

- IV. Assessing students with disabilities



- 4.4.1: What is special education?



- Special education is...
  - defined as “...specially designed instruction...to meet the unique needs of a child” (34 CFR 300.24 (a)(1)) where....
  - ...“*specifically designed instruction*” means “...adapting content, methodology, or delivery of instruction” to meet the unique needs of the child and ensure access to the general curriculum” (34 CFR 300.24 (b)(3)).

- Special education is about...
  - prevention
    - stopping disabilities from occurring
  - remediation
    - improving the skill deficits
  - compensation
    - providing students with strategies to overcome the negative aspects of the disability

» (Heward, 2002)

- Special education is about...
  - teaching
  - individualizing
  - being systematic
  - developing self-sufficiency

» (Heward, 2001)

- Some characteristics of students with disabilities include...
  - they comprise about 10.8% of school aged children
  - about twice as many males as females
  - 90% have mild disabilities

– The percentage of students with disabilities from various mild disabilities includes...

- 52.4% learning disabled
- 22.2% speech & language impaired
- 10.9% mentally retardation
- 8.3% emotionally disturbance

• Student with disabilities are served in...

- regular classes (45.4% of the population with disabilities)
- resource rooms (28.7%)
- separate classrooms (21.7%)

– separate schools(3.1% )

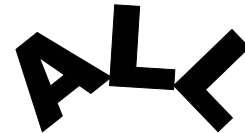
– residential facilities (0.7)

– home/hospitals (0.5%)

– (16th Annual Report to Congress, 1998)

• 1. Zero reject

– all must be educated



• 2. Free Appropriate Public Education (FAPE) includes...

- 3-21 year olds
- those suspended, expelled, and incarcerated
- that services be paid at the public expense
- the development of an IEP (Individualized Education Program)

• 3. Appropriate nondiscriminatory evaluation that is...

- individualized
- conducted in the appropriate language and form of communication
- is nondiscriminatory
- conducted with valid & reliable instruments
- conducted by trained personnel

- 4. Least Restrictive Environment (LRE) requires that...
  - to the maximum extent possible, students with disabilities be taught with their non-disabled peers
    - with the appropriate supplementary aids and support services
  - continuum of services
  - include exceptions for incarcerated students

- 5. Parent & Student Participation involves...
  - collaboration with parents
  - student needs, interests, & preferences being taken into consideration
  - having them be part of the eligibility decision
  - having them be part of the placement decision

- 6. Procedural safeguards deals with the rights of parents that can lead to...
  - mediation which is...
    - voluntary
    - conducted by qualified mediators
  - due process which is...
    - like a trial
    - hearing officer (impartial)

- There are 13 definitions of disabilities including...
  - Autism:
    - A developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

- Deafness:
  - A hearing impairment so severe that the child cannot understand what is being said even with a hearing aid.

- Deaf-Blindness:
  - A combination of hearing and visual impairments causing such severe communication, developmental, and educational problems that the child cannot be accommodated in either a program specifically for the deaf or a program specifically for the blind.

- **Hearing impairment:**

- An impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness.

- **Mental retardation:**

- Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior. And manifested during the developmental period that adversely affects a child's educational performance.

- **Multiple disabilities:**

- A combination of impairments (such as mental retardation-blindness, or mental retardation-physical disabilities) that causes such severe educational problems that the child cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blindness.

- **Orthopedic impairment:**

- A severe orthopedic impairment that adversely affects educational performance. The term includes impairments such as amputation, absence of a limb, cerebral palsy, poliomyelitis, and bone tuberculosis.

- **Other health impairment:**

- Having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, rheumatic fever, asthma, hemophilia, and leukemia, which adversely affect educational performance.

- **Emotional Disturbance:**

- A condition exhibiting one or more of the following characteristics, displayed over a long period of time and to a marked degree that adversely affects a child's educational performance....

- An inability to learn that cannot be explained by intellectual, sensory, or health factors
- An inability to build or maintain satisfactory interpersonal relationships with peers or teachers
- Inappropriate types of behavior or feelings under normal circumstances
- A general pervasive mood of unhappiness or depression
- A tendency to develop physical symptoms or fears associated with personal or school problems.
- It also includes schizophrenia.

- **Specific Learning Disability:**
  - A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. This term does not include children who have learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; or environmental, cultural or economic disadvantage.

- **Speech or language impairment:**
  - A communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.

- **Traumatic brain injury:**
  - An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

- **Visual impairment, including blindness:**
  - An impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness.

- For fact sheets on each disability, contact the National Information Center for Children and Youth with Disabilities (NICHY) at <http://www.nichcy.org/pubs/genresc/gr3.htm>