



Exceptional Learners: An Introduction to Special Education, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package (13th Edition)

By Daniel P. Hallahan, James M. Kauffman, Paige C. Pullen

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In *Exceptional Learners* by Hallahan, Kauffman, and Pullen, readers get an up-to-date introduction to the characteristics of exceptional learners and their education that emphasizes classroom practices, as well as the psychological, sociological, and medical aspects of disabilities and giftedness. Based on the author's premise that professionals working with exceptional learners need to develop not only a solid base of knowledge, but also a healthy attitude toward their work and the people whom they serve, this book is designed to reach the heart as well as the mind. It asks both general and special educators to challenge themselves to acquire a solid understanding of current theory, research, and practice in special education, and to develop an ever more sensitive understanding of exceptional learners and their families. The Enhanced Pearson eText features videos, interactive links to helpful web sites, and interactive chapter assessment quizzes.

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Editorial Review

From the Back Cover

This general introduction to the characteristics of exceptional learners and their education emphasizes classroom practices, as well as the psychological, sociological, and medical aspects of disabilities and giftedness. In it, readers see how to make connections between the concepts in the text and the real world of the classroom through people connections, classroom connections, and field connections. The perfect blend of up-to-date research on hot topics in special education today, and the classic studies that define the field, the book is appropriate for both undergraduates and graduate students, and useful in both general and special education teacher preparation programs. This new edition features:

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- **NEW! *Up Close With . . . over 200 electronic links to videos and websites*** of key concepts, recent scientific discoveries, human-interest stories, cutting edge technologies, and teaching techniques let students delve deeper into the content by linking directly to research and related content, such as teaching methods. A minimum of 10 links appear in each chapter and the information found on the internet has been vetted for quality.

About the Author

Daniel P. Hallahan, Ph.D., is Professor Emeritus of Education at the University of Virginia. At UVA, Hallahan has served as a department chair (twice), director of doctoral studies, and elected representative (four three-year terms) to UVA's faculty senate. He held three endowed professorships, including the UVA Cavaliers' Distinguished Teaching Professorship. He received the UVA Outstanding Teaching Award and the State Council of Higher Education for Virginia's Outstanding Faculty Award. Hallahan was inaugural editor of *Exceptionality* and currently reviews for *Exceptional Children*, *Learning Disability Quarterly*, *The Journal of Special Education*, and *Exceptionality*. He is a past president of the Division for Learning Disabilities of the Council for Exceptional Children (CEC). In 2000 he received the CEC Career Research Award. Hallahan's expertise covers a broad spectrum—learning disabilities, ADHD, autism spectrum disorders, intellectual disabilities, blindness, deafness. Much of his early scholarship focused on cognitive strategy training for students with learning disabilities and ADHD. Most recently, he has focused on the need for more individualized, intensive special education instruction for students with disabilities. Hallahan is author of over 100 articles, over 40 chapters, and is co-author or co-editor of 18 books, including *Handbook of Special Education* (with J. M. Kauffman, Routledge, 2011); and *Special Education: What it is and Why We Need It* (with J. M. Kauffman, Allyn & Bacon, 2005). Some of his books have been translated into German, Spanish, Korean, and Arabic. Hallahan has taught thousands of pre-service and in-service teachers

in the introductory course in special education, characteristics of students with learning disabilities, and characteristics of students with intellectual disabilities.

James M. Kauffman, Ed.D., is Professor Emeritus of Education at the University of Virginia. He is a past president of the Council for Children with Behavioral Disorders (CCBD) and the recipient of several awards, including the 1994 Research Award of the Council for Exceptional Children, the 2006 award of the Society for Applied Behavior Analysis for Presentation of Behavior Analysis in the Mass Media, and the 2011 Distinguished Alumni Award from the University of Kansas School of Education. His primary research interests are emotional and behavioral disorders, learning disabilities, and the history of and policy in special education. He has published over 100 articles in refereed journals, authored or coauthored dozens of book chapters, and is author, co-author, or co-editor of more than 20 books, including *Characteristics of Emotional and Behavioral Disorders of Children and Youth* 10th ed. (with Timothy J. Landrum, Pearson, 2013), *Handbook of Special Education* (with D. P. Hallahan, Routledge, 2011), and *Special Education: What it is and Why We Need It*. (with D. P. Hallahan, Allyn & Bacon, 2005). Kauffman has taught thousands of pre-service and in-service teachers in courses on emotional and behavioral disorders and behavior management.

Paige Cullen Pullen, Ph.D. , is an Associate Professor of Education at the University of Virginia. Prior to earning her doctorate at the University of Florida in 2000, she had 12 years of K-12 teaching experience in general and special education. Pullen holds a joint appointment in UVA's Department of Pediatrics. She is the Principal Investigator of the Appalachians Building Capacity Project in rural southwest Virginia. Pullen has co-authored several books, including *Teaching Students with Learning Disabilities, and Students with Learning Disabilities* (with Cecil D. Mercer, Pearson, 2011, 2009). Pullen is the Executive Editor of *Exceptionality: A Special Education Journal* (Taylor & Francis). She has published numerous book chapters, peer-reviewed articles, and presented papers focused on evidence-based reading instruction for students with disabilities. Pullen's research focuses on early language and literacy development and interventions to prevent reading disability for vulnerable populations (e.g., cultural differences, poverty, rural living environments), as well as the educational outcomes of children with developmental disabilities and those with chronic medical conditions. She is the recipient of the prestigious *UVA Seven Society's Excellence in Mentoring Award*—2011 and the *Curry School Foundation's Most Outstanding Professor Award*. Pullen has taught thousands of pre-service and in-service teachers in the introductory course in special education and language and literacy intervention for students with disabilities.

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