



Supporting Students with Special Needs

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+ Presentation Agenda

- Special Education Definitions
- Current Laws and Regulations
- Individualized Education Plan (IEP)
- Differentiation in the Classroom – curriculum, instruction, assessment
- Group Discussion

+ Special Education Definitions

+ What is Special Education?



- **Services and support** for general education.
- Designed for students ages **3-22** years that are classified in **one or more of the predetermined disability categories**.
- Designed to ensure that all children with disabilities have access to a **free appropriate public education** that emphasizes special education and related services **designed to meet their unique needs** and **prepare them for further education, employment and independent living**.

+ Students with Mild to Moderate Disabilities



- Have learning or behavioral **difficulties which impede normal or expected academic achievement**, such as learning disabilities, communication disorders, or emotional and behavioral disorders.
- Generally spend **all or part of their time in regular classrooms**, but may also receive special education for part of the day in resource rooms or in self-contained classrooms within the school.
- **Elementary teachers focus on reading, writing, math, and social behaviors.**
- **Secondary teachers preparing students to transition to vocations or to post-secondary education.**

+ Students with Moderate to Severe Disabilities



- Difficulties **require functional academics and life skills instruction** (e.g., communication, social behavior, and daily living activities). May have intellectual disabilities, autism, other health impairments, multiple disabilities, or severe effects of traumatic brain injuries.
- Most often taught in **self-contained classrooms** within the school. Where appropriate, these students are included in general classrooms; some may attend **separate schools** designed to meet their special needs.

+ Categories of Disabilities

- **Autism**- developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3.
- **Deaf-blindness**- concomitant hearing and visual impairments which cause severe communication and other developmental and educational problems.
- **Deafness**- hearing impairment so severe that the child is impaired in processing linguistic information through hearing, that adversely affects educational performance.
- **Hearing Impairment**- impairment in hearing that adversely affects a child's educational performance but that is not included under the definition of deafness.
- **Mental Retardation**- significantly sub average general intellectual functioning and defects in adaptive behavior that adversely affects a child's educational performance.

+ Categories of Disabilities (cont.)

- **Multiple Disabilities** – multiple impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.)
- **Orthopedic Impairment** - severe orthopedic impairment, including impairments caused by congenital anomaly (missing member), impairments caused by disease (poliomyelitis, bone tuberculosis) and impairments from other causes (cerebral palsy, amputations, and fractures or burns).
- **Other Health Impairment**- having limited strength, vitality or alertness due to health problems such as a heart condition, tuberculosis, rheumatic fever, asthma, sickle cell anemia, epilepsy, lead poisoning, leukemia, or diabetes.
- **Serious Emotional Disturbance** - condition exhibiting one or more of the following characteristics: inability to learn that cannot be explained by other factors; inability to maintain satisfactory relationships; inappropriate types of behavior; pervasive depression; and tendency to develop physical symptoms or fears with personal or school problems.

+ Categories of Disabilities (cont.)

- **Specific Learning Disability** - disorder in psychological processes involved in understanding or in using language, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.
- **Speech or Language Impairment** - communication disorder, including stuttering, impaired articulation, language or voice impairment.
- **Traumatic Brain Injury**- acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment in cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and or motor abilities; psychosocial behavior, physical functions; information processing; and speech.
- **Visual Impairment/Blindness** - impairment in vision that, even with correction, adversely affects a child's educational performance.

+ Current Laws and Regulations

+ What is IDEA?



- The Individuals with Disabilities in Education Act (IDEA 2004) is the federal law dealing with the education of children with disabilities.
 - Began twenty-five years ago as the Education for All Handicapped Children Act (EHA), or Public Law 94-142 (1975).
 - Initiated during civil rights movement and was brought about by parents to ensure that all **students with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment (LRE).**

+ What is LRE?

