


**Overview of Special Education
in the United States**


Change the World!
Be a Special Educator. . .

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Setting the Stage....

- ▶ All students are able to learn.
- ▶ All students deserve appropriate differentiated curriculum and accommodations to support their individual learning.
- ▶ Appropriate behavior is seen in classrooms where researched based effective teaching strategies are utilized.
- ▶ Inclusion is what society is all about
- ▶ Inclusion Percentage of placements for Children with Disabilities in the United States:
 - General Education Classroom 43.4%
 - Resource Room 29.4%
 - Separate Class 22.7%
- ▶ Inclusion Improves achievement



Today's Special Education

- ▶ All Students Can Succeed
 - Flexible groupings, fully inclusive, rigorous curriculum
- ▶ Active Learners
 - Students engaged, connected, relevant learning
- ▶ Teacher as Facilitator - co-teaching, student-centered
- ▶ Lessons which Accommodate
 - Differentiation, learning centers, varied pacing
- ▶ Formative Assessment - multiple, ongoing measures
- ▶ Collaborative Partnerships - push-in supports



Person-First Language

- ▶ People first, not disability
- ▶ Disability is not equal to the person
- ▶ Child with ADHD, child with learning disabilities - not the learning disabled child



Individuals with Disabilities Education Act (IDEA)

- ▶ Zero reject - no exclusion
- ▶ Nondiscriminatory evaluation - fair assessment
- ▶ Appropriate education - individualized
- ▶ Least restrictive environment
 - Educate students with disabilities with students without disabilities to the maximum extent appropriate
- ▶ Procedural due process
 - Safeguards for students against schools' actions
- ▶ Parental and student participation
 - Schools must collaborate with parents & adolescents

What IDEA says about . . . Free Appropriate Public Education

- ▶ Sped and related services
 - Will be provided without charge
 - Must meet state standards and curriculum requirements
 - Include appropriate preschool, elementary, or secondary school education in that state
 - Must be consistent with the student's IEP

**What IDEA says about. . .
Least Restrictive Environment**

- ▶ Provides that to the maximum extent possible, children with disabilities are to be educated with peers without disabilities
- ▶ Ensures a continuum of alternative placements
- ▶ Provides for supplementary services (resource room or itinerant instruction) in conjunction with general education
- ▶ Is individually determined, based on student evaluations
- ▶ Is evaluated at least annually
- ▶ Is based on the child's IEP
- ▶ Is as close to the child's home as possible

Beginning with GE, a "Continuum of Placements" Is Considered

- ▶ General Education classroom
- ▶ Resource room with full inclusion
- ▶ Resource room with mainstreaming
- ▶ Special day class with mainstreaming
- ▶ Self-contained special day class
- ▶ Special school

Full Inclusion

- ▶ Students with disabilities are supported in chronologically age-appropriate general education classes in their home schools
 - Receive the specialized instruction delineated by IEP within the context of the core curriculum and general class activities
 - MEMBERSHIP in the general education classroom community is key
 - Inclusion is not mainstreaming
 - Mainstreaming confers a sort of "dual citizenship" in two settings

Effective Inclusive Schooling

- ▶ Not mainstreaming
 - No special class exists except for as enrichment for all students
- ▶ Service delivery
 - Clear commitment to inclusion by principal, board, and superintendent
 - Certificated employee supervises all classified staff who support students in the classroom
 - All students are considered part of the class count

Effective Inclusive Schooling (continued)

- ▶ Planning and Curriculum Development
 - Collaboration between the teachers to ensure:
 - Students' natural participation in the class
 - Systematic instruction of IEP goals
 - Adaptation of core curriculum and materials
 - Transition plans exist for future inclusive settings
- ▶ Best Practices
 - Cooperative learning, activity-based instruction
 - Student-led conferences and student involvement in IEPs and planning meetings are encouraged

