

SPECIAL EDUCATION RESOURCE GUIDE

This Resource Guide is designed to assist teachers, support staff, and administrators in navigating the special education maze. It includes definitions, acronyms, special education timelines, and other information pertinent to the special education process. Information on Section 504 is also included. This Resource Guide is a work in progress and I will keep you updated as changes in legislation require adjustments.

Thanks to all of you for seeing students with educational challenges as unique individuals.

Please feel free to contact me if you have questions, ideas, or would like to discuss the contents of this manual in greater detail.

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DISABILITIES

What is a Disability?

IDEA defines children with disabilities as those with mental retardation, hearing impairments (deafness), speech or language impairments, visual impairments (blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities....who need special education and related services.

Children with the following disabilities are recognized under IDEA:

- **Attention Deficit Disorder (ADD):** a mental disorder, the typical characteristics of which are: short attention span, distractive behavior, difficulty following directions, difficulty staying on task, and inability to focus behavior.
- **Attention Deficit Hyperactivity Disorder (ADHD):** a mental disorder, the typical characteristics of which are short attention span; distractibility; impulsivity; flight of idea; poor organizational skills; social immaturity; variable performance; inflexibility; mood swings, poor short-term memory, excessive activity, fidgetiness, and difficulty staying seated.
- **Autism:** a developmental disability that affects verbal and nonverbal communication and social interaction. Is usually noticeable before the age of 3 and will affect a child's educational performance. Other characteristics associated with autism are engagement in repetitive activities, copying movements, and resistance to change in the environment or daily routine. There are also unusual responses to touch.
- **Deafness:** a hearing impairment that prevents the student from processing language with or without amplification, and the impairment adversely affects educational performance.
- **Deaf-blindness:** simultaneous hearing and visual impairments which cause severe communication and other developmental and educational difficulties that cannot be accommodated in special education programs that are strictly for students with deafness or blindness.
- **Developmental Delay:** a preschool child between three and nine years of age who because of impairments in development need special education and related services.
- **Emotional Disturbance:** a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; (e) a tendency to develop physical symptoms or fears associated with personal or school problems.

- **Hearing Impairment:** an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance; prevents a person from totally receiving sounds through the ear.
- **Mental Retardation:** significantly low average general intellectual functioning that exists with deficits in adaptive behavior and is evident during the developmental period, which adversely affects a student's educational performance.
- **Multiple Disabilities:** people with sever disabilities are those who traditionally have been labeled as having severe or profound mental retardation. These people require ongoing, extensive support in more than one major life activity in order to participate in integrated community settings and enjoy the quality of life available to people with fewer or no disabilities. They frequently have additional disabilities, including movement difficulties, sensory losses, and behavior problems.
- **Orthopedic Impairment:** a severe orthopedic impairment that adversely affects a student's educational performance. Examples include Tuberculosis, Cerebral Palsy, amputations, or impairments caused by congenital abnormalities.
- **Other Health Impairment:** limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, asthma, sickle cell anemia, hemophilia, epilepsy, leukemia, or diabetes, which affects a student's educational performance.
- **Serious Emotional Disturbance:** a condition that exhibits one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects a student's educational performance.
 - a. An inability to learn which cannot be explained by intellectual, sensory, or health factors.
 - b. An inability to build or maintain interpersonal relationships with peers and teachers.
 - c. Inappropriate behaviors or feelings under normal circumstances.
 - d. A general feeling of unhappiness or depression.
 - e. A tendency to develop physical symptoms or fears associated with personal or school problems.
 - f. The term also includes students who are schizophrenic. It does not however, include students who are socially maladjusted.
- **Specific Learning Disability:** a disorder that involves a difficulty in understanding or in using language, spoken or written, which may be apparent in an inability to listen, think, speak, write, spell, or to do mathematical calculations. The term includes conditions such as perceptual disabilities, brain injury, and dyslexia, to name a few. The term does not include students who have learning problems, which are a result of visual, hearing, or motor disabilities, of mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage.
- **Speech Language Impairment:** a communication disorder, such as stuttering, difficulty with articulation (pronunciation), language impairment, or a voice impairment, which adversely affects a student's educational performance.

- **Traumatic Brain Injury:** An open or closed head injury that results in an impairment to cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor disabilities as well as behavior, physical functioning, information processing and speech.
- **Visual Impairment (Blindness):** impairment in vision that, even with correction, adversely affects a child's education performance.



TIMELINES OF SPECIAL EDUCATION PROCESS

CONCERNS IDENTIFIED

Anyone may suspect that a student has an education disability and may make a referral. When a student is referred and the parent is not the referral source, the school district has the responsibility to notify the parents immediately in writing.

Referral

A meeting with the Special Education Team to review the referral must be scheduled within 15 days.

Within 15 days

Review Referral / Develop Evaluation Plan

If the Team determines that evaluations are needed, a consent form is sent to parents.

Evaluation

Evaluators report results at an evaluation team meeting where the team decides if the student is eligible for services. Parents can agree or disagree to the identification. If a decision to identify is determined, an IEP will be established. If s/he is not identified, but has significant needs, a 504 plan may be appropriate.

Within 45 days

Development of Individual Education Plan

Within 30 days of determination to identify a student, the team develops an IEP.

Placement

Parents have 14 days to sign the IEP and placement is determined.

Within 30 days

Within 14 days

Six Basic Principles of IDEA

Regardless of the various revisions to the original statute, six basic principles continue to be the cornerstone of this legislation. They are:

Free Appropriate Public Education (FAPE)

Students with disabilities are entitled to educational services at public expense and in conformity with the child's individualized education plan.

Appropriate Evaluation

Evaluation procedures shall ensure that all students with disabilities are appropriately and individually assessed for the purpose of eligibility determination, educational programming, and individual performance monitoring.

Individualized Education Program (IEP)

The IEP is written for each eligible student and provides details about the school's commitment to provide appropriate special education and educationally related services for up to a period of 12 months. The Plan includes annual goals, instructional objectives, necessary accommodations to ensure the student's access to the general curriculum, methods for assessing progress and a range of other factors.

Least Restrictive Environment (LRE)

This is the presumption that children with disabilities are most appropriately educated with their non-disabled peers. Removal of the children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Parent and Student Participation in Decision Making

Parents are expected to play a strong role in the development and monitoring of their child's special education programs. In addition, encouraging student's participation in the planning process is another essential element.

Procedural Safeguards

Safeguards ensure that the rights of children with disabilities and their parents are protected, that students with disabilities and their parents are provided with the information they need to make decisions about the provision of FAPE, and that procedures and mechanisms are in place to resolve disagreements between parties.



SPECIAL EDUCATION TEAMS

Referral Team

Reviews referrals and determines if referral to special education is appropriate. If a referral is decided upon, the Referral team develops an evaluation plan. They will determine what information is needed and how to obtain it. If a referral is not appropriate, the team makes recommendations to classroom teacher and parents.

TEAM MEMBERS: parents, classroom teacher, special education teacher, LEA representative. There may be other people attending at the discretion of the LEA Representative (e.g., speech/language pathologist, occupational therapist, school psychologist, guidance counselor, nurse, reading specialist, etc.)

Evaluation Team

Reviews evaluations and information to determine whether student has an educational disability.

TEAM MEMBERS: parents, classroom teacher, special education teacher, a qualified examiner for each disability being considered, a teacher certified in each disability being considered, LEA Representative.

IEP Team

Develops the IEP

TEAM MEMBERS: parents, classroom teacher, special education teacher, any specialist who works with the child, LEA representative.

Placement Team

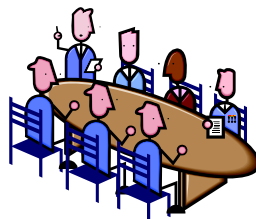
Determines least restrictive placement for the student to implement the IEP.

TEAM MEMBERS: Same as the IEP Team.

Annual Review Team

Meets at least annually, or as needed to discuss the progress of the student, to review the IEP and placement, making the appropriate revisions.

TEAM MEMBERS: Same as the IEP team.



GLOSSARY

A a

Accommodation

An adjustment to an environment, situation, or supplies for individual differences. A classroom could accommodate a student in a wheelchair if desks were moved to make wider spaces.

*An adaptation or modification that enables a student with a disability to participate in educational programming.

Accountability

In education, accountability is currently thought to require measurable proof that teachers, schools, districts and states are teaching students efficiently and well, usually in the form of students success rates on various tests.

Adaptation

A change in what students do or a reshaping of the materials students use. Adaptations are essentially the same as modifications, but can specifically refer to the materials and equipment students use to aid in learning. Enlarging the print on a worksheet and audiotaping a textbook are examples of some adaptations.

Adaptive Physical Education (APE)

1. Generally, developmental games, sports, or similar activities designed for students whose disabilities prevent safe or successful participation in regular physical education.
2. A specially designed program of physical activities required when appropriate under IDEA.

ADD and ADHD

ADD – attention deficit disorder. ADHD – attention deficit hyperactivity disorder.

Many people with ADD are also hyperactive and may move rapidly from one task to another without completing any of them. Hyperactivity, a disorder of the central nervous system, makes it difficult for affected children to control their motor activities. More than half of students with learning disabilities exhibit behaviors associated with attention problems but do not necessarily have ADD.

According to the National Attention Deficit Disorder Association, ADHD is a diagnosis applied to children and adults who consistently display certain characteristic behavior over a period of time. The most common core features include: distractibility, impulsivity; and hyperactivity. In order to meet diagnostic criteria, these behaviors must be excessive, long-term, and pervasive. The behaviors must appear before age 7, and continue for at least 6 months.

