## Table of Contents

**The Authors** vi  
**Acknowledgments** vii  
**Tables, Figures, and Exhibits** xvii  
**Introduction** xxi  

### PART ONE: THE BASICS

**Chapter One: Getting the Right Job** 3  
An Initial Priority: Find a Good Job Match 3  
Steps in Your Job Search 4  
The Interview Process 5  
Consider the Offer 10  
To Sum Up 10  
What’s Next? 10  

**Chapter Two: Great Beginnings** 11  
Reality 101: What to Expect in the First Years 11  
Your Challenge: Become an Accomplished and Committed Special Educator 13  
Reflect on the Moral Purpose That Guides Your Work 13  
Develop Knowledge about Professional Standards and Ethics 14  
Learn about the Community and Key Policies and Guidelines 15  
Learn More about the Content Standards for Subjects You Teach 16  
Use and Refine Your Knowledge about Evidence-Based Practices 17  
Know Your Students and Systematically Monitor Their Learning 17  
Collaborate Effectively with Administrators, Colleagues, and Parents 18  
Protect Instructional Time and Balance Your Responsibilities 18  
Develop Resilience and Manage Stress 18
<table>
<thead>
<tr>
<th>Chapter Three: Working with Others</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take Initiative for Your Own Professional Learning</td>
<td>20</td>
</tr>
<tr>
<td>Making It Happen: Create a Network of Supports</td>
<td>20</td>
</tr>
<tr>
<td>To Sum Up</td>
<td>25</td>
</tr>
<tr>
<td>What's Next?</td>
<td>25</td>
</tr>
<tr>
<td>Additional Resources</td>
<td>25</td>
</tr>
<tr>
<td>Be an Energizer</td>
<td>27</td>
</tr>
<tr>
<td>Be an Effective Communicator</td>
<td>27</td>
</tr>
<tr>
<td>Working Through Conflicts</td>
<td>30</td>
</tr>
<tr>
<td>A Great Start with Parents</td>
<td>31</td>
</tr>
<tr>
<td>Ten Actions to Develop Positive Relationships with Parents</td>
<td>32</td>
</tr>
<tr>
<td>A Great Start with Administrators</td>
<td>35</td>
</tr>
<tr>
<td>A Great Start with Your Mentor(s)</td>
<td>38</td>
</tr>
<tr>
<td>A Great Start with Colleagues</td>
<td>42</td>
</tr>
<tr>
<td>Leading Effective Professional Meetings</td>
<td>44</td>
</tr>
<tr>
<td>To Sum Up</td>
<td>46</td>
</tr>
<tr>
<td>What's Next?</td>
<td>46</td>
</tr>
<tr>
<td>Additional Resources</td>
<td>46</td>
</tr>
<tr>
<td>Chapter Four: Special Education Law</td>
<td>47</td>
</tr>
<tr>
<td>Key Laws Related to Students with Disabilities</td>
<td>47</td>
</tr>
<tr>
<td>Education for All Handicapped Children Act</td>
<td>48</td>
</tr>
<tr>
<td>Individuals with Disabilities Education Act</td>
<td>51</td>
</tr>
<tr>
<td>Section 504</td>
<td>56</td>
</tr>
<tr>
<td>Americans with Disabilities Act</td>
<td>57</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>58</td>
</tr>
<tr>
<td>Dealing with Legal Challenges</td>
<td>61</td>
</tr>
<tr>
<td>To Sum Up</td>
<td>63</td>
</tr>
<tr>
<td>What's Next?</td>
<td>63</td>
</tr>
<tr>
<td>Additional Resources</td>
<td>63</td>
</tr>
<tr>
<td>Chapter Five: Developing Quality IEPs</td>
<td>65</td>
</tr>
<tr>
<td>The IEP Document</td>
<td>66</td>
</tr>
<tr>
<td>The IEP Process</td>
<td>66</td>
</tr>
<tr>
<td>Tips for a Great Start with IEPs</td>
<td>66</td>
</tr>
<tr>
<td>Tips for Developing IEP Components</td>
<td>67</td>
</tr>
<tr>
<td>The IEP Meeting</td>
<td>74</td>
</tr>
<tr>
<td>Transition Planning</td>
<td>81</td>
</tr>
<tr>
<td>IEP Summary Forms</td>
<td>83</td>
</tr>
<tr>
<td>Tips for Organizing the IEP Process</td>
<td>83</td>
</tr>
<tr>
<td>Practical Suggestions from Special Educators</td>
<td>85</td>
</tr>
<tr>
<td>To Sum Up</td>
<td>85</td>
</tr>
<tr>
<td>What's Next?</td>
<td>86</td>
</tr>
<tr>
<td>Additional Resources</td>
<td>86</td>
</tr>
</tbody>
</table>
# PART TWO: BECOMING AN ACCOMPLISHED EDUCATOR

