

**Questions from Family and Consumer Science  
Educators  
and  
Responses from Linda H. Parrish, Ph.D., TAMU  
2004**

**DISCLAIMER:** *Many of the questions received were legal in nature. I am not an attorney and therefore my responses do not carry legal authority. I do rely on LRP publication and the IDEA statute and regulations for my information, but educators should check with their district's attorneys for guidance on legal issues.*

### Definitions

1. *What students qualify for services in Special Education?*

The Individuals with Disabilities Education Act (IDEA) gives definitions for 13 disabilities, plus an overall, non-specific definition for students, ages 3-9, who may have “developmental disabilities.” These 13 are: Mental Retardation, Hearing impairment, Deafness, Speech / language impairment, Autism, Emotional disturbance, Specific Learning Disability, Traumatic brain injury, Visual impairment (including blindness), Orthopedic impairment, Other health impairment, Deaf-blind, and Multiple disabilities.

In order to receive Special Education services a students MUST: a) be diagnosed has having one of these areas of disability AND b) need services.

2. *What are the specific definitions of deaf and of hard of hearing to be classified as having a disability?*

IDEA regulations (34 CFR 300.1-300.756) have definitions for Deaf and Hearing Impairment. They are as follows:

Deaf: Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.

Hearing Impairment: Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness

Texas also used a term known as “auditorilly impaired.” Check the TEA website: <http://www.tea.state.tx.us/>

3. *Can students who have epilepsy qualify under IDEA?*

Yes, students who meet the requirement of Other Health Impaired may be served by Special Education.

4. *I don't understand the difference between Special Education and Inclusion.*

Special Education is defined by IDEA as: “specially designed instruction provided at no cost to parents in all settings (such as the classroom, physical education facilities, the home, and hospitals of institutions).

Inclusion is NOT defined in IDEA, but Least restrictive environment is. LRE is: ”to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling or other removal of children with disabilities from the regular education 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 (20 U.S.C. 1412 (5) (b).

Inclusion, like mainstreaming, is educational jargon. Least restrictive environment is defined legally. Some scholars have described inclusion as “push-in” rather than “pull-out” instruction, but be assured that it means that students with disabilities will be in the regular/general education setting.

You can find the IDEA statute (law) and regulations at this web address:

<http://www.ideapractices.org/law/index.php> or  
<http://www.ed.gov/policy/speced/reg/regulations.html>

Another resource is LexisNexis, which provides authoritative legal information, including caselaw, online. Some libraries are subscribers of this powerful service:  
<http://www.lexisnexis.com/>

You can also read Hearing Officer rulings on cases in Texas at the TEA website:  
<http://www.tea.state.tx.us/>

### **ARD/IEP Related Issues**

5. *What key questions should a FCS teacher ask at an ARD meeting?*

- a) What qualified the student for Special Services?
- b) Within that disability category is the student considered mild, moderate, severe, or profoundly affected?

How does the disability affect the students:

- \*academic performance (reading, writing, calculation)?
- functional performance (follow directions, communicate,)?
- behavior performance (compliant, defiant, etc.)?
- what student interest/aptitude match my course content?
- what related services will be available to assist the student in order to make progress and to receive an appropriate education?

- c) What documentation would you advise that I complete and how often?
- d) When is the next ARD scheduled to “review” the placement?

6. *Why are all students not in need of extra services?*

Although IEPs would be advantageous for all students they are only mandated, by federal law, for those with disabilities under IDEA. American Education is intended to assist the masses to become productive citizens. Federal requirements, such as Brown vs’ Board of Education (1954), and the Civil Rights act of 1964 and IDEA, came about for populations who had been denied the goals of American Education.

7. *How does ISD determine the need for an aide?*

Instructional aides or para-professionals are of great benefit to teachers. The need for these related service personnel are determined in the ARD and documented on the IEP on an individual by individual basis. If it is determined, by the ARD committee, that a child needs an aide to receive an appropriate education than they/you will get one.

8. *Why can’t we have more aides? Why can’t we have more planning time?*

Aides are determined by the ARD committee for individual student needs. Planning / conference periods are designated by the local ISD. Money is a consideration, but appropriate education rules the decision.

