

SPECIAL EDUCATION FOR STUDENTS WITH LEARNING DISABILITIES:

Where did we start? Where are we now?. Where are we going?

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IN THE BEGINNING....



WHEN, WHY LD?

- In the early 1960s
- Several disability groups recognized and served (though services not mandated)
 - Visual impairments and blindness
 - Deaf and hard-of-hearing
 - Physical handicaps
 - Mental retardation (Intellectual disability)
 - Severe emotional disorders

WITHIN A FEW YEARS

- More and more parents identify an unserved group
 - Not blind or deaf
 - Not physically handicapped
 - Not intellectually deficient
 - Not emotionally disturbed
- With average or above average intelligence
- Struggling academically for no apparent reason



LEARNING DISABILITIES WAS “INVENTED”



- Exclusion clause
 - Not eligible for ‘services’ through any established special education designation
- Discrepancy
 - Achievement well below level predicted by intelligence tests

A SEARCH FOR EXPLANATIONS

Attention problem (hyperactivity, disinhibition, distraction)

Neurological handicaps

Perceptually handicapped

Dyslexia dysgraphia dyscalculia

Minimal brain dysfunction

Psycholinguistic learning disabilities

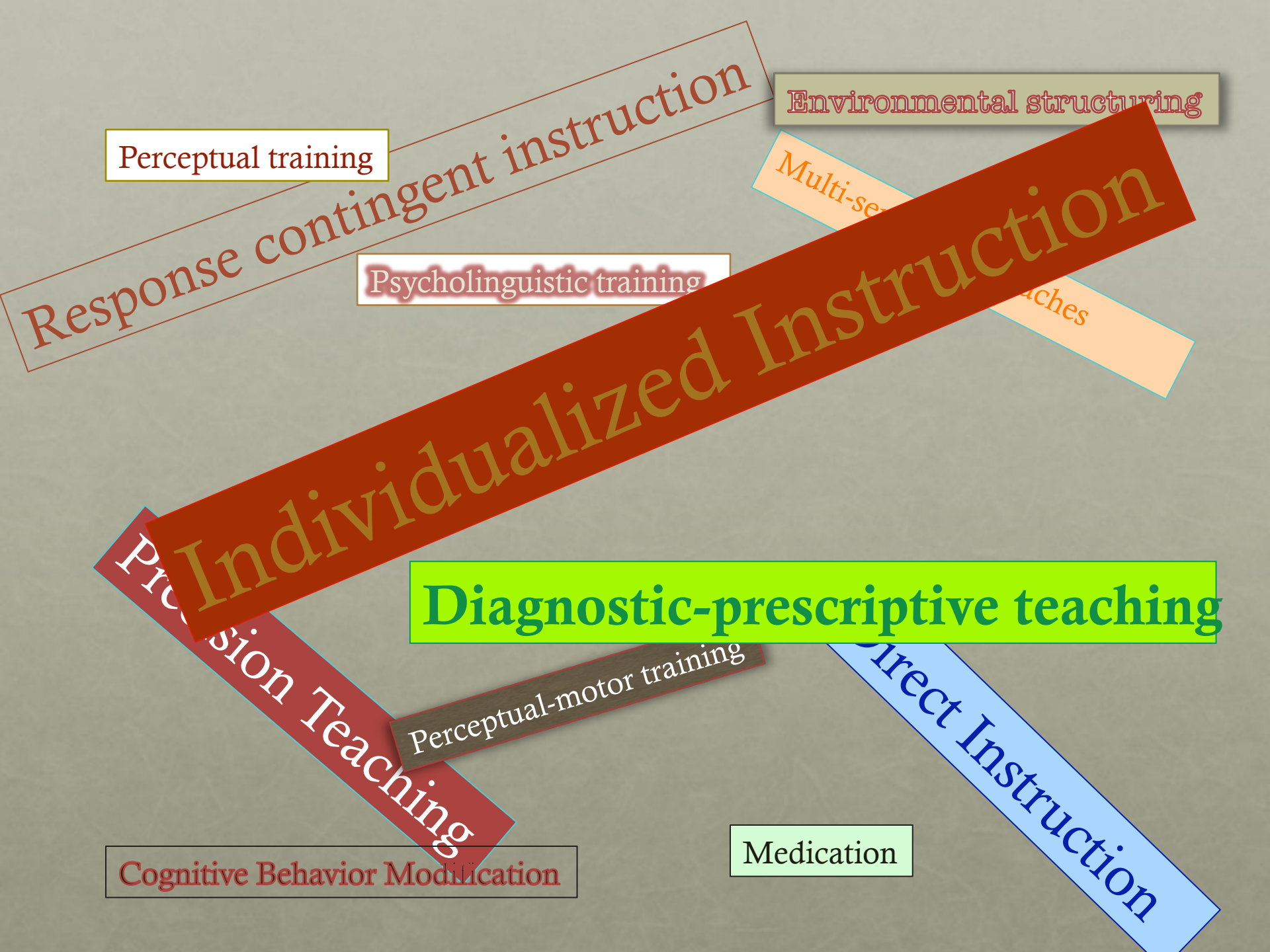
FOR WHICH WAS
PRESCRIBED...

