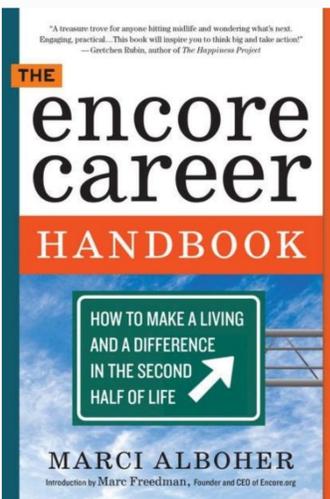
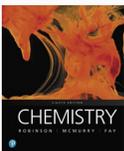
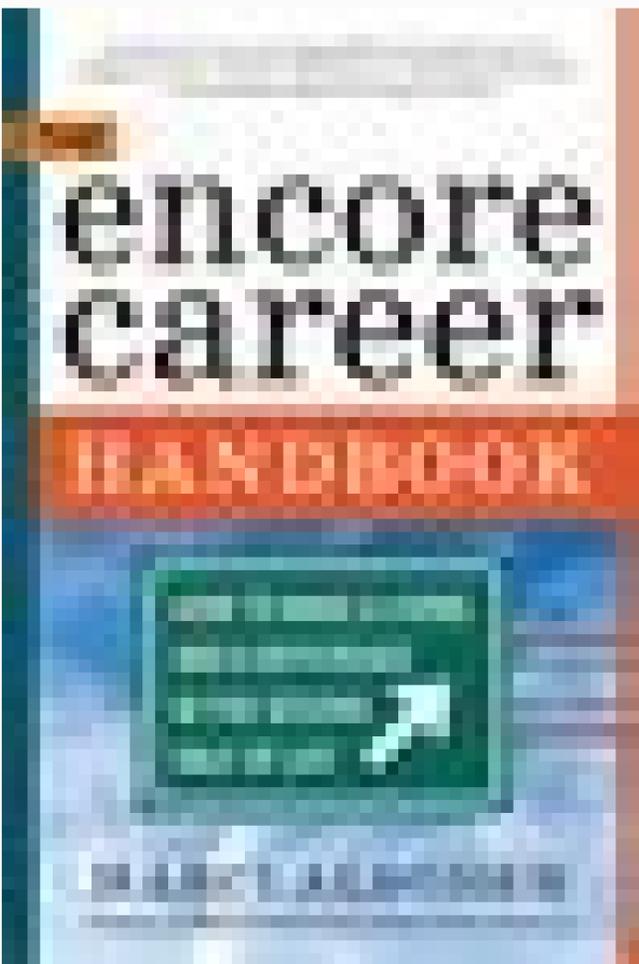


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The characteristics of the non-discriminatory assessment process illustrate the procedure for identifying students with disabilities, as well as gifted and talented students (see Chapters 5-16). The modules include learning outcomes, presentations of concepts and skills, opportunities to apply understanding of those concepts and skills, and assessments to verify understanding. The modules include: "Writing Annual Objectives" in Chapter 1 to improve the coverage of the components of an IEP. (See page 74.) "Teaching a lot" in Chapter 13 to improve the discussion of the chapter on collaborative capacity building. (See page 280.) Click here to explore the exciting improvements and text features of New Pearson Etext. Students can experience the benefits of Etext Pearson together with all the benefits of printing 40% to 50% less than a book bound in printing! Students, Register or buy your Text at PeSonHighered.com/etextBooks. 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The 3 duels include: Ae Drafting n A Annual ObjectivesAe A in Chapter 1 to improve the coverage of the of an IEP. The opening ceremonies of capAtulo tell the stories of real students with exceptionalities, their families, their teachers and other important professionals that impact their lives. For students with disabilities, the IEP and the IEP process are the guiding force for their inclusion 3 and progress in the general course of education n. (See pages 5, 181 and 236 for examples.) Check your understanding 3 the contents of the chapter. UPDATED: It involves readers with real stories. Enhanced Pearson eText is also available without a printed version 3 the textbook. The new windows appear in chapters 2, 7, 9, 10 and 11. (See pages 53, 121 and 205 for examples.) Apply learning results to master a topic.Pearson's 3 eLearning modules are individual, self-contained learning objects at the topic level. Provide helpful tips for including students in the overall curriculum. 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The functions of My Voice highlight the collaborations, challenges and triumphs involved in special education 3 through first-person experiences. (See pages 5, 181 and 236 for examples.) Check your understanding 3 the contents of the chapter. Give voice to students, families and teachers who, together, show how collaboration progresses in inclusion and adequate education. (See pages 16, 97 and 321 for examples.) Interactive courses, in the end of chapter, of multiple option, to verify your understanding, which allow students students your understanding3 n. With its focus on real students' stories and solutions, Exceptional Lives offers readers a comprehensive 3 of the rewards, challenges and triumphs involved in education 3 especially today. Throughout the chapters, the IEP Councils describe how 3 professionals can partner with other professionals, parents and students to provide appropriate education 3 the general course. UPDATED: Inform readers about their role in the Individualized 3 Education Program (IEP) and the IEP process. Inclusion tips 3 address students' behaviors, social interactions, educational performance, and classroom attitudes in relation to what teachers may see in the classroom, what they may be tempted to do, other answers, and better practices to include students' peers in the process. (See page 47.) AInstruccia 3 n DifferentiatedA in Chapter 3 to improve the chapter's discussion 3 becoming a culturally responsive teacher and advocate. (See page 16.) AMulti-level support systemsA in chapter 2 to improve coverage of the response to interventionA 3 n. This material is protected by all copyright laws, as they currently exist. Embedded Video provides real-world examples of text concepts and introduces students to people who lead exceptional lives. Inclusia 3 n Tips provide useful tips and strategies for inclusion 3 specific disability issues. 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