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## IDEA 2004: Current Special Education Practice

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# IDEA 2004: *Current Special Education Practice*

A Presentation Made to the  
*Association of Christian Schools International (ACSI)*  
Washington, DC Educator's Convention  
*By Randall Dunn.*  
*November 20, 2007*

# Agenda of Discussions

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Foundations of Special Education (A  
Very Brief History)

Special Education Structure as  
Mandated

Resources

# Foundations of Special Education

*A Very Brief History*

Darker days – maltreatment of people with disabilities; treated as medical patients

19<sup>th</sup> Century – Seguin and Montessori push for the potentiality of developing learning experiences in all students

1950s – Brown vs. Board of Education

1960s – JFK and the focus on humane treatment and research; rise of ID

1970s – P.L. 94-142

1980s and 1990s – Rise of Inclusion

2000s and beyond – Service and Community-Oriented Models; Full Inclusion; Research-Based Methods; RTI; Self-Determination

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# **SPECIAL EDUCATION STRUCTURE AS MANDATED**

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# Person-First Language/ Mentality



*Individual with Mental Retardation instead of Mentally Retarded Individual*

Goes to a state of mind and an approach

Biblical principle –  
Psalm 139



# Legal Aspects > P.L. 94-142

"...insure that all handicapped children have a free and appropriate public education which includes special education and related services to meet their unique needs."

"...insure that the rights of handicapped children and their parents are protected."



# Purposes of P.L. 94-142

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States provide services for students to insure appropriate education for students with disabilities

Students and parents have tools to protect rights

States receive federal funding to support regulations' implementations



# Components of P.L. 94-142

Free Appropriate  
Public Education  
(FAPE)

Parent Involvement

P.L. 94-142

Least Restrictive  
Environment (LRE)

The Individualized  
Education Program  
(IEP)

# FAPE

Publicly funded; publicly supervised; free to participants

Meet educational and curricular standards of residing state

Includes appropriate pre-school, elementary or secondary school education

Meet IEP components/ unique for student's needs

# Parent Involvement

Protects rights of  
parents/ child  
(accountability)  
Active participants  
Member of the “team”  
Responsible for  
implementing plans



