

Nicholas D. Young, Angela C. Fain, Teresa A. Citro

Creating Compassionate Classrooms

Understanding the Continuum of Disabilities and Effective Educational Interventions

SERIES IN EDUCATION

About the author

Dr. Nicholas D. Young has worked in diverse educational roles for more than 30 years, serving as a principal, special education director, graduate professor, graduate program director, graduate dean, and longtime superintendent of schools. He was named the Massachusetts Superintendent of the Year; and he completed a distinguished Fulbright program focused on the Japanese educational system through the collegiate level. Dr. Young is the recipient of numerous other honors and recognitions including the General Douglas MacArthur Award for distinguished civilian and military leadership and the Vice Admiral John T. Hayward Award for exemplary scholarship. He holds several graduate degrees including a PhD in educational administration and an EdD in educational psychology. Dr. Young has written extensively in the fields of education, counseling, and psychology.

Dr. Angela C. Fain has worked in the field of special education for the past 20 years. She received her Ph.D. and M.Ed. in special education at Georgia State University, as well as a B.S. in Therapeutic Recreation. She earned national certification as a Nationally Certified Therapeutic Recreation Specialist (TRS). Dr. Fain has worked in some of the most restrictive educational environments that students with disabilities are served, as a both a TRS and special education teacher. She is now an assistant professor at the University of West Georgia. Dr. Fain is a regular presenter at state, national, and international conferences and she is an active board member of Learning Disabilities Worldwide. She has authored several book chapters and articles on various topics in special education ranging from classroom management to successful academic interventions for students with disabilities.

Dr. Teresa Allissa Citro is the Chief Executive Officer, Learning Disabilities Worldwide, Inc. and the Founder and President of Thread of Hope, Inc., She is a graduate of Tufts New England Medical School and Northeastern University,

Boston. Dr. Citro has co-edited several books on a wide range of topics in special education and she co-authored a popular children's series *I Am Full of Possibilities*. She is the co-editor of two peer review journals including *Learning Disabilities: A Contemporary Journal and Insights on Learning Disabilities from Prevailing Theories to Validated Practices*.



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Summary

Throughout the chapters of this book, the reader will be introduced to the thirteen disability categories included in IDEA (specific learning disabilities, emotional/behavioral disorders, autism, other health impaired, intellectually disabled, multiple disabilities, speech or language impairments, traumatic brain injury, hearing impairment, deaf/blind, deafness, visual impairment, and orthopedic impairment), using the legally established definitions. Lengthy descriptions of best practices, modifications and accommodations follow, offering a complete picture of each disability and how educators and parents collaboratively can assist the struggling student. To set the stage, the book begins with chapters that discuss special education in general, response to intervention as an intermediary step in the academic continuum of support, and the individualized education plan process. Subsequent chapters examine each of the thirteen aforementioned IDEA disability categories, which have not been commonly incorporated into one comprehensive resource; however, for the sake of brevity, some disability categories have been combined when doing so did not impact practice implications. Emphasis is placed on effective classroom strategies and interventions associated with each disability category with the intent of providing practitioners and those who support them with the information and tools necessary to support students with identified educational needs. To the extent possible, the primary authors sought to ensure this resource was practical and user-friendly for educators who work directly with students with the range of recognized disabilities. This book demystifies the special education process and disability categories as well as offers educators and their families the tools to help our students, who have one or more disabilities, find life-long success. Ensuring the best for our students with disabilities requires that we first acknowledge and support the hard work and deep commitment of those professionals and parents/guardians who devote their lives to teaching, reaching, mentoring and advocating for those most vulnerable in our classrooms.

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