

# THIRTY-FIVE YEARS OF EDUCATING STUDENTS WITH DISABILITIES: WHERE WE HAVE BEEN AND WHERE WE ARE TODAY

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# Overview of Presentation

- Background
- Children receiving special education services
- Services received
- Educational settings in which students are served
- Educational outcomes for students with disabilities
- New instructional approaches in use to improve outcomes for students with disabilities
- Looking ahead
- Discussion and questions

# Conditions Before IDEA

- Few children served
- Many served in restrictive settings, e.g., state institutions
- Few families had opportunity to be involved in decisions regarding their children

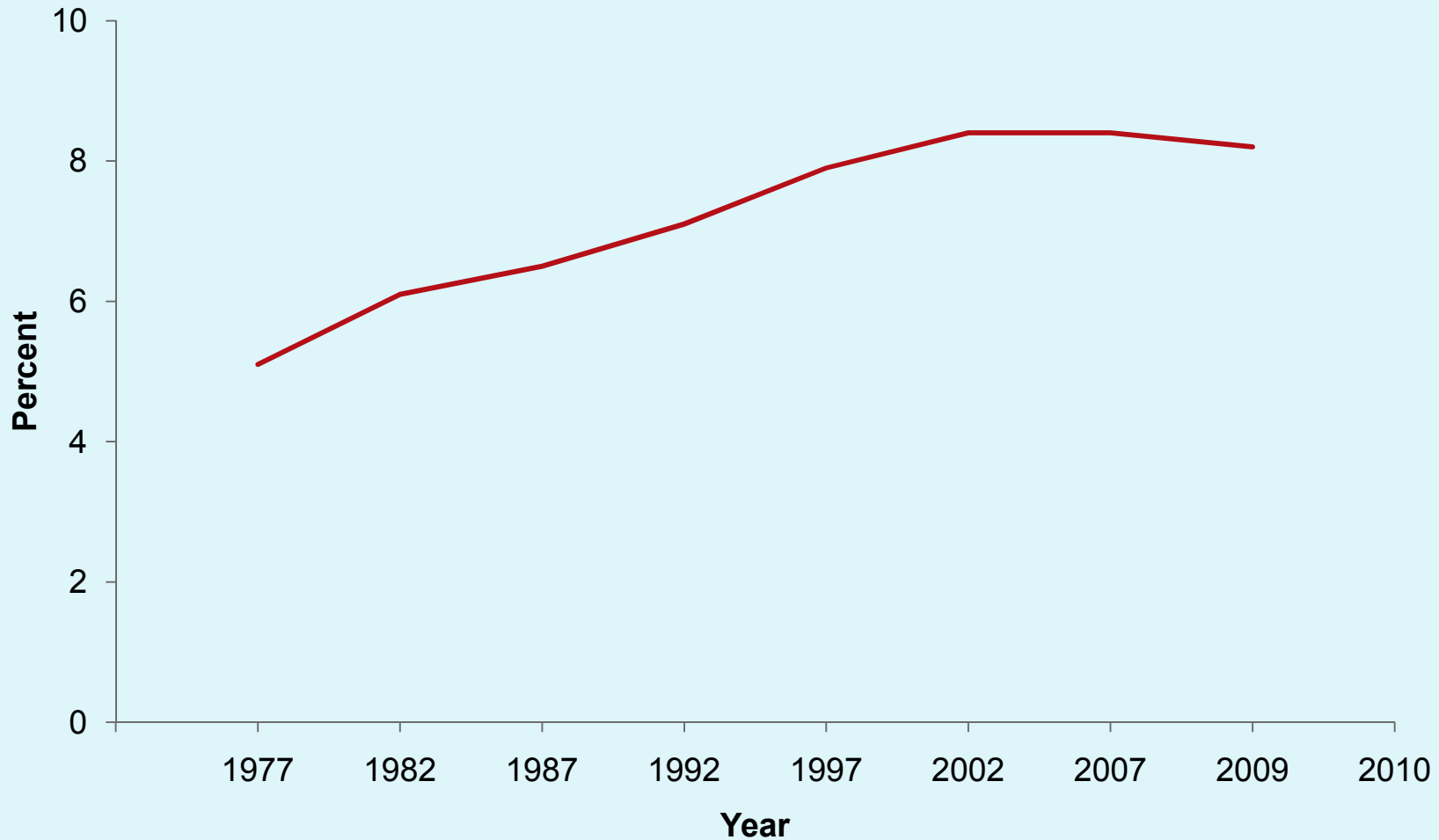
# Changes with the Passage of IDEA in 1975

- Improved access to education for children with disabilities
- Guaranteed free appropriate public education to each child with a disability
- Required schools to find children with disabilities who needed special education services
- Ensured the rights of children with disabilities and their parents were protected
- Provided financial incentives for states and school districts to serve children with disabilities

# Number of Children Receiving Special Education Services

- In 1977, 3.7 million children were served. Five of every 100 children in the U.S. received services.
- The number and proportion of children receiving special education services has increased significantly since 1977.
- Today, 6.6 million are served. Eight of every 100 children in the U.S. receive services.

