

13 categories of special education

13 Categories of Special Education: A Comprehensive Guide to Best Practices and Common Pitfalls

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Summary: This guide provides a comprehensive overview of the 13 categories of special education as defined under the Individuals with Disabilities Education Act (IDEA). For each category, it details common characteristics, best practices for effective instruction and support, and potential pitfalls to avoid. The aim is to equip educators, parents, and advocates with the knowledge needed to create inclusive and successful learning environments for students with diverse needs.

Introduction: Understanding the nuances of the 13 categories of special education is crucial for creating effective and supportive learning environments. This guide delves into each category, offering insights into identification, intervention strategies, and common challenges faced by both students and educators. Navigating the complexities of special education requires a nuanced understanding, and this resource aims to provide that foundation.

1. Specific Learning Disabilities (SLD): SLDs encompass difficulties in specific academic areas like reading, writing, or math, despite average intelligence. Best practices include differentiated instruction, assistive technology, and multi-sensory learning. Pitfalls include misdiagnosis and a lack of individualized support.

1. Autism Spectrum Disorder (ASD): ASD involves persistent challenges in social communication and interaction, along with restricted, repetitive patterns of behavior, interests, or activities. Best practices include structured routines, visual supports, social skills training, and sensory integration strategies. Pitfalls include a lack of understanding of individual needs and the use of ineffective behavioral interventions.

1. Intellectual Disabilities (ID): ID involves significant limitations in both intellectual functioning and adaptive behavior. Best practices include individualized instruction, functional skills training, and collaborative partnerships with families. Pitfalls include low expectations and a failure to capitalize on individual strengths.

1. Emotional Disturbance (ED): ED involves persistent and pervasive emotional or behavioral difficulties that significantly impact academic performance. Best practices include positive behavioral interventions and supports (PBIS), trauma-informed practices, and collaboration with mental health professionals. Pitfalls include punitive measures and a lack of access to mental health services.

1. Speech or Language Impairment (SLI): SLI encompasses difficulties with articulation, fluency, voice, or language comprehension and expression. Best practices include speech-language therapy, augmentative and alternative communication (AAC), and explicit language instruction. Pitfalls include delays in intervention and a lack of appropriate communication supports.

1. Visual Impairment (VI): VI ranges from low vision to blindness, requiring individualized adaptations for learning. Best practices include large print materials, Braille, assistive technology, and orientation and mobility training. Pitfalls include a lack of access to

appropriate resources and insufficient teacher training.

1. Hearing Impairment (HI): HI involves difficulties with auditory processing, ranging from mild to profound deafness. Best practices include hearing aids or cochlear implants, sign language instruction, and auditory-verbal therapy. Pitfalls include inadequate communication access and a lack of awareness of auditory processing challenges.
1. Orthopedic Impairment (OI): OI involves physical limitations affecting mobility, dexterity, or motor skills. Best practices include adaptive equipment, assistive technology, and modifications to the physical learning environment. Pitfalls include inaccessibility of the learning environment and a lack of individualized physical adaptations.
1. Other Health Impairment (OHI): OHI encompasses a wide range of health conditions that significantly impact a student's ability to learn, including ADHD, diabetes, epilepsy, and asthma. Best practices involve individualized health plans, accommodations for medical needs, and collaboration with healthcare providers. Pitfalls include inconsistent implementation of health plans and a lack of understanding of the impact of the health condition on learning.
1. Traumatic Brain Injury (TBI): TBI results from an external force causing damage to the brain, leading to a range of cognitive, physical, and emotional challenges. Best practices include individualized educational programs tailored to the student's specific needs, ongoing assessment, and collaboration with rehabilitation specialists. Pitfalls include a lack of awareness of the long-term effects of TBI and inadequate support for cognitive and emotional recovery.
1. Deaf-Blindness (DB): DB is a combination of hearing and visual impairments that requires specialized instruction and support. Best practices include individualized communication strategies, access to assistive technology, and a highly individualized approach to instruction. Pitfalls include a lack of specialized training for educators and insufficient access to specialized resources.

1. Developmental Delay (DD): DD refers to significant delays in one or more developmental areas (physical, cognitive, communication, social-emotional, or adaptive) before age 5. Best practices include early intervention services, individualized developmental plans, and family involvement. Pitfalls include insufficient early intervention services and inadequate screening and identification processes.

1. Autism (as a separate category in some states): While autism is often considered under ASD, some states list it as a separate category within the 13 categories of special education, reflecting its unique needs and characteristics. Best practices are the same as those listed for ASD above.

Conclusion: Understanding the 13 categories of special education is a critical step towards creating inclusive and supportive learning environments for all students. By acknowledging the unique needs of each category and implementing best practices, educators can help students with disabilities reach their full potential. Continuous professional development, collaboration with families and support staff, and a commitment to individualized instruction are essential for success in special education.

FAQs:

1. What is the Individuals with Disabilities Education Act (IDEA)? IDEA is a federal law ensuring free and appropriate public education (FAPE) for eligible children with disabilities.

