



Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom, Video-Enhanced Pearson eText -- Access Card (6th Edition)

By Candace S. Bos, Jeanne S. Schumm

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In this widely popular book, pre- and in-service elementary and secondary school teachers get the tools and confidence they need to meet the educational, behavioral, and social needs of every student in today's diverse classrooms. With its numerous learning activities and sample lessons—plus stories from teachers, students, and parents—it features a strong focus on applying practical, proven strategies for effective teaching and learning. *Teaching Students Who Are Exceptional, Diverse, and at Risk in the General Education Classroom* is the ideal guide for today's busy classroom teachers who identify students with special needs as both their greatest challenges and often their greatest rewards.

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Editorial Review

From the Back Cover

Numerous learning activities; sample lessons; and the stories of parents, teachers, and students combine in this widely popular book to give busy teachers the tools and confidence they need to meet the educational, behavioral, and social needs of each student in today's culturally and linguistically diverse classrooms. The book is based on the authors' experience and the central theme that general education teachers can make a difference in the lives of all students, particularly students with special needs.

- **Readers get the advantage of learning from and identifying with the material** through the authors' strong focus on applying strategies, including such helpful features as Interviews, Think and Apply questions, 60-Second Lessons, Tips for Teachers, and Activities for All Learners.
- **Readers can easily take the ideas and concepts further** through the book's focus on resources that enhance instruction, including marginal URLs, new marginal Common Core Standards, and all new Tech Tips.
- **NEW! Thoroughly reorganized content** with division into parts.
- **NEW! Highlights on the implementation of Response to Intervention.**
- **NEW! Highlights on data-based decision making.**
- **NEW! Updated references** to the latest research and legislation.
- **NEW! New information and descriptions of evidence-based instructional and behavioral practices.**

About the Author

Sharon Vaughn holds the H. E. Hartfelder/Southland Corporation Regents Chair in Human Development and is currently the Director of the Meadows Center for Preventing Educational Risk at the University of Texas. She was the Editor-in-Chief of the *Journal of Learning Disabilities* and the Co-Editor of *Learning Disabilities Research and Practice*. She is the recipient of the CEC Research Award and the AERA Special Education SIG distinguished researcher award. She is the author of more than 200 articles and 10 books that address the reading outcomes of students with learning difficulties, learning disabilities and English language learners. She is currently the Principal Investigator or Co-Principal Investigator on several Institutes for Education Sciences, National Institute for Child Health and Human Development, and Office of Special Education Programs research grants investigating effective interventions for students with learning disabilities and behavior problems as well as students who are English language learners. She can be contacted at: srvaughn@austin.utexas.edu .

Jeanne Shay Schumm is Professor of Literacy Education at University of Miami. She is currently Professor-in-Residence at the university's Henry S. West Laboratory School where she directs the UM STARS Reading Laboratory. She has edited or co-authored 15 books including *Promising Practices for Urban Reading Instruction* (International Reading Association) and *Reading Assessment and Instruction for All Learners* (Guilford) as well as numerous research articles and book chapters. Her research interests include differentiated reading instruction and teacher education. She can be contacted at schumm@miami.edu

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Dora Vazquez:

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