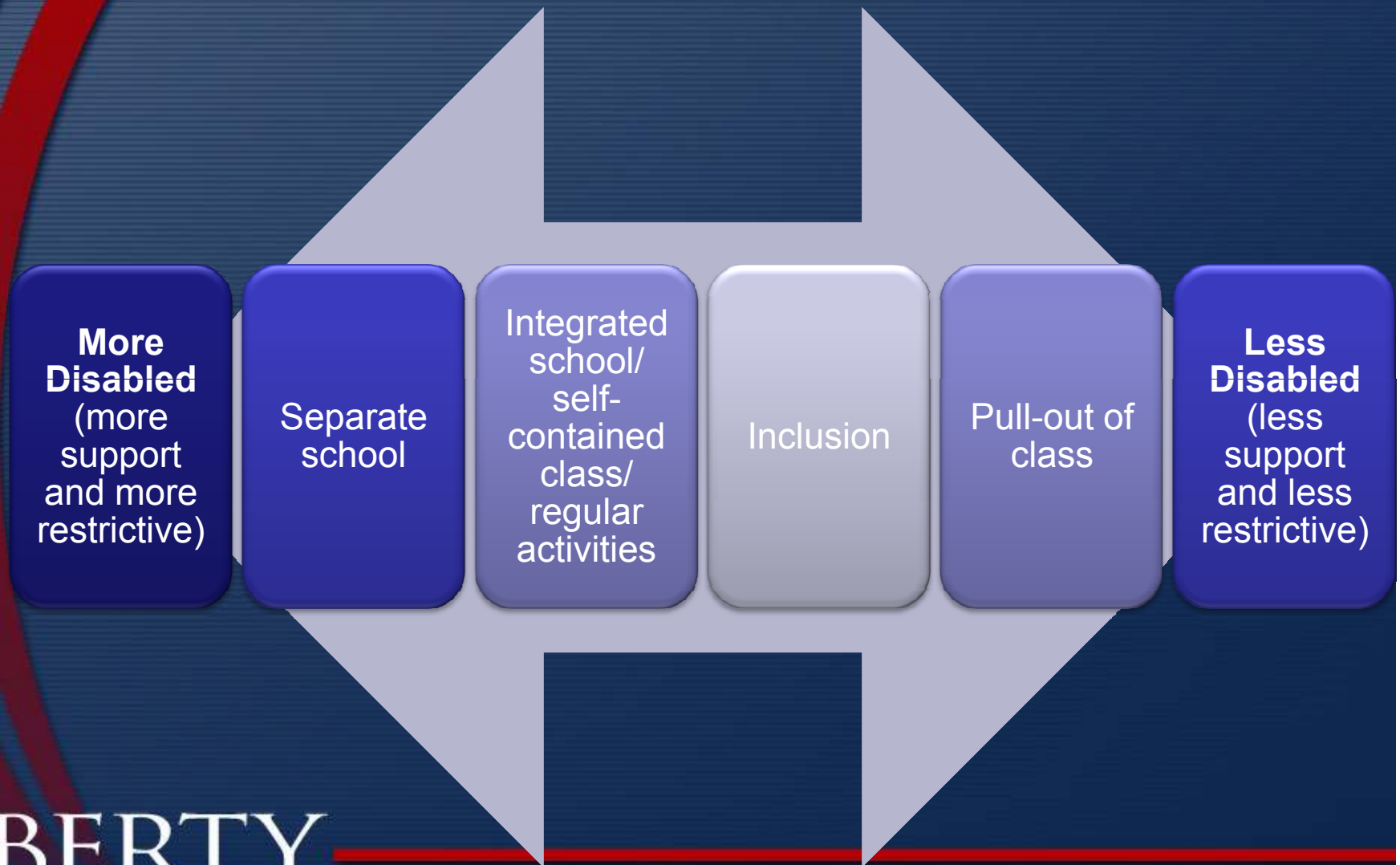
# Least Restrictive Environment (LRE)



Must provide a "continuum of alternative placements...to meet the needs of handicapped children for special education and related services."

Must include at a minimum "instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions."

