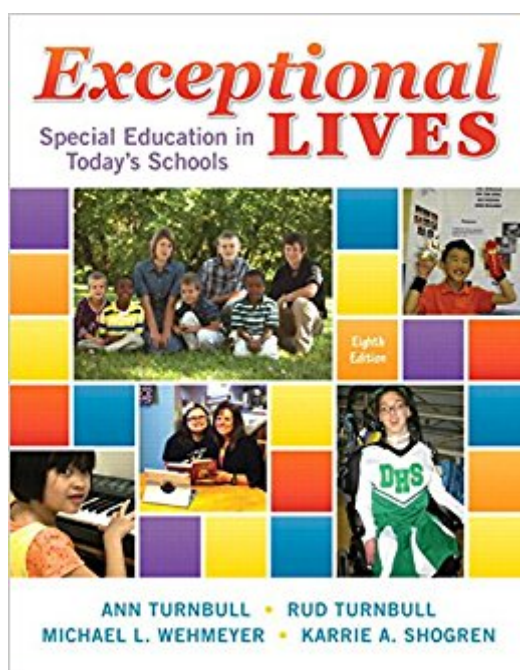


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Exceptional Lives: Special Education In Today's Schools, Enhanced Pearson EText With Loose-Leaf Version -- Access Card Package (8th Edition)



Synopsis

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Exceptional Lives: Special Education in Today's Schools, Enhanced Pearson eText -- Access Card •

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Customer Reviews

Real students, real stories, and real solutions **Exceptional Lives: Special Education in Today's Schools** pairs real-life stories about children, their families, and their educators with the most recent evidence-based research on inclusion of students with disabilities in the least restrictive environment. Updated real-world vignettes, first-person My Voice features, and new videos immerse readers in the lives of exceptional individuals. With its focus on real students, stories, and solutions, **Exceptional Lives** gives readers a comprehensive view of the rewards, challenges, and triumphs involved in special education today. **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:

- See real examples of students and classrooms. **Embedded Video** provides real-world examples of text concepts and introduces students to individuals leading exceptional lives. A number of videos were recorded by Dan Habib, a prize-winning videographer in the field of special education, and father of a young man who has a disability and is featured in the My Voice feature in Chapter 11.
- Check students' understanding of chapter content. **Embedded assessments** with feedback throughout the eText help readers assess how well they have mastered the content.
- 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.
- Apply learning outcomes to master a topic.** Pearson's eLearning modules are individual learning objects, self-contained at the topic level. Modules include learning outcomes, presentations of concepts and skills, opportunities to apply understanding of those

concepts and skills, and assessments to check for understanding.

Ann Turnbull has been a professor, teacher, researcher, and advocate for individuals with disabilities, their families, and service providers for 4 decades. She is currently the Ross and Marianna Beach Distinguished Professor of Special Education and Co-director of the Beach Center on Disability at the University of Kansas. In 1988, Ann was the co-founder of the Beach Center on Disability which is a vital hub of national and international research and development on contemporary issues impacting the quality of life for individuals with disabilities and their families. In 1999, she was selected by 7 professional and family organizations as one of 36 individuals who "changed the course of history for individuals with intellectual disabilities in the 20th century." Ann has provided leadership in national professional and family organizations, including being the President of the American Association on Intellectual Disabilities. She was selected in 1990 for the Rose Fitzgerald Kennedy International Leadership Award, as well as for The Arc's Distinguished Research Award in 2004. In addition to her professional credentials, she is the parent of three children, one of whom, Jay (1967-2009), was an adult son with multiple disabilities who had what Ann describes as an "enviable life" in terms of his inclusion; productivity; and contributions to his family, friends, and community. Rud Turnbull III, a self-described student of the human condition in a disability policy context, is a researcher, teacher, consultant, and advocate in the field of developmental disabilities. With his wife Ann, he is co-founder and co-director of the Beach Center on Disabilities. He is a Distinguished Professor, in special education, and is also Professor of Law at the University of Kansas Law School. His research has addressed nearly 20 different issues of disability policy and has qualified him to be an expert witness before Congressional committees and draftsman of state and federal statutes, regulations, and proclamations. He has served as chairman of the board of trustees of the Judge David L. Bazelon Center for Mental Health Law; president, American Association on Intellectual and Developmental Disability; chairman, American Bar Association Commission on Disability Law; secretary, The Arc of the United States; and treasurer, The Association for Persons with Severe Disabilities. He has received peer recognition as one of 36 people who, in the 20th Century, "changed the course of history in mental retardation." He is a graduate of Kent School, Kent, CT; Johns Hopkins University; University of Maryland Law School; and Harvard Law School (post-graduate degree). Michael L. Wehmeyer, is Professor of Special Education; Director, Kansas University Center on Developmental Disabilities; and Senior Scientist and Co-Director, Beach Center on Disability, all at the University of Kansas. Dr. Wehmeyer has directed

externally funded projects totaling almost \$30 million conducting research and model development activities and personnel and leadership preparation activities pertaining to the education and support of youth and adults with intellectual and developmental disabilities. He is the author or co-author of over 300 peer-reviewed journal articles or book chapters and has authored, co-authored, edited, or co-edited 32 books on disability and education related issues. Dr. Wehmeyer is Past-President of the Board of Directors for and a Fellow of the American Association on Intellectual and Developmental Disabilities (AAIDD); a past president of the Council for Exceptional Children's Division on Career Development and Transition (DCDT); a Fellow of the American Psychological Association (APA), Intellectual and Developmental Disabilities Division (Div. 33); and Vice-President for the Americas and a Fellow of the International Association for the Scientific Study of Intellectual and Developmental Disabilities (IASSIDD). In 2013, Dr. Wehmeyer was awarded the Distinguished Researcher Award for lifetime contributions to research in intellectual disability by The Arc of the United States. Karrie A. Shogren, is an Associate Professor in the Department of Special Education. Dr. Shogren's research focuses on self-determination and systems of support for students with disabilities and she has a specific interest in the multiple, nested contextual factors that impact student outcomes. Dr. Shogren has published over 50 articles in peer-reviewed journals, 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's seminal definition of intellectual disability (formerly mental retardation). Dr. Shogren has received grant funding from several sources, including the Institute of Education Sciences (IES). Dr. Shogren is co-Editor of *Inclusion* (with Michael L. Wehmeyer, Ph.D.), a new e-journal published by the American Association on Intellectual and Developmental Disabilities, and is an Associate Editor for *Remedial and Special Education* and *Intellectual and Developmental Disabilities*.

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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