

# Individual Differences: Exceptional Children

Chapter 5

# Students with LD



- Several Subtypes of LD
  - LD Reading
  - LD Math
  - LD Written Expression
  - LD Language
- Disorder of basic psychological processing
- Difficulty learning
- Significant discrepancy between ability and achievement

# Students with EBD



- Vague definition
- Must have the following:
  - Inability to learn
  - Inability to build or maintain relationships
  - Inappropriate behaviors or emotions
  - Inability to control emotions
  - NOT due to other causes
    - i.e. Environment

# Other services



- OT/PT
- Speech Language
- Other Health Impaired

# Special Education Legislation Rights

- Rights of Parents and Students to File a Formal Grievance
- Least Restrictive Placement
- Individualized Education Program

# Referring Students for Special Education

- Who can make a referral?
  - Child's parent or legal guardian
  - Professional staff member of the school district
  - Licensed physician
  - Judicial Officer
  - An individual, on his or her own behalf, if he or she is 18 years of age or older, or an emancipated minor.

# Referring Students for Special Education

- Contact the parents
- Make a thorough Check of the Student's Records
- Talk with the Child's other Teachers
- Consult with the School Psychologist
  - Pre-referral Intervention
- Document Everything!

# Referring Students for Special Education

- What should be in the referral?
  - Reason for referral and details describing the area(s) of difficulty
  - Reason for believing that an educational disability exists
  - Test scores, records, or reports upon which the referral is based
  - Description of attempts to remediate the problem
  - Description of extent of parental contact



# Referring a Child for Special Services

**FIGURE 5.2** Referring a Child for Special Services: An Example of a Procedure

## Step 1.

Contact the student's parents or guardians. Discuss the student's problems with the parents before you refer.

## Step 2.

Before making a referral, check all the student's school records.

Has the student ever:

- qualified for special services?
- been included in other special programs (for example, for disadvantaged children, or speech and language therapy)?
- scored far below average on standardized tests?
- been retained?

Do the records indicate:

- good progress in some areas, poor progress in others?
- a medical or physical problem?
- that the student is taking medication?

## Step 3.

Talk to the student's other teachers and professional support personnel about your concern for the student.

- Have other teachers also had difficulty with the student?
- Have they found ways of dealing successfully with the student?

Document the strategies you have used in your class to meet the student's educational needs. Your documentation will be used as evidence that will be helpful to or required by the committee of professionals who will evaluate the student. Demonstrate your concern by keeping written records. Your notes should include items such as:

- exactly what you are concerned about
- why you are concerned about it
- dates, places, and times you have observed the problem
- precisely what you have done to try to resolve the problem
- who, if anyone, helped you devise the plans or strategies you have used
- evidence that the strategies have been successful or unsuccessful

*Remember: Refer a student only if you can make a convincing case that the student may have a handicapping condition and probably cannot be served appropriately without special education. Referral for special education begins a time-consuming, costly, and stressful process that is potentially damaging to the student and has many legal ramifications.*

Source: "Referring a Child for Special Services: An Example of a Procedure" from *What Should I Know About Special Education? Answers for Classroom Teachers* by P. L. Pullen and James M. Kauffman, Pro-Ed, 1986. Reprinted by permission of James M. Kauffman.



# IDEA (a.k.a. PL 101-476)

- Pre-placement Evaluation

- Tests must be in child's native language
- Tests must be valid for specified purpose
- Must be done by trained individual
- Tests must reflect aptitude or achievement
- Multimethod, Multisource assessment
- Multidisciplinary team
- Child must be assessed in all areas related to suspected disability



# IDEA (a.k.a. PL 101-476)

- Least Restrictive Environment

- Mainstreaming

- Inclusion

- 12:1:1

- 8:1:1

- 6:1:1

- Day Treatment Center

- Residential Treatment Center



# IDEA (a.k.a. PL 101-476)

- Individualized Education Plan (IEP)
  - State child's present levels
  - Annual goals with short term instructional objectives
  - Specific services to be provided
  - Projected dates for beginning and duration of services
  - Criteria for determining progress toward goals

