Abandonment, 213
Ableism, 9
Academic accommodations, 100–102
Academic achievement, 145
Academic engaged time, 96
Accountability, 171, 182
Advanced learners, 175–176
Advanced learning
identifying academic needs, 173–174
misconceptions about, 173–176
options, 175–176
planning instruction, 174–175
prioritizing equity over excellence, 175–176
students with advanced learning needs, 172
Advanced learning plan (ALP), 177–178
Advanced Research Projects Agency for Education (ARPA-ED), 211
Advocacy, 45, 109–110
commitment to effective instruction, 114–115
commitment to individualization, 115–116
commitment to science and evidence-based practice, 113–114
special education values and advocacy, 113–116
Appropriateness, 72–73
Artificial intelligence (AI), 210–211
Asset-based approach, 174
Asset-based sociocultural approaches in education, 177
Autism spectrum disorders (ASD), 87, 193
Bandwagons, 15–16
Basic learning principles, 2
Behavior management program, 96
Behavioral engagement, 96
Behavioral method, 45
Belonging, 10
Best-evidence synthesis, 148, 160–161
contributions and implications, 162–163
control or comparison groups, 146–147
included studies and select study information, 151–153
legal precedents for evaluating effectiveness of special education, 144–145
limitations, 161
method, 148–150
PRISMA diagram, 149
Applied behavior analysis, 115
Appropriate education. See also Public education
commitment to effective instruction, 114–115
commitment to individualization, 115–116
commitment to science and evidence-based practice, 113–114
special education values and advocacy, 113–116
"Alternative facts", 13
Americans with Disabilities Act (ADA), 100
"Anti-classification" approach, 11
"Anti-subordination" approach, 11
Antintellectualism, 31
Antispecial education, 11–12
Anxiety, 193
"Anti-subordination" approach, 11
Artificial intelligence (AI), 210–211
Asset-based approach, 174
results, 154–160
special education services, 160
special education services in US, 144–147
study’s purpose, 147–163
prior work’s methodological limitations, 146
Brown v Board of Education, 44, 60, 63, 110–111
Business-as-usual control group (BAU control group), 150
Case law, 69–70
Central Obligation of Special Education, 63–65
CHAMPS (behavior management program), 96
Civil rights of SWED, 44–45
Class, 45
Classwide Peer Tutoring (CWPT), 99
Climate science, 80–81
Cognitive engagement, 96
Concerted action, 31
Contingencies, 7
Continuum of alternative placements (CAP), 60, 65, 68–69, 170, 194–195, 202
appropriateness, 72–73
case law, LRE, and CAP, 69–70
courts and struggle to interpret congressional intent, 71–72
Daniel R. R. v. State Board of Education, 70–71
free appropriate public education, 63–65
integration, 75
least restrictive environment, 65–68
legislative intent, FAPE, LRE, and CAP, 72–75
options, 75
right to education, 60–63
Continuumism, 30–31
Corrective feedback, 96–97
COVID-19 pandemic, 80–82, 84, 203
Creativity, innovation, and entrepreneurship education (CIE), 178
Current practices, 191–198
Curriculum, 192–193
Defense Advanced Research Projects Agency (DARPA), 211
Deficit perspectives, 174–175
Demography of disabilities, 193–194
Denials, 22–23, 25
Depression, 193
derelict antiableism, 11–12
Devolution, 5, 16, 22
devolution and necessity of “This One, Not That One”, 16–22
“Disabilities”, 9
changing demography of, 193–194
Disability studies (DS), 5–6, 24
Disability studies in education (DSE), 24
Diversity, 11
Documentation, 81–82
Dodges, 22–23, 25
Early Childhood Longitudinal Study, Kindergarten Class of 1998–1999 (ECLS–K), 204
Eating disorders, 193
Education community, 47–48
Education for All Handicapped Children Act (EAHCA), 43–44, 60, 62, 115, 190, 209–210
Education plan (EP), 177–178
Education(al), 2
asset-based sociocultural approaches in, 177
environments, 176
policy stresses, 47
reform, 127
research, 85
Effective instruction commitment to, 114–115
features application in special education, 97–98