- IDEA requires school districts to place students in the LRE (**least restrictive environment**).
- LRE is the environment where the student can receive an **appropriate education** designed to meet his or her special educational needs, **while still being educated with his or her nondisabled peers to the maximum extent appropriate** (aka "Inclusion").
- One student's LRE may be very different from another student's.
- **Students with disabilities must be educated in the regular classroom with appropriate aids and supports (i.e. supplementary aids and services) with their nondisabled peers, unless a student's IEP requires some other arrangement.**

+ More about LRE

Most Restrictive Environment	<ul style="list-style-type: none"> • Self contained classroom for students with multiple severe disabilities due to students safety and need for specialized equipment. • Modified curriculum is VERY different from general education curriculum. • Student cannot meet IEP goals within general education classroom.
Less Restrictive Environment	<ul style="list-style-type: none"> • Direct services classroom • Students are with peers for most of the day but need direct instruction for one or more subject areas to meet IEP goals. • Modified curriculum is different from general education curriculum.
Least Restrictive Environment	<ul style="list-style-type: none"> • General education classroom with paraprofessional support • Students are ready for grade-level curriculum and benefit from instruction within general education setting • Instructional accommodations are made to meet their IEP goals, such as extra time for exams or shortened assignments.

+ Educational Placements for All Students with Disabilities

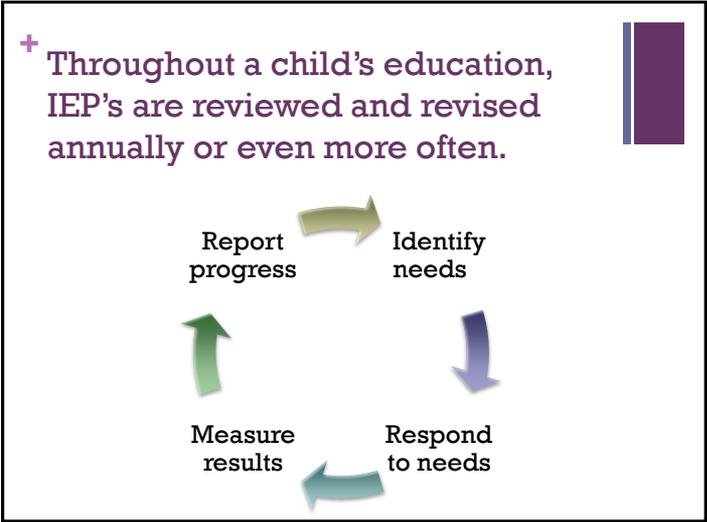
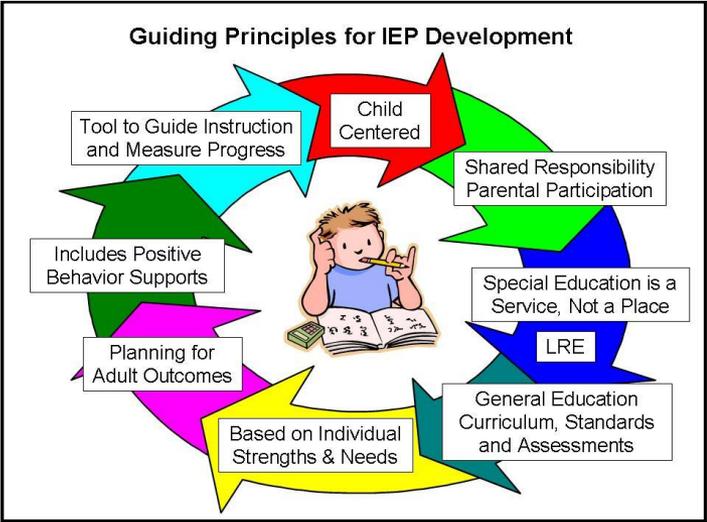
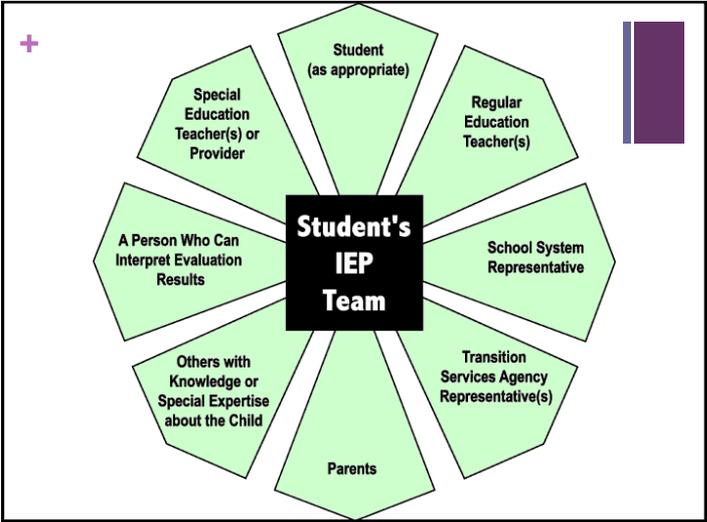
- General education
 - More than 60% of the school day – 15.1%
 - 21-60% of the school day – 21.7%
 - Less than 21% of the school day – 58%
- Separate school – 3.0%
- Separate residential facility – 0.4%
- Parentally placed in regular private schools – 1.1%
- Home-bound/hospital placement – 0.4%
- Correctional facility - 0.4%