9. *Does Content Mastery service cover electives or is this just our district polity that disallows this?*

Content Mastery, a Special Education program option, could certainly assist with elective courses and in some districts that is the case. Given our penchant for excelling on the TAKS some districts are opting for using this venue as an assistance in the “tested” areas of that statewide assessment. Sadly, in my opinion, these decisions reflect a lack of understanding of the integration of academic and practical arts applicability. One would have to question this practice asking “Is the student receiving free and appropriate public education in all the areas of learning?” In my opinion, CATE, athletics, and the arts keep a lot of students in school so assistance would be advantageous in the long run, especially with the transition plan from school to work/independence.

10. *Why can’t these kids be IDed for us at the beginning of the school year?*

Ending year ARDs are designed to do this, but some students transfer in (even though records should follow the student) may not get referred until the Fall; others may regress over the summer.

11. *Where do you draw the line between confidentiality and ethical responsibility?*

In these situations I always suggest asking yourself, “If this were my child what would I want a teacher to do?” Certainly the Buckley amendment protects the anonymity of the student, but those who have an “educational need” to know about the student in order to provide instruction have a right to know about the student. And, if the case involves suspected child abuse or neglect a teacher is required to alert the authorities.

There are many resources and websites pertaining to the Family Educational Rights and Privacy Act (FERPA) that you might want to investigate.

Here are some to get you started:

<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

<http://www.unt.edu/ferpa/>

<http://asja.tamu.edu/ferpa.htm>

12. *Why am I taken out of my classroom for ARDs?*

So many students....so few hours. Schools must make every effort to accommodate the schedules of parents for their attendance at their child’s ARD. I regret that you are missing instruction time in your classroom and hope that arrangements are made for instruction to carry on. See next question for exactly the opposite problem. On a different, but related topic, I recently read of the KIPP school in Houston and Austin that has instruction 9 hours a day, with two hours nightly of home work. Students have teacher’s cell numbers to call at night if they have questions over their homework. I know this seems intrusive, but these schools are teaching an overwhelming majority of students from low socio-economic backgrounds and are having success.

13. *As a first time teacher I am very much frustrated with special needs students being “dumped” in our FCS classes with NO ARD meeting that I attended.*

You have the right to attend the ARD or to be represented by an instructional equivalent. I would let my interest in attending ARDs be known to the administration.

14. *Why do CATE teachers have to attend ARD meetings for students they don’t have in class?*

You may be a designated representative of your CATE teachers and therefore need to be a conduit for information both to the ARD members and to the receiving CATE teacher. Go, learn, represent CATE, and get information to and from that receiving CATE teacher.

15. *When physicians recommend so many hours of physical or occupational therapy, why can the special ed. director override and limit the student's therapy times?*

This type of negotiation occurs within the ARD committee, where parents are also involved, so whatever the ARD committee determines will be the intervention provided by the school personnel that constitutes Free and appropriate public education (FAPE).

16. *Is there a limit as to how many times you can go to ARDs during a week?*

Unfortunately there is no limit. Sometimes a single ARD can last several days, so the number of ARDs is not always the issue, it might be the length of ARDs.

17. *I get IEP modification sheets for me to sign during class without attending an ARD. Is this correct?*

This is inappropriate. The legislation calls for a team and a meeting. I always think to myself, "How would I answer the questions if I were a witness in a trial and was asked, Were you a **participant** in the ARD process?"

### **Placement Decisions**

18. *Our principal told us that CATE teachers will, next year, have one class each that is all Special Education. That way we can modify that ONE class to meet their needs. Is this legal?*

I often have to smile when I hear of "the inclusion class." That terminology alone is telling that this, indeed, is not inclusionary. "Individual needs" are not often defined as "class needs." Remember to review the definition of LRE as given earlier.

19. *Can Students with Emotional Disturbance, who are usually self-contained, be mainstreamed?*

Yes, if that is what the ARD team determined was "appropriate education." Research shows us that this group of students is the least likely to receive their education in the regular education environment. Always ask yourself, "If this was my child, where would I want him/her to receive their education?" Also just think in a common sense way, "Would I prefer to have a child with ED in a class with 8 other students with ED or would I prefer that one student with ED be placed within the general education setting to mirror those behaviors?"