Motor problems

Wordblindness, Strophosymbolia

Psychoneurological learning disabilities

Brain injured



Response contingent instruction

Perceptual training

Psycholinguistic training

Environmental structuring

Multi-sensory approaches

Individualized Instruction

Diagnostic-prescriptive teaching

Perceptual-motor training

Direct Instruction

Medication

Cognitive Behavior Modification

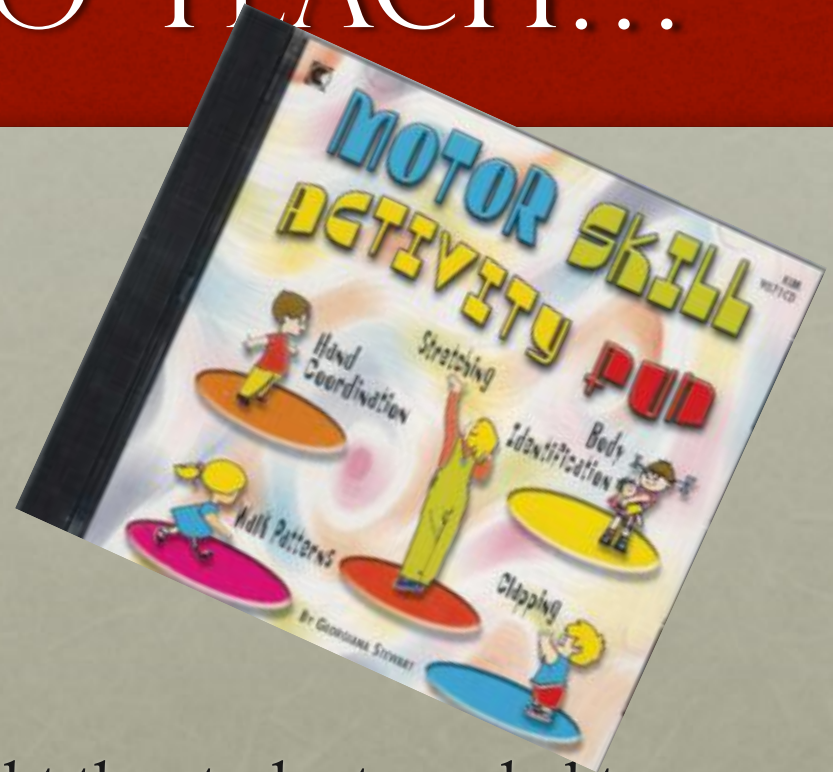
Precision Teaching

REGARDLESS OF WHAT YOU CALLED IT

- Specialized instruction in basic skills
- Pull-out
 - Self-contained class – full time
 - Self-contained class – part time
 - Resource room
- Return to general education when ready:
Mainstreaming
- Alternative high school curricula
- Freedom from curriculum constraints

FREEDOM TO TEACH...

- Perceptual-motor skills
- “Processing” skills
- “Arts and crafts”
- Watered-down curricula
- Whatever the teacher thought the student needed to learn, at whatever pace, to whatever depth



CODIFIED IN EHA



1975

The IEP: Make transparent the *special* part of the child's education

1. Under which disability category does he/she qualify?
2. Where and for how long will special education services be provided?
3. What will be taught during that time?

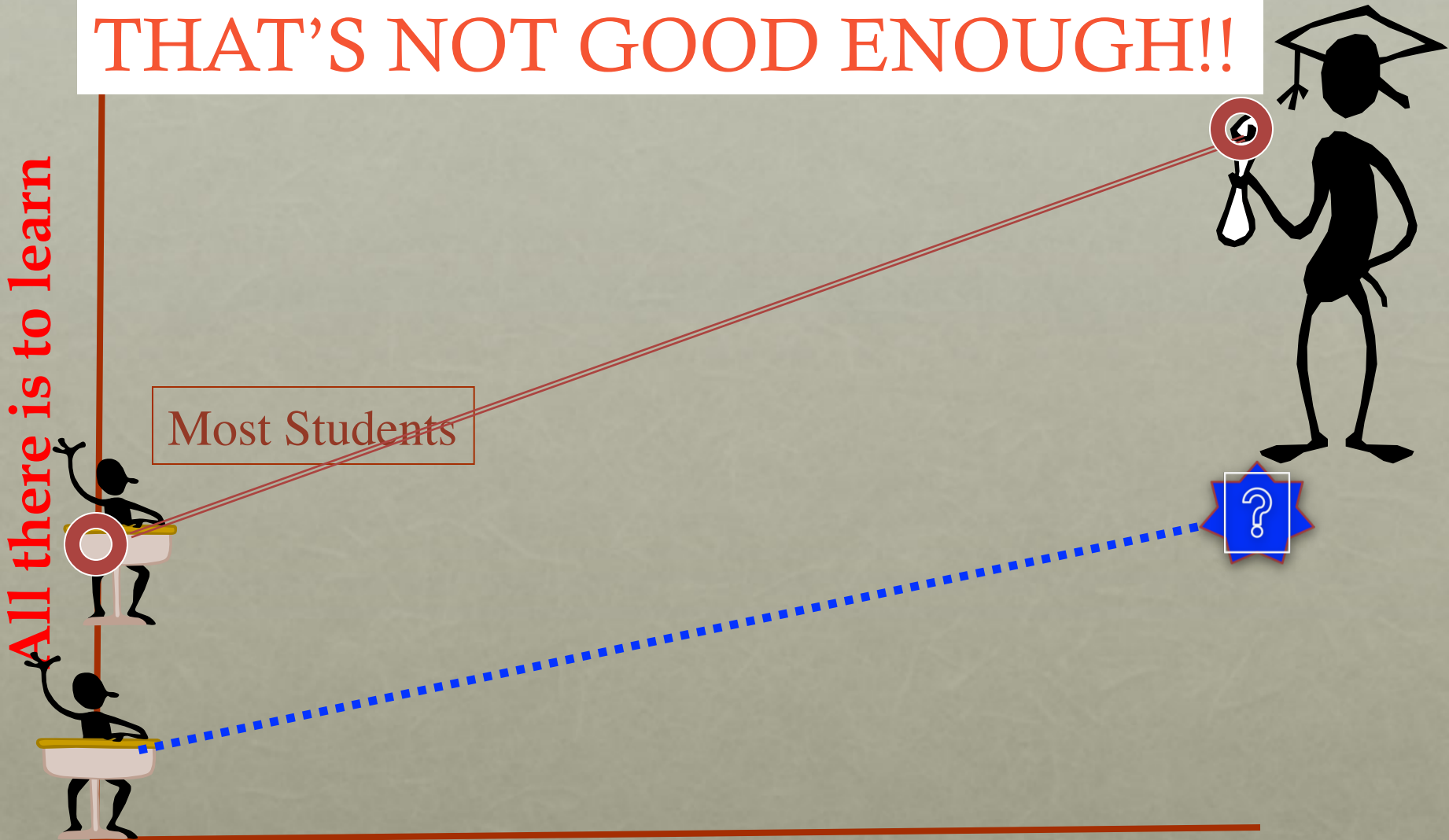


THAT'S NOT GOOD ENOUGH!!

