

Placing Children in Special Education: A Strategy for Equity

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Placing Children In Special Education A Strategy For Equity

Cecil R. Reynolds, Elaine Fletcher-Janzen



Placing Children In Special Education A Strategy For Equity:

Placing Children in Special Education National Research Council, Division of Behavioral and Social Sciences and Education, Commission on Behavioral and Social Sciences and Education, Committee on Child Development Research and Public Policy, Panel on Selection and Placement of Students in Programs for the Mentally Retarded, 1982-02-01 The document contains the final report of a project to determine the factors that account for disproportionate representation of minority students in special education programs especially programs for mentally retarded students and to identify placement criteria for practices that do not affect minority students disproportionately Chapter 1 looks at six potential causes of disproportionate placement of minorities in educable mentally retarded EMR programs legal and administrative requirements characteristics of students quality of the instruction received possible biases in the assessment process characteristics of the home and family environment and broader historical and cultural contexts Chapter 2 describes characteristics of EMR students then reviews the historical origins of special education in America with attention to the role of the standardized intelligence test for identification and placement of mentally retarded students A third chapter is split into two sections one on the issues surrounding the instruments that comprise a comprehensive battery for assessing a child who is unable to learn normally in the classroom and the other on an ideal assessment process in which the comprehensive assessment would be embedded Chapter 4 considers the components of effective education programs for EMR students and reviews three approaches to instruction the separate class structure the resource room and the teacher consultant model A final chapter lists recommendations for improvements in special education referral assessment and placement procedures and instructional practices More than half the document is comprised of six background papers with the following titles and authors Biological and Social Factors Contributing to Mild Mental Retardation J Shonkoff Classifying Mentally Retarded Students A Review of Placement Practices in Special Education W Bickel Testing in Educational Placement Issues and Evidence J Travers Effects of Special Education Placement on Educable Mentally Retarded Children K Heller Some Potential Incentives of Special Education Funding Practices S Magnetti and Patterns in Special Education Placement as Revealed by the OCR Survey J Finn SB **Encyclopedia of Special Education** Cecil R. Reynolds, Elaine Fletcher-Janzen, 2007-01-02 Offers a thoroughly revised comprehensive A to Z compilation of authoritative information on the education of those with special needs *The Conditions of Discretion* Joel Handler, 1986-08-20 This timely book is concerned with interactions between ordinary people and large public bureaucracies interactions that typically are characterized by mutual frustration and antagonism In fact as Joel Handler points out the procedural guidelines intended to ensure fairness and due process fail to take account of an initial imbalance of power and tend to create adversarial rather than cooperative relationships When the special education needs of a handicapped child must be determined parents and school administrators often face an especially painful confrontation The Conditions of Discretion focuses on one successful approach to educational decision

making developed by the school district of Madison Wisconsin in order to illustrate how such interactions can be restructured and enhanced Madison's creative plan regards parents as part of the solution not the problem and uses lay advocates to turn conflict into an opportunity for communication Arrangements such as these in Handler's analysis exemplify the theoretical conditions under which discretionary decisions can be made fairly and with the informed participation of all concerned The Conditions of Discretion offers not only a detailed case study sympathetically described but also persuasive assessments of major themes in contemporary legal and social policy informed consent bureaucratic change social movement activity the relationship of the individual to the state From these strands Handler weaves a significant new theory of cooperative decision making that integrates the public and the private recognizes the importance of values and preserves autonomy within community A masterful blend of social criticism social sciences and humane constructive thought about the future of the welfare state Duncan Kennedy Harvard Law School *Equal Educational Opportunity Project Series: Equal educational opportunity and nondiscrimination for students with disabilities, federal enforcement of section 504* United States Commission on Civil Rights, 1997 *Equal Educational Opportunity Project Series* United States Commission on Civil Rights, 1997 **Equal Educational Opportunity and Nondiscrimination for Students with Disabilities**, 1997 This report focuses on issues relating to the development of individualized education programs for and placement of students who are classified as having mental retardation learning disabilities behavioral disabilities or serious emotional disturbances The U S Commission on Civil Rights examined present day barriers and inequities that deny students with these types of disabilities an equal opportunity to participate in educational programs The report analyzes and evaluates the Office for Civil Rights OCR implementation compliance and enforcement efforts for Section 504 of the Rehabilitation Act It discusses other Federal disability laws such as the Individuals with Disabilities Education Act IDEA and Title II of the Americans with Disabilities Act to the extent that they relate to Section 504 Handbook of Response to Intervention Shane R. Jimerson, Matthew K. Burns, Amanda VanDerHeyden, 2007-08-14 Until now practitioners have had access to few detailed descriptions of RTI methods and the effective role they can play in special education The Handbook of Response to Intervention fills this critical information gap In this comprehensive volume more than 90 expert scholars and practitioners provide a guide to the essentials of RTI assessment and identification as well as research based interventions for improving students reading writing oral and math skills **Encyclopedia of Special Education, Volume 2** Cecil R. Reynolds, Kimberly J. Vannest, Elaine Fletcher-Janzen, 2018-03-06 The only comprehensive reference devoted to special education The highly acclaimed Encyclopedia of Special Education addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field This completely updated and comprehensive A Z reference includes about 200 new entries with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international