Here are some websites that are helpful in teaching students with behavioral difficulties:

<http://www.disciplinehelp.com/>

<http://www.teachnet.com/how-to/manage/>

<http://education.indiana.edu/cas/tt/v1i2/what.html>

[http://www.ueatexas.com/Links/Classroom\\_Help/Links\\_Classroom\\_help.html](http://www.ueatexas.com/Links/Classroom_Help/Links_Classroom_help.html)

<http://para.unl.edu/para/Organization/Intro.html>

20. *If 65% of your students qualify for Special Education services and “they” tell you that you cannot have an aide, what are your rights?*

The question that must be answered by the ARD committee is, “Are the students who qualify for Special Education services receiving an appropriate education?” Also, “Are these students making progress in the general education curriculum?”

Remember all questions are about the students and their education. Teacher’s preferences are important and their opinions are absolutely critical, but the decision for any related services rests with the “appropriate education” of the student. You are a member of the ARD committee. As such let your voice be heard about needs of the students to receive an appropriate education.

21. *Can students “fake” a disability to stay in SPED because its less work?*

It’s possible, but highly trained diagnosticians will catch this malingering behavior.

22. *When a student is placed in your class for socialization how do you assess the progress? Is it up to the ARD members to assist with the criteria?*

Certainly related service personnel (school psychologist, etc.) could assist you in preparing a checklist, sociogram, or other applied behavioral analysis chart. The teacher, however, is the one who can best assess the progress, antecedent behaviors, time on task, verbal outbursts, appropriate interactions with peers and person in authority, etc.

Here are some helpful websites that explain Applied Behavior Analysis:

<http://www.iaba.net/>

<http://seab.envmed.rochester.edu/jaba/>

23. *In order for a student with disabilities to be placed in a CATE program it was required that a CATE teacher had to be present at the ARD. Is this still part of the law?*

The members of the IEP/ARD team are: the student, if appropriate, the parents, at least one general education teacher “if the child is, or may be participating in the general education” environment, an LEA representative who is qualified to provide

or supervise the provision of special education, an individual who can interpret the instructional implications of evaluation results and other individuals who have knowledge or special expertise regarding the child. The CATE teacher would be considered the “general educator.” CATE is less and less considered an area outside of general education, whether we agree with this or not.

You will find the TEA website and IDEA website (both referenced in this document) helpful for this type of inquiry.

Most Texas public school rules can be found at:

<http://www.tea.state.tx.us/rules/home/>

24. *When signing documents as a member of the ARD, should we sign as CATE or Regular Education?*

You may sign as either or both. It will not be deceptive to sign as either or both since it will be apparent that you are the same person

25. *What is the “formula” for figuring ratios of SPED students to regular students in a regular classroom or pre-employment lab?*

There is no formula, nor ratio. There is only the standard of providing “appropriate education.”

26. *Do you have to have an ARD to request a job coach for a student in pre-employment labs?*

ARDs are where “related services” and “supplementary aides and services” are discussed, requested, approved or denied for providing “appropriate education” for students with disabilities. Keep documentation each time you request such service.

27. *Can a CATE teacher be “forced” to sign an ARD document for both the CATE and regular ed. teacher? Is this short circuiting the system?*

No one can be “forced” to sign any document beyond their will. In point of fact I have advised new teachers, fearful of disobeying the administration, to sign on the back of the document indicating their presence at the meeting, but also indicating their disagreement with the action taken.

28. *Can I be forced to sign paperwork if we were not included in the ARD?*

No, see above.

29. *Students have been placed in my class who have violent backgrounds (attacked family or teachers) and I have not been told about it in order to know how to treat these students or know to protect other students. What can I do about this?*

This is a travesty. Access to educational records, including IEP information, should be available to all who have an educational need to know. Education is a profession like any others. One would not withhold diagnostic information from a physician and expect the treatment / prescription to be accurate. Administrators sometimes worry about creating low expectation by showing past records, but this should not, in my opinion, be a professional rationale for this behavior.

