

13 special education classifications

13 Special Education Classifications: A Comprehensive Guide

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Publisher: Exceptional Needs Publishing, a leading publisher of educational resources for special education professionals and parents. Exceptional Needs Publishing is renowned for its commitment to evidence-based practices and inclusive education.

Editor: Mr. David Miller, M.Ed., a certified special education teacher and editor with over 15 years of experience in developing and reviewing educational materials.

Keyword: 13 special education classifications

Introduction:

Understanding the complexities of special education requires familiarity with the various classifications used to identify and categorize students' unique learning needs. While specific classifications and their criteria may vary slightly across states and countries, a general understanding of the common categories provides a crucial foundation. This article delves into 13 common special education classifications, exploring their defining characteristics, methodologies, and approaches to support students' individual learning journeys. The categorization of students under these 13 special education classifications demands a nuanced and careful assessment process, ensuring accurate identification and appropriate support.

1. **Specific Learning Disabilities (SLD):** This is arguably the most prevalent category within the 13 special education classifications. SLDs encompass difficulties in areas like reading, writing, mathematics, or reasoning abilities, not attributable to other conditions. Methodologies include differentiated instruction, multi-sensory learning, and assistive technology.
1. **Speech or Language Impairments:** This classification includes disorders affecting articulation, fluency, voice, language comprehension, or expression. Approaches

involve speech therapy, augmentative and alternative communication (AAC) strategies, and modifications to classroom communication.

1. Intellectual Disabilities (ID): Characterized by significant limitations in both intellectual functioning and adaptive behavior, ID requires individualized instruction focusing on functional skills and life skills development. Supported employment and community-based learning are integral parts of the support system.
1. Autism Spectrum Disorder (ASD): A neurodevelopmental disorder impacting social interaction, communication, and behavior, ASD necessitates individualized interventions targeting social skills, communication strategies (e.g., PECS, social stories), and behavioral management techniques (e.g., Applied Behavior Analysis - ABA).
1. Emotional Disturbance (ED): This classification encompasses students exhibiting behavioral or emotional responses that significantly differ from age-appropriate norms. Effective support includes behavioral interventions, counseling, social-emotional learning programs, and a therapeutic classroom environment.
1. Traumatic Brain Injury (TBI): Resulting from an external force impacting the brain, TBI necessitates individualized rehabilitation plans addressing cognitive, physical, and social-emotional needs. Specialized therapies, such as occupational therapy and physical therapy, are often required.
1. Other Health Impairments (OHI): This broad category encompasses chronic or acute health conditions significantly affecting educational performance. Methodologies focus on adapting the learning environment to accommodate the student's health needs, including frequent breaks, individualized pacing, and assistive technology. Asthma, diabetes, and epilepsy are examples that fall under this category within the 13 special education classifications.
1. Visual Impairments (VI): Encompassing blindness and low vision, VI necessitates specialized instruction using Braille, large print, assistive technology, and orientation and mobility training.

1. Deafness and Hearing Impairments (D/HI): Students with deafness or hearing impairments benefit from auditory-verbal therapy, sign language instruction, assistive listening devices, and communication strategies that foster clear and effective communication.
1. Orthopedic Impairments: These are physical disabilities affecting bones, joints, or muscles. Adaptations may include assistive technology, wheelchair accessibility, and modifications to physical activities.
1. Multiple Disabilities: This category refers to students with two or more disabilities, making it crucial to develop highly individualized education programs to meet the complex needs presented within the 13 special education classifications.
1. Deaf-Blindness: This rare classification combines visual and auditory impairments, requiring specialized instruction emphasizing tactile learning, adapted communication methods, and a strong emphasis on sensory integration.
1. Developmental Delay: Used primarily for preschool children, developmental delay indicates delays in one or more areas of development, necessitating early intervention services to support their progress before formal schooling. This falls within the 13 special education classifications and is a crucial intervention point.

Methodologies and Approaches:

The methodologies used to support students within these 13 special education classifications vary significantly. They generally emphasize individualized education programs (IEPs), which are tailored to each student's unique needs and goals. Common approaches include:

Differentiated Instruction: Adapting teaching methods and materials to cater to diverse learning styles and needs.

Assistive Technology: Employing technology to support learning, communication, and access to the curriculum.

Universal Design for Learning (UDL): Creating flexible learning environments that are accessible to all learners.

Positive Behavior Interventions and Supports (PBIS): Implementing proactive strategies to prevent and address challenging behaviors.

Response to Intervention (RTI): A multi-tiered approach to providing support to students experiencing difficulties in the general education setting.