# Percentage of All Children Receiving Special Education Services

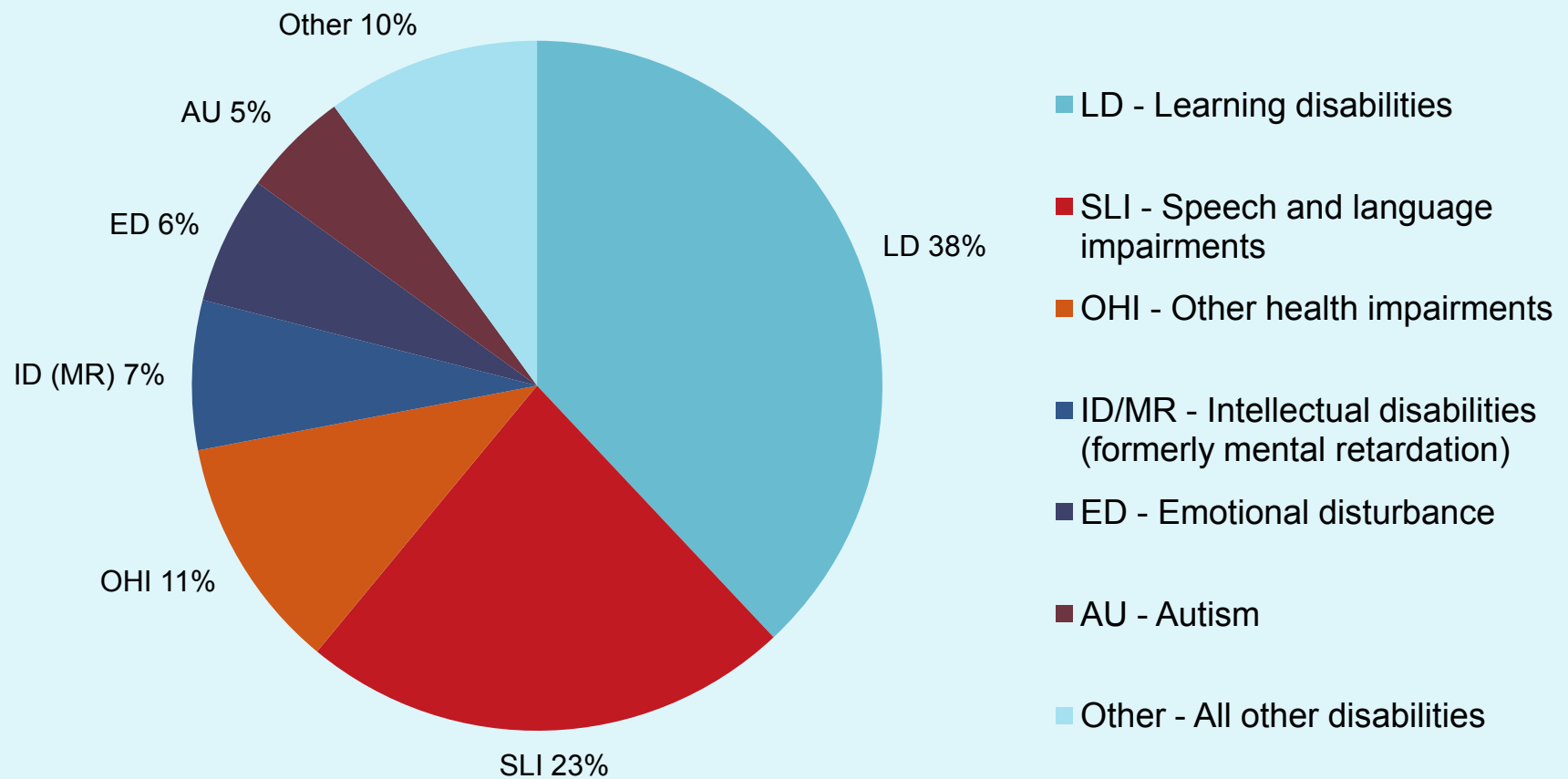


Note: This percentage is calculated using the population of 3- through 21-year-olds in the nation as the denominator.

# Disabilities of Students Receiving Special Education Services

- About 40% of students receiving services have a learning disability.
- 23% of students receiving services have a speech or language impairment.
- 11% have a health impairment (e.g., attention deficit disorder, diabetes, Tourette syndrome).

