



Book Series

# *Contemporary Perspectives in Special Education*

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- Enhancing Partnerships in Special Education
- Educating Young Children With and Without Exceptionalities
- Leadership Matters in the Education of Students with Special Needs in the 21st Century
- Critical Issues in Preparing Effective Early Childhood Special Education Teachers for the 21 Century Classroom
- Multicultural Education for Learners with Special Needs in the Twenty-First Century
- Autism Spectrum Disorders

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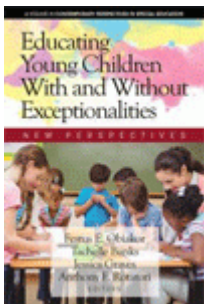
## Enhancing Partnerships in Special Education Innovative Collaboration, Consultation, and Cooperation

Tachelle Banks, Cleveland State University; Festus E. Obiakor, Sunny Educational Consulting;  
Anthony F. Rotatori, Saint Xavier University

2021. Paperback 978-1-64802-294-4 \$45.99. Hardcover 978-1-64802-295-1 \$85.99. eBook  
978-1-64802-296-8 \$65.

This book provides readers with a comprehensive description of procedures and practices that can enhance special education collaboration, consultation and cooperation in classroom learning environments and ancillary educational services. Experts in the field of special education provide detailed information on critical topics such as fostering the collaboration between regular education and special education teachers. Detailed discussions also focus on the role of mental health providers in special education, and the innovative use of technology in enhancing partnerships in general and special education. Unique chapters include the psychologist in the special education process, the role of the government as a partner to enhance special education services, and the vital role that principals play as school leaders to insure that special education students garner the necessary services to maximize their learning potential. Lastly, the critical roles that speech and language and physical education specialists play are discussed with regard to optimizing the overall development of students with special needs.

**CONTENTS:** Preface. Enhancing Partnerships in Special Education: Rationale, *Tachelle Banks, Festus E. Obiakor, and Anthony F. Rotatori*. The Special Education Practitioner: Using Knowledge Base to Foster Collaboration, *Jennifer Dohy*. The Hearing and Speech-Language Specialist and the Special Student, *C. Jonah Eleweke*. The Physical Education Teacher and the Student With Physical and Other Health Impairments, *Samuel R. Hodge and Eugene Asola*. The Role of Educator Preparation Programs in Fostering Partnerships in the Special Education Process, *Cynthia Massey, Shaunita Strozier, and Cynthia Head*. The School Psychologist in the Special Education Process, *Sunday Obi, Festus E. Obiakor, Stephanie Obi, Kevin Jones, and Doreen N. Myrie*. The Role of Mental Health Providers in Special Education, *Dakota King-White and Layle Kurt*. Principals as Inclusion Leaders for Educational Equality in K-12 Schools, *Floyd Beachum and Gina L. Gullo*. The Government: A Critical Partner in Enhancing Special Education, *Sunday O. Obi, Elizabeth Omiteru, Kevin Jones, and Festus E. Obiakor*. The Role of Technology in Enhancing Partnerships in General and Special Education, *Lenwood Gibson and Tricia White*. About the Authors.



## Educating Young Children With and Without Exceptionalities New Perspectives

Festus E. Obiakor, Sunny Educational Consulting; Tachelle Banks, Cleveland State University; Jessica  
Graves, College of Coastal Georgia; Anthony F. Rotatori, Saint Xavier University

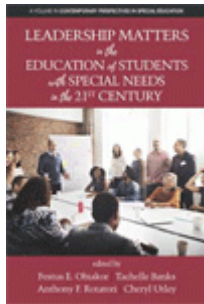
2019. Paperback 978-1-64113-593-1 \$45.99. Hardcover 978-1-64113-594-8 \$85.99. eBook  
978-1-64113-595-5 \$65.

Early childhood education (ECE) has always been intertwined with the use of developmentally appropriate practice (DAP). To support excellence in ECE, it is critical how the knowledge about individual children and child development principles combined with the knowledge of effective early learning practices. Effective early childhood education involves an interdisciplinary collaborative process that is influenced by many factors. We present these aforementioned realities in *Educating Young Children With and Without Exceptionalities: New Perspectives*. In addition, we argue that general and special educators need to focus on applying new knowledge to better address critical issues that advance the field of educator preparation and improve educational outcomes for young children.

