

Bibliografia

Rozdział 1

Kontekst pedagogiki specjalnej – czas walki o równe szanse

Wprowadzenie

- Berman S., Davis P., Kaufman-Frederick A., Urion D. (2001) *The rising costs of special education in Massachusetts: Causes and effects*, w: C. E. Finn Jr., A. J. Rotherham, C. R. Hokanson Jr., (red.), *Rethinking special education for a new century* (s. 183 – 212), Washington, DC, Thomas B. Fordham Foundation and the Progressive Policy Institute.
- Clayton J. (2001, 30 lipca) *The thicket of special education*, „Los Angeles Times”, s. B10.
- Finn C. E. Jr., Rotherham A. J., Hokanson C. R. Jr. (red.), (2001) *Rethinking special education for a new century*, Washington, DC, Thomas B. Fordham Foundation and the Progressive Policy Institute.
- Gartner A., Lipsky D. K. (1987) *Beyond special education: Toward a quality system for all students*, „Harvard Educational Review”, 57, s. 367–395.
- Hungerford R. H. (1950) *On locusts*, „American Journal of Mental Deficiency”, 54, s. 415–418.
- Lyon G. R., Fletcher J. M., Shaywitz S. E., Shaywitz B. A., Torgesen J. K., Wood F. B., Schulte A., Olson R. (2001) *Rethinking learning disabilities*, w: C. E. Finn, A. J. Rotherham, C. R. Hokanson Jr. (red.), *Rethinking special education for a new century*, s. 259–288. Washington, DC, Thomas B. Fordham Foundation and the Progressive Policy Institute.
- Stainback S., Stainback W., East K., Sapon-Shevin, M. (1994) A commentary on inclusion and the development of a positive self-identity by people with disabilities.
- Townsend B. L., Patton J. M. (2001) *The discourse on ethics, power, and privilege and African American learners: Guest editors' post notes*, „Teacher Education and Special Education”, 24, s. 48–49.

Isiosta niepełnosprawności

- Artiles A. J. (1998) *The dilemma of difference: Enriching the disproportionality discourse with theory and context*, „The Journal of Special Education”, 32, s. 32–36.
- Bennett V. (1997, 18 grudnia) *111 children in Kyrgyzstan used as pawns*, „Los Angeles Times”, s. A24–A25.
- Bragg L. (1997) *From the mute god to the lesser god: Disability in medieval Celtic and Old Norse literature*, „Disability and Society”, 12, s. 165–177.
- Danforth S., Rhodes W. C. (1997) *Deconstructing disability: A philosophy for inclusion*, „Remedial and Special Education”, 18, s. 357–366.
- Erevelles N. (1996) *Disability and the dialects of difference*, „Disability and Society”, 11, s. 519–537.
- Groce N. E. (1985) *Everyone here spoke sign language: Hereditary deafness on Martha's Vineyard*, Cambridge, MA, Harvard University Press.
- Grossman H. (1998) *Ending discrimination in special education*, Springfield, IL, Charles C Thomas.

- Kauffman J. M. (1997) *Caricature, science, and exceptionality*, „Remedial and Special Education”, 18, s. 130–132.
- Longmore P. (2002) San Francisco State University: Institute on Disability, aktualizowane 21 czerwca 2002, <http://online.sfsu.edu/~longmorel>
- Powell, B., Dlugy Y. (1998, 21 grudnia) *Human Rights: Russia's gulags for children*, „Newsweek”, s. 40–41.

Początki pedagogiki specjalnej

- Itard J. M. G. (1806/1962) *The wild boy of Aveyron*, tłum. G. Humphrey, M. Humphrey, Englewood Cliffs, NJ, Prentice-Hall.
- Kanner, L. (1964) *A history of the care and study of the mentally retarded*. Springfield, IL: Charles C Thomas.
- Seguin E. (1846). *The moral treatment, hygiene, and education of idiots and other backward children*, Paris, Balliere.
- State ex. rel. Beattie vs. Board of Education*, 169 Wis. 231, 172 N. W. 153, 154 (1919).
- The summer school for teachers* (1907, luty) „Training School Bulletin”, 36, s. 17.
- Winzer M. A. (1993) *The history of special education: From isolation to integration*, Washington, DC, Gallaudet University Press.

Potrzeba narodowej interwencji

- Aiello B. (1976) *Especially for special educators: A sense of our own history*, „Exceptional Children”, 42, s. 244–252.
- Americans with Disabilities Act of 1990*, Prawo Publiczne nr 101–336, 104 STAT.327.
- Ballard J., Ramirez B. A., Weintraub F. J. (1932) *Special education in America: Its legal and governmental foundations*, Reston, VA, Council for Exceptional Children.
- Biklen D. (1985) *Achieving the complete school: Strategies for effective mainstreaming*, New York, Teachers College Press.
- Brown vs. Board of Education*, 347 U.S. 483 (1954).
- de Bettencourt L. U. (2002) *Understanding the differences between IDEA and Section 504*, „Teaching Exceptional Children”, 34, s. 16–23.
- Descriptive Video Services (DVS) (2002 zima/wiosna) *DVS home video catalogue: Described movies for people who have trouble seeing the screen*, Indianapolis, IN, DVS Home Video.
- Freedman M. K. (2001, 15 czerwca) *Golf, assessment become similar game in wake of Martin ruling*, „The Special Educator”, 16, s. 1, 6.
- Hu W. (2001, 7 października) *Survivor heard everything, saw nothing: blind man, guide dog navigated 71 floors to safety before collapse*, „The Tennessean”, s. 7A.
- Individuals with Disabilities Education Act*, Prawo Publiczne nr 104-17, 111 STAT.37.
- Johnson K. (1998) *Deinstitutionalization: The management of rights*, „Disability and Society”, 13, s. 375–387.
- Katsiyannis A., Yell M. L. (2000) *The Supreme Court and school health services: Cedar Rapids vs. Gawet F*, „Exceptional Children”, 66, s. 317–326.
- Leibrock C. A., Terry J. E. (1999) *Beautiful universal design*, New York, Wiley.
- Longmore, P. K. (1995, wrzesień/październik) *The second phase: From disability rights to disability culture*, Disability Rag and Resource, 16, s. 4–22.
- Mills vs. Board of Education of the District of Columbia*, 345 F. Supp. 866 (1972).
- Nirje B. (1969) *The normalization principle and its human management implications*, w: R. B. Kugel, W. Wolfensberger (red.), *Changing patterns in residential services for the mentally retarded*, s. 179–195, Washington, DC, President's Committee on Mental Retardation.
- Nirje B. (1976) *The normalization principle*, w: R. B. Kugel, A. Shearer (red.), *Changing patterns in residential services for the mentally retarded*, wyd. zmienione, s. 231–240, Washington, DC, President's Committee on Mental Retardation.
- Nirje B. (1985) *The basis and logic of the normalization principle*, „Australia and New Zealand Journal of Developmental Disabilities”, 11, s. 65–68.

- Pennsylvania Association for Retarded Children vs. Commonwealth of Pennsylvania*, 343 F. Supp. 279 (E. D. Pa., 1972). *Rehabilitation Act of 1973. Section 504*, 19 U.S.C. section 794.
- Roos P. (1970) *Trends and issues in special education for the mentally retarded*, „Education and Training of the Mentally Retarded”, 5, s. 51–61.
- Treanor R. B. (1993) *We overcame: The story of civil rights for disabled people*, Falls Church, VA, Regal Direct Publishing.
- West J. (1994) *Federal Implementation of the Americans with Disabilities Act, 1991–1994*, New York, Milbank Memorial Fund.
- Wolfensberger, W. (red.). (1972) *The principle of normalization in human services*, Toronto, National Institute on Mental Retardation.
- Wolfensberger W. (1995) *Of “normalization,” lifestyles, the Special Olympics, deinstitutionalization, mainstreaming, integration, cabbages and kings*, „Mental Retardation”, 33, s. 16–169.
- Ziegler D. (2002, kwiecień) *Reauthorization of the elementary and secondary education act: No child left behind act of 2001*, Arlington, VA, The Council for Exceptional Children, Public Policy Unit.

Edukacja specjalna dzisiaj

20 U.S.C. section 1400 (c)

- Dymond S. K., Orelowe F. P. (2001) *What constitutes effective curricula for students with severe disabilities?*, „Exceptionality”, 9, s. 109–122.
- Müller E., Linehan, P. (2001, lipiec) *Federal disability terms: A review of state use*, „Quick Turn Around (QTA)”, Alexandria, VA, Project Forum at the National Association for Directors of Special Education.
- Nazzaro J. N. (1977) *Exceptional timetables: Historic events affecting the handicapped and gifted*, Reston, VA, The Council for Exceptional Children.
- U.S. Department of Education (1999) *Assistance to states for the education of children with disabilities program and the early intervention program for infants and toddlers with disabilities; final regulations*, Federal Register, 34, CRF części 300 i 303.

Szanse na lepszy XXI wiek

- Artiles A. J., Aguirre-Muñoz Z., Abedi J. (1998) *Predicting placement in learning disabilities programs: Do predictors vary by ethnic group?*, „Exceptional Children”, 64, s. 543–559.
- Berman S., Davis P., Kaufman-Frederick A., Urion, D. (2001) *The rising costs of special education in Massachusetts: Causes and effects*, w: C. E. Finn Jr, A. J. Rotherham, C. R. Hokanson Jr (red.), *Rethinking special education for a new century*, s. 183–212, Washington, DC Thomas B. Fordham Foundation and the Progressive Policy Institute.
- Briand X. (red.), (1995, 17 maja) *Suspension, special education data reveal mixed picture*, „Special Education Report”, 21, s. 3–4.
- Carlson E., Schroll K., Klein S. (2001) *OSEP briefing on the study of personnel needs in special education (SPeNSE)*, Rockville, MD, Westat.
- Cartledge G., Tillman L. C., Johnson C. T. (2001) *Professional ethics within the context of student discipline and diversity*, „Teacher Education and Special Education”, 24, s. 25–37.
- Cassuto L. (1999, 19 marca) *Whose field is it anyway? Disability studies in the academy*, „The Chronicle of Higher Education”, s. A60.
- Cedar Rapids School District vs. Garret F.*, 106 F.3. 822 (8. Cir. 1997), cert. gr. 118 S. Ct. 1793 (1998), aff'd, 119 S. Ct. 992 (1999).
- Chambers J. G., Parrish T., Harr J. J. (2002, marzec) *What are we spending on special education services in the United States, 1999-2000 Advance report 1*, American Institutes for Research, Special Education Expenditure Project (SEEP).
- Clayton J. (2001, 30 lipca) *The Thicket of Special Education*, „Los Angeles Times”, s. B10.
- Danforth S., Rhodes W. C. (1997) *Deconstructing disability: A philosophy for inclusion*, „Remedial and Special Education”, 18, s. 357–366.

- Dymond S. K., Orelove F. P. (2001) *What constitutes effective curricula for students with severe disabilities?*, „Exceptionality”, 9, s. 109–122.
- ERIC Clearinghouse on Disabilities and Gifted Education (2001, kwiecień) *Educating exceptional children: A statistical profile*, Arlington, VA, The Council for Exceptional Children.
- Ewing, N. J. (2001) *Teacher education: Ethics, power, and privilege*, „Teacher Education and Special Education”, 24, s. 13–24.
- Finn C. E. Jr., Rotherham A. J., Hokanson C. R. Jr. (red.), (2001) *Rethinking special education for a new century*, Washington, DC, Thomas B. Fordham Foundation and the Progressive Policy Institute.
- Forness S. R., Kavale K. A., Blum I. M., Lloyd J. W. (1997) *Mega-analysis of meta-analyses: What works in special education and related services*, „Teaching Exceptional Children”, 29, s. 4–9.
- Gallagher H. G. (1994) *FDR's splendid deception*, wyd. zmienione, Arlington, VA, Vandamere Press.
- Garnett K. (1996, wiosna/lato) *What is wrong with the Senate bill?*, „The DLD Times”, 13, s. 7–8.
- Gartner A., Lipsky D. K. (1987) *Beyond special education: Toward a quality system for all students*, „Howard Educational Review”, 57, s. 367–395.
- Gatley P. (2001, 30 kwietnia) *Are we wasting money on special needs kids?*, „The Tennessean”, s. 14A.
- Gotsch T. (2001, 15 sierpnia) *Court: Emotionally disabled entitled to IDEA services*, „Special Education Report”, 27, s. 4.
- Gotsch T. (2001, 19 grudnia) *Disabled discipline plan fails, but will be back soon*, „Special Education Report”, 27, s. 5.
- Grissmer D., Flanagan A., Williamson S. (1998) *Does money matter for minority and disadvantaged students? Assessing the new empirical evidence*, w: W. J. Fowler Jr (red.), *Developments in school finance 1997*, Washington, DC, U.S. Department of Education, Office of Educational Research and Improvement, National Center for Educational Statistics.
- Hehir T. (1996, wrzesień) *The achievements of people with disabilities because of IDEA*. Paper presented at the meeting of Project SUCCESS for annual project directors, Washington, DC.
- Hockenbury J. C., Kauffman J. M., Hallahan D. P. (1999–2000) *What is right about special education*, „Exceptionality”, 8, 3–11.
- Horn W. F., Tynan, D. (2001) *Time to make special education „special” again*, w: C. E. Finn Jr, A. J. Rotherham, C. R. Hokanson Jr, (red.), *Rethinking special education for a new century*, s. 23–52, Washington, DC, Thomas B. Fordham Foundation and the Progressive Policy Institute.
- Kappa/Gallup Poll of the public's attitudes toward the public schools, „Phi Delta Kappan”, 41–56.
- Katsiyannis A., Yell M. L. (2000) *The Supreme Court and school health services: Cedar Rapids vs. Garret F.*, „Exceptional Children”, 66, s. 317–326.
- Kauffman J. M. (1997) *Caricature, science, and exceptionality*, „Remedial and Special Education”, 18, s. 130–132.
- Kitchin R. (1998) „Out of place”, „knowing one's place”: *Space, power and the exclusion of disabled people*, „Disability and Society”, 13, 343–356.
- Klingner J. K., Vaughn S., Schumm J. S., Cohen P., Forgan J. W. (1998) *Inclusion or pull-out: Which do students prefer?*, „Journal of Learning Disabilities”, 31, s. 148–158.
- Kortering L. J., Brazier P. M. (1999) *Staying in school: The perspective of ninth-grade students*, „Remedial and Special Education”, 20, s. 106–113.
- Lannon J. (2001, 2 maja) *Not popular to oppose funding for special kids*, „The Tennessean”, s. 10A.
- Lloyd J. W., Forness S. R., Kavale, K. A. (1998) *Some methods are more effective than others*, „Intervention in School and Clinic”, 33, s. 195–200.
- Longmore P. (2002) San Francisco State University: Institute on Disability, aktualizacja 21 czerwca 2002, na <http://online.sfsu.edu/~longmore/>
- Lovitt T. C., Cushing S. (1999) *Parents of youth with disabilities*, „Remedial and Special Education”, 20, 134–142.
- Lovitt T. C., Plavins M., Cushing S. (1999) *What do pupils with disabilities have to say about their high school experience?* „Remedial and Special Education”, 20, s. 67–76, 83.

- MacMillan D. L., Gresham F. M., Bocian, K. M. (1998) *Discrepancy between definitions of learning disabilities and school practices: An empirical investigation*, „Journal of Learning Disabilities”, 31, s. 314–326.
- Mitchell D. T. (2002) University of Illinois-Chicago Ph. D. program in disability studies, aktualizowane 21 czerwca 2002, na <http://www.uic.edu/depts/idhd/DS/>
- Oswald D. P., Coutinho M. J., Best A. M., Singh, N. N. (1999) *Ethnic representation in special education: The influence of school-related economic and demographic variables*, „The Journal of Special Education”, 32, s. 194–206.
- Patton J. M. (1998) *The disproportionate representation of African Americans in special education: Looking behind the curtain for understanding and solutions*, „The Journal of Special Education”, 32, s. 25–31.
- Perlstein L. (2001, 11 lipca) *Schools awash in bad behavior: Area educators complain of students out of control*, „Washington Post”, s. B1, B5.
- Reschly D. J. (1997) *Utility of individual ability measures and public policy choices for the 21st century*, „School Psychology Review”, 26, s. 234–241.
- Rose L. C., Gallup A. M. (1998, wrzesień) *The 30th Annual Phi Delta Kappa/Gallup Poll of the public attitudes toward the public schools*, „Phi Delta Kappan”, 41–56.
- Rouse, M., Florian, L. (2001) *Editorial*, „Cambridge Journal of Education”, 31, s. 285–289.
- Russ S., Chiang B., Rylance B. J., Bongers J. (2001) *Caseload in special education: An integration of research findings*, „Exceptional Children”, 67, s. 161–172.
- Safran S. P. (1998) *The first century of disability portrayal in film: An analysis of the literature*, „The Journal of Special Education”, 31, s. 467–479.
- Safran S. P. (2000) *Using movies to teach students about disabilities*, „Teaching Exceptional Children”, 32, s. 44–47.
- Smith D. D., Tyler N. C., McLesky J., Saunders S. (2002) *The supply and demand of special education teachers*, Gainesville, FL, Center for Personnel Studies in Special Education.
- Townsend B. L. (2000, wiosna) *The disproportionate discipline of African American learners: Reducing school suspensions and expulsions*, „Exceptional Children”, 66, s. 381–391.
- Townsend B. L., Patton J. M. (2001) *The discourse on ethics, power, and privilege and African American learners: Guest editors' post notes*, „Teacher Education and Special Education”, 24, s. 48–49.
- U.S. Department of Education (1998) *The twentieth annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.
- U.S. Department of Education (1999) *Assistance to states for the education of children with disabilities program and the early intervention program for infants and toddlers with disabilities: final regulations*, Federal Register, 34, CRF części 300 i 303.
- U.S. Department of Education (2001) *Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.
- United States General Accounting Office (2001, styczeń) *Report to the committees on appropriations, U.S. Senate and House of Representatives, student discipline, Individuals with Disabilities Act*, Washington, DC, General Accounting Office (GAO-01-210).
- Wayzata Independent School District Nr. 284 vs. A.C. Nr 00-2346 MN, (8. Cir. 2001).
- West J., Hardman M. L. (2003) *Policy issues*, w: A. D. McCray H. Rieth, P. T. Sindelar (red.) *Critical issues in special education: Access alternative and accountability*, Boston, Allyn and Bacon.
- White R., Algozzine B., Audette R., Marr M. B., Ellis E. D. Jr. (2001, wrzesień) *Unified discipline: A school-wide approach for managing problem behavior*, „Intervention in School and Clinic”, 37, s. 3–8.
- Williams B. T. (2001) *Ethical leadership in schools servicing African American children and youth*, „Teacher Education and Special Education”, 24, s. 38–47.
- Yell M. L., Bradley R., Katsiyannis A., Rozalski M. E. (2000, kwiecień) *Ensuring compliance with the discipline provisions of IDEA '97*, „Journal of Special Education Leadership”, 13, s. 3–18.

Young B. A. (2002) *Public high school dropouts and completers from common core of data: School years 1998–99 to 1999–2000*, NCES Report 2002–328, Washington, DC, U.S. Department of Education, OERI, NCES.

