

iep and speech goals for selective mutism

****IEP and Speech Goals for Selective Mutism: Supporting Communication Success****

iep and speech goals for selective mutism are crucial elements in supporting children who face unique challenges with verbal communication. Selective mutism is an anxiety-based disorder where a child who is normally capable of speech in some settings does not speak in others, often in school or social situations. Crafting individualized education plans (IEPs) tailored to address these challenges can make a significant difference in helping children overcome barriers and thrive academically and socially. This article explores how educators, speech-language pathologists, and parents can collaborate to develop effective goals and strategies for children with selective mutism within the IEP framework.

Understanding Selective Mutism and Its Impact on Learning

Selective mutism typically manifests in early childhood and is characterized by a consistent failure to speak in specific social settings despite speaking comfortably in others, such as at home. This condition is not a choice or oppositional behavior but rather rooted in anxiety and fear. For many children, selective mutism can interfere with classroom participation, social interactions, and overall academic progress.

Because communication is foundational to learning, children with selective mutism may struggle to express needs, answer questions, or engage with peers and teachers. This can lead to misunderstandings, social isolation, and frustration. Recognizing these challenges early is essential for timely intervention through specialized speech therapy and educational support.

The Role of the IEP in Supporting Students With Selective Mutism

An Individualized Education Program (IEP) is a legal document that ensures students with disabilities receive tailored educational services. For children with selective mutism, an IEP can outline specific accommodations, supports, and measurable goals to foster communication growth and reduce anxiety around speaking.

Why an IEP is Important for Selective Mutism

- ****Customized support:**** The IEP team, including parents, teachers, and speech therapists, collaborates to create a plan that addresses the child's unique communication needs.

- **Goal-setting:** The IEP sets clear, achievable speech and social communication goals that can be tracked over time.
- **Accommodations:** It provides a structure for necessary classroom modifications, such as alternative communication methods or reduced verbal demands.
- **Progress monitoring:** Regular assessment ensures strategies remain effective and evolve with the child's development.

Developing Effective Speech Goals for Selective Mutism

Speech goals within an IEP should be specific, measurable, and tailored to the child's current abilities and challenges. Rather than focusing solely on increasing verbal output, goals often emphasize gradual communication steps, confidence-building, and reducing anxiety triggers.

Key Considerations When Writing Speech Goals

- **Focus on comfort and willingness to communicate:** Goals might initially target nonverbal communication forms, such as nodding or using gestures, before progressing to verbal responses.
- **Set incremental milestones:** Small, achievable steps encourage success and reduce pressure, such as whispering to a trusted adult or responding with one word during familiar activities.
- **Incorporate social communication:** Beyond speech, goals should include engagement with peers and participation in group activities.
- **Emphasize functional communication:** The ultimate aim is for the child to communicate needs and participate meaningfully in the school environment.

Examples of Speech Goals for Selective Mutism

- The student will use a gesture or picture exchange system to request preferred items or activities in the classroom with 80% accuracy.
- The student will verbally respond to yes/no questions posed by a familiar adult in a small group setting in 4 out of 5 opportunities.
- The student will initiate a greeting or simple verbal exchange with a peer during structured play sessions twice per week.
- The student will increase verbal output from whispering to speaking in a soft voice during one-on-one conversations with a familiar adult.

Strategies to Support IEP and Speech Goals for

Selective Mutism

Implementing goals effectively requires a thoughtful approach that reduces anxiety and encourages natural communication.

Creating a Supportive Environment

- **Build trust:** Familiarity and positive relationships with educators and therapists help children feel safe to express themselves.
- **Use gradual exposure:** Slowly increasing social demands allows children to acclimate without overwhelming anxiety.
- **Incorporate choice:** Allowing the child to select topics or communication modes fosters autonomy and motivation.

Speech Therapy Techniques for Selective Mutism

Speech-language pathologists often use specialized interventions such as:

- **Stimulus fading:** Gradually introducing new people or settings while maintaining a communication partner the child trusts.
- **Shaping verbal responses:** Rewarding any attempt at speech and building on it incrementally.
- **Modeling and role-playing:** Practicing conversations in low-pressure settings.
- **Supportive communication tools:** Using visual aids, communication boards, or technology to supplement verbal speech.

Collaboration Among Home and School

Consistency between home and school environments reinforces progress. Parents and teachers can work together to:

- Share strategies that work in different settings.
- Encourage and celebrate communication attempts.
- Maintain open communication about the child's comfort levels and triggers.