issues neuropsychology and RTI The latest editions of assessment instruments frequently administered in special education settings are discussed Only encyclopedia or comprehensive reference devoted to special education Edited and written by leading researchers and scholars in the field New edition includes over 200 more entries than previous edition with increased attention given to those topics that have grown in importance since the publication of the third edition such as technology service delivery policies international issues neuropsychology and Response to Intervention Positive Behavioral Interventions and Supports PBIS Autism and Applied Behavior Analysis Entries will be updated to cover the latest editions of the assessment instruments frequently administered in special education settings Includes an international list of authors and descriptions of special education in 35 countries Includes technology and legal updates to reflect a rapidly changing environment Comprehensive and thoroughly up to date this is the essential A Z compilation of authoritative information on the education of those with special needs **The Best of Corwin: Response to Intervention** Cara F. Shores, 2011-10-18

The ultimate guide to RTI The Best of Corwin series showcases key chapters from critically acclaimed Corwin publications for a powerful compilation of perspectives on important education issues and topics This resource guides practitioners through the challenging and ultimately rewarding process of implementing response to intervention RTI The chapters address critical factors such as collecting and using valid and reliable data choosing methods that are responsive to individual student needs and implementing processes with fidelity The authors describe RTI through various lenses Behavioral interventions Grade level approaches from elementary through high school Strategies tailored to English learners Specific content areas including reading and math Also included are assessment strategies and a framework for data based decision making Readers will find a variety of perspectives from leading experts who show how to use RTI to help students achieve success in school making this collection a must have for every educator **Off Track** Louise Spear-swerling, 2018-03-05

The identification of poor readers as learning disabled can be the first of many steps toward consigning students to a lifetime of reading failure The very label that is meant to help children often becomes a burden that works against effective learning throughout their schooling In this book the authors identify the dangers of labeling children as reading or learning disabled contending that a reading disability is not a unitary phenomenon In order to diagnose and help children educators and parents need to understand the multiple sources of reading difficulty before they can choose appropriate means to correct it Drawing on recent research in cognitive psychology the authors present a new theoretical model of reading disability that integrates a wide variety of findings across age and grade spans Laid out in terms that are readily comprehensible to parents and practitioners the model outlines the phases that are characteristic of the path to proficient reading then describes four ways in which disabled readers may stray from this path The key to the authors work lies in the fact that youngsters who stray from the path of typical reading acquisition often are not distinguishable from other children who are classified as poor readers rather than as learning disabled This model is an especially useful one for practitioners because it both provides a