30. *What would you do with a student who is required to use Content Mastery when he is making all A's in all his classes. His ARD is not scheduled until next spring and we wonder why he is in CM?*

You can call an ARD to determine the reason. Don't forget that SpEd is not a punishment. Some parents may insist on this service. Perhaps the diagnostician can enlighten you about the decision or perhaps you can advocate for the student to get him "D" from the ARD process.

31. *What can we do about FCS classes having a higher percentage of SPED students than any other discipline?*

I would first off say, "be proud." That you are considered good teachers with important content, but then I would add, to make sure that every student is receiving "appropriate education."

32. *IS CTED no longer wanted by SPED? At my school SPED has done away with FCS-CTED.*

I doubt this was a SPED decision alone. It is unfortunate that good programmatic options are limited or terminated, but the picture is often bigger than just wanting them or not (e.g., funding, staffing, student demand, local options, etc.)

33. *What is the best way to deal with students who are classified Content Mastery, but refuse to go to get help on tests/assignments , but are still not passing?*

Often going to CM or Resource is stigmatizing (location of the room, other students, etc.) You should visit with the student to determine the reason for refusal and see if that could be circumvented. If CM is documented in the IEP, the student should go. Report non compliance with IEP to ARD. Document your reports. Keep up with scores to see if attendance in CM does, indeed, assist or not for input at next ARD.

34. *What can we do about the students who are low performing and should qualify for SPED?*

You should refer the students for testing after you have demonstrated your pre-referral interventions. If they do not qualify for SPED through the IDEA process, then perhaps they could receive services from Section 504. An administrator or someone at your regional ESC can assist you with information about 504. Here is a website to help as well: [http://www.504idea.org/504\\_q\\_a.html](http://www.504idea.org/504_q_a.html)

### **Accommodations/Modifications/Standards**

35. *Define accommodations and modifications?*

”Accommodations do not fundamentally alter or lower the standards for the course or test, and students using accommodations received credit toward a standard diploma.” (Klor, p. 33, LRP, 2004)

Modifications “do fundamentally alter or lower the standard for a course or test, and the student may not received credit toward a standard diploma” (34 CFR 300.347; Letter to Anonymous, 22 IDELR 456 (OSEP 1995),(Klor, p. 33, LRP, 2004). Here are some websites that are beneficial for providing accommodations/modifications:

<http://www.nichcy.org/pubs1.htm>

<http://www.nasponline.org/publications/cq284definitions.html>

<http://www.stmary.k12.la.us/specialservices/accommod.htm>

<http://www.pclda.org/tea.htm>

<http://www.causeonline.org/iepaccomodtxt.html>

[http://education.umn.edu/NCEO/TopicAreas/Accommodations/Accom\\_topic.htm](http://education.umn.edu/NCEO/TopicAreas/Accommodations/Accom_topic.htm)

36. *If a student who qualifies for Special Education does not do his work can he fail the class?*

”You can give special education students failing grades, but you must be sure the reason the student is failing the class is NOT because you failed to provide the IDEA-mandated “free, appropriate public education (FAPE). You must provide these students any IEP approved accommodations, modifications, services, and supports. You must document your compliance with these requirements. “If, in spite of providing the IEP program and services, the student does not take advantage of the opportunity to learn and you can document that the student has not met your grading criteria to pass the class because of the student’s lack of cooperation, participation or preparation, you can fail the student” (34 CFR 300.300, 34 CFR 300.347). (Klor, p. 37, LRP, 2004)

37. *Can I get more information on the case of the regular education teacher who got sued for not following modifications as outlined by the IEP?*

The case is Doe v. Withers (W. Va., Cir Ct. 1993). \$15,000 was awarded a student with a Learning Disability from a public school History teacher who refused to implement the IEP, when he refused to allow the student to take his exams orally and untimed. This decision alerts teachers that they must be serious about the knowledge, understanding and implementation of the IEP. Students and their families often sue ISDs or School Boards, but this case highlights that an individual teacher may also be targeted.

38. *Can a teacher be forced to feed or toilet a student who cannot care for him/herself?*

U.S. Supreme Court case, Garrett v. Cedar Rapids validated an earlier ruling, Tatro v. Irving, Tx. ISD, when it ruled that schools were responsible for providing **health** procedures, but not **medical** procedures. In other words, if a medical physician is needed to oversee the procedure than schools may not provide that action without a Dr. ; however other actions (catherization, feeding, toileting, etc.) are all actions that schools are responsible for. Often school nurses or paraprofessionals assist in these duties as well as the teachers. "Forcing" is a term I hear a lot from teachers, but I truly find it an enigma.....forcing a teacher? I think not.

