

Chapter 1 : Special Education | College of Education

Because of the nature of his job, the Special Ed teacher collaborates not only with the school administrator, but works closely with the school psychologist, social and health workers, the general education teachers and especially with the children's parents.

In an educational setting, they work with students with cognitive, physical, developmental, or emotional disabilities. Occupational therapists use treatments to develop, recover, or maintain daily living and work skills. The therapist helps students not only improve their basic motor functions and reasoning abilities, but also compensate for permanent loss of function. The goal is to help these individuals have independent, productive, and satisfying lives. Occupational therapists help students perform all types of activities, from using a computer to caring for daily needs such as dressing, cooking, and eating. Physical exercises may be used to increase strength and dexterity, while other activities may be chosen to improve visual acuity or the ability to discern patterns. For example, someone with short-term memory loss might be encouraged to make lists to aid recall, and a person with coordination problems might be assigned exercises to improve hand-eye coordination. Occupational therapists also use computer programs to help students improve decision-making, abstract-reasoning, problem-solving, and perceptual skills, as well as memory, sequencing, and coordination—all of which are important for independent living.

Work Environment In large rehabilitation centers, therapists may work in spacious rooms equipped with machines, tools, and other devices that generate noise. In school environments, therapists may work directly with students in the classroom or use a pull-out model to work with them in a more structured environment. The work can be tiring because therapists are on their feet much of the time. Those providing home health care services or serving multiple schools may spend time driving from appointment to appointment. Therapists also face hazards such as back strain from lifting and moving people and equipment. Most schools have full-time programs, although a growing number are offering weekend or part-time programs as well. Coursework in occupational therapy programs includes the physical, biological, and behavioral sciences as well as the application of occupational therapy theory and skills. Programs also require the completion of six months of supervised fieldwork. People considering this profession should take high school courses in biology, chemistry, physics, health, art, and the social sciences. College admissions offices also look favorably on paid or volunteer experience in the health care field. Relevant undergraduate majors include biology, psychology, sociology, anthropology, liberal arts, and anatomy.

Licensure All states regulate the practice of occupational therapy. To obtain a license, applicants must graduate from an accredited educational program and pass a national certification examination. Other

Qualifications In school environments, therapists are typically part of a planning team for each child that they serve. Therefore, strong communication and collaboration skills are a must.

Advancement Opportunities Occupational therapists are expected to continue their professional development by participating in continuing education courses and workshops. In fact, a number of states require continuing education as a condition of maintaining licensure.

Job Outlook and Earnings Employment of occupational therapists is expected to grow much faster than the average for all occupations, and job opportunities should be good.

Physical Therapist Nature of Work Physical therapists provide services that help restore function, improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. They restore, maintain, and promote overall fitness and health. They treat accident victims and individuals with disabling conditions such as low-back pain, arthritis, heart disease, fractures, head injuries, and cerebral palsy.

Work Environment Physical therapists practice in hospitals, clinics, and private offices that have specially equipped facilities. They also treat patients in hospital rooms, homes, and schools. These jobs can be physically demanding because therapists often have to stoop, kneel, crouch, lift, and stand for long periods. In addition, physical therapists move heavy equipment and lift patients or help them turn, stand, or walk. According to the American Physical Therapy Association, there were accredited physical therapist education programs in

In the future, a doctoral degree might be the required entry-level degree. Physical therapist education programs start with basic science courses such as biology, chemistry, and physics and then introduce specialized

courses, including biomechanics, neuroanatomy, human growth and development, manifestations of disease, examination techniques, and therapeutic procedures. Besides getting classroom and laboratory instruction, students receive supervised clinical experience. Licensure All states regulate the practice of physical therapy. Typical licensure requirements are graduation from an accredited physical therapist education program and passing scores on national and state licensure exams. Specific eligibility requirements for licensure vary by state. Physical therapists also should be compassionate and possess a desire to help others. School Counselors Nature of Work Educational, vocational, and school counselors provide individuals and groups with career and educational counseling. They assist students of all levels, from elementary school to postsecondary education, and advocate for students by working with organizations to promote the academic, career, personal, and social development of children and youth. School counselors help students evaluate their abilities, interests, talents, and personalities to develop realistic academic and career goals. They use interviews, counseling sessions, interest and aptitude assessment tests, and other methods to evaluate and advise students. They also operate career information centers and career education programs. Often, counselors work with students who have academic and social development problems or other special needs. In conjunction with teachers and administrators, they make sure that the curriculum addresses both the academic and the developmental needs of students, particularly in the areas of social interaction and behavior. Elementary school counselors do less vocational and academic counseling than high school counselors. High school counselors advise students regarding college majors, college and university admission requirements, entrance exams, financial aid, trade or technical schools, and apprenticeship programs. They help students develop job search skills such as resume writing and interviewing techniques. College career planning and placement counselors assist alumni or students with career development and job-hunting techniques. They assist with transition planning for students with disabilities, focusing on postsecondary education and job training for students with mild disabilities and job training and life skills for students with significant disabilities. Vocational counselors, also called employment or career counselors, provide mainly career counseling outside the school setting. Their chief focus is helping individuals with career decisions. They may arrange for aptitude and achievement tests to help the individual make career decisions. They also work with individuals to develop their job-search skills and assist them in locating and applying for jobs. In addition, career counselors provide support to people experiencing job loss, job stress, or other career transition issues. In regard to special education, vocational counselors are often members of the transition planning teams for students with disabilities, providing school personnel and families with information and support for transition plans. Rehabilitation counselors help people deal with the personal, social, and vocational effects of a variety of disabilities. They evaluate the strengths and limitations of the individuals, provide personal and vocational counseling, and arrange for medical care, vocational training, and job placement. Rehabilitation counselors interview both individuals with disabilities and their families, evaluate school and medical reports, and confer with physicians, psychologists, occupational therapists, and employers to determine the capabilities and skills of the individual. They develop rehabilitation programs by conferring with clients; these programs often include training to help clients develop job skills. Work Environment Work environment can vary greatly depending on occupational specialty. School counselors work predominantly in schools, where they usually have an office but may also work in classrooms. Other counselors may work in a private practice, community health organization, or hospital. Many counselors work in an office where they see clients throughout the day. Because privacy is essential for confidential and frank discussions, counselors usually have private offices. The work schedules of counselors depend on occupational specialty and work setting. Some school counselors work the traditional month school year with a summer vacation, but increasing numbers are employed on month or full-year contracts, particularly those working in middle and high schools. They usually work the same hours as teachers, but they may travel more frequently to attend conferences and conventions. College career planning and placement counselors work long and irregular hours during student recruitment periods. Education and Training Education requirements vary based on occupational specialty and state licensure and certification requirements. Counselor education programs in colleges and universities are often found in departments of education or psychology. Fields of study include college student affairs, elementary or