Measuring Progress and Adjusting Goals

Monitoring progress is critical to ensure that IEP goals remain relevant and effective. Regular data collection, observations, and feedback from all team members provide insights into what is working and what needs adjustment.

Indicators of Progress

- Increased frequency and spontaneity of verbal communication.
- Greater participation in classroom discussions or group activities.
- Reduced anxiety behaviors associated with speaking.
- Use of alternative communication methods when verbal speech is not yet consistent.

If progress plateaus or goals are too easy, the IEP team should reconvene to revise objectives, introduce new strategies, or consider additional supports such as counseling or occupational therapy.

Empowering Children Beyond the Classroom

While IEP and speech goals focus on academic settings, supporting children with selective mutism in social and community contexts is equally important. Encouraging participation in extracurricular activities, playdates, and family gatherings can enhance confidence and communication skills.

Teaching coping strategies for managing anxiety and providing a nurturing environment at home help children generalize their communication abilities beyond school. Celebrating all forms of communication, whether verbal or nonverbal, promotes self-esteem and a sense of accomplishment.

Navigating the complexities of selective mutism requires patience, understanding, and a well-coordinated approach. Thoughtfully crafted IEP and speech goals for selective mutism, combined with targeted interventions and supportive environments, can open pathways for children to express themselves more freely and engage fully with their world.

Frequently Asked Questions

What is selective mutism and how does it affect speech goals in an IEP?

Selective mutism is an anxiety disorder characterized by a child's inability to speak in certain social situations despite speaking in others. In an IEP, speech goals for selective mutism focus on gradually increasing the child's verbal communication in targeted settings while addressing underlying anxiety.

How can speech therapy goals be tailored for a student with selective mutism in their IEP?

Speech therapy goals should be individualized, starting with non-verbal communication

strategies, then progressing to verbal responses in comfortable settings, and gradually increasing verbal participation in more challenging environments, ensuring the child's comfort and confidence.

What are common speech goals included in an IEP for students with selective mutism?

Common speech goals include increasing verbal participation during therapy sessions, initiating speech with peers and adults, using alternative communication methods when necessary, and reducing anxiety associated with speaking in specific school settings.

How often should progress on speech goals for selective mutism be monitored in an IEP?

Progress should be monitored regularly, typically every 4 to 6 weeks, to ensure that the student is making gains and to adjust goals or strategies as needed based on their comfort and progress.

Can an IEP include goals for both speech and social communication for a child with selective mutism?

Yes, an IEP can and often should include goals addressing both speech production and social communication skills, as selective mutism impacts both the ability and willingness to communicate in social settings.

What role do parents and teachers play in supporting IEP speech goals for selective mutism?

Parents and teachers provide essential support by creating a low-pressure environment, encouraging communication without forcing speech, reinforcing progress, and collaborating with therapists to generalize skills across settings.

Are there specific strategies recommended within an IEP to support speech goals for selective mutism?

Yes, strategies such as stimulus fading, shaping, positive reinforcement, and the use of visual supports or alternative communication can be included in the IEP to facilitate gradual communication development.

How can speech goals for selective mutism be aligned with the student's overall academic and social-emotional goals in an IEP?

Speech goals should complement academic and social-emotional objectives by promoting communication skills that enable participation in classroom activities, fostering peer interaction, and reducing anxiety to support overall school engagement and success.

Additional Resources

****IEP and Speech Goals for Selective Mutism: Tailoring Educational Support for Effective Communication****

iep and speech goals for selective mutism represent a critical area of focus for educators, speech-language pathologists, and families working together to support children who face unique challenges with communication. Selective mutism, a complex anxiety disorder characterized by a child's inability to speak in certain social settings despite speaking comfortably in others, requires nuanced intervention strategies. An Individualized Education Program (IEP) can provide a structured framework to address these communication barriers, ensuring that speech goals are specific, measurable, and responsive to the child's needs.

This article explores the intricacies of developing IEP and speech goals for selective mutism, highlighting best practices, potential challenges, and effective methodologies. It also investigates how educational teams can balance therapeutic expectations with academic demands to foster a supportive learning environment.