Summary:

This article outlined 13 common special education classifications, detailing their defining characteristics and highlighting the diverse methodologies employed to support students with unique learning needs. Understanding these classifications is fundamental for educators, parents, and other professionals working with students in special education. The overarching theme is the importance of individualized support, tailoring interventions to address the specific needs of each student. The 13 special education classifications provide a framework for understanding the diverse learning needs of students, emphasizing the necessity of individualized support plans and effective interventions. The focus on effective methodologies and evidence-based practices is key to ensuring that all students achieve their full potential.

Conclusion:

Navigating the world of special education requires a deep understanding of the various classifications and the range of methodologies used to support students. The 13 special education classifications discussed in this article represent a broad spectrum of learning needs, highlighting the necessity for individualized education programs and ongoing assessment. By fostering a collaborative environment between educators, parents, and support professionals, students with disabilities can thrive and reach their full potential. The ultimate goal is to provide inclusive and equitable educational opportunities for all learners, regardless of their unique challenges.

FAQs:

1. What is an IEP? An Individualized Education Program (IEP) is a legally mandated document outlining specific educational goals and services for students with disabilities.
1. How are students classified for special education? Classification is a multi-step process involving assessments, observations, and collaboration between educators, parents, and specialists.
1. What is the difference between an IEP and a 504 plan? A 504 plan provides accommodations for students with disabilities who don't require specialized instruction, unlike IEPs.

1. What role do parents play in the special education process? Parents are integral partners, involved in assessments, IEP development, and the monitoring of their child's progress.
1. What are some common assistive technologies used in special education? Examples include text-to-speech software, augmentative and alternative communication devices, and adapted keyboards.
1. How does Response to Intervention (RTI) work? RTI uses a tiered approach to provide increasing levels of support to students struggling academically or behaviorally.
1. What is the role of inclusion in special education? Inclusion emphasizes educating students with disabilities alongside their typically developing peers in the general education classroom whenever possible.
1. How can I find more information about special education resources in my area? Contact your local school district's special education department or state education agency.
1. What are some advocacy groups for children with special needs? Several organizations like the Parent Training and Information Centers (PTICs) and national organizations focused on specific disabilities offer invaluable support and resources.

Related Articles:

1. Understanding Specific Learning Disabilities: A detailed exploration of the various types of SLDs and effective intervention strategies.
1. Autism Spectrum Disorder: Diagnosis and Intervention: A comprehensive guide to

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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

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13 special education classifications: The Politics of Race, Class and Special Education Sally Tomlinson, 2014-05-09 In the World Library of Educationalists series, international experts themselves compile career-long collections of what they judge to be their finest pieces – extracts from books, key articles, salient research findings, major theoretical and practical contributions – so the world can read them in a single manageable volume. Readers will be able to follow the themes and strands and see how their work contributes to the development of the field. Professor Sally Tomlinson brings together 12 of her key writings in one place, including chapters from her best-selling books and articles from leading journals. In this landmark publication she reviews and recounts the history and development of her research and writing over 30 years that is concerned with the politics of education systems, especially special education, and the place of social classes and ethnic and racial minorities in the systems. Social class, race and gender have historically always been essential markers in deciding who would receive a minimum or inferior education and thus fail to obtain whatever were currently acceptable qualifications. Definitions of the ‘less able’ or ineducable were based on beliefs in the biological and cultural inferiority of lower social classes, racial and immigrant groups. Professor Tomlinson’s aim in her work has always been to introduce sociological, historical and political perspectives into an area dominated by psychological, administrative and technical views and to explain how the individual ‘problems’ were connected to wider social structures and policies. This unique collection illustrates the development of Professor Tomlinson’s thinking over the course of her long and esteemed career.

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13 special education classifications: Proceedings of the 13th International Congress on Mathematical Education Gabriele Kaiser, 2017-10-31 This book is open access under a CC BY 4.0 license. The book presents the Proceedings of the 13th International Congress on Mathematical Education (ICME-13) and is based on the presentations given at the 13th International Congress on Mathematical Education (ICME-13). ICME-13 took place from 24th- 31st July 2016 at the University of Hamburg in Hamburg (Germany). The congress was hosted by the Society of Didactics of Mathematics (Gesellschaft für Didaktik der Mathematik - GDM) and took place under the auspices of the International Commission on Mathematical Instruction (ICMI). ICME-13 brought together about 3.500 mathematics educators from 105 countries, additionally 250 teachers from German speaking countries met for specific activities. Directly before the congress activities were offered for 450 Early Career Researchers. The proceedings give a comprehensive overview on the current state-of-the-art of the discussions on mathematics education and display the breadth and deepness of current research on mathematical teaching-and-learning processes. The book introduces the major activities of ICME-13, namely articles from the four plenary lecturers and two plenary panels, articles from the five ICMI awardees, reports from six national presentations, three reports from the thematic afternoon devoted to specific features of ICME-13. Furthermore, the proceedings contain descriptions of the 54 Topic Study Groups, which formed the heart of the congress and reports from 29 Discussion Groups and 31 Workshops. The additional important activities of ICME-13, namely papers from the invited lecturers, will be presented in the second volume of the proceedings.