secondary school counseling, education, gerontological counseling, marriage and family therapy, substance abuse counseling, rehabilitation counseling, agency or community counseling, clinical mental health counseling, career counseling, and related fields. Courses are often grouped into eight core areas: Licensure Find licensure information in your state. Other Qualifications People interested in counseling should have a strong desire to help others and should be able to inspire respect, trust, and confidence. They should be able to work independently and as part of a team. Counselors must follow the code of ethics associated with their respective certifications and licenses. Counselors must possess high physical and emotional energy to handle the array of problems that they address. Dealing daily with these problems can cause stress. Job Outlook and Earnings Employment for counselors is expected to grow much faster than the average for all occupations through However, job growth will vary by location and occupational specialty. Job prospects should be good due to growth and the need to replace people leaving the field. Their expertise helps them assist in accommodating the physical and cognitive limitations of students with disabilities. Work Environment School-based AT specialists are often district-wide positions requiring travel from school to school in order to meet with individual students and teachers. Depending on the case load, number of members on the AT team, and size of the district, the position can be a stressful one. Strong organizational skills are a must. Education and Training Some states require a teaching license to be employed as an assistive technology specialist, but others do not. Generally speaking, job applicants who have strong computer skills combined with experience in special education or teaching are most likely to be hired in entry-level jobs. Colleges and universities increasingly offer undergraduate and graduate classes in special education technology. A typical sampling of courses includes strategies for integrating technology into early childhood, elementary, and secondary education; technology for educating students with multiple disabilities or pervasive developmental disorders; computer applications; and transdisciplinary approach to rehabilitation. High school students considering this profession should take classes in science, math, and English, as well as courses in business or industrial arts. Excellent computer skills in both software and hardware will be required in all courses of study beyond secondary school. Teenagers can gain valuable experience toward becoming technology specialists by working with children who are learning how to use computers. They can gain valuable experience working with children and youth with disabilities by volunteering for organizations such as the Special Olympics. The ATP certificate encompasses those working in industry as well as schools, including clinicians, manufacturers, and suppliers. AT certification programs offered through universities are more focused on the effective provision of school-based AT services for students with disabilities.

Chapter 2 : What Is The Nature Of Special Education Teaching? Â« Education Frequently Asked Questions

When we tried to think of a term to describe the pieces in this book we could not find one that was entirely satisfactory. They all describe single instances, of a child's education or the job of a professional, of a remedial department in a comprehensive school or a timetabling system.

Request Information Special education teachers have a higher rate of burnout than is found in most other professions. The burnout rate is the result of a number of issues that often culminate in these teachers leaving their jobs. It is estimated that 75 percent of those who teach special needs students will leave their job within 10 years of starting. The result of this turnover rate is a shortage of special education teachers and a lack of quality programs for the students they serve. While a special education teacher may start their career with the intention of helping disabled students become productive members of society, they face several challenges that make the task extremely difficult. The challenges of the special education teacher include: Special education teachers are largely unrecognized and unsupported by the public. Non-Instructional Responsibilities Many teachers are trained and willing to teach but find themselves burdened with responsibilities that remove them from the classroom. Special education teachers often find themselves being required to go to meetings, conducting assessments and dealing with loads of paperwork. Lack of Support At a time when many large school districts are experiencing high levels of growth, special education teachers are being asked to do more with less. Salaries are being cut in many districts, and there is often very little in the way of technical assistance provided by school administrations. Since each student is a unique case, the teacher must modify their lessons to suit each disabled learner by providing individualized education programs. Handling Death Among students in a special education classroom, there are often some with severe chronic illnesses that may result in death. Handling this is a challenge to which special education teachers will have to adapt. Handling the Problems of an Inclusive Classroom The concept of having classrooms that contain both special needs students and students who are developing typically is becoming a popular one. This type of education poses new challenges for a special education teacher. For example, many students who have no disabilities are unaccustomed to dealing with those who do. Teachers in these classes are charged with eliminating cruelty and insensitivity from among their students and ensuring that those with special needs are treated with respect. Special education teachers often work with smaller groups and may focus on skills rather than content, thereby leading to the perception that their work is easier or less important. Lack of Support From Parents Some parents of special needs children are disinterested in the welfare of their children and fail to provide them with adequate care. Alternatively, they may be overly protective. Both can be problematic for the child and for their teacher. Both attitudes can shape children in negative ways. The Difficulty of Discipline in a Special Needs Classroom Disabled children may have behavioral issues including restlessness and moodiness. They may also exhibit problems like a short attention span or an inability to understand what is being taught. Special education teachers have to learn how to deal with these problems as well as how to take appropriate disciplinary measures. Budget Problems Across the nation, special education programs are facing increasing enrollment and decreasing budgets. The result is that there are fewer teacher assistants available, which results in a greater workload for special education teachers. They may also face shortages of essential resources and equipment for delivering effective lessons. Any one of these challenges would make the work of a special education teacher incredibly difficult; as a group, they turn the job into a set of arduous tasks. Unfortunately, the result of the pressures placed on teachers is that the students suffer. Anyone seeking to go into this area of teaching should be aware of what they will face and have the mental and emotional fortitude to overcome the challenges in order to improve the prospects of their students.