# Percentage of Students with Disabilities Receiving Special Education Services, by Type of Disability



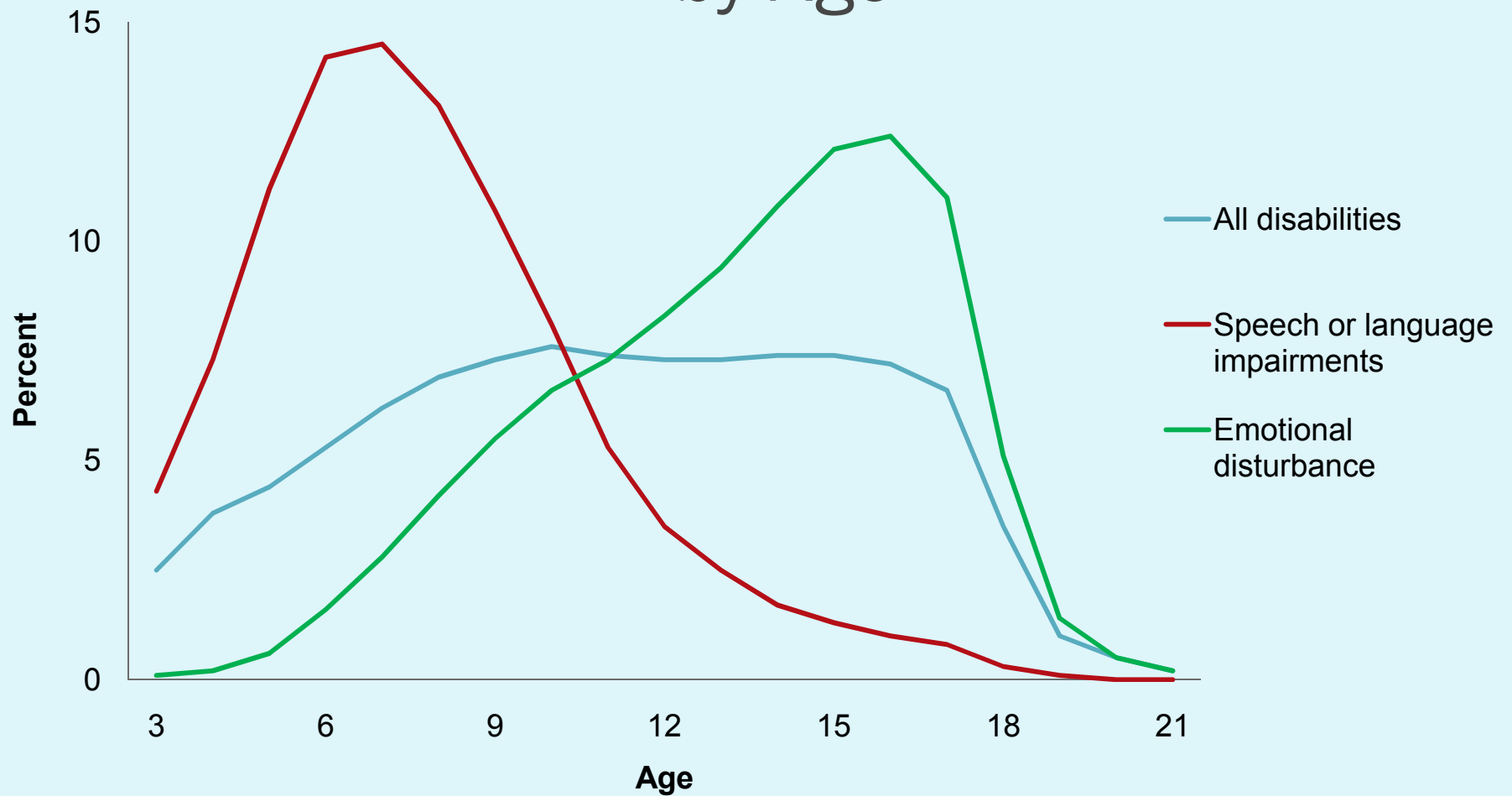
Note: This percentage is calculated using the total number of students served as the denominator.



# Ages of Students Receiving Special Education Services

- The distribution of students by disability varies across the ages of children served.
- The percentage of students with speech or language impairments decreases dramatically among older children.
- Emotional disturbance is most common among teenagers.