science of, 94

Effectiveness of special education, 144–145

Elementary and Secondary Education Act (ESEA), 171

Eligibility for special education, 198

Emotional disturbance (ED), 207

Endrew F. v. Douglas County School District, 145

Enlightenment thinking, 18

Every Student Succeeds Act (ESS), 144, 171–172

students with advanced learning needs, 172

Evidence based (EB), 47

Evidence-based practices (EBP), 47, 49, 51, 79–80, 109–110

climate science, 81–82

commitment to science and, 113–114

COVID-19, 82–84

implications, 84–85

science, 85–89

science and logic under assault, 80–85

in special education, 114

Evidence-based special instruction appropriate for all students, 98

characteristics of effective practices, 103

corrective feedback, 96–97

CWPT, 99

effective instructional features application in special education, 97–98

explicit instruction, 94

explicit vocabulary instruction, 99

increased academic engaged time, 96

intensive instruction, 95–96

reinforcement, 97–98

schema-based direct instruction strategy, 99

science of effective instruction, 94

self-monitoring of attention, 99–101

SRSD, 98–99

systematic instruction, 94–95

“Evil geniuses”, 15–16

Evolution, 16–22

Excellence gaps, 179–180

creating responsive learning environments for student growth, 180–181

Excellence gaps intervention model (EGIM), 179–180

Exceptional children portray special education, 3

Exceptions, 7

Explicit correction procedures, 97

Explicit instruction, 94, 98

Explicit vocabulary instruction, 99

Families and relative strengths, 196–197

Frameworks, 125

Free and appropriate public education (FAPE), 43–44, 60, 63, 65, 72, 75, 101–102, 144–145, 170, 209–210

