

Exceptional Child II

Overview

The many categories of exceptionality requires creativity and resourcefulness on the part of the parent, teacher and school caring for and educating the exceptional child.

The presence of an exceptional child profoundly effects parents and other members of the family. The concerns change as parents go through a series of stages of family development.

A range of programs are available for educating exceptional children, emphasizing the importance of involving and supporting the parent. Federal legislation mandates identification and education which local schools must provide exceptional children.

The teacher plays a significant role in assuring that the exceptional child is seen as an individual and that his or her educational, social and emotional needs are met. To these ends teachers employ variety of strategies most appropriate to each child's exceptionality and individual needs.

Questions To Consider

1. How do parents secure special education for the child?
2. In what way does the exceptional child effect his or her family?
3. What special methods do teachers employ with exceptional children?
4. What learning environments are most appropriate for children with special needs?
5. What role does government play in the education of exceptional children?

Vocabulary

Read these terms with their definitions before viewing the program.

Couple stage The man and woman adapt to the experience of living together and learning to meet one another's needs.

External support Legislation and community resources for the care and education of the exceptional child.

Inclusion Refers to the most suitable educational and developmental opportunities for the exceptional child in the least restrictive environment.

Individualized Education Program Delineates the child's goals for the school year and evaluation procedures used for the school year

Interindividual differences Differences found among any group of children.

Internal resources Strengths that parents have in nurturing each other and their children.

Intraindividual differences Differences found within each individual.

Itinerant teacher Teacher who travels to child in home or hospital.

Launching stage Children begin to move out of the family home and establish their own independent lives.

Post parental stage Typical couple adjusts to experience of once again being without children in the home.

Instructional Objectives

When you have successfully completed this module, you will be able to:

1. Describe the effects of exceptional children on the family through various stages of family development.
2. Identify the benefits parents receive from the support of professionals.
3. State the key principles of the federal legislation which governs educational programs and strategies.
4. Describe the range of learning environments used with exceptional children.
5. Discuss teaching strategies that are effective with children with special education needs.

Self-Test

After studying the objectives and watching the video, take the self-test to check your progress:

In the following select the phrase which best completes the statement.

1. Parents of exceptional children experience parenthood as
 - a. less challenging
 - b. more challenging
 - c. unrewarding
 - d. a serious blunder

2. When parents discover their child is exceptional they
 - a. many deny the reality
 - b. feel guilt and anger
 - c. accept the reality that their children will require extra attention
 - d. all the above

3. How a family will manage the challenge of an exceptional child depends
 - a. only on their ability to nurture each other and their children
 - b. mainly on the support provided by federal legislation
 - c. on both internal resources and external support
 - d. all the above

4. Parents of exceptional children have additional concerns at various stages of family development.
List five.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____

5. State the 6 principals of Public Law 94-142 (IDEA).
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
 - f. _____

The Idea Amendments of 1997 (IDEA 97), Public Law 105-17, or PL105-17

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On June 4, 1997, the **Individuals with Disabilities Education Act Amendments of 1997** was signed by the President. **IDEA 97** brings many changes to the law that was initially passed in 1975 as PL94-142, the Education for All Handicapped Children Act. Since 1975 the EHA has guaranteed that all children and youth with disabilities would receive a free appropriate public education (FAPE), designed to meet their unique educational needs. EHA instituted the use of Individualized Educational Programs (IEPs), and established Procedural Safeguards to protect the rights of children with disabilities and their parents.

Public Law 94-142 has been amended many times since its original enactment, each time after lengthy debate and consideration. The 1997 Reauthorization was finally approved after two years of analysis, hearings, discussions and other legislative activities, by parents, professionals and public advocates. As this workbook goes to press, The **Rules and Regulations for IDEA 97** are being formulated through the US Department of Education, in collaboration with parents and professionals all over the United States. This process may take one to two years to complete, so a definitive summary of the legislation cannot be prepared at this time. Professionals are reminded that IDEA 97 is now the law of the land for children with disabilities and their families, and must be respected in all educational programs.

In the interest of consolidating the recommendations of the Act, IDEA 97 contains four parts:

Part A – General Provisions

Part B – Assistance For Education of All Children with Disabilities

Part C – Infants and Toddlers with Disabilities (formerly Part H)

Part D – National Activities to Improve Education of Children with Disabilities

Since 1975, students have required to have an Individualized Education Program, to document the education and special services the student was to receive. In IDEA 97, specific components of the IEP will reflect **increased emphasis on participation of children and youth with disabilities in the general education classroom and curriculum, with appropriate aids and services to facilitate participation.**

Original and New Requirements for Individualized Education Programs (IEP) include:

- preparation by a multidisciplinary team which includes parents, general educators, as well as special educators and special providers, and the student, if possible;
- a statement regarding the student's present level of education performance including a **statement of how the child's disability affects progress in the standard curriculum;**
- a statement of annual goals **with regular review of progress to parents;**
a list of special education and related services to be provided, projected dates for the beginning and end of services, and specific transition services for youth, **beginning at age 14.**

Special Factors which must be documented in the IEP are:

Behavioral strategies and supports if the student has behaviors that interfere with participation in the regular education program;

Language needs if the child has limited English proficiency;

Provisions for instruction in Braille, and resources for Adaptive communication, for children with sensory impairments;

Provisions for adaptive assistance devices, if needed to participate in the regular classroom and curriculum.

Parent Participation is required in eligibility and placement decisions, with **parents to be identified as members of the decision-making team**, and in giving permission for assessment and evaluation. Parents are entitled to **a review of progress on IEPs as often as parents of general students are given progress reports**, with specifications for **re-evaluation of student needs, on the basis of existing information when it is sufficient**, to reduce unnecessary assessment. States are expected to design and offer parents **voluntary mediation** as a means of resolving parent-school controversies.

One of the most significant changes to IDEA97 is the provision to include children and youth with disabilities in State and district wide Assessment programs, with appropriate accommodations to the testing process. For children who cannot participate, States must develop alternative assessments by 2000. This effort is expected to enhance the level of accountability schools must accept for reaching the students' educational goals.

The most controversial provisions of the IDEA97 Amendments are the Federally Specified **Guidelines concerning discipline and behavior issues of children and youth with disabilities**, to prevent denial of special education services as a result of disciplinary procedures.

These detailed provisions were the product of months of negotiation among parents, administrators, professionals, disability advocates and legislators concerned about the implementation of disciplinary procedures in schools. Because the Guidelines are very specific and detailed, they should be reviewed by program managers in cooperation with your State Board of Education.

FOR COMPLETE INFORMATION ON IDEA97, RULES AND REGULATIONS, CONTACT YOUR STATE BOARD OF EDUCATION OFFICE OF SPECIAL EDUCATION.

THIS RESOURCE WAS USED IN PREPARATION OF THIS SUMMARY, AND MAY BE USED FOR ADDITIONAL INFORMATION:

National Information Center for Children and Youth for Disabilities,
P.O. Box 1492, Washington, D.C. 20013-1492.
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E-mail: "nichcy@aed.org" URL: <http://www.nichcy.org>