# Least Restrictive Environment (LRE)





# Inclusion vs. Self-Contained

Regular Education  
Initiative

Mainstreaming

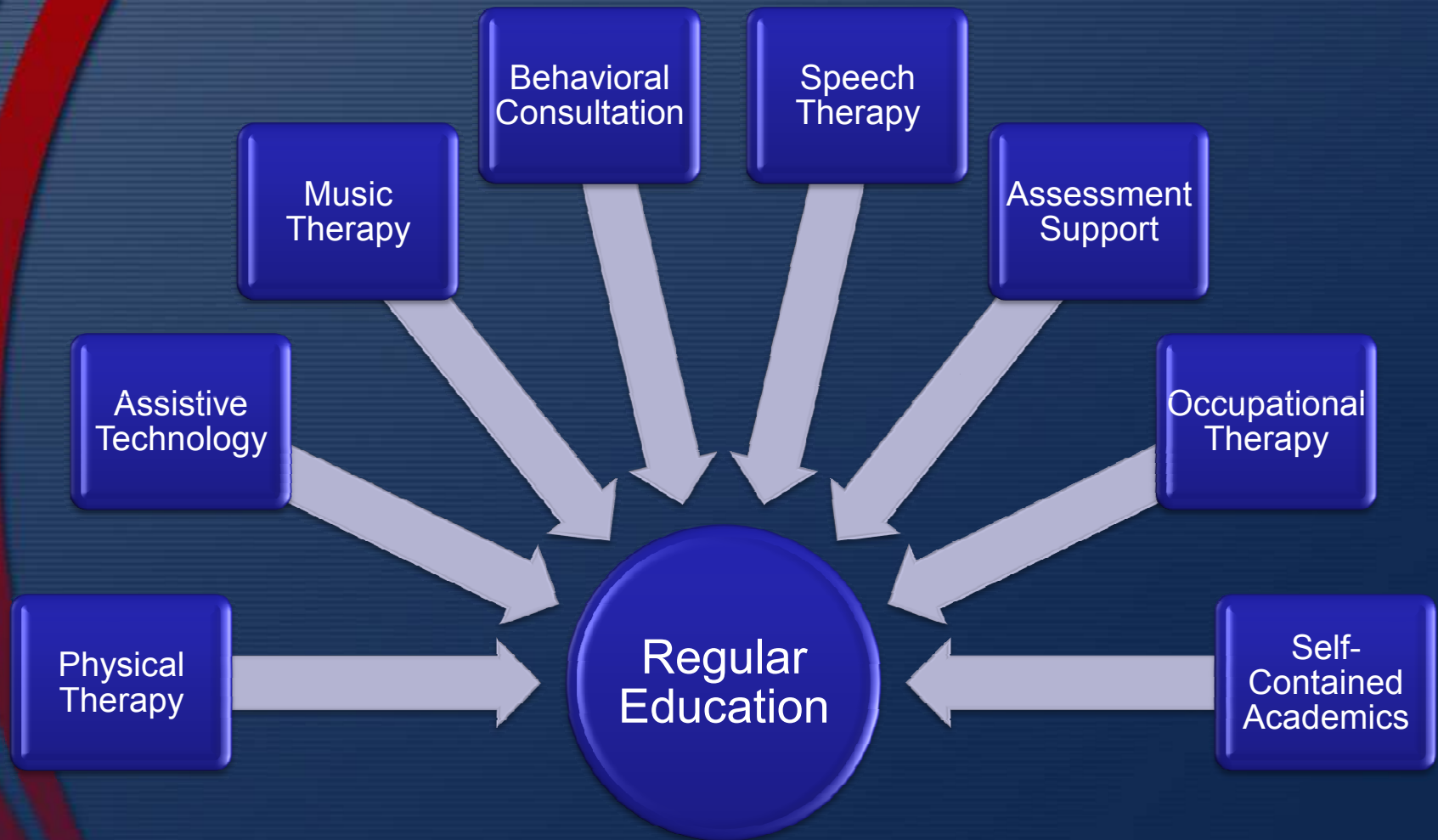
Inclusion

Full-Inclusion





# LRE > Sample Inclusion Model



# Individual Education Program (IEP)

developed from assessments conducted by a multidisciplinary evaluation team

designed to meet the individual needs of each student with a disability

to provide continuity in the delivery of educational services on a daily, as well as an annual basis.



# Individual Education Program (IEP)

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## Common elements:

- A child's present level of performance (PLP)
- Statement of annual goals
- Short-term instructional objectives
- Related services
- Percent of time in regular education
- Beginning and ending dates for special education services
- Transition considerations
- Accommodations/ Modifications (class and assessment)

# Classifications/ Categorizations (13 +1)

autism,  
deaf-blindness,  
emotional disturbance,  
hearing impairment  
(including deafness),  
mental retardation,  
multiple disabilities,  
orthopedic impairment,

other health impairment,  
specific learning disability,  
speech or language  
impairment,  
traumatic brain injury, or  
visual impairment  
(including blindness).  
AND developmental delay

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# Mental Retardation

Often programs focus on basic academic skills, life skills, vocational skills  
BUT some students more mild can continue academics and function with peers (in standard curriculum)