relationship of FAPE to LRE, 70–71

Free public education, 54

Full inclusion, 5–6, 207

proponents, 111

Fully inclusive education, 110, 113

Gender-identity issues, 193

General education curriculum, 111–112

General practitioners (GPs), 46–47

General receptive vocabulary measures, 99

Gifted education, 172–173, 175–176 policy, 181

Giftedness, 31

Global warming, 81–82

Graphophonemic corrections, 97

Gullibility, 15–16

High-quality instruction, 47
<table>
<thead>
<tr>
<th>Term</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-quality QEDs</td>
<td>147</td>
</tr>
<tr>
<td>Identify-the-bright-kid model</td>
<td>181</td>
</tr>
<tr>
<td>Implicit error correction</td>
<td>97</td>
</tr>
<tr>
<td>Implicit instruction</td>
<td>94</td>
</tr>
<tr>
<td>Improvement</td>
<td>89</td>
</tr>
<tr>
<td>Inclusion</td>
<td>69, 128, 206, 208</td>
</tr>
<tr>
<td>Inclusion proponents</td>
<td>111</td>
</tr>
<tr>
<td>Inclusionary education</td>
<td>5–6, 16</td>
</tr>
<tr>
<td>Inclusionism</td>
<td>30–31</td>
</tr>
<tr>
<td>Inclusive education</td>
<td>12, 110</td>
</tr>
<tr>
<td>Inclusive special education</td>
<td>16</td>
</tr>
<tr>
<td>Individual education plans (IEP)</td>
<td>206</td>
</tr>
<tr>
<td>Individual education programs (IEPs)</td>
<td>192</td>
</tr>
<tr>
<td>Individual learning plans</td>
<td>177–178</td>
</tr>
<tr>
<td>Individualization</td>
<td>46</td>
</tr>
<tr>
<td>commitment to</td>
<td>115–116</td>
</tr>
<tr>
<td>individualization-for-all model, 44</td>
<td></td>
</tr>
<tr>
<td>Individualized approach</td>
<td>111</td>
</tr>
<tr>
<td>Individualized education program (IEP)</td>
<td>48, 63–65, 116, 144–145, 170, 177</td>
</tr>
<tr>
<td>Individualized inclusion reality check</td>
<td>128</td>
</tr>
<tr>
<td>Individualized plans</td>
<td>192–193</td>
</tr>
<tr>
<td>Individuals with Disabilities Education Act (IDEA)</td>
<td>2, 43–44, 48, 60, 75, 93–94, 121–122, 144, 170, 190, 207</td>
</tr>
<tr>
<td>IDEA-based special education</td>
<td>122</td>
</tr>
<tr>
<td>LRE in</td>
<td>67</td>
</tr>
<tr>
<td>Instruction</td>
<td>192–193</td>
</tr>
<tr>
<td>Instructional accommodations</td>
<td>100–101</td>
</tr>
<tr>
<td>Instructional disability</td>
<td>208</td>
</tr>
<tr>
<td>Instructional methods</td>
<td>115</td>
</tr>
<tr>
<td>Instructional technology</td>
<td>212</td>
</tr>
<tr>
<td>Integration</td>
<td>75</td>
</tr>
<tr>
<td>Intellectual disability (ID)</td>
<td>9, 207</td>
</tr>
<tr>
<td>Intellectual giftedness</td>
<td>31</td>
</tr>
<tr>
<td>Intellectually coherent special education</td>
<td>19</td>
</tr>
<tr>
<td>Intensity of instruction</td>
<td>96</td>
</tr>
<tr>
<td>Intensive instruction</td>
<td>95–96</td>
</tr>
<tr>
<td>Intensive intervention</td>
<td>47, 49–51</td>
</tr>
<tr>
<td>Interest-driven inquiry activities</td>
<td>174–175</td>
</tr>
<tr>
<td>Learner Variability Project</td>
<td>212</td>
</tr>
<tr>
<td>Least restrictive environment (LRE)</td>
<td>30–31, 44–45, 52, 65, 68–70, 194–195</td>
</tr>
<tr>
<td>legislative intent, FAPE, LRE, and CAP</td>
<td>72–75</td>
</tr>
<tr>
<td>placement requirements</td>
<td>65–66</td>
</tr>
<tr>
<td>relationship of FAPE to</td>
<td>70–71</td>
</tr>
<tr>
<td>Logic under assault, science and</td>
<td>80–85</td>
</tr>
<tr>
<td>Louisiana law</td>
<td>60</td>
</tr>
<tr>
<td>Mainstreaming</td>
<td>67, 69</td>
</tr>
<tr>
<td>Masking</td>
<td>82</td>
</tr>
<tr>
<td>Maximum extent appropriate</td>
<td>52</td>
</tr>
<tr>
<td>Meaning-based corrections</td>
<td>97</td>
</tr>
<tr>
<td>Measures of Academic Progress (MAP)</td>
<td>174</td>
</tr>
<tr>
<td>Misconceptions about advanced learning</td>
<td>173–176</td>
</tr>
<tr>
<td>“Moon shot” funding opportunities</td>
<td>211</td>
</tr>
<tr>
<td>Multidisciplinary team</td>
<td>49–50</td>
</tr>
<tr>
<td>Multitiered systems of support (MTSS)</td>
<td>121–122, 177, 206, 208</td>
</tr>
<tr>
<td>intentions, 122</td>
<td></td>
</tr>
<tr>
<td>key features and components of, 123</td>
<td></td>
</tr>
<tr>
<td>origins, 122–123</td>
<td></td>
</tr>
<tr>
<td>prospects for improving special education, 126–134</td>
<td></td>
</tr>
<tr>
<td>and RTI, 123</td>
<td></td>
</tr>
<tr>
<td>sound thinking about improving special education, 123–126</td>
<td></td>
</tr>
<tr>
<td>National Aeronautics and Space Administration (NASA)</td>
<td>81</td>
</tr>
<tr>
<td>National AI Research Institute</td>
<td>211–212</td>
</tr>
<tr>
<td>National Assessment of Educational Performance (NAEP)</td>
<td>179, 203–205</td>
</tr>
</tbody>
</table>
National Association of Gifted Children (NAGC), 181
National Science Foundation (NSF), 211–212
Needed changes in special education, 201–202
No Child Left Behind (NCLB), 48
No Child Left Behind Act (NCLB), 144, 171
Nonindividualized education, 44
Objectivity, 4–5
Observational data, 146
Observational research design, 148
Office for Special Education Programs (OSEP), 63
One-on-one teaching, 95–96
One-size-fits-all approaches, 44–45, 100, 175
Operation Warp Speed (OWS), 211
Opportunity gaps, 179
Ordinary least-squares regressions (OLS regressions), 157
Paperwork, 196
Paraprofessionals, 190–191, 198
Patriotism, 12
Pennsylvania Association of Retarded Citizens (PARC) v. the Commonwealth of Pennsylvania, 62
Personal perspective on special education
attempts to implement form of response to intervention or instruction, 191–192
changing demography of disabilities, 193–194
current practices, 191–198
excessive paperwork, 196
families, 196–197
individualized plans, curriculum, and instruction, 192–193
misunderstanding of meaning of least restrictive environment, 194–195
needed changes in special education, 201–202
out of order or in use, 197
other issues, 197–198
personal disclosure, 190–191
related services, 197
special education then, 198–201
student evaluation, 195–196
Personal protective equipment (PPE), 83
Personalized learning, 44
Personalized learning plans (PLPs), 44
Place, 16
Placement
determination process, 73
factors to avoid in, 74
in least restrictive environment, 170
Policy revisions related to advanced learning, 181–183
changing policy to support advanced learning, 181–183
twice-exceptional students in special education policy, 183
Policy statis, 209
Political economy, 12–13
Politics, 12–13
Positive behavior interventions and supports framework (PBIS framework), 123
Postmodernism, 4
Posttraumatic stress disorder (PTSD), 193
POW + TREE strategy, 98
Primary prevention, 122–123, 126–127
Prioritizing equity over excellence, 175–176
PRISMA diagram, 149
Professional learning, 182
Public education
current and future needs, 54
evidence-based practices, 47–49
evidence-based practices, intensive intervention, and specially designed instruction, 47–51
intensive intervention, 49–50
special education teacher preparation, 53–54
specialized instruction delivered by specialized educational professionals, 51–53
specialized service delivery model, 51–53
specially designed instruction, 50–51
unique responsibilities of special education, 43–47
Public Law, 43–44, 122, 190