## Chapter Six: Organizing and Managing Your Work 89
- Your Many Roles and Responsibilities 90
- Goals and Plans Equal Organizational Success! 92
- Manage Your Time, Manage Your Tasks 96
- Setting Up Your Class for Success 97
- Considerations for Middle and High School Classrooms 98
- The Teacher’s Desk 102
- Get Ready for Your First Day of School 104
- Plan for Fun and Knowledge 105
- To Sum Up 110
- What’s Next? 110
- Additional Resources 111

## Chapter Seven: Classroom and Behavior Management 112
*Elizabeth Bettini*
- Tiered Approach to Providing Positive Behavioral Support 113
- Evaluating the Intervention 136
- To Sum Up 137
- What’s Next? 137
- Additional Resources 137

## Chapter Eight: Collaboration and Co-Teaching 139
- Fundamentals of Collaboration 140
- Defining Characteristics for Collaboration 140
- Understanding Collaboration in Varied Service-Delivery Models 140
- Tips for Special Education Teachers in Collaborating for RTI 142
- Collaboration in Inclusive Settings 142
- Small Strategies to Make a Big Impact on Collaboration 146
- Helping General Educators 147
- Co-Teaching 149
- The Co-Teacher Relationship 150
- Characteristics Aiding in Successful Co-Teaching 154
- Barriers and How to Overcome Them 154
- Keeping Collaborative Records 155
- To Sum Up 156
- What’s Next? 157
- Additional Resources 157

## Chapter Nine: Supporting Your Students 158
- The Student–Teacher Relationship 159
- Tips for Fostering Positive Student–Teacher Relationships 159
- Motivating Your Students 161
Advocating for and with Your Students 164
Culturally Responsive Teaching 166
Helping Your Students Stay Organized and Learn Responsibility 169
To Sum Up 171
What’s Next? 171
Additional Resources 171

Chapter Ten: Assessment and Knowing Your Students 172
Your State Standards and the CCSS 173
Why Test in Relationship to the Standards? 173
Educational Laws and Assessment 173
Relationship Between the Laws and Your Assessment Practices 174
Progress Monitoring and Curriculum-Based Measures 175
Formal or Standardized Tests 178
Assessment Accommodations and Adapting Classroom Tests 179
Alternative Assessments 181
Feedback and Grading 183
Assessment Considerations at the High School Level 186
To Sum Up 188
What’s Next? 189
Additional Resources 189

Chapter Eleven: Universal Design for Learning and Technology 190
Plan Engaging and Accessible Instruction through UDL 192
The Basics of UDL: Reach and Engage Your Students in Multiple Ways 192
Three Principles of UDL: Multiple Means of Representation, Action and Expression, and Engagement 193
General Hints for Implementing UDL 196
Using Instructional Technologies to Support Students with Disabilities 203
ATs to Support Students with Disabilities 207
To Sum Up 210
What’s Next? 210
Additional Resources 210

PART THREE: MASTERING EFFECTIVE PRACTICES

Chapter Twelve: Effective Instructional Practices and Lesson Planning 215
Planning for Effective Instruction 216
Using Effective Instruction 223
To Sum Up 232
What’s Next? 233
Additional Resources 233
### Chapter Thirteen: Teaching Reading 234