1. How are students identified as needing special education services? Through a multi-step process including referral, evaluation, and determination of eligibility.

1. What is an Individualized Education Program (IEP)? An IEP is a legally binding document outlining specific educational goals and services for a student with a disability.

1. What are the roles of parents in the special education process? Parents are active participants, collaborating with educators in the development and implementation of the IEP.
1. What are assistive technologies, and how can they help students with disabilities? Assistive technologies are tools and devices that aid students in learning and accessing the curriculum.
1. What is inclusion, and how does it benefit students with disabilities? Inclusion involves integrating students with disabilities into general education classrooms as much as possible.
1. What are some common challenges faced by educators in special education? Large caseloads, inadequate resources, lack of training, and the diverse needs of students.
1. How can educators promote positive behavior in students with emotional or behavioral difficulties? Through positive behavioral interventions and supports (PBIS) and trauma-informed practices.
1. Where can I find more information and resources on special education? Through the U.S. Department of Education, state education agencies, and professional organizations like the Council for Exceptional Children (CEC).

Related Articles:

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13 categories of special education: Educating One and All National Research Council, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Committee on Goals 2000 and the Inclusion of Students with Disabilities, 1997-06-27 In the movement toward standards-based education, an important question stands out: How will this reform affect the 10% of school-aged children who have disabilities and thus qualify for special education? In *Educating One and All*, an expert committee addresses how to reconcile common learning for all students with individualized education for one—the unique student. The book makes recommendations to states and communities that have adopted standards-based reform and that seek policies and practices to make reform consistent with the requirements of special education.

The committee explores the ideas, implementation issues, and legislative initiatives behind the tradition of special education for people with disabilities. It investigates the policy and practice implications of the current reform movement toward high educational standards for all students. Educating One and All examines the curricula and expected outcomes of standards-based education and the educational experience of students with disabilities—and identifies points of alignment between the two areas. The volume documents the diverse population of students with disabilities and their school experiences. Because approaches to assessment and accountability are key to standards-based reforms, the committee analyzes how assessment systems currently address students with disabilities, including testing accommodations. The book addresses legal and resource implications, as well as parental participation in children's education.

13 categories of special education: Disability Classification in Education Lani Florian, Margaret J. McLaughlin, 2008-04-03 Makes a strong contribution to the field, illuminating many issues and significant concerns.-Mary Carlson, Special Education TeacherPark Hill K-8 School, Denver, COA unique, timeless collection that raises interesting questions about disability classification internationally.-Wendy Dallman, Special Education TeacherNew London High School, WI Promote equal educational opportunity through improved classification practices!The identification of children for special educational services has long been a topic of debate. Are students classified accurately? Do current classification systems produce adequate education services? Have systems designed to ensure equity instead resulted in discrimination?Disability Classification in Education offers a comprehensive analysis of current classification systems and categorical labels in the United States, the United Kingdom, and other countries. Covering specific national policies from historical, sociological, and legal perspectives, this collection of articles from a group of esteemed educational researchers identifies the disparities between different classification systems and suggests changes based on recent requirements, challenges, and trends. Aligned with NCLB and the reauthorization of IDEA 2004, this edited volume examines:The evolution of special education classification policies The relevance of existing disability classification systemsDilemmas educators face in using current classification proceduresAlternatives for serving learners with special needs Approaches to developing a standardized or universal classification policyIntended to stimulate discussion and spark change, this guide helps school or district administrators and university faculty improve the professional practice of those entrusted with the development and well-being of children with disabilities.

13 categories of special education: Culturally and Linguistically Diverse Exceptional Students Elizabeth A. Grassi, Heidi Bulmahn Barker, 2010 Designed for primary and secondary teachers, this text connects theory to practice while presenting foundational teaching and assessment practices for culturally and linguistically diverse exceptional (CDLE) students. It examines current and alternative practices, explores the multicultural movement, and brings together foundational information from special education and ELL/bilingual fields to target the specific needs of CDLE students. Practical in nature, the book and its resources include hands-on suggestions for immediate classroom implementation, case studies, examples of authentic student language, and video clips of teachers in action. The book is organized into four main sections: - Understanding student and family backgrounds - Strategies for assessment and planning for instruction - Strategies for content and language acquisition - Strategies for literacy instruction

13 categories of special education: Concise Encyclopedia of Special Education Cecil R. Reynolds, Elaine Fletcher-Janzen, 2004-01-30 The Concise Encyclopedia of Special Education, Second Edition is a comprehensive resource for those working in the fields of special education research and practice. Featuring reviews of assessment instruments and teaching approaches, legal issues, overviews of specific learning disabilities, dozens of biographies, and more, this complete desk reference is an indispensable guide for professionals, academics, and students alike. Named an American Library Association Top 25 Reference of the Year in its First Edition, The Concise Encyclopedia serves as an important reference for the education of handicapped and other exceptional children. Written and edited by highly regarded and respected experts in the fields of