Rozdział 2

Zindywidualizowane programy nauczania specjalnego – planowanie i świadczenie usług

Usługi edukacji specjalnej

- Ahearn E. (2002, kwiecień) *Due process hearings*: aktualizacja 2001, „Quick Turn Around”. Alexandria, VA, Project Forum at NASDSE.
- American Youth Policy Forum and Center on Educational Policy (2002) *Twenty-five years of educating children with disabilities: The good news and the work ahead*, Washington, DC, Authors.
- Bloom L., Bacon E. (1995) *Using portfolios for individual learning and assessment*, „Teacher Education and Special Education”, 18, s. 1–9.
- Bradley R., Danielson L. Hallahan D. P. (red.), (2002) *Identification of learning disabilities: Research to practice*, Mahwah, NJ, Erlbaum.
- Cartledge G., Kea C. D., Ida D. J. (2000, styczeń/luty) *Anticipating differences-celebrating strengths: Providing culturally competent services for students with serious emotional disturbance*, „Teaching Exceptional Children”, 32, s. 30–37.
- Commission on the Education of the Deaf. (1988) *Toward equality: Education of the deaf*, Washington, DC, U.S. Government Printing Office.
- Cook B. G. (2001) *A comparison of teachers' attitudes toward their included students with mild and severe disabilities*, „Journal of Special Education”, 34, s. 203–213.
- Cook B. G., Tankersley M., Cook L., Landrum T. J. (2000) *Teachers' attitudes toward their included students with disabilities*, „Exceptional Children”, 67, s. 115–135.
- Crockett J. B. (1999–2000) *Viable alternatives for students with disabilities: Exploring the origins and interpretations of LRE*, „Exceptionality”, 8, s. 43–60.
- Curran C. M., Harris M. B. (1996) *Uses and purposes of portfolio assessment for general and special educators*, Albuquerque: University of New Mexico.
- Deno E. (1970) *Special education as developmental capital*, „Exceptional Children”, 37, s. 229–237.
- Deshler D. (2001) *SIM to the rescue? Maybe... maybe not!* „Stratenotes”, 9, s. 1–4.
- Elliott S. N., Kratochwill T. R., Schulte A. G. (1998) *The assessment accommodation checklist*, „Teaching Exceptional Children”, 31, s. 10–14.
- Fennick E. (2001) *Coteaching: An inclusive curriculum for transition*, „Teaching Exceptional Children”, 33, s. 60–66.
- Fitzsimmons, M. K. (1998, listopad) *Functional behavior assessment and behavior intervention plans*, ERIC/OSEP Digest, EDO-EC-98-9, Reston, VA, ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children.
- Fox N. E., Ysseldyke J. E. (1997) *Implementing inclusion at the middle school level: Lessons from a negative example*, „Exceptional Children”, 64, 81–98.
- Friend M. (2000, maj/czerwiec) *Myths and misunderstandings about professional collaboration*, „Remedial and Special Education”, 21, s. 130–132, 160.
- Fuchs L. S., Deno, S. L. (1994) *Must instructionally useful performance assessment be based in the curriculum?* „Exceptional Children”, 61, s. 15–24.
- Fuchs L. S., Fuchs D. (1998) *Treatment validity, A unifying concept for reconceptualizing the identification of learning disabilities*, „Learning Disabilities Research and Practice”, 13, s. 204–219.
- Hall L. J., McGregor J. A. (2000) *A follow-up study of the peer relationships of children with disabilities in an inclusive school*, „Journal of Special Education”, 34, s. 114–126, 153.

- Hanson M. J., Horn E., Sandall S., Beckman P., Morgan M., Marquart J., Barnwell D., Chou H.-Y. (2001) *After preschool inclusion: Children's educational pathways over the early school years*, „Exceptional Children”, 68, s. 65–83.
- Hébert T. P. (2001) *Jermaine: A critical case study of a gifted Black child living in rural poverty*, „Gifted Child Quarterly”, 45, s. 85–103.
- Horner R. H. (1994) *Functional assessment: Contributions and future directions*, „Journal of Applied Behavior Analysis”, 27, s. 401–404.
- Hughes M. T., Valle-Riestra D. M., Arguelles, M. E. (2002) *Experiences of Latino families with their child's special education Program*, „Multicultural Perspectives”, 4, s. 11–17.
- Hunt P., Goetz L. (1997) *Research on inclusive educational programs, practices, and outcomes for students with severe disabilities*, „Journal of Special Education”, 31, s. 3–29.
- Johnson R. C. (2001, wiosna/lato) *High stakes testing and deaf students: Some research perspectives*, „Research at Gallaudet”, s. 1–6.
- Kennedy C. H., Shukla S., Fryxell D., (1997) *Comparing the effects of educational placement on the social relationships of intermediate school students with severe disabilities*, „Exceptional Children”, 64, s. 31–47.
- Keogh B. K. (1988) *Perspectives on the regular education initiative*, „Learning Disabilities Focus”, 4, s. 3–5.
- King-Sears M. E. (2001, listopad) *Three steps for gaining access to the general education curriculum for learners with disabilities*, „Intervention in School and Clinic”, 37, 67–76.
- Klingner J. K., Vaughn S., Schumm J. S., Cohen P., Forgan J. W. (1998) *Inclusion or pull-out: Which do students prefer?*, „Journal of Learning Disabilities”, 31, s. 148–158.
- Landau J. K., Vohs J. R., Romano C. (1998) *Statewide assessment: Policy issues, questions, and strategies*, Boston, The Federation for Children with Special Needs.
- Lanford A. D., Cary L. G. (2000, maj/czerwiec) *Graduation requirements for students with disabilities*, „Remedial and Special Education”, 21, s. 152–160.
- Larson P. J., Maag, J. W. (1998) *Applying functional assessment in general education classrooms: Issues and recommendations*, „Remedial and Special Education”, 19, s. 338–349.
- Lovitt T. C., Plavins M., Cushing S. (1999) *What do pupils with disabilities have to say about their experience in high school?*, „Remedial and Special Education”, 20, s. 67–76, 83.
- MacMillan D., Forness S. R. (1998) *The role of IQ in special education placement decisions: Primary and determinative or peripheral and inconsequential?*, „Remedial and Special Education”, 19, s. 239–253.
- Moody S. W., Vaughn S., Hughes M. T., Fischer M. (2000) *Reading instruction in the resource room: Set up for failure*, „Exceptional Children”, 66, s. 305–316.
- National Center on Education, Disability, and Juvenile Justice (2002) *Monograph series on education, disability and juvenile justice*, aktualizacja 13 lipca 2002, na <http://www.edjj.org/monographs/index.html>
- Office of Special Education Programs (2000) *High school graduation. Twenty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, (s. IV-15 do W-21), Washington, DC, U.S. Department of Education.
- Padeliađu S., Zigmond N. (1996) *Perspectives of students with learning disabilities about special education placement*, „Learning Disabilities Research and Practice”, 11, s. 15–23.
- Palmer D. S., Fuller K., Arora T., Nelson, M. (2001) *Taking sides: Parent views on inclusion for their children with severe disabilities*, „Exceptional Children”, 67, s. 467–484.
- Project Forum (1999, luty) *Issue: Linkage of the IEP to the general education curriculum. Quick Turn Around*, Washington, DC, NASDSE.
- Rea P. J., McLaughlin V. L., Walther-Thomas C. (2002) *Outcomes for students with disabilities in inclusive and pullout Programs*, „Exceptional Children” 68, s. 203–222.
- Rose L. C., Gallup A. M. (1998, wrzesień) *The 30th annual Phi Delta Kappa/Gallup poll of the public's attitudes toward the public schools*, „Phi Delta Kappan”, s. 41–56.

- Sailor W. (1991) *Special education in the restructured school*, „Remedial and Special Education”, 12, 8–22.
- Salend S. J. (1998) *Using portfolios to assess student performance*, „Teaching Exceptional Children”, 31, s. 36–43.
- Salend S. J., Duhaney L. M. G. (1999) *The impact of inclusion on students with and without disabilities and their educators*, „Remedial and Special Education”, 20, 114–126.
- Smith D. D. (1988) *No more noses to the glass: A response*, „Exceptional Children”, 54, s. 476.
- Smith P. D., Gast D. L., Logan K. R., Jacobs H. A. (2001) *Customizing instruction to maximize functional outcomes for students with profound disabilities*, „Exceptionality”, 9, s. 135–145.
- Smith R., Salend S., Ryan S. (2001) *Closing or opening the special education curtain*, „Teaching Exceptional Children”, 33, s. 18–23.
- Snell M. E. (1988) *Gartner and Lipsky's "Beyond special education: Toward a quality system for all students": Messages to TASH*, „Journal of the Association for Persons with Severe Handicaps”, 13, s. 137–140.
- Stainback S., Stainback W., East K., Sapon-Shevin M. (1994) *A commentary on inclusion and the development of a positive self-identity by people with disabilities*, „Exceptional Children”, 60, s. 486–490.
- Thurlow M. J. (1998) *Assessment: A key component of education Reform*, Boston, The Federation for Children with Special Needs.
- Turnbull H. R. III, Turnbull A., Shank M., Smith S., Leal D. (2002) *Exceptional Lives: Special education in today's schools* (wyd. trzecie), Upper Saddle River, NJ: Prentice-Hall.
- U.S. Department of Education (1999) *Assistance to states for the education of children with disabilities program and the early intervention program for infants and toddlers with disabilities; final regulations*, Federal Register, 34, CRF części 300 i 303.
- U.S. Department of Education (2001) *The twenty-third annual report to Congress on the implementation of IDEA*, Washington, DC, U.S. Government Printing Office.
- Vanderwood M., McGrew K. S., Ysseldyke J. E. (1998) *Why we can't say much about students with disabilities during education reform*, „Exceptional Children”, 64, s. 359–370.
- VanEtten S. (1998) *The participation of students with disabilities in large-scale assessments*, Unpublished doctoral dissertation, University of New Mexico, Albuquerque.
- Vaughn S., Elbaum B., Boardman, A. G. (2001) *The social function of students with learning disabilities: Implications for inclusion*, „Exceptionality”, 9, s. 47–65.
- Vaughn S., Schumm J. S. (1995) *Responsible inclusion for students with learning disabilities*, „Journal of Learning Disabilities”, 28, s. 264–290.
- Welch M., Richards G., Oltada R., Richards J., Prescott, S. (1995) *A consultation and paraprofessional pull-in system of service delivery*, „Remedial and Special Education”, 16, s. 16–28.
- Williams B. T., Katsiyannis A. (1998, styczeń), *The 1997 IDEA amendments: Implications for school principals*, „NASPP Bulletin”, 82, s. 12–18.
- Yell M. L., Shriner J. G. (1997, wrzesień) *The IDEA amendments of 1997: Implications for special and general education teachers, administrators, and teacher trainers*, „Focus on Exceptional Children”, 30, s. 1–19.
- Ziegler D. (2002, kwiecień) *Reauthorization of the Elementary and Secondary Education Act: No Child Left Behind Act of 2001*, Arlington, VA, The Council for Exceptional Children, Public Policy Unit.

Zindywidualizowane programy nauczania specjalnego

- Algozzine B., Ysseldyke J. E., Christenson S. (1983) *An analysis of the incidence of special class placement: The masses are burgeoning*, „Journal of Special Education”, 17, s. 141–147.
- Bateman B., Linden M. A. (1998) *Better IEPs: How to develop legally correct and educationally useful programs* (wyd. trzecie), Longmont, CO, Sopris West.
- Bear G. G. (1999) *Interim alternative educational settings: Related research and program considerations*, Alexandria, VA, National Association of State Directors of Special Education (NASDSE).

- Blalock G. (1996) *Community transition teams as the foundation for transition services for youth with learning disabilities*, „Journal of Learning Disabilities”, 29, s. 148–159.
- Clark G. M. (1996) *Transition planning assessment for secondary-level students with learning disabilities*, „Journal of Learning Disabilities”, 29, s. 79–92.
- Council for Exceptional Children (CEC), (1999) *IEP Team Guide*, Reston, VA, Author.
- Finn Jr. C. E., Rotherham A. J., Hokanson, Jr. C. R. (red.), (2001) *Rethinking special education for a new century*, Washington, DC, Thomas B. Fordham Foundation and the Progressive Policy Institute.
- Hasazi S. B., Furney K. S., Destefano L. (1999) *Implementing the IDEA transition mandates*, „Exceptional Children”, 65, s. 555–566.
- Katsiyannis A., Maag J. W. (1998) *Disciplining students with disabilities: Issues and considerations for implementing IDEA '97*, „Behavioral Disorders”, 23, s. 276–289.
- Kroth R. (1990) *A report of the referral and identification rate of students in the Albuquerque public schools*, Unpublished manuscript, University of New Mexico, Albuquerque.
- Lehmann J. P., Bassett D. S., Sands D. J. (1999) *Students' participation in transition-related actions: A qualitative study*, „Remedial and Special Education”, 20, s. 160–169.
- Lovitt T. C., Cushing S. S., Stump C. (1994) *High school students rate their IEPs: Low opinions and lack of ownership*, „Intervention in School and Clinic”, 30, s. 34–37.
- Lovitt T. C., Plavins M., Cushing S. (1999) *What do pupils with disabilities have to say about their experience in high school?* „Remedial and Special Education”, 20, s. 67–76, 83.
- NICHCY (1998, czerwiec) *The IDEA Amendments of 1997 (Special Issue)*, „News Digest”, 26, s. 1–39.
- Patton J. R., Blalock G. (1996) *Transition and students with learning disabilities: Facilitating the movement from school to adult life*, Austin, TX, Pro-Ed.
- Patton J. R., Cronin M. E., Jarrrels V. (1997) *Curricular implications of transition: Life skills instruction as an integral part of transition education*, „Remedial and Special Education”, 18, s. 294–306.
- Pautier N. F. (1995, 6 kwietnia) *Area high schools flunk in attempt to teach learning disabled*, „University Week”, s. 5.
- Sands D. J. (1999) *Best practices in transition: What school professionals can do to promote high student participation in transition services*, Denver, Technology and Special Services Division, College of Education, University of Colorado at Denver.
- U.S. Department of Education (1999) *Assistance to states for the education of children with disabilities program and the early intervention program for infants and toddlers with disabilities; final regulations*. Federal Register, 34, CRF części 300 i 303.
- Voyles L. (1999) *Special focus issue: A primer on IDEA 1997 and its regulations*, „CEC Today”, 5, s. 1–12.

Rozdział 3

Trudności w uczeniu się

Definicja trudności w uczeniu się

- American Psychiatric Association (1994) *Diagnostic and statistical manual of mental disorders* (wyd. czwarte), (DSM-IV), Washington, DC, American Psychiatric Association.
- Bevilacqua S. (2002, 3 maja) *Racial disparity: Reduce LD population regardless of IDEA reforms to come*, „The Special Educator”, 17, s. 1, 6.
- Blair C., Scott K. G. (2002) *Proportion of LD placements associated with low socioeconomic status: Evidence for a gradient?* „Journal of Special Education”, 36, s. 14–22.
- Bonafina M. A., Newcorn J. H., McKay K. E., Koda V. H., Halperin J. M. (2000, maj/czerwiec) *ADHD and reading disabilities: A cluster analytic approach for distinguishing subgroups*, „Journal of Learning Disabilities”, 33, s. 297–307.

- Bryant D. P., Bryant B. R., Hammill D. D. (2000, marzec/kwiecień) *Characteristic behaviors of students with LD who have teacher-identified math weakness*, „Journal of Learning Disabilities”, 33, s. 168–177, 199.
- Bryant D. P., Vaughn S., Linan-Thompson S., Ugel N., Hamff A., Hougen M. (2000, jesień) *Reading outcomes for students with and without reading disabilities in general education middle-school content area classes*, „Learning Disability Quarterly”, 23, s. 238–252.
- Cannon L. (1998, marzec/kwiecień) *To promote or to retain: NJCLD Responds*, „LDA Newsbriefs”, 33, s. 1.
- Compton D. (2002) *The relationships among phonological processing, orthographic processing, and lexical development in children with reading disabilities*, „Journal of Special Education”, 35, s. 201–210.
- Elksnin L. K., Bryant D. P., Gartland D., King-Sears M., Rosenberg M. S., Scanlon D., Strosnider R., Wilson R. (2001, jesień) *LD summit: Important issues for the field of learning disabilities*, „Learning Disability Quarterly”, 24, s. 297–305.
- Finn Jr., C. E. Rotherham A. J., Hokanson Jr. C. R. (red.), (2001) *Rethinking special education for a new century*, Washington, DC, Thomas B. Fordham Foundation and the Progressive Policy Institute.
- Fletcher J. M., Lyon G. R., Barnes M., Stuebing K. K., Francis D. J., Olson R. K., Shaywitz S. E., Shaywitz B. A. (2002) *Classifications of learning disabilities: An evidence-based Evaluation*, w: R. Bradley, L. Danielson, D. P. Hallahan (red.), *Identification of learning disabilities: Research to practice*, s. 185–250, Mahwah, NJ, Erlbaum.
- Fuchs D. (2002, 17 lipca) *Identification of students with LD: From IQ-achievement discrepancy to response-to-treatment*, Paper presented at Kansas University's Center for Research on Learning International SIM Trainers Conference, Lawrence, KS.
- Fuchs D., Fuchs L. S., Mathes P. G., Lipsey M. W., Roberts P. H. (2002) *Is “learning disabilities” just a fancy term for low achievement? A meta-analysis of reading differences between low achievers with and without the label*, w: R. Bradley, L. Danielson, D. P. Hallahan (red.), *Identification of learning disabilities: Research to practice*, s. 747–762, Mahwah, NJ, Erlbaum.
- Fuchs D., Fuchs L. S., Thompson A., Al Otaiba S., Yen L., Yang N. J., Svenson E., Braun M. (2002) *Exploring the importance of reading programs for kindergarteners with disabilities in mainstream classrooms*, „Exceptional Children”, 68, s. 295–311.
- Fuchs L. S., Fuchs D. (2001) *Principles for the prevention and intervention of mathematics difficulties*, „Learning Disabilities Research and Practice”, 16, s. 85–95.
- Fuchs L. S., Fuchs D., Hamlett C. L., Appleton A. C. (2002, maj) *Explicitly teaching for transfer: Effects on the mathematical problem-solving performance of students with mathematical disabilities*, „Learning Disabilities Research and Practice”, 17, s. 90–106.
- Gerber M. M. (1999–2000) *An appreciation of learning disabilities: The value of blue-green algae*, „Exceptional Children”, 8, s. 29–42.
- Graham S., Harris K. R., Larsen, L. (2001) *Prevention and intervention of writing difficulties for students with learning disabilities*, „Learning Disabilities Research and Practice”, 16, s. 74–84.
- Gregg N., Mather, N. (2002, luty) *School is fun at recess: Informal analyses of written language for students with learning disabilities*, „Journal of Learning Disabilities”, 35, s. 7–22.
- Gresham F. (1991) *Conceptualizing behavior disorders in terms of resistance to intervention*, „School Psychology Review”, 20, s. 23–36.
- Gresham F. (2002) *Responsiveness to intervention: An alternative approach to the identification of learning disabilities*, w: R. Bradley, L. Danielson, D. P. Hallahan (red.), *Identification of learning disabilities: Research to practice*, s. 467–519, Mahwah, NJ, Erlbaum.
- Jenkins J. R., O'Connor R. E. (2002) *Early identification and intervention for young children with reading/learning disabilities*, w: R. Bradley, L. Danielson, D. P. Hallahan (red.), *Identification of learning disabilities: Research to practice*, s. 99–149, Mahwah, NJ, Erlbaum.
- Jitendra A. (2002, marzec/kwiecień) *Teaching students math problem-solving through graphic representations*, „Teaching Exceptional Children”, 34, s. 34–38.

