

EDS 130

Typical and Atypical Development Characteristics/Outcomes for Young Children with Disabilities

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Agenda

- Name Tag Sharing
 - Student Information
 - Course Overview and Expectations
 - Project Reviews
 - A Philosophy of Special Education
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EDS 130 A&B

Typical and Atypical Development

- Course Description:
 - Examination of disabilities and risk factors
 - Influences on development
 - How these affect and effect lives of young children with disabilities
 - Typical and atypical development
 - Introduction to interventions to address needs of these children
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Course Objectives include a knowledge of :

- Prenatal and perinatal risk factors
 - Principles of development in early years
 - Effects of disabilities on wide range of life skills
 - Influences of family, culture and community
 - Influences of varying cultural expectations
 - Importance of sharing information with parents on typical expectations and developmental progress
 - Ways to provide appropriate interventions in various setting
 - Theory and research in typical and atypical development
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Readings:

- Young Children With Special Needs

By: Umansky and Hooper

- Children with Disabilities

By: Batshaw

- Teaching Young Children with ADHD

By: Lougy, DeRuvo, Rosenthal

Course Organization and Requirements:

- Attendance and participation
- Classroom Presentation
- Two exams based on lecture

EDS 130 B

Fieldwork documentation

Grading

■ Attendance/ Participation points	100
■ Exam # 1	50 points
■ Presentation	100 points
■ Exam # 2	<u>50 points</u>
■ Total	300 points

Projects:

Presentation

- Choose a disability to orally share about
 - Provide some type of visual
 - Share copies of report with class
 - Less than 1500 words/ one to two pages only
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EDS 130 B Requirements

- Observations: 12 hours credit
 - Portfolio log of fieldwork hours
 - One entry for each observation (minimum of 4)
 - Include: dates, times, location, observation, comments
 - One page maximum for each visit!
 - Case Study: 12 hours credit
 - Interview parent or caregiver of child with disabilities
 - Observation of Related Services
 - Portfolio log of observations- same guidelines as for observations
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Fieldwork suggestions and contacts

- Shriners Hospital 453-2000
 - Neonatal Intensive Care/Sutter Memorial 454-3333
 - SCOE- 284-4741
 - Sac. City- 264-3360
 - San Juan- 971-7525

 - Sac. State Children's Center- 278-6216
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EDS 130 B Requirements

- Internet Search: 6 credit hours
 - Investigate a site and provide a synopsis of site and how educators or parents might benefit
 - Media Review: 6 credit hours
 - Locate, analyze and reflect on an article pertaining to individuals with disabilities or related to disabilities
 - Interview/Professional or Parent: 6 credit hours
 - Conduct and interview with a professional or parent regarding special educational issues
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Disabilities and Special Education: Making a Difference

- Special education is in a paradigm shift: “Shift Happens”
 - It is poised for new directions, ready to meet new challenges and needing to utilize new approaches
 - Despite the success of many special education programs in the past, currently there is much criticism
 - For not meeting goals
 - For being too expensive
 - For being a major source of discipline problems
 - For discrimination
 - For being too burdensome
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What special education has been

- In the last 20 years:
 - A place rather than a service
 - Compliance rather than outcomes
 - A procedure led system based on program and disability title
 - Adversarial with parents and general educators
 - Under-funded
 - A separate but unequal system
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Why We Need to Change our Current Practice: DATA Points from the REAL World

- Only 58.5 % of students identified as Learning Disabled in California graduate (a 31% INCREASE since IDEA);
 - LD students drop out at twice the rate of non-disabled.
 - The CA High School Exit Exam failure rate for Special Education students is over 70%
 - Poverty is the single greatest predictor of academic failure in the United States. The average income for an adult identified as Learning Disabled is \$20,000/year.
 - The State of California uses 3rd Grade reading scores to predict the number of prison cells needed.
 - The arrest rate for students with disabilities who dropped out of school is 56 percent as compared to 16 percent of those who graduated.
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The focus for the new millennium

- Redefined programs based on results and performance rather than compliance
 - Prevention and intervention prior to special education
 - Use research based practices
 - Flexibility of programming based on needs
 - Provision of adequate funding
 - End double standards in discipline and assessment
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NCLB and the *Shift*

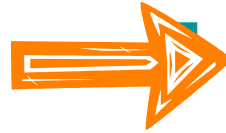
- NCLB has required that we organize and focus our efforts around one primary result

***Academic Achievement
for ALL Students***

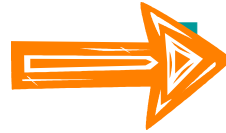
No Child Left Behind Act Individuals With Disabilities Education Act

NCLB (2002)

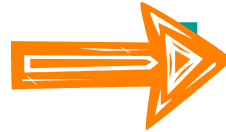
- Emphasis is to ensure **ALL** students achieve at high levels
- Requires states to develop standards to define what students should know and do
- Requires **accountability through assessment for ALL students**
- Requires **ALL** students to make adequate yearly progress
- Requires all teachers to be highly qualified



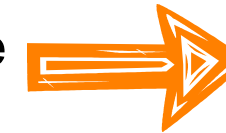
Emphasizes Results



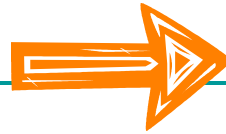
Access to/Progress in the general education curriculum



Standards based accountability



Educational Benefit and Procedural Guarantees



Requires all teachers to be highly qualified

NCLB KEY PRINCIPLE: ASSESSMENT

Teach what you assess!