Agitographia

In connection with writing, a disorder resulting in the omission of words or letters or the distortion of words.

Alexia

Inability to associate meaning with printed or written words.

Alternative

Use of assessment strategies, such as performance assessment, constructed response items, and portfolios, to replace or supplement assessment by machine-score multiple-choice tests.

Alternative Assessment

Assessment by means other than by choice of response among restricted set of alternatives (selection response tests), such as multiple choice or true-false tests, instead requiring students to respond to more open-ended questions or to perform tasks.

Aphasia

A receptive language disorder or, more commonly, expressive language disorder in children with normal intelligence and adequate sensory and motor skills.

Asperger's disorder (Asperger's syndrome)

A neurological disorder involving severe and sustained impairments in social interaction and characterized by autistic behaviors such as literal thinking, excellent memory and social eccentricity; individuals with this disorder sometimes referred to as "high functioning" individuals with autism.

Auditory discrimination

Ability to distinguish among sounds.

Auditory processing

Sensory processing skills involving rate of process, association of sounds and symbols, auditory sequencing and auditory discrimination.

Autism

A pervasive developmental disorder characterized by significant deficiencies in communication skills, social interaction and motor control.

B b

Basic skills

The fundamental skills needed to succeed in school and eventually in life. Most people think of basic skills as the ability to read, write, and compute. Others, however, would broaden the term to include such skills as the ability to use a computer, the ability to work cooperatively with others, or even the temperament to cope with continuous change.

Behavioral disorder

In connection with educational programming needs, school-related behavior problems such as disobedience and destructive or boisterous behaviors characterized by the immediate and disruptive impact they have on others.

Benchmark

A standard for judging a performance. Just as a carpenter might use marks on his workbench to measure how long a part should be, teachers and students can use benchmarks to determine the quality of a student's work.

Brain injury

"Insult to the brain" resulting in impairment of brain function; categorized types, depending on cause and extent of injury as acquired, closed, and mild.

C c

Cerebral palsy

A non progressive paralysis due to developmental deficits in brain – must have spasticity.

Co-morbidity

Different diseases or disorders existing together. (eg. ADHD and conduct disorder)

Compensatory Damages

A sum of money awarded by a court to an individual who has suffered a loss of injury as a result of the wrongful or negligent act of another; intended to restore the injured person to the position he or she would have been in if the wrongful or negligent act had not occurred.

Compensation or Compensatory Instruction

Instruction aimed at "getting around" a problem or an area of difficulty. Techniques for compensatory instruction include the use of alternative instruction, alternative techniques, and adaptive equipment. A student having a low reading level could compensate by using books on tape or by having the material read aloud to him or her.

Conduct Disorder

A repetitive and persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms are violated, as manifested by the presence of three (or more) of the following criteria in the past 12 months, with at least one criterion present in the past 6 months: Aggression to People and Animals --- (1) often bullies, threatens or intimidates others; (2) often initiates physical fights; (3) has used a weapon that can cause serious physical harm to others...; (4) has been physically cruel to people; (5) has been physically cruel to animals; (6) has stolen while confronting a victim; (7) has forced someone into sexual activity. Destruction of Property---(8) has deliberately engaged in fire setting with the intention of causing serious damage; (9) has deliberately destroyed others' property (other than by fire setting). Deceitfulness or Theft---(10) has broken into

someone else's house, building, etc.; (11) often lies to obtain goods or favors or to avoid obligations (i.e., 'cons' others); (12) has stolen items of nontrivial value without confronting a victim (e.g., shoplifting, but without breaking or entering, forgery). Serious Violations of Rules---(13) often stays out an night despite parental prohibitions, beginning before age 13 years; (14) has run away from home overnight at least twice while living in the parental or parental surrogate home (or once without returning for a lengthy period); (15) is often truant from school, beginning before age 13 years.

Confidentiality

The privacy of information about students and their families. Confidential information may be about problems and disabilities, test scores, background, etc. Paraprofessionals and other educators are required by law to respect the confidentiality of this information.

D d

Daily Living Skills

Skills needed for personal self-care, on the lowest level include toileting, feeding, and dressing.

Differentiated instruction

A form of instruction that seeks to "maximize each student's growth by meeting each student where she is and helping the student to progress. In practice, it involves offering several different learning experiences in response to student's varied needs. Learning activities and materials may be varied by difficulty to challenge students at different readiness levels, by topic in response to student's interests, and by student's preferred ways of learning to express themselves."

Differentiated teaching

Providing for a range of student differences in the same classroom by using different learning materials, assigning different tasks, and using other practices, such as cooperative learning.

Distractibility

A tendency to be diverted by extraneous sensory stimuli, such as visual auditory, social stimuli, memories, or thoughts of the future.

Down syndrome

A congenital condition consisting of an extra 21st chromosome and resulting in some degree of mental retardation.

Duchenne disease

Childhood form of muscular dystrophy usually manifesting itself between ages 2 to 6.

Due process hearing

The process that either a parent or school district (or similar public agency) may initiate to resolve a disagreement about the identification, evaluation, educational placement, or

provision of free appropriate public education (FAPE) for a child with a disability or suspected of being disabled under IDEA.

Dyscalculia

Specific learning disability in mathematics, such as an individual's performance of some or all aspects of mathematical computation and reasoning is significantly below the performance expected of a student with his or her level of intelligence who has no sensory deficits, absent environmental or motivational influences.

Dysfluency

Hesitations or repetitions that disrupt normal speech, such as stuttering.

Dysgraphia

Specific learning disability in written language, such that an individual's performance of some or all aspects of written language skills or general adequacy of written communication is significantly below the performance expected of a student with his or her level of intelligence who has no sensory deficits, absent environmental or motivational influences.

Dysphasia

Global deficit in oral and written language and reading marked by compromised ability to analyze words into phonemes.

Dyspraxia

Trouble getting the right muscles to move in the right order to accomplish a particular task.

Dystonia

A rare muscle disease of young children resulting in loss of muscle tone and usability.

E e

English as a Second Language (ESL)

Teaching English to non-English speaking or limited-English-proficient (LEP) students to help them learn and succeed in schools. ESOL has generally the same meaning as ESL.

Experiential education

Education that emphasizes personal experience of the learner rather than learning, may take the form of internships, service learning, schools-to-work programs, field studies, cross-cultural education, and leadership development.

Expressive Language

The ability to encode your own ideas verbally to communicate with others; language production.

F f

Fine motor function

Primarily eye-hand coordination; the ability to receive and utilize signals from your eyes to perform tasks employing the fingers; a component of neuron motor functioning.

FM trainer

A device that amplifies and transmits voices to earphones worn by an individual with a hearing impairment who is able to benefit from wearing a hearing aid.

Fragile X syndrome Chromosomal abnormalities more frequently found in males and associated with mental retardation, speech and language impairments and behavioral dysfunctions; typical appearance of an individual with this condition includes a large head, large ears, and elongated features.

Free Appropriate Public Education (FAPE)

Students with disabilities are entitled to educational services at public expense and in conformity with the child's individualized education plan.

Full inclusion

The practice of educating all children in the same classroom, including children with physical, mental, and developmental disabilities. Inclusion classes often require a special assistant to the classroom teacher. In a fully inclusive school or classroom, all of the children follow the same schedules; everyone is involved in the same trips, extracurricular activities, and assemblies.

Full scale IQ

Norm-referenced composite of verbal scale and performance scale IQ scores used to measure intelligence, in a global sense.

Functional curriculum

Programming for educable mentally retarded students that emphasizes successful living in the community.

Functional illiteracy

The inability to read or write well enough to perform many necessary tasks in life, such as writing a check, filling out a job application, reading a classified advertisement, or understanding a newspaper headline.

G g

Graphomotor function

The motor ability needed specifically for writing; a component of servomotor functioning.

Gross motor function

The ability to facilitate and monitor feedback from the body's large muscles; a facet of servomotor functioning.

H h

Hand-eye coordination

The ability of an individual to combine and coordinate the function of one's eyes and hands to use one hand's for manipulative activities.

Handicap

Not a currently accepted synonym for disability or impairment.

Home schooling

Teaching children at home instead of sending them to public or private schools. Over the past decade, the number of home schooling families has grown dramatically. In the mid-1980s, there were only about 15,000 home schools, but by 1994, the Department of Education estimated the number at about 325,000. A federal report issued in 2001 estimated that in 1999, the most recent year studied, at least 850,000 students were learning at home; some experts believe the figure may now be more like 1.5 million.

Hyperlexia Rare disorder on the continuum of pervasive development disorders in which poor reading comprehension and social deficits are coupled with a precocious ability to read.

I i

IEP meeting participants

Must consist of at least the following: the child's parents or guardians; a representative of the district or other public agency charged with providing FAPE to the child; a regular education teacher; and a special education teacher or service provider. If none of the above is able to interpret the instructional implications of the student's evaluation, another individual who is able to do so must be included as an IEP team member. Participants may also include other individuals invited by the district and/or parents.

Impulsivity

An approach to problem-solving associated with attention deficit hyperactivity disorder (ADHD); responding abruptly without consideration of consequences or alternatives.

Inclusion

The practice of educating all children in the same setting, including children with physical, mental, and developmental disabilities. In a fully inclusive school or classroom, all of the children follow the same schedules; everyone is involved in the same field trips, extracurricular activities, and assemblies.

Individual Education Plan (IEP)

The IEP includes statements about the child's present levels of educational performance, annual goals, special education, and related services, and projected dates for the beginning and end of services.