- Kaplan B. J., Crawford S. G., Dewey D. M., Fisher G. C. (2000, wrzesień/październik) *The IQs of Children with ADHD are normally distributed*, „Journal of Learning Disabilities”, 33, s. 425–432.
- Kavale K. A. (2002) *Discrepancy models in the identification of learning disability*, w: R. Bradley, L. Danielson, D. P. Hallahan (red.), *Identification of learning disabilities: Research to practice*, s. 369–426, Mahwah, NJ, Erlbaum.
- Kavale K. A., Forness S. R. (2000, maj/czerwiec) *What definitions of learning disability say and don't say*, „Journal of Learning Disabilities”, 33, s. 239–256.
- King P. (1998, 15 czerwca) *Politics of promotion: An old idea – keeping kids back – is hot again*, „New-week”, s. 27.
- Learning Disability Summit (2001, 29, 30 listopada) *Consensus Report*, Lawrence, ICS, University of Kansas.
- Lester G., Kelman M. (1997) *State disparities in the diagnosis and placement of pupils with learning disabilities*, „Journal of Learning Disabilities”, 30, s. 599–607.
- Lyon G. R., Fletcher J. M., Shaywitz S. E., Shaywitz B. A., Torgesen J. K., Wood F. B., Schulte A., Olson R. (2001) *Rethinking learning disabilities*, w: C. E. Finn, A. J. Rotherham, C. R. Hokanson (red.), *Rethinking special education for a new century*, s. 259–288, Washington DC, Thomas B. Fordham Foundation and the Progressive Policy Institute.
- MacMillan D. L., Gresham F. M., Bocian K. M. (1998) *Discrepancy between definitions of learning disabilities and school practices: An empirical investigation*, „Journal of Learning Disabilities”, 31, s. 314–326.
- MacMillan D. L., Siperstein G. N. (2002) *Learning disabilities as operationally defined by schools*, w: R. Bradley, L. Danielson, D. P. Hallahan (red.), *Identification of learning disabilities: Research to practice*, s. 287–333, Mahwah, NJ, Erlbaum.
- Mayes S. D., Calhoun S. L., Crowell E. W. (2000, wrzesień/październik) *Learning disabilities and ADHD: Overlapping spectrum disorders*, „Journal of Learning Disabilities”, 33, s. 417–424.
- McMasters K., Fuchs D., Fuchs L., Compton D. L. (2000) *Monitoring the academic progress of children who are unresponsive to generally effective early reading intervention*, „Assessment for Effective Intervention”, 27, s. 23–33.
- Miller L. L., Felton R. H. (2001) *„It's one of them. . . I don't know”: Case study of a student with phonological, rapid naming, and word-finding deficits*, „Journal of Special Education”, 35, s. 125–133.
- National Joint Committee on Learning Disabilities (NJCLD). (1994) *Collective perspectives on issues affecting learning disabilities*, Austin, TX, Pro-Ed.
- Pisecco S., Baker D. B., Silva P. A., Brooke M. (2001, marzec/kwiecień) *Boys with reading disabilities and/or ADHD: Distinctions in early childhood*, „Journal of Learning Disabilities”, 34, s. 98–106.
- Robinson C. S., Menchetti B. M., Torgesen J. K. (2002, maj) *Toward a two-factor theory of one type of mathematics disabilities*, „Learning Disabilities Research and Practice”, 17, s. 81–89.
- Schrag J. A. (2000, październik) *Discrepancy approaches for identifying learning disabilities*, „Quick Turn Around”, s. 1–11.
- Scruggs T. E., Mastropieri M. A. (2002) *On babies and bathwater: Addressing the problems of identification of learning disabilities*, „Learning Disability Quarterly”, 25, s. 155–169.
- Torgesen, J. K. (2002) *Empirical and theoretical support for direct diagnosis of learning disabilities by assessment of intrinsic processing weaknesses*, w: R. Bradley, L. Danielson, D. P. Hallahan (red.), *Identification of learning disabilities: Research to practice*, Mahwah, NJ, Erlbaum.
- U.S. Department of Education (1999) *Assistance to states for the education of children with disabilities program and the early intervention program for infants and toddlers with disabilities: Final regulations*, Federal Register, 34, CRF części 300 i 303.
- U.S. Department of Education (2001) *The annual report to Congress on the implementation of IDEA*, Washington, DC, U.S. Government Printing Office.
- Willcutt E. G., Pennington B. F. (2000, marzec/kwiecień) *Cormorbidity of reading disability and attention-deficit/hyperactivity disorder: Differences by gender and subtype*, „Journal of Learning Disabilities”, 33, s. 179–191.

Rys historyczny

- Hallahan D. P., Mercer C. D. (2002) *Learning disabilities: Historical perspectives*, w: R. Bradley, L. Danielson, D. P. Hallahan (red.), *Identification of learning disabilities: Research to practice*, s. 1–67, Mahwah, NJ, Erlbaum.
- Hammill D., Larsen S. (1974) *The effectiveness of psycholinguistic Abilities*, „Exceptional Children”, 41, s. 5–14.
- Wiederholt J. L. (1974) *Historical perspectives on the education of the learning disabled*, w: L. Mann and D. Sabatino (red.), *The second review of special education*, s. 103–152, Philadelphia, „Journal of Special Education Press”.

Rozpowszechnienie

- Chambers J. G., Parrish T., Harr J. J. (2002, marzec) *What are we spending on special education services in the United States, 1999–20002 Advance report I*, American Institutes for Research: Special Education Expenditure Project (SEEP).
- Finn C. E. Jr., Rotherham A. J., Hokanson Jr., C. R. (red.), (2001) *Rethinking special education for a new century*, Washington, DC, Thomas B. Fordham Foundation and the Progressive Policy Institute.
- MacMillan D. L., Gresham F. M., Bocian K. M. (1998) *Discrepancy between definitions of learning disabilities and school practices: An empirical investigation*, „Journal of Learning Disabilities”, 31, s. 314–326.
- Reschly D. J. (2002) *Minority overrepresentation: The silent contributor to LD prevalence and diagnostic confusion*, w: R. Bradley, L. Danielson, D. P. Hallahan (red.), *Identification of learning disabilities: Research to practice*, s. 361–368, Mahwah, NJ, Erlbaum.
- U.S. Department of Education (2000) *The twenty-second annual report to Congress on the implementation of IDEA*, Washington, DC, U.S. Government Printing Office.
- U.S. Department of Education (2001) *The twenty-third annual report to Congress on the implementation of IDEA*, Washington, DC, U.S. Government Printing Office.

Przyczyny i zapobieganie

- Bakken J. P., Whedon C. K. (2002) *Teaching text structure to improve reading comprehension*, „Intervention in School and Clinic”, 37, s. 229–233.
- Bender W. (2001) *Learning disabilities: Characteristics, identification, and teaching strategies* (wyd. czwarte), Boston, Allyn and Bacon.
- Blair C., Scott K. G. (2002) *Proportion of LD placements associated with low socioeconomic status: Evidence for a gradient?* „Journal of Special Education”, 36, s. 14–22.
- Compton D. (2002) *The relationships among phonological processing, orthographic processing, and lexical development in children with reading disabilities*, „Journal of Special Education”, 35, s. 201–210.
- Decker S. N., DeFries, J. C. (1980) *Cognitive abilities in families of reading disabled children*, „Journal of Learning Disabilities”, 13, s. 517–522.
- Decker S. N., DeFries J. C. (1981) *Cognitive ability profiles in families of reading disabled children*, „Developmental Medicine and Child Neurology”, 23, s. 217–227.
- Fuchs L. S., Fuchs D. (2001) *Principles for the prevention and intervention of mathematics difficulties*, „Learning Disabilities Research and Practice”, 16, s. 85–95.
- Gilger J. W. (2001, grudzień) *Current issues in the neurology and genetics of learning-related traits and disorders: Introduction to the special issue*, „Journal of Learning Disabilities”, 34, s. 490–491.
- Graham S., Harris K. R., Larsen, L. (2001) *Prevention and intervention of writing difficulties for students with learning disabilities*, „Learning Disabilities Research and Practice”, 16, s. 74–84.
- Raskind W. H. (2001) *Current understanding of the genetic basis of reading and spelling disability*, „Learning Disability Quarterly”, 24, s. 141–157.
- Richards T. L. (2001) *Functional magnetic resonance imaging and spectroscopic imaging of the brain: Application of fMRI and fMRS to reading disabilities and education*, „Learning Disability Quarterly”, 24, s. 189–203.

- Smith S. D., Kelley P. M., Askew J. W., Hoover D. M., Deffenbacher K. E., Gayán J. (2001, listopad/grudzień) *Reading disability and chromosome 6p21.3: Evaluation of MOG as a candidate gene*, „Journal of Learning Disabilities”, 34, s. 512–519.
- Torgesen J. K., Wagner R. K. (1998) *Alternative diagnostic approaches for specific developmental reading disabilities*, „Learning Disabilities Research and Practice”, 23, s. 220–232.
- Wetherby A. M. (2002) *Communication disorders in infants, toddlers, and preschool children*, w: G. H. Shames, N. B. Anderson (red.), *Human communication disorders: An introduction* (wyd. szóste), s. 186–217, Boston, Allyn and Bacon.
- Wood F. B., Grigorenko E. L. (2001) *Emerging issues in the genetics of dyslexia: A methodological preview*, „Journal of Learning Disabilities”, 34, s. 503–511.

Charakterystyka trudności w uczeniu się

- Bryan T. (1997) *Assessing the personal and social status of students with learning disabilities*, „Learning Disabilities Research and Practice”, 12, s. 63–76.
- Brigham R., Brigham M. (2001, lato) *A focus on mnemonic instruction*, „Current Practice Alerts”, 5, s. 1–4.
- Carlson C. L., Booth J. E., Shin M., Canu W. H. (2002) *Parent-, teacher-, and self-rated motivational styles in ADHD subtypes*, „Journal of Learning Disabilities”, 35, s. 104–113.
- Deshler D. D., Schumaker J. B., Lenz B. K., Bulgren J. A., Hock M. F., Knight J., Ehren B. J. (2001) *Ensuring content-area learning by secondary students with learning disabilities*, „Learning Disabilities Research and Practice”, 16, s. 96–108.
- Dev P. C. (1997) *Intrinsic motivation and academic achievement: What does their relationship imply for the classroom teacher?* „Remedial and Special Education”, 18, s. 12–19.
- Dimitrovsky L., Spector H., Levy-Schiff R. (2000, wrzesień/październik) *Stimulus gender and emotional difficulty level: Their effect on recognition of facial expressions of affect in children with and without LD*, „Journal of Learning Disabilities”, 33, s. 410–416.
- Donahue M. L. (1997) *Beliefs about listening in students with learning disabilities: „Is the speaker always right?”*, „Topics in Language Disorders”, 17, s. 41–61.
- Elliott S. N., Malecki C. K., Demaray M. K. (2001) *New directions in social skills assessment and intervention for elementary and middle school students*, „Exceptionality”, 9, s. 19–32.
- Ellis E. S. (1986) *The role of motivation and pedagogy on the generalization of cognitive strategy training*, „Journal of Learning Disabilities”, 19, s. 66–70.
- Fuchs D., Fuchs L. S. (1998) *Researchers and teachers working together to adapt instruction for diverse learners*, „Learning Disabilities Research and Practice”, 13, s. 126–137.
- Fuchs L. S., Fuchs D., Hamlett C. L., Appleton A. C. (2002, maj) *Explicitly teaching for transfer: Effects on the mathematical problem-solving performance of students with mathematical disabilities*, „Learning Disabilities Research and Practice”, 17, s. 90–106.
- Fulk B. M. (1996) *The effects of combined strategy and attribution training on LD adolescents' spelling performance*, „Exceptionality”, 6, s. 13–17.
- Gresham F. M., MacMillan D. L., Bocian K. M. (1996) *Learning disabilities, low achievement, and mild mental retardation: More alike than different?* „Journal of Learning Disabilities”, 29, s. 570–581.
- Gresham F. M., Sugai G., Horner R. H. (2001, wiosna) *Interpreting outcomes of social skills training for students with high-incidence disabilities*, „Exceptional Children”, 67, s. 331–344.
- Haager D., Vaughn S. (1995) *Parent, teacher, peer, and self-reports of the social competence of students with learning disabilities*, „Journal of Learning Disabilities”, 28, s. 205–231.
- Harris K. R., Graham S. (1999) *Programmatic intervention research: Illustrations from the evolution of self-regulated strategy development*, „Learning Disability Quarterly”, 22, s. 251–262.
- Hock M. (1997, czerwiec) *Student motivation and commitment: A cornerstone of strategy instruction*, „Strategram”, 9, s. 1–2.
- Kavale K. A., Forness S. R. (1996) *Social skill deficit and learning disabilities: A meta-analysis*, „Journal of Learning Disabilities”, 29, s. 226–237.
- Kuhne M., Wiener J. (2000, zima) *Stability of social status of children with and without learning disabilities*, „Learning Disability Quarterly”, 23, s. 64–75.

- Lerner J. (1993) *Learning Disabilities: Theories, diagnosis, and teaching strategies* (wyd. szóste), Boston, Houghton Mifflin.
- Le Mare L., Ronde M. de la (2000 zima) *Links among social status, service delivery mode, and service delivery preference in LD, low-achieving, and normally achieving elementary-aged children*, „Learning Disability Quarterly”, s. 23, 52–62.
- Margalit M. (1998) *Loneliness and coherence among preschool children with learning disabilities*, „Journal of Learning Disabilities”, 31, s. 173–190.
- Mercer C. D. (1997) *Students with learning disabilities* (wyd. piąte), Columbus, OH, Merrill.
- Merrell K.W. (2001) *Assessment of children's social skills: Recent developments, best practices, and new directions*, „Exceptionality”, 9, s. 3–18.
- Pearl R. (1982) *LD children's attributions for success and failure: A replication with a labeled LD sample*, „Learning Disabilities Quarterly”, 5, s. 173–176.
- Ring M. M., Reetz L. (2000) *Modification effects on attributions of middle school students with learning disabilities*, „Language Disabilities Research and Practice”, 15, s. 34–42.
- Rivera D. P., Smith D. D. (1997) *Teaching students with learning and behavior problems*, Boston Allyn and Bacon.
- Sexton M., Harris K. R., Graham, S. (1998) *Self-regulated strategy development and the writing process: Effects on essay writing and attributions*, „Exceptional Children”, 64, s. 295–311.
- Stormont-Spurgin M. (1997) *I lost my homework: Strategies for improving organization in students with ADHD*, „Intervention in School and Clinic”, 32, s. 270–274.
- Switzky H. N., Schultz G. F. (1988) *Intrinsic motivation and learning performance: Implications for individual educational programming for learners with mild handicaps*, „Remedial and Special Education”, 9, s. 7–14.
- Torgesen J. K., Licht B. G. (1983) *The learning disabled child as an inactive learner: Retrospect and prospects*, w: J. D. McKinney, F. Feagan (red.), *Current topics in learning disabilities*, t. 1, s. 3–31, Norwood, NJ, Ablex.
- Tur-Kaspa H., Weisel A., Segev L. (1998) *Attributions for feelings of loneliness of students with learning disabilities*, „Learning Disabilities Research and Practice”, 13, s. 89–94.
- Vaughn S., Elbaum B., Boardman A. G. (2001) *The social function of students with learning disabilities: Implications for inclusion*, „Exceptionality”, 9, s. 47–65.
- Wiener J., Sunohara G. (1998) *Parents' perceptions of the quality of friendship of their children with learning disabilities*, „Learning Disabilities Research and Practice”, 13, s. 242–257.

Edukacja we wczesnym dzieciństwie

- Blair C., Scott, K. G. (2002) *Proportion of LD placements associated with low socioeconomic status: Evidence for a gradient?* „Journal of Special Education”, 36, s. 14–22.
- Dickinson, D. K., McCabe A. (2001) *Bringing it all together: The multiple origins, skills, and environmental supports of early literacy*, „Learning Disabilities Research and Practice”, 16, s. 186–202.
- Fuchs D., Fuchs L. S., Thompson A., Al Otaiba S., Yen L., Yang N. J., Svenson E., Braun M. (2002) *Exploring the importance of reading programs for kindergarteners with disabilities in mainstream classrooms*, „Exceptional Children”, 68, s. 295–311.
- Hammill D. D., Mather N., Allen E. A., Roberts R. (2002, marzec/kwiecień) *Using semantics, grammar, phonology, and rapid naming tasks to predict word identification*, „Journal of Learning Disabilities”, 35, s. 121–136.
- Jenkins J. R., O'Connor R. E. (2002) *Early identification and intervention for young children with reading/learning disabilities*, w: R. Bradley, L. Danielson, D. P. Hallahan (red.), *Identification of learning disabilities: Research to practice*, s. 99–149, Mahwah, NJ, Erlbaum.
- Katims D. S. (1994) *Emergence of literacy in preschool children with disabilities*, „Learning Disabilities Quarterly”, 17, s. 58–69.
- Learning Disability Summit (2001, 29, 30 listopada) *Consensus report*, Lawrence, KS, University of Kansas.
- Lyon G. R., Fletcher J. M., Shaywitz S. E., Shaywitz B. A., Torgesen J. K., Wood F. B., Schulte A., Olson R. (2001) *Rethinking learning disabilities*, w: C. E. Finn, A. J. Rotherham, C. R. Hokanson

- (red.), *Rethinking special education for a new century*, s. 259–288, Washington DC, Thomas B. Fordham Foundation and the Progressive Policy Institute.
- Miller, L. L., Felton R. H. (2001) „It's one of them... I don't know:” *Case study of a student with phonological, rapid naming, and word-finding deficits*, „Journal of Special Education”, 35, s. 125–133.
- Paul P. V. (2000, marzec/kwiecień) *A few remarks on the development of early literacy*, „Volta Voices”, s. 18–21.
- Shames G. H., Anderson N. B. (2002) *Human communication disorders: An introduction* (wyd. szóste). Boston, Allyn and Bacon.
- Torgesen J. K., Wagner R. K. (1998) *Alternative diagnostic approaches for specific developmental reading disabilities*, „Learning Disabilities Research and Practice”, 13, s. 220–232.
- Torgesen J. K., Wagner R. K., Rashotte C. A. (1994) *Longitudinal studies of phonological processing and reading*, „Journal of Learning Disabilities”, 27, s. 276–286.