Early childhood research confirms the need for intensive intervention and remedial education—we need to avoid approaches that are “too little” or “too late.” Also proven to yield positive results for children are practices familiar to early childhood educators. These practices include relationship-based teaching and learning; partnering with families; adapting teaching for children from different backgrounds and for individual children; active, meaningful, and connected learning; and smaller class sizes. Evidence of the benefits of these practices suggests that they should be extended more widely into the elementary grades.

**CONTENTS:** Foreword. Preface. *Educating Young Children With and Without Exceptionalities: The Rationale*, *Tachelle Banks, Festus E. Obiakor, Anthony F. Rotatori, and Maurice Stinnett*. Identification and Assessment Tools for Young Children, *Ramel L. Smith, Edgar X. Jordan, and Alan Livingston*. Placement of Young Students With Exceptionalities: To

Include or Not to Include, *Lenwood Gibson Jr.* Innovative Teaching Methods for Young Children With and Without Disabilities, *Shaunita Strozier, Cindy Head, and Stephanie Marshall*. What School Leaders Can Do to Provide Quality Education for Young Children With Autism, *Alana Telesford, Floyd D. Beachum, and Carlos R. McCray*. Empowering Parents of Young Atypical Learners, *Mateba K. Harris*. School-Community Partnerships: Educating Young Children, *Bridgie A. Ford, Shernavaz Vakil, and Lynn S. Kline*. Optimizing the Physical and Mental Health of Young Children With and Without Exceptionalities, *Eugene Asola and Sonya Sanderson*. Using Technology to Educate Young Children With and Without Disabilities, *Emily C. Bouck, Emma Sipila, Sarah Byrnes, and Jeffrey P. Bakken*. The Role of Educator Preparation Programs in the Education of Young Children, *Ying Hui-Michael, Kalli Kemp, and Beth Pinheiro*. Educating Young Learners: Future Perspectives, *Sunday O. Obi, Festus E. Obiakor, Jessica Graves, and Bob Algozzine*.



## Leadership Matters in the Education of Students with Special Needs in the 21st Century

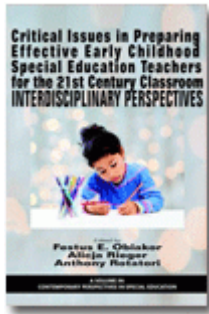
Festus E. Obiakor, Sunny Educational Consulting; Tachelle Banks, Cleveland State University; Anthony F. Rotatori, Saint Xavier University; Cheryl Utley, Chicago State University

2017. Paperback 978-1-64113-008-0 \$45.99. Hardcover 978-1-64113-009-7 \$85.99. eBook 978-1-64113-010-3 \$65.

This book provides a practical focus and framework for establishing insightful leadership that will enhance the learning of students with exceptionalities in the 21st century by discussing critical leadership dimensions and topics by leading academics. Topics discussed include the following: shifting leadership paradigms for all students in general and special education, district leadership strategies for implementing individualized academic and behavioral student interventions, preparing leaders to work with students with diverse learning needs, critical leadership roles for regular classroom teachers in educating learners with special needs, innovative leadership to increase school completion and graduation of general and special education learners, why psychologists need to be a part of the school leadership team, the importance of culturally responsive leadership in general and special education, the role of school leaders in helping learners with physical and health impairments, school leadership for all students in rural schools, the use of technology by leaders to improve special education services, an international example model of leadership in general and special education, and future perspectives of leadership in special education.

Leadership Matters in the Education of Students with Special Needs in the 21st Century is a critically needed addition to the successful education of students with exceptionalities as it provides much needed and innovative leadership perspectives for effective instructional practices for today's students with special needs. The book can be a model for best practices for school district leadership teams challenged by the multifaceted needs of students with exceptionalities.