# Percentage of Special Education Students in Each Disability Category, by Age

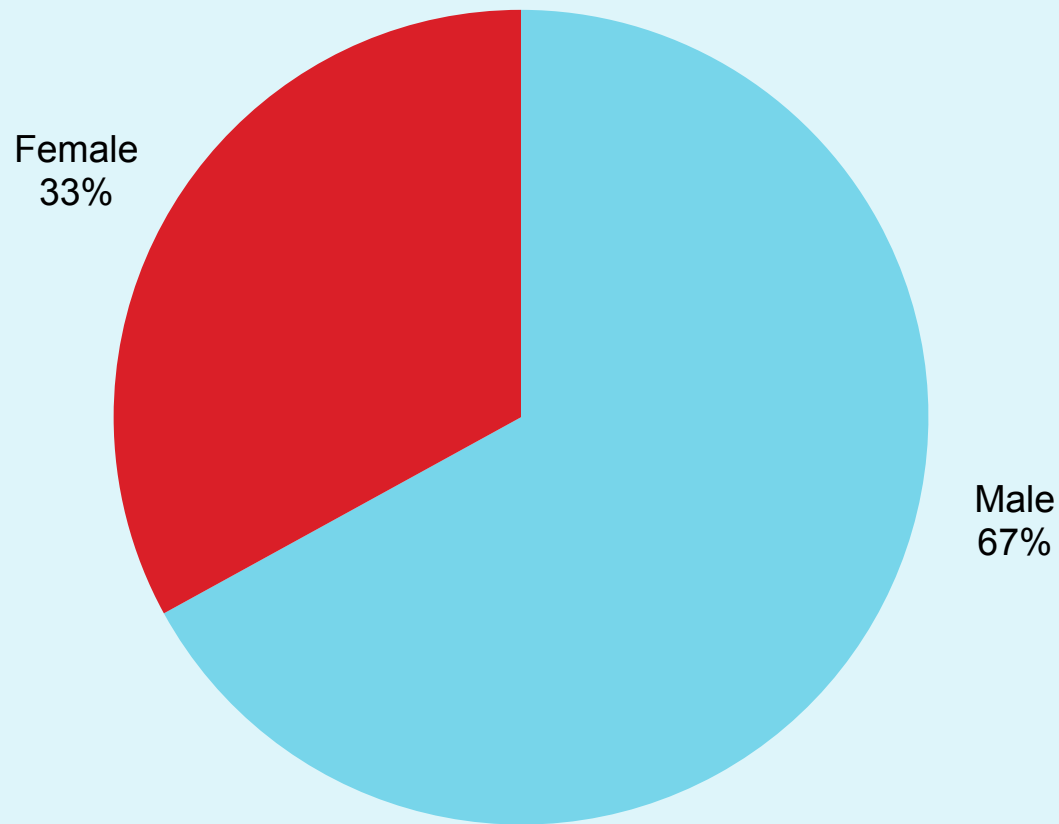


Note: This percentage is calculated using the total number of students served as the denominator.

# Gender of Students Receiving Special Education Services

- Twice as many males receive special education services compared to females.
- For some disabilities this difference is greater.
- For other disabilities the difference is less:  
Hearing impairments, visual impairments, and intellectual disabilities.

# Percentage of Students Receiving Special Education Services, by Gender



Note: This percentage is calculated using the total number of students served as the denominator.

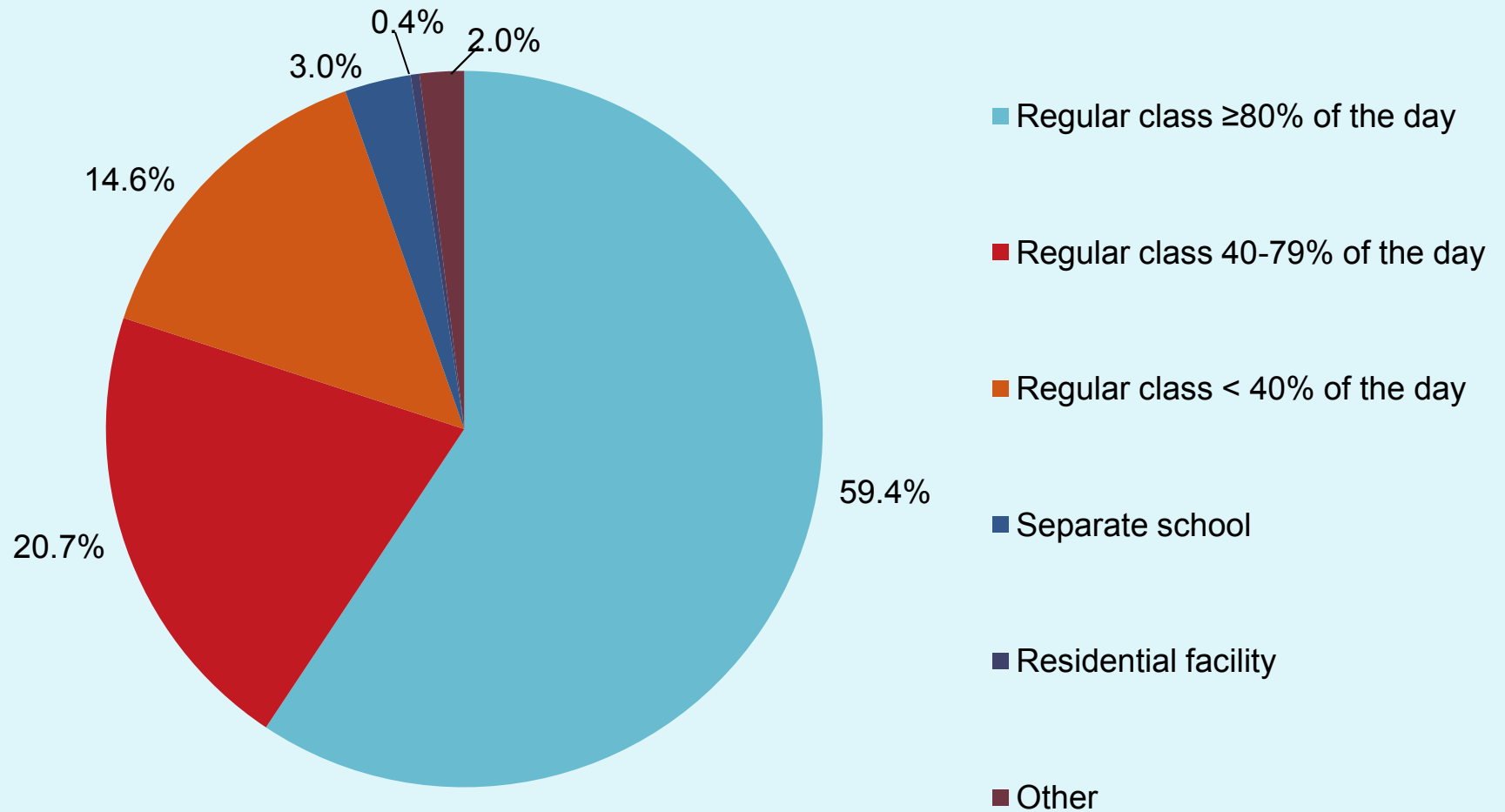
# Services and Supports Received by Students with Disabilities

- Services and supports must by law be tailored to each child's individual needs.
- Students may receive services and supports related to
  - Academic learning and support
  - Behavior
  - Body and physical functioning
  - Communication
  - Family supports
  - Transition planning
  - Others (e.g., transportation, assistive technology)

# Educational Settings

- In 1975, many students with disabilities were served in separate schools and classes.
- The percentage of children with disabilities in regular schools and classes has increased substantially over time.
- Currently, 59 percent of children ages 6-21 with disabilities are in regular classes 80 percent or more of the school day.