Requires states to develop annual assessments aligned to state standards and include the participation of all students, including students with disabilities and limited English proficiency.

Most students with disabilities are assessed at grade level on the CST

Students with disabilities must have access to the core curriculum in order to master the standards that are assessed

What is Special Education?

Specially designed instruction to meet the needs of individuals with exceptional needs whose educational needs cannot be met with modification of the regular instruction program. (CA E.C. 56031)

In California, Special Education on a general education campus has **traditionally** been provided in:

- ❑ Special Day Class – SDC
 - ❑ Resource Specialist Program - RSP
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Under Federal Law: Identified Students Must Be Provided a Continuum of Services

- Regular classroom
 - Regular classroom with consultation
 - Regular classroom with supplementary instruction and services
 - Resource classroom
 - Separate classroom
 - Separate school
 - Residential school
 - Homebound or hospital
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Students with Mild to Moderate Disabilities

(Traditionally served in RSP classes)

Are assessed by taking the **Grade Level CST** with or without accommodations

Receive **special education intervention** for **less than the majority of the school day**

Services are provided in the

- general education setting with **collaborative support**
 - general education setting with **supplemental pull-out support**
 - **school-wide intensive intervention program** with specially designed instruction
-

Students with Moderate to Severe Disabilities

(Traditionally Served in SDC Classes)

Are assessed by taking the **Grade Level CST** with **accommodations or modifications** (or in grades 2-5 may take the **California Modified Assessment (CMA)**)

Receive **special education intervention** for the **majority of the school day**

Services

- are provided within the **general education classroom** or **separate setting**
 - may be part of school-wide intensive intervention program which serves as the specially designed instruction
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Students with Moderate to Severe Disabilities (Traditionally Served in SDC Classes)

Include the 1% of the population who are significantly cognitively impaired AND typically are assessed by taking the CAPA

- May be included in general education classes
 - May receive core instruction in a special education setting
 - May receive instruction in an alternate curriculum based on state standards
 - May move between the core and classes with an alternate curriculum based on state standards
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Inclusion

Inclusion is an effort to make sure students with disabilities go to school along with their friends and neighbors while also receiving whatever, “**specially designed instruction and support**” they need to achieve high standards and succeed as learners.

National Institute for Urban School Improvement (2000)

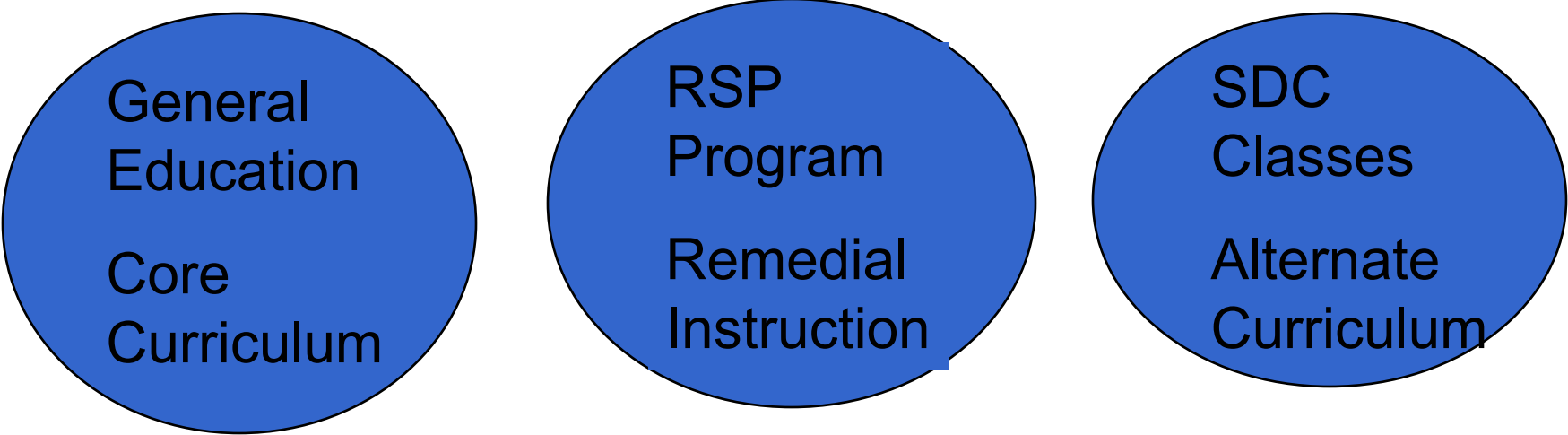
The Impetus for Change

“President Bush means NO CHILD LEFT BEHIND quite literally.” ... “This doesn’t mean that after you siphon off the children with disabilities; or the children never properly taught how to read; or the children who never learned English, or the children who disrupted their classrooms, that most of the rest can learn.”