Od szkoły podstawowej do średniej

- Bakken J. P., Mastropieri M. A., Scruggs T. E. (1997) *Reading comprehension of expository science material and students with learning disabilities: A comparison of strategies*, „Journal of Special Education”, 31, s. 300–324.
- Biemiller A., Siegel L. S. (1997) *A longitudinal study of the effects of the Bridge reading program for children at risk for reading failure*, „Learning Disabilities Quarterly”, 20, s. 83–92.
- Brigham R., Brigham M. (2001, lato) *A focus on mnemonic instruction*, „Current Practice Alerts”, 5, s. 1–4.
- Carnine D., Silbert J., and Kameenui E. J. (1997) *Direct instruction reading* (wyd. trzecie), Columbus, OH, Merrill.
- Deshler D., Roth J. (2002, kwiecień) *Strategic research: A summary of learning strategies and related research*, „StrateNotes”, 10, s. 1–5.
- Deshler D. D., Schumaker J. B., Lenz B. K., Bulgren J. A., Hock M. F., Knight J., Ehren B. J. (2001) *Ensuring content-area learning by secondary students with learning disabilities*, „Learning Disabilities Research and Practice”, 16, s. 96–108.
- Ehri L. C., Nunes S. R., Willows D. M., Schuster B. V., Yaghoub Z. Z., Shanahan T. (2001) *Phonic awareness instruction helps children learn to read: Evidence from the national reading panel's meta-analysis*, „Reading Research Quarterly”, 36, s. 250–287.
- Foorman B. R., Torgesen J. (2001) *Critical elements of classroom and small-group instruction promote reading success in all children*, „Learning Disabilities Research and Practice”, 16, s. 203–212.
- Fowler G. L. (1982) *Developing comprehension skills in primary students through the use of story frames*, „Reading Teacher”, 36, s. 176–179.
- Fuchs D. (2002, 17 lipca) *Identification of students with LD: From IQ-achievement discrepancy to response-to-treatment*, Paper presented at Kansas University's Center for Research on Learning International SIM Trainers Conference, Lawrence, K. S.
- Hammill D., Larsen S. (1974). *The effectiveness of psycholinguistic Abilities*, „Exceptional Children”, 41, s. 5–14.
- Hock M. F. (2001, styczeń) *Strategy instruction and tutoring*, „Strategram”, 13, s. 1–5.
- Hoehn T. P., Baumeister A. A. (1994) *A critique of the application of sensory integration therapy to children with learning disabilities*, „Journal of Learning Disabilities”, 27, s. 338–350.
- Idol L. (1987) *Group story mapping: A comprehension strategy for both skilled and unskilled readers*, „Journal of Learning Disabilities”, 20, s. 196–205.
- Jenkins J., O'Connor R. E. (2002) *Early identification and intervention for young children with reading/learning disabilities*, w: R. Bradley, L. Danielson, D. P. Hallahan (red.), *Identification of learning disabilities: Research to practice*, Mahwah, NJ, Erlbaum.
- Katims D. S., Harmon J. M. (2000, maj) *Strategic instruction in middle school social studies: Enhancing academics and literacy outcomes for at-risk students*, „Intervention in School and Clinic”, 35, s. 280–289.

- Lebzelter S. M., Nowacek E. J. (1999) *Reading strategies for secondary students with mild disabilities*, „Intervention in School and Clinic”, 34, s. 212–219.
- Lovitt T. C. (2000) *Preventing school failure* (wyd. drugie) Austin, TX, Pro-Ed.
- Lyon G. R., Moats L. C. (1997) *Critical conceptual and methodological considerations in reading intervention research*, „Journal of Learning Disabilities”, 30, s. 578–588.
- Markell M., A., Deno S. L. (1997) *Effects of increasing oral reading: Generalization across reading tasks*, „Journal of Special Education”, 31, s. 233–250.
- Mather N. (1992) *Whole language reading instruction for students with learning disabilities: Caught in the cross fire*, „Learning Disabilities Research and Practice”, 7, s. 87–95.
- Mathes P. G., Babyak A. E. (2001) *The effects of peer-assisted literacy strategies for first-grade readers with and without additional mini-skills lessons*, „Learning Disabilities Research and Practice”, 16, s. 28–44.
- McCray A. D., Vaughn S., Neal, L. V. I. (2001) *Not all students learn to read by third grade: Middle school students speak out about their reading disabilities*, „Journal of Special Education”, 35, s. 17–30.
- McMaster K. N., Fuchs D. (2002) *Effects of cooperative learning on the academic achievement of students with learning disabilities: An update of Tateyama-Sniezek's review*, „Learning Disabilities Research and Practice”, 17, s. 107–117.
- Mercer C. D., Campbell K. U., Miller M. D., Mercer K. D., Lane H. B. (2000) *Effects of a reading fluency intervention for middle schoolers with specific learning disabilities*, „Learning Disabilities Research and Practice”, 15, s. 179–189.
- Miller L. L., Felton, R. H. (2001) „It's one of them... I don't know": Case study of a student with phonological, rapid naming, and word-finding deficits, „Journal of Special Education”, 35, s. 125–133.
- Pressley M., Rankin J. (1994) *More about whole language methods of reading instruction for students at risk for early reading failure*, „Learning Disabilities Research and Practice”, 9, s. 157–168.
- Rashotte C. A., MacPhee K., Torgesen J. K. (2001, wiosna) *The effectiveness of a group reading instruction program with poor readers in multiple grades*, „Learning Disability Quarterly”, 24, s. 119–134.
- Slavin R. E. (1996) *Research on cooperative learning and achievement: What we know, what we need to know*, „Contemporary Educational Psychology”, 21, s. 43–69.
- Soltes F. (2002, 23 lipca) *Making sense of „learning disabilities”*, „The Tennessean”, 4D.
- Swanson P. N., De La Paz S. (1998) *Teaching effective comprehension strategies to students with learning and reading disabilities*, „Intervention in School and Clinic”, 33, s. 209–218.
- Swanson H. L., Sachse-Lee C. (2000, marzec/kwiecień) *A meta-analysis of single-subject-design intervention research for students with LD*, „Journal of Learning Disabilities”, 33, s. 114–136.
- Vadasy P. F., Jenkins J. R., Pool K. (2000, kwiecień) *Effects of tutoring in phonological and early reading skills on students at risk for reading disabilities*, „Journal of Learning Disabilities”, 33, s. 579–590.
- Vaughn S., Gersten R., Chard D. J. (2000, jesień) *The underlying message in LD intervention research: Findings from research syntheses*, „Exceptional Children”, 67, s. 99–114.
- Vaughn S., Levy S., Coleman M., Bos C. S. (2002) *Reading instruction for students with LD and EBD: A synthesis of observation studies*, „Journal of Special Education”, 36, s. 2–13.
- Williams J. P. (1998) *Improving the comprehension of disabled Readers*, „Annals of Dyslexia”, 48, s. 213–238.
- Williams J. P., Brown L. G., Silverstein A. K., deCani J. S. (1994) *An instructional program in comprehension of narrative themes for adolescents with learning disabilities*, „Learning Disability Quarterly”, 17, s. 205–221.

Współpraca na rzecz włączania

- Deshler D. D., Schumaker J. B., Lenz B. K., Bulgren J. A., Hock M. F., Knight J., Ehren B. J. (2001) *Ensuring content-area learning by secondary students with learning disabilities*, „Learning Disabilities Research and Practice”, 16, s. 96–108.

- Friend M., Bursuck W. D. (2002) *Including students with special needs: A practical guide for classroom teachers* (wyd. trzecie), Boston, Allyn and Bacon.
- Kauffman J. (1999) *Commentary: Today's special education and its message for tomorrow*, „Journal of Special Education”, 32, s. 244–254.
- Le Mare L. de la Ronde M. (2000, zima) *Links among social status, service delivery mode, and service delivery preference in LD, low-achieving, and normally achieving elementary-aged children*, „Learning Disability Quarterly”, 23, s. 52–62.
- Moody S. W., Vaughn S., Hughes M. T., Fischer M. (2000, wiosna) *Reading Instruction in the resource room: Setup for failure*, „Exceptional Children”, 66, s. 305–316.
- Vaughn S., Elbaum B., Boardman A. G. (2001) *The social function of students with learning disabilities: Implications for inclusion*, „Exceptionality”, 9, s. 47–65.
- U.S. Department of Education (1991) *The thirteenth annual report to Congress on the implementation of IDEA*, Washington, DC U.S. Government Printing Office.
- U.S. Department of Education (2001) *The twenty-third annual report to Congress on the implementation of IDEA*, Washington, DC, U.S. Government Printing Office.

Przygotowanie do dorosłego życia

- Bourke A. B., Strehorn, K. C., Silver P. (2000, styczeń/luty) *Faculty members' provision of instructional accommodations to students with LD*, „Journal of Learning Disabilities”, 33, s. 26–32.
- Cannell S. J. (1999, 22 listopada) *A writing fool*, „Newsweek”, s. 79.
- Dickinson D. L., Verbeek R. L. (2002, kwiecień) *Wage differentials between college graduates with and without learning disabilities*, „Journal of Learning Disabilities”, 35, s. 175–184.
- Greenberg B. (2000, 14 lutego) *Learning disabled advance in School*, Washington, DC, Associated Press.
- Henderson C. (1999) *College freshmen with disabilities. A biennial statistical profile: Statistical year 1998*, Washington, DC, American Council on Education, Heath Resource Center.
- Henderson C. (2001) *College freshmen with disabilities: A biennial statistical profile*, Washington, DC, American Council on Education, George Washington University Heath Resource Center.
- Kihl P., Gregersen K., Sterum N. (2000, listopad/grudzień) *Hans Christian Andersen's spelling and syntax: Allegations of specific dyslexia are unfounded*, „Journal of Learning Disabilities”, 33, s. 506–519.
- Mooney J., Cole D. (2000) *Learning outside the lines*, New York, Simon and Schuster.
- Mull C., Sitlington P. L., Alper S. (2001, jesień) *Postsecondary education for students with learning disabilities: A synthesis of literature*, „Exceptional Children”, 68, s. 97–118.
- National Center for Education Statistics (2000, czerwiec) *Postsecondary students with disabilities: Enrollment, services, and persistence* (NCES 2000–092) Washington, DC, U.S. Department of Education, Office of Educational Research and Improvement.
- National Joint Committee on Learning Disabilities (1999, jesień) *Learning disabilities: Issues in higher education*, „Learning Disability Quarterly”, 22, s. 263–266.
- Shessel I., Reiff H. B. (1999, jesień) *Experiences of adults with learning disabilities: Positive and negative impacts and outcomes*, „Learning Disability Quarterly”, 22, s. 305–316.
- Simon J. A. (2001, luty) *Legal issues in serving postsecondary students with disabilities*, „Topics in Language Disorders”, 21, s. 1–16.
- Taymans J. M., West L. L. (2001, grudzień) *Selecting a college for students with learning disabilities or attention deficit hyperactivity disorder (ADHD)*, Washington, DC, George Washington University Heath Resource Center (ERIC EC Digest E620).
- Thomas M. (2000, marzec/kwiecień) *Albert Einstein and LD: An evaluation of the evidence*, „Journal of Learning Disabilities”, 33, s. 149–157.
- U.S. Department of Education (2001) *The annual report to Congress on the implementation of IDEA*, Washington, DC, U.S. Government Printing Office.
- Wilson A. M., Lesaux N. K. (2001, wrzesień/październik) *Persistence of phonological processing deficits in college students with dyslexia who have age-appropriate reading skills*, „Journal of Learning Disabilities”, 34, s. 394–400.

Rodziny

- Bryan T., Sullivan-Burstein K. (1998) *Teacher-selected strategies for improving homework completion*, „Remedial and Special Education”, 19, s. 263–275.
- Bursuck B., Montague M., Vaughn S. (2001, wiosna) *Homework practices that support students with disabilities*, „Research Connections in Special Education”, 8, s. 1–5.
- Dettmer P., Dyck N., Thurston L. P. (2002) *Consultation, collaboration, and teamwork for students with special needs* (wyd. czwarte), Boston, MA, Allyn and Bacon.
- Epstein, M. H., Polloway E. A., Buck G. H., Bursuck W. D., Wissinger L. M., Whitehouse F., Jayanthi M. (1997) *Homework-related communication problems: Perspectives of general education teachers*, „Learning Disabilities Research and Practice”, 12, s. 221–227.
- Hughes C. A., Ruhl K. L., Schumaker J. B., Deshler D. D. (2002) *Effects of instruction in an assignment completion strategy on the homework performance of students with learning disabilities in general education classes*, „Learning Disabilities Research and Practice”, 17, s. 1–18.
- Jayanthi M., Bursuck W., Epstein M. H., Polloway E. A. (1997) *Strategies for successful homework*, „Teaching Exceptional Children”, 30, s. 4–7.
- Kroth R. L., Edge D. (1997) *Strategies for communicating with parents and families of exceptional children* (wyd. trzecie), Denver, CO, Love.
- Nelson J. S., Epstein M. H., Bursuck W. D., Jayanthi M., Sawyer V. (1998) *The preferences of middle school students for homework adaptations made by general education teachers*, „Learning Disabilities Research and Practice”, 13, s. 109–117.
- O’Shea D. J., O’Shea L. J., Algozzine R. F., Hammitte D. J. (2001) *Families and teachers of individuals with disabilities: Collaborative orientations and responsive practices*, Boston, MA, Allyn and Bacon.

Technologie wspomagające kształcenie

- Boone R., Higgins K., Williams D. (1997) *Computer-based multimedia and videodiscs: Uses in supporting content-area instruction for students with LD*, „Intervention in School and Home”, 32, s. 302–311.
- Bryant D. P., Bryant, B. R. (2003) *Assistive technology for people with disabilities*, Boston: Allyn and Bacon.
- Graham S., Harris K. R., Larsen L. (2001) *Prevention and intervention of writing difficulties for students with learning disabilities*, „Learning Disabilities Research and Practice”, 16, s. 74–84.
- Higgins K., Boone R., Williams D. L. (2000, listopad) *Evaluating educational software for special education*, „Intervention in School and Clinic”, 36, s. 109–115.
- Kurzweil Educational Systems (2002) *Kurzweil 3000 for Macintosh* - read it, aktualizacja 4 sierpnia 2002, na <http://www.kurzweiled.com/k3000mac-readit.html>
- Lewis R. B. (1998) *Assistive technology and learning disabilities: Today's realities and tomorrow's promises*, „Journal of Learning Disabilities”, 31, s. 16–54.
- MacArthur C. A. (2000, sierpień) *New tools for writing: Assistive technology for students with writing difficulties*, „Topics in Language Disorders”, 20, s. 85–100.
- Raskind M. H., Higgins E. L. (1998) *Assistive technology for post-secondary students with learning disabilities: An overview*, „Journal of Learning Disabilities”, 31, s. 27–40.

Rozdział 4**Zaburzenia mowy i/lub języka****Wprowadzenie**

- Warren S. F. (1999) *The transdisciplinary view of communication*, Personal communication.

Definicja zaburzeń mowy i języka

- Ball E. W. (1997) *Phonological awareness: Implications for whole language and emergent literacy programs*, „Topics in Language Disorders”, 17, s. 14–26.

- Battle, D. (1996) Language learning and use by African American children, „Topics in Language Disorders”, 16, 22–37.
- Bernthal J. E., Bankson N. W. (1998) *Articulation and phonological disorders* (wyd. czwarte), Boston: Allyn and Bacon
- Blank M., Rose S. A., Berlin L. J. (1978) *The language of learning: The preschool years*, New York, Grune and Stratton.
- Conture E. G. (2001) *Stuttering: Its nature, diagnosis, and treatment*, Boston, Allyn and Bacon.
- Falk-Ross F. C. (2002) *Classroom-based language and literacy intervention: A programs and case studies approach*, Boston, Allyn and Bacon.
- González V., Brusca-Vega R., Yawkey T. (1997) *Assessment and instruction of culturally and linguistically diverse students with or at-risk of learning problems*, Boston, Allyn and Bacon.
- Hall B. J., Oyer H. J., Haas W. H. (2001) *Speech, language, and hearing disorders: A guide for the teacher*, Boston, Allyn and Bacon.
- Hinde T. (1999) *Levis Carroll: Looking-glass letters*, New York: Rizzoli.
- Langdon H. W. (1999) *Aiding preschool children with communication disorders from Mexican backgrounds: Challenges and solutions*, w: T. V. Fletcher, C. S. Bos (red.), *Helping individuals with disabilities and their families: Mexican and U.S. perspectives*, Tempe, AZ, Bilingual Review/Press.
- Langdon H. W., Cheng, L.-R. L. (1992) *Hispanic children and adults with communication disorders*, Gaithersburg, MD, Aspen.
- Leonard L. (1994) *Language disorders in preschool children*, w: G. H. Shames, E. H. Wiig, W. A. Secord (red.), *Human communication disorders: An introduction* (wyd. czwarte), s. 174–211, New York, Merrill.
- Lessow-Hurley J. (2000) *The foundations of dual language instruction* (wyd. trzecie), New York, Addison Wesley Longman.
- Olswang L. B., Coggins T. E., Timler G. R. (2001, listopad) *Outcome measures for school-age children with social communication problems*, „Topics in Language Disorders”, 21, s. 50–73.
- Owens R. E. Jr. (2002) *Development of communication, language, and speech*, w: G. H. Shames, N. B. Anderson (red.), *Human communication disorders: An introduction* (wyd. szóste), s. 28–69, Boston, Allyn and Bacon.
- Payne K. T., Taylor O. L. (2002) *Multicultural influences on human communication*, w: G. H. Shames, N. B. Anderson (red.), *Human communication disorders: An introduction* (wyd. szóste), s. 106–140, Boston, Allyn and Bacon.
- Plaschke B. (2000, 18 czerwiec) *Look who's talking: Where others might have gotten stuck, Ron Harper showed stick-to-itiveness to overcome his stuttering*, „Los Angeles Times”, s. D11, D13.
- Ramig P. R., Shames, G. H. (2002) *Stuttering and other disorders of fluency*, w: G. H. Shames N. B. Anderson (red.), *Human communication disorders: An introduction* (wyd. szóste), s. 258–302, Boston, Allyn and Bacon.
- Ratner N. B. (1995) *Language complexity and stuttering in children*, „Topics in Language Disorders”, 15, s. 32–47.
- Ruiz N. T. (1995) *The social construction of ability and disability: I. Profile types of Latino children identified as language learning disabled*, „Journal of Learning Disabilities”, 28, s. 476–490.
- Sander, E. K. (1972) *When are speech sounds learned?* „Journal of Speech and Hearing Disorders”, 37, s. 62.
- Small L. H. (1999) *Fundamentals of phonetics: A practical guide for students*, Boston, Allyn and Bacon.
- Torgesen J. K., Wagner R. K. (1998) *Alternative diagnostic approaches for specified developmental reading disabilities*, „Learning Disabilities Research and Practice”, 13, s. 220–232.
- Utley C. A., Obiakor F. E. (red.), (2001) *Special education, multicultural education, and school reform: Components of quality education for learners with mild disabilities*, Springfield, IL, Charles C Thomas.
- Van Keulen J. E., Weddington G. T., DeBose C. E. (1998) *Speech, language, learning and the African American child*, Boston, Allyn and Bacon.