special education and psychology, this authoritative resource guide provides a reference base for educators as well as professionals in the areas of psychology, neuropsychology, medicine, health care, social work and law. Additionally, this acclaimed reference work is essential for administrators, psychologists, diagnosticians, and school counselors, as well as parents of the handicapped themselves. What's new in this edition Comprehensive coverage of new legislation such as Individuals with Disabilities Act (IDEA) and the Americans with Disabilities Act Cultural competence in Special Education, including new material on culturally/linguistically diverse students Many new entries including notable biographies, new service delivery systems, special education laws, new assessment instruments, cross-cultural issues, neuropsychology, and use of the Internet in research and service delivery. Some of the topics covered Academic assessment Achievement tests Addictions Bilingual education Child and adolescent behavior management Counseling with individuals and families with disabilities Early childhood education Gifted education Intelligence tests Mathematics disabilities Psychoeducational methods Rehabilitation Socioeconomic status Special education parent and student rights Traumatic brain injury

13 categories of special education: *Encyclopedia of Disability* Gary L Albrecht, 2006 Presents current knowledge of and experience with disability across a wide variety of places, conditions, and cultures to both the general reader and the specialist.

13 categories of special education: The Complete Guide to Special Education Linda Wilmschurst, Alan W. Brue, 2018-02-21 The Complete Guide to Special Education, Third Edition, explores the special education process from testing and diagnosis to IEP meetings and advocating for special needs children. The stages of identification, assessment, and intervention are explained step by step to help you better understand special needs students' legal rights and how to become an active, effective member of a child's educational team. This third edition has been revised throughout and discusses Response to Intervention (RTI); provides updates on new laws and regulations; expands coverage of autism spectrum disorders and bipolar disorder; and includes a revamped Resources section for teachers and parents.

13 categories of special education: The Wiley Handbook of Teaching and Learning Gene E. Hall, Linda F. Quinn, Donna M. Gollnick, 2018-09-12 Provides a comprehensive reference for scholars, educators, stakeholders, and the general public on matters influencing and directly affecting education in today's schools across the globe This enlightening handbook offers current, international perspectives on the conditions in communities, contemporary practices in schooling, relevant research on teaching and learning, and implications for the future of education. It contains diverse conceptual frameworks for analyzing existing issues in education, including but not limited to characteristics of today's students, assessment of student learning, evaluation of teachers, trends in teacher education programs, technological advances in content delivery, the important role for school leaders, and innovative instructional practices to increase student learning. The Wiley Handbook of Teaching and Learning promotes new, global approaches to studying the process of education, demonstrates the diversity among the constituents of schooling, recognizes the need for and presents a variety of approaches to teaching and learning, and details exemplary practices in education. Divided into four sections focused on general topics—context and schooling; learners and learning; teachers and teaching; and educators as learners and leaders—and with all-new essays that look at what has been, what is, and what could be, this book is destined to inspire thoughtful contemplation from readers about what it means to teach and learn. Examines teaching, learners, and learning from a contemporary, international perspective, presenting alternative views and approaches Provides a single reference source for teachers, education leaders, and agency administrators Summarizes recent research and theory Offers evidence-based recommendations for practice Includes essays from established and emerging U.S. and international scholars Each chapter includes a section encouraging readers to think ahead and imagine what education might be in the future Scholars from around the world provide a range of evidence-based ideas for improving and modifying current educational practices, making The Wiley Handbook of Teaching and Learning an important book for the global education community and those planning on entering into it.

13 categories of special education: Personnel Preparation Thomas E. Scruggs, 2008-05-19

Advances in knowledge of effective strategies for the treatment of learning and behavioral disabilities are of little use without highly trained and effective personnel to implement these strategies. This volume discusses a wide range of important issues in the preparation of those personnel.

13 categories of special education: Special Education Law and Policy Jacqueline A.

Rodriguez, Wendy W. Murawski, 2020-12-18 Understanding the relationship between law, advocacy, and Special Education is crucial for those who educate and advocate on behalf of students with disabilities. *Special Education Law and Policy: From Foundation to Application* provides a framework for understanding and implementing the law as it applies to students with disabilities and their families. Dr. Rodriguez and Dr. Murawski crafted a textbook that distills complex legal concepts into a digestible format to ensure readers understand their roles as teachers, counselors, administrators, and advocates. Their clear and accessible style of writing is intended for students and practitioners and offers case law and real-world examples to highlight the effective application of both law and policy. With contributions from experienced educators and legal professionals, readers will gather the foundational knowledge they need to support students, families, and schools. This is the text that every administrator, teacher, and advocate will want at their fingertips! Key Features: * Authentic case studies of challenging issues resolved from different perspectives * Chapter objectives and summaries to improve retention * Boxes throughout the text with key terms, concepts, and checks for understanding * Putting it in Practice and Application in Action boxes with real-world examples from case law * For Further Consideration sections at the end of each chapter with discussion questions, case law, and additional resources

13 categories of special education: A Clinician's Guide to Learning Disabilities Carleen

