controversial concept. This book presents a vision of bilingual education in six South American nations: three Andean countries, Peru, Ecuador, and Colombia, and three 'Southern Cone' countries, Brazil, Argentina, and Paraguay. It provides an integrated perspective, including work carried out in major as well as minority language contexts, referring to developments in the fields of indigenous, deaf, and international bilingual and multilingual provision. Written by experienced teachers and researchers in the field, 'Bilingualism' is an essential resource for students and researchers of Applied Linguistics. It introduces key issues and debates in the subject, and focuses on the impact of bilingualism on cognitive resources and the social forces that moderate it. Using an interdisciplinary perspective to discuss the intersection of language development and learning processes, this book summarizes current knowledge and represents the most critical issues regarding early childhood research, policy, and practice related to young bilingual children with disabilities.

The book begins with a conceptual framework focussing on the interaction between the fields of early childhood education, bilingual education, and special education. It goes on to review and discuss the role of bilingualism in young children's development and the experiences of young bilingual children with disabilities in early care and education settings, including issues of eligibility and access to care, instruction, and assessment. The book explores family experiences, teacher preparation, accountability, and policy, ending with recommendations for future research which will inform both policies and practices for the education of young bilingual children with disabilities. This timely volume provides valuable guidance for teachers, administrators, policymakers, and researchers.

This book gives educators important information to the urgent question of how teachers and schools can facilitate language minority and immigrant students' progress in school. It offers an innovative and powerful method teachers and students can use to study the situational context of bilingualism, providing both the theoretical background and the practical tools to implement this approach. The situational context of education includes linguistic, economic, social, cultural, and political factors, as well as conditions, such as students' personal characteristics, family support, and quality of instruction. All of these factors influence the lives of students and their academic performance and contribute in many ways, some subtle and indirect, to making the educational experience more or less difficult for different students. The premise of the book is that objective study of the situational context of education by both students and teachers is beneficial because it leads to a more realistic view of how to facilitate students' progress in school. Designed as a text for graduate courses for preservice and in-service teachers working with students in bilingual, ESL, mainstream, and special education classrooms, the goal is to engage readers in learning not only from the literature but also from studying the situational contexts of their own students. The focus here is on the factors that affect language minority and immigrant students in the United States, but the framework is equally powerful for work with student populations in other social contexts. The Introduction includes an overview of the theory behind the study of the situational context of education and the implementation of this approach; describes the context of the pilot lessons included in the book; and explains how to use the lessons detailed in later chapters. *Chapters 2-8 focus on different factors in the situational context of education: linguistic, economic, social, cultural, and political. A three-part structure is used: "Classroom Implementation" (a rich description of one lesson in a real classroom); "Context Variables" (a theoretical explanation of the specific factor the chapter addresses; providing the research basis for the sample lesson objectives); "Doing Analysis of the Context" (several sample lessons for implementation). The lessons are addressed to the teacher, with detailed ideas on how to carry out the lessons and evaluate the students' understanding of the situational context. *Five Appendices provide helpful resources for the implementation of the lessons: an Annotated bibliography of relevant K-12 children's literature; Instructional Approaches; Scoring Rubrics for Content Objectives; Guidelines for a Contrasting Study of Situational Context; and Lesson Template. The lessons have been thoroughly field-tested with students and teachers. Because these lessons work on multiple levels, Situational Context of Education: A Window Into the World of Bilingual Learners benefits students from first grade through preservice and in-service teachers in university courses.

Teachers get to know their students and their predicaments within the social context of the United States, and at the same time, the lesson activities have a great impact on the students in their classes. All are helped to achieve academically while gaining awareness of situational factors affecting their lives. The Handbook of Arts Education and Special Education brings together, for the first time in a single reference volume, policy, research, and practices in special education and arts education synthesized to inform stakeholders across a broad spectrum of education. This handbook encompasses arts education for students with disabilities, from pre-K through transition to postsecondary education and careers as well as community arts education, with particular attention to conceptual foundations; research-based practices; professional standards; students' cognitive, artistic, and social growth; career education; and future directions for research and practice in special education and arts education. Who Benefits From Special Education?: Reclaiming (Frustration) Other People's Children addresses the negative consequences of labeling and separating education for students with "disabilities," the cultural issues inherent in the way that we view children's learning difficulties, the social construction of disability, the commercialization of special education, and related issues. The theme that unifies the chapters is that tension exists between professional ideology and practice, and the wishes and expectations of the recipients of professional practice—children, adolescents, and adults—with disabilities and their families. These voices have rarely been taken center stage in formulating important decisions about the quality and characteristics of appropriate practice. The dominant view in the field of special education has been that disability is a problem in certain children, rather than an artifact that results from the general structure of schooling. It does not take into consideration the voices of people with disabilities, their families, or their teachers. Offering an alternative perspective, this book deconstructs mainstream special education ideologies and highlights the personal perspectives of students, families, and front-line professionals such as teachers and mental health personnel. It is particularly relevant for special education professionals studies graduate students and faculty and for readers in general education, curriculum studies, instruction theory, and critical theory. This book is directly concerned with the reasons underlying bilingual children's poor performance on standardized tests. It is the authors' contention that without an understanding of the nature of bilingualism itself, the problems encountered by bilingual individuals on such tests will continue. The volume's primary purpose is to contribute to the development of a research, knowledge, and theoretical base which can support the testing of bilingual individuals. By reviewing and discussing both the nature of bilingualism and the nature of standardized testing and by presenting a detailed agenda of the questions that must be answered the authors hope to influence existing and future policies which govern the use of tests and test results. This area of increasing importance to American education and the policy implications are evident. The second edition of this powerful book examines the disproportionate placement of Black and Hispanic students in special education. The authors present compelling, research-based stories of individual students and the range of experiences faced by culturally and linguistically diverse students who fall in the liminal shadow of perceived disability. They examine the children's experiences, their families' interactions with school personnel, the teachers' and schools' estimation of the children and their families, and the school climate that influences decisions about referrals to special education. Based on the authors' 4 years of ethnographic research in a large, culturally diverse school district, the book concludes with recommendations for improving educational practice, teacher training, and policy renewal. This book has a practical focus in that it examines the effectiveness of alternatives to traditional assessment and pedagogical practices for bilingual children. It argues that much special education practice with respect to bilingual students is fundamentally mistrusted in this succinct yet comprehensive text, authors Lawless Frank and Richards guide readers through the essential basics that every educator needs to know about special education, covering everything from law to application. Streamlined and accessible chapters address legal knowledge—Section 304, IDEA, ESIA, and FERPA—assessment and identification, RTI, categories of disability, IEPs, accommodations, co-teaching, and instructional considerations. Designed to give new educators a focused introduction to critical concepts and terminology, this book also features supplemental online resources including an instructor's Manual, quizzes, and more. 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