(National Center For Education Statistics, 2008)

+ The Individualized Education Plan

+ What is an IEP?

- Individualized Education Plan
- **Legally binding** document that spells out exactly what special education services a child will receive and why.
- Includes
 - child's classification
 - **placement (LRE)**
 - services such as a one-on-one aide and therapies, academic and behavioral goals
 - **differentiation of instruction**
 - behavior plan
 - **percentage of time in regular education**
 - progress reports from teachers and therapists



+ Differentiations in Curriculum, Instruction, and Assessment

+ Differentiation in the Classroom – Curriculum, Instruction, Assessment

■ Differentiation

- teaching environments/practices that create **appropriately different learning experiences** for students.

■ Curriculum Modifications

- changes in **what** a student is expected to learn.

■ Instructional/Assessment Accommodations

- changes in **how** a student accesses information and demonstrates learning.

+ Examples of Modifications - modifications in curriculum

- Reduction of homework, reduction of class work
- Omitting story problems, simplified vocabulary and concepts, alternative reading books at lower reading level
- Tests are written at lower level of understanding, preview tests provided as study guide, picture supports are provided, use of calculator
- Grading based on pass/fail, grading based on work completion

+ Modification vs Accommodation



- A modification deals with “what” material is actually being taught, while an accommodation outlines “how” the material is being taught and learning is assessed.

■ Modification example:

- A student may not be required to master all of the content standards for his or her grade level, but there may be a smaller selection of standard required for mastery instead.

■ Accommodation Example:

- A student may receive individualized instruction, work in small groups, receive extended time on an assignment, receive note-taking assistance, and/or tests may be administered orally.

+ Examples of Accommodations – accommodations of instruction and assessment

- Teacher provides notes/outlines, allows type-written or printed work, provides a peer note-taker, allows the use of wider lined paper, provides highlighted text
- Daily agenda checks between home/school, additional progress reports
- Preferential seating, ability to leave room without permission, peer buddy, behavior reward system
- Extended time on assignments, shortened assignments, simplification of directions
- Tests read aloud to student, verbal response acceptable in lieu of written response, fewer multiple choice responses (2 instead of 4), multiple - choice response instead of fill -in -the -blank or short answer/essay, word banks provided for fill in the blank questions



+ Group Discussion



1. **First, each group member shares:**
 - Briefly share about a child or adolescent you know/have known who has a disability.
 - **Identify the disability** you think the individual has.
 - **Describe characteristics** of the individual that makes you think the individual has this disability.
2. **Second, as a group, select one of the children/adolescents:**
 - Evaluate what special education and related services might be **designed to meet their unique needs** and **prepare them for further education, employment and independent living**.
 - **What kind of setting might the individual fit best within?**
 - **What curriculum modifications might be appropriate?**
 - **What instructional and assessment accommodations might be appropriate?**
 - **What other school experiences might be appropriate?**
 - If you have time, repeat your evaluation for a second child/adolescent.
3. **Third, select a group member to share your example with the class.**