*students with certain special needs, as specified by the Individuals with Disabilities Education Act, have a legal right to a special plan written by a multidisciplinary team. A series of tests and observations determine the child's need for an IEP, a team designs a program of services to blend the best methods of teaching with the most conducive environment for the child.

*the cornerstone of the IDEA, the IEP is a written document, which is ideally developed in a collaborative and cooperative effort between parents and school personnel, describes the disabled child's abilities and needs and prescribes the placement and services designed to meet the child's unique needs.

Individuals with Disabilities Education Act

A revision of the education for all handicapped act, the IDEA is a federal law passed in 1991 and amended in 1997 that guarantees a free appropriate public education for eligible children and youth with disabilities. According to the law, a child with a disability means a child with mental retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities.

*Federal legislation that requires states to provide all children with a free appropriate public education; enacted in 1975 to address the failure of state education systems to meet the educational needs of children with disabilities.

Interim IEP

Temporary placement of an IDEA-eligible child in a program before his or her individualized education program (IEP) is finalized.

IQ

Intelligence Quotient – a number derived by dividing a child's "mental age" by her actual age. IQ is based on the principle that children who score well on intelligence tests have mental ability comparable to older children who are only average.

IQ score

A test score intended to provide information about an individual's thinking abilities that may be derived from performance on a variety of standardized individually administered intelligence testing instruments now accepted and in use. Also called a cognitive skills index. It varies a little depending on the test used, but typically:

130-139 - very superior
120-129 - superior
110-119 - high average
90-109 - average
80 to 89 - low average
70-79 - low
Below 69 - very low

L 1

Language Disorder

Inability or decreased ability to use language for meaningful communication; three major subcategories of compromised functionality—expressive language disorder; receptive language disorder; and deficits in both; three types, in terms of etiology: (a) specific language deficiencies associated with impairments of the central nervous system; (b) non-specific deficiencies associated with impairments of the central nervous system; and (c) speech or language deficiencies associated with motor or sensory deficits.

Learning Disability

A condition that interferes with a student's ability to learn.

*Generally speaking, a disability that results in a student being unable to achieve in a specific learning area on the same level as other students with the same or comparable mental ability (intelligence) and educational opportunities. A generic term for a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g., sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g., cultural differences, insufficient/inappropriate instruction), it is not the direct result of those conditions or influences. Termed a learning disorder in the DSM-IV.

Learning Disorder

Another term for learning disability, a condition that interferes with a student's ability to learn.

Learning Styles

Differences in the way students learn more readily.

Least Restrictive Environment (LRE)

Means generally two things:

1. That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children without a disability.
2. That the child is educated as close as possible to the child's home.

Limited-English proficient

Students from language backgrounds other than English who need language assistance services in their own language or in English in the schools.

Local Education Agency (LEA)

Local Education Agency is generally the school district in which the child and parent reside.

*The public board of education or other public authority that exercises administrative control or direction over public elementary schools and/or secondary schools in a public subdivision.

Long-Term Memory

System that preserves information for more than a few seconds or minutes. Also termed permanent memory.

Long-Term Suspension

Generally, any suspension in excess of 10 school days.

M m

Mainstreaming

The practice of placing students with disabilities into regular classrooms. Students may also receive some assistance and instruction in separate classrooms, often called resource rooms.

*Not a formal term, but common jargon in the education community typically accepted as meaning the placement of a child with a disability alongside nondisabled children in the regular education setting; less preferred term for inclusion or full inclusion.

Manifestation determination

In connection with the discipline of students with disabilities, a determination whether or not the misconduct at issue was either a manifestation of the disability or the result of an inappropriate placement.

Manipulative

Learning materials designed to help students understand abstract ideas by handling physical objects.

Mastery learning

A way of organizing instruction that tries to ensure that students have mastered each increment of a subject before going on to the next.

Medical services

In connection with special education, the limited range of physician services that must be provided as a related service.

Memory disorder

A deficiency in the storage or retrieval of information resulting from either brain injury or neurological disease.

Mental retardation

One of the 13 disabilities for eligibility under the IDEA, significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Mild mental retardation

In connection with terminology of the DSM-IV, generally associated with individuals with mental retardation whose IQ scores are in the 50-55 to 70 range.

Mnemonic strategies

Specific techniques deployed by a learner to enhance his/her memory of information, such as using visual imagery to link a term with a picture in one's mind, or using an abbreviation to remember a series or steps.

Modification

A change in what students do or a reshaping of the materials student use. Reducing the number of questions students must answer at the end of a textbook chapter, allowing a student to answer aloud instead of writing an answer, and allowing the student to do an activity that is different from what the other students are doing are all examples of modifications.

N n

Neurological assessment

An examination that specifically focuses on mental status, cranial nerves, motor functions, deep tendon reflexes, sensation and gait abilities; when used more in a psychiatric context, also refers to an examination of an individual's thinking ability, such as whether there are hallucinations or delusions and mood state.

Neurological impairment

An injury or disease of the central nervous system (CNS) such as cerebral palsy.

Neuropsychological assessment

1. Typically uses specialized psychometric test instruments designed to examine specific functions and compare them against specific norms in order to help identify impairments in mental function and therefore, by inference, impairments in brain function; often a related attempt to lateralize or localize the damage, that is, to identify which side of the brain (right or left hemisphere) or the specific part of the brain (such as the temporal lobes) is at fault. 2. Used as a tool to evaluate how much a child's educational performance may be influenced by unusual functions of the central nervous system (CNS), systematically assess a child's skills and determine appropriate programming. Neuropsychological assessments are conducted by neuropsychologists and include assessments of attention, language, memory, perception, sensory and motor functions.

No Child Left Behind Act of 2001 (NCLB)

Legislation reauthorizing the Elementary and Secondary Education Act of 2001. The No Child Left Behind Act overhauled existing federal efforts to support elementary and secondary education. NCLB was designed around four essential components: accountability for results; an emphasis on scientific research; expanded parental options; and expanded local control and flexibility.

Non-Academic and extra-curricular services and activities

Defined, as a term of art, in IDEA regulations and Section 504 regulations as including “counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment by students, including both employment by the public agency and assistance in making outside employment available.

*Generally, school districts are required under Section 504 and the ADA to provide non-academic services and extracurricular activities “in such manner as is necessary to afford handicapped students an equal opportunity for participation in such services and activities.”

Norm-Referenced Test (NRT)

Comparison of one student’s performance, as measured by the test score, with the performance of the norm allowing fine distinctions among students and identification of where a student stands in relation to that group; typically developed by commercial test companies.

Nursing Services

In connection with special education, the limited range of nursing services that must be provided as a related service.



Obsessive-compulsive disorder

An anxiety disorder characterized by recurrent thoughts that the individual does not wish to think about (obsessions) or repetitive ritualistic behavior that the individual feels compelled to perform (compulsions) or both; individuals recognize that the thoughts or actions are not productive, but are unable to exert rational control to stop them.

Occupational therapy (OT)

In connection with services for children with disabilities generally, the improvement of sensory integration, handling of objects, posturing of one’s body and increasing daily living functioning.

Office for Civil Rights (OCR)

The office within the United States Department of Education (ED) charged with assuring compliance with federal statutes that prohibit discrimination based on race, color, national origin, sex, age or disability.

Oppositional Defiant Disorder (ODD)

1. Generally, a disruptive behavioral disorder that often is an antecedent to a conduct disorder, equally prevalent among boys and girls after the onset of adolescence. 2. A disruptive behavioral disorder meeting the diagnostic criteria of the DSM-IV defined as: “A pattern of negativistic, hostile, and defiant behavior lasting at least six months, during which four (or more) of the following are present: (1) often loses temper; (2) often argues with adults; (3) often actively defies or refuses to comply with adults’ requests or rules; (4) often deliberately annoys people; (5) often blames others for his or her mistakes or misbehavior; (6) is often touchy or easily annoyed by others; (7) is often angry and resentful; (8) is often spiteful or vindictive.

Oppositional behavior

A tendency to be defiant and non-compliant, possibly as a reaction to chronic learning difficulties.

Orthopedic Impairment

Generally, a disability that limits mobility, dexterity, muscle strength and ambulation.

Other Health Impairment (OHI)

Defined as “having limited strength, vitality or alertness, due to chronic or acute health problems such as asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever or sickle cell anemia that adversely affects a child’s education performance.”

P p

Percentile rank or score

The percentage of students whose score in a test falls below a given score; e.g., if a student’s test score has a percentile rank of 60 percent, 60 percent of the students who took the test had a score lower than that student’s score.

Performance assessment

A form of assessment that is designed to assess what students know through their ability to perform certain tasks.

Perseverate

Continuing to perform a behavior beyond its normal endpoint and having difficulty switching tasks; associated with children with autism and severe mental retardation. As distinguished from compulsive behavior exhibited by an individual with an obsessive-compulsive disorder.

Perseverative Behaviors

Similar behaviors repeated over and over, associated with children with autism or severe mental retardation.

Pervasive Developmental Disorder (PDD)

The general description of the class of disorders described in the DSM-IV as “characterized by severe deficits and pervasive impairment in multiple areas of development...including impairment in reciprocal social interaction, impairment in communication, and the presence of stereotyped behavior, interests or activities”; specific pervasive development disorders are: autistic disorder (autism); Asperger’s disorder; Childhood Disintegrative Disorder; and Rett’s disorder.

Phonological Awareness

The ability to clearly perceive and effectively manipulate the sound system of one’s language; critical for reading and spelling.

Phonemic Awareness

Ability to recognize phonemes and put their sounds together to form words and phrases quickly, accurately and automatically; essential for decoding.