**CONTENTS:** Preface. Shifting Leadership Paradigms for All Students in General and Special Education, *Mateba K. Harris, Festus E. Obiakor, Anthony Rotatori and Jessica Graves*. District Leadership Strategies for Implementing Effective Individualized Academic and Student Interventions, *Rachel Freeman, Lori Newcomer and Dawn Miller*. Preparing Leaders to Work With Students With Diverse Learning Needs, *Tachelle Banks, Festus E. Obiakor and Bob Algozzine*. Regular Classroom Teachers: Critical Leadership Roles in Educating Learners With Special Needs, *Shaunita Strozier and Cindy Nelson Head*. The Role of School Leaders in Managing Problem Behaviors, *Lenwood Gibson*. Innovative Leadership to Increase School Completion and Graduation of General and Special Education Learners, *Festus E. Obiakor*. Why Psychologists Are a Part of the Leadership Team in Special Education, *Cindy Nelson Head, Katy B. Green and Shaunita Strozier*. Culturally Responsive Leadership in General and Special Education, *Cheryl A. Utley*. The Role of School Leaders in Helping Learners With Physical and Health Impairments, *Eugene Asola*. School Leadership for All Learners in Rural Schools, *Sunday Obi*. The Use of Technology by Leaders to Improve Special Education Services, *Jeffrey P. Bakken and Emily C. Bouck*. Leadership in General and Special Education: South Africa as a Global Sample, *Zandile Nkabinde*. Future Perspectives of Leadership in Special Education, *Floyd Beachum*.



## Critical Issues in Preparing Effective Early Childhood Special Education Teachers for the 21 Century Classroom Interdisciplinary Perspectives

Festus E. Obiakor, Sunny Educational Consulting; Alicja Rieger, Valdosta State University; Anthony F. Rotatori, Saint Xavier University

2015. Paperback 978-1-68123-056-6 \$45.99. Hardcover 978-1-68123-057-3 \$85.99. eBook 978-1-68123-058-0 \$65.

The purpose of this book is to provide a forum for an interdisciplinary scholarly dialogue with regard to preparing teachers for early childhood special education. In addition, it is aimed at examining and making available relevant and most recent scholarship to practitioners and at addressing critical issues and perspectives around preparing effective educators for the 21 century classroom and the future. This book intends to illuminate a complex and challenging task of preparing effective educators through the lenses of several educational disciplines, including but not limited to, teacher education, general education, special education, early childhood education, and urban education.

The information in this work will focus on several educational disciplines that have the most immediate implications for teacher preparation and practice. The overall educational knowledge base will be enhanced due to the educational interdisciplinary approach. This has additional implications for teacher education, special education, educational leadership, curriculum and instruction, educational policy, and urban education, to name a few. The multidimensional nature of the book gives it the freedom to highlight multiple and diverse voices while at the same time providing a forum for different (and sometimes divergent) methodologies, philosophies, and ideologies.

**CONTENTS:** List of Contributors. Foreword, *Brian Gerber*. Preface, *Festus E. Obiakor, Alicja Rieger, and Anthony F. Rotatori*. Teacher Education—Then and Now, *Deb L. Marciano*. Performance Assessments of Teaching and the Current Discourse on Teacher Education, *Jessica B. Graves, Barbara J. Radcliffe, and Karla Hull*. Dismantling Deficit Thinking Through Teacher Education, *María L. Gabriel, James Martínez, and Festus Obiakor*. Preparing Teachers and Leaders for Urban and Rural Special Education in This Age of Change, *Tachelle Banks, Festus E. Obiakor, Floyd Beachum, Bob Algozzine, and Sean Warner*. Interdisciplinary Collaboration in Teacher Preparation to Support Students With Exceptionalities, *Shaunita D. Strozier, Margaret M. Flores, Vanessa Hinton, Margaret Shippen, and Stephanie Taylor*. Preparing Teachers to Maximize the Potential of Young Students With Gifts and Talents, *Sunday Obi, Festus E. Obiakor, Don Drennon-Gala, Tachelle Banks, and Satasha Green*. Preparing Teachers and Practitioners to Work With Children With Autism Spectrum Disorders, *Lynn Adams*. Preparing Teachers for Adaptive Physical Education for Young Children With Special Needs, *Eugene F. Asola*. Preparing Educators Through Relationships Between Schools, Families, and Communities: Sullivan Literacy Center, *Gina M. Doepker*. Preparing Teachers to Teach With Comics Literature In K-12 Classrooms, *Alicja Rieger, Ewa McGrail, and J. Patrick McGrail*. Using Technology to Prepare Teachers and Leaders in Early Childhood Special Education, *Sunday Obi, Floyd Beachum, Festus E. Obiakor, Carlos McCray, Elizabeth Omiteru, and Marty Sapp*. Teaching at a Distance: Perspectives on the Growth and Impact of Electronic Learning in Special Education Teacher Preparation, *Kelly Heckaman, Anthony Scheffler, and Patti Campbell*. Clinical and Field-Based Teacher Preparation Pedagogy and Professional Development of Teacher Educators, *Jessica Graves, Carolyn Gish, Karla Hull, and Jamie Bird*. Forging Evidence-Based Inquiry and Teaching in Teacher Education, *Alicja Rieger, Ewa McGrail, and J. Patrick McGrail*. Moving Forward: Coalescence of General Education, Special Education, and Teacher Education Programs Into Collaborative Partnerships in Education, *Satasha Green, Cheryl A. Utley, Florah Luseno, Festus E. Obiakor, and Alicja Rieger*.



