



# Educating all Students

Key points: Students with Disabilities,  
Teacher Responsibilities, Home-School  
Relationships

# Brief Legislative History of Special Education

- 0 1954 Brown vs. Board of Ed.
  - 0 Ends school segregation based on race
- 0 1972 PARC
  - 0 Free Appropriate Public Education (FAPE)
  - 0 Education students with disabilities in the same schools
  - 0 Procedural safeguards
- 0 1975 Education of All Handicapped Students Act (PL 94-142)
  - 0 Equity of education, independent living, economic self-sufficiency
- 0 2004 reauthorized IDEA

# 504

- 0 Anti-discrimination statute
- 0 Violations investigated by OCR
- 0 Funding pulled for non-compliance
- 0 Definition of impairment very global
- 0 May qualify under Sec. 504 but not qualify for special education

# ADA

- 0 Expanded 504 into private sector
- 0 Public facilities must be accessible
- 0 TDD services
- 0 Criticized due to expansiveness
- 0 Specifies “reasonable accommodations”
- 0 Major Provisions
  - 0 Employment
  - 0 Transportation
  - 0 Public accommodations
  - 0 Government
  - 0 Telecommunications

# IDEA: Six Principles

- 0 Zero reject
  - 0 Schools must educate students with disabilities
- 0 Nondiscriminatory evaluation
  - 0 Non-biased, multifaceted approach to assessment
- 0 Appropriate education
  - 0 IEP
- 0 Least restrictive environment
  - 0 Student should be educated with general education population as much as possible
- 0 Procedural due process
  - 0 Protect rights of students and families
  - 0 Parental consent
- 0 Parental and student participation
  - 0 Collaboration with schools for best education for the student

# Classifications of disabilities according to IDEA

- 0 autism
- 0 deaf-blindness
- 0 deafness
- 0 emotional disturbance
- 0 hearing impairment
- 0 intellectual disability
- 0 multiple disabilities
- 0 orthopedic impairment
- 0 other health impairment
- 0 specific learning disability
- 0 speech or language impairment
- 0 traumatic brain injury
- 0 visual impairment (including blindness)

# Eligibility for Special Education

- 0 Individual must have 1 of the 13 disability conditions identified in federal law
- 0 Students demonstrate a need for specialized instruction and related services in order to receive appropriate education
  - 0 “Leveling the Playing Field”

# IEP

- 0 The Individualized Educational Program (IEP) is developed by a team (Committee of Special Education or CSE)
- 0 Team can consists of:
  - 0 Special education teacher
  - 0 General education teacher
  - 0 Chair of CSE (Chairperson, or Director)
  - 0 School Psychologist
  - 0 Social Worker
  - 0 Guidance Counselor
  - 0 Specialists
  - 0 Parents/Guardians
  - 0 Student

# Functional Behavior Analysis

- 0 Used when a student's behavior is adversely impacting himself or herself or others around them
  - 0 Data collection to find out:
- 0 Antecedent of behavior- Why is behavior occurring? What "triggers" behavior?
- 0 Behavior
- 0 Consequence- What happens after behavior? Positive or negative response?

# Behavior Intervention Plan

- 0 Developed by school psychologist (or specialist) in conjunction with teacher to modify problem behavior
- 0 Token Board
- 0 Reward/Consequence
- 0 Needs to be revisited after a period of time

# General Education Teacher Responsibility

- 0 Read and implement IEP
- 0 Consult with special education teacher to assist and support student
- 0 Use supports and strategies in the classroom

# Teacher Responsibilities

- 0 Provide equitable learning opportunities
  - 0 Students with disabilities
  - 0 Gifted Students
  - 0 Bilingual Students
  - 0 English-Language Learners
  - 0 Differing learning styles

# Teacher Responsibilities

- 0 Professional Growth and Development
  - 0 The most important responsibility
  - 0 Teachers are always learning new curriculums, strategies, areas
  - 0 Conferences
  - 0 Professional Development

# Teacher Responsibilities

- 0 Working with Administrators
  - 0 Pre-observation
    - 0 Ask questions about lesson plan
  - 0 Observation
  - 0 Post-Observation
    - 0 Constructive criticism is a necessary part of teacher growth

# Home-School Relationships

- 0 Communications should be in parents/guardians native language
- 0 School meetings should have an interpreter

# Home-School Relationships

- 0 Parent committees
  - 0 PTA, Parent specific interests
- 0 Homework hotlines
  - 0 To provide help to students and families
- 0 Class websites
  - 0 Provide a schedule of what's happening in class
  - 0 Assignments
  - 0 Open line of communication

# Resources

0 Charlotte Danielson Model:

<http://danielsongroup.org/framework/>

0 Special Education:

0 <http://idea.ed.gov/>

0 [http](http://www.ncld.org/students-disabilities/accommodations-education/accommodations-vs-modifications-whats-difference)

[://www.ncld.org/students-disabilities/accommodations-education/accommodations-vs-modifications-whats-difference](http://www.ncld.org/students-disabilities/accommodations-education/accommodations-vs-modifications-whats-difference)

0 <http://www.p12.nysed.gov/specialed/formsnotices/IEP/home.html>

0 <http://www.education.com/reference/article/six-major-principles-idea/>

0 Home-School Relationships:

[http://www.doe.virginia.gov/support/student\\_family/family-school\\_relationships/collaborative\\_family-school\\_relationships.pdf](http://www.doe.virginia.gov/support/student_family/family-school_relationships/collaborative_family-school_relationships.pdf)