.C., Price, B.J., & Marsh, G.E. (1986). Mildly handicapped children and adults. St. Paul: West Publishing. Edward A. Polloway is the Rosel H. Schewel Chair of Education at Lynchburg College in Virginia, where he has taught since 1976 after receiving his doctoral degree from the University of Virginia. He served twice as president of the Division on Developmental Disabilities of the Council for Exceptional Children and on the Board of Directors of the Council for Learning Disabilities. He also served on the committee that developed a prior definition of intellectual disability (mental retardation) for the American Association on Intellectual and Developmental Disabilities. Dr. Polloway is the author of 22 books and over 100 articles in the field of special education, with primary interest in the areas of learning disabilities and intellectual disabilities. Teresa Taber Doughty is a professor of special education and Associate Dean in the College of Education at Purdue University. She has published more than 50 scholarly articles, books, and book chapters on topics related to serving individuals with disabilities and conducted numerous presentations to national and international audiences. She is a former president and current executive director of the Division on Autism and Developmental Disabilities of the Council for Exceptional Children. James R. Patton is currently Adjunct Associate Professor of Special Education at the University of Texas. He received his doctoral degree from the University of Virginia after teaching high school biology for several years. He also taught elementary special education and students with dual diagnoses of learning disabilities and gifted. Recently

he has become very involved in death penalty cases involving individuals with intellectual disabilities. ã ã His primary areas of research include transition and legal rights of individuals with disabilities. ã ã Carol A. Dowdy retired as Professor of Special Education at the University of Alabama at Birmingham after more than 25 years where she taught her entire career. ã ã She currently consults with rehabilitation agencies, focusing on adults with learning disabilities. ã ã Dr. Dowdy received her doctoral degree from the University of Alabama. ã ã She has served on national boards of the Council for Learning Disabilities and the Professional Advisory Board for the Learning Disabilities Association of America. ã ã She has written nine textbooks and more than 35 articles in professional journals.

I didn't read the product description very closely and this showed up at my door as a loose leaf text book requiring a binder. I wasn't sure at first how I was going to like it, but turns out its the best version of a text book ever. I wish more text books were offered as a loose leaf version. Thanks!

Great material with a lot of helpful and practical information.

A well written book that gives you great insight on how to work with children with disabilities.

The book was perfect for my class thank you.

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