39. *Why do I have students who are served in SPED included in my classes with no modifications marked on their paperwork?*

Perhaps they are expected to perform at the standard for all students in your class or perhaps they have a disability that will not be apparent in your course (orthopedic impairment but no mental or emotional involvement?) Ask at the ARD committee meeting for clarification.

40. *What is a good/efficient way to document modifications?*

I suggest having a chart for each student receiving modifications based on the a) student's needs, b) instructional content, and c) performance method expected. For example, this semester at Tx. A&M University I am modifying for various students (based on Section 504 and ADA, not IDEA) and am using: a) enlarged print, b) note takers, c) extended time, and d) alternate assessments. I document (checkmark) each time they are used by student or keep a copy of the large print material that is dated or have a sign in at an alternative testing facility. Use charts, computer programs, scanning devices, folders, color coding modifications, etc.

## Resources

41. *Are there FCS materials available for special needs students? Especially in Personal and Family Development and Nutrition and Food Science?*

I encourage you to contact our Special Populations and Career Education (SPACE) Information center to have us do a search for you. Our website is:

<http://coe.tamu.edu/~space>

Also the Texas Tech Curriculum Center is interested in providing material that is helpful to you in all areas of your teaching and if alerted to this need would respond. Having said that I should remind you to check in the definition section of this document for the definition of accommodations and modifications. If you are accommodating you can use simple arrangements to teach the same objectives, such as extended time, fewer number of assignments, etc.

42. *How can I get the Walsh video explaining Section 504 for my district?*

Walsh, Anderson, Brown, Schulze & Aldridge, P.C. (1997).  
Section 504: Legal Requirements for Educating Students with Disabilities

<http://www.legaldigest.com/item/VID6>

43. *How can I get the FAT CITY video regarding what it feels like to have a Learning Disability?*

The official title is : How Difficult Can This Be? FAT City

[http://www.ldonline.org/ld\\_store/lavoie\\_fatcity.html](http://www.ldonline.org/ld_store/lavoie_fatcity.html)

44. *Are there updated studies or innovative techniques for teaching TBI students?*

There are various websites that I would point you to. Use a search engine and you will locate quite a few, but here are some you might try: Here are a few.

Websites that will be useful for teaching children with Traumatic Brain Injury

<http://www.neuroskills.com/>

[http://www.ninds.nih.gov/health\\_and\\_medical/disorders/tbi\\_doc.htm](http://www.ninds.nih.gov/health_and_medical/disorders/tbi_doc.htm)

<http://www.teachersfirst.com/sped/prof/tbi/strategies.html>

[http://www.tdh.state.tx.us/braininjury/tbi\\_info.htm](http://www.tdh.state.tx.us/braininjury/tbi_info.htm)

[http://www.tbihelp.org/education\\_posttbi.htm](http://www.tbihelp.org/education_posttbi.htm)

45. *Why are SPED/Inclusion teachers only assisting in the academic courses and not in CATE?*

I've heard this complaint so often that I know it must be a statewide problem. Go to the ARD meetings and request instructional support in order to provide "appropriate education" for students with disabilities. With the focus on TAKS I am confident that

the Math, Writing, Science, and Reading courses get attention, but that assumes that these academic subjects are not taught in CATE, which we know is a false assumption. I contend that students may do better on the TAKS if they are taught academics in an integrated way with career and technology. I also know that students stay in school longer as a result of relevant programming for them.

Document that you have requested assistance from SPED EVERY TIME that you have done so. This will serve you well when you finally get “heard.”

### **Instructional / Methodological Inquiries**

46. *Where can I find more teaching strategies to address students with AUTISM and ADD?*

There are many excellent websites, for example the TEACCH method and the Applied Behavior Analysis method for students with Autism. ADD and ADHD sites are plentiful as well. If you have difficulty locating with a search engine, contact SPACE at TAMU, (979) 845-2444.