# Percentage of Students with Disabilities Ages 6-21, by Educational Setting



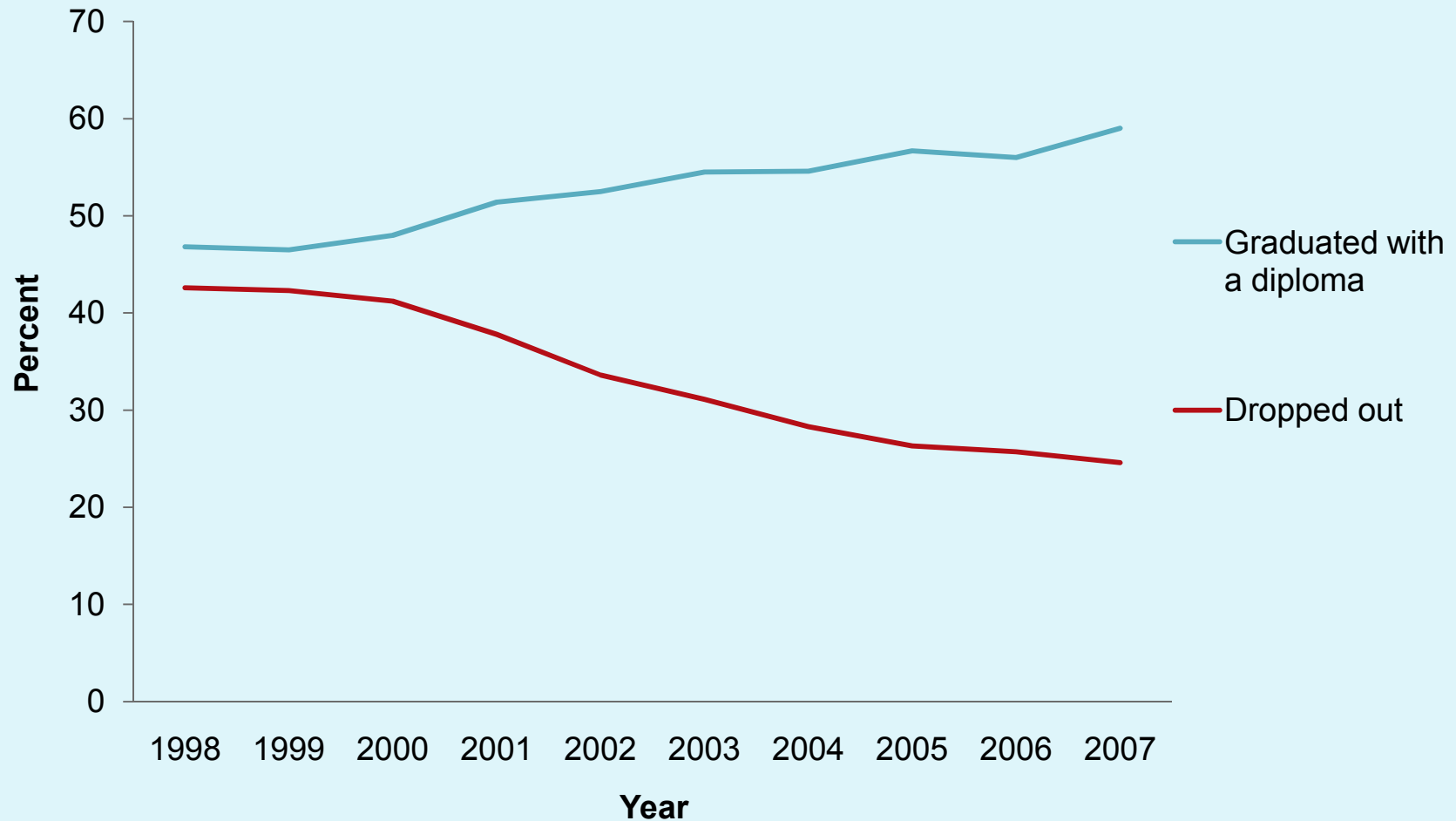
Note: This percentage is calculated using the total number of students served as the denominator.

# High School Completion and Dropout

- Completion rates for students with disabilities have improved substantially over time.
- Graduation rates for youth with disabilities are still considerably below those for youth in general education.
- Completion rates vary considerably by type of disability.

