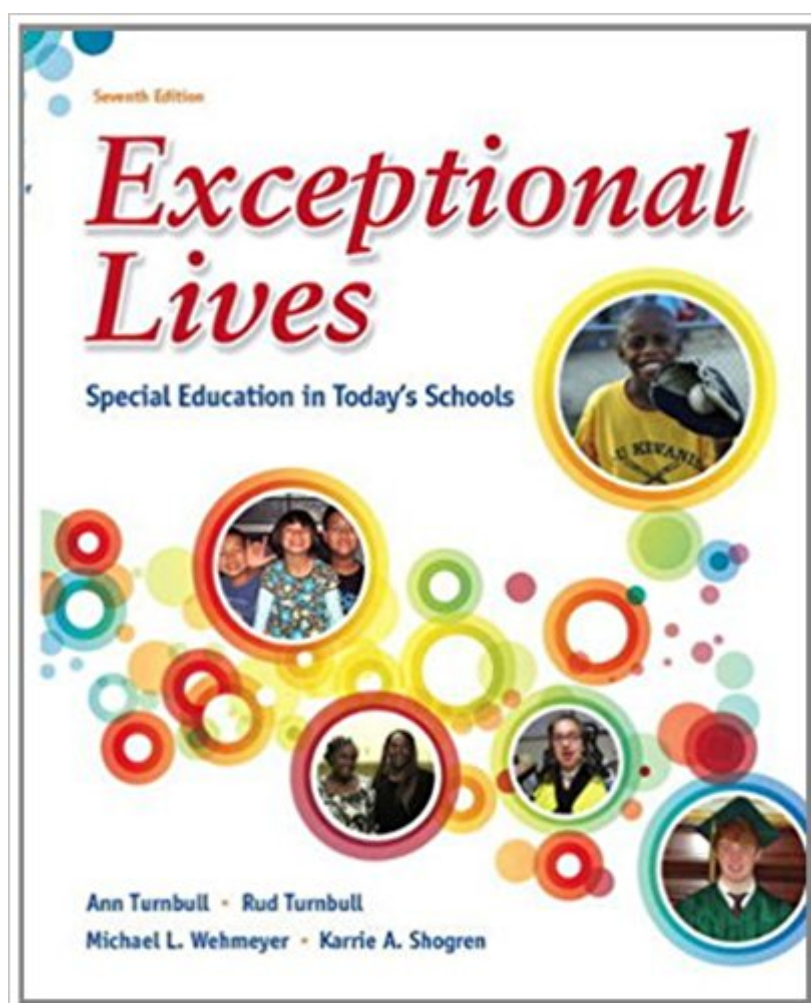


The book was found

Exceptional Lives: Special Education In Today's Schools (7th Edition)



Synopsis

Through real-life stories about children, their families, and their teachers, and through the use of the most recent evidence-based research on special education, this important book provides a comprehensive introduction to special education and its relationship to general education. The seventh edition provides this experience within the framework of three guiding themes: Inclusion, Partnerships, and Universal Design for Progress. • Long noted for its focus on progress in general education through inclusion, families, and parent-professional partnerships, the new seventh edition of *Exceptional Lives: Special Education in Today's Schools*, now includes a "Universal Design for Progress" feature in every chapter which highlights a technology that can be used to meet the needs of students with disabilities. • This text stands out from the crowd with its strong belief in the capacity of special educators, general educators, related service professionals, and families to collaborate with one another for inclusion, and that inclusion is not only possible but desirable.

Book Information

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Customer Reviews

Michael L. Wehmeyer, Ph.D. is Professor of Special Education; Director, Kansas University Center on Developmental Disabilities; and Associate Director, Beach Center on Disability, all at the University of Kansas. Dr. Wehmeyer is engaged in teacher personnel preparation in the area of severe, multiple disabilities and directs multiple federally funded projects conducting research and model development in the education of students with intellectual and developmental disabilities. He

is the author of more than 180 articles or book chapters and has authored, co-authored or co-edited 19 books on disability and education-related issues, including issues pertaining to self-determination, transition, universal design for learning and access to the general curriculum for students with significant disabilities, and technology use by people with cognitive disabilities. He is a Fellow of the American Association on Mental Retardation, a past president of the Council for Exceptional Children's Division on Career Development and Transition, and is Editor-in-Chief for the journal "Remedial and Special Education". In 1999 Dr. Wehmeyer was the inaugural recipient of the Distinguished Early Career Research Award from the Council for Exceptional Children's Division for Research. In May, 2003 he was awarded the American Association on Mental Retardation's National Education award. Dr. Wehmeyer holds undergraduate and Masters degrees in special education from the University of Tulsa and a Masters degree in experimental psychology from the University of Sussex in Brighton, England, where he was a Rotary International Teacher of the Handicapped Fellow. He earned his Ph.D. in Human Development and Communication Sciences from the University of Texas at Dallas. Karrie A. Shogren, Ph.D. is an Associate Professor of Special Education at the University of Illinois at Urbana Champaign. She received her doctorate in special education from the University of Kansas. Dr. Shogren has conducted extensive research in the areas of self-determination and systems of supports for people with intellectual disabilities. She has a specific interest in the multiple, nested factors that impact student outcomes and the use of diverse methodologies to understand and explore these factors. She has published over 45 peer reviewed articles, is the author or co-author of 5 books, and is one of the co-authors of Intellectual Disability: Definition, Classification, and Systems of Support, the 11th Edition of the American Association on Intellectual and Developmental Disabilities' seminal definition of intellectual disability (formerly mental retardation). Dr. Shogren has received funding from the Institute of Education Sciences (IES) to support her research.

Although this book does provide much helpful information, I was particularly struck by the inadequacy of the gifted student chapter. It perpetuates the misunderstanding that gifted students' exceptional needs lie primarily within the scope of academic issues. Most educators and administrators do not understand the social and emotional needs of gifted students. To better serve gifted students teachers and administrators should be familiar with theories such as Dabrowski's Theory of Positive Disintegration, as it is applied to the study of gifted students. The concept of "overexcitabilities" is relevant and constructive, and when educators are ignorant of how giftedness may manifest itself in students, behaviorally, emotionally, and socially, they may actually cause

harm to such children.

The content is good. The quality of the book is garbage. I paid so much money for this book and it is flimsy. The paper is so thin that when I highlight anything, I can see it on the other page. If I have any remnants of lotion or regular skin oils on my hand, it smears the ink. Seriously. It is what makes me most angry about most of the textbooks I've received that are published by Pearson.

Okay I thought I was getting a bargain because it was 15% off but when I receive my book and opened it, I discovered that the hole punchers are off as if someone took a book, copied the pages and put them together and miscalculated the spacing for a three-ring binder. I'm a little disappointed that's what I received so I'm definitely returning this package I'm hoping to maybe find one that is the actual book from the manufacturer if not I will purchase from my school book store. The product came with an online access form, but after reviewing some reviews others could not use the codes for access.

Book text has grey type, very hard to read, why not just BLACK. After all it is a text book.

This actually comes as papers with a hole punch. You need to buy a 3 ring binder to use

The book was used and I knew that going into it but it serves the purpose I needed it for.

Book was ordered new and arrived on time, but I was very disappointed to receive a book that is obviously not new. There were a few tears and wrinkles on the binding and the front/back covers were visibly filthy. There was also a picture across the bottom edges of the entire width of the book that had been covered with white-out.

I needed to purchase this book for the class I am currently taking. The book is an easy read, and helps explain the special education needs of children with disabilities.

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