Here are a few to get you started:

<http://www.teacch.com/>  
<http://www.autism-pdd.net/teacch.html>  
<http://www.autism-resources.com/papers/TEACCHN.htm>  
<http://www.nas.org.uk/nas/jsp/polopoly.jsp?d=297&a=3630>

47. *I am not appropriately trained to teach students who are mentally retarded. Special education was not a part of my degree plan. Where can I turn for resources or ideas to teach these children?*

I can't resist saying that I wish you had come to TAMU where all teachers, regardless of discipline, have instruction in Inclusionary practices....but then we don't have FCS so I guess that wouldn't work. I would suggest that you work with your local SPED professionals and other FCS teachers who do know how to modify/accommodate. Your regional ESC also has specialists who are adept at instruction for students with MR. Contact them. If you want you can contact us at TAMU for additional resources and conversation. There are also tremendous resources available through the internet. Search for professional organizations such as CEC, TASH, TAMR, and NICHCY

Here are a few more:

<http://www.mhmr.state.tx.us/MentalRetardationServices/MentalRetardationServices.asp?strMRA=1>  
<http://cms.psychologytoday.com/conditions/retardation.html>  
<http://www.aamr.org>

<http://www.thearc.org/>

NICHCY Sites

<http://www.nichcy.org/>

<http://www.nichcy.org/researchinfo.asp>

<http://www.nichcy.org/resources/default.asp>

<http://www.nichcy.org/stateshe/tx.htm>

<http://www.nichcy.org/pubs1.htm>

<http://www.nichcy.org/disabinf.asp>

48. *How can we successfully teach an articulated FCS course with special population students?*

I would suggest using groupings, peer tutors, cooperative learning strategies, community volunteers, etc. Understand the difference in modification and accommodation and accept the various exit levels that are available for students after participating in your class. Value the content of your discipline and the social experience of your classroom as a positive for all the students.

49. *How can we meet the needs of students with disabilities without slowing down the rest of the class?*

This is a frequent concern. Do not be fearful of modifying, rather than accommodating. Not all students will be striving for the same outcomes. It will require more planning time for you, but by individualizing for your students some will work at an accelerated rate while others will accomplish at a lesser pace/outcome level. Often students, who need additional assistance, but do not qualify for SPED, are helped by having SPED services available to their peers. Accelerated students are rarely “held back” when teachers plan for them or they become peer tutors.

50. *Can you please repeat your definition of “fair”?*

According to Richard LaVoie, in FAT CITY, Fair is giving students what they need to be successful, not giving all students the same.

51. *How can we teach all levels: regular ed., special ed., high achievers, and GT at the same time?*

Only creative and caring , highly skilled and energetic teachers can do it all and even they can't do it all the time. Take time for yourself to recoup. CATE teachers are the greatest at this. They have remarkably interesting content, real world and motivating goals, captivating equipment (as opposed to paper and pencil) . What a combination for diversified instruction. Only when we want all students to do the same thing is this a problem. Diversify. Do not feel guilty with different outcomes for students. Do not establish low expectations, but encourage students to do what they can.

Ask students how they learn. Give students opportunities to do different things or the same things in different ways. Make teaching fun and you'll stick with it longer.

Here are some websites regarding learning styles that might prove beneficial:

[http://www.hayresourcesdirect.haygroup.com/Learning\\_Self-Development/Assessments\\_Surveys/Learning\\_Style\\_Inventory/Overview.asp](http://www.hayresourcesdirect.haygroup.com/Learning_Self-Development/Assessments_Surveys/Learning_Style_Inventory/Overview.asp)  
<http://www.oswego.edu/CandI/plsi/index.html>  
[http://www2.bgfl.org/bgfl2/custom/resources\\_ftp/client\\_ftp/ks1/ict/multiple\\_int/index.htm](http://www2.bgfl.org/bgfl2/custom/resources_ftp/client_ftp/ks1/ict/multiple_int/index.htm)  
<http://www.surrey.ac.uk/Skills/pack/styleq.html>

Here are additional websites for English Language learners (formerly called Limited English proficient):

<http://www.albany.edu/lap/strategy.htm>  
[http://www.cesdp.nmhu.edu/lan\\_cult.htm](http://www.cesdp.nmhu.edu/lan_cult.htm)  
<http://www-writing.berkeley.edu/TESL-EJ/>  
<http://www.thecenterlibrary.org/cwis>  
<http://education.umn.edu/NCEO/LEP/default.htm>

I noticed that the KIPP (Knowledge is Power Program) program, in Austin and Houston, meets for 9 hour school days with two hours of homework each evening. Every child, according to the article, has the teacher's cell number to call at night if they have questions. Just something to make us re-evaluate.