Wetherby A. M. (2002) *Communication disorders in infants, toddlers, and preschool children* w: G. H. Shames, N. B. Anderson (red.) *Human communication disorders: An introduction* (wyd. szóste), s. 186–217, Boston, Allyn and Bacon.

Rys historyczny

Moore G. P., Kester D. (1953) *Historical notes on speech correction in the preassociation era*, „Journal of Speech and Hearing Disorders”, 18, s. 48–53.

Van Riper C. (1981) *An early history of ASHA*, „ASHA”, 23, s. 855–858.

Van Riper C., Erickson R. L. (1996) *Speech correction: An introduction to speech pathology and audiology* (wyd. dziewiąte), Boston, Allyn and Bacon.

Rozpowszechnienie

Bakken J. P., Whedon, C. K. (2002) *Teaching text structure to improve reading comprehension*, „Intervention in School and Clinic”, 37, s. 229–233.

Dublinski S. (1981) *Block grant proposal introduced: What does it mean?* „Language, Speech, and Hearing Services in the Schools”, 12, s. 192–199.

Schoenbrodt L., Kumin L., Sloan J. M. (1997) *Learning disabilities existing concomitantly with communication disorder*, „Journal of Learning Disabilities”, 30, s. 264–281.

U.S. Department of Education (2001) *Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.

Przyczyny i zapobieganie

Children's Defense Fund (CDF), (1997) *Child immunizations hit all-time high*, Washington, DC, CDF Reports.

Hall B. J., Oyer H. J., Haas W. H. (2001) *Speech, language, and hearing disorders: A guide for the teacher*, Boston, Allyn and Bacon.

Harwood K., Warren S. F., Yoder P. (2002) *The importance of responsivity in developing contingent exchanges with beginning communicators*, w: J. Reichle, D. R. Beukelman, J. C. Light (red.), *Exemplary practices for beginning communicators: Implications for ACC*, s. 59–96, Baltimore, Paul H. Brookes.

Maugh II T. H. (1995, 11 sierpnia) *Study finds folic acid cuts risk of cleft palate*, „Los Angeles Times”, s. A20.

McWilliams B. J., Witzel M. A. (1998) *Cleft palate*, w: G. H. Shames, E. H. Wiig, W. A. Secord (red.), *Human communication disorders: An introduction* (wyd. piąte), s. 438–479, Boston, Allyn and Bacon.

Owens Jr. R. E., Metz D. E., Haas A. (2000) *Introduction to communication disorders: A life span perspective*, Boston, Allyn and Bacon.

Ramig P. R., Shames G. H. (2002) *Stuttering and other disorders of fluency*, w: G. H. Shames, N. B. Anderson (red.), *Human communication disorders: An introduction* (wyd. szóste), s. 258–302, Boston, Allyn and Bacon.

Roberts J. E., Zeisel S. A. (2002) *Ear infections and language development*, Washington, DC, U.S. Department of Education, American Speech-Language-Hearing Association.

Utley C. A., Obiakor F. E. (red.), (2001) *Special education, multicultural education, and school reform: Components of quality education for learners with mild disabilities*, Springfield, IL: Charles C Thomas.

Charakterystyka zaburzeń mowy i języka

Asher S. R., Gazelle H. (1999) *Loneliness, peer relationships, and language disorder in childhood*, „Topics in Language Disorders”, 19, s. 16–33.

Bakken J. P., Whedon C. K. (2002) *Teaching text structure to improve reading comprehension*, „Intervention in School and Clinic”, 37, s. 229–233.

- Falk-Ross F. C. (2002) *Classroom-based language and literacy intervention: A programs and case studies approach*, Boston, Allyn and Bacon.
- Fujiki M., Brinton B., Hart C. H., Fitzgerald A. H. (1999) *Peer acceptance and friendship in children with specific language Impairment*, „Topics in Language Disorders”, 19, s. 34–48.
- Lloyd P. (1994) *Referential communication: Assessment and Intervention*, „Topics in Language Disorders”, 14, s. 55–59.
- Norris J. A., Hoffman P. R. (2002, styczeń) *Phonemic awareness: A complex developmental process*, „Topics in Language Disorders”, 22, s. 1–34.
- Olswang L. B., Coggins T. E., Timler G. R. (2001, listopad) *Outcome measures for school-age children with social communication problems*, „Topics in Language Disorders”, 21, s. 50–73.
- Ramig P. R., Shames G. H. (2002) *Stuttering and other disorders of fluency*, w: G. H. Shames, N. B. Anderson (red.), *Human communication disorders: An introduction* (wyd. szóste), s. 258–302, Boston, Allyn and Bacon.
- Rice M. L. (1997) *Specific language impairments: In search of diagnostic markers and genetic contributions*, „Mental Retardation and Developmental Disabilities”, 3, s. 350–357.
- Snow C. E., Scarborough H. S., Burns M. S. (1999, listopad) *What speech-language pathologists need to know about early reading*, „Topics in Language Disorders”, 20, s. 48–58.
- Van Riper C., Erickson R. L. (1996) *Speech correction: An introduction to speech pathology and audiology* (wyd. dziewiąte), Boston, Allyn and Bacon.
- Wiig E. H., Secord, W. A. (1998) *Language disabilities in school-age children and youth*, w: G. H. Shames, E. H. Wiig, W. A. Secord (red.), *Human communication disorders: An introduction* (wyd. piąte), s. 185–226, Boston, Allyn and Bacon.

Edukacja we wczesnym dzieciństwie

- Bailey D. B. Jr., Aytch L. S., Odom S. L., Symons F., Wolery M. (1999) *Early intervention as we know it*, „Mental Retardation and Developmental Disabilities Research Reviews”, 5, s. 11–20.
- Clarke J. (1996) *Language development in children prenatally drug exposed: Consideration for assessment and intervention*, „The Source”, 6, s. 12–14.
- Crais E. R., Lorch N. (1994) *Oral narratives in school-age Children*, „Topics in Language Disorders”, 14, s. 13–28.
- Education of the Handicapped (1992, 26 lutego) *Early intervention greatly reduces learning problems, study says*, Author, s. 7.
- Falk-Ross F. C. (2002) *Classroom-based language and literacy intervention: A programs and case studies approach*, Boston, Allyn and Bacon.
- Flett A., Conderman G. (2002, marzec) *Promote phonemic Awareness*, „Intervention in School and Clinic”, 37, s. 242–245.
- Hoffman P. R. (1997) *Phonological intervention within storybook reading*, „Topics in Language Disorders”, 17, s. 69–88.
- Kaiser A. (2000) *Teaching functional communication skills*, w: M. E. Snell, F. Brown (red.), *Instruction of students with severe disabilities* (wyd. piąte), s. 453–492, Upper Saddle River, NJ, Merrill/Prentice-Hall.
- Katims D. (1994) *Emergence of literacy in preschool children with disabilities*, „Learning Disabilities Quarterly”, 17, s. 58–69.
- Leonard L. (1994) *Language disorders in preschool children*, w: G. H. Shames E. H. Wiig, W. A. Secord (red.), *Human communication disorders: An introduction* (wyd. czwarte), s. 174–211, New York, Merrill.
- Lombardo L. A. (1999, lipiec) *Children score higher on tests when child care meets standards*, „Early Childhood Reports”, 10, s. 4.
- Norris J. A., Hoffman P. R. (2002, styczeń) *Phonemic awareness: A complex developmental process*, „Topics in Language Disorders”, 22, s. 1–34.
- Ostrosky M. M., Kaiser A. P. (1991) *Preschool classroom environments that promote communication*, „Teaching Exceptional Children”, 23, s. 6–10.

- Owens Jr. R. E., Robinson L. A. (1997) *Once upon a time: Use of children's literature in the preschool classroom*, „Topics in Language Disorders”, 17, 19–48.
- Plante E., Beeson P. M. (1999) *Communication and communication disorders: A clinical introduction*, Boston, Allyn and Bacon.
- Shames G. H., Anderson N. B. (2002) *Human communication disorders: An introduction* (wyd. szóste), Boston, Allyn and Bacon.
- Snow C. E., Scarborough H. S., Burns M. S. (1999, listopad) *What speech-language pathologists need to know about early reading*, „Topics in Language Disorders”, 20, s. 48–58.
- Warren S. F., Yoder P. J., Gazdag G. E., Kim K., Jones, H. A. (1993) *Facilitating prelinguistic communication skills in young children with developmental delay*, „Journal of Speech and Hearing Research”, 36, s. 83–97.

Edukacja w szkole podstawowej i średniej

- Ball E. W. (1997) *Phonological awareness: Implications for whole language and emergent literacy programs*, „Topics in Language Disorders”, 17, s. 14–26.
- Bos C., Anders P. L. (1992) *Using interactive teaching and learning strategies to promote text comprehension and content learning for students with learning disabilities*, „International Journal of Disability, Development and Education”, 39, s. 225–238.
- Castillo L. C. (1998) *The effect of analogy instruction on young children's metaphor comprehension*, „Roeper Review”, 21, s. 27–31.
- Cuda R. A., Nelson N. (1976) *Analysis of teacher speaking rate, syntactic complexity and hesitation phenomena as a function of grade level*, Paper presented at the annual meeting of the American Speech-Language-Hearing Association, Houston, w: G. Wallach, K. Butler (red.). (1954) *Language learning disabilities in school-age children*, Baltimore, Williams and Wilkins.
- Culatta B., Wiig E. H. (2002). *Language disabilities in school-age children and youth*, w: G. H. Shames, N. B. Anderson (red.), *Human communication disorders: An introduction* (wyd. szóste), s. 218–257, Boston, Allyn and Bacon.
- Edmunds A. L. (1999) *Cognitive credit cards: Acquiring learning strategies*, „Teaching Exceptional Children”, 31, s. 68–73.
- Falk-Ross F. C. (2002) *Classroom-based language and literacy intervention: A programs and case studies approach*, Boston, Allyn and Bacon.
- Geluke N., Lovitt T. C. (1992) *Conversations with general education teachers about their work with mainstreamed students*, Unpublished paper, High School Curriculum Project, University of Washington, Seattle.
- Gruenewald L., Pollak S. (1984) *Language interaction in teaching and learning*, Austin, TX, Pro-Ed.
- Hudson J. A., Gillam, R. B. (1997) „*Oh, I remember now!*” *Facilitating children's long term memory for events*, „Topics in Language Disorders”, 18, s. 1–15.
- LaBlance G. R., Steckol K. F., Smith, V. L. (1994) *Stuttering: The role of the classroom teacher*, „Teaching Exceptional Children”, 27, s. 10–12.
- Marvin C. (1989) *Language and learning*, w: D. D. Smith, *Teaching students with learning and behavior problems*, s. 147–181, Englewood Cliffs, NJ, Prentice-Hall.
- Naremore R. C. (1997) *Making it hang together: Children's use of mental frameworks to structure narratives*, „Topics in Language Disorders”, 18, s. 16–31.
- Owens Jr. R. E. (2001) *Language disorders: A functional approach to assessment and intervention* (wyd. piąte), Columbus, OH, Merrill.
- Pittelman S. D., Heimlich J. E., Berglund R. L. French M. P. *Semantic Feature Analysis: Classroom Applications*, Newark, DE, International Reading Association.
- Schoenbrodt L., Kumin L., Sloan, J. M. (1997) *Learning disabilities existing concomitantly with communication disorder*, „Journal of Learning Disabilities”, 30, s. 264–281.
- Snow C. E., Scarborough H. S., Burns M. S. (1999, listopad) *What speech-language pathologists need to know about early reading*, „Topics in Language Disorders”, 20, s. 48–58.

- Van Keulen J. E., Weddington G. T., DeBose, C. E. (1998) *Speech, language, learning and the African American child*, Boston, Allyn and Bacon.
- Watkins R. V., Rice M. L. (red.), (1994) *Specific language impairments in children*, Baltimore, Paul H. Brookes.
- Wetherby A. M. (2002) *Communication disorders in infants, toddlers, and preschool children*, w: G. H. Shames N., B. Anderson (red.), *Human communication disorders: An introduction* (wyd. szóste), s. 186–217, Boston, Allyn and Bacon.

Współpraca na rzecz włączania

- Apel K., Masterson J. J. (2000, maj) *Postscript*, „Topics in Language Disorders”, 20, s. 92.
- Owens Jr. R. E., Robinson L. A. (1997) *Once upon a time: Use of children's literature in the preschool classroom*, „Topics in Language Disorders”, 17, s. 19–48.
- Norris J. A. (1997) *Functional language intervention in the classroom: Avoiding the tutoring trap*, „Topics in Language Disorders”, 17, s. 49–68.
- Schoenbrodt L., Kumin, L., Sloan J. M. (1997) *Learning disabilities existing concomitantly with communication disorder*, „Journal of Learning Disabilities”, 30, s. 264–281.
- U.S. Department of Education (2001) *Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.

Przygotowanie do dorosłego życia

- Ehren B. J. (2002, styczeń) *Speech-language pathologists contributing significantly to the academic success of high school students: A vision for professional growth*, „Topics in Language Disorders”, 22, s. 60–80.
- Owens R. E. Jr., Metz D. E., Haas A. (2000) *Introduction to communication disorders: A life span perspective*, Boston, Allyn and Bacon.
- U.S. Department of Education. (2001) *Twenty-third annual report To Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.
- Wagner M. M., D'Amico R., Marder C., Newman L., Blackorby J. (1992) *What happens next? Trends in postschool outcomes of youth with disabilities. The second comprehensive report from the National Longitudinal Transition Study of special Education Students*, Menlo Park, CA, SRI International.

Rodziny

- Children's Defense Fund (1996) *The state of America's children: Yearbook 1996*, Washington, DC, Author.
- Cleminshaw H. DePompei R., Crais E. R., Blosser J., Gillette Y., Hooper C. R. (1996) *Working with families*, ASHA, 38, s. 34–45.
- Crais E. R., Larch, N. (1994) *Oral narratives in school-age children*, „Topics in Language Disorders”, 14, s. 13–28.
- Hal B. J., Oyer H. J., Hass W. H. (2001) *Speech, language, and hearing disorders: A guide for the teacher*, Boston, Allyn and Bacon.
- Hart B., Risley T. (1995) *Meaningful differences in the everyday lives of American Children*, Baltimore, Paul H. Brookes.
- Nippold M. A., Rudzinski M. (1995) *Parents' speech and Children's stuttering: A critique of the literature*, „Journal of Speech and Hearing Research”, 38, s. 978–959.
- Ramig P. R., Shames G. H. (2002) *Stuttering and other disorders of fluency*, w: G. H. Shames, N. B. Anderson (red.), *Human communication disorders: An introduction* (wyd. szóste), s. 258–302, Boston, Allyn and Bacon.

Technologie wspomagające kształcenie

- Harwood L., Warren S. F., Yoder P. (2002) *The importance of responsivity in developing contingent exchanges with beginning communicators*, w: J. Reichle, D. R. Beukelman, J. C. Light (red.),

- Exemplary Practices for beginning communicators: Implications for ACC*, s. 59–96, Baltimore, Paul H. Brookes.
- Kangas K. A. (2002) Augmentative and alternative communication, w: G. H. Shames, N. B. Anderson (red.), *Human communication disorders: An introduction*, (wyd. szóste), s. 545–593, Boston, Allyn and Bacon
- Reichle J., Beukelman D. R., Light J. C. (2002) *Exemplary practices for beginning communicators Implications for ACC*, Baltimore, Paul H. Brookes.
- Romski M. A., Sevcik R. A. (1997) *Augmentative and alternative communication for children with developmental disabilities*, „Mental Retardation and Developmental Disabilities Research Reviews”, 3, 363–368.
- Romski M. A., Sevcik R. A., Wyatt A. M., Cheslock M. (2002) *A continuum of AAC language intervention strategies for beginning communicators*, w: J. Reichle, D. R. Beukelman, J. C. Light (red.), *Exemplary practices for beginning communicators: Implications for ACC*, s. 1–24, Baltimore, Paul H. Brookes.
- Wilkinson K. M., McIlvane W. J. (2002) *Considerations in teaching graphic symbols to beginning communicators*, w: J. Reichle, D. R. Beukelman, J. C. Light (red.), *Exemplary practices for beginning communicators: Implications for ACC*, s. 273–322, Baltimore, Paul H. Brookes.

Rozdział 5

Niepełnosprawność intelektualna (upośledzenie umysłowe)

Wprowadzenie

- Schalock R. L., Baker P. C., Croser M. D. (red.), (2002) *Embarking on a new century: Mental retardation at the end of the 20th century*, Washington, DC, American Association on Mental Retardation.

Definicja niepełnosprawności intelektualnej

- American Association on Mental Retardation (AAMR), (2002) *Mental retardation: Definition, classification, and systems of support* (wyd. dziesiąte), Washington, DC, AAMR.
- Artiles A. J., Harry B., Reschly D. J., Chinn, P. C. (2002) *Over-identification of students of color in special education A critical overview*, „Multicultural Perspectives”, 4, s. 3–10.
- Baroff G. S. (2000, luty) *Eugenics*, „Baby Doe”, and Peter Singer: *Toward a more „perfect” society*, „Mental Retardation”, 35, s. 73–77.
- Edgerton R. (1967) *The cloak of competence*, Berkeley University of California.
- English B. (2000, 9 marca) *An everyday courage*, Boston Globe, s. F1, F8.
- Kennedy C. H. (2001) *Social interaction interventions for youth with severe disabilities should emphasize interdependence*, „Mental Retardation and Developmental Disabilities Research Review”, 7, s. 122–127.
- Keyes D., Edward W., Perske R. (2002) *People with mental retardation are dying, legally: At least 44 have been executed*, „Mental Retardation”, 40, s. 243–244.
- Krajewski J., Flaherty T. (2000, kwiecień) *Attitudes of high school students toward individuals with mental retardation*, „Mental Retardation”, 38, s. 154–162.
- Kuna J. (2001, kwiecień) *The Human Genome Project and eugenics: Identifying the impact on individuals with mental retardation*, „Mental Retardation”, 39, s. 158–160.
- Loggins K. (1999, 4 kwietnia) *Adult son wants out of visitation: Ruling may affect many with disabilities*, „The Tennessean”, s. B1.
- Luckasson R., Borthwick-Duffy S., Buntinx W. H. E., Coulter D. L., Craig E. M., Reeve A., Schalock R. L., Snell M. E., Spitalnik D. M., Spreat S., Tassi M. J. (2002) *Definition of mental retardation*, Washington, DC, American Association on Mental Retardation.
- Luckasson R., Coulter D. L., Pollockway E. A., Reis S., Schalock R. L., Snell M. E., Spitalnik D. M., Stark, J. A. (1992) *Mental retardation: Definition, classification, and systems of supports*, Washington, DC, American Association on Mental Retardation.