Quasiexperimental design (QED), 146, 148
Questions, 11, 17

Race-based discrimination, 60
“Radical reform” of special education, 16
Reaganism, 12–13
Reality checks, 126–134
special education problems related to what and how, 132–134
special education problems related to what and where, 126–128
special education problems related to who, 128–132
Reality-based community, 2
Regression-based methods, 146–147
Rehabilitation Act (1973), 170–171
Reinforcement, 97–98
Relativism, 4
Research and development (R&D), 211
Research-to-practice movements, 87
Resourcing, 45
Response to intervention (RTI), 123, 177, 191–192, 208
MTSS and, 123
Responsive learning environments creation for student growth, 180–181
Revitalization, 210–211
Revolution, 16, 22, 210–211
Right to education, 54, 60, 63

Rights of individuals, 44
SARS-CoV-2 pandemic, 82
Schema-based direct instruction strategy, 99
School-wide positive behavior interventions and supports (SWPBIS), 207–208
Schoolwide PBIS framework, 123
Science, 85–89
commitment to science and evidence-based practice, 113–114
of effective instruction, 94
of instruction, 94
and logic under assault, 80–85
probabilities, 86
shortcomings of, 86–89
Scientific thinking, 80, 86
Secondary prevention, 122–123
Self-evaluation, 100
Self-monitoring of attention, 99–101
meeting student needs, 100–101
Self-recording, 100
Self-Regulated Strategy Development (SRSD), 98–99
Separate Car Act, 60
Severe disabilities, appropriate education for
commitment to effective instruction, 114–115
commitment to individualization, 115–116
commitment to science and evidence-based practice, 113–114
special education values and advocacy, 113–116
Sociocultural perspectives on advanced learning, 176–179
asset-based sociocultural approaches in education, 177
excellence gaps, 179–180
sociocultural approaches to advanced academics, 176–178
span abilities, 178–179
Special education, 2, 46, 51, 190, 203
causes of special education’s devolution and way forward, 8–16
claims, 2–3
devolving, 25–32
dodges and denials, 22–23, 25
EBP in, 114
effective instructional features application in, 97–98
emergence and future, 5–6
futures, 209–214
getting into devolution, 26–29
Gullibility and Bandwagons, 15–16
improving special education outcomes for SWED, 125–126
improving special education practices for SWED, 124–125
inclusion and multitiered systems of support, 206–208
laws, 170
legal precedents for evaluating effectiveness of, 144–145
MTSS prospects for improving, 126–134
nature of problem, 6–8
needed changes in, 201–202
notions of truth and implications for, 13–15
politics, and political economy, 12–13
responses to criticisms, 3–5
revolution, devolution, and evolution, 16–22
and separate identity, 13
services, 160
services in US, 144–147
sound thinking about improving, 123–126
special education works, 204–206
special educators, 30–32
teacher preparation, 53–54
twice-exceptional students in special education policy, 183
unique responsibilities of, 43–47
in United States, 109–110
values and advocacy, 113–116
Special Education Identification, 129
Special educators, 30–32
Specialized classrooms, 110–111
Specialized educational professionals, 51–53
Specialized instruction delivered by specialized educational professionals, 51–53
Specialized service delivery model, 51–53
Specially designed instruction, 50–51
Specific learning disabilities (SLD), 204–206
State accountability systems, 182–183
State licensure, 54
Strengths-based approach, 46–47, 174
Student evaluation, 195–196
Students with advanced learning needs, 172–173
Students with disabilities (SWD), 16
Students with educational disabilities (SWED), 5, 16, 43–44, 121–122, 144
improving special education outcomes for, 125–126
improving special education practices for, 124–125
Students with learning difficulties, 173
Students without disabilities (SWOD), 144, 146–147
Support, 45
Systematic instruction, 94–95
Talent development, 176
Teacher preparation, 182
special education, 53–54
Technology, 125
Tertiary prevention, 122–123
Thinking, 5–6, 11
“Trickle-down” idea, 13
Twice-exceptional students, 172–173
in special education policy, 183

United States, special education
services in, 109–110, 144, 147

Universal design for learning (UDL), 212
Unmoored thinking, 4–5

Vaccine hesitancy, 84
Vaccines, 84
development and deployment of, 82