## Diagnosis of MR

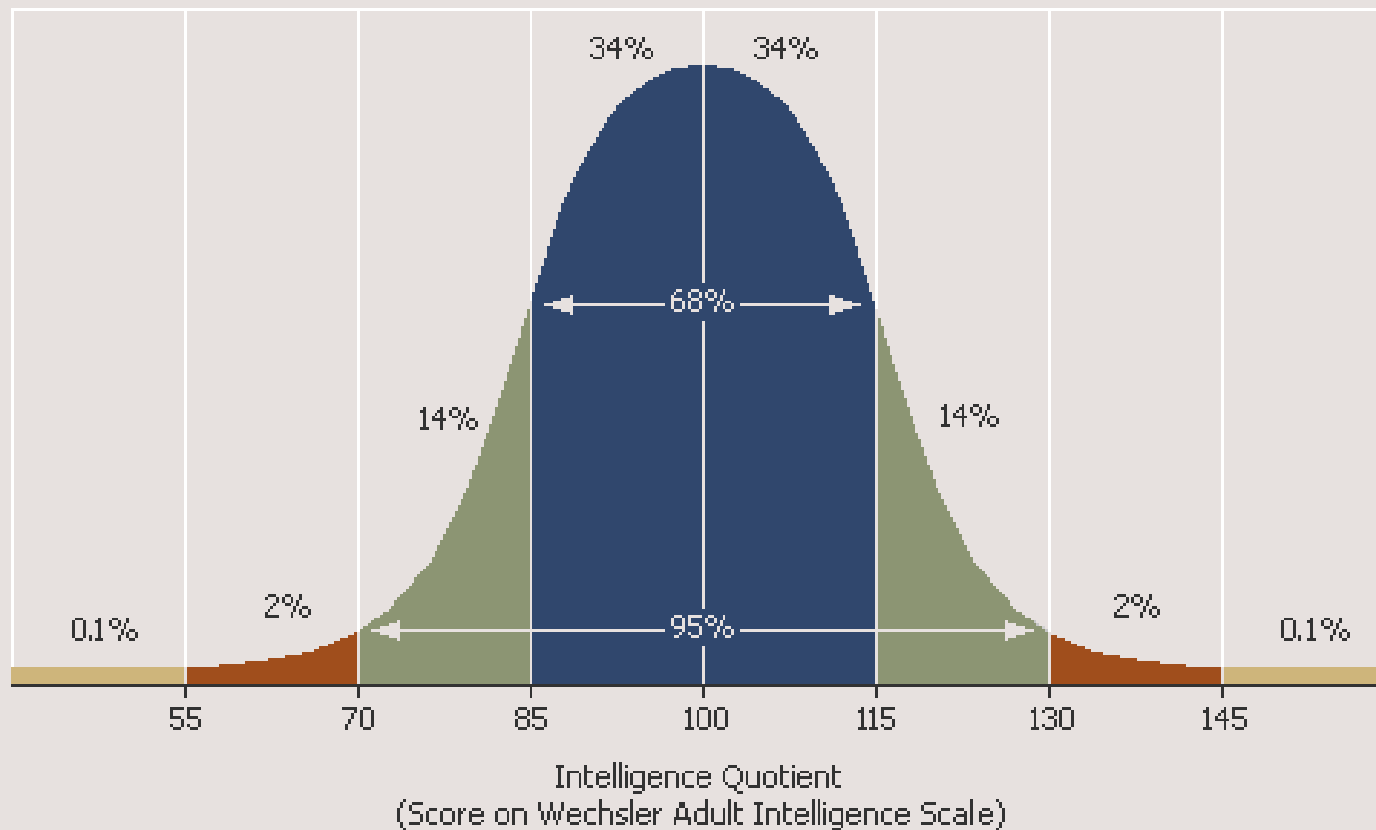
2 SDs  
below peer  
group

2  
maladaptive  
behaviors

Onset  
before 18  
years old

# Bell Curve – IQ

Number of scores





# Learning Disabilities

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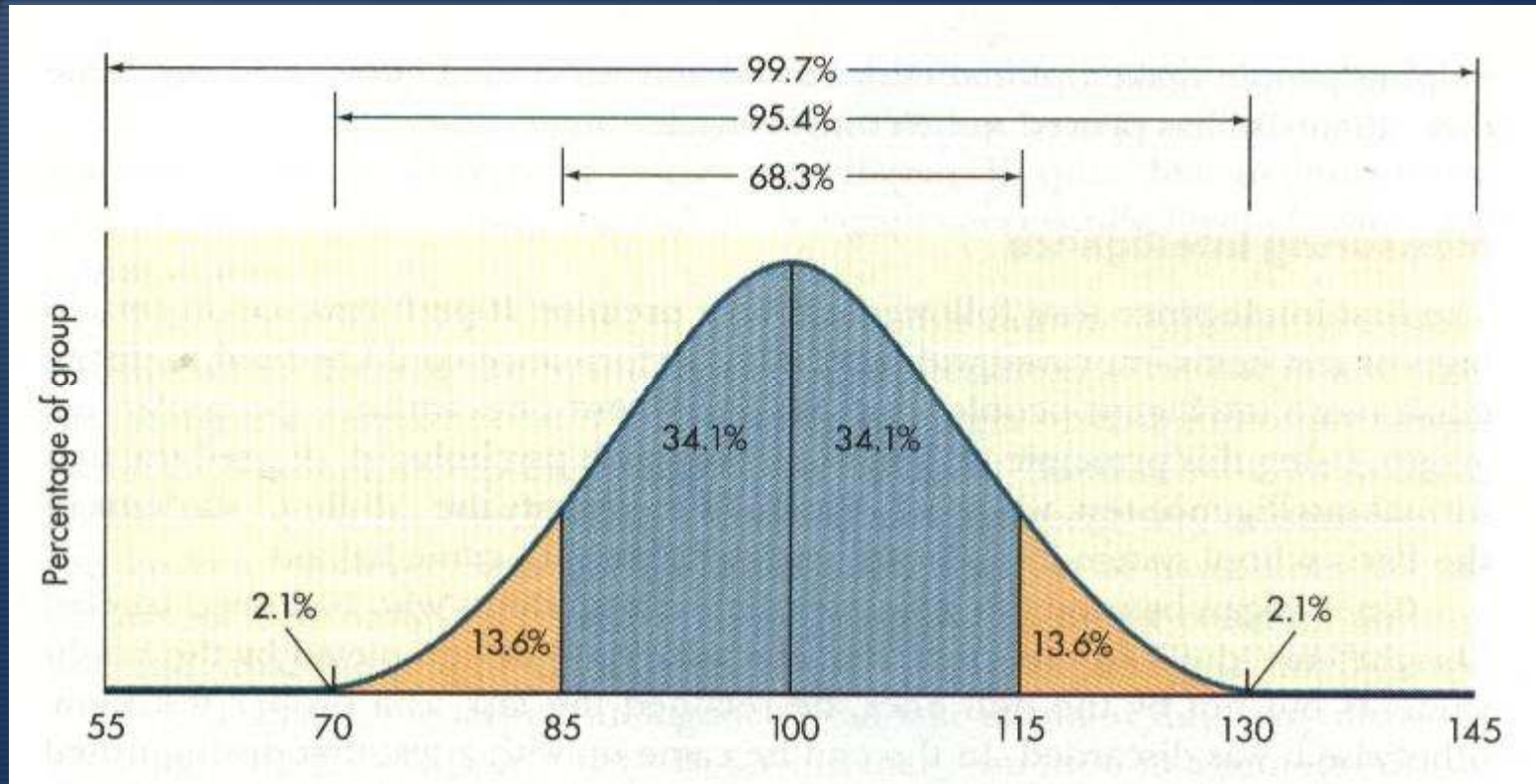
Varying issues affecting logical,  
verbal skills

Disparity between various skills

Goes to achievement – not IQ

Was grouped with ADD until @30  
years ago

# Bell Curve – Standard Deviation



[www.thesoni.com](http://www.thesoni.com)