broader view of reading disability than have many previous models and shows how reading disability relates to typical reading acquisition Using illustrative case studies the authors describe the four patterns of reading disability explain how to properly assess them and suggest ways to conquer them **Academic Skills Problems** Edward S. Shapiro,2010-11-01 This popular practitioner guide and text presents an effective problem solving based approach to evaluating and remediating academic skills problems Leading authority Edward S Shapiro provides practical strategies for working with students across all grade levels who are struggling with reading spelling written language or math Step by step guidelines are detailed for assessing students learning and their instructional environment using the data to design instructional modifications and monitoring student progress The research base for the approach is accessibly summarized The companion workbook available separately contains practice exercises and reproducible forms New to this edition incorporates the latest advances in evidence based assessment and instruction shows how the author s approach fits perfectly into a Response to Intervention RTI model chapter and extended case example focusing on RTI 30 of the figures tables and forms are new or revised This book will be invaluable to school psychologists K 12 school administrators special educators and classroom teachers graduate students and researchers in these fields Together with the companion Workbook it will serve as a text in graduate level courses dealing with academic assessment and intervention **Encyclopedia of Diversity in Education** James A. Banks,2012-05-24 Presents research and statistics case studies and best practices policies and programs at pre and post secondary levels Prepub price 535 00 valid to 21 07 12 then 595 00 **Testing Hispanic Students in the United States** ,2000 **Latino Education** Pedro Pedraza,Melissa Rivera,2006-04-21 This landmark volume represents the work of the National Latino a Education Research Agenda Project NLERAP an initiative focused on school reform and educational research with and for Latino communities NLERAP s goal is to bring together various constituencies within the broad Latino community who are concerned with public education to articulate a Latino perspective on research based school reform and to use research as a guide to improving the public school systems that serve Latino students and to maximizing their opportunities to participate fully and equally in all social economic and political contexts of society Latino Education An Agenda for Community Action Research conceptualizes and illustrates the theoretical framework for the NLERAP agenda and its projects This framework is grounded in three overlapping areas of scholarship and activism which are reflected within the chapters in this volume critical studies illuminating and analyzing the status of people of color in the United States Latino a educational research capturing the sociohistorical cultural and political schooling experiences of U S Latino a communities and participatory action research exemplifying a liberation oriented methodology for truly transformative education The volume includes both descriptive educational research and critical analyses of previous research and educational agendas related to Latino a communities in the United States According to current U S Census data Latinos now comprise the largest minority group in the total U S population Historically reflecting larger sociohistorical and economic inequalities in U S

society the Latino community has not been well served by U S public school systems More attention to the Latino students educational issues is needed to redress this problem especially given the tremendous population increase and projected growth of Latino communities in the U S Latino Education An Agenda for Community Action Research is a major contribution toward this goal **The Palgrave Handbook of Educational Leadership and Management Discourse** Fenwick W.

English,2022-10-13 This Handbook explores the discourse within the field of educational leadership and management It provides a clear analysis of the current field as well as older foundational ideas and newer concepts which are beginning to permeate the discussion The field of educational leadership and management has long acknowledged that educational contexts include a variety of leaders beyond school principals and other school officials such as informal and middle level leaders By looking at the knowledge dynamic rather than a static knowledge base this Handbook allows research to be presented in its multidimensional evolving reality **Assessing Culturally and Linguistically Diverse Students** Robert

L. Rhodes,Salvador Hector Ochoa,Samuel O. Ortiz,2005-04-04 This is the first book to present a practical problem solving approach and hands on tools and techniques for assessing English language learners and culturally diverse students in K 12 settings It meets a crucial need among practitioners and special educators working in today s schools Provided are research based step by step procedures for conducting effective interviews with students parents and teachers making the best use of interpreters addressing special issues in the prereferral process and conducting accurate unbiased assessments of academic achievement intellectual functioning language proficiency and acculturation Among the book s special features are reproducible worksheets questionnaires and checklists including several in both English and Spanish in a ready to use large size format This book is in The Guilford Practical Intervention in the Schools Series **Handbook of Response to**

Intervention and Multi-Tiered Systems of Support Paige C. Pullen,Michael J. Kennedy,2018-10-04 Of the many issues facing special education and general education today it is difficult to imagine one more important or timely than response to intervention RTI Almost overnight RTI has become standard practice across the nation Unfortunately RTI remains ill defined falls far short of its evidence based practice goal is almost invariably misused and often results in more harm than good Nevertheless as a conceptual framework RTI has great potential for ensuring that students with disabilities receive appropriate evidence based instruction The mission of this handbook is to present a comprehensive and integrated discussion of response to intervention RTI and its relation to multi tiered systems of support MTSS in both special education and general education Although the two terms are currently used interchangeably distinct differences exist between them Therefore chapters are dedicated to distinguishing the two concepts RTI and MTSS and describing each one s unique role in both general and special education In addition the authors recommend a third term Multi Tiered Instruction to differentiate the practices related to the purpose of the specific intervention National Prevention Showcase and Forum ,1985

Emerging Perspectives on Assessment of Exceptional Children Randy Elliot Bennett,Charles A. Maher,1986 Also

published as Special services in the schools v 2 nos 2 3

OSERS News in Print ,1987

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