All there is to learn

Most Students

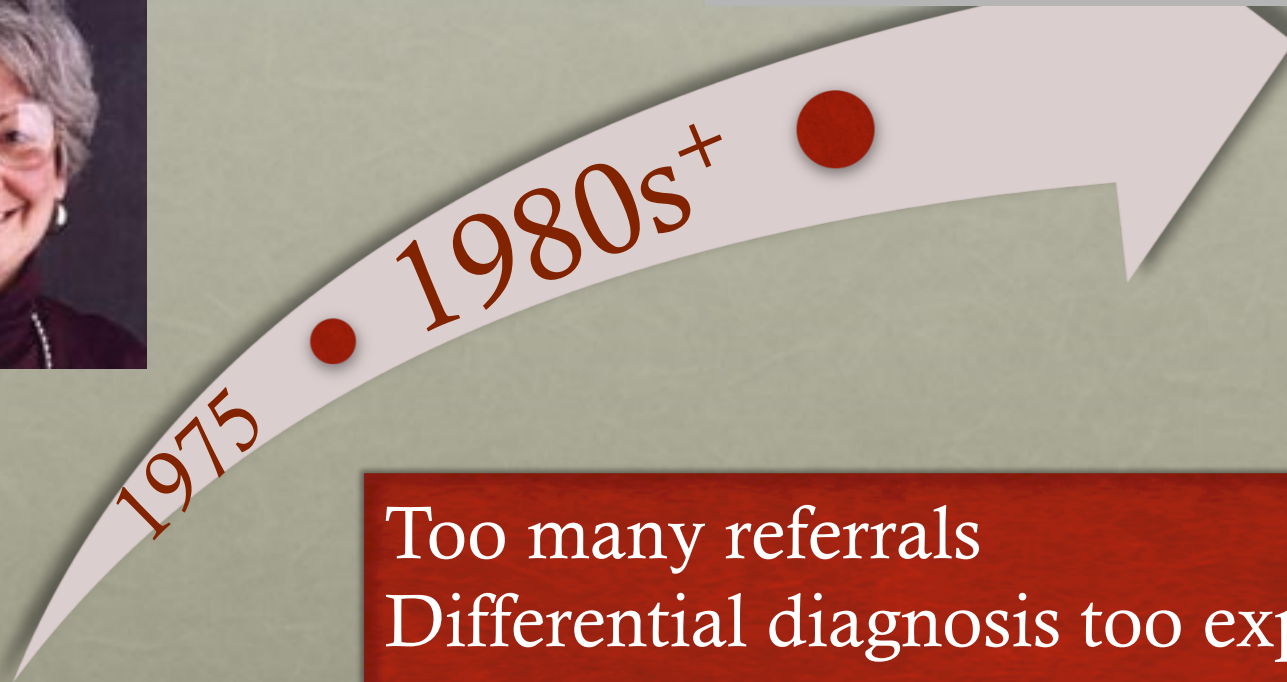
The time there is to learn it!



WITHIN A FEW YEARS



DISSATISFACTION



Too many referrals
Differential diagnosis too expensive
Not enough academic improvement
Disproportionate representation
Desire to “*share the wealth*”

AND TIMES WERE CHANGING

- Normalization movement in Europe
- Inclusion movement in US
- Help to those at risk but do not qualify for special education – the Regular Education Initiative
- Reduce stigma presumed to be associated with pull-out
- Set higher expectations for special education students and their teachers

FULL INCLUSION MODELS

- Provide *Special Education* without pull out
 - ‘Class-within-a-class’
 - ‘Rights without Labels’
 - Full inclusion with consultation
 - Full inclusion with co-teaching
- Introduce new curricular elements
 - Strategies instruction
 - Peer assisted learning

FULL INCLUSION MODELS

- Solve some of the problems
 - Reduce referral rates
 - Academic achievement adequate for many students
 - BUT NOT ALL
- CO-TEACHING becomes the most popular service delivery model for special education

WHAT IS THE VALUE ADDED OF THE SPECIAL EDUCATION CO- TEACHER?