Franz, Lee Ascherman, Julia Shaftel, 2017-10-19 *The Clinician's Guide to Learning Disabilities* provides a succinct description of the various types of learning disorders that affect educational achievement, illustrated with numerous case studies and supplemented with clear descriptions of educational assessment best practices and score reporting. Interpretation of psychoeducational reports is clarified for clinicians who seek guidance on how to make sense of many types of test scores. Current diagnostic practices for DSM-5 and IDEA are compared and contrasted. An entire chapter on the legal background of learning disabilities provides guidance on supports for students with learning disabilities in all settings. Chapters on preschool assessment and the transition to post-high school college and career expand the scope of the book beyond the school years. No other book describes learning disorders and the psychoeducational evaluation process for mental health clinicians who work with these children and adolescents. A chapter on referral and collaboration will inform clinicians who seek deeper educational knowledge about their clients to better guide students and their families.

13 categories of special education: The Praeger International Handbook of Special

Education Michael L. Wehmeyer, James R. Patton, 2017-06-15 This handbook provides a concise overview of special education services in countries across the world, using the Article on Education in the United Nations Convention on the Rights of Persons with Disabilities as the analytical frame. The *Praeger International Handbook of Special Education* presents a concise and clear overview of special education services in more than 70 countries across the world using the Article on Education in the United Nations Convention on the Rights of Persons with disabilities as the analytical frame. Each chapter offers information about the country in general, followed by sections on the public education system, the private education system, the special education system, teacher training requirements, and barriers to and promising trends in inclusive and special education. The volumes and chapters are organized by the United Nations Geoscheme, with Volume 1 including an overview of the volumes and chapters on countries in the Americas, Volume 2 addressing countries from Europe and Africa, and Volume 3 focusing on countries in Asia and Oceania. This is the most complete exploration of the delivery of supports and services to children and youth with disabilities across the globe available. The volumes do not compare among or between countries, but rather

provide a baseline for understanding current special education practices and their relationship with general education and inclusive practices across the globe. Readers will come away with an in-depth understanding of what is happening with regard to the implementation of special education services and Article 24 of the Convention for the Rights of People with Disabilities. This valuable reference set serves researchers, graduate students, and policymakers in special and general education as well as professionals focused on issues of education worldwide and scholars focused on international special education. As such, this handbook will be an important reference source for university libraries, professional associations, and policy entities.

13 categories of special education: General and Special Education Inclusion in an Age of Change Jeffrey P. Bakken, Festus E. Obiakor, 2016-11-04 This volume will address the most current perspectives and issues related to general and special education inclusion and will be written by leaders in the field with particular expertise in this area. This volume will be an excellent resource for special educators, administrators, mental health clinicians, school counsellors, and psychologists.

13 categories of special education: The Child who is Hard of Hearing United States. Children's Bureau, 1952

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13 categories of special education: The Intentional IEP Stephanie DeLussey, 2024-01-24 Learn how to put together IEPs with the power to make a real difference for students The Intentional IEP shows special education teachers how to successfully collaborate with all stakeholders—parents or guardians, general ed teachers, therapists, and beyond—to work toward students' success. Too many of us aren't trained to write the Individualized Education Programs that help millions of students with thrive in school. This book fills that training gap, explaining the importance of assembling an IEP team and inviting this team to confront and improve its current processes and habits to make IEP writing simpler and more effective. With all the pressures that educators are under, it's easy to cut corners when it comes time to write IEPs. Writing them in isolation, leaving them to the night before, making decisions without consulting data and research, letting family collaboration fall to the wayside—most special educators have made these mistakes at some point. The Intentional IEP equips you with the resources you need to feel confident in approaching IEPs the right way, including prioritizing the many competing demands you face so you can find the capacity to show up for your students. This book offers: Clear, step-by-step solutions for all IEP members that can easily be implemented at any time during the school year Collaboration strategies for IEP teammates to rely on one another for expert and professional knowledge Tools and

reproducibles to strengthen practices and overcome common hurdles Direct advice from a veteran special education teacher who has seen what a difference collaboration in the IEP can make for students The Intentional IEP is a timely resource for special education teachers, general education teachers, and support staff, as well as teacher training programs. Parents and guardians with students will also benefit from this clearly written guide to the IEP.

13 categories of special education: When Your Child Learns Differently Kathryn Fishman-Weaver, 2021-09-28 Advocating for a child who learns differently can sometimes feel like an isolating and daunting task. This book reminds families that they are not alone. When Your Child Learns Differently is a compassionate guide that:

13 categories of special education: Handbook of Research on Advancing Teaching and Teacher Education in the Context of a Virtual Age Zimmerman, Aaron Samuel, 2022-12-28 The possibilities of the virtual age can provide many valuable resources and opportunities for teachers, preservice teachers, and teacher educators. However, in order to utilize these resources responsibly and productively, the researchers and practitioners of teaching and teacher education must better understand the new potentials and pitfalls related to teaching and learning that are present within the virtual age. The Handbook of Research on Advancing Teaching and Teacher Education in the Context of a Virtual Age focuses on the recent innovations in teaching and teacher education as well as innovations in the curriculum and pedagogy of teacher education. It deepens discussions related to how teacher education can address educational possibilities within this digital age. Covering topics such as learning material adaptation, teacher talent pipelines, and metaverse, this major reference work is a comprehensive resource for administrators and educators of both K-12 and higher education, teacher educators, pre-service teachers, government officials, librarians, researchers, and academicians.