- McDonnell J. Mathot-Buckner C., Ferguson B. (1996) *Transition programs for students with moderate/severe Disabilities*, Pacific Grove, CA, Brooks/Cole.
- National Research Council (2002) *Minority students in special Education and gifted education*, Committee on Minority Representation in Special Education. M. Suzanne Donovan, Christopher T. Cross (red.), Washington, DC, National Academy Press.
- Polloway E. A. (1997) *Developmental principles of the Luckasson et al. (1992) AAMR definition of mental retardation: A retrospective*, „Education and Training in Mental Retardation and Developmental Disabilities”, 32, s. 174–178.
- Reschly D. J. (1997) *Utility of individual ability measures and public policy choices for the 21st century*, „School Psychology Review”, 26, s. 234–241.
- Smith J. D. (1997) *Mental retardation as an educational construct: Time for a new shared view?* „Education and Training in Mental Retardation and Developmental Disabilities”, 32, s. 167–173.
- Smith J. D., Mitchell A. L. (2001, czerwiec). *Disney's Tarzan, Edgar Rice Burrough's eugenics, and visions of utopian perfection*, „Mental Retardation”, 39, s. 221–225.
- Stainton T. (2001, grudzień) *Reason and value: The thought of Plato and Aristotle and the construction of the intellectual disability*, „Mental Retardation”, 39, s. 452–460.
- Warren S. F. (2000, maj/czerwiec) *Mental retardation: Curse, characteristic, or coin of the realm?* „American Association of Mental Retardation News and Notes”, 13, s. 1, 10–11.
- Wickham P. (2001, kwiecień) *Images of idiocy in puritan New England*, „Mental Retardation”, 39, s. 147–151.

Rys historyczny

- Ayllon T., Azrin N. H. (1964) *Reinforcement and instructions with mental patients*, „Journal of Experimental Analysis of Behavior”, 7, s. 327–331.
- Ayllon R., Azrin, N. H. (1968) *Reinforcer sampling: A technique for increasing the behavior of mental patients*, „Journal of Applied Behavior Analysis”, 1, s. 13–20.
- Birnbrauer J. S., Wolf M. M., Kidder J. D., Tague C. E. (1965) *Classroom behavior of retarded pupils with token reinforcement*, „Journal of Experimental Child Psychology”, 2, s. 219–235.
- Bryant B. R., Taylor R. L., Rivera D. P. (1996) *Assessment of adaptive areas (AAA): Examiner's manual*, Austin, TX, Pro-Ed.
- Gelf S. (1995) *The beast in man: Degenerationism and mental retardation, 1900-1920*, „Mental Retardation”, 33, s. 1–9.
- Itard J. M. G. (1806) *Wild boy of Aveyron*, tłum. G. Humphrey, M. Humphrey (1962), Englewood Cliffs, NJ, Prentice-Hall. Originalnie opublikowane w Paryżu przez Gouyon (1801).
- Lent J. R., McLean B. M. (1976) *The trainable retarded: The technology of teaching*, w: N. G. Haring, R. L. Schiefelbusch (red.), *Teaching special children*, s. 197–223, New York, McGraw-Hill.
- Nirje B. (1969) *The normalization principle and its human management implications*, w: R. Kugel, W. Wolfensberger (red.), *Changing patterns in residential services for the mentally retarded*, s. 179–195, Washington, DC, President's Committee on Mental Retardation.
- Nirje B. (1976) *The normalization principle*, w: R. Kugel, A. Scheerer (red.), *Changing patterns in residential services for the mentally retarded*, s. 231–240, Washington, DC, President's Committee on Mental Retardation.
- Perske R. (1972) *The dignity of risk*, w: W. Wolfensberger (red.), *The principle of normalization in human services*, s. 194–200, Toronto, National Institute on Mental Retardation.
- Winzer M. A. (1993) *The history of special education: From isolation to integration*, Washington, DC, Gallaudet University Press.
- Wolfensberger W. (1972) *The principle of normalization in human services*, Toronto, National Institute on Mental Retardation.

Rozpowszechnienie

- American Association on Mental Retardation (AAMR), (2002) *Mental retardation: Definition, classification, and systems of support* (wyd. dziesiąte), Washington, DC, AAMR.

- MacMillan D. L., Gresham F. M., Bocian K. M. (1998) *Discrepancy between definitions of learning disabilities and school practices: An empirical investigation*, „Journal of Learning Disabilities”, 31, s. 314–326.
- U.S. Department of Education (2001) *Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.

Przyczyny i zapobieganie

- American Association on Mental Retardation (AAMR), (2002) *Mental retardation: Definition, classification, and systems of support* (wyd. dziesiąte), Washington, DC, AAMR.
- Bailey Jr. D. B., Aytch L. S., Odom S. L., Symons F., Wolery M. (1999) *Early intervention as we know it*, „Mental Retardation and Developmental Disabilities Research Reviews”, 5, s. 11–20.
- Ball W. (1999, kwiecień) *Examining the link between tobacco use and low birth weight*, „Early Childhood Reports”, 10, s. 3.
- Bauer C. R. (1999) *Perinatal effects of prenatal drug exposure: Neonatal aspects*, „Clinics in Perinatology”, 26, s. 87–106.
- Belser R. C., Sudhalter V. (2001, wrzesień) *Conversational characteristics of children with Fragile X syndrome: Repetitive speech*, „American Journal on Mental Retardation”, 106, s. 28–38.
- Birenbaum A. (2002, czerwiec) *Poverty, welfare reform, and disproportionate rates of disability among children*, „Mental Retardation”, 40, s. 212–218.
- Chace D. H., Naylor E. W. (1999) *Expansion of newborn screening programs using automated tandem mass spectrometry*, „Mental Retardation and Developmental Disabilities Research Reviews”, 5, s. 150–154.
- Chapman R. S., Hesketh L. J. (2000) *Behavioral phenotype of individuals with Down syndrome*, „Mental Retardation and Developmental Disabilities Research Reviews”, 6, s. 84–95.
- Children's Defense Fund (CDF), (2001) *The state of America's Children*, Washington, DC, Children's Defense Fund.
- Coulter D. L. (1996) *Prevention as a form of support: Implications for the new definition*, „Mental Retardation”, 34, s. 108–116.
- Dyer C. A. (1999) *Pathophysiology of phenylketonuria*, „Mental Retardation and Developmental Disabilities Research Reviews”, 5, s. 104–112.
- Eisensmith R. C., Kuzmin A. I., Krougliak V. A. (1999) *Prospects for treatment of phenylketonuria by gene therapy*, „Mental Retardation and Developmental Disabilities Research Reviews”, 5, s. 150–154.
- Feldman M. A., Walton-Allen N. (1997) *Effects of maternal mental retardation and poverty on intellectual, academic, and behavioral status of school-age children*, „American Journal on Mental Retardation”, 101, s. 352–364.
- Haney D. Q. (1994, 22 września) *Disabilities plague the tiniest preemies: Medical miracle has a dark side*, „Albuquerque Journal”, s. A4.
- Hosp J. L., Reschly D. J. (2002 zima) *Predictors of restrictiveness of placement for African-American and Caucasian students*, „Exceptional Children”, 65, s. 225–238.
- Johnson G., Johnson R. L., Jefferson-Alter C. R. (2001) *HIV/AIDS prevention: Effective instructional strategies for adolescents with mild mental retardation*, „Teaching Exceptional Children”, 33, s. 28–32.
- Kerns K. A., Don A., Mateer C. A., Streissguth A. P. (1997) *Cognitive deficits in nonretarded adults with fetal alcohol syndrome*, „Journal of Learning Disabilities”, 30, s. 685–693.
- Koch R., de la Cruz F. (1999) *Historical aspects and overview of research on phenylketonuria*, „Mental Retardation and Developmental Disabilities Research Reviews”, 5, s. 101–103.
- Lowenthal B. (1996) *Educational implications of child abuse*, „Intervention in School and Clinic”, 32, s. 21–25.
- Mazzocco M. M. M. (2000) *Advances in research on the Fragile X syndrome*, „Mental Retardation and Developmental Disabilities Research Reviews”, 6, s. 96–106.

- Melner J., Shackelford J., Hargrove E., Daulton D. (1998) *Resources related to children and their families affected by alcohol and other drugs* (wyd. trzecie), Chapel Hill, NC, NEC*TAS.
- National Alliance of Black School Educators (2002) *Addressing over-representation of African American students in special education*, Arlington, VA, Council for Exceptional Children.
- National Research Council (2002) *Minority students in special education and gifted education*, Committee on Minority Representation in Special Education, M. Suzanne Donovan, Christopher T. Cross (red.), Washington, DC, National Academy Press.
- Office of Special Education Programs (2000, grudzień) *Prenatal exposure to alcohol and nicotine: Implications for special education. Twenty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, s. 1–34, Washington, DC, U.S. Department of Education.
- Oswald D. P., Coutinho M. J., Best A. M., Nguyen, N. (2001, październik) *Impact of sociodemographic characteristics on the identification rates of minority students as having mental retardation*, „Mental Retardation”, 39, s. 351–367.
- President's Committee on Mental Retardation (brak daty), *A guide for state planning: For the prevention of mental retardation and related disabilities*, Washington, DC, Author.
- Roberts C. D., Stough L. M., Parrish L. H. (2002) *The role of genetic counseling in the elective termination of pregnancies involving fetuses with disabilities*, „Journal of Special Education”, 36, s. 48–55.
- Roizen N. J. (2001) *Down syndrome: Progress in research*, „Mental Retardation and Developmental Disabilities Research Reviews”, 7, s. 38–44.
- Schettler T., Stein J., Reich F., Valenti M., Wallinga D. (2000) *In harm's way: toxic threats to child development*, Cambridge, MA, Greater Boston Physicians for Social Responsibility, (www.igc.org/psr).
- Sells C. J. (1998) *Overview: Neural tube defects*, „Mental Retardation and Developmental Disabilities Research Reviews”, 4, s. 239–240.
- Snyder B., Sandoval, E. (1999, 19 czerwca) *Fetal patient an emerging joy: Experimental surgery shows hope*, „The Tennessean”, s. 1A, 8A.
- Stoel-Gammon C. (1997) *Phonological development in Down syndrome*, „Mental Retardation and Developmental Disabilities Research Reviews”, 3, s. 300–306.
- Sudhalter V., Belser R. C. (2001, wrzesień) *Conversational characteristics of children with Fragile X syndrome: Tangential language*, „American Journal on Mental Retardation”, 106, s. 389–400.
- The Arc (2002, 30 czerwiec) *Introduction to mental retardation*, w: *Frequently Asked Questions*, aktualizacja na <http://www.tharc.org/faqs/mrqa.html>
- U.S. Department of Education (2001) *Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.
- Ye X., Mitchell M., Newman K., Batshaw M. L. (2001) *Prospects for prenatal gene therapy in disorders causing mental Retardation*, „Mental Retardation and Developmental Disabilities Research Reviews”, 7, s. 65–72.
- Youth Record (1995, 15 sierpnia) *Child abuse leads to lower IQ and body responsiveness*, s. 1.

Charakterystyka niepełnosprawności intelektualnej

- American Association on Mental Retardation (AAMR), (2002) *Mental retardation: Definition, classification, and systems of support* (wyd. dziesiąte), Washington, DC, AAMR.
- Ash A., Bellew J., Davies M., Newman T., Richardson L. (1997) *Everybody in? The experience of disabled students in further education*, „Disability and Society”, 12, s. 605–621.
- Best Buddies (2002), aktualizacja 3 lipca 2002, na <http://www.bestbuddies.org/about/index.asp>
- Bradley V. J., Ashbough, J. W., Blaney B. (red.), (1993) *Creating individual supports for people with developmental disabilities: A mandate for change at many levels*, Baltimore, Brookes.
- Chadsey J., Beyer S. (2001) *Social relationships in the workplace*, „Mental Retardation and Developmental Disabilities Research Reviews”, 7, s. 128–133.

- Cook B. G., Semmel M. I. (1999) *Peer acceptance of included students with disabilities as a function of severity of disability and classroom composition*, „Journal of Special Education”, 33, s. 50–61.
- Freeman S. N., Kasari C. (2002, styczeń) *Characteristics and qualities of the play dates of children with Down syndrome: Emerging or true friendships?*, „American Journal on Mental Retardation”, 107, s. 16–31.
- Hughes C., Rodi M. S., Lorden S. W., Pittken S. E., Derer K. R., Hwang B., Xinsheng C. (1999) *Social interactions of high school students with mental retardation and their general education peers*, „American Journal on Mental Retardation”, 104, s. 533–544.
- Kennedy C. H. (2001) *Social interaction interventions for youth with severe disabilities should emphasize interdependence*, „Mental Retardation and Developmental Disabilities Research Review”, 7, s. 122–127.
- Kennedy C. H., Caruso M., Thompson T. (2001) *Experimental analyses of gene-behavior relations: Some notes on their application*, „Journal of Applied Behavior Analysis”, 34, s. 539–549.
- Krajewski, J., Flaherty T. (2000, kwiecień) *Attitudes of high school students toward individuals with mental retardation*, „Mental Retardation”, 38, s. 154–162.
- Moore D. G. (2001, wrzesień) *Reassessing emotion recognition performance in people with mental retardation: A review*, „American Journal on Mental Retardation”, 106, s. 481–502.
- Pearson D. A., Lachar D., Loveland K. A., Santos C. W., Faria L. P., Azzam P. N., Hentges B. A., Cleveland L. A. (2000) *Patterns of behavioral adjustment and maladjustment in mental retardation: Comparison of children with and without ADHD*, „American Journal on Mental Retardation”, 105, s. 236–251.
- Siperstein G. N., Leffert J. S. (1997) *Comparison of socially accepted and rejected children with mental retardation*, „American Journal on Mental Retardation”, 101, s. 339–351.
- Siperstein G. N., Leffert J. S., Wenz-Gross M. (1997) *The quality of friendships between children with and without learning problems*, „American Journal on Mental Retardation”, 102, s. 111–125.
- Sudhalter V., Belser R. C. (2001, wrzesień) *Conversational characteristics of children with Fragile X syndrome: Tangential language*, „American Journal on Mental Retardation”, 106, s. 389–400.
- Symons F. J., Clark R. D., Roberts J. P., Bailey D. B. Jr. (2001) *Classroom behavior of elementary school-age boys with Fragile X syndrome*, „Journal of Special Education”, 34, s. 194–202.

Edukacja we wczesnym dzieciństwie

- Guralnick M. J. (1998) *Effectiveness of early intervention for vulnerable children: A developmental perspective*, „American Journal on Mental Retardation”, 102, s. 319–345.
- Manuel J., Little L. (2002, wiosna) *A model of inclusion*, „Early developments”, 6, s. 14–18.
- U.S. Department of Education (2001) *Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.

Edukacja w szkole podstawowej i średniej

- Belfiore P. J., Toro-Zambrana W. (1994) *Recognizing choices in community settings by people with significant disabilities*, Washington, DC, American Association on Mental Retardation.
- Brolin D. (2002) *Life centered career education, a competency based approach* (wyd. piąte), Arlington, VA, Council for Exceptional Children.
- Browder D. M., Xin Y. P. (1998) *A meta-analysis and review of sight word research and its implications for teaching functional reading to individuals with moderate and severe disabilities*, „Journal of Special Education”, 32, s. 130–153.
- Colins B. C., Stinson D. M. (1994-1995) *Teaching generalized reading of product warning labels to adolescents with mental disabilities through the use of key words*, „Exceptionality”, 5, s. 163–181.
- Copeland S. R., Hughes C., Agran M., Wehmeyer M. L., Fowler S. E. (2002, styczeń) *An intervention package to support high school students with mental retardation in general education classrooms*, „American Journal on Mental Retardation”, 107, s. 32–45.
- Hickson L., Blackman L. S., Reis E. M. (1995) *Mental retardation: Foundations of educational programming*, Boston, Allyn and Bacon.

- Hughes C. (2001) *Transition to adulthood: Supporting young adults to access social, employment, and civic pursuits*, „Mental Retardation and Developmental Disabilities Research Reviews”, 7, s. 84–90.
- Mechling L. C., Gast D. L., Langone, J. (2002) *Computer-based video instruction to teach persons with moderate intellectual disabilities to read grocery aisle signs and locate terms*, „Journal of Special Education”, 35, s. 224–240.
- Wehmeyer M. L., Kelchner K., Richards S. (1996) *Essential characteristics of self-determined behavior of individuals with mental retardation*, „American Journal on Mental Retardation”, 100, s. 632–642.
- Wehmeyer M. L., Metzler C. A. (1995) *How self-determined are people with mental retardation? The national consumer survey*, „Mental Retardation”, 33, s. 111–119.
- Wolery M., Ault M. J., Doyle P. M. (1992) *Teaching students with moderate to severe disabilities: Use of response prompting strategies*, New York, Longman.

Współpraca na rzecz włączania

- Alber S. R., Heward W. L. (1997) *Recruit it or lose it! Training students to recruit positive teacher attention*, „Intervention in School and Clinic”, 32, s. 275–282.
- Bailey D. B. Jr., Aytch L. S., Odom S. L., Symons F., Wolery M. (1999) *Early intervention as we know it*, „Mental Retardation and Developmental Disabilities Research Reviews”, 5, s. 11–20.
- Benz M. R., Lindstrom L., Yovanoff P. (2000, lato) *Improving graduation and employment outcomes of students with disabilities: Predictive factors and student perspectives*, „Exceptional Children”, 66, s. 509–529.
- Craft M. A., Alber S. R., Heward W. L. (1998) *Teaching elementary students with developmental disabilities to recruit teacher attention in a general education classroom: Effects on teacher praise and academic productivity*, „Journal of Applied Behavior Analysis”, 31, s. 399–415.
- McGregor G., Vogelsberg R. T. (1998) *Inclusive schooling practices: Pedagogical and Research Foundation*, Billings, MT, Consortium on Inclusive Schooling Practices, University of Montana.
- Sandler A. G. (1999) *Short-changed in the name of socialization? Acquisition of functional skills by students with severe Disabilities*, „Mental Retardation”, 37, s. 148–150.
- U.S. Department of Education (2001) *Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.

Przygotowanie do dorosłego życia

- Butterworth J., Hagner D., Helm D. T., Whelley T. (2000, sierpień) *Workplace culture, social interactions, and supports for transition-age young adults*, „Mental Retardation”, 38, s. 342–353.
- Campo S. F., Sharpton W. R., Thompson B., Sexton D. (1997) *Correlates of the quality of life of adults with severe or profound mental retardation*, „Mental Retardation”, 35, s. 329–337.
- Chadsey J., Beyer S. (2001) *Social relationships in the work-place*, „Mental Retardation and Developmental Disabilities Research Reviews”, 7, s. 128–133.
- Cone A. A. (2001, luty) *Self-reported training needs and training issues of advisors to self-advocacy groups for people with mental retardation*, „Mental Retardation”, 39, s. 1–10.
- Cummins R. A. (2001) *Living with support in the community Predictors of satisfaction with life*, „Mental Retardation and Developmental Disabilities”, 7, s. 99–104.
- Edgerton R. B. (1996) *A longitudinal-ethnographic research perspective on quality of life*, w: R. L. Schallack (red.), *Quality of life: Conceptualization and measurement*, s. 83–90, Washington, DC, American Association on Mental Retardation.
- Emerson E., Robertson J., Gregory N., Hatton C., Kessissoglou S., Hallam A., Järbrink K., Knapp M., Netten A., Walsh P. N. (2001, wrzesień) *Quality and costs of supported living residences and group homes in the United Kingdom*, „American Journal on Mental Retardation”, 106, s. 401–415.
- Gardner J. F., Nudler S., Chapman M. S. (1997) *Personal outcomes as measures of quality*, „Mental Retardation”, 35, s. 295–305.