# Developmental Delay



- Often a label for children under 8 years old
- More general label for children with identified delays who could be later labeled MR, LD, or BD/ ED
- Model is often consultative

# Autism

“Autism Spectrum Disorder” - ASD

Pervasive Developmental Disorder

Often associated with communication issues

Usually results in social skills and adaptation skills

Can include lower cognitive function (MR/ID) or higher cognitive function (Asperger's)



# Behavior Disorder/ Emotional Disturbance

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Might be related to social influences or bio/chemical

Often self-contained classroom but can be inclusionary

Sometimes consider medications in lieu of more “Naturalistic” approaches

Can be an accompanying identification with others (like MR or LD)

Other

Perceptive/ Receptive/ Expressive  
Disorders (sometimes grouped  
with LD)

ADHD/ ADD

Multiple Disabilities



# BIPs and FBAs

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Functional Behavior Analysis/ Behavior Intervention Plans

Purely in the “Behaviorist” school of thought

Look for how the behavior is manifested (from disability or elsewhere)

Target specific behaviors

Plan for “program” implementation

Evaluate results

# Transition

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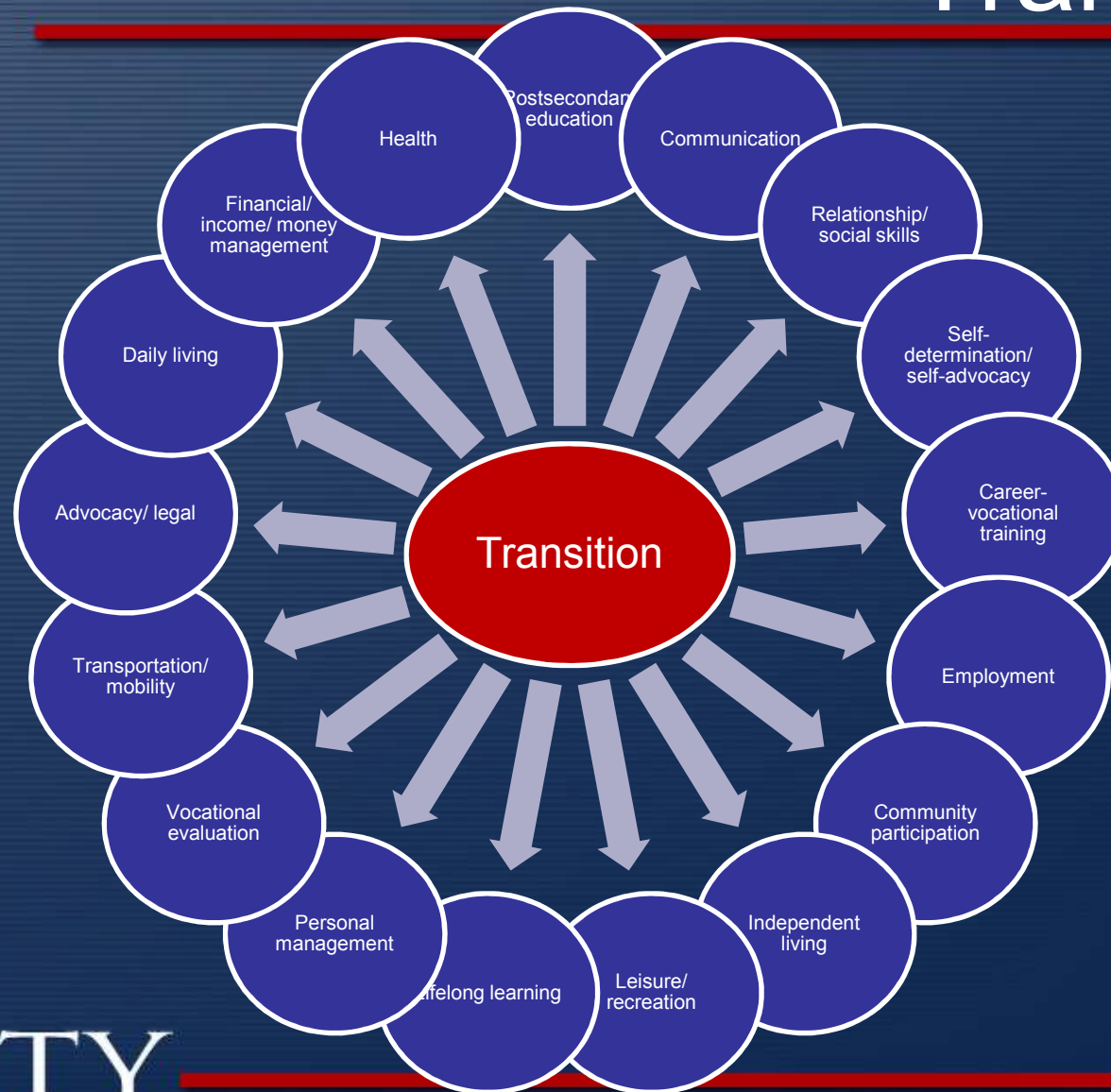
Planning for child's future (Age 25  
Projection)