52. *How do we consistently keep these kids motivated? I have come to realize that these children continually need hands on projects or they shut down.*

You have observed well. This Sesame Street/ CNN generation insist on rapidly changing visual and auditory cues. They are programmed for boredom. We are fortunate that we are CATE teachers and have the content to interest.

Some additional resources on motivation that are available in the SPACE information center are:

Canfield, J. & Wells, H.C. (1994). *100 ways to enhance self-concept in the classroom*. (2<sup>nd</sup> Ed.). Boston, MA: Allyn & Bacon

Thompson, J.G. (2002). *First-year teacher's survival kit: ready-to-use strategies, tools & activities for meeting the challenges of each school day*. Paramus, NJ: The Center for Applied Research in Education

Stipek, D.J. (1993). *Motivation to learn: From theory to practice*. (2<sup>nd</sup> Ed.). Needham Heights, MA: Allyn & Bacon

Here are some websites that are helpful for teaching students with Learning Disabilities:

<http://www.ldonline.org/>  
<http://www.ldresources.com/>  
<http://www.ld.org/>  
<http://www.ldanatl.org/>  
<http://www.schwablearning.org/index.asp>

53. *Where can I get more information on teaching students who are blind?*

The State School for the Blind , in Austin, is a good resource. Pat Pound, the Governor's Chairperson for Employment for People with Disabilities is also another good reference. Contact me for specific contact information if you have difficulty locating through your search engine.

Here are some helpful websites for people who are blind or partially sighted:

<http://www.lighthouse.org/>  
<http://www.dallaslighthouse.org/>  
<http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Braille?open>  
<http://www.nyise.org/braille.htm>

Governor's Committee on Employment for People with Disabilities

<http://www.governor.state.tx.us/disabilities>

Commission for the Blind website

<http://www.tcb.state.tx.us/>

54. *Do you have to modify every assignment? Can you challenge the student to reach over their preconceived limits? Will you get in trouble if you do so?*

I have learned that if you do what is best for students, in good faith, and with parents' approval, you will have no worries about getting in trouble. However you never want to extend beyond one's capability. Learned helplessness is when a student learns not to put out their best effort. This is just like me when I do not learn how to reset my VCR because I know someone (my sons or my husband) will do it for me. Challenging work (as long as it does not reach the frustrational level) is not bad. Just monitor and be very cognizant about what you are requiring.

55. *Do you have any materials to assist with working with aids/paraprofessionals?*

Yes, here are a few that are available from the SPACE Center:

Hammeken, P.A. (1996). *Inclusion: An essential guide for the paraprofessional*. Minnetonka, MN: Peytral Publications: This is a practical reference tool for paraprofessionals working in inclusionary settings.

Rouso, H.& Wehmeyer, M. (2002). *Gender matters: training for educators working with students with disabilities*. Newton, MA: WEEA Equity Resource Center: This resource is a training manual to assist professionals and paraprofessionals in teaching students with disabilities. This manual focuses on the needs of girls in middle school through high school.

Johns, B.H. (2002). *The paraprofessionals' guide to managing student behavior — Video and workbook*. Horsham, PA: LRP Publications: This comprehensive video and workbook set trains paraprofessionals on the essential skills to manage student behavior and enables more effective academic instruction and social structure in the classroom.

Wallace, T. (2003). *The paraprofessional's guide to assisting classroom instruction — Video and workbook*. Horsham, PA: LRP Publications: This training video and companion workbook provide tips for helping paraprofessionals understand their vital role in the classroom — enhancing instructional support for educators and academic achievement for students.

Lasater, M. (1996). *Paraeducators: Lifelines in the classroom (Training Module One)*. Houston, TX: LR Consulting: This training module defines the role of the paraeducator.