“It means that all of our kids, even the ones our system calls ‘hard to teach’ can learn.”

Rod Paige, Former Secretary of Education

What Special Education Has Been in California....



General
Education

Core
Curriculum

RSP
Program

Remedial
Instruction

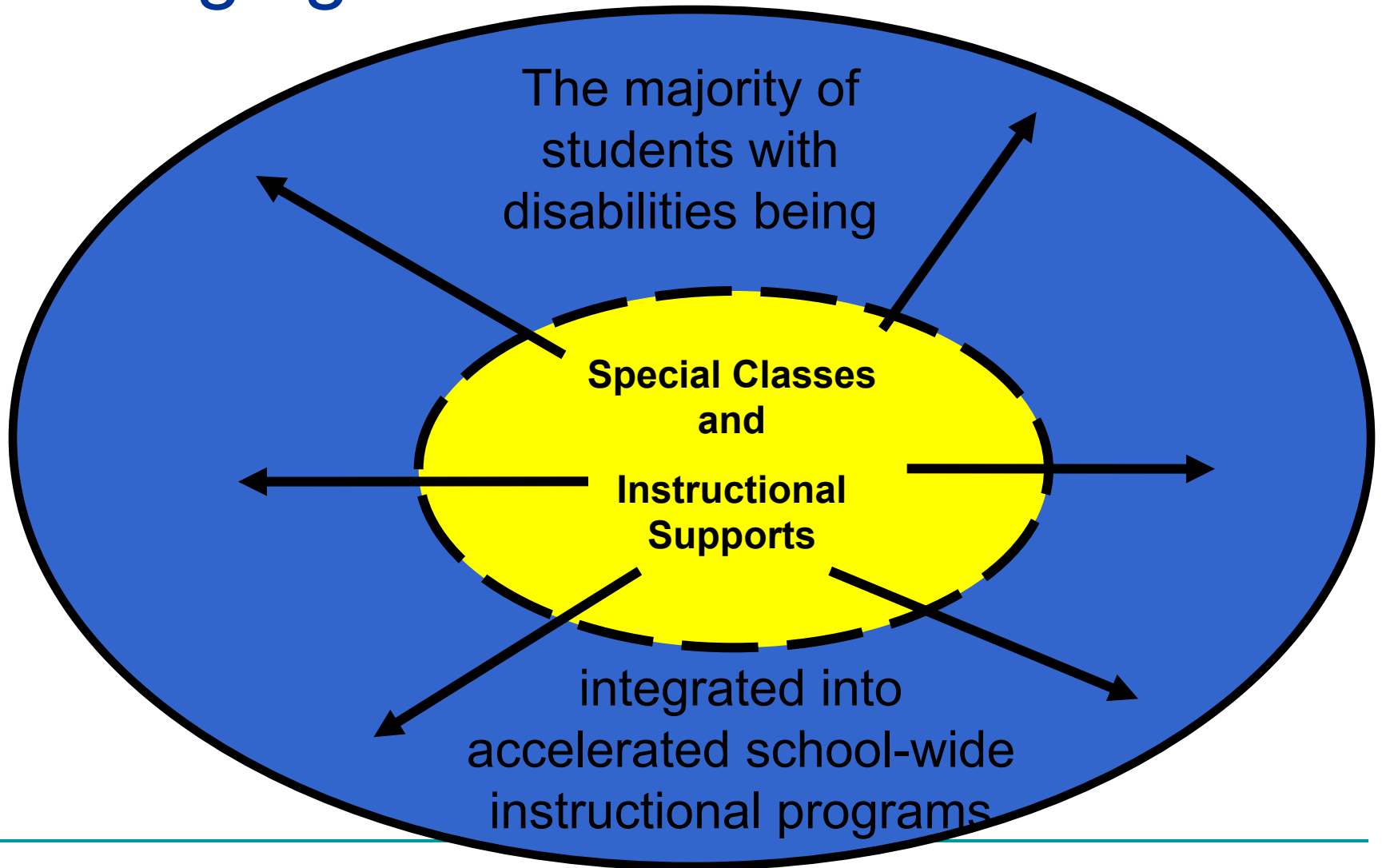
SDC
Classes

Alternate
Curriculum

Special Education Has Too Often Been

- **Remedial instruction** emphasizing lower achievement standards
 - **Separate instructional settings** based upon “handicapping condition” label
 - Instructional levels based upon norm-referenced **standardized assessments**
 - **Separate instruction** utilizing alternate instructional materials
 - **Program placement determining instructional materials** and instructional levels
-

Special Education in California is Changing to . . .



Overarching Inclusive Principles

- ALL students are **general education students first**
 - ALL students are entitled to **access to the core curriculum**
 - **ALL students can learn**
 - Set **high expectations** for ALL students
 - **Engaging ALL learners** is essential
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Your Reactions

- What is your definition of special education?
 - How is this definition the same or different from the others in your group?
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