Council for Exceptional Children
The voice and vision of special education

VOLUME 81, NUMBER 2
JANUARY 2015

Universität Zürich
Institut für Erziehungswissenscha
Bibliothek Hirschengraben
Hirschengraben 48
8001 Zürich

Z 77

EXCEPTIONAL EC CHILDREN

- *Math Common Core Instruction*
- *Bullying*
- *Theory of Mind*

EXCEPTIONAL
EC
CHILDREN

Volume 81 Number 2 January 2015

Contents

Editorial

Preview 133
Thomas E. Scruggs and Margo A. Mastropieri

Articles

Inclusion Versus Specialized Intervention for Very-Low-Performing Students: What Does Access Mean in an Era of Academic Challenge? 134
Lynn S. Fuchs, Douglas Fuchs, Donald L. Compton, Joseph Wehby, Robin F. Schumacher, Russell Gersten, and Nancy C. Jordan

Fraction instruction was provided to low performing learners under inclusive or specialized instruction. Performance and achievement gaps were analyzed from three randomized control studies conducted over three years as common core math standards were implemented.

Impact of Enhanced Anchored Instruction in Inclusive Math Classrooms 158
Brian A. Bottge, Michael D. Toland, Linda Gassaway, Mark Butler, Sam Choo, Ann Katherine Griffen, and Xin Ma

The math performance of middle school students with mild disabilities in inclusive settings was compared between anchored math instruction and a business-as-usual condition.

Comparative Study of Bullying Victimization Among Students in General and Special Education 176
Michael T. Hartley, Sheri Bauman, Charisse L. Nixon, and Stan Davis

Self-report bullying data from students with and without disabilities from 12 states in grades 5–12 are analyzed and discussed with implications for students with disabilities.

What Does Research Say About Social Perspective-Taking Interventions for Students With HFASD? 194
Candice Southall and Jonathan M. Campbell

The Theory of Mind framework is used to interpret a review of social interventions that attempted to alter the social perspective-taking for individuals with high functioning autism spectrum disorder.

Influences on Teachers' Decisions About Literacy for Secondary Students With Severe Disabilities 209
Andrea L. Ruppar, Janet S. Gaffney, and Stacy K. Dymond

A close examination is made of how secondary teachers make literacy instruction decisions for students with severe disabilities.

Is Performance Feedback for Educators an Evidence-Based Practice? A Systematic Review and Evaluation Based on Single-Case Research 227
Lindsay M. Fallon, Melissa A. Collier-Meek, Daniel M. Maggin, Lisa M. H. Sanetti, and Austin H. Johnson

The authors review studies in which performance feedback was used to assist the implementation of school-based practices.

Unequal Opportunities: A Profile of the Distribution of Special Education Teachers 247
Loretta Mason-Williams

Qualifications of special education teachers at high poverty schools is examined and discussed.