13 categories of special education: Learning disabilities screening and evaluation guide for low- and middle-income countries Anne M. Hayes, Eileen Dombrowski, Allison H. Shefcyk, Jennae Bulat, 2018-04-29 Learning disabilities are among the most common disabilities experienced in childhood and adulthood. Although identifying learning disabilities in a school setting is a complex process, it is particularly challenging in low- and middle-income countries that lack the appropriate resources, tools, and supports. This guide provides an introduction to learning disabilities and describes the processes and practices that are necessary for the identification process. It also describes a phased approach that countries can use to assess their current screening and evaluation services, as well as determine the steps needed to develop, strengthen, and build systems that support students with learning disabilities. This guide also provides intervention recommendations that teachers and school administrators can implement at each phase of system development. Although this guide primarily addresses learning disabilities, the practices, processes, and systems described may be also used to improve the identification of other disabilities commonly encountered in schools.

13 categories of special education: Encyclopedia of Special Education Cecil R. Reynolds, Elaine Fletcher-Janzen, 2007-02-26 The Third Edition of the highly acclaimed Encyclopedia of Special Education has been thoroughly updated to include the latest information about new legislation and guidelines. In addition, this comprehensive resource features school psychology, neuropsychology, reviews of new tests and curricula that have been developed since publication of the second edition in 1999, and new biographies of important figures in special education. Unique in focus, the Encyclopedia of Special Education, Third Edition addresses issues of importance ranging from theory to practice and is a critical reference for researchers as well as those working in the special education field.

13 categories of special education: Identifying, Assessing, and Treating Self-Injury at School David N. Miller, Stephen E. Brock, 2010-07-05 Nonsuicidal self-injury (NSSI) among young people—most notably in the form of forearm- or wrist-cutting—occurs across cultural groups, social strata, and developmental stages, puzzling and repelling adults. Youth engaging in NSSI behaviors are at a higher risk for suicidality as well as other mental health and academic problems. And

because NSSI is often first noticed in the school setting (as is the case with many children's disorders), school professionals are being encouraged to take a more proactive role in intervention. The first book specifically geared toward education personnel, *Identifying, Assessing, and Treating Self-Injury at School* clearly defines NSSI, differentiating it from suicidal, borderline, and other behaviors and analyzing the psychological contexts in which it occurs. This school-based perspective gives readers a practical framework for earlier, more accurate diagnosis; relevant consulting with parents, teachers, and colleagues; and effective, science-based treatment. Included in the coverage: an overview of causes of self-injury, current findings on prevalence and associated conditions, early screening guidelines, including risk factors and warning signs, the latest information on assessment issues and diagnostic methods, a separate chapter on psychoeducational assessment and up-to-date research on interventions for NSSI. *Identifying, Assessing, and Treating Self-Injury at School* offers a solid foundation for school psychologists and allied educational professionals to understand students with NSSI and address their complex needs.

13 categories of special education: *Unifying Educational Systems* Leonard C. Burrello, Wayne Sailor, Jeannie Kleinhammer-Tramill, 2013 *Unifying Educational Systems* encourages leaders to move beyond the traditional forms and rituals of leadership for special education that are caught within traditional definitions of a continuum of services. Grounded in public policy debates, research on teaching and learning, and an emerging consensus throughout the leadership community that calls into question our current practices, chapters in this volume provide a discussion of the purpose, principles, and paradoxes extant in the implementation of current special education policy. Chapter authors discuss how students are currently served, the feasibility of re-conceptualizing special education leadership in the current policy context, and the challenges for the future. Ultimately, *Unifying Educational Systems* calls for a new policy framework to integrate special education within the larger instructional support system in schools, in order to support a social justice and inclusive practices agenda.

13 categories of special education: *The Routledge International Handbook of Dyslexia in Education* Gad Elbeheri, Lee Siang, 2022-07-20 *The Routledge International Handbook of Dyslexia in Education* showcases the various examples, expertise, and successful initiatives attempted to include students with dyslexia around the globe. It highlights progress and identifies gaps for growth globally to stand united against dyslexia as a literacy problem and a specific learning disability challenge. Taking a truly global view, each chapter from world-leading experts highlights issues related to the definition of dyslexia and how it is recognised locally, its implications on relevant legislations and educational policy and how teacher training programs on dyslexia are delivered at both pre-service and in-service levels. Contributors to this handbook also discuss and compare the services and tools available to identify individuals with dyslexia, such as nationally standardized tests and tools for dyslexia assessment. Students, researchers, teachers and other educational professionals who require highly relevant, research-informed guidance on dyslexia and its awareness, identification, training, outreach, and intervention around the globe will find this handbook an essential and timely resource. Readers will also be able to identify shared experiences and good lessons from around the world, as well as learn about better strategies to guide their journey in their own local community.