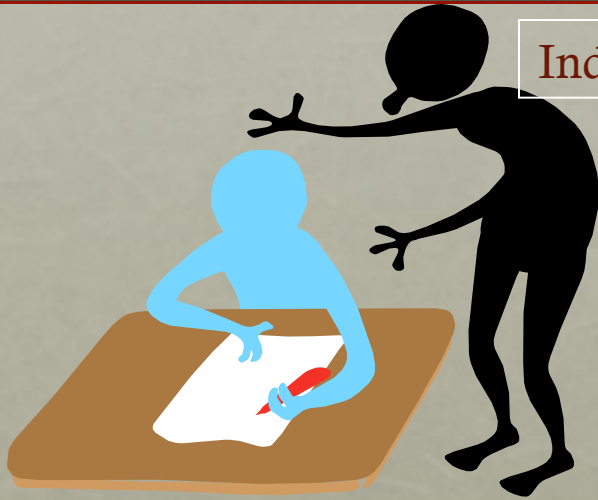


GENERAL EDUCATION
TEACHERS SHOULD ALREADY
BE ABLE TO...
INSTRUCT A DIVERSE GROUP
OF STUDENTS



THEY ARE *SUPPOSED* TO KNOW HOW TO TEACH

Individual students

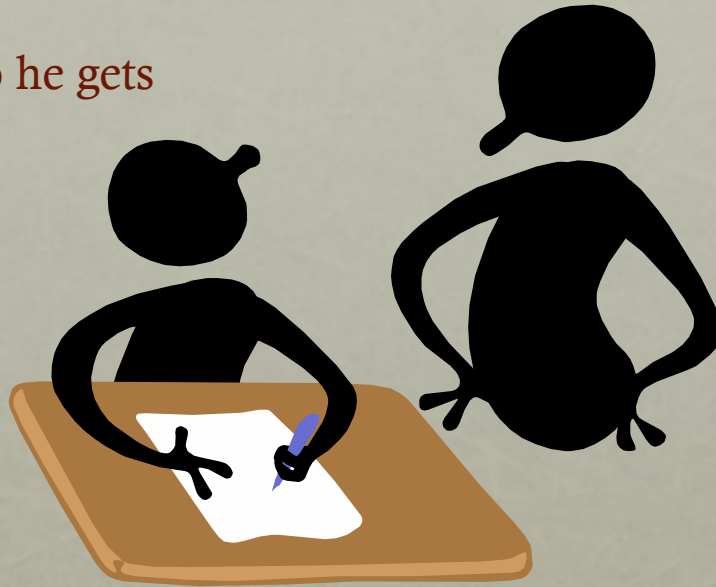


Small groups

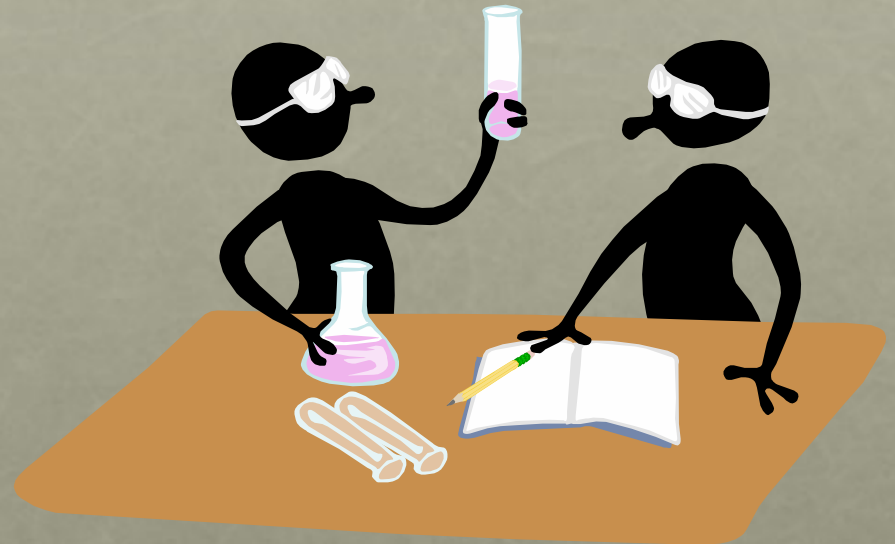
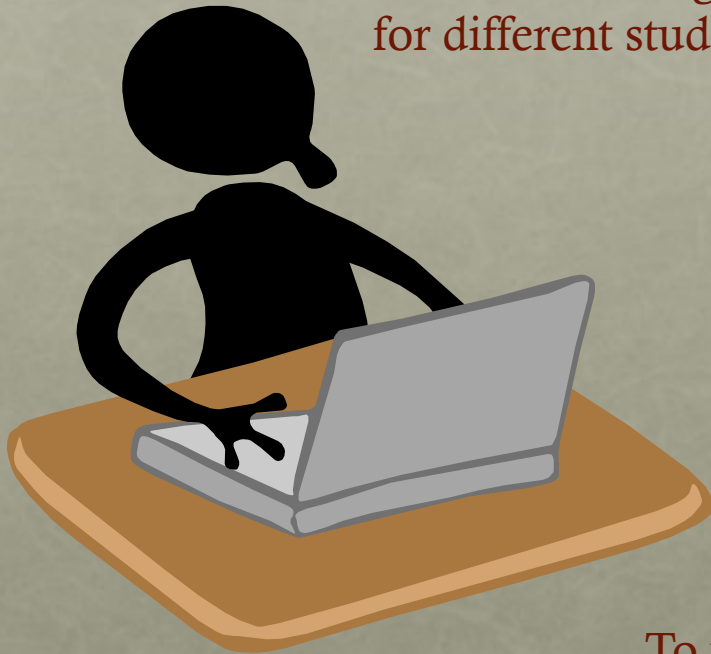
Whole class



How to re-teach a concept so he gets
It the second time
(or third, or...)!



To use technology in different ways
for different students



To use hands on learning in lieu of texts

AND HOW TO ASSIGN

...meaningful and appropriate independent work



HOW TO ADAPT THE

- Classroom physical space



AND THE

- Psychological
- space



FOR THOSE WHO DO NOT ALREADY POSSESS THESE SKILLS

- Co-teaching is an appropriate, maybe even critical, short term intervention
- If the special education co-teacher can model when and how to make appropriate accommodations

BUT FOR IMPROVEMENT OF ACADEMIC ACHIEVEMENT...