Develop courses of study for all aspects  
of education and preparation

Required for full implementation by Age  
16

Requires collaboration and community-  
based service models

# Transition



# Impact on Regular Educators

Cooperative Approach to Education (Regular Ed and Special Ed together)

Accommodations, accommodations, accommodations

Behavioral differences (BIP)

Differentiation of instruction

IEP involvement

# Private Schools and IDEA 2004

- Centralized LEA and Private School Coordination
- Child Find responsibilities
- Are Private Schools responsible according to IDEA 2004?



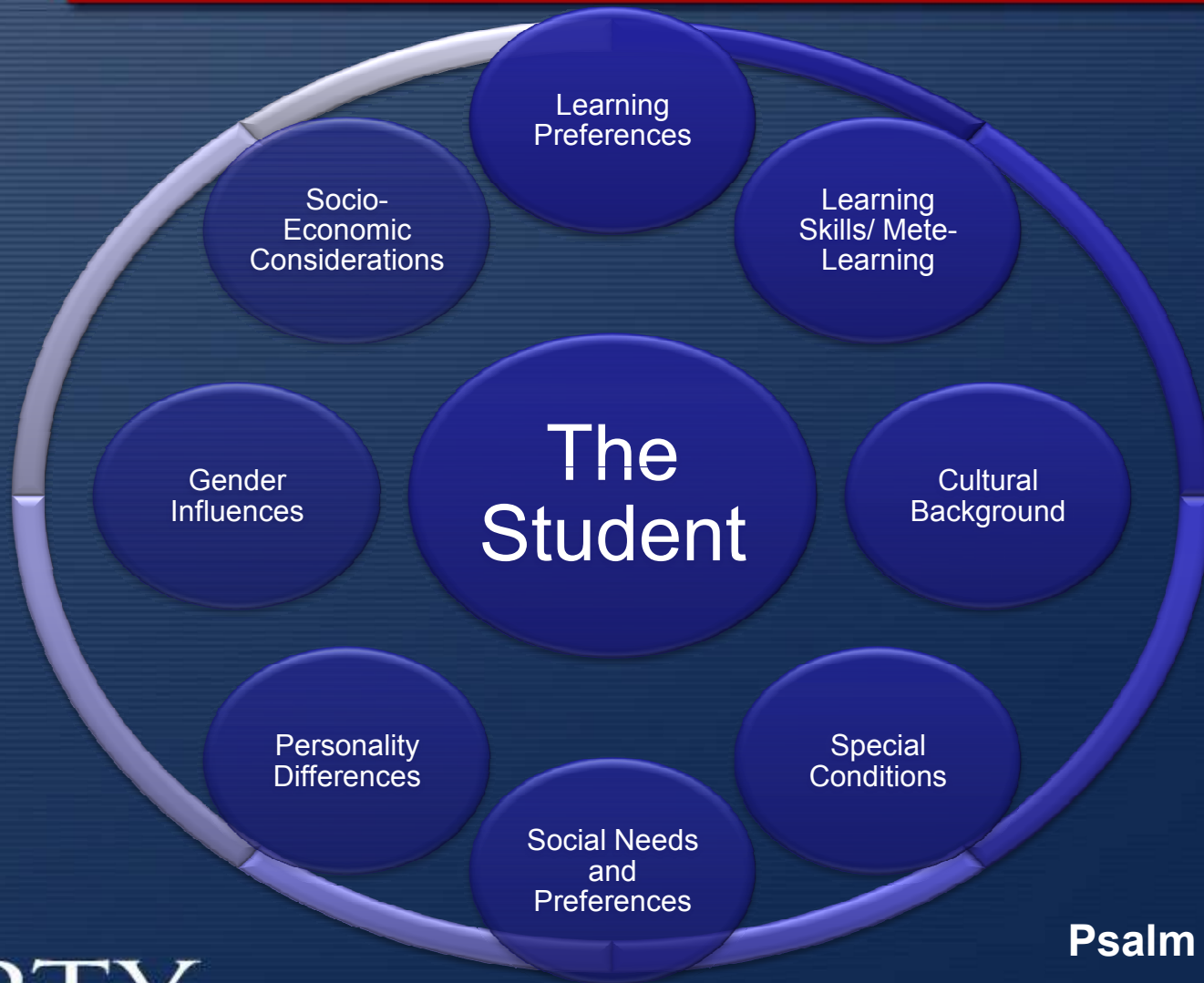
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# REMINDERS AND LESSONS FOR CHRISTIAN EDUCATION