## Multicultural Education for Learners with Special Needs in the Twenty-First Century

Festus E. Obiakor, Sunny Educational Consulting; Anthony F. Rotatori, Saint Xavier University

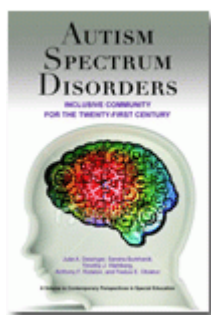
2014. Paperback 9781623965808 \$45.99. Hardcover 9781623965815 \$85.99. eBook 9781623965822 \$65.

Multicultural Education for Learners with Special Needs in the Twenty-First Century provides general and special educators innovative information that address the road blocks to effective practice such that diverse learners will be appropriately; identified, assessed, categorized, placed and instructed. The book provides those who instruct diverse learners comprehensive, creative and best practice chapters by scholars in the area of multicultural education. Chapter

One presents a system to reduce traditional education road blocks that confront diverse learners called Culturally and Linguistically Responsive Teaching (CLRT). The CLTR system is designed to accomplish three objectives, namely, to increase student achievement, to help students develop skills to achieve economic sufficiency and to allow students to acquire citizenship skills based on a realistic and thorough understanding of the political system. Chapter Two discusses the pervasive problem of disproportionate representation of students from diverse backgrounds in special education by examining what it is, who is impacted by it, why it is occurring, and how it can be addressed using promising strategies. Chapter Three examines the use of authentic assessment to provide feedback for teachers and students, and guide the instructional process by differentiating teaching to meet the educational needs of diverse learners. Chapters Four, Five, Six and Seven address issues related to educating Latina/o Americans, African Americans, Asian Americans and Native Americans learners with special needs. Chapter Eight is a unique chapter that addresses the growing need to educate foreign-born immigrants who are now being referred to as “Today’s Special Learners in Schools”. This chapter delineates the use of the Comprehensive Support Model (CSM) to educate foreign-born learners who are identified by the authors as foreign-born English Language Learners. The CSM is recommended as a culturally sensitive intervention that integrates efforts of the self, (i.e., learner), families, school, community, and government in responding to the needs of diverse learners. Chapter Nine provides a comprehensive discussion of how Culturally Relevant Leadership (CRL) can impact educational theory and practice. The authors delineate how CRL leads to reflective practices which position teachers and administrators to become leaders in school change that can increase student success for diverse learners. Chapter Ten provides the reader with illustrative content regarding the use of technology to educate multicultural learners with special needs. Chapter Eleven delineates the culturally responsive infusion of effective behavior modification strategies that are designed to strengthen and facilitate positive behaviors for culturally and linguistically diverse learners with special needs.

The book is an important addition to the education of multicultural learners with special needs as it provides much needed direction for the effective instructional practices for today’s diverse students. The book can be used as current best practices for special and general educators as well as school administrators.