13 categories of special education: *Inclusion Strategies for Young Children* Lorraine O. Moore, 2009-02-19 Concrete methods for enhancing young children's growth and development! This user-friendly book, written for educators who work with 3- to 7-year-olds, provides more than 350 strategies to promote success for beginning learners, especially those with special needs. The second edition contains current brain research about learning and behavior challenges, updated information on IDEA 2004, a glossary, resource listings of organizations, and reproducibles. The author provides teachers with developmentally appropriate practices to help children: Increase motor skills Develop emotionally and socially Acquire better communication, listening, and attention skills Work toward self-management of behaviors Develop preparatory reading, writing, and math skills

13 categories of special education: *Preschool Assessment* Marla R. Brassard, Ann E. Boehm, 2011-06-08 Comprehensive and user friendly, this ideal professional reference and graduate text provides a developmentally informed framework for assessing 3- to 6-year-olds in accordance with current best practices and IDEA 2004 guidelines. The authors are leading clinician-researchers who take the reader step by step through selecting appropriate measures, integrating data from a variety of sources, and using the results to plan and evaluate effective interventions and learning experiences. Coverage encompasses screening and assessment of cognitive, linguistic, emotional, and behavioral difficulties, including mental retardation and autism. Case studies illustrate key facets of assessing diverse children and families; appendices offer concise reviews of over 100 instruments.

13 categories of special education: *Home, School, and Community Collaboration* Kathy B. Grant, Julie A. Ray, 2010 Using the culturally responsive family support model, this text prepares teachers to work effectively with the diverse families of their students Filled with practical suggestions and reflective opportunities, *Home, School, and Community Collaboration* uses the culturally responsive family support model to prepare readers to work with children from diverse families. This text includes contributions from 24 experts in the field in addressing the issues in family involvement that today's teachers are likely to encounter. Key Features: Covers family systems theory, family involvement models, and the family support approach Includes a wide range of practical strategies for use in today's schools, as well as activities that help readers make connections between the course content and their own experiences Features case studies and vignettes that provide opportunities for reflection and help readers apply text information to real-life settings Accompanied by Outstanding Ancillaries: Instructor Resources on a CD offer valuable resources for qualified adopters, such as sample syllabi, teaching tips, PowerPoint presentations, and a comprehensive test bank. Contact Customer Care at 1-800-818-SAGE from 6 AM-5 PM, PT, to request a

copy. A Student study site offers practice tests, flashcards, web resources, and SAGE journal articles on topics covered in the text.

13 categories of special education: *Making Money Matter* National Research Council, Division of Behavioral and Social Sciences and Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on Education Finance, 1999-12-30 The United States annually spends over \$300 billion on public elementary and secondary education. As the nation enters the 21st century, it faces a major challenge: how best to tie this financial investment to the goal of high levels of achievement for all students. In addition, policymakers want assurance that education dollars are being raised and used in the most efficient and effective possible ways. The book covers such topics as: Legal and legislative efforts to reduce spending and achievement gaps. The shift from equity to adequacy as a new standard for determining fairness in education spending. The debate and the evidence over the productivity of American schools. Strategies for using school finance in support of broader reforms aimed at raising student achievement. This book contains a comprehensive review of the theory and practice of financing public schools by federal, state, and local governments in the United States. It distills the best available knowledge about the fairness and productivity of expenditures on education and assesses options for changing the finance system.

13 categories of special education: *Cases on Service Delivery in Special Education Programs* Epler, Pam L., 2018-12-28 Educators are continually pressured to create interesting and educational lessons for students of varying learning abilities. While technology steadily improves classroom learning, education systems struggle to develop more innovative teaching methods for students with disabilities. *Cases on Service Delivery in Special Education Programs* compiles real-world case studies on successful classroom models and practices to provide rewarding learning environments for students with disabilities. Addressing topics such as behavior modification, social development, and teacher collaboration, this publication is an essential reference source for special education teachers, supervisors, directors, administrators, principals, and policymakers, as well as

academicians and researchers interested in developing special education programs within school districts and classrooms.

13 categories of special education: A Principal's Guide to Special Education (3rd Edition) David F. Bateman, C. Fred Bateman, 2014-01-01 An essential handbook for educating students in the 21st century, since its initial publication *A Principal's Guide to Special Education* has provided guidance to school administrators seeking to meet the needs of students with disabilities. The third edition of this invaluable reference, updated in collaboration with and endorsed by the National Association of Elementary School Principals and the National Association of Secondary School Principals and incorporating the perspectives of both teachers and principals, addresses such current issues as teacher accountability and evaluation, instructional leadership, collaborative teaching and learning communities, discipline procedures for students with disabilities, and responding to students' special education needs within a standards-based environment.