Physical Therapy

Generally, use of equipment and modalities, such as heat packs and hydrotherapy, and exercise to restore physical functioning, rehabilitate muscles and improve coordination.

Portfolio

A collection of student work chosen to exemplify and document a student’s learning progress over time.

Prader-Willi syndrome

Genetic disorder resulting in insatiable appetite, central nervous system (CNS) dysfunction and abnormal growth and development; associated with mental retardation.

Prereferral Intervention

Intervention in the regular education classroom tried before a student suspected of possibly having a disability is formally referred for a special education preplacement evaluation.

Procedural Safeguards

Safeguards ensure that the rights of children with disabilities and their parents are protected, that students with disabilities and their parents are provided with the information they need to make decisions about the provision of FAPE, and that procedures and mechanisms are in place to resolve disagreements between parties.

Profound mental retardation

Terminology of DSM-IV generally associated with individuals with mental retardation whose IQ scores are less than about 20, who have marked deficiencies in adaptive behavior (very limited or no self-care ability) and no language development.

Psychoeducational assessment

Evaluation of a student's learning behavior for the purpose of designing an education program and designating placement.

Pull-out programs

Programs that provide assistance to individual children by "pulling them out" of regular classes.

Q q

Quadriplegia

Paralysis of all four limbs, both arms and both legs, as from a high spinal cord accident or stroke.

Qualitative assessment

Flexible, open-ended, holistic and nonstatistical assessment.

R r

Raw score

Number of test items answered correctly; converted to standard score for meaningful interpretation.

Reading disorder

1. Generally, the result of a deficit in any of the cognitive skills required to comprehend what one has read. 2. A learning disorder the diagnostic criteria for which is defined in the DSM-IV as: "Reading achievement, as measured by individually administered standardized tests of reading accuracy or comprehension, is substantially below that expected given the person's chronological age, measured intelligence and age-appropriate education.

Reasonable accommodations

Generally, the requirement under Section 504 that a recipient of federal financial assistance provide accommodations or modifications that do not alter the fundamental nature of the program or service to individuals with disabilities when such accommodations make the individual qualified to participate in the program or benefit from the service.

Receptive language

The ability to process/understand/comprehend language; language processing.

Receptive language disorder

Presents as an inability to understand spoken or written language that may affect reading, writing, and/or problem-solving.

Reevaluation

Periodic evaluation of a student already identified as eligible for services under either Section 504 or the IDEA.

Referral

Identification for individual evaluation or treatment, made either individually or through systematic screening.

Rehabilitation Act of 1973

Federal legislation establishing federally created rights for people with disabilities; most pertinently, Section 501, 503 and 504, which prohibit federal agencies, federal contractors and recipients of federal financial assistance from discriminating against otherwise qualified persons with disabilities solely on the basis of the disability.

Rehabilitative services

Covered services under Medical Assistance (Medicaid) generally consisting of speech pathology, physical therapy, and occupational therapy.

Rehearsal strategies

Strategies used to enhance registration of information in short-term memory, such as visualizing or sub-vocalizing.

Related Services

Related services are services that may be required to assist a child with an educational disability in benefiting from special education. The related services may include but are not limited to: speech and/or language therapy, occupational therapy, physical therapy, counseling, nursing services, and paraprofessional support.

1. Generally, services required to assist a child with a disability to benefit from special education. 2. Defined as: “transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, psychological services, physical [therapy] and occupational therapy, recreation, including therapeutic recreation, social work services, counseling services, including counseling and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children.”

3. Undefined in Section 504, although identified as a component of an appropriate education in Section 504 regulations.

Related Service Personnel

Special education personnel other than the special education teacher, including therapists, counselors, psychologists, nurses, paraprofessionals and special instructors.

Reliability

In testing, an estimate of how closely the results of a test would match if the test were given repeatedly to the same student under the same conditions.

Remedial education

Education intended to remedy a situation; that is, to teach students what they should already have learned.

Remediation

Actions or instruction designed to correct or resolve a student's identified deficiencies so that he or she can perform closer to his or her age or ability level.

Residential placement

In connection with special education, a placement for educational purposes in which a student with a disability receives residential treatment in a residential treatment facility.

Resource room

A specially equipped and staffed classroom in a regular school in which a student with a mild disability spends part of his or her day receiving individualized instruction or skills remediation, with the balance of the day spent in a regular classroom.

Resource room teacher

Specialty trained educator who provides direct instruction to students in the resource room and consultative services to the students' regular classroom teachers.

Retrieval (recall)

The process of accessing information and/or products from long-term memory with only minimal cueing.

*In connection with memory, the process of conscious recognition and recall of information already learned and stored.

Ritalin

Pharmaceutical brand name of methylphenidate, a stimulant that has become a treatment of choice for ameliorating poor attention, social misbehavior and other manifestations of attention deficit hyperactivity disorder (ADHD) or attention deficit disorder (ADD).

Rote memory

A process in which material is registered and consolidated in memory.

S s

Schizophrenia

1. Mental disorder resulting in pervasive deterioration in functioning, with onset typically in adolescence or early adulthood; characterized by: (a) disturbances in thought processes, (b) delusions and other disturbances in thought content, (c) flat or inappropriate affect, (d) bizarre behavior, (e) distorted sense of self and relationship to other people or environment and (e) hallucinations and other disturbances in perception (hearing voices).

School Psychologist

Educational professional whose function includes assessment, intervention and counseling services, with particular expertise in the learning process.

Section 504 Educational Plan

A plan of educational goals and objectives written by regular education teachers for students who demonstrate a need, but do not meet the identification guidelines for areas of disability in special education.

Section 504 of the Rehabilitation Action of 1973 (Section 504)

Federal legislation that prohibits recipients of federal financial assistance, including public schools, from discriminating against otherwise qualified individuals with disabilities solely on that basis.

Seizure

As commonly used, may refer to either abnormal electrical activity in the brain, which tends to be rhythmic, or the motor or other changes produced by such electrical activity.

Self-regulation

The degree to which an individual is metacognitively, and behaviorally active in regulating their own thinking and learning; involves an awareness of one's personal goals, profile of strengths and weaknesses.

Sensory impairment

Hypersensitivity or hyposensitivity of one or more of the following: auditory sense, visual sense, tactile sense, taste, vestibular sense, olfactory sense and proprioceptive sense; often associated with individuals with autistic disorders.

Sensory integration

Generally, how an individual organizes, interprets and uses sensory information, including information from his or her tactile sense, vestibular sense and proprioceptive sense to move through space and coordinate movement.

Sensory integration therapy (SIT)

A treatment program, usually designed and provided by occupational therapists, to help a child perceived to have or having a sensory input and process and respond to that input in a more purposeful manner. SIT is provided in the context of play in order to motivate the child to work on skills that build muscle tone, perception, attention and coordination.

Serious emotional disturbance (SED)

A disability that established eligibility under IDEA, the term changed by the 1999 Regulations to emotional disturbance.

Severe disability

Generally, extensive mental, physical, and/or behavioral impairment or a combination of multiple impairments likely to be permanent in nature and greatly compromising an individual's ability to function independently in the community, perform self-care and obtain employment.

Severe discrepancy between achievement and intellectual ability

In connection with evaluation of a specific learning disability, eligibility requirement set out in IDEA regulations, which requires that a child be found to have "a severe discrepancy between achievement and intellectual ability in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematics calculation, or mathematics reasoning".

Severe mental retardation

Terminology of DSM-IV generally associated with individuals with mental retardation whose IQ scores are in the range of about 20/25 to 35-40; considered to have severe/profound mental retardation under some state educational codes.

Short-term memory

The limited capacity system through which recently encountered information or experience is processed in memory for a brief period; one of the functions of the memory system.

*Memory that typically persists for only seconds to minutes; distinguished from short-term stores, which are the actual memory processes that hold memories for short periods of time.

Sign language

A visual-gestural system of language for deaf and hearing-impaired individuals involving facial expressions, hand-shapes, body movements and gestures.

Socially maladjusted

In connection with determining eligibility for special education and related services under the IDEA, students whose behaviors are very similar to those exhibited by students considered to have an emotional disturbance for purposes of IDEA eligibility, but who are nonetheless specifically excluded from eligibility on the basis of their behavior.

Social skills, educational programming for acquisition of

Includes social decoding (understanding social cues), social communication, and appropriate nonverbal behavior (e.g., smiling and maintaining eye contact); instructional methodology includes reinforcements [reinforcers] with consequences, cues and corrections, and task analysis.

Spatial perception

The ability to perceive relationships between and within objects; contributes to the ability to engage in accurate visual discrimination between patterns.

Special Education

A federally mandated program organized through state and local educational agencies that ensures and provides appropriate educational opportunities for students qualifying under categories of disabilities.

*Educational programs for students who, because they have a disability of some kind, require special instructional help to reach their potential. This may include specially trained teachers, innovative technology or instructional materials, access to a resource room, or even external placement.

*Generally, public education for a student with a disability consisting of other than the regular curriculum, although regular education placement or materials also may qualify as special education if it meets the individual needs of the child.

Special education law, six basic principles of

Common core aspirations and beliefs underlying the special education requirements of both the IDEA and Section 504: (a) zero reject principle, (b) nondiscriminatory evaluation and classification, (c) individualized appropriate programming, (d) least restrictive environment (LRE), (e) procedural safeguards and (f) parental participation.