- A Framework for Teaching Reading 235
- Phonological Awareness and Phonics (Basic Decoding) 235
- Decoding Multisyllabic Words and Promoting Morphological Awareness 239
- Vocabulary Instruction 241
- Promoting Fluency at the Rime, Word, and Connected-Text Levels 243
- Promoting Reading Comprehension 245
- Special Considerations for ELLs with Learning Disabilities 248
- Incorporating Technology into Reading Instruction 248
- To Sum Up 250
- What's Next? 251
- Additional Resources 251

### Chapter Fourteen: Teaching Writing 252

- Basic Skills Underlying Proficient Writing Performance 252
- Becoming an Independent Writer 255
- Special Considerations for ELLs 261
- Using Technology to Support Writing 262
- To Sum Up 263
- What’s Next? 263
- Additional Resources 263

### Chapter Fifteen: Teaching Mathematics 264

- What Makes Math So Difficult for So Many Students? 265
- Going Beyond Arithmetic to Algebra 266
- Characteristics of Struggling Learners in Mathematics and General Strategies for Supporting Students 267
- Instructional Math Standards 269
- How Should I Teach Learners Who Have Difficulty Keeping Up with the Curriculum? 271
- Instruction That Supports Students with Disabilities in Mathematics 271
- What Is the Best Way to Integrate CRA into Math Instruction? 274
- Metacognitive Math Strategies 277
- Assessment and Feedback to Inform Mathematics Practice 278
- Formal Assessment and Mathematics 281
- Technology-Enhanced Mathematics Instruction 282
- To Sum Up 284
- What’s Next? 284
- Additional Resources 284

### Chapter Sixteen: Teaching Content 285

- What Can You Do to Support Students with Disabilities in Learning Content? 285
- What Specific Things Can You Do to Help Students with Disabilities in the Content Areas? 286
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Health Impairment</td>
<td>362</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td>365</td>
</tr>
<tr>
<td>Speech and Language Disorders</td>
<td>367</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>369</td>
</tr>
<tr>
<td>Visual Impairment Including Blindness</td>
<td>371</td>
</tr>
<tr>
<td><strong>Appendix B: Key Special Education Cases</strong></td>
<td>373</td>
</tr>
<tr>
<td><strong>Appendix C: Assessment Vocabulary and Concepts</strong></td>
<td>374</td>
</tr>
<tr>
<td>Validity and Reliability</td>
<td>375</td>
</tr>
<tr>
<td><strong>Appendix D: Tips for Preparing for Observations and Evaluations</strong></td>
<td>377</td>
</tr>
<tr>
<td><strong>Appendix E: Bonus Web Content</strong></td>
<td>380</td>
</tr>
<tr>
<td>Notes</td>
<td>383</td>
</tr>
<tr>
<td>Index</td>
<td>400</td>
</tr>
</tbody>
</table>
Tables, Figures, and Exhibits