- Holburn S. (2000, grudzień) *New paradigm for some, old paradigms for others*, „Mental Retardation”, 35, s. 530–531.
- Kennedy M., Lewin, L. (2002) Fact sheet: Summary of self-determination, From the Center of Human Policy, Syracuse University, aktualizacja 3 lipca 2002, na <http://soeweb.syr.edu/thechp>.
- Kraemer B. R., Blacher J. (2001, grudzień) *Transition for young adults with severe mental retardation: School preparation, parent expectations, and family involvement*, „Mental Retardation”, 39, s. 423–435.
- Mamlin N. (1999) *Despite best intentions: When inclusion fails*, „Journal of Special Education”, 33, s. 36–49.
- Mank D., Cioffi A., Yovanoff P. (1998) *Employment outcomes for people with severe disabilities: Opportunities for improvement*, „Mental Retardation”, 36, s. 205–216.
- Mank D., Cioffi A., Yovanoff P. (2000) *Direct support in supported employment and its relation to job typicalness, coworker involvement, and employment outcomes*, „Mental Retardation”, 38, s. 506–516.
- Moseley C., Nerney T. (2000, listopad/grudzień) *Emerging best practices in self-determination*, „AAMR News and Notes”, 13, s. 4–5.
- PACER (2002, maj). *Parent brief*, Minneapolis, MN, PACER Center, Inc.
- Rusch F. R., Heal L. W., Cimeria R. E. (1997) *Predicting the earnings of supported employees with mental retardation: A longitudinal study*, „American Journal on Mental Retardation”, 101, s. 630–644.
- Stancliffe R. (2001) *Living with support in the community: Predictors of choice and self-determination*, „Mental Retardation and Developmental Disabilities Research Reviews”, 7, s. 91–98.
- Taylor S. J., Bogdan, R. (1996) *Quality of life and the individual's Perspective*, w: R. L. Schalock (red.), *Quality of life: Conceptualization and measurement*, s. 11–22, Washington, DC, American Association on Mental Retardation.
- Wehmeyer M. L., Metzler C. A. (1995) *How self-determined are people with mental retardation? The national consumer survey*, „Mental Retardation”, 33, s. 111–119.
- Wolfensberger W. (2002, czerwiec) *Social role valorization and, or versus, „empowerment”*, „Mental Retardation”, 40, s. 252–258.

Rodziny

- Beach Center on Disability (2002a) *Introduction to our research*, aktualizacja 4 lipca 2002, na <http://www.beachcenter.org>.
- Beach Center on Disability (2002b) *Fathers*, aktualizacja 4 lipca 2002, na http://www.beachcenter.org/main.php3?page_id=64#68
- Beach Center on Families and Disability (1995a) *Dads feel left out*, „Families and Disability Newsletter”, 6, s. 4.
- Beach Center on Families and Disability (1995b) *How to involve fathers more with their children with special needs*, „Families and Disability Newsletter”, 6, s. 5–6.
- Freedman, R. I., Krauss M. W., Seltzer M. M. (1997) *Aging parents' residential plans for adult children with mental retardation*, „Mental Retardation”, 35, s. 114–123.
- Hannah M. E., Midlarsky E. (1999). *Competence and adjustment of siblings of children with mental retardation*, „American Journal on Mental Retardation”, 104, s. 22–37.
- Orsmond G. I., Seltzer M. M. (2000) *Brothers and sisters of adults with mental retardation: Gendered nature of the sibling relationship*, „American Journal on Mental Retardation”, 105, s. 486–508.
- Seltzer M. M., Krauss M. W. (2001) *Quality of life of adults with mental retardation/developmental disabilities who live with the family*, „Mental Retardation and Developmental Research Reviews”, 7, s. 105–114.
- Thorin E., Yovanoff P., Irvin L. (1996) *Dilemmas faced by families during their young adults' transitions to adulthood: A brief report*, „Mental Retardation”, 34, s. 117–120.
- Willoughby J. C., Glidden L. M. (1995) *Fathers helping out: Shared child care and marital satisfaction of parents of children with disabilities*, „American Journal on Mental Retardation”, 99, s. 399–406.

Technologie wspomagające kształcenie

- e-Buddies (2002) aktualizacja 3 lutego 2002, na <http://www.ebuddies.org/>
- Glaser C., Rieth H. J., Kinzer C. K., Prestidge L. K., Peter J. (1999) *A description of the impact of multimedia anchored instruction on classroom interactions*, „Journal of Special Education Technology”, 14, s. 27–53.
- Mechling L. C., Gast D. L., Langone J. (2002) *Computer-based video instruction to teach persons with moderate intellectual disabilities to read grocery aisle signs and locate items*, „Journal of Special Education”, 35, s. 224–240.
- Rieth H. J., Colburn, L. K. (2003) *Anchoring instruction for students with disabilities*, w: D. P. Bryant, B. Bryant (red.), *Technology in special education*, Boston, Allyn and Bacon.
- Romski M. A., Sevcik R. A., Adamson L. B. (1999) *Communication patterns of youth with mental retardation with and without their speech-output devices*, „American Journal on Mental Retardation”, 104, s. 249–259.

Rozdział 6

Spektrum zaburzeń autystycznych

Definicja spektrum zaburzeń autystycznych

- American Psychiatric Association (1994) *Diagnostic and statistical manual of mental disorders* (wyd. czwarte), Washington, DC, Author.
- Baron-Cohen S., Allen J., Gillberg C. (1992) *Can autism be detected at 18 months? The needle, the haystack, and the CHAT*, „British Journal of Psychiatry”, 161, s. 839–843.
- Begley S., Springen K. (1996, 13 maja) *Life in a parallel world: A bold new approach to the mystery of autism*, „Netusweek”, s. 70.
- Carpenter M., Pennington B. F., Rogers S. T. (2002) *Interrelations among social-cognitive skills in young children with autism*, „Journal of Autism and Developmental Disorders”, 32, s. 91–106.
- Koegel R. L., Koegel L. K. (red.), (1995) *Teaching children with autism: Strategies for initiating positive interactions and improving learning opportunities*, Baltimore, Paul H. Brookes.
- Lewis M. H., Bodfish J. W. (1998) *Repetitive behavior disorders in autism*, „Mental Retardation and Developmental Disabilities Research Reviews”, 4, s. 80–89.
- Lord C. S., Risi S., Lambrecht L., Cook E. H., Leventhal B. L., DiLavore P. C., Pickles A., Rutter M. (2000) *The autism diagnostic observation schedule-generic: A standard measure of social and communication deficits associated with the spectrum of autism*, „Journal of Autism and Developmental Disorders”, 30, s. 205–233.
- Mundy P., Neal A. R. (2001) *Neural plasticity, joint attention, and transactional social-orienting model of autism*, w: L. M. Glidden (red.), *International review of research in mental retardation: Autism*, t. 23, s. 139–168, San Diego, Academic Press.
- National Research Council (2001) *Educating children with Autism*, Washington, DC, National Academy Press.
- Osterling J., Dawson G. (1994) *Early recognition of children with autism: A study of first birthday home videotapes*, „Journal of Autism and Developmental Disorders”, 24, s. 247–257.
- Powers M. D. (2000) *What is autism?* w: M. D. Powers (red.), *Children with autism: A parent's guide*, Bethesda, MD, Woodbine House.
- Ramberg C., Ehlers S., Nyden A., Johansson M. (1996) *Language and pragmatic functions in school-age children on the autism spectrum*, „European Journal of Disorders of Communication”, 31, s. 387–413.
- Rogers S. J. (1998) *Neuropsychology of autism in young children and its implications for early intervention*, „Mental Retardation and Developmental Disabilities Research Reviews”, 4, s. 104–112.
- Safran S. P. (2001) *Asperger syndrome: The Emerging challenge to special education*, „Exceptional Children”, 67, s. 151–160.

- Schopler E., Reichler J., DeVellis R. F., Daly K. (1980) *Toward objective classification of childhood autism: Childhood Autism Rating Scale (CARS)*, „Journal of Autism and Developmental Disorders”, 10, s. 91–103.
- Sheinkopf S. J., Mundy P., Oller D. K., Steffens M. (2000) *Vocal atypicality of preverbal autistic children*, „Journal of Autism and Developmental Disabilities”, 30, s. 345–354.
- Sperry V. W. (2001) *Fragile success: Ten autistic children, childhood to adulthood*, Baltimore, Paul H. Brookes.
- Stone W. L., Lee E. B., Ashford L., Brissire J., Hepburn S. L., Coonrod E. E., Weiss B. H. (1999) *Can autism be diagnosed accurately in children under 3 years?* „Journal of Child Psychology and Psychiatry and Allied Disciplines”, 40, s. 219–226.
- Stone W. L., Coonrod E. E., Ousley O. Y. (2000) *Brief report: screening tool for autism in two-year-olds (STAT): Development and preliminary data*, „Journal of Autism and Developmental Disorders”, 30, s. 607–612.
- Stone W. L., Yoder P. J. (2001) *Predicting spoken language level in children with autism spectrum disorders*, „Autism”, 5, s. 341–361.
- Sturmey P., Sevin J. A. (1994) *Defining and assessing autism*, w: J. L. Matson (red.), *Autism in children and adults: Etiology, assessment, and intervention*, s. 13–36, Pacific Grove, CA, Brooks/Cole.
- Tanguay P. E., Robertson J., Derrick A. (1998) *A dimensional classification of autism spectrum disorder by social communication domains*, „Journal of the American Academy of Child and Adolescent Psychiatry”, 37, s. 271–277.
- U.S. Department of Education (1999) *Assistance to states for the education of children with disabilities and the early intervention programs for infants and toddlers with disabilities: Final regulations*, Federal Register, 64 (48), CFR części 300 i 303.
- Wetherby A. M., Prizant B. M. (1993) *Profiling communication and symbolic abilities in young children*, „Journal of Childhood Communication Disorders”, 15, s. 23–32.
- Wetherby A. M., Yonclas D. G., Bryan A. A. (1989) *Communicative profiles of preschool children with handicaps: Implications for early identification*, „Journal of Speech and Hearing Disorders”, 54, s. 148–158.
- Wing L. (1989) *Autistic adults*, w: C. Gillberg (red.), *Diagnosis and treatment of autism*, s. 419–432, New York, Plenum Press.

Rys historyczny

- Kanner L. (1943) *Autistic disturbances of affective contact*, „Nervous Child”, 2, s. 217–250.
- Powers M. D. (2000) *What is autism?* w: M. D. Powers (red.), *Children with autism: A parent's guide*, Bethesda, MD, Woodbine House.
- Rimland B. (1994) *The modern history of autism: A personal Perspective*, w: J. L. Matson (red.), *Autism in children and adults: Etiology, assessment and intervention*, Pacific Grove, CA, Brooks/Cole.

Rozpowszechnienie

- Burton D. (2002, 18 kwietnia) *The autism epidemic: Is the NIH and CDC response adequate*, Committee on Government Reform, Opening Statement, U.S. Congress.
- Fombonne E. (1999, 13–14 grudnia) *Epidemiological findings on autism and related developmental disorders*, Paper presented at the First Workshop of the Committee on Educational Interventions for Children with Autism.
- National Research Council (2001) *Educating children with Autism*, Washington, DC, National Academy Press.
- Stokstad E. (2002) *Scant evidence for an epidemic of autism*, „Science”, 294, s. 35.
- U.S. Department of Education (2001) *Twenty-third annual report to Congress on the implementation of IDEA*, Washington, DC, U.S. Government Printing Office.

Przyczyny autyzmu

- Cowley G., Brownell G., Footes, D. (2000, 31 lipca) *Parents wonder: Is it safe to vaccinate?* „Newsweek”, s. 52.

- Dawson G., Meltzoff A. N., Osterling J., Rinaldi J. (1998) *Neuropsychological correlates of early symptoms of autism*, „Child Development”, 69, s. 1276–1285.
- Koegel R. L., Koegel, L. K., Frea W. D., Smith A. E. (1995) *Emerging interventions of children with autism: Longitudinal and lifestyle implications*, w: R. L. Koegel and L. K. Koegel (red.), *Teaching children with autism: Strategies for initiating positive interactions and improving learning opportunities*, Baltimore, Paul H. Brookes.
- Piven J. (2002) *Genetics of personality: The example of the broad autism phenotype*, w: J. Benjamin, R. I. Ebstein, R. H. Belmaier (red.), *Molecular genetics and the human Personality*, Washington, DC, American Psychiatric Publishers.
- Seroussi, K. (2000) *Unraveling the mysteries of autism and pervasive developmental disorder: A mother's story of research and recovery*, New York, Simon and Schuster.

Charakterystyka zaburzeń autystycznych

- Barnhill G. P. (2001) *What is Asperger syndrome?* „Intervention in School and Clinic”, 36, s. 259–265.
- Baron-Cohen S. (2001) *Theory of mind and autism: A review*, w: G. Lavaine Masters (red.), *International review of research in mental retardation*, New York, Academic Press.
- Sturmey P., Sevin J. A. (1994) *Defining and assessing Autism*, w: J. L. Matson (red.), *Autism in children and adults: Etiology, assessment, and intervention*, s. 13–36, Pacific Grove, CA, Brooks/Cole.
- Talay-Ongan A., Wood K. (2000) *Unusual sensory sensitivities in autism: A possible crossroads*, „International Journal of Disability, Development and Education”, 47, s. 201–212.

Edukacja we wczesnym dzieciństwie

- Dawson G., Osterling, J. (1997) *Early intervention in autism*, w: M. J. Guralnick, (red.), *The effectiveness of early in intervention*, Baltimore, Paul H. Brookes.
- Handleman J. S., Harris S. L. (2000) *Preschool education programs for children with autism*, Austin, TX, PRO-ED.
- Harris S. L., Handleman J. S. (1994) *Preschool education programs for children with autism*, Austin, TX, PRO-ED.
- Lord C., Schopler E. (1994) *TEACCH services for preschool Children*, w: S. Harris, J. Handleman (red.), *Preschool education programs for children with autism*, Austin, TX, PRO-ED.
- Lovaas O. I. (1987) *Behavioral treatment and normal educational and intellectual functioning in young autistic children*, „Journal of Consulting and Clinical Psychology”, 55, s. 3–9.
- Marcus L. M., Garfinkle A. N., Wolery M. (2001) *Issue in early diagnosis and intervention with young children with autism*, w: E. Schopler, N. Yirmiya, C. Shulman, L. M. Marcus (red.), *The research basis for autism intervention*, New York, Kluwer Academic/Plenum Publishers.
- Reinhartsen D., Garfinkle A. N., Wolery M. (w druku) *Facilitating play in two-year old children with autism: Teacher selected or child choice of toys*, „Journal of the Association for Persons with Severe Handicaps”.
- Schwartz I. S., Boulware G. L., McBride B. J., Sandall S. R. (2001) *Functional assessment strategies for young children with autism*, „Focus on Autism and Other Developmental Disabilities”, 16, s. 222–227.

Edukacja w szkole podstawowej i średniej

- Barnhill G. P. (2001) *What is Asperger syndrome?* „Intervention in School and Clinic”, 36, s. 259–265.
- Bondy A., Frost L. (2002) *Topics in autism: A picture's, worth. PECS and other visual communication strategies in autism*, Bethesda, MD, Woodbine House.
- Horner R. H. (1994) *Functional assessment: Contribution and Future directions*, „Journal of Applied Behavior Analysis”, 27, s. 401–404.
- Schwartz I. S., Garfinkle A. N., Bauer J. (1995) *The picture exchange communication system: Communicative outcomes for young children with disabilities*, „Topics in Early Childhood Special Education”, 18, s. 144–159.

- Scott J., Clark C., Brady M. (2000) *Students with autism: Characteristics and instructional programming*, San Diego, CA, Singular Publishing Group.
- Sugai G., Horner R. H., Dunlap G., Hieneman M., Lewis T. J., Nelson C. M., Scott T., Liaupsin C., Sailor W., Turnbull R. H., Wickham D., Ruef M., Wilcox B. (1999, grudzień) *Applying positive behavior support and functional behavior assessment in school*, Washington, DC, OSEP Center on Positive Behavioral Interventions and Support.
- Thiemann, K. S., Goldstein H. (2001) *Social stories, written text cues, and video feedback: Effects on social communication of children with autism*, „Journal of Applied Behavior Analysis”, 34, s. 425–446.

Współpraca na rzecz włączania

- Hoyson M., Jamieson B., Strain P. (1984) *Individualized group instruction of normally developing and autistic-like children: The LEAP curriculum model*, „Journal of the Division of Early Childhood”, 1, s. 151–171.

Przygotowanie do dorosłego życia

- Chadsey-Rusch J., Heal L.W. (1995) *Building consensus from transition experts on social integration outcomes and interventions*, „Exceptional Children”, 62, s. 165–187.
- Park C. C. (2001) *Exiting Nirvana: A daughter's life with autism*, Boston, Little, Brown.
- Raia J. (2001, 18 czerwca) *Autism doesn't slow this marathoner*, „Los Angeles Times”, s. D7.

Rodziny

- Powell T. H., Hecimovic A., Christensen L. (1992) *Meeting the unique needs of families*, w: D. E. Befkell (red.), *Autism: Identification, Education and Treatment*, Hillsdale, NJ, Lawrence Erlbaum Associates.

Technologie wspomagające kształcenie

- Bondy A. S., Frost L. A. (1993) *Mands across the water: A report on the application of the Picture-Exchange Communication System in Peru*, „The Behavior Analyst”, 16, s. 123–128.
- Bondy A., Frost L. (2002) *Topics in autism: A picture's worth. PECS and other visual communication strategies in autism*, Bethesda, MD, Woodbine House.
- Garfinkle A. N., Schwartz I. S. (2001) *„Hey! I'm talking to you:” A naturalistic procedure to teach preschool children to use their AAC systems with peers*, w: M. Ostorsky S. Sandall (red.), *Young Exceptional Children Monograph Series: Teaching strategies No. 3*, Longmont, CO, Sporis West.
- Frost L. A., Bondy A. S. (1994) *The picture exchange communication system training manual*, Cherry Hill, NJ, Pyramid Educational Consultants, Inc.
- Schwartz I. S., Garfinkle A. N., Bauer J. (1995) *The picture exchange communication system: Communicative outcomes for young children with disabilities*, „Topics in Early Childhood Special Education”, 18, s. 144–159.