Understanding Selective Mutism and Its Educational Implications

Selective mutism is often misunderstood as mere shyness, but it is a recognized anxiety disorder that significantly impairs a child's ability to participate verbally in school settings. According to the American Speech-Language-Hearing Association (ASHA), selective mutism affects approximately 1 in 140 children, with symptoms typically emerging before age five. The impact on academic performance and social development can be profound, making early identification and intervention essential.

In the context of an IEP, selective mutism presents unique challenges. Unlike other speech disorders that primarily involve articulation or language deficits, selective mutism is rooted in psychological factors that inhibit speech production selectively. Therefore, speech goals must be crafted with sensitivity to these emotional and behavioral dimensions, ensuring that the child's anxiety is addressed alongside communication skills.

Crafting Effective IEP and Speech Goals for Selective Mutism

IEP development for children with selective mutism requires a multidisciplinary approach. Speech-language pathologists, psychologists, special educators, and parents collaborate to set realistic and attainable objectives. The goals should prioritize gradual verbal participation, comfort in communication, and the reduction of anxiety symptoms.

Key Components of Speech Goals

When designing speech goals for selective mutism, several features are crucial:

- **Specificity:** Goals must clearly define what the child is expected to achieve, such as initiating a greeting or answering a question in a familiar environment.
- **Measurability:** Progress should be measurable through observable behaviors, like the number of spontaneous verbal responses during class.
- **Flexibility:** Goals should accommodate fluctuating anxiety levels, allowing for adaptation as the child progresses.
- **Functional relevance:** Objectives need to target communication skills that enhance the child's participation in academic and social settings.

Examples of Speech Goals for Selective Mutism

Effective speech goals often focus on incremental advances, such as:

1. Increasing verbal communication in one-on-one settings with trusted adults from nonverbal to verbal responses within a specified timeframe.
2. Responding verbally to yes/no questions posed by peers or teachers in small groups.
3. Initiating greetings or simple requests during classroom routines.
4. Participating in structured group activities by verbally contributing at least twice per session.

These goals emphasize gradual exposure and positive reinforcement to reduce anxiety and build confidence.

Strategies to Support IEP Implementation for Selective Mutism

The success of IEP and speech goals for selective mutism hinges on consistent and empathetic implementation. Several strategies have proven effective in educational settings:

1. Collaborative Team Approach

An interdisciplinary team ensures a holistic understanding of the child's needs. Speech therapists provide targeted communication interventions, while psychologists offer behavioral support. Educators adapt classroom environments to reduce pressure and encourage participation.

2. Use of Alternative Communication Methods

In early intervention stages, augmentative and alternative communication (AAC) tools, such as picture cards or communication apps, can facilitate interaction without verbal speech. This approach helps build communication confidence and reduces frustration.

3. Creating a Safe and Predictable Environment

Consistency in routines and expectations reduces anxiety triggers. Teachers can arrange seating to minimize peer pressure and allow gradual exposure to speaking opportunities.

4. Positive Reinforcement and Incentives

Reward systems that acknowledge attempts to communicate can motivate children with selective mutism. Celebrating small verbal milestones reinforces progress and encourages continued effort.

Challenges in Setting and Monitoring Goals

Despite best intentions, developing and tracking IEP and speech goals for selective mutism is fraught with challenges:

- **Variability in Symptoms:** Anxiety and mutism can fluctuate daily, making progress inconsistent and goal attainment difficult to measure.
- **Generalization Across Settings:** A child may speak verbally in therapy but remain mute in the classroom or playground, complicating the assessment of goal achievement.
- **Balancing Academic Expectations:** Ensuring that speech goals do not overshadow core academic learning requires careful planning.
- **Family and Cultural Considerations:** Family beliefs about mutism and communication styles may influence goal setting and intervention approaches.

Addressing these challenges necessitates regular review meetings, open communication among stakeholders, and flexible goal adjustments.

Comparative Approaches: IEP Versus 504 Plans for Selective Mutism

While an IEP offers specialized educational services and tailored speech goals, some children with selective mutism may qualify for accommodations under a Section 504 plan instead. The choice depends on the severity of the disorder and its impact on academic performance.

IEPs provide designated speech therapy sessions and behavioral interventions, whereas 504 plans focus on accommodations such as preferential seating, extended response times, or modified participation expectations. Understanding the distinctions helps educators and families select the most appropriate framework to support the student's communication needs.

The Role of Data and Progress Monitoring

Quantitative and qualitative data collection is vital in evaluating the effectiveness of speech goals within an IEP. Tools such as communication logs, frequency counts of verbal responses, and anxiety rating scales enable teams to track improvements and identify areas requiring modification.