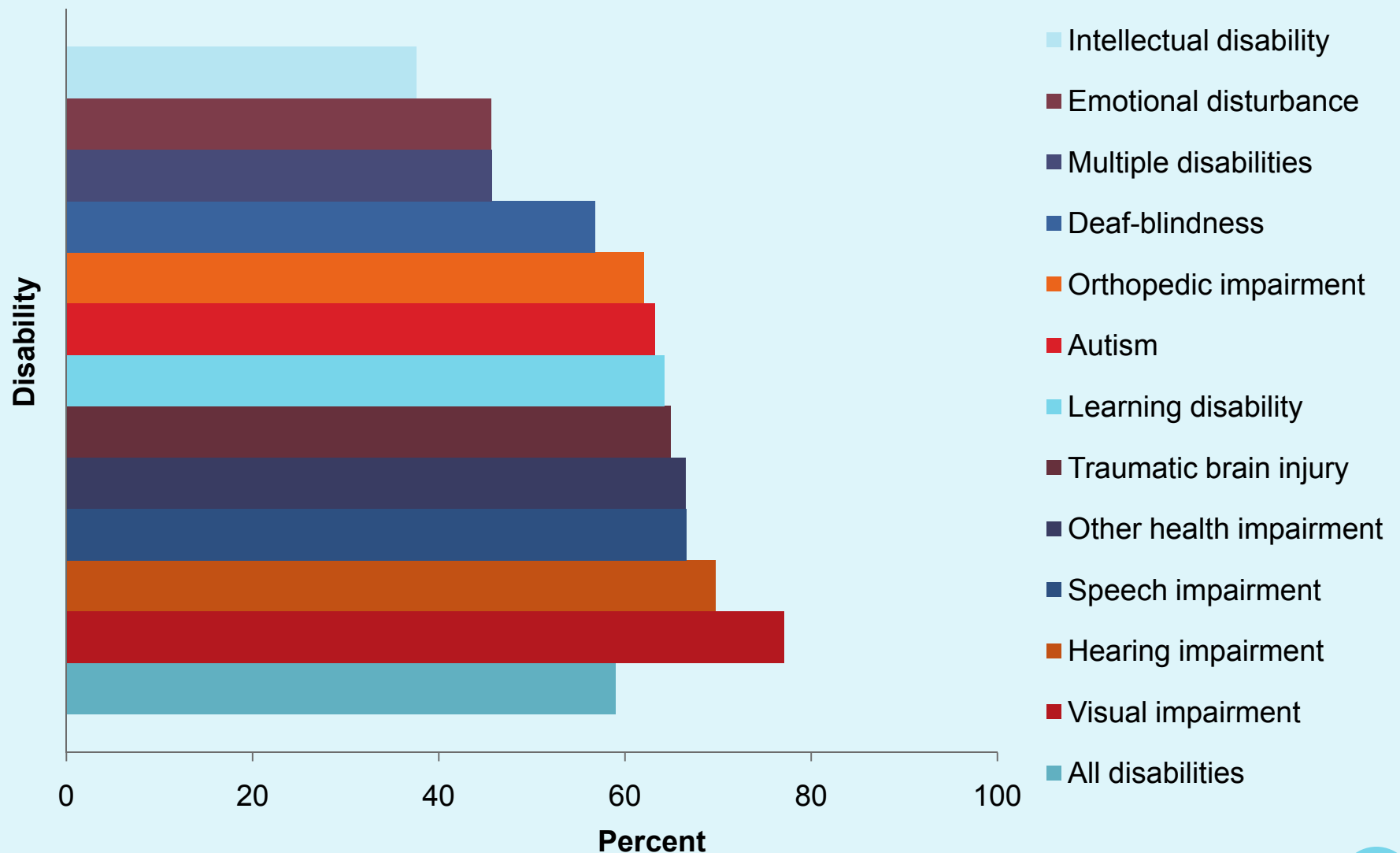


# Trends in High School Completion and Dropout Rates



Note: This percentage is calculated using the total number of students ages 14-21 served as the denominator.

# Percentage of Youth with Disabilities Exiting School with a Diploma, by Disability Category

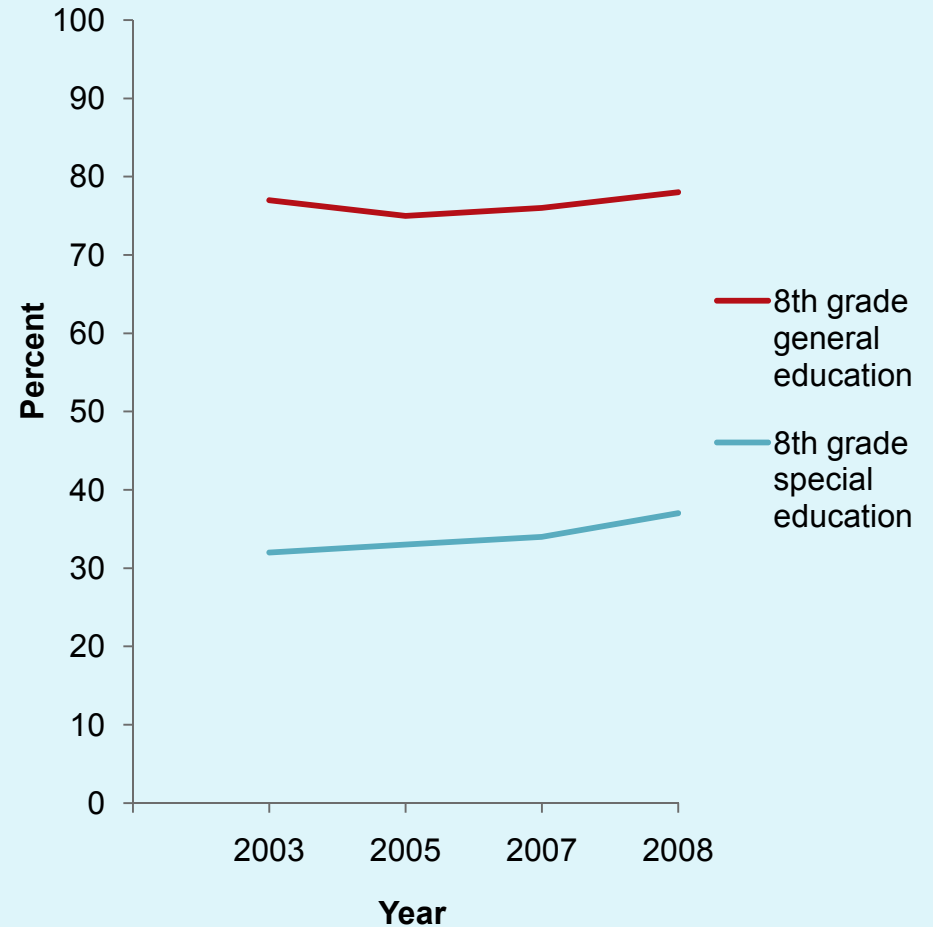
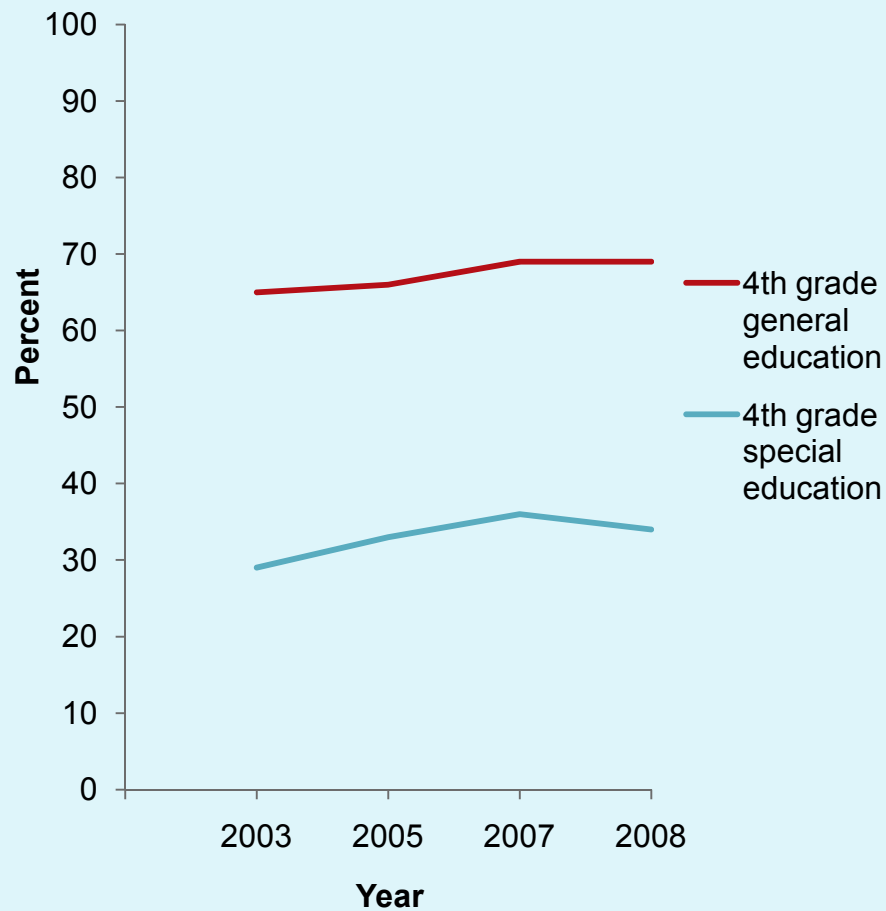


Note: This percentage is calculated using the total number of students ages 14-21 served as the denominator.

# Academic Achievement

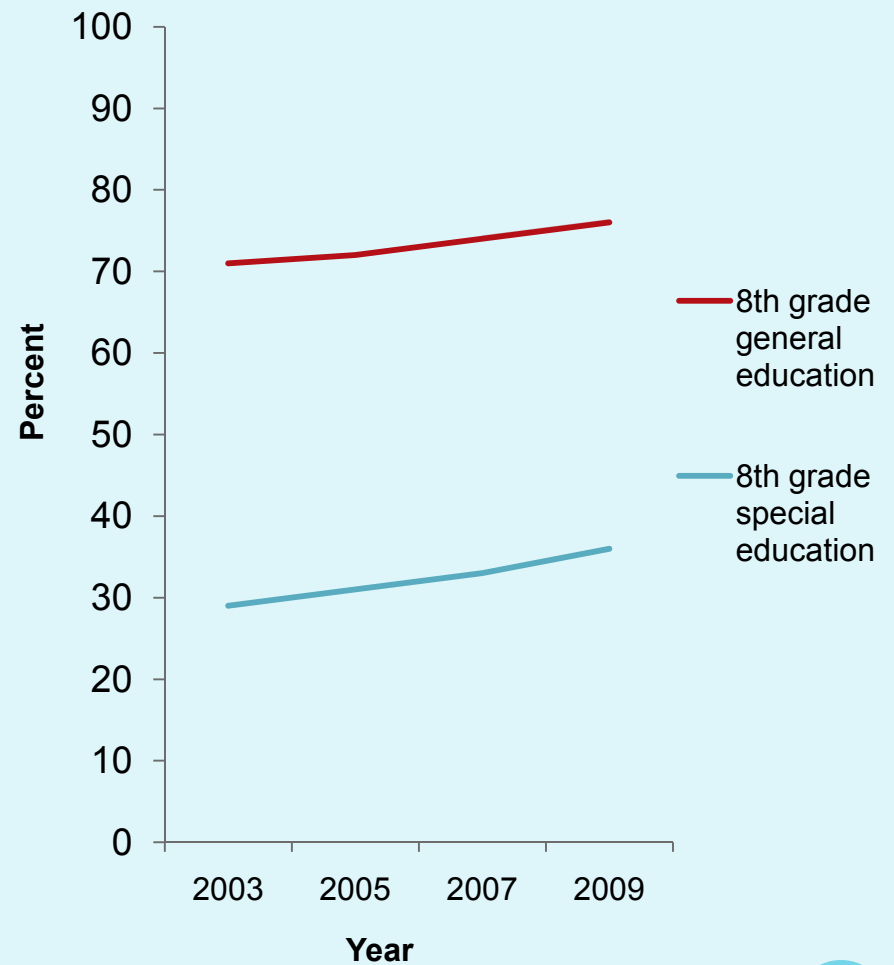
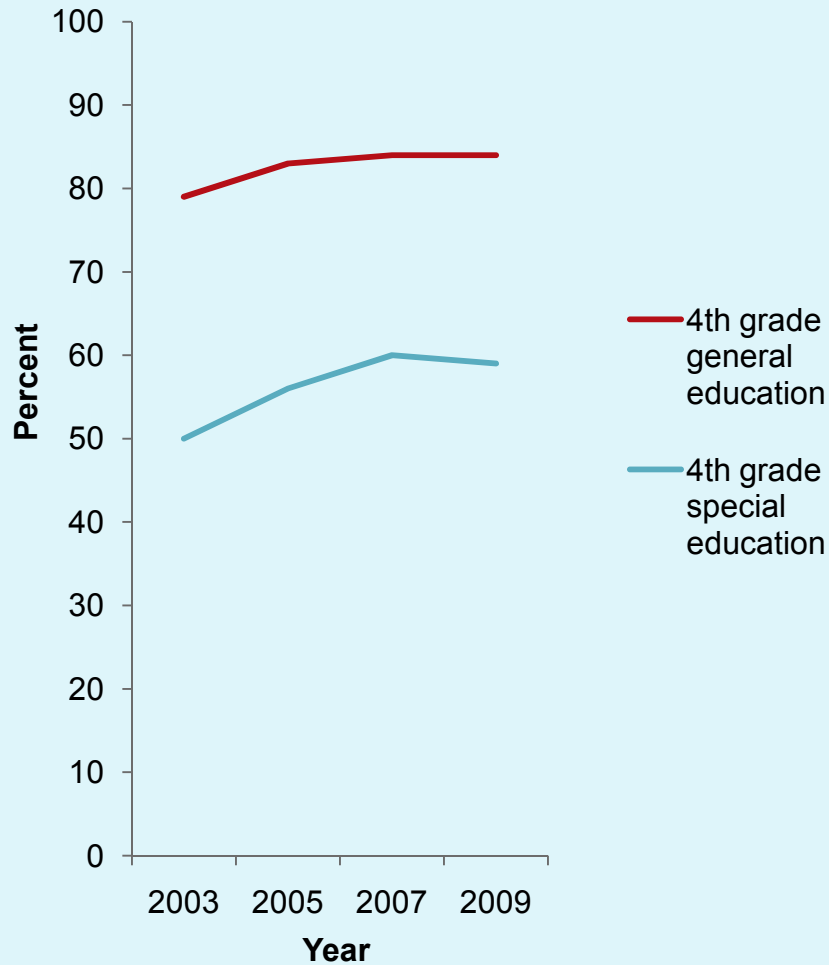
- The National Assessment of Educational Progress (NAEP), also called the Nation's Report Card, tracks academic performance over time for all students.
- Since 2003, the percentage of students with disabilities proficient in reading has increased modestly.
- Increases in math proficiency are somewhat larger than in reading.

# Percentage of Children Proficient in Reading: NAEP



Note: This percentage is calculated using the total number of each group taking the assessment.

# Percentage of Children Proficient in Math: NAEP



Note: This percentage is calculated using the total number of each group taking the assessment.

# New Approaches to Improve Results for Children with Disabilities

- Positive Behavioral Supports (PBS)
- Response to Intervention (RTI)
- Inclusion in accountability systems
- Dropout prevention
- Shift from compliance to program improvement
- Improved dispute resolution

# Looking Ahead

- Develop improved assessments
- Use alternative forms of accountability
- Continue the shift from compliance orientation
- Continue efforts to address disproportionality
- Sustain efforts to scale-up PBS and RTI