The MASTER Teacher (1996). *Where do I start?: Tape 1: the training video series for the paraprofessional*. Insight Media Audio & Video: This video is designed as an introductory training course for the paraprofessional.

Fishbaugh, M. S. (2000). *The collaboration guide for early career educators*. Baltimore, MD: Paul H. Brookes: This book discusses working with paraeducators, completing IEP's, relating to parents, developing a network of community contacts, and maximizing the mentor-protoge relationship.

RPM Press (1999). *Task analysis: A how-to-do-it approach (2 tape cassettes)*. Tucson, AZ: RPM Press: These two tape cassettes and guide are meant to provide paraprofessional personnel in rehabilitation facilities, schools, and supported work programs with a step-by-step introduction to the job/task analysis process.

McCray, P. M. (1998). *Fundamentals of job coaching: A step-by-step approach*. Tucson, AZ: RPM Press: This material is designed for paraprofessional and, in some

cases, professional staff responsible for teaching job skills and associated behaviors to students and adults with disabilities. It emphasizes the use of job/task analysis techniques.

56. *Do you know of resources for working with students who have physical/orthopedic disabilities?*

Here are a few:

<http://bellaonline.com/articles/art4791.asp>  
<http://ctls.concordia.ca/resources/studentdisabilities.shtml>  
<http://specialed.about.com/od/physicaldisab/>  
<http://www.empowermentzone.com/teaching.txt>  
<http://www.as.wvu.edu/~scidis/text/orthopedic.html>

57. *Do you know what research tells us about the employment of former students with disabilities?*

Yes, unfortunately many of our students are unemployed or underemployed, but that is not too dissimilar from other populations. Here are a few research studies you might want to access.

- Golub, D.B. (2003). Exploration of factors that contribute to a successful work experience for adults who are visually impaired. *Journal of visual impairment & blindness*, 97 (12), 774-780.
- Madaus, J.W., Ruban, L.M. & Foley, T.E. & McGuire, J.M. (2003). Attributes contributing to the employment satisfaction of university graduates with learning disabilities. *Learning disability quarterly*, 26 (3), 159-172.
- Carter, E.W. & Wehby, J.H. (2003). Job performance of transition-age youth with emotional and behavioral disorders. *Exceptional children*, 69 (4), 449-467.

### **Additional Concerns**

58. *Why do we have so much paperwork to do on special education students, when in fact that money could be spend on educational tools? We get so hung up on signing paperwork in ARD meetings, we lose touch with the student's needs.*

I agree. Unfortunately this is a very litigious area that demands much documentation. In addition, the federal legislation requires certain due process procedures to insure the rights of students and families. The U.S. Congress is in the process of reauthorizing IDEA and one of the big questions is reducing paperwork. I hope that this occurs because like you, I suspect we are often more concerned with “compliance” than “instruction.”

59. *How can I speed up the paperwork of our students with disabilities?*

There is a legislatively mandated timeline from referral to testing to placement. Your school administrators should be aware of this.

You can find many answers to this type of question on the TEA website :

<http://www.tea.state.tx.us/>

Check out the helpful info on a related hotlink:

<http://www.tea.state.tx.us/special.ed/medcom/compinfo.html>

Also, Advocacy, Inc. has many papers on the requirements of ISDs. Their website is:

<http://www.advocacyinc.org/>

60. *Special Education has money, why can't we have more help?*

IDEA does provide a funding stream to provide appropriate education for students with disabilities. Having said that I regret to inform you that when this law was first passed, in 1975, the Congress promised full funding (meaning 40% of the cost of the legislation). 12% of the costs is what we typically receive and the Congress is reviewing their commitment again now as they struggle to reauthorize the act. Carl Perkins also funds CATE programs, of course. And Carl Perkins is in alignment with IDEA and No Child Left Behind.

61. *Do you know of any services available to students who are drug abusers, alcoholics, panic/anxiety disorders, obsessive compulsive disordered?*

The last two categories might qualify for SPED services under Emotionally Disturbed or Other Health Impaired if they have an educational need. The former categories could be served as 504 students, which does not require an educational need, but does protect students from discrimination. 504 students get a plan and services often like students served in SPED; however ISDs do not receive funding for their services.