Consistent data review promotes evidence-based decision-making, ensuring that interventions remain aligned with the child's evolving needs. Moreover, documenting progress supports accountability and provides a basis for advocacy during IEP review meetings.

Integrating Behavioral and Speech Therapy Goals

Given the anxiety-driven nature of selective mutism, integrating behavioral strategies with speech-language goals enhances outcomes. Cognitive-behavioral techniques such as gradual exposure, desensitization, and relaxation training complement speech interventions by addressing underlying emotional barriers.

Coordinated therapy plans facilitate a comprehensive approach, where speech-language pathologists and behavioral therapists share insights and strategies. This synergy can expedite progress and empower the child to communicate more freely across settings.

Selective mutism remains a complex condition demanding tailored educational and therapeutic responses. Through carefully constructed IEP and speech goals, supported by collaborative implementation and ongoing evaluation, children with selective mutism can

achieve meaningful communicative milestones that enrich their academic and social experiences.

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iep and speech goals for selective mutism: *Treating Selective Mutism as a Speech-Language Pathologist* Emily R. Doll, 2021-09-03 Selective mutism (SM) is an anxiety disorder in which individuals are unable to communicate in certain environments or contexts (such as at school or in the community) despite having appropriate speech and language skills in other settings. By drawing on their extensive knowledge of language development, language complexity, and therapeutic approaches, speech-language pathologists (SLPs) can provide life-changing results for children with SM. *Treating Selective Mutism as a Speech-Language Pathologist* is a comprehensive yet accessible resource designed to bridge the gap in the current SM literature and empower SLPs to treat this disorder effectively. This valuable professional resource has tools for SLPs at every stage of their careers, from new clinicians preparing for potential cases of SM to experienced SLPs looking to expand their knowledge base. The first three chapters of *Treating Selective Mutism as a Speech-Language Pathologist* offer a base of understanding by exploring the roots and characteristics of SM. The text then walks clinicians through effective assessment and diagnosis strategies. The final chapters provide evidence-based treatment strategies, as well as practical guides and activities, for supporting children with SM. Key Features: * Ready-to-use activities, handouts, and forms that can be reproduced and implemented during a therapy session * Up-to-date empirical evidence regarding the etiological factors of SM * Overview of the collaborative team approach necessary for treating SM * Suggestions regarding specific assessment materials and a specific protocol to guide data collection during assessment * Specific, evidence-based treatment strategies provided in a clear, easy-to-understand manner Disclaimer: Please note that ancillary content (such as documents, audio, and video, etc.) may not be included as published in the original print version of this book.

iep and speech goals for selective mutism: *Suffering in Silence* Donna Mac LCPC, 2015-09-29 Selective mutism is an anxiety disorder, and its currently one of the most misunderstood, under-diagnosed, and undertreated mental health conditions. When children with selective mutism feel expected or pressured to speak in social situations, they become terrified. Therefore, their level of anxiety significantly increases, but by remaining silent, their anxiety level slightly decreases, obtaining some relief for themselves. For these children, remaining silent is actually an ineffective coping mechanism, or a maladapted solution to create a sense of safety within themselves. Hence, their mouths freeze, and they are silent. This is temporary relief, but longitudinally, these children suffer in silence. Due to the fact that many children will display normative shy behavior or even socially anxious behavior at times, it can be challenging to discern if the child's behavior falls within normal limits or if the child actually demonstrates clinically significant behavior, signifying a selective mutism diagnosis. This can be confusing for parents, teachers, and even clinicians. This manual is meant to help clarify this distinction and will also assist you in figuring out how to seek help, ask the right questions, and what you can expect from early intervention services, school-based services, and holistic, therapeutic, and psychiatric services.