**CONTENTS:** List of Contributors, Preface. Educating Culturally and Linguistically Diverse Learners With Special Needs: The Rationale, *Festus E. Obiakor and Satasha L. Green*. Disproportionate Representation in Special Education: A Persistent Stain on the Field, *Laurel M. Garrick Duhaney*. Making Assessment Authentic for Multicultural Learners With Special Needs, *Tes Mehring*. Educating Latina/o Students With Special Needs, *Barbara J. Dray and Peter Vigil*. Educating African American Learners With Special Needs, *Tachelle Banks*. Educating Asian American Students With Exceptional Needs, *Ying Hui-Michael*. Educating Native American Learners With Exceptionalities, *Scott Sparks and Abdullah Al Odail*. Educating Foreign-Born Immigrants: Today’s “Special” Learners in Schools, *Festus E. Obiakor, Cheryl A. Utley, and Sean Warner*. Preparing Teachers and Administrators to Educate Multicultural Learners With Special Needs, *Floyd D. Beachum and Carlos R. McCray*. Using Technology to Educate Multicultural Learners With Special Needs, *Howard P. Parette, Jr. and Jeffrey P. Bakken*. Implementing Culturally Responsive Behavior Management Techniques to Teach Culturally and Linguistically Diverse Learners With Special Needs, *Cheryl A. Utley and Anthony F. Rotatori*.



## Autism Spectrum Disorders Inclusive Community for the 21st Century

Julie A. Deisinger, Saint Xavier University; Sandra Burkhardt, Saint Xavier University; Timothy J. Wahlberg, Wahlberg and Associates; Anthony F. Rotatori, Saint Xavier University; Festus E. Obiakor, Sunny Educational Consulting

2012. Paperback 978-1-61735-780-0 \$45.99. Hardcover 978-1-61735-781-7 \$85.99. eBook 978-1-61735-782-4 \$65.

Autism Spectrum Disorders (ASD) has received considerable educational, research, medical and media attention the past ten years. Yet the condition was first described more than a hundred years ago. Due to the disorder being confused with childhood schizophrenia, there was a lack of definitive attention by special educators, medical professionals and mental health clinicians to advance parameters related to: causes; prevalence; identification and diagnosis; education and treatment. Positively, this confusion changed starting in the 1980s with the clarification of the differences between these disorders with the 1980 publication of the “Diagnostic and Statistical Manual of Mental Disorders” (DSM-III). Soon after, the 1990 federal legislation “Individuals with Disabilities Education Act” recognized the disorder as a disability category eligible for special education services. Both of these events lead to an explosion of information related to: finding causes; accurate identification and diagnosis; best educational practices; and social, emotional, and behavioral treatments.

Even with this explosion in the body of knowledge concerned with this disorder, much more needs to be learned and discovered. The successful use of this body of knowledge requires that accurate information be provided to educators, parents, clinicians, medical professionals, and mental health professionals to counter misinformation that exists among the general public, educators and clinical professionals. This is the primary purpose of “Autism Spectrum Disorders: Inclusive

Community for the 21st Century". It is accomplished by chapters on: the delineation of a blueprint for systems of care for persons with ASD and their families; a model to assist professionals in tackling the challenge of developing employability for individuals with high functioning ASD; best practice and research guidelines that lead to an affirmative ASD diagnosis; a comprehensive and current synopsis of genetic factors associated with ASD; adjustment challenges that may be present for a sibling of an individual with ASD; a comprehensive description of an innovative community-based clinic that provides services needed by Individuals with ASD to meet their social, behavioral, educational and mental health needs; and effective treatment strategies and techniques that can be utilized by parents and educators to work effectively with children who have ASD. The chapters are written by researchers, clinicians, business professionals, and university professors who have an extensive knowledge of ASD. The contents of the book are an excellent reference for special education teachers, school psychologists, practicing mental health clinicians, and parents and family members of children and adults with ASD.

**CONTENTS:** Preface. Systems of Care for Persons with Autism Spectrum Disorders and Their Families: From Puzzle to Blueprint, *Sandra Burkhardt*. ASD Workforce: Workplace Access for Persons With Autism Spectrum Disorders, *Sandra Burkhardt and Sandra Cardillo*. The Process of Obtaining an Autism Spectrum Diagnosis, *Julie A. Deisinger*. Genetic Factors Associated With Autism Spectrum Disorders, *Julie A. Deisinger*. Recent Findings About Siblings of People With Autism Spectrum Disorders, *Julie A. Deisinger*. An Innovative Community-Based Clinic That Serves Individuals With Autism Spectrum Disorders, *Anthony F. Rotatori, Julie A. Deisinger, Timothy J. Wahlberg, Sandra Burkhardt and Festus E. Obiakor*. Treatment and Techniques, *Timothy J. Wahlberg*. Strategies for Emotional Regulation, *Timothy J. Wahlberg*. Coping With Other Life Issues, *Timothy J. Wahlberg*. About the Contributors.



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