What IDEA says about. . . Access to General Ed Curriculum

- ▶ The IEP of each student with a disability must:
 - Indicate how the disability affects involvement and progress in general education curriculum
 - Include annual goals that reflect participation and progress in general education curriculum
 - Describe any program modifications and/or assessment accommodations
 - Indicate how the student will participate in extracurricular and nonacademic activities
 - Discuss plans for integrating the student with his or her peers without disabilities

Reading is the Reason That Most Children with "LD" Are Identified

- ▶ At least 85% of the "LD" population are on IEPs for serious reading problems and related issues with spoken and written language
- ▶ Reading and language difficulties affect the vast majority of children on IEPs
- ▶ Most of these children are identified for services *after* 3rd grade

Individualized Education Plans

- ▶ Teachers who work with a student with a disability meet to develop the IEP and program the implementation
- ▶ A written plan that outlines special education services needed for a student with a disability
- ▶ A management tool designed to ensure match of individual needs to services
- ▶ Begins with parents' consent for evaluation and ends with parents' consent of the IEP

Components of an IEP

- ▶ Current performance
- ▶ Measurable goals
- ▶ Related services
- ▶ Participation with students without disabilities
- ▶ Participation in state- and district-wide testing
- ▶ Dates and duration of services
- ▶ Transition service needs
- ▶ Measuring progress

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Parents' Due Process Rights

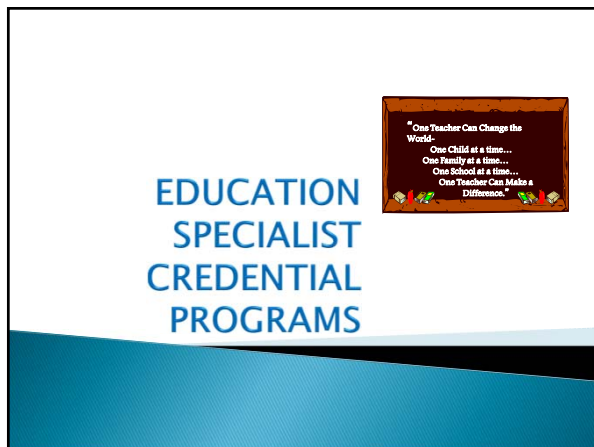
- ▶ Examine all school records
- ▶ Request an evaluation
- ▶ Refuse an evaluation
- ▶ Child remains in general ed setting until the parent agrees to special ed services
- ▶ Request an independent evaluation
- ▶ Bring an advocate to a meeting
- ▶ Participate in the IEP
- ▶ Disagree with the IEP
- ▶ Appeal decisions made by the school
- ▶ Review and amend the IEP

Special Education Should Be a Service, Not a Place

- In the US, more than 6 million children receive special education services through IDEA
- Students with disabilities have a right to *learn with their peers* and to have *access to the general education curriculum*.
- Thus, special education and related services should be provided in the *general education classroom* whenever appropriate.

GREAT Websites!

- ▶ www.idea.ed.gov – IDEA resources
- ▶ www.lidaamerica.org – Learning Disabilities Association of America
- ▶ www.parentcenterhub.org – National Information Center for Children & Youth Disabilities (NICHCY)
- ▶ www.specialednet.com – Resources on inclusive ed, parent info & support
- ▶ www.nectac.org – The Early Childhood Technical Assistance Center



Special Education Specialist Credential and Certificate Programs

Available at Cal State Fullerton

- ▶ Special Education Specialist Credential
 - Mild/Moderate: K-12 Authorization
- ▶ Special Education Specialist Credential
 - Moderate/Severe: K-12 Authorization
- ▶ Special Education Specialist Credential
 - Early Childhood Special Education Credential , 0-5 yrs
 - Early Childhood Special Education Certificate, 0-5 yrs
- ▶ Added Authorizations – Autism, RSP, EC

Education Specialist Credential Areas

- ▶ The Cal State Fullerton Department of Special Education offers three Education Specialist Credentials. Each credential authorizes the holder to work with a different population of students with disabilities.
 - **Education Specialist, Mild/Moderate Disabilities:** This credential authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health impaired, mild autism, and serious emotional disturbance.
 - **Education Specialist, Moderate/Severe Disabilities:** This credential authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities.
 - **Education Specialist, Early Childhood Special Education:** Early childhood special education includes the provision of educational services to children from birth through pre-kindergarten who are eligible for early intervention, special education, and/or related services under federal and state laws.