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iep and speech goals for selective mutism: A Guide to School Services in Speech-Language Pathology, Fifth Edition Traci Schraeder, Courtney Seidel, 2024-07-26 A Guide to School Services in Speech-Language Pathology, Fifth Edition serves as a must read for school-based speech-language pathologists (SLPs), college instructors, and students-in-training. The text begins by providing a brief history of school-based SLP services. The foundations of school services are highlighted, including the legal mandates set forth in the Individuals with Disabilities Education Improvement Act (IDEA); Every Student Succeeds Act, Americans with Disabilities Act; and landmark court cases that have influenced school services - such as the 2023 Midthun-Hensen & Hensen v. GHC court ruling regarding evidence-based practices. Pedagogical features include related vocabulary at the beginning of each chapter to promote equity in comprehension, end of chapter summaries with guiding questions to reinforce important information, facilitate class discussions, and enhance understanding, concrete, real-life success stories from public school SLPs, and links to useful strategies, materials, and resources. This comprehensive textbook addresses issues paramount to school-based SLPs: Options to expand and diversify service delivery models Step-by-step instructions to implement a workload analysis Examples of IEP goals that support flexible scheduling and workload solutions Tables that describe evidence-based practices and provide links to the supportive research Template for writing IEP goals that align with IDEA mandates Methods for assessing multilingual language learners including dynamic, authentic, and criterion-referenced tools Guidance for implementing proactive behavior management, conflict resolution, professional collaboration, conferencing and counseling and cultural competencies Evidence bases that link language, literacy, and the achievement of school standards New to the Fifth Edition: New content regarding COVID-19 impacts and the expansion of telepractice Current references throughout that reflect state-of-the-art research Updated evidence-based content for practices in the areas of: * articulation and phonology * language and literacy * voice, feeding, and swallowing * augmentative and alternative communication * social and cognitive aspects of communication * hearing habilitation * general clinical strategies Modernized use of pronouns and terms that reflect our diverse society Scenarios that promote reflection of neurodiverse practices Please note: Ancillary content such as downloadable forms and checklists may not be included as in the original print version of this book.

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problem Includes a sample treatment plan that conforms to the requirements of most third-party payors and accrediting agencies including CARF, The Joint Commission (TJC), COA, and the NCQA

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iep and speech goals for selective mutism: Supporting your Child with Selective Mutism Junhua Reitman, Amelia Reitman, Nianhua Xu, 2023-12-07 This book provides strategies and ideas to support children with selective mutism in school, at home, and in the community. Packed with illustrations, this practical guide offers a roadmap to help children overcome selective mutism in various situations. Based on Junhua Reitman's vast experience of working with her own daughter Amelia - known in the book as Amy, and other children, this book furnishes parents and teachers with a toolkit to plan and implement intervention with individual children throughout their journey from the classic selective mutism 'freeze' response, to talking freely in various settings. Techniques covered include: Graded questioning The buddy system The rainbow bridge Voice exposure The reader is offered detailed examples of what worked for Amy in a variety of situations, including in school, at breaktimes, in extra-curricular activities, on playdates, and at birthday parties. These examples are followed up with suggestions and ideas of how these experiences could be applied to other children, making it ideal reading for anyone involved in the care of a child with selective mutism.

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principles, activities, and sample transcripts. UNIQUE! Practice exercises with sample transcripts allow you to apply different methods of analysis. UNIQUE! Helpful study guides at the end of each chapter help you review and apply what you have learned. Versatile text is perfect for a variety of language disorder courses, and serves as a great reference tool for professional practitioners. Highly regarded lead author Rhea Paul lends her expertise in diagnosing and managing pediatric language disorders. Communication development milestones are printed on the inside front cover for quick access. Chapter objectives summarize what you can expect to learn in each chapter. Updated content features the latest research, theories, trends and techniques in the field. Information on autism incorporated throughout the text Best practices in preliteracy and literacy instruction The role of the speech-language pathologist on school literacy teams and in response to intervention New reference sources Student/Professional Resources on Evolve include an image bank, video clips, and references linked to PubMed.

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provides insights tailored to the unique challenges and opportunities encountered by healthcare professionals in integrated primary care and mental health settings. The book first focuses on incorporating mental health care into pediatric primary care settings by exploring various integration models and outlining steps for facilitating such a synthesis. It discusses how to create a therapeutic environment and addresses potential barriers to effective practice. The second section provides a detailed overview of how to conduct a mental health-focused history and physical exam, with special consideration given to age and developmental stage. The book then examines common mental health concerns of children and adolescents, covering both behavioral and developmental issues as well as psychiatric diagnosis. Chapters address epidemiology, etiology, clinical presentation, diagnostic criteria, assessment and treatment strategies, and necessary collaborations. Also included is guidance on patient and family education and follow-up recommendations. Key Features: Delivers current evidence-based guidelines for effective management of mental health in pediatrics Addresses the unique features of treating the pediatric population, including the role of school and ancillary support systems Examines the differences between approaches to mental health care in primary care and psychiatric-focused settings Discusses the challenges and opportunities for healthcare professionals in integrated primary care and mental health settings Presents information in clear, easy-to-access outline format

iep and speech goals for selective mutism: Mental Health for Hispanic Communities