- Research findings on Co-Teaching as it is currently practiced indicate it is...
 - A nice addition
 - After a rocky start, teachers and students feel more comfortable
 - An occasional relief for the general education teacher
 - Someone can help with discipline or grading
 - Allows some brief *individual* contacts
 - Drifting throughout the classroom to
 - Redirect
 - Wake up! Interrupt sidebar conversations
 - “Help”
 - Get through the assignment



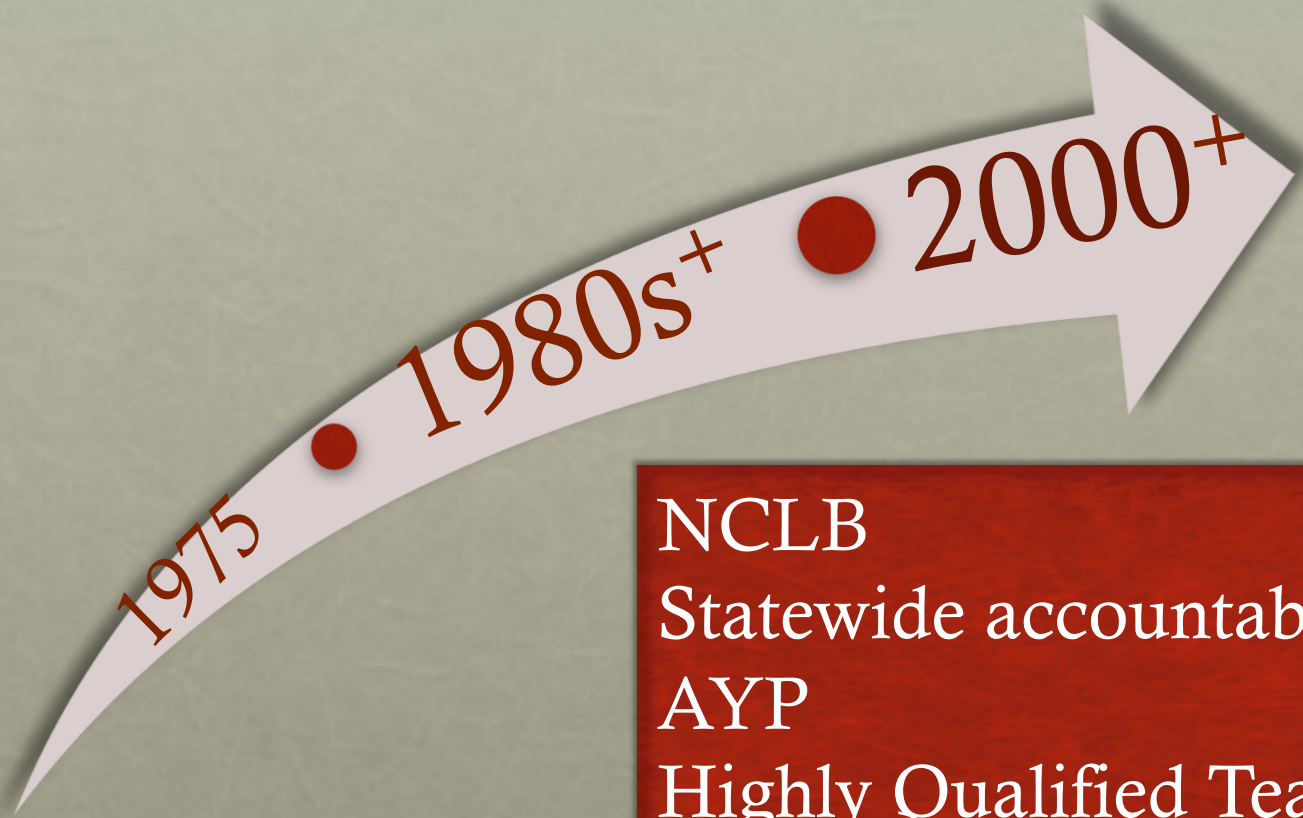
BUT INCREASED MASTERY OF THE MATERIAL REQUIRES MORE:

- Elaborative explanations
- Strategic instruction
- Intensified instruction
- Re-teaching of concepts

- Research Findings:
Rarely seen in co-taught classrooms!!



WHERE ARE WE NOW?



NCLB

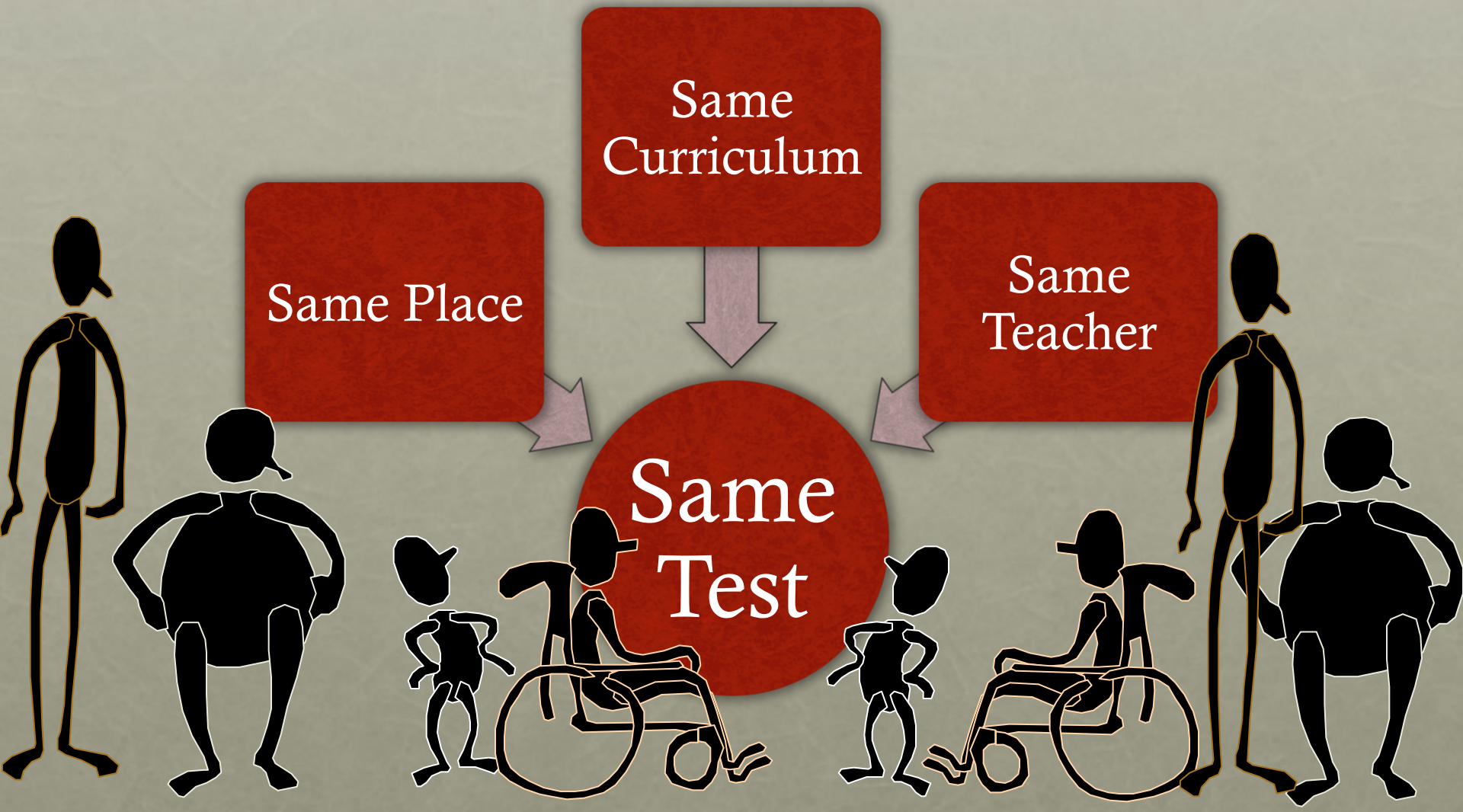
Statewide accountability assessment
AYP

Highly Qualified Teachers

RtI: Tiered instruction in gen edu

FULL INCLUSION (*revised*)

FULL INCLUSION



THE UNDERLYING MESSAGE

- The most important stuff is going on in the regular classroom
- The job of the special education teacher is to help students get what they can out of being THERE

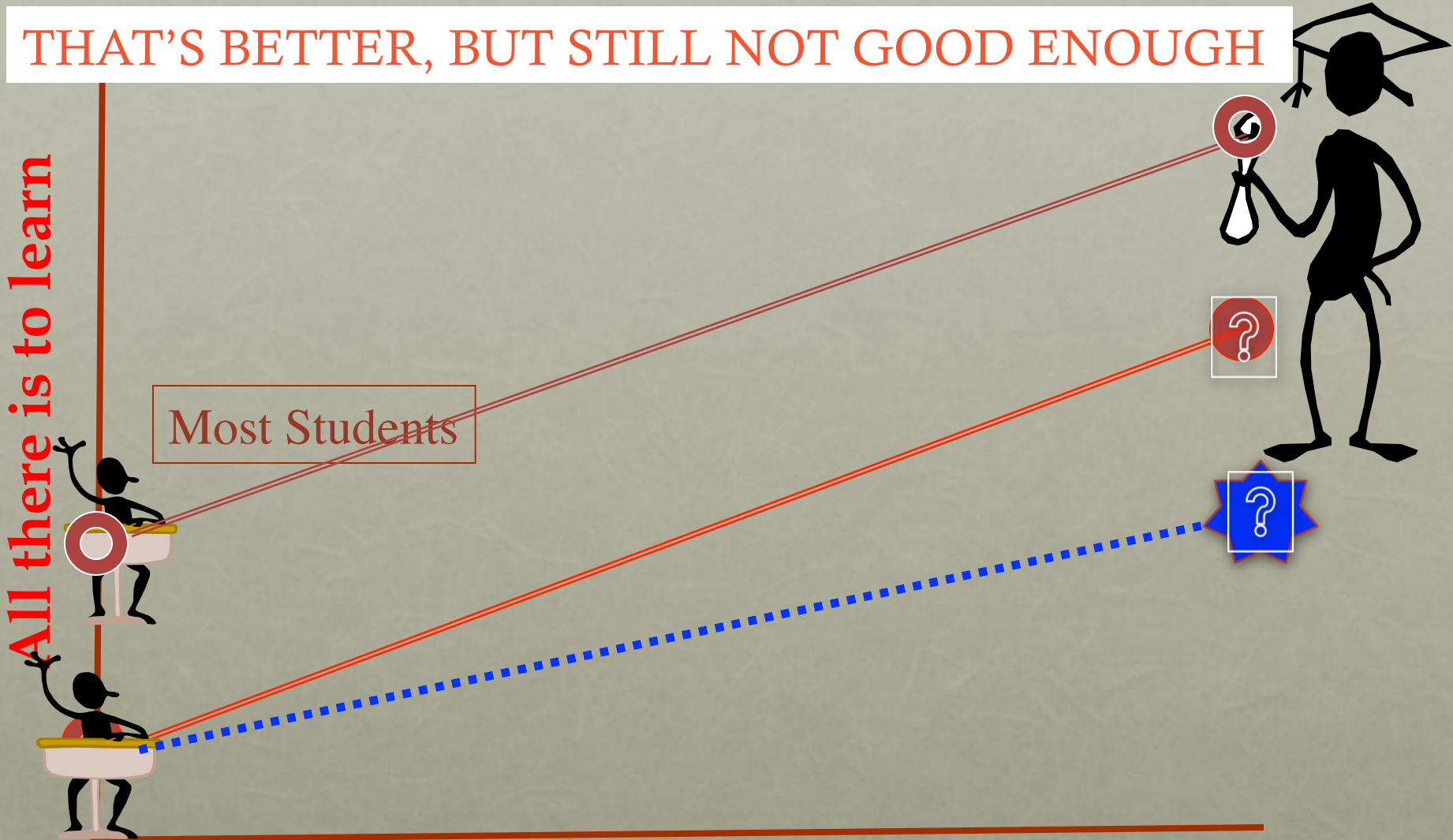


THAT'S BETTER, BUT STILL NOT GOOD ENOUGH

All there is to learn

Most Students

The time there is to learn it!