Two Program Options

- ▶ **Full-Time Day Program**
 - Designed for full-time students who are available from 7:30 am – 4:00 pm daily.
 - Classes are scheduled during the day and front loaded into the first eight weeks of the semester to facilitate dedication to the directed teaching experience.
 - Candidates may earn their Preliminary Special Education Specialist Credential in one calendar year.
 - Candidates are placed in a PDS (Professional Development School) with a cohort of student teacher-peers.
 - Candidates move through the program as a cohort and receive support from their Master Teachers and University Supervisors.
- ▶ **Evening Program for Interns or persons working full time**
 - Designed for students who are employed as full-time teachers during the credential program.
 - Evening classes are held 4-6:45 pm, 7-9:45 pm, and on Saturdays
 - Students receive on-the-job site support from Mentors and University Supervisors for their directed teaching requirements.
 - Additional application materials and coursework are required to be an Intern.

Recommended Majors

- Child and Adolescent Studies
- Liberal Studies
- Speech Communication
- Psychology
- Mathematics (for secondary sped)
- Biology (for secondary sped)

Admission Requirements

- Attendance at an overview or verification of the online overview powerpoint presentation
- University graduate application submitted - www.csummentor.edu
 - apply as post-bac, Education (credential only)
- Department of Special Education application submitted - <http://ed.fullerton.edu/adtep>

Admission Requirements

- Transcripts for ALL colleges and universities attended
 - Official for university application
 - Unofficial for program application
- GPA for last 60 units or cumulative GPA 2.75 for credential and 3.0 for MSE
- 4 letters of recommendation (current, within one year)
 - 2 from faculty
 - 2 from child/youth experience

Admission Requirements

- Letter of intent explaining why you are choosing this career path (2-3 pages in length)
- Passage of California Basic Education Skills Test (CBEST) <http://www.cbtest.nesinc.com/>
- Subject Matter Competency -CSET for MM, MS
 - K-6: Multiple Subject CSET
 - 7-12: Single Subject CSET (ex: English, Math or Science)
 - 9 units of child development coursework for EC
- Current CPR card (Infant, Child and Adult required)
 - Both sides copied
 - No online courses accepted

Admission Requirements

- Certificate of Clearance
<http://www.ctc.ca.gov/credentials/online-services/pdf/cc-tips.pdf>
- Documentation of completion of U.S. Constitution/Government requirement
- TB test (current within 4 years)
-can be done at the CSUF health center if you are a current student
- Passing Faculty Interview
-granted when file is complete

Intern Program

- ▶ The purpose is to allow teachers in high-need subject areas to begin teaching
 - right away
 - while earning a credential
 - with extensive support
- ▶ Intern Program requirements
 - For a candidate to be eligible for an internship, all requirements on the Intern Readiness Form must be fully completed. The form is found on our department website.
 - You must also have a job offer with start date from a district with which we have a MOU.

Important Websites

- ▶ SPED Department: www.ed.fullerton.edu/sped
- ▶ SPED Admissions: www.ed.fullerton.edu/adtep
- ▶ University admissions: www.csumentor.edu
- ▶ \$50 Department Processing Fee: <http://ed.fullerton.edu/adtep/AtedProcessFee.htm>
- ▶ Certificate of Clearance: <http://www.ctc.ca.gov/credentials/online-services/pdf/cc-tips.pdf>
- ▶ CBEST: www.cbest.nesinc.com
- ▶ CSET: www.cset.nesinc.com
- ▶ Open University: www.csufextension.org
- ▶ CSUF Career Center: www.fullerton.edu/career
- ▶ California Commission on Teacher Credentialing: www.ctc.ca.gov
- ▶ Center for Careers in Teaching: www.fullerton.edu/cct
- ▶ Financial Services: <http://sfs.fullerton.edu>