TABLES

2.1  You Are Not Alone: Percentage of Special Educators’ Requiring Assistance  
2.2  Online Resources for New Teachers  
3.1  Attitudes and Behaviors to Promote Positive Relationships with Parents  
3.2  Tips for Planning and Leading an Effective Professional Meeting  
4.1  Laws Related to Special Education  
4.2  Select Federal Laws Affecting Students with Disabilities  
5.1  Interview Questions for Parents and Students  
6.1  Job Description for a Case Manager  
6.2  Emily’s Goals  
7.1  Surface-Responding Techniques  
7.2  Whole-Class Responding Techniques  
7.3  Mixed-Responding Techniques  
7.4  ABC Chart  
8.1  Co-Teaching Models  
8.2  What Co-Teaching Is and What It Is Not  
9.1  Guidelines for Sharing Personal Information with Students  
10.1  Examples of Common Standardized Assessments Used in Schools  
10.2  Grading Adaptations in Inclusive Classrooms  
11.1  Multiple Means of Representation  
11.2  Technology Options for Expressing Understanding  
12.1  Steps and a Description of the SMARTER Strategy  
12.2  Steps and a Description of the CRADLE Lesson-Planning Strategy  
12.3  Direct Instruction Model  
12.4  The Cognitive Strategy Instruction Model  
13.1  Strategies for Teaching Phonological Awareness and Early Phonics Skills
13.2 A Scope and Sequence for Learning Decodable Words: Kindergarten through Third Grade 237
13.3 Strategies and Activities for Improving Students’ Morphological Awareness 240
13.4 Context Clues Students Can Use While Reading 242
13.5 107 Most Common High-Frequency Words 244
13.6 Effective Comprehension Strategies 245
14.1 Sentence-Combining Instruction 255
15.1 Task Analysis for Abstract-Level Solving of the Following: \(70 - 55 = x\) 281
15.2 Technologies That Support Mathematics Teaching and Learning 283
16.1 Scaffolding Instruction—Step by Step 287
16.2 Accessing Background Knowledge 289
16.3 Mnemonic Strategies 293
16.4 Differences among Problem-Based, Project-Based, and Challenge-Based Learning 300
17.1 Examples of Assistive Technologies 317
17.2 Data Sheets 318
17.3 Data-Based Decisions 319
18.1 Latex in the Home and Community 330
18.2 Reported Symptoms of Hypoglycemia 335
18.3 Types of Tics 342

FIGURES

5.1 Interrelationships of IEP Components 67
6.1 Scholastic Example Room Arrangement 98
6.2 Deanna’s Desk 102
10.1 Progress Monitoring Graph 177
11.1 Universal Design for Learning Guidelines 2.0 194
13.1 The POSSE Strategy 247
14.1 Semantic Map for Grouping Ideas for Writing 260
15.1 Concrete Example of Solving for an Unknown 273
15.2 Examples of Common Math Manipulatives 273
16.1 Mrs. Hodgins’s Graphic Organizer 290
16.2 Semantic Map of Vocabulary Related to Food Chains 291
16.3 Frayer’s Model Example for the Word Metaphor 292
16.4 Concept Diagram 295
16.5 Student-Directed and Teacher-Directed Learning Continuum 298
17.1 Example for Using Least Intrusive Prompts for Answering Comprehension Question with the Novel Holes by Louis Sacher 309
EXHIBITS

1.1 Résumé Example  
1.2 Job Interview Questions  
3.1 Sample: Beginning-of-Year Letter from Special Education Teacher  
3.2 Encouraging Note to Parents about Their Child  
3.3 Teacher–Parent Communication Log  
3.4 Paraeducator Schedule Form  
4.1 Procedural Safeguards: Parent Rights Summarized  
5.1 Facilitating an Effective IEP Meeting: Preplanning for an IEP Meeting  
5.2 IEP at a Glance (Elementary Level)  
6.1 Roles and Responsibilities Organizational Table  
6.2 First-Day Checklist  
7.1 Sample Rules  
7.2 Behavior Contract  
7.3 Check-in, Check-out  
7.4 Common Behavioral Functions  
7.5 Sample Point Sheet  
7.6 Sample Point Sheet  
8.1 Checklist for Co-Teaching  
8.2 Teacher Collaboration Log  
8.3 Student Collaboration Log  
9.1 Student Daily Organization Checklist  
11.1 UDL Instructional Process  
12.1 The Unit Organizer  
12.2 A Graphic of the Lesson Organizer Routine  
13.1 Story Map Organizer  
14.1 Writing Process Checklist  
14.2 Compare-and-Contrast Think Sheet  
14.3 Graphic Organizer Used to Write a Report  
15.1 CRA Progress-Monitoring Checklist  
17.1 Example of a Personally Relevant Curriculum  
17.2 Ecological Inventory of Teeth Brushing  
17.3 Prompting Strategies  
17.4a Example SIP for a Seventh-Grade Student  
17.4b Example Data Sheet with Superimposed Graph  
17.5 Three Important Questions to Ask When Developing  
18.1 Sample Individualized Health Care Plan  
18.2 Emergency Care Plan  
18.3 First Aid for Seizures