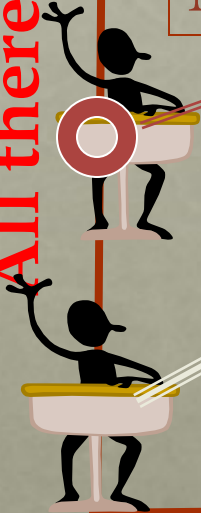
WHAT WE WANT IS THIS!

All there is to learn

Most Students

More! Faster!

The time there is to learn it!



WHAT WOULD IT TAKE?

Have you seen the film, “Stand and Deliver”?

WHAT IT TAKES



From "Stand and Deliver"

Small class size

Homogeneous grouping

2 scheduled periods/day

1 hour before school

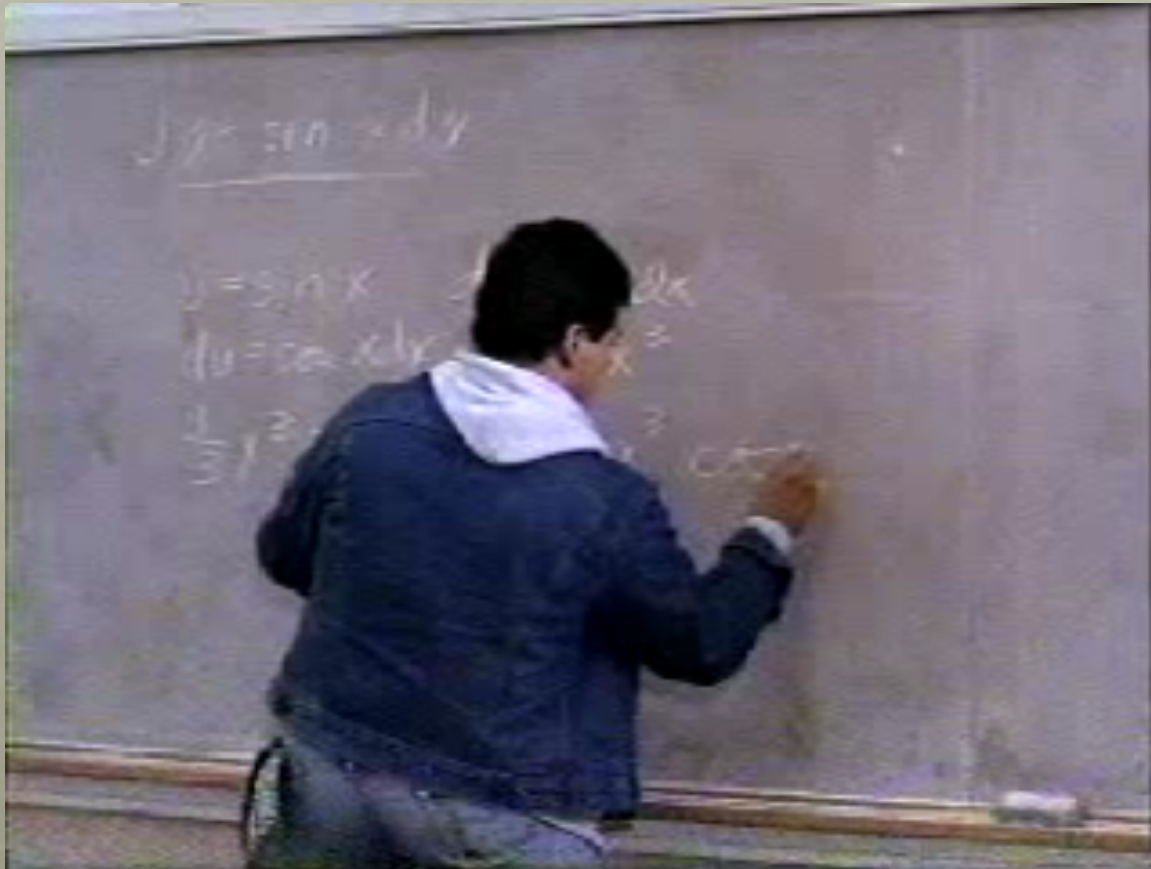
1 hour after school

Saturdays

Holidays

Summer

WHAT IT TAKES



From "Stand and Deliver"

Small class size

Homogeneous grouping

2 scheduled periods/day

1 hour before school

1 hour after school

Saturdays

Holidays

Summer

PLUS PERSEVERANCE

AND SEE WHAT CAN HAPPEN...



From "Stand and Deliver"

Small class size

Homogeneous grouping

2 scheduled periods/day

1 hour before school

After school until 5:00

Saturdays

Holidays

Summer

PLUS PERSEVERANCE

SO, WHERE ARE WE GOING?



WHERE ARE WE GOING?

THERE IS MORE TO LEARN THAN THE
GENERAL EDUCATION CURRICULUM!

THERE IS MORE TO LEARN THAN THE GENERAL EDUCATION CURRICULUM!!

Content

- Science
- Social Studies
- Literature

Skills

- Reading
- Math
- Spelling
- Grammar
- Composition

The 'Untaught' Curriculum

- 'Survival skills'
- Behavior control
- Social skills
- Self advocacy
- Coping with transitions
- Study skills
- Test taking skills
- Note taking skills
- Planning for post HS
- Etc.

WHERE ARE WE GOING?

THERE IS A LOT TO LEARN

STUDENTS WITH
LEARNING DISABILITIES NEED
TIME
TO LEARN

WHERE ARE WE GOING?

THERE IS A LOT TO LEARN

STUDENT WITH LEARNING DISABILITIES NEED *TIME* TO LEARN

THEY ALSO NEED A
PLACE
CONDUCTIVE TO INTENSIVE,
RELENTLESS, EXPLICIT,
INDIVIDUALIZED INSTRUCTION

WHERE ARE WE GOING?

