Robert Gutierrez

Special Education

3/26/14

**Mid Term Paper**

**Question 1.**

Today in modern day we see a lot of cases with children with special disabilities and accept them as a normal possibility for a child. However, as we trace back history we see that it was not like that the whole time. For instance the Romans took it as far as killing their own baby. Something that seems absurdly gruesome; which makes me wonder the mother’s perspective, especially when they were the ones that were pregnant for nine months.

In addition in Greece having a baby with a disability was thought as the worst thing that could have happen to the family. Subtle things that we see day by day we forget that these customs are relatively new and that things did not always work the way they do now. Often times many children with disabilities were abandoned left in obscure places hoping for someone to find them and deal with them. They were also displayed in town squares as an object of amusement or degrading them and taking their human rights. Many also ended up in circuses and considered “freaks”.

In all reality this seems like a stretched lie especially when looking at now, how we try our best as a society to accommodate them, make them a part of our society. However, the main time frame where aid began to be looked as a possible treatment was in 1600’s when a French Monk, named Ponce DeLeon tried to teach a group of deaf people to talk. Treacherous water for the Monk at the time, especially when suggesting such a radical idea that had not been suggested before. We may take it for granted now but advocating such radical idea at the time was not the easiest, but as time went on we did manage to see progress. In addition we begin to see heavier improvement later around WWII where we get the idea that medicine could potentially be a possibility to cure certain types of disability. But perhaps the biggest historically improvement is Alexander Graham Bell. As a bystander of the situation due to his wife and mother becoming deaf, he demonstrated that deaf people were not in fact dumb, and that they were actually manageable and teachable individuals. Hence, starting the Boston School for the Deaf. This type of movement is what has caused us to progress and make such ground breaking discoveries, of people mental and physical state.

**Question 2**

Disability and litigation have gone fairly well, and we have seen a lot of positive feed back that has, given more freedom and rights to people with disabilities. Litigation has been very beneficial for the fact that raises the problems to a court where it can be deem right or wrong legally. Often times we have seen justice be served and acknowledged to defend, and protect the people with disabilities. For example the Pennsylvania Association for Retarded Children vs the Commonwealth of Penn. Created a guideline in how to deem it correct to separate students with mental disability. Which stated that a student needed at least mental age of 5 to be considered trainable if not they would have to be accommodate at another place with programs that could potentially fit the child needs, and it was considered essential to consider early education to the child. These types of guidelines are what are missing many of the time. A source of documentation that makes it possible to reference too and see what is considered correct. Of course not always does the law state then, but rising such issues are necessary to create a positive change and promote education to children with disability in order to commit to progress in hope to join the labor force, when they are adults.

Another court ruling that was beneficial was Wood V Strickland where they discussed the fact that education was a right and ought to not be considered a “property” henceforth, education being a necessity opposed to a luxury. Which benefited everyone especially the lower class, which have a more difficult time funding education especially if they are forced to pay extra for special education school.

Another crucial ruling was Drycia et al. v Board of Education which brought up the point of students speaking other languages, which would make English their second language, which naturally would put them at a disadvantage to their peers due to the lack of integration to native language that the test was given in. This in particular makes it easy to speculate that a student may seem behind, when looking at just data, and test results; however it takes actual recognition to consider the fact that the student may not be comfortable with the English language, therefore resulting in lower scores on standardized test. These rulings are few of many that demonstrate the progress that litigation has brought us by speaking up to a board and addressing it to state at bear minimum.

**Question 3**

IEP stands for Individualized Educational Plan, in order to qualify for IEP it is a tremendous amount of laborious work, families who decide to apply need to follow a series of steps. The process begins with filling up an application which later on if accepted gets reviewed and the child is sent out for a full screening. The parent must do these applications. It is only a parent who can refer to their child at ages 3-5. However, teachers can refer school age children as well. Once they are screened, they make a decision wheatear the child needs a Response to Intervention (RTI) or if the child would need 504 accommodations. 504 accommodations are more likely to students who have a physical or medical issue, which can be treated fairly easy. However assuming parents fall under RTI, a meeting is set after each step of the RTI process to make sure the child is making progress. From here on out if the student does not seem to be making progress the student will fill evaluation that may vary student to student. Where they may be asked to meet a therapist to obtain a formal evaluation. After that Parents will be asked to sign a permission slip that allows their child to take the test, and the school system will have 30 working days to a complete evaluation. Along this process parents are given copies of all evaluation as well as child status on screening. Once the results come back from all the screening the student is able to see if they qualify for IEP. At acknowledging that the student does qualify; they immediately check the child’s current level academically and pick up some other basic background information for example what hinders the child educations and withholds him from participating in class. After that is ruled out, we move to the next step, which is setting up goals for the individual student, all of this which tailored to the students needs. This way the student can work more on the material that he is most having difficult in opposed to falling a general guideline that a standard public school would demand. In addition logs or a description of a child’s progress will be kept to see if the student is meeting up to the goals that are assigned at the beginning. Aside from the work with the student family receives a report on his standing where they can see all his goals and modification done to his curriculum in order to help the child out in any other outside activities. In addition the IEP rules out the “academic achievement and functional performance of a child on state and district wide assessments.”

**Question 4**

When developing a disability it usually happens in 1 out of 3 stages out of a person’s life. One of stages might be at birth for reason of parent committing to poor dieting, smoking, or putting other types of toxins that may be harmful for the body as well as the baby. However there might be more biennial things, for instance the mother’s age. Also the current health state the mother is in. This include does the mother have syphilis, rubella, Aids, Diabetes, etc. All of these factors can potentially be a factor for a baby with disability, and then again it may just be genetics, something in the genes that just did not go well. All of these factor mention are pre-birth, and there are other potentiality at birth. For example lack of oxygen. Or babies weighting more than 10Ibs, could also be a red flag as it may indicate that the mother is a diabetic. Genital Herpes can also be another major piece at labor. One third of the babies delivered through birth cannel die; and one fourth of the babies risk being brain damaged. This alone is a big chunk that determines the health state of the baby. After that point it can be considered Postnatal. Where there are various factors that come into the equation such as Accidents, diseases, Genetic related, shaken baby syndrome, seizures, and even deprivation. For all these potential possibilities there does exist however screening process which can help determine, if you do have some form of disability for example, Denver Development screening, CHAT (autism), Bayley, Connor (ADHD), Kindergarten screening as talked about previously. This is a small out of big list of potential resources and foundations that allow screening.

**Question** 5

I believe that having a baby with a disability, is an obstacle, as well as a challenge that transform as time goes by. There is always that element of surprise, or something you wished did not happen in my belief. There is always this positive attitude of having a healthy baby, which can be mind boggling when looking at the situation that your child may potentially not be “normal”. This is a situation where the parent needs time to re-collect their thoughts and acknowledge what has happen because it is something that takes time to sink in. After that there is the stage of raising the child which brings the aspect of how do we raise the child that is already handicapped. There many ways to go about this, because child do not fit a specific category all the time is hard to have a definitive rule on how to conduct parenting. All of these stages are crucial for a teacher to know, simply because we need to comprehend that it is not an easy process for a parent to just click into it. Especially when simple parenting with “normal” baby is tough enough, having a child that is handicapped in some sort of shape, does not make it any way easier. Aside from this, I believe it is important to note that parents may be more sensitive to things, a teacher language and choice of words is something to be mindful of. In addition I believe that organization for teachers, is key because they do in some sense need to be there, and be a parent in a way, they are perhaps the second or third person they see the most. All in all I believe that is a growing process for everyone, including the child.