Chapter 3 : Special Needs Education - Department of Education and Skills

The text, designed to accompany an Open University course on the education of handicapped children in the United Kingdom, presents 51 papers illustrating approaches to the integration of handicapped persons in the school and the community.

Standards 1, 4, 10 Competency 1 - The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities. The beginning special education teacher: Competency 4 - The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology. Competency 10 - The special education teacher understands the philosophical, historical, and legal foundations of special education. By law, Congress must re-authorize this legislation every five years. When it was reauthorized back in , it came under scrutiny - and was in the news - once again. Not until , with the passage of the Children with Specific Learning Disabilities Act included in Education of the Handicapped Act of , Public Law , Part G , did federal law mandate support services for students with learning disabilities. That law officially recognized "specific learning disability" SLD as a category eligible for special education funding and service. According to the U. Office of Special Education Programs, 2. Assuring Access to the General Curriculum With access to special education services mostly solved, parents and LD advocates changed focus in the late s and early s. More students with LD were being identified and were receiving special education services. This shortcoming was addressed with the reauthorization of IDEA when an emphasis on access to the general curriculum was added to the statute. This change "reminds everyone that the expectation is that every child - including LD kids - is going to participate in the same curriculum and have the same academic objectives," says Linda Lewis, coordinator of federal policy and programs for the College of Education at the University of Oregon. As concerns over access to the general curriculum are resolved, questions over the identification of learning disabilities have grown. For the round of IDEA reauthorization, school officials, special education experts, and policymakers across the country said revising the eligibility criteria was a top priority. The steady increase in the number of students identified with LD is certainly a main reason for the attention. Experts noted, however, that the LD identification process has been flawed for some time. The process used in many states prior to the reauthorization of IDEA is officially known as the discrepancy model. A significant discrepancy, according to this method, typically indicates LD. Critics have called this the "wait-to-fail" model, because it requires a child to fall behind his peers before being identified with LD. What should be occurring, according to leading expert in reading research Dr. Reid Lyon, is early screening and intervention for all children. Lyon, Chief of Child Development and Behavior at the National Institute of Child Health and Human Development, says there is strong evidence for investing in early identification and prevention programs. Lyon and other experts say early screening and intervention can: Address the needs of some students who may otherwise be inaccurately labeled with a learning disability. Provide services much sooner to students who may, in fact, have a learning disability. Greatly benefit those students identified with LD at a young age. The sooner that process begins - whether in pre-school or kindergarten - the better, she says. In other words, imagine yourself in second grade in You have had trouble reading, but under the discrepancy model your reading disorder might not have been identified until you reached the third or fourth grade. That kind of delayed identification might, in fact, have prevented you from ever catching up to your classmates. On the other hand, if you had been screened for a reading disorder when you were in kindergarten and had received specialized instruction - as experts such as Lyon are suggesting - you might not have needed special services or testing accommodations. For more on identification and intervention of developmental disorders go to [http:](http://)

Chapter 4 : Job Profiles in Special Education

The major purpose of the special education administrative organization is to provide and maintain those environmental conditions in schools that are most conducive to the growth and learning of children with special needs.

In any school system, special education is a means of enlarging the capacity of the system to serve the educational needs of all children. The particular function of special education within the schools and the education departments of other institutions is to identify children with unusual needs and to aid in the effective fulfillment of those needs. Both regular and special school programs play a role in meeting the educational needs of children with exceptionalities. A primary goal of educators should be to help build accommodative learning opportunities for children with exceptionalities in regular educational programs. In the implementation of this goal, special education can serve as a support system, and special educators can assist regular school personnel in managing the education of children with exceptionalities. When the special placement of a child is required, the aim of the placement should be to maximize the development and freedom of the child rather than to accommodate the regular classroom. Special education should function within and as a part of the regular, public school framework. Within this framework, the function of special education should be to participate in the creation and maintenance of a total educational environment suitable for all children. From their base in the regular school system, special educators can foster the development of specialized resources by coordinating their specialized contributions with the contributions of the regular school system. One of the primary goals of special educators should be the enhancement of regular school programs as a resource for all children. Special education must provide an administrative organization to facilitate achievement for children with exceptionalities of the same educational goals as those pursued by other children. This purpose can be achieved through structures that are sufficiently compatible with those employed by regular education to ensure easy, unbroken passage of children across regular-special education administrative lines for whatever periods of time may be necessary, as well as by structures that are sufficiently flexible to adjust quickly to changing task demands and child growth needs. The major purpose of the special education administrative organization is to provide and maintain those environmental conditions in schools that are most conducive to the growth and learning of children with special needs. Under suitable conditions, education within the regular school environment can provide the optimal opportunity for most children with exceptionalities. Consequently, the system for the delivery of special education must enable the incorporation of special help and opportunities in regular educational settings. Children should spend only as much time outside regular class settings as is necessary to control learning variables that are critical to the achievement of specified learning goals. Special education is a cross-disciplinary, problem-oriented field of services which is directed toward mobilizing and improving a variety of resources to meet the educational needs of children and youth with exceptionalities. Indeed, special education developed as a highly specialized area of education in order to provide children with exceptionalities with the same opportunities as other children for a meaningful, purposeful, and fulfilling life. Perhaps the most important concept that has been developed in special education as the result of experiences with children with exceptionalities is that of the fundamental individualism of every child. The aspiration of special educators is to see every child as a unique composite of potentials, abilities, and learning needs for whom an educational program must be designed to meet his or her particular needs. From its beginnings, special education had championed the cause of children with learning problems. It is as the advocates of such children and of the concept of individualization that special education can come to play a major creative role in the mainstream of education. The special competencies of special educators are more than a collection of techniques and skills. They comprise a body of knowledge, methods, and philosophical tenets that are the hallmark of the profession. As professionals, special educators are dedicated to the optimal education of children with exceptionalities and they reject the misconception of schooling that is nothing but custodial care. The focus of all education should be the unique learning needs of the individual child as a total functioning organism. All educators should recognize and accept that special and regular education share the same fundamental goals. Special education expands the