Rozdział 7

Niepełnosprawności o bardzo niskiej częstotliwości występowania

Głębokie wielorakie niepełnosprawności

- Children's Defense Fund (CDF), (2001) *The state of America's Children*, Washington, DC, Children's Defense Fund.
- Laurent Clerc National Deaf Education Center (2001) *Deaf children with multiple disabilities*, aktualizacja 19 maja 2002, na <http://www.clerccenter.gallaudet.edu/InfoToGo/141.htm>
- March of Dimes (2002) *Health library: Infant health statistics*, aktualizacja 1 września 2002, na http://www.modimes.org/HealthLibrary/344_1361.htm

- March of Dimes Perinatal Data Center, (2001) *Maternal, infant, and child health in the United States, 2001*, aktualizacja 31 sierpnia 2002, na http://www.modimes.org/HealthLibrary/34_598.htm
- McDonnell J. J., Hardman M. L., McDonnell A. P. (2003) *Introduction to persons with moderate and severe disabilities: Educational and social issues* (wyd. drugie), Boston, Allyn and Bacon.
- National Information Center for Children and Youth with Disabilities (NICHCY) (2001, grudzień) *Severe and/or multiple disabilities*, Washington, DC, NICHCY.
- Snell M. E., Brown F. (2000) *Instruction of students with severe disabilities* (wyd. piąte), Upper Saddle River, NJ, Merrill an imprint of Prentice-Hall.
- TASH (2000a) *TASH resolution on the people for whom TASH advocates*, Baltimore, Author. Definicja oryginalnie przyjęta w kwietniu 1975, poprawiona w grudniu 1985 i marcu 2000, dostępna na <http://www.tash.org/resolutionsR21PEOPL.html>
- TASH (2000b). *TASH resolution on deinstitutionalization*, Baltimore, Author. Rozwiązanie oryginalnie przyjęte w październiku 1979, poprawione w listopadzie 1999 i marcu 2000, dostępne na <http://www.tash.org/resolutions/res02deinstitut.htm>
- U.S. Department of Education (1999) *Assistance to states for the education of children with disabilities program and the early intervention program for infants and toddlers with disabilities; Final regulations*, Federal Register, 34, CRF części 300 i 303.
- U.S. Department of Education (2001) *Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.

Głuchoślepotą

- Accardo P. J., Whitman B. Y., Laszewski C., Haake C. A., Morrow J. D. (1996) *Dictionary of developmental disabilities terminology*, Baltimore, Paul H. Brookes.
- Baldwin V. (1995) *Annual Deaf-Blind Census*, Monmouth, OR, Teaching Research, Western Oregon State College.
- Boeck S. (1998, 4 listopada) *Blind, deaf triathlete honored*, „USA Today Sports Section”, s. C3.
- Chen D., Downing J., Rodriguez-Gil G. (2000–2001, zima) *Tactile learning strategies for children who are deafblind: Concerns and considerations from Project SALUTE*, „Deaf-Blind Perspectives”, 8, s. 1–6.
- Children's Defense Fund (CDF), (2001) *The state of America's children*, Washington, DC, Children's Defense Fund.
- DB Link, National Information Clearinghouse on Children Who Are Deaf-Blind (2002) *Deaf-blindness*, Monmouth, OR, Teaching Research, Western Oregon University, aktualizacja na <http://www.tr.wou.edu/dblink/index.htm>
- DB Link, National Information Clearinghouse on Children Who Are Deaf-Blind (2001) *National deaf-blind census*, Monmouth, OR, Teaching Research, Western Oregon University, aktualizacja na <http://www.tr.wou.edu/ntac/census.htm>
- Groce M. M., Isaacson A. B. (1995) *Purposeful movement*, w: K. M. Heubner, J. G. Prickett, R. R. Welch, E. Joffe (red.), *Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind*, s. 91–110, New York, AFB Press.
- Haring N. G., Romer L. T. (red.), (1995) *Welcoming students who are deaf-blind into typical classrooms: Facilitating school participation, learning, and friendships*, Baltimore, Paul H. Brookes.
- Heller K. W., Kennedy C. (1994) *Etiologies and characteristics of deaf-blindness*, Monmouth, OR, Teaching Research Publications.
- Heubner K. M., Prickett J. G., Welch T. R., Joffe E. (red.), (1995) *Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind*, New York, AFB Press.
- Holcomb M., Wood S. (1989) *Deaf woman: A parade through the decades*, Berkeley, CA, Dawnsignpress.
- Kemper J. (2002) *He didn't listen*, „Deaf-Blind Perspectives”, 9, s. 1.
- Melancon F. (2000, jesień) *A group for students with Usher syndrome in South Louisiana*, „Deaf-Blind Perspectives”, 8, 1–3.

- Miles B. (1995, grudzień) *Overview on deaf-blindness*, Monmouth, OR DB Link, The National Information Clearinghouse on Children Who Are Deaf-Blind.
- Miles B. (2001, lipiec) *Overview on deaf-blindness*, aktualizacja 29 sierpnia 2002, na <http://tr.wou.edu/dblink/overview.htm>
- Noonan M. J., Siegel E. B. (2003) *Special needs of students with severe disabilities or autism*, w: L. McCormick, D. F. Loeb, R. L. Shiefelbusch (red.), *Supporting children with communication difficulties in inclusive settings: School-based language intervention*, s. 409–434, Boston, Allyn and Bacon.
- Steer M. (1999, wiosna) *In Australia: Placing parents and families at the center of our planning*, „Deaf-Blind Perspectives”, 6, 1–4.
- Stremel K. (1998, sierpień) *Communication interactions: It takes Two*, aktualizacja 29 sierpnia 2002, na DB Link, <http://tr.wou.edu/dblink/comm.htm>
- U.S. Department of Education (1999) *Assistance to states for the education of children with disabilities program and the early intervention program for infants and toddlers with disabilities; Final regulations*, Federal Register, 34, CRF części 300 i 303.
- U.S. Department of Education (2001) *Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.
- Whinnery K. W., Barnes S. B. (2002) *Mobility training using the MOVE curriculum: A parent's view*, „Teaching Exceptional Children”, 34, 44–50.

Pourazowe uszkodzenie mózgu

- Clark E. (1996) *Children and adolescents with traumatic brain injury: Reintegration challenges in educational settings*, „Journal of Learning Disabilities”, 29, s. 549–560.
- Connell M. C., Carta J. J., Baer D. M. (1993) *Programming generalization of in-class transition skills: Teaching preschoolers with developmental delays to self-assess and recruit contingent teacher praise*, „Journal of Applied Behavior Analysis”, 26, s. 345–352.
- Dunlap L. K., Dunlap G., Koegel L. K., Koegel R. L. (1991) *Using self-monitoring to increase independence*, „Teaching Exceptional Children”, 23, s. 17–22.
- Hall L. J., McClannahan L. E., Krantz P. J. (1995) *Promoting independence in integrated classrooms by teaching aides to use activity schedules and decreased prompts*, „Education and Training in Mental Retardation and Developmental Disabilities”, 30, s. 208–217.
- Heller K. W., Alberto P. A., Forney P. E., Schwartzman M. N. (1996) *Understanding physical, sensory, and health impairments*, Pacific Grove, CA, Brooks/Cole.
- Hughes C. A., Boyle J. R. (1991) *Effects of self-monitoring for on-task behavior and task productivity on elementary students with moderate mental retardation*, „Education and Treatment of Children”, 14, s. 96–111.
- Hutchinson J., Marquardt T. P. (1997) *Functional treatment approaches to memory impairment following brain injury*, „Topics in Language Disorders”, 18, s. 45–57.
- Hux K., Hacksley C. (1996) *Mild traumatic brain injury: Facilitating school success*, „Intervention in School and Clinic”, 31, s. 158–165.
- King-Sears M. E., Carpenter S. L. (1997) *Innovations: Teaching self-management to elementary students with developmental Disabilities*, Washington, DC, American Association on Mental Retardation.
- Lash M., DePompei R. (2002) *Kids corner*. Available from the Brain Injury Association of America, aktualizacja 31 sierpnia, 2002 na <http://www.biausa.org/children.htm>.
- Markowitz J., Linehan, P. (2001, styczeń) *Quick turn around: Traumatic brain injury*, Washington, DC, Project Forum at NASDSE.
- NICHCY (2002) *Traumatic brain injury*, Fact Sheet 18 (FS18), aktualizacja 15 września 2002, na <http://www.nichcy.org/pubs/factshe/fs18txt.htm>.
- Prater M. A., Hogan S., Miller S. R. (1992) *Using self-monitoring to improve on-task behavior and academic skills of an adolescent with mild handicaps across special and regular education settings*, „Education and Treatment of Children”, 15, s. 43–55.

- Singer G. H. S. (1996) *Constructing supports: Helping families of children with acquired brain injury*, w: G. H. S. Singer, A. Glang, J. M. Williams (red.), *Children with acquired brain injury: Educating and supporting families*, s. 1–22, Baltimore, Paul H. Brookes.
- Strauss A., Lehtinen L. (1947) *Psychopathology and education of the brain-injured child*, New York, Grune and Stratton.
- U.S. Department of Education (2001) *Twenty-third annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.
- U.S. Department of Education (1999) *Assistance to states for the education of children with disabilities program and the early intervention program for infants and toddlers with disabilities; Final regulations*, Federal Register, 34. CRF części 300 i 303.
- Van Kuren L. (2001, marzec) *Traumatic brain injury – the silent Epidemic*, „CEC Today”, 7, 1, 5, 15.
- West M. D., Gibson K., Unger D. (1996) *The role of the family in school-to-work transition*, w: G. H. S. Singer, A. Glang, and J. M. Williams (red.), *Children with acquired brain injury: Educating and supporting families*, s. 197– 220, Baltimore, Paul H. Brookes.
- Niepelnosprawności o bardzo niskiej częstości występowania**
- Alsop L., Blaha R., Kloos E. (2000, listopad) *The intervener in early intervention and education settings for children and youth with deafblindness*, Monmouth, OR, National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind.
- Chen D., Alsop L., Minor L. (2000, wiosna) *Lessons from project PLAI in California and Utah: Implications for early intervention services to infants who are deaf-blind and their families*, „Deaf-Blind Perspectives”, 7, s. 1–4.
- Condon K. A., Tobin T. J. (2001) *Using electronic and other new ways to help students improve their behavior: Functional behavioral assessment at work*, „Teaching Exceptional Children”, 34, s. 44–51.
- Downing J. E. (2001) *Meeting the communication needs of students with severe and multiple disabilities in general education classrooms*, „Exceptionality”, 9, s. 147–156.
- Frase-Blunt M. (2000, wrzesień) *High stakes testing a mixed blessing for special students*, „CEC Today”, 7, 1, 5, 7, 15.
- Harris S. L., Belchic J., Blum L., Celiberti D. (1994) *Behavioral assessment of autistic disorder*, w: J. L. Matson (red.), *Autism in children and adults: Etiology, assessment, and intervention*, s. 127–146, Pacific Grove, CA, Brooks/Cole.
- Hunt P., Goetz L. (1997) *Research on inclusive educational programs, practices, and outcomes for students with severe disabilities*, „Journal of Special Education”, 31, s. 3–29.
- Hughes C. (2001) *Transition to adulthood: Supporting young adults to access social, employment, and civic pursuits*, „Mental Retardation and Developmental Disabilities Research Reviews”, 7, s. 84–90.
- Kennedy C. H. (2001) *Promoting social-communicative interactions in adolescents*, w: H. Goldstein, L. Kaczmarek, K. M. English (red.), *Promoting social communication: Children with developmental disabilities from birth to adolescence*, s. 307–330, Baltimore, Paul H. Brookes.
- Kennedy C. H., Long T., Jolivet K., Cox J., Tang J. C., Thompson T. (2001) *Facilitating general education participation for students with behavior problems by linking positive behavior supports and person-centered planning*, „Journal of Emotional and Behavioral Disorders”, 9, s. 161–171.
- Kennedy C. H., Meyer K. A. (1998) *Establishing operations and the motivation of problem behavior*, w: J. Luselli i M. Cameron (red.), *Antecedent-based approaches to reducing problem behavior*, s. 329–346, Baltimore, Paul H. Brookes.
- Kennedy C. H., Shukla S., Fryxell D. (1997) *Comparing the effects of educational placement on the social relationships of intermediate school students with severe disabilities*, „Exceptional Children”, 64, s. 31–47.
- Koegel R. L., Koegel L. K., Frea W. D., Smith A. E. (1995) *Emerging interventions for children with autism: Longitudinal and lifestyle implications*, w: R. L. Koegel, L. K. Koegel (red.), *Teaching children with autism: Strategies for initiating positive interactions and improving learning opportunities*, s. 1–16, Baltimore: Paul H. Brookes.

- Lohrmann-O'Rourke S., Gomez O. (2001) *Integrating preference assessment within the transition process to create meaningful school-to-life outcomes*, „Exceptionality”, 9, s. 157–174.
- McDonnell J. J., Hardman M. L., McDonnell A. P. (2003) *Introduction to persons with moderate and severe disabilities: Educational and social issues* (wyd. drugie), Boston, Allyn and Bacon.
- McWilliam, R. A., Wolery, M., Odom S. L. (2001) *Instructional perspectives in inclusive preschool classrooms*, w: M. J. Guralnick (red.), *Early childhood inclusion: Focus on change*, s. 503–530, Baltimore, Paul H. Brookes.
- Morgan S. (2001, jesień) „What's my role?” *A comparison of the responsibilities of interpreters, interveners, and support service providers*, „Deaf-Blind Perspectives”, 9, s. 1–3.
- Mullen K. B., Frey W. D. (1995) *A parent-professional collaboration model for functional analysis*, w: R. L. Koegel, L. K. Koegel (red.), *Teaching children with autism: Strategies for initiating positive interactions and improving learning opportunities*, s. 175–188, Baltimore, Paul H. Brookes.
- National Information Center for Children and Youth with Disabilities (NICHCY), (2001, grudzień) *Severe and/or multiple disabilities*, Washington, DC, NICHCY.
- Office of Special Education Programs (2000) *Applying positive behavioral support in schools. Twenty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, s. III-7 do III-31, Washington, DC, U.S. Department of Education.
- Peeters T. (1997) *Autism: From theoretical understanding to educational intervention*, San Diego, Singular Publishing Group.
- Smith D. D. (2001) *Introduction to special education: Teaching in a time of opportunity*, Boston, Allyn and Bacon.
- Snell M. E., Janney R. (2000, lato) *Teachers' problem-solving about children with moderate and severe disabilities in elementary classrooms*, „Exceptional Children”, 66, s. 472–490.
- Stuart C. H., Smith S. W. (2002, marzec) *Transition planning for students with severe disabilities: Policy implications for the classroom*, „Intervention in School and Clinic”, 37, s. 234–236.
- Strauss A., Lehtinen L. (1947) *Psychopathology and education of the brain-injured child*, New York, Grune and Stratton.
- Sugai G., Horner R. H. (1999) *Discipline and behavior support: Preferred procedures and practices*, „Effective School Practices”, 17, s. 10–22.
- Sugai G., Horner R. H., Dunlap G., Hieneman M., Lewis T. J., Nelson C. M., Scott T., Liaupsin C., Sailor W., Turnbull A. P., Turnbull R. H., Wickham D., Ruef M., Wilcox B. (1999, grudzień) *Applying positive behavioral support and functional behavioral assessment in schools*, Washington, DC, OSEP Center on Positive Behavioral Interventions and Support.
- Thurlow M. L., House A. L., Scott D. L., Ysseldyke J. E. (2000, jesień) *Students with disabilities in large-scale assessments: State participation and accommodation policies*, „Journal of Special Education”, 34, s. 154–163.
- Turnbull A. P., Turnbull H. R. (2000) *Fostering family-professional partnerships*, w: M. E. Snell i F. Brown *Instruction of students with severe disabilities* (wyd. piąte), s. 70–114, Upper Saddle River, NJ, Merrill/Prentice-Hall.
- Turner M. D., Baldwin L., Kleinert H. L., Kearns J. F. (2000) *The relation of a statewide alternate assessment for students with severe disabilities to other measures of instructional effectiveness*, „Journal of Special Education”, 34, s. 69–76.
- U.S. Department of Education (2000a) *Characteristics of children and families entering early intervention*, s. IV-1 do IV-13, *Twenty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.
- U.S. Department of Education (2000b) *Preschoolers served under IDEA*, s. II-9 do II-17, *Twenty-second Annual Report to Congress on the implementation of the Individuals with Disabilities Education Act*, Washington, DC, U.S. Government Printing Office.
- Westling D. L., Fox L. (2000) *Teaching students with severe Disabilities* (wyd. drugie), Upper Saddle River, NJ, Merrill/Prentice-Hall.
- Ysseldyke J., Thurlow M., Bielinski J., House A., Moody M., Haigh J. (2001, maj/czerwiec) *The relationship between instructional and assessment accommodations in an inclusive state accountability system*, „Journal of Learning Disabilities”, 34, s. 212–220.

Ziegler D. (2002, kwiecień) *Reauthorization of the Elementary and Secondary Education Act: No Child Left Behind Act of 2001*, Arlington, VA, The Council for Exceptional Children, Public Policy Unit.

Rodziny

- Bruns D. A. (2000, luty) *Leaving home at an early age: Parents' decisions about out-of-home placement for young children with complex medical needs*, „Mental Retardation”, 38, 50–60.
- Dell-Orto A. E., Power P. W. (1997) *Head injury and the family: A life and living perspective*, Boca Raton, FL, GR/St. Lucie Press.
- ERIC Clearinghouse on Disabilities and Gifted Education (2001, kwiecień) *Educating exceptional children: A statistical profile*, Arlington, VA, The Council for Exceptional Children.
- Luckasson R., Borthwick-Duffy S., Buntinx W. H. E., Coulter D. L., Craig E. M., Reeve A., Schalock R. L., Snell M. E., Spitalnik D. M., Sprent S., Tassé C. M. J. (2002) *Definition of mental retardation*, Washington, DC, American Association on Mental Retardation (AAMR).
- Luckasson R., Coulter D. L., Pollock E. A., Reiss S., Schalock R. L., Snell M. E., Spitalnik D. M., Stark J. A. (1992) *Mental retardation: Definition, classification, and systems of supports*, Washington, DC, American Association on Mental Retardation.

Technologie wspomagające kształcenie

- Bryant D. P., Bryant B. R. (2003) *Assistive technology for people with disabilities*. Boston, Allyn and Bacon.
- Buckley W. L. (1999–2000, zima) *Computers in our classrooms*, „Deaf-Blind Perspectives”, 7, s. 1–7.
- McCormick L., Wegner, J. (2003) *Supporting augmentative communication*, w: L. McCormick, D. F. Loeb, R. L. Shiefelbusch (red.), *Supporting children with communication difficulties in inclusive settings: School-based language intervention*, s. 435–460, Boston, Allyn and Bacon.
- Noonan M. J., Siegel E. B. (2003) *Special needs of students with severe disabilities or autism*, w: L. McCormick, D. F. Loeb, R. L. Shiefelbusch (red.) *Supporting children with communication difficulties in inclusive settings: School-based language intervention*, s. 409–434, Boston, Allyn and Bacon.
- Office of Special Education Programs [OSEP], (2000) *Applying positive behavioral support in schools, Twenty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act*, III-7 do III-31, Washington, DC, U.S. Department of Education.
- Reichle J., Beukelman D. R., Light J. C. (2002) *Exemplary practices for beginning communicators: Implications for ACC*, Baltimore, Paul H. Brookes.
- Sax C., Pumpian I., Fisher D. (1997, marzec) *Assistive technology and inclusion*, CISP Issue Brief, Pittsburgh, PA, Allegheny University of Health Sciences.