Specific learning disability (SLD)

Generally, a neurologic disability resulting in an inability or compromised ability to achieve academically that is not related to, or the cause of low intellectual ability or sensory impairment. Defined in IDEA regulations as: “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual difficulties, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not apply to children who have learning problems that are primarily the result of visual, hearing, or motor disabilities, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage.”

Speech disorder

A communication disorder involving impairments in articulation, language, voice or fluency such that the impairment interferes with an individual’s ability to communicate, calls unfavorable attention to the individual, or otherwise causes a social problem for him or her.

Standard test

A form of measurement in which the test questions, instructions and test conditions are always the same; usually commercially developed, widely disseminated and machine-scored.

Standardized testing

Tests that are administered and scored under uniform conditions.

Stay-put provision

The provision of IDEA requiring that a public agency maintain a child with a disability in his or her present educational placement while an administrative dispute or subsequent judicial proceeding is pending, unless the parties otherwise agree.

Stimulants

Class of medications commonly used for treatment of inattention, impulsivity and restlessness in school-age children.

Stuttering

A speech disorder resulting in both blocking and repetition of single sounds, with secondary behaviors including blinking, head-jerking or facial grimaces. As distinguished from stammer.

Supplementary aids and services

A term of art defined in Part B regulations as “aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated to the maximum extent appropriate.” Common examples of supplementary aids and services include 1:1 aide, curriculum adaptations, and assistive technology device.

Syntax

Language at the sentence level; involves awareness of word order; a level of language processing and production.

T t**Tactile defensiveness**

Extreme sensitivity to touch.

Therapeutic recreation

Use of either individual or group play or physical activity to improve a variety of deficits in the physical activity to improve a variety of deficits in the physical, emotional, cognitive or social domains; structured physical or social activities prescribed and programmed by a recreational therapist to meet objectives of enjoyment of leisure-time activities and improvement in motor activity skills, strength and social skills; a component of the related service of recreation under Part B regulations.

Thought disorder

Dysfunction that results in deviations from the logical progression of thought and a steady comprehensible manner of speech.

Tic disorder

Characterized by vocal and/or motor tics (simple or complex) that are not the result of one's general medical condition or a medication side effect.

Total Communication

An approach for teaching deaf children involving the simultaneous use of signing and other manual forms of communication.

Tourette's disorder

Congenital neurological disorder with typical symptoms and associated behaviors including tics and involuntary and repeated rapid and sudden movements or vocalizations, sometimes obscene.

Transition

In connection with special education, the change from secondary education to postsecondary programs, work and independent living.

Transition Services

Services, training, skills, support, or instruction identified as necessary to help a special education student successfully move from a school setting into a post-secondary setting (i.e., work, job training, technical school, college, military, independent living, semi-independent living).

*A coordinated set of activities for a student with a disability that is designed with an outcome-orientated process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; is based upon the individual student's needs.

Transportation

A related service under Part B of the IDEA.

Traumatic Brain Injury (TBI)

Damage to brain tissue caused by an external, mechanical force and resulting in disabling conditions that may impair orthopedic, visual, neurological, cognitive, or emotional functioning and could include long-term comatose state.

U u

Unilateral placement

Enrollment by a parent of a child with a disability in a private school or facility.

Verbal/auditory memory

The processes through which linguistic or other auditory signals are preserved in memory.

Verbal comprehension monitoring

The ability to recognize when one does and does not understand what is being said.

Verbal scale

Scale of the Wechsler Intelligence Scales for Children-III (WISC-III) in which student responds verbally to auditorily presented information to measure verbal comprehension and expressive language skills.

Verbal scale IQ

Standard score with a mean of 100 and a standard deviation of 15 derived from a combination of five of the six subtests that comprise the verbal scale of the Wechsler Intelligence Scales for Children-III (WISC-III).

Vestibular sense

System in the inner ear that detects movement and changes in the position of one's head; dysfunctions may cause either hyper- or hypo-sensitivity to movement.

Vineland Adaptive Behavior Scales (VABS)

Behavioral assessment concerning the social competence of children from birth through age 19.

Visual impairment

Impairment, including myopia, hyperopia, astigmatism, and visual field defect, that limits either visual acuity or field of vision.

Visual memory

Memory that holds visual information.

Visual-motor integration

Ability to relate visual stimuli to motor responses in an accurate and appropriate manner.

Visual/spatial memory

The processes through which data entering through spatial or visual pathways are preserved in memory.

Vocational evaluation

Assessment to determine the eligibility and appropriate programming for students receiving vocational education, including assessment of skills, aptitudes, interests, work ethic and social skills.

Z z

Zero reject principle

The principle that is the premise of the IDEA: All children with disabilities, regardless of severity, are entitled to receive a free appropriate public education (FAPE).

ABBREVIATIONS

| | |
|-------------------|--|
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| BD | Behavior Disorder |
| BIP | Behavioral Intervention Plan |
| CA | Chronological Age |
| CP | Cerebral Palsy |
| CRT | Criterion-Referenced Test |
| DD | Developmental Delay |
| DSM-IV | Diagnostic and Statistical Manual of Mental Disorders, 4 th ed. |
| ECSE | Early Childhood Special Education |
| ED | Emotional Disturbance |
| EMH or EMR | Educable Mental Handicap or Retardation |
| ESL | English as Second Language |
| ESY | Extended School Year programming |
| FBA | Functional Behavioral Assessment |
| FERPA | Family Educational Rights and Privacy Act |
| HI | Hearing Impairment |
| IDEA | Individuals with Disabilities Education Act |
| IEP | Individualized Education Plan |
| IFP | Individual Family Plan |
| IQ | Intelligence Quotient |
| ITP | Individual Transition Plan |
| LD | Learning Disability |
| LEA | Local Educational Agency |
| LEP | Limited-English Proficiency |
| LRE | Least Restrictive Environment |
| MA | Mental Age |
| MD | Muscular Dystrophy |
| MR | Mental Retardation |
| NCLB | No Child Left Behind Act of 2001 |

| | |
|-------------------|--|
| OCD | Obsessive Compulsive Disorder |
| OCR | Office for Civil Rights |
| ODD | Oppositional Defiant Disorder |
| OESE | Office of Elementary and Secondary Education |
| OHI | Other Health Impairment |
| OSEP | Office of Special Education Programs |
| OSERS | Office of Special Education and Rehabilitative Services |
| OT | Occupational Therapy |
| PBIS | Positive Behavioral Interventions and Strategies |
| PI | Physical Impairment |
| PT | Physical Therapy |
| SEA | State Educational Agency |
| S/L | Speech and Language |
| SLD | Specific Learning Disability |
| SMH | Severe Multiple Handicaps |
| SPED | Special Education |
| TBI or THI | Traumatic Brain Injury or Traumatic Head Injury |
| TMH or TMR | Traumatic Mental Handicap or Retardation |
| VI | Visual Impairment |
| WAIS | Wechsler Adult Intelligence Scales |
| WISC-III | Wechsler Intelligence Scales for Children-III |
| WJ | Woodcock Johnson |
| WPPSI | Wechsler Preschool and Primary Scales of Intelligence |
| WRAT | Wide Range Achievement Tests |

CLASSROOM ACCOMMODATIONS

ACCOMMODATIONS are changes to the WAY students access instruction and demonstrate performance.

Some of these accommodations are things that you probably already do in your classroom to benefit all kinds of learners.

- Provide study carrels
- Use room dividers
- Provide headsets to muffle noise
- Seat child away from door or windows
- Seat near teacher
- Provide time-out area
- Rearrange student groups
- Group for cooperative learning
- Vary working surfaces
- Simplify/shorten directions
- Give both oral and written directions
- Have student repeat directions
- Change question level
- Use manipulatives
- Reduce number of items on a task
- Highlight relevant words/features
- Provide guided practice
- Provide more practice trials
- Use picture directions

If the student:**Consider the following:**

Has difficulty learning from lectures



- Alternate spoken with written and manipulative tasks.**
- Become more concrete by using manipulatives or pictures.**
- Check the student's notebook often.**
- Directly point out relationships.**
- Give organizational help.**
- Have student write things down or highlight with colored felt tip pens.**
- Interject humor from time to time.**
- Introduce material with a survey-question ending.**
- Provide alternate media (using a film instead of a lecture).**
- Reduce the number of new ideas introduced at one time.**
- Repeat important points.**
- Shorten the listening time required.**
- Simulate or demonstrate.**

If the student:

Consider the following:

Has difficulty listening



- Alternate spoken with written and manipulative tasks.**
- Become more concrete by using manipulatives or pictures.**
- Demonstrate at the same time you give directions.**
- Demonstrate steps as they are described.**
- Directly point out relationships.**
- Give explanations in small distinct steps.**
- Pre-teach (tell the students what they are about to learn).**
- Present both auditory and visual directions.**
- Provide visual help via the whiteboard or overhead projector.**
- Reduce the number of new ideas introduced at one time.**
- Relate to previous experience or something the student already knows.**
- Remove extra words (“Please sit” rather than “Would you please sit down”).**
- Repeat important points.**
- Shorten the listening time required.**
- Simulate or demonstrate.**

If the student:**Consider the following:**

Has difficulty understanding



- Adjust the conceptual level of the lesson.**
- Draw arrows on worksheets or text to show that ideas are related.**
- Draw parallels to experiences the students might have had (for new material).**
- Have students close eyes and try to visualize the information.**
- Provide a common experience such as a field trip before teaching lesson.**
- Provide categorical cues.**
- Relate to previous experience or something the student already knows.**
- Teach student to visualize what is read or use role playing.**
- Tell stories which relate the lesson to people's lives.**
- Use concrete examples.**
- Use real-life situations for role-playing.**

If the student:**Consider the following:****Has difficulty writing**

-Accept alternate forms of reporting (oral; tape; exhibit; project).