capacity of schools to respond to the educational needs of all students. As advocates of the right of all children to an appropriate education, special educators affirm their professionalism. Children with special educational needs should be served in regular classes and neighborhood schools insofar as these arrangements are conducive to good educational progress. It is sometimes necessary, however, to provide special supplementary services for children with exceptionalities or to remove them from parts or all of the regular educational program. It may even be necessary to remove some children from their homes and communities in order for them to receive education and related services in residential schools, hospitals, or training centers. The Council believes that careful study and compelling reasons are necessary to justify such removal. The Council charges each public agency to ensure that a continuum of alternative placements, ranging from regular class programs to residential settings, is available to meet the needs of children with exceptionalities. Children with exceptionalities enrolled in special school programs should be given every appropriate opportunity to participate in educational, nonacademic, and extracurricular programs and services with children who are not disabled or whose disabilities are less severe. While special schools for children with exceptionalities and other separate educational facilities may function as part of an effective special educational delivery system, it is indefensible to confine groups of exceptional pupils inappropriately in such settings as a result of the failure to develop a full continuum of less restrictive programs. The Council condemns as educationally and morally indefensible the practice of categorical isolation by exceptionality without full consideration of the unique needs of each student, and the rejection of children who are difficult to teach from regular school situations. When insufficient program options exist and when decisions are poorly made, children with exceptionalities are denied their fundamental rights to free public education. In so acting, education authorities violate the basic tenets of our democratic societies. Like all children, children with exceptionalities need environmental stability, emotional nurturance, and social acceptance. Decisions about the delivery of special education to children with exceptionalities should be made after careful consideration of their home, school, and community relationships, their personal preferences, and effects on self-concept, in addition to other sound educational considerations. To achieve such outcomes, there must exist for all children, youth, and young adults a rich variety of early intervention, educational, and vocational program options and experiences. Access to these programs and experiences should be based on individual educational need and desired outcomes. Furthermore, students and their families or guardians, as members of the planning team, may recommend the placement, curriculum option, and the exit document to be pursued. CEC believes that a continuum of services must be available for all children, youth, and young adults. CEC also believes that the concept of inclusion is a meaningful goal to be pursued in our schools and communities. In addition, CEC believes children, youth, and young adults with disabilities should be served whenever possible in general education classrooms in inclusive neighborhood schools and community settings. Such settings should be strengthened and supported by an infusion of specially trained personnel and other appropriate supportive practices according to the individual needs of the child. Policy Implications Schools In inclusive schools, the building administrator and staff with assistance from the special education administration should be primarily responsible for the education of children, youth, and young adults with disabilities. The administrator s and other school personnel must have available to them appropriate support and technical assistance to enable them to fulfill their responsibilities. In return for greater autonomy, the school administrator and staff should establish high standards for each child, youth, and young adult, and should be held accountable for his or her progress toward outcomes. Communities Inclusive schools must be located in inclusive communities; therefore, CEC invites all educators, other professionals, and family members to work together to create early intervention, educational, and vocational programs and experiences that are collegial, inclusive, and responsive to the diversity of children, youth, and young adults. Further, the policy makers should fund programs in nutrition, early intervention, health care, parent education, and other social support programs that prepare all children, youth, and young adults to do well in school. There can be no meaningful school reform, nor inclusive schools, without funding of these key prerequisites. As important, there must be interagency agreements and collaboration with local governments and business to help prepare students to assume a constructive role in an inclusive community. Moreover, special educators should be trained with an emphasis

on their roles in inclusive schools and community settings. They also must learn the importance of establishing ambitious goals for their students and of using appropriate means of monitoring the progress of children, youth, and young adults. Teacher training institutions are challenged to instruct all teacher candidates about current trends in the education of exceptional children. State and provincial departments of education are charged with the responsibility to promote inservice activities that will update all professional educators and provide ongoing, meaningful staff development programs. Administrators can have a significant positive influence upon the professional lives of teaching staff and, therefore, upon the educational lives of children. Administrative personnel of school districts are, therefore, charged with the responsibility to promote inservice education and interprofessional exchanges which openly confront contemporary issues in the education of all children. The Council believes that the central element for the delivery of all the services required by a person with an exceptionality must be an individually designed program. Such a program must contain the objectives to be attained, resources to be allocated, evaluation procedures and time schedule to be employed, and a termination date for ending the program and procedure for developing a new one. The process for developing an individualized program must adhere to all the procedural safeguards of due process of law and must involve the individual person and his or her family, surrogate, advocate, or legal representative. Most significant is our position that all individuals are entitled to adequate representation when such decisions are being made. We support the increasing efforts on the part of governments to officially require the assignment of a surrogate when a family member is not available for purposes of adequately representing the interests of the person with an exceptionality. It is also our position that the individual consumer must be given every opportunity to make his or her own decisions, that this is a right provided to all citizens, and that any abridgement of that individual right can only occur upon the proper exercise of law. For this reason, all programs should contain plans to evaluate their effectiveness, and the results of such evaluations should be presented for public review. The Council believes that all legislation to fund existing programs or create new programs should contain mechanisms for effective evaluation and that governmental advisory bodies should review the findings of evaluations on a regular basis. External as well as internal systems of evaluation should be developed to aid in the evaluation of programs for children and youth with exceptionalities. As the result of early attitudes and programs that stressed assistance for children with severe disabilities, the field developed a vocabulary and practices based on the labeling and categorizing of children. In recent decades, labeling and categorizing were extended to children with milder degrees of exceptionality. Unfortunately, the continued use of labels tends to rigidify the thinking of all educators concerning the significance and purpose of special education and thus to be dysfunctional and even harmful for children. These problems are magnified when the field organizes and regulates its programs on the basis of classification systems that define categories of children according to such terms. Many of these classifications are oriented to etiology, prognosis, or necessary medical treatment rather than to educational classifications. They are thus of little value to the schools. Simple psychometric thresholds, which have sometimes been allowed to become pivotal considerations in educational decision making, present another set of labeling problems. Indeed, special educators at their most creative are the advocates of children who are not well served by schools except through special arrangements. To further the understanding of and programming for such children, special educators as well as other educational personnel should eliminate the use of simplistic categorizing. No one can deny the importance of some of the variables of traditional significance in special education such as intelligence, hearing, and vision. However, these variables in all their complex forms and degrees must be assessed in terms of educational relevance for a particular child. Turning them into typologies that may contribute to excesses in labeling and categorizing children is indefensible and should be eliminated. In the past, many legislative and regulatory systems have specified criteria for including children in an approved category as the starting point for specialized programming and funding. This practice places high incentives on the labeling of children and undoubtedly results in the erroneous placement of many children. It is desirable that financial aids be tied to educational programs rather than to children and that systems for allocating children to specialized programs be much more open than in the past. Special educators should enhance the accommodative capacity of schools and other educational agencies to serve children with special

needs more effectively. In identifying such children, special educators should be concerned with the identification of their educational needs, not with generalized labeling or categorizing of children. To further discourage the labeling and categorizing of children, programs should be created on the basis of educational functions served rather than on the basis of categories of children served. Regulatory systems that enforce the rigid categorization of pupils as a way of allocating them to specialized programs are indefensible. Financial aid for special education should be tied to specialized programs rather than to finding and placing children in those categories and programs. Psychological tests of many kinds saturate our society and their use can result in the irreversible deprivation of opportunity to many children, especially those already burdened by poverty and prejudice. Most group intelligence tests are multileveled and standardized on grade samples, thus necessitating the use of interpolated and extrapolated norms and scores. Most group intelligence tests, standardized on LEAs rather than individual students, are not standardized on representative populations. In spite of the use of nonrepresentative group standardization procedures, the norms are expressed in individual scores. Most group intelligence tests, standardized on districts which volunteer, may have a bias in the standardization. Many of the more severely handicapped and those expelled or suspended have no opportunity to influence the norms. Group intelligence tests are heavily weighted with language and will often yield spurious estimates of the intelligence of non-English speaking or language different children. A group intelligence test score, although spurious, may still be a good predictor of school performance for some children. School achievement predicts future school performance as well as group intelligence tests, thus leaving little justification for relying on group intelligence tests.

Chapter 5 : Complete information on the meaning and nature of Education

*The Nature of Special Education (Open University Set Book) [Tony Booth, June Statham] on calendrierdelascience.com *FREE* shipping on qualifying offers. First published in Routledge is an imprint of Taylor & Francis, an informa company.*

Chapter 6 : What are the Challenges of Being a Special Education Teacher? | Special Education Degrees

The nature of effective instruction for students with specific learning disability is explored. Process training has long been a prominent intervention but is shown to possess limited efficacy. Better outcomes are attained when effective general education instructional techniques are adapted for the purposes of special education.

Chapter 7 : Module 1: Introduction to Special Education

The Nature of Special Education. London: Routledge. ABOUT THIS BOOK First published in Routledge is an imprint of Taylor & Francis, an informa company.

Chapter 8 : Special Education in the Schools

The Nature of Special Education by Tony Booth (Editor) starting at \$ The Nature of Special Education has 3 available editions to buy at Alibris.

Chapter 9 : The Nature of Special Education: 1st Edition (Paperback) - Routledge

The general purpose of this study was to gather the information directly from special education teachers in regards to the nature and use of curriculum in special education. Not surprisingly, the results indicated that the majority felt that the IEP is the primary source of special education programming.