13 categories of special education: Dilemmas of Difference, Inclusion and Disability Brahm Norwich, 2007-09-25 ****Shortlisted for the nasen Special Educational Needs Academic Book award 2008**** Inclusion has become very influential internationally in the field of schooling. This has involved the introduction of policies that pursue more provision for, and acceptance of, students with special educational needs or disabilities in ordinary school settings. However, these policies represent different and often conflicting values and approaches to education. The basic dilemma of difference is whether to recognise or not to recognise differences, as either way there are negative implications or risks associated with stigma, devaluation, rejection or denial of relevant opportunities. This is the first book to examine ideas about these dilemmas from a range of disciplines and fields about the nature and origins of such dilemmas as they apply to special and inclusive education. In particular these dilemmas are about: identification – whether to identify students as having special educational needs / disabilities or not? curriculum – how much of a common curriculum is relevant to these students? placement – can appropriate learning can take place in ordinary schools and classes or not? This ground-breaking book examines professional educators and administrators at national and local authority level across three countries – England, USA and the Netherlands – and questions how they recognise tensions or dilemmas in responding to student differences. Of interest to researchers, students, academics and professionals, this study will provide a much needed, balanced and powerful contribution to the inclusion debate.

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13 categories of special education: The Special Education Toolbox Nicholas D. Young, Melissa A. Mumby, Michaela Rice, 2019-06-08 The world of special education can sometimes feel like a confusing place to novice teachers and families; however, *The Special Education Toolbox: Supporting Exceptional Teachers, Students and Families* is a primer that everyone can use to become an expert in their own right. Beginning with a brief walk through special education history and including the basics of assessment and IEP writing, this book considers student success from a

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13 categories of special education: The Assessment of Emergent Bilinguals Kate Mahoney, 2017-02-20 This textbook is a comprehensive introduction to the assessment of students in K-12 schools who use two or more languages in their daily life: English Language Learners (ELLs), or Emergent Bilinguals. The book includes a thorough examination of the policy, history and assessment/measurement issues that educators should understand in order to best advocate for their students. The author presents a decision-making framework called PUMI (Purpose, Use, Method, Instrument) that practitioners can use to better inform assessment decisions for bilingual children. The book will be an invaluable resource in teacher preparation programs, but will also help policy-makers and educators make better decisions to support their students.

13 categories of special education: The General Educator's Guide to Special Education Jody L. Maanum, 2009-03-26 This is a great resource for general and special education teachers, administrators, and paraprofessionals looking for answers when working with students with special needs. What a wonderful guide for supporting our day-to-day work. —Heidi Rinke, Special Education Teacher Wheaton Area Schools, MN The essential guide for teaching effectively in the inclusive classroom! Through IDEA 2004, students who are eligible to receive services to meet their special needs are guaranteed certain rights and benefits in the general education classroom. The third edition of this user-friendly handbook offers easy-to-implement strategies, recommendations, and answers to questions that help general education classroom teachers provide the best support for all students. In addition to an all-new section that outlines the basics of the Response to Intervention (RTI) model, this resource presents research-based intervention ideas to sustain student progress and describes: Instructional approaches for the 13 recognized disability categories under which students may be eligible to receive special education services An easy to follow, step-by-step explanation of the special education process Ready-to-use classroom accommodation and modification options to ensure appropriate student access to the general education curriculum The transition process for students with special needs Accessible, up-to-date, and comprehensive, The General Educator's Guide to Special Education provides much-needed guidance to new and veteran teachers as they meet the diverse needs of their students.

13 categories of special education: Kids in the Middle Marshall Strax, Carol Strax, Bruce S. Cooper, 2012-03-14 Kids in the Middle: The Micro-Politics of Special Education takes the reader on a fascinating journey through special education in the past, present, and future. On this journey, the micro-politics of special education are seen through the eyes and experiences of children with disabilities, their parents and advocates, adult educators, and school administrators. Supplementing these perspectives to develop an understanding of special education that goes beyond its administrative and political aspects, such as the Individuals with Disabilities Education Act (IDEA), are scholars with expertise in special education law, administration, severe and profound disabilities, ethics, finance, teaching, and disability rights. Together, these voices explain the micro-political issues that affect how children with disabilities are educated. Kids in the Middle promotes a new model of special education to help transform special education. Instead of perpetuating a system grounded in the concepts of promises, privilege, and power, this book considers how to build a system based on caring, compassion, and the common good, a system that will elevate the status of special education children who are lost in the middle.

13 categories of special education: Digest of Education Statistics 2012 Thomas D. Snyder, Sally A. Dillow, 2014-04 Digest of Education Statistics 2012 is the 48th in a series of publications initiated in 1962. Its primary purpose is to provide a compilation of statistical information covering the broad field of American education—from pre-kindergarten through graduate school—drawn from government and private sources, but especially from surveys and other activities led by NCES (National Center for Education Statistics) part of the Institute for Education Sciences (IES). The digest contains data on the number of schools, students, and teachers, as well as statistics on