Ruby Castilla-Puentes, Tatiana Falcone, 2022-12-01 This book is the first authoritative medical text that considers the unique cultural backgrounds of Hispanic populations in a straightforward yet sensitive way, all while building a framework for practical psychiatric assessment and treatment plans. As the only book to consider the unique challenges facing Hispanic mental healthcare, this book is at the forefront of a serious issue that has gone unchallenged for too long. The text is written by two expert psychiatrists with an established history of leadership in this space. Chapters carefully and meticulously establish the issues of access to care in Latinx communities before addressing the unique needs of these patients in the context of common psychiatric disorders. Each disorder includes clinical cases for a reader-friendly approach to the challenges that develop effective assessment and treatment plans. *Mental Health for Hispanic Communities* is a concise yet comprehensive reference invaluable to all clinicians, students, and other medical professionals seeking to work with this population effectively.

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Adolescence Rhea Paul, 2001 LANGUAGE DISORDERS FROM INFANCY THROUGH ADOLESCENCE, 2nd Edition provides readers with the information they need to properly identify and assess childhood language disorders and to provide appropriate treatment. The book, divided into three sections and a total of fifteen chapters, covers the entire developmental period while also delving into additional concepts that are important to the practice of child language disorders, including prevention, syndromes associated with language disorders, and multicultural practice. Comprehensiveness makes it the ideal textbook for the student, and an excellent reference source for the practitioner First-person writing style contributes to readability and ease of comprehension, making the material highly accessible Includes a comprehensive resource list, useful for research and learning while in school as well as post-graduation Provides cutting-edge information on all topics, ensuring that the student learns the most up-to-date material available Case studies and vignettes throughout the book demonstrate how the information presented in the chapters can be applied in clinical practice Study guides are included at the end of each chapter to make reviewing specific information easy Multicultural approach deals with considerations for working with children of all races and backgrounds Comprehensive Author index allows the reader to quickly locate information referenced within the text and in the field of speech language pathology

iep and speech goals for selective mutism: Concise Encyclopedia of Special Education

Cecil R. Reynolds, Elaine Fletcher-Janzen, 2004-01-16 The Concise Encyclopedia of Special Education, Second Edition is a comprehensive resource for those working in the fields of special education research and practice. Featuring reviews of assessment instruments and teaching

approaches, legal issues, overviews of specific learning disabilities, dozens of biographies, and more, this complete desk reference is an indispensable guide for professionals, academics, and students alike. Named an American Library Association Top 25 Reference of the Year in its First Edition, The Concise Encyclopedia serves as an important reference for the education of handicapped and other exceptional children. Written and edited by highly regarded and respected experts in the fields of special education and psychology, this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology, neuropsychology, medicine, health care, social work and law. Additionally, this acclaimed reference work is essential for administrators, psychologists, diagnosticians, and school counselors, as well as parents of the handicapped themselves. What's new in this edition Comprehensive coverage of new legislation such as Individuals with Disabilities Act (IDEA) and the Americans with Disabilities Act Cultural competence in Special Education, including new material on culturally/linguistically diverse students Many new entries including notable biographies, new service delivery systems, special education laws, new assessment instruments, cross-cultural issues, neuropsychology, and use of the Internet in research and service delivery. Some of the topics covered Academic assessment Achievement tests Addictions Bilingual education Child and adolescent behavior management Counseling with individuals and families with disabilities Early childhood education Gifted education Intelligence tests Mathematics disabilities Psychoeducational methods Rehabilitation Socioeconomic status Special education parent and student rights Traumatic brain injury

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a host of other valuable resources and covers important basics which other professional books fail to address. Toby Karten's sensitivity to respecting and meeting the diverse needs for students underscores the book. She embraces differences and provides a roadmap to inclusion. - Tobie Franklin, Director of Learning Support The IDEAL School of Manhattan Ms. Karten brings a lifetime of experience and a common sense approach to teaching and working with students with disabilities in inclusive environments. This book places comprehensive strategies, resources and suggestions that are critical for success into the hands of all educators. -Kathy Graham, Special Education Specialist Region 3 Education Service Center, Victoria, TX

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