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supports and school-based mental health services as they apply to specific conditions. This resource provides comprehensive coverage of school psychologists' responsibilities, including assessment, educational and skill-based interventions and supports, consulting with key stakeholders, and advocacy. Case studies address classification issues and varied approaches psychologists can use to support students. Chapters provide a variety of features to reinforce knowledge, including quick facts, discussion questions, and sources for additional resources. Instructor's ancillaries include instructor's manual, test questions, and mapping to NASP domains as well as PowerPoints and a test bank. Purchase includes digital access for use on most mobile devices or computers. Key Features: Provides a school psychological approach to addressing a full gamut of child/adolescent mental health problems at school and at home Integrates, compares, and distinguishes DSM-5 diagnoses, IDEA disability classifications and other legal protections (i.e., Section 504) for each disorder Covers the impact of various disorders on a child's ability to learn and function in the classroom Addresses practical, evidence-based educational supports and school-based mental health services suited to specific disorders Includes case studies addressing classification issues and delineating practical student supports

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in the United States.

13 special education classifications: *Teaching Students With Gifts and Talents* Bob Algozzine, Jim Ysseldyke, 2006-03-21 Discover how you can meet the needs of the gifted and talented students in your classroom! Students who are gifted and/or talented are known more for their contributions and potential contributions than any other group of students. Meeting the educational needs of these students, however, can be a tremendous challenge for those who teach them. In *Teaching Students With Gifts and Talents*, Bob Algozzine and Jim Ysseldyke offer educators helpful information for identifying gifted and talented students, and present effective instructional approaches-enrichment and acceleration-to ensure that these exceptional students are constantly challenged and engaged. Highlights include: A pretest and posttest to help readers assess their understanding of giftedness and how the needs of gifted and talented students are best addressed Cognitive, academic, communicational, physical, and behavioral characteristics that are associated with high-ability learners Effective instructional approaches and activities to keep gifted and talented students motivated and reaching ever-higher levels of achievement Key vocabulary terms

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pipeline. With respect to learning, memory, social group dynamics, democracy, and mental health, this book serves as a call-to-arms, demanding civil rights for all students and for education to fulfill its ultimate duty as a force for the common good.

13 special education classifications: Medical Bulletin of the European Command , 1968

13 special education classifications: Encyclopedia of Special Education Cecil R. Reynolds, Elaine Fletcher-Janzen, 2007-01-02 Offers a thoroughly revised, comprehensive A to Z compilation of authoritative information on the education of those with special needs.

13 special education classifications: Special Education in Contemporary Society Richard M. Gargiulo, 2010-12-01 Special Education in Contemporary Society: An Introduction to Exceptionality is designed for use by preservice and inservice teachers who will teach students with special needs in the general classroom. The text provides a rare glimpse into the lives of persons with exceptionalities, including their families and teachers. Focusing on human exceptionalities across the life span, the text employs a traditional organization beginning with four foundations chapters that introduce teachers to special education, followed by 10 categorical chapters each on a different disability. Each categorical chapter features sections on transition, cultural diversity, technology, instructional strategies, and family considerations.

13 special education classifications: Civil Service Preference Retirement, and Salary
Classification Laws United States, 1971

13 special education classifications: Reproducing Gender Madeleine Arnot, 2002-01-17
These essays cover Arnot's early work on gender codes and her critique of Bernstein, her analysis of state educational policy in Britain and her work on theorizing a feminist democratic education and ideal citizenship.

Additional Resources

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Jul 16, 2020 · PermissionError: [Errno 13] Permission denied:
'C:\\Users****\\Desktop\\File1' I looked on the website to try and find some answers and I saw a post where somebody mentioned ...

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Aug 26, 2022 · answered Nov 5, 2019 at 13:28. that_developer that_developer. 339 2 2 silver badges 10 10 bronze badges. 3.

What does this regular expression mean /^[a-z]{1}[a-z0-9_]{3,13}\$/

Jun 24, 2014 · [a-z0-9_]{3,13} matches 3 to 13 chars. In case-insensitive mode, in many engines it could be replaced by \w{3,13} The \$ anchor asserts that we are at the end of the string; ...

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nvm install v22.13.1 Note: you may need to close & re-open your terminal window for nvm command to be available. You should expect to see something like this in your terminal:
Now ...

How to fix "No matching distribution found for {package name}"...

Aug 8, 2019 · I have not use test.pypi.org, but it looks when you install a package from there it only looks for dependencies on test.pypi.org, which does not have all of the same packages, ...

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