educational attainment, finances, libraries, technology, and international comparisons. Details on population trends, education attitudes, labor force characteristics, and federal aid supplies helpful background for evaluating the education data. This statistical reference could be helpful to parents choosing schools for their children as well as for teachers, librarians, and public administrators as it tracks enrollment, population trends and key areas of studies with student progress. It also tracks the post-secondary/college level detailing undergraduate tuition and room/board ESTIMATE costs at private nonprofit institutions, private for profit institutions and public institutions. It also tallies the number of postsecondary degrees and provides some gender demographics in this area. The Digest contains seven chapters: All Levels of Education, Elementary and Secondary Education, Postsecondary Education, Federal Programs for Education and Related Activities, Outcomes of Education, International Comparisons of Education, and Libraries and Adult Education. Preceding these chapters is an Introduction that provides a brief overview of current trends in American education, which supplements the tabular materials in chapters 1 through 7. The Digest concludes with three appendixes. The first appendix, Guide to Sources, provides a brief synopsis of the surveys used to generate the Digest tables; the second, Definitions, is included to help readers understand terms used in the Digest; and the third, Index of Table Numbers, allows readers to quickly locate tables on specific topics. In addition to updating many of the statistics that have appeared in previous years, this edition contains new material, including: Percentage distribution of 6- to 18-year olds, by parent's highest level of educational attainment, household type (either two-parent or single-parent), and child's race/ethnicity (table 12); Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region (table 44); Number and percentage of public school students participating in programs for English language learners, by state (table 47); Children 3 to 21 years old served under Individuals with Disabilities Education Act, Part B, by age group and race/ethnicity (table 49); Percentage of 3-, 4-, and 5-year-old children enrolled in preprimary programs, by attendance status, level of program, and selected child and family characteristics (table 57); Number and enrollment of public elementary and secondary schools that have closed, by school level and type (table 109); Number and percentage distribution of public school students eligible for free or reduced-price lunch, by school level, locale, and student race/ethnicity (table 112); Public elementary and secondary charter schools and enrollment, by state (table 117); First-time kindergartners' reading, mathematics, science, cognitive flexibility, and approaches to learning scale scores in fall and spring of the kindergarten year, by selected child, family, and school characteristics (table 135); Number and percentage distribution of kindergartners, by kindergarten entry status (i.e., early entrant, on-time entrant, delayed entrant, or kindergarten repeater) and selected child, family, and school characteristics (table 136); Kindergartners' reading, mathematics, science, cognitive flexibility, and approaches to learning scale scores in fall and spring of the kindergarten year, by kindergarten entry status (table 137); Percentage of 9th-grade students participating in various school-sponsored and non-school-sponsored activities, by sex and race/ethnicity (table 183); Percentage of 4th-, 8th-, and 12th-graders absent from school in the last month, by selected student and school characteristics and number of days absent (table 187); Total and current expenditures per pupil in fall enrollment in public elementary and secondary schools, by function and subfunction (table 214); Total fall enrollment in all postsecondary institutions participating in Title IV programs, by degree-granting status and control of institution (table 222); Percentage of recent high school completers enrolled in 2-year and 4-year colleges, by income level (table 236); Number of postsecondary students who entered the student loan repayment phase, number of students who defaulted, and 2-year student loan cohort default rates, by level and control of institution (table 400); Number and percentage of persons 16 to 24 years old who were neither enrolled in school nor working, by educational attainment, age group, family poverty status, and race/ethnicity (table 429); Employment to population ratios of all persons, males, and females 16 to 64 years old, by age group and educational attainment (tables 431, 432, and 433); Unemployment rates of all persons, males, and females 16 to 64 years old, by age group and educational attainment (tables 434, 435, and 436);

Percentage of high school students age 16 over who were employed, by age group, sex, race/ethnicity, family income, nativity, and hours worked per week (table 441); and Average reading literacy scale scores of fourth-graders and percentage whose schools emphasize reading skills and strategies at or before second grade or at third grade, by sex and country or other education system (table 462).

13 categories of special education: Handbook of Research in Education Finance and Policy Helen F. Ladd, Margaret E. Goertz, 2014-12-17 Sponsored by the Association for Education Finance and Policy (AEFP), the second edition of this groundbreaking handbook assembles in one place the existing research-based knowledge in education finance and policy, with particular attention to elementary and secondary education. Chapters from the first edition have been fully updated and revised to reflect current developments, new policies, and recent research. With new chapters on teacher evaluation, alternatives to traditional public schooling, and cost-benefit analysis, this volume provides a readily available current resource for anyone involved in education finance and policy. The Handbook of Research in Education Finance and Policy traces the evolution of the field from its initial focus on school inputs and revenue sources used to finance these inputs, to a focus on educational outcomes and the larger policies used to achieve them. Chapters show how decision making in school finance inevitably interacts with decisions about governance, accountability, equity, privatization, and other areas of education policy. Because a full understanding of important contemporary issues requires inputs from a variety of perspectives, the Handbook draws on contributors from a number of disciplines. Although many of the chapters cover complex, state-of-the-art empirical research, the authors explain key concepts in language that non-specialists can understand. This comprehensive, balanced, and accessible resource provides a wealth of factual information, data, and wisdom to help educators improve the quality of education in the United States.

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