

**SPECIAL EDUCATION FOR YOUNG
LEARNERS WITH DISABILITIES**

ADVANCES IN SPECIAL EDUCATION

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SPECIAL EDUCATION FOR YOUNG LEARNERS WITH DISABILITIES

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PREFACE

Learners with disabilities have been present in communities and societies for thousands of years, especially those with visible sensory and physical characteristics. And, these learners have endured disenfranchisements, disengagements, and disillusionments based on the ways they have been identified, assessed, labeled, placed, and instructed. As the societies progressed, their perceptions began to change dramatically and positively. For example, their negative perceptions as burdens, caricatures, worthless beings, demons, and buffoons began to give way to more protective and humanitarian attitudes that are related to their welfare. Today, learners with disabilities are considered part of an inclusive society where all citizens have value and merit and can make meaningful contributions. One area that has not been addressed to the level it should is the focus on young learners with disabilities. This journey has not been easy for learners with disabilities, their families, or those who have tried to educate them. To a large measure, this journey has been retrogressive, intriguing, innovative, and progressive.

This book, the *34th Volume of Advances in Special Education* focuses on special education for young learners with disabilities. It begins with an introductory chapter on “Special Education for Young Learners with Disabilities: An introduction.” In the remaining chapters of the book, leaders in the field of young children with disabilities present their ideas and research on different disability topics. These include Chapter 2 “Reading Interventions for Young Learners with Reading Difficulties and Disabilities: The Role of Word Reading and Word Meaning,” Chapter 3 “The Urgent and the Always: Intervening on Behavior Problems in Young Children,” Chapter 4 “Special Education for Young Learners with Intellectual Disabilities,” Chapter 5 “Special Education for Young Learners who are Deaf/Hard of Hearing,” Chapter 6 “Special Education for Young Learners with Visual Impairments,” Chapter 7 “Special Education for Young Learners with Autism Spectrum Disorder,” Chapter 8 “Inclusive Special Education for Young Learners with Severe and Multiple Disabilities,” Chapter 9 “Teaching Young Children with Traumatic Brain Injury in Inclusive Classroom Settings,” Chapter 10 “We Can Do Better: Critically Reframing Special Education Research and Practice at the Intersections of Disability and Cultural and Linguistic Diversity for Young Children,” Chapter 11 “Special Education for Young Learners with Physical Disabilities,” and Chapter 12 “Special Education for Young Learners with Other Health Impairments.” The book ends with and a concluding Chapter 13 on “Special Education for Young Learners with Disabilities: Moving Forward.”

Special Education for Young Learners with Disabilities is composed of 13 chapters written by well-known and respected researchers, scholars, and educators who are actively involved in teaching undergraduate and graduate special education courses on young learners with disabilities. This book demonstrates the benefits of collaboration, consultation, and cooperation at all educational and professional levels. We hope that it is used as a required or supplementary text for advanced undergraduate special education majors and graduate students who are looking for detailed, comprehensive, and current information for their research papers, theses, and dissertations. We also hope that practitioners working with young children in early childhood programs take advantage this book's contents. Finally, we thank the professionals at Emerald for their dedication to excellence, and our wives and children for their love and support during this worthy venture.

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