

PREFACE

It is a pleasure to present a significantly expanded and more contemporary third edition of this book on developmental disabilities. The previous text is now over 9 years old and does not reflect the many changes that have occurred in laws, legal actions, and changes in policy and practices throughout the field. The term *mental retardation* is rapidly disappearing in many circles and is being replaced by the term *intellectual disabilities*. There is an increasing emphasis on the use of supports, person-centered planning, self-determination, consumer-driven controls over funds, and, more than ever, full community inclusion. We have reflected these changes in the title, which suggests that the major theme through the book is community inclusion, whether it is in education, living, or school environments.

The book continues to be arranged in terms of a life-span perspective on developmental disabilities, a survey of developmental disabilities, and a section on service and program issues. We also have included personal perspectives from three individuals with disabilities or family members of individuals with disabilities. Jay McLaughlin, Ray Graesser, and Ed Turner all graciously agreed to share some of their personal and family issues of managing disability. (Tragically, Ray Graesser has since passed away, a terrible loss for his family, for the field, and for other people with disabilities.)

In Section I, "Life Span," the chapters relate to key aspects of service delivery, early childhood intervention, going to school, transition from school to adulthood, and aging. Together, the chapters set the foundation for the book, but more important, they move us away from a focus on individual disability categories and more into the generic community service issues that are critical for full community inclusion.

In Section II, "Developmental Disabilities," mild and severe intellectual disabilities, cerebral palsy, seizure disorders, emotional disturbances, autism, and learning disabilities are described in detail with up-to-date references and reflecting new language and new approaches in the field. In this section, we have recognized the changes expressed in the current American Association on Mental Retardation (2002) definition of mental retardation, as well as the name changes reflected in the President's Committee on Intellectual Disabilities.

In the third section, "Services and Programs," information is presented on service and program issues that are critical with intellectual and developmental disabilities. These chapters include information on community-based vocational training, positive behavior support, supported employment, independent living, social security and the Ticket to Work and Work Incentives Act, One-Stop Career Centers, postsecondary education, and legal rights and benefits.

A number of these chapters are new since the previous edition, and those chapters that have been updated reflect new information that will be very useful to students in training, as well as practitioners in the field. A great deal of work

is required to make full community inclusion a reality for people with intellectual and developmental disabilities. Foremost among the challenges, however, is the need for trained professionals in the field and knowledgeable advocates who can argue for the best quality services in their communities. This book directly addresses the spectrum of information that service providers, teachers, counselors, and students in the fields of developmental disabilities, special education, rehabilitation, and psychology need to have. We have gone to great lengths to integrate this information in a way that will make it easily accessible to professionals, families, and students who are working in the thousands of community settings throughout the country and world. We believe we have covered all of the major issues and service delivery challenges that are faced daily by those who work in the trenches. The personal perspectives of consumers and family members in this book, along with the plethora of case studies, will give the reader a great deal of down-to-earth information that we hope will be extremely useful.

REFERENCE

American Association on Mental Retardation. (2002). *Mental retardation: Definition, classification, and systems of supports* (10th ed.). Washington, DC: Author.

© copyrighted material by PRO-ED, Inc.