-Allow use of tape recorder and/or computer.

-Have student prepare outline and/or notes early.

-Have student type the assignment instead of writing it.

-Have student use computer for written assignments.

-Provide a prompt such as the beginning of a sentence or a picture cue.

-Provide practice with story starters or open-ended stories.

-Use formats low on writing such as multiple choice or fill-in questions.

-Use graph paper to help space letters (and numbers in math).

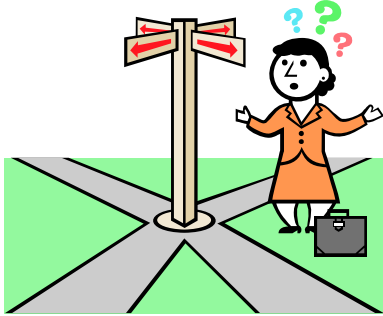
-Use 4 manipulatives (using a scrabble game avoids writing).

-Use manuscript paper or lined ditto paper.

If the student:

Consider the following:

Has difficulty following



-Check and reinforce student's directions recording of assignments

-Check frequently to be sure the student is following the material.

-Check student when lesson begins to make sure directions were understood.

-Demonstrate at the same time you give directions.

-Demonstrate steps as they are described.

-Describe steps as they are demonstrated.

-Have students repeat directions to ensure understanding.

-Make sure the student knows the expectations of the situation.

-Present both auditory and visual directions.

-Provide a written checklist.

-Put directions on a language master card or cassette tape.

-Write key points on the board while giving directions.

If the student:

Consider the following:

Has difficulty with oral expression



-Help student to organize thoughts and comments prior to discussion.

-Accept all responses as worthwhile (as in brainstorming).

-Allow a display or demonstration instead of an oral report.

-Allow a taped report instead of an oral presentation to the class.

-Allow student to concur with already stated correct answer.

-Ask questions requiring short answers.

-Develop activities requiring a team contribution.

-Encourage students to reinforce each other.

-Find student's interests in advance to increase his/her feeling of comfort.

-Use of graphic organizers for reflection and organizing thoughts before sharing.

If the student:

Consider the following:

Does not participate in class discussions



-Accept all responses as worthwhile (as in brainstorming).

-Allow student to concur with already stated correct answer.

-Be sure that the content being discussed is within student's ability level.

-Establish a cue with the student to encourage him.

**-Give point for oral contributions
-establish a reward system**

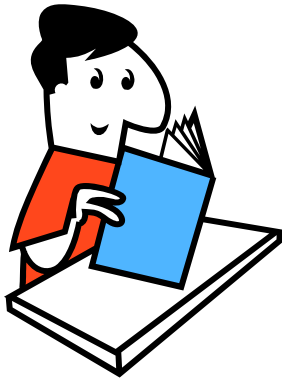
-Have students relate new ideas to personal experiences.

-Help student to organize thoughts and comments prior to discussions.

-Pick a topic you are sure the student knows about.

If the student:**Consider the following:**

**Has difficulty
reading content
material**



- Select a text with less on a page.**
- Shorten the amount of required reading.**
- Tape the student's text.**
- Use worksheet which ask for information you want learned.**
- Provide page numbers.**
- Find a text written at a lower level.**
- Mask or underline. Use a pointer or numbers.**
- Motivate or interest the student in the subject.**
- Provide experiences before reading as a reference for new information.**
- Provide prediction questions. Students then have a motive to read for answers.**
- Provide study guides and practice worksheets.**
- Put main idea of text on index cards which can be organized in a file box.**

UTILIZING PARAEDUCATORS IN THE CLASSROOM

- Discuss the appropriate roles of the teacher and the paraeducator.
- Share your expectations for the paraeducator.
- Communicate in a clear and receptive manner.
- Discuss how you will communicate with one another if you don't have a daily meeting time.
- Discuss problems and ideas with paraeducators. Ask for their ideas, suggestions, and opinions.
- Take time to listen to the paraeducator's concerns and questions.
- Allow time for individual initiative. Don't expect the paraeducator to do things exactly the way you do them.



SECTION 504

Of the Rehabilitation Act of 1973

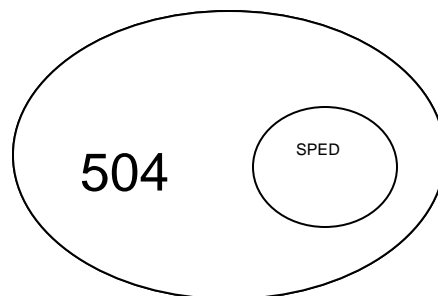
All federally funded programs and activities **MUST** assure the “no otherwise qualified disabled individual shall, solely by reason of a disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance”.

3 Laws/Acts Covering Individuals with Disabilities:

- **Section 504 of the Rehabilitation Act of 1973**
- **Individuals with Disabilities Education Act (IDEA) and Amendments of 1997 (replaced P.L.94-142)**

Special Education is basically
a “subset” of Section 504

- All “special ed. identified” students are covered by 504



COMPARISON

| ISSUES | SECTION 504 | IDEA | ADA |
|-----------------------|---|--|---|
| TYPE | A Civil Rights Law | An Education Law | A Civil Rights Law |
| PURPOSE | Protects the rights of individuals with disabilities in programs and activities | A federal funding statute to provide financial aid to states in their efforts to provide F. A. P. E. | Provides a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities |
| RESPONSIBILITY | General education | Special Education with general education | Public and private schools, businesses, and public buildings and services |

Possible Sec. 504 Coordinators:

- *Building administrator*
- *Guidance counselor*
- *School nurse*
- *Speech language/pathologist*
- *Reading specialist*
- *Regular ed. teacher*

**A Person May Be Considered Disabled
Under the Definition of Section 504
If The Individual:**

- Has a mental or physical impairment which *substantially* limits one or more of such person's major life activities (caring for ones' self, walking, seeing, speaking, learning, performing manual tasks, working, hearing or breathing).
- Has a record of such an impairment; or
- Is regarded as having such an impairment.

PHYSICAL OR MENTAL IMPAIRMENT

- (1) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or
- (2) any mental or physical disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

The term "physical or mental impairment" includes, but is not limited to, such diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, drug addiction, and alcoholism.

Examples of Eligible Persons

- AIDS - student frequently misses school and does not have the strength to attend a full day.
- ALLERGIES - student has severe allergic reactions to certain pollen/foods (i.e. peanuts).
- ARTHRITIS - student has persistent pain, tenderness or swelling and may require P.E. modification or mobility accommodations.
- ASTHMA - Student may not be able to participate in physical activities outdoors; may need to provide inhalant therapy assistance.
- ADD/ADHD - Student has this disorder by does not meet eligibility requirements under IDEA as EH, LD, or OHI. The student is regarded as having ADD by a doctor.
- CANCER - Student may need rest periods, reduced class schedule, tutoring for times when out without waiting for an extended absence...
- DRUGS AND ALCOHOL - has used for a long time *BUT IS NOT PRESENTLY USING* AND IS IN OR HAS BEEN IN A REHAB. PROGRAM. May need to provide text/assignments to treatment facility or dismiss from school for treatment without penalty.
- EMOTIONALLY DISTURBED - (and does not require special education); may need release time for regular outpatient counseling or therapy. May need behavior management plan.
- EPILEPSY - may need staff training for emergency plan; rest time; alternative recess; clean rooms; make-up work...
- OBESITY - extreme eating disorder. May need special seating modifications, adjust meal schedule, adapt P.E., counseling, may require homebound services.
- ORTHOPEDICALLY IMPAIRED - using an artificial limb, wheelchair, walker, crutches... Needs emergency evacuation plan. May need PT; extra time to get to class...

EXAMPLES OF ELIGIBLE PERSONS (cont.)

- **SCHOOL EMPLOYEES WITH DISABILITIES** – must make reasonable accommodations and hiring practices – person must be “otherwise qualified
- **SOCIALLY MALADJUSTED** - Student exhibits poor peer interactions, has no friends, and isolates him/herself from group activities. May need to do things like teaching cooperative learning strategies, provide counseling, set up behavior plan, involve in big brother/sister program...
- **STUDENT FORMERLY RECEIVING SPECIAL EDUCATION SERVICES** - Student has exited from special education program BUT still needs some academic accommodations to function in a regular classroom. Students who do not qualify for special education because they are considered ‘slow learners’ do not qualify for Section 504.
- **STUDENT WITH SPECIAL HEALTH CARE NEEDS** - for example, student may require intermittent catheterization at school. The school is required to provide trained personnel to perform the procedure and a private place for the procedure. May need modified recess /P.E. / transportation...
- **TEMPORARILY DISABLED** - student in accident and may be homebound and/or hospitalized for a period. School needs to make reasonable accommodations.
- **TOURETTE’S SYNDROME** - The student may exhibit inappropriate gestures/sounds. May need to educate other students/staff, provide supervision for transitions...