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# Individualized Learning



Psalm 139

# Individualized Planning

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Present Levels of Performance /  
Narrative Approach

Connections to Goals and  
Objectives/ Measurability

Checkpoints/ Benchmarks for  
Instruction

# Differentiation

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What kinds of supports/ scaffolding can I develop to help (child X) with learning in my classroom?

What kinds of strategies are best employed for the purposes outlined in my instructional planning?  
Social learning? Direct instruction? Repetitive practice?

# Discipline

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Standards never change,  
procedures might.

Analyzing behavioral issues in a  
classroom is a worthwhile activity  
(trying to determine causation,  
triggers, reinforcement, deeper  
issues, baggage).

# Response to Intervention

<http://www.doe.virginia.gov/VDOE/suptsmemos/2007/inf239.html>

“RtI is the practice of providing high-quality instruction/intervention matched to all student needs and using the learning rate and level of performance over time to make important educational decisions. RtI practices are proactive, incorporating both prevention and intervention and are effective at all levels from early childhood through high school.”



# Diagnostic-Based Planning

The emphasis on assessment and its connection to fulfilling the school's mission

Pre-Testing/ Diagnostics use . . .

Planning for Gaps

Catering Instruction to Needs

# Sample Diagnostic/ Formative

Student	Can Work With Cardinal Directions	Can Create Map	Can Compare/ Contrast Topographical and Political Maps	TOTALS
Johan	<del> </del>	<del> </del>	<del> </del>	3
Bob	<del> </del>	<del> </del>	<del> </del>	5
Susie Q	<del> </del>	<del> </del>	<del> </del>	4
Sven	<del> </del>	<del> </del>	<del> </del>	2
Brumhilda	<del> </del>	<del> </del>	<del> </del>	2
TOTALS	7	7	2	

# Resources

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Wrightlaw (Peter Wright) – [www.wrightslaw.com](http://www.wrightslaw.com)

Federal Government IDEA Website - [idea.ed.gov](http://idea.ed.gov)

Education Law Resource Center - [www.edlawrc.com](http://www.edlawrc.com)

National Dissemination Center for Children with  
Disabilities - [www.nichcy.org/idea.htm](http://www.nichcy.org/idea.htm)