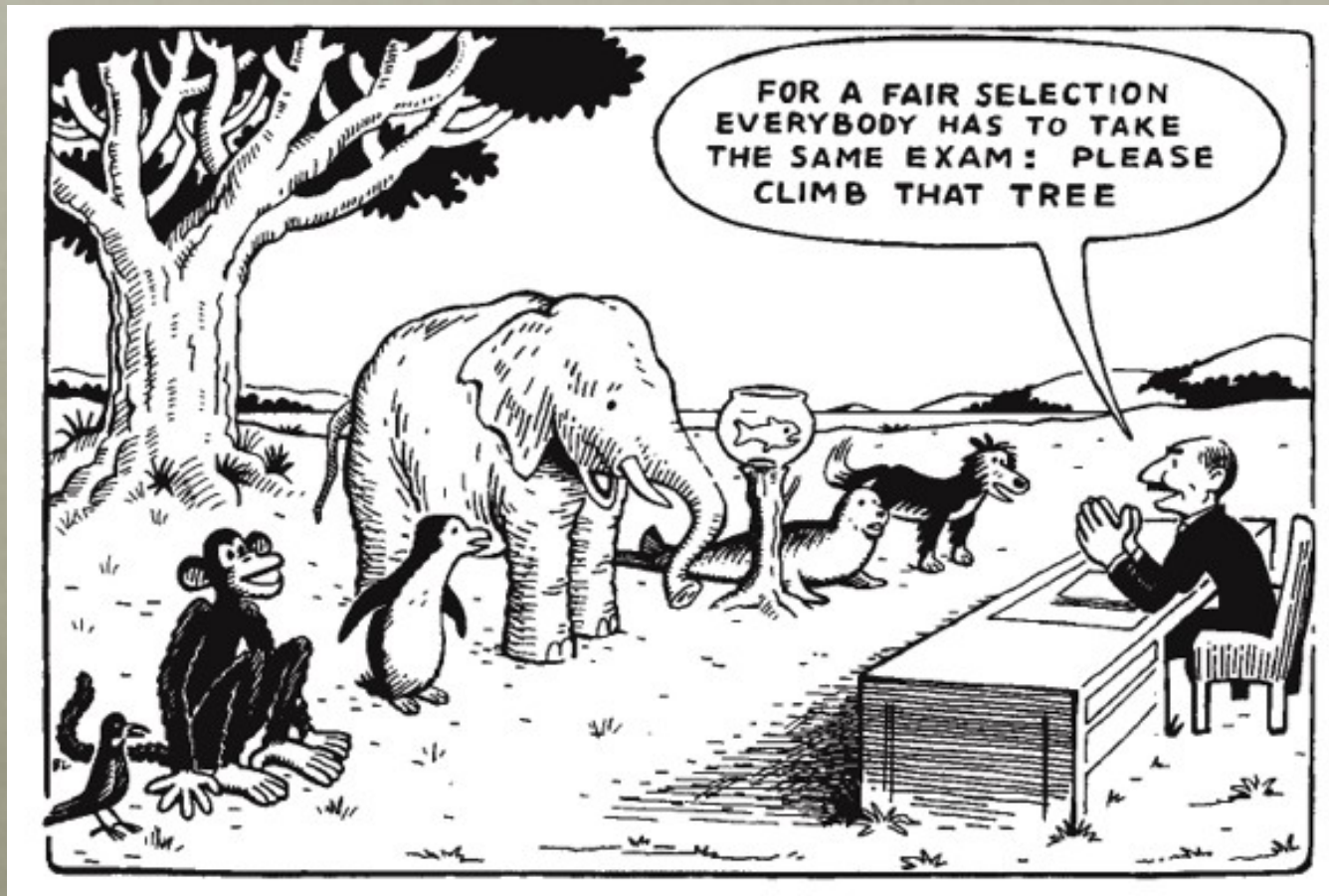
THERE IS A LOT TO LEARN
STUDENT WITH LERNING DISABILITIES NEED *TIME* TO LEARN
THEY ALSO NEED A *PLACE* CONDUCIVE TO INTENSIVE,
RELENTLESS, EXPLICIT,
INDIVIDUALIZED INSTRUCTION

THEY NEED ADVOCATES
STRONGLY COMMITTED TO
THEM

WHERE ARE WE GOING?

- STOP POLITICIANS FROM MAKING SILLY STATEMENTS
 - Every one can be proficient on grade-level standards
 - Everyone needs to know Algebra
 - Every one can graduate from high school college ready

OR...



GET TEACHERS TO ACKNOWLEDGE

AND HELP THEIR KIDS AND PARENTS ACKNOWLEDGE...

- That learning is hard work
- That one can't do everything
- That one must set priorities if you don't have time to learn everything
- That one may have to give up something

THERE IS ONLY SO
MUCH TIME IN THE
SCHOOL DAY

And we need to use it wisely

SET PRIORITIES

- Full Inclusion **OR** Explicit, specialized, intensive instruction
- Support students to acquire knowledge **OR** Teach the skills needed to facilitate maximum involvement in home, school, and community
- Exploit opportunities available only in K-12 education **OR** learn the same curriculum as everyone else

DON'T BE AFRAID

To demand unconventional services

STUDENTS WITH LD ***NEED***
AND ***ARE ENTITLED TO***
“DIFFERENT”

AND, THERE IS NOTHING WRONG WITH DIFFERENT

- Different is ‘bad’ when different means *less*
- Different is not ‘bad’ when different means *more*
- Students with learning disabilities deserve more!!
 - More opportunity
 - More intensive instruction
 - More individually tailored curricula
 - More carefully designed instruction

WHERE ARE WE GOING?

To a renewed
commitment to an
unequal education!!

And all the hard decisions
that entails