101 GENERAL ACCOMMODATIONS

Adapted from Cohen and Lynch

- Provide study carrels
- Use room dividers
- Provide headsets to muffle noise
- Seat child away from doors or windows
- Seat near model (student/student)
- Have student repeat directions
- Have student repeat lesson objective
- Ask frequent questions
- Change question level
- Change response format (point to...)
- Provide sequential directions (1st, 2nd...)
- Use manipulatives
- Alter objective criterion level
- Provide time-out area
- Rearrange student groups
- Group for cooperative learning
- Vary working surfaces
- Simplify/shorten directions
- Give both oral and written directions
- Provide functional tasks (relate to child's environment)
- Reduce number of items on a task
- Highlight relevant words/features
- Use rebus (picture) directions
- Provide guided practice
- Provide more practice trials

101 GENERAL ACCOMMODATIONS (cont.)

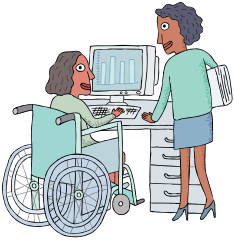
- Increase allocated time
- Use a strategy approach
- Change reinforcers
- Increase reinforcement frequency
- Delay reinforcement
- Provide error drill
- Use specific rather than general praise
- Use a peer tutor
- Use behavioral contracts
- Establish routines (for handing work in...)
- Use timers
- Teach self-monitoring
- Provide visual cues (number lines...)
- Block out extraneous stimuli on written material
- Tape record directions
- Tape student responses
- Provide frequent review
- Have student summarize at end of lesson. Use self-correcting materials
- Adapt test items for differing response modes
- Provide mnemonic devices
- Provide tangible reinforcers
- Use study guides
- Provide critical vocab. lists for content material
- Provide essential fact list
- Use clock faces to show classroom routine times
- Use graph paper or dotted lines to line up math problems or for margins

101 GENERAL ACCOMMODATIONS (cont.)

- Provide transition directions
- Assign only one task at a time
- Provide discussion questions before reading
- Use word markers to guide reading
- Alter sequence of presentation
- Enlarge or highlight key words on test items.
- Provide daily and weekly assignment sheets
- Change far-point to near-point material for copying or review
- Move student desk closer to board
- Incorporate current popular themes/characters into assignments for motivation
- Repeat major points
- Use physical cues while speaking (1, 2, 3...)
- Pause during speaking
- Post daily/weekly schedule
- Establish rules and review frequently
- Teach key direction words
- Provide pencil grips
- Tape paper to desk
- Shorten project assignment into daily tasks
- Segment directions
- Number (order) assignments
- Use verbal cues (“This is important”)
- Change tone of voice, whisper...
- Use an honor system
- Collect notebooks periodically to review student notes
- Reorganize tests to go from easier to hardest
- Color code place value tasks
- Use self-teaching materials

101 GENERAL ACCOMMODATIONS (cont.)

- Do odd or even on a long task sheet
- Use font size to present written materials
- Provide organizers for desk materials
- Teach varied reading rates (skimming, scanning...)
- Provide copy of your notes
- Have peer provide copy of notes
- Color code materials/directions
- Provide calculators
- Circle math computation sign
- Use hand signals to cue behavior
- Establish a rationale for learning
- Use advance organizers
- Call student's name before asking a question
- Tell student that any time you are going to call on them you will move closer to him/her
- Set up student with the question you are going to ask him/her before hand
- Use extra spaces between lines of print
- Have student use computer for written tasks
- Help students develop their own learning strategies
- Use peer checkers to review completed work (be aware of court developments in regard to peers viewing/correcting each others work -- in regard to the Buckley Amendment and FERPA)



SPECIAL EDUCATION WEBSITES

National Clearinghouse for Alcohol and Drug Information
<http://www.health.org>

National Information Center on Deafness (NICD)
<http://clerccenter.gallaudet.edu/infotogo/>

Council for Exceptional Children
<http://www.cec.sped.org>

International Dyslexia Association
<http://www.interdys.org>

Learning Disabilities Association of America (LDA)
<http://www.ldanatl.org>

National Alliance for the Mentally Ill (NAMI)
<http://www.nami.org>

National Mental Health Association
<http://www.nmha.org>

National Parent Network on Disabilities
<http://www.npnd.org>

Study Guides and Strategies
<http://www.studygs.net>

Special Education Resources on the Internet (SERI)
<http://www.seriweb.org>

About Special Education
<http://specialed.about.com>

Section 504 resources
<http://www.504idea.org/504resources.html>

<http://www.adda-sr.org/504.htm>

HandSpeak – Sign Language
<http://www.handspeak.com>

American Foundation for the Blind
<http://www.afb.org/afb>

Autism Society of America
<http://www.autism-society.org>

Children and Adults with Attention-Deficit/Hyperactivity Disorder
<http://www.chadd.org>

National Center for Learning Disabilities
<http://www.nclld.org>

Attention Deficit Disorder Association
<http://www.add.org>

National Down Syndrome Society
<http://www.ndss.org>

Parents Helping Parents: The Parent-Directed Family Resource Center for Special Needs
<http://www.php.com>

Special Olympics International
<http://www.specialolympics.org>

Tourette Syndrome Association
<http://www.tsa-usa.org>

National Center to Improve Practice in Special Education through Technical, Media & Materials
<http://www2.edc.org/NCIP>

LDOnline
<http://www.ldonline.org>

Overview of ADA
<http://www.kidsource/kidsource/content3/ada.idea.html>

Speech & Language Disorders
<http://www.asha.org/public/speech/disorders>

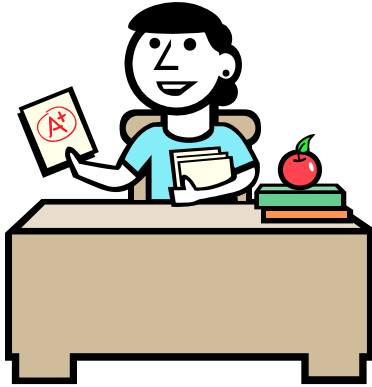
Medical Conditions
<http://mercyweb.org/childrens/conditions/index.aspx>

PARENTAL RIGHTS IN SPECIAL EDUCATION (Procedural Safeguards)



A complete copy of the Parental Rights is given to parents at the time of referral and on an annual basis, usually at the annual review meeting of the Special Education/Placement Team. Some important parental rights in special education include:

1. *Right to Appeal:* You have the right to appeal any decision of the school district regarding identification, evaluation, IEP's provision of a free and appropriate public education, or placement of a student with a disability. Due Process Hearing Procedures will be followed.
2. *Due Process Hearing Procedures:* You have the right to request a Due Process Hearing to appeal a special education decision by the school district (see above). At the time the process is begun, the appealing party shall give to the other party written notice of the decision being appealed, the reason for the appeal, and the solution being requested. Upon request, the school district must provide you with a copy of the laws and the process related to a special education hearing.
3. *Written Notice:* You have the right to receive written notice in language understandable to you whenever the school district proposes to initiate or change the identification, evaluation, placement, or the provision of a free and appropriate public education. The notice should explain the proposed action and any evaluation, tests, records, or reports used to support the action.
4. *Written Consent:* You have the right to give written consent (signature) within 14 days before any evaluation is conducted or any placement is made in Special Education, even if a placement is being renewed. Written consent is also required before coding, changing a code, or changing the nature or extent of Special Education and educationally related services for a child. You may refuse to provide written consent but should know that if you do, the school may initiate due process procedures to carry out its recommendation.
5. *Educational Evaluations:* You have the right to a full and individual evaluation of your child's educational needs. By law, a re-evaluation must be conducted every three years. You also have the right to request an independent education evaluation of your child at the school district's expense if you disagree with the school district's evaluation. However, the school district may begin due process proceedings to show that its evaluation is valid. If the district evaluation is shown to be valid, you still have the right to an independent assessment, but not necessarily at the school's expense. The school district must inform you where and how an evaluation can be obtained and must consider the evaluation for any coding, placement decision, or hearing.
6. *Records:* You have the right to examine all relevant records kept by the district regarding coding, evaluation, IEP, placement, and the provision of a free, appropriate, public education.



The Regular Education Teacher at the IEP Meeting

Provides input on....

- ❖ The general curriculum in the regular classroom
- ❖ The aids, services or changes to the educational program that would help the child learn and achieve
- ❖ Strategies to help the child with behavior, if behavior is an issue
- ❖ Supports for school staff that are needed so that child can:
 - Advance toward his or her annual goals
 - Be involved and progress in the general curriculum
 - Participate in extracurricular and other activities, and
 - Be educated with other children, both with and without disabilities

Best etiquette practices....

- ❖ Focus on student issues and strengths
- ❖ Directly link the IEP to the general education curriculum
- ❖ All IEP members demonstrate skills in listening and communication
- ❖ Provide a parent partner to provide support throughout the IEP meeting
- ❖ Use user-friendly, jargon-free language



DIRECTORY OF COMMUNITY SERVICES

Androscoggin Valley Home Care Services

795 Main Street
Berlin, NH 03570
(603) 752-7505

A.V. Home Care Services is a not-for-profit health care agency whose purpose is to help people stay in their homes. When faced with an illness, disability, recovery from injury or situation which otherwise might necessitate out-of-home care, A. V. Home Care is there.

HOURS: 8:00 am – 4:00 pm

FEE: Sliding scale fee – services available to all. All financial services are handled individually. Insurance also accepted.

Berlin Welfare Office

City Hall
Main Street
Berlin, NH 03570
(603) 752-2120

Assistance available for Berlin residents who are not eligible for State programs.

CARE NH: Berlin/Gorham Region

PO Box 84
Berlin, NH 03570
(603) 752-8537

The Community Alliance Reform Effort of NH is an initiative to develop regional collaborative comprised of youth and families; service agencies, educators and other community support.

Court Based Mediation Program

292 Pleasant Street
Berlin, NH 03570
(603) 752-3446

Tri-County CAP's Court-based Mediation projects serves couples in Coos and Carroll County District Courts who are facing separation and divorce. They will work with you to help write up divorce terms that are agreeable to both parties, and that will allow for appropriate visitation rights and support plans when children are involved.

Coos County Family Health Services & RESPONSE

| | | | |
|------------------|-------------------|---------------------|-------------------|
| 54 Willow Street | 59 Page Hill Road | 133 Pleasant Street | 2 Broadway Avenue |
| Berlin, NH 03570 | Berlin, NH 03570 | Berlin, NH 03570 | Gorham, NH 03581 |
| (603) 752-3669 | (603) 752-2900 | (603) 752-2040 | (603) 466-2741 |

RESPONSE Hotline: 1-800-852-3388

RESPONSE: Intervention program assisting physical, emotional, and sexually abused individuals. United Way funding supports RESPONSE, Prenatal Care, Child Health Clinics and Primary Medical Care.

Family Strength

North Country Region
123 Main Street
Gorham, NH 03581
(603) 466-9015

Community-based, family counseling; working to keep families intact and prevent out-of-home placement. Providing in home and community-based family counseling, parent education, crisis intervention and community networking.

Gorham Community Learning Center

123 Main Street
Gorham, NH 03581
(603) 466-5766

Provide quality services to children ages 18 months to 12 years, including toddler, preschool, after school, and summer programs as well as full day childcare.

HOURS: 7:00 am – 5:00 pm

FEES: Sliding scale based on income.

Head Start

610 Sullivan Street
Berlin, NH 03570
(603) 752-4679

Head Start offers a comprehensive family-focused pre-school experience to 3-5 year olds from income eligible families. Full day, full year childcare is also available Monday through Friday from 6:00 am – 6:00 pm to all families, regardless of income, with fees based on family income. Head Start programs throughout the Tri-County region.

The Mental Health Center

3 Twelfth Street
Berlin, NH 03570
(603) 752-7404

Programs offered include: Services for Children/Adults, Substance Abuse Services, Outpatient Psychotherapy, Inpatient Psychiatry, Employee Assistant, Consultation, Community Education

HOURS: 24 Hour emergency service/Evening appointments available

FEE: Sliding fee scale based on income and family. Most services covered by insurance.

North Country Trailmasters

David Dernbach, Trailmasters
351 Randolph Hill Road
Randolph, NH 03593
(603) 466-5874

Assists low and middle-income high school students to attain a post secondary education by providing tutoring, motivational, educational and financial aid counseling. A year-round youth leadership program, developing leadership skills, commitment and an earned pride through real service contributions and association with North Country people and resources.

www.nctrailmaster.org

Tri-County Community Action Programs

610 Sullivan Street
Berlin, NH 03570
(603) 752-3248

Fuel assistance, FHA loans, emergency money for food, rent and lifeline.

Women, Infants, and Children (WIC)

Coos County Family Health Services
(603) 752-4678 or 1-888-266-7942

This program provides nutrition education and nutritious food to keep pregnant women, new mothers, infants and preschool children healthy and strong.

FEE: Eligibility is determined based on income. If you live in NH, are pregnant or are is a breastfeeding woman, a new mother, have an infant or child under 5 years of age, or have a nutritional need.

Youth Alternatives

Tami Hartley, Director
30 Exchange Street
Berlin, NH 03570
(603) 752-1872

Provides four intervention and prevention programs including the Coos County Family Mediation Program, the Berlin/Gorham Juvenile Court Diversion Program, and the Ultimate Challenges Program. Empowering youths and families to make positive changes in their lives.

Coos County Family Mediation Program

This program provides free and confidential services to families in conflict with adolescents. Trained Lead and Volunteer Mediators use an established neutral process for dispute resolution. The mediator's act as facilitators, enabling the participants to negotiate solutions to serious family disagreements. This is specifically aimed at parents and youth between the ages of ten and eighteen.

The Berlin/Gorham Juvenile Court Diversion Program is a community-based alternative to traditional court processing for pre-adjudicated youth (ages eight to seventeen) who have committed a criminal offense. Youthful offenders attend an intake interview with their parents and program staff. A committee of **community volunteers**, the youth, his/her parent(s) and program staff meet to discuss the offense together. They create a contract for what the youth will do to learn from his or her mistake and make restoration as appropriate.

The Ultimate Challenge Program is designed for youth between the ages of eleven to eighteen, specifically for those teenagers who have encountered some type of trouble in which alcohol, tobacco, or drugs have played a part. The program focuses on serving adolescents who are at-risk of developing substance abuse issues. The 16-hour course is taught by trained instructors every three months. Additional courses are added if needed depending on the number of referrals. If the instructors determine that a youth needs further drug and alcohol assessment, referrals are made to the Mental Health Center for further evaluation.

Famous People with Disabilities

Famous people who are dyslexic

| | |
|-------------------------|---|
| Hans Christian Andersen | Author of children's fairy tales |
| Alexander Graham Bell | Inventor |
| Neil Bush | Son of former president George Bush and Barbara Bush |
| George Burns | Actor, comedian |
| Cher | Entertainer, actress |
| Agatha Christie | English mystery writer |
| Winston Churchill | Former Prime Minister of Britain |
| Tom Cruise | Actor |
| Leonardo Da Vinci | Renaissance artist, sculptor, painter |
| Walt Disney | Cartoonist, visionary founder of Disneyland/Disneyworld |
| Thomas Edison | Inventor, scientist |
| Albert Einstein | Scientist, philosopher |
| Danny Glover | Actor |
| Whoopi Goldberg | Actress |
| William James | Psychologist, philosopher |
| Bruce Jenner | U. S. Olympic Gold Medalist |
| Magic Johnson | Professional athlete |
| George Patton | Military General |
| Patricia Polacco | Author, illustrator of children's books |
| Nolan Ryan | Professional athlete |
| Charles Schwab | Founder of investment brokerage |
| William Simmons, MD | Professor of anesthesiology |
| Jackie Stewart | Race car driver |
| Lindsay Wagner | Actress, author, "The Bionic Woman" |
| Henry Winkler | Actor, director, humanitarian, "The Fonz" |
| William B. Yeats | Poet, dramatist, Nobel Prize winner |

Famous people with appearance differences

| | |
|-------------------|------------------------|
| Andrea Bocelli | Opera singer |
| Ray Charles | Jazz musician |
| W. C. Fields | Actor |
| Mikhail Gorbachev | Former Russian premier |
| Helen Keller | Author |
| Tom Thumb | Sideshow performer |
| John Updike | Author |
| Stevie Wonder | Singer |
| Sandy Duncan | Actress |

Famous people with movement differences

| | |
|-----------------|-------------------------------------|
| Muhammad Ali | Former professional athlete |
| James Brady | Former presidential press secretary |
| Johnny Cash | Singer |
| Michael J. Fox | Actor |
| Billy Graham | Religious leader |
| Stephen Hawking | Astrophysicist |

| | |
|---------------------------|---------------------------------------|
| Joseph Heller | Author |
| Katherine Hepburn | Actress |
| Judith Heumann | Assistant Secretary of Education |
| Pope John Paul II | Religious leader |
| Christopher Reeve | Actor |
| Franklin Delano Roosevelt | Former President of the United States |
| Richard Pryor | Actor |
| Lucille Ball | Actress |
| Janet Reno | Former US Attorney General |

Famous people with speech differences

| | |
|----------------------|---------------------------------------|
| Ludwig von Beethoven | German composer |
| Joseph Biden | US Congressman |
| Lewis Carroll | Author |
| Bill Clinton | Former President of the United States |
| Winston Churchill | Former Prime Minister of Britain |
| Walter Cronkite | Journalist |
| Helen Keller | Author |
| Marilyn Monroe | Actress |
| Carly Simon | Singer |
| Richard Thomas | Actor |
| Heather Whitestone | Former Miss America |
| James Earl Jones | Actor |
| Mel Tillis | Country singer |
| Florence Henderson | Actress |
| Halle Berry | Actress |

Famous people with mood disorders

| | |
|------------------|------------|
| Patty Duke | Actress |
| Ernest Hemingway | Author |
| Mike Wallace | Journalist |
| Virginia Woolf | Author |
| Kristy MacNichol | Actress |

Famous people with dementia

| | |
|---------------|---------------------------------------|
| Rita Hayworth | Actress |
| Ronald Reagan | Former President of the United States |

Famous people with Tourette Syndrome

| | |
|-------------------------|-------------------------------------|
| Jim Eisenreich | Professional athlete |
| Wolfgang Amadeus Mozart | 18 th – century composer |
| Michael Wolff | Jazz musician |

Famous people with mental retardation

| | |
|--------------------|------------------|
| Chris Burke | Television actor |
| Gretchen Josephson | Poet |

QUESTIONS TO ASK YOURSELF BEFORE REFERRING A CHILD TO SPECIAL EDUCATION

1. Does the child understand and follow directions given by the teacher to the class?
2. Does the child appear to pay attention and listen?
3. Is the child able to work independently at this seat with minimal teacher direction?
4. Does the child profit from instruction given to the entire class by the teacher in front of the room?
5. Does the child take part orally in discussions held?
6. Does the child follow classroom rules with respect to being out of seat, talking out, raising hand, etc.?
7. Can the child get along with others in the class?
8. Does the child withdraw from the teacher and other pupils?
9. Is the child functioning within two years of most of the children in the class in reading?
10. Is the child functioning within two years of most of the children in the class in arithmetic?
11. Can the child copy accurately from the board?
12. Can the child copy accurately from a book?
13. Is the child's work organized and neat?
14. Does the child complete homework assignments?
15. The most disruptive period of the day (time and activity) is...
16. The subject area of greatest interest is...

