

**Title:** How well does the education system ensure equality of opportunity for those with disabilities and SEN?

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### ***Introduction***

Special education is provided to students with special needs and who need attention. These students include who are disabled in any way or suffer from any abnormality. Teaching such students is a tough job and requires unique skills. Teachers who teach special students must possess high levels of endurance, and should be very patient because special children take a lot of time to learn different things. There are certain children who can be easily identified as special children while looking at their medical history, whereas there are some children who show some abnormality while they are in school. Teachers identify such students as special and take steps to help them learn and evolve.

Many countries have special education centers in regular school where special children are taught. These children are admitted to ordinary schools but are taught in a different environment, and different teachers are hired to teach them. In Europe during the 1600s and 1700s, advances were made in educating individuals with disabilities, including those who were deaf or blind or had intellectual disabilities such as mental retardation. These advances came to America during the 1800s and primarily in the provision of services to individuals with disabilities in institutional settings expressly designed for them. Even into the early 20th century, some educational and medical professionals continued to believe that intellectual disabilities in particular were the result of divine punishment for violating natural laws. These beliefs were based on studies indicating higher rates of poverty, alcoholism, criminality, and promiscuity among people with intellectual disabilities.

### ***Social Justice***

According to legal experts there are no major changes that should be brought in the education laws; however, there are some changes that should be made in the special education system such as the teaching method. Certain legal experts have posed questions like, is the curriculum interesting and engaging to students? Are there multiple opportunities for students to express

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their interests, experiences, and choices? Who is the student and what are her or his needs, interests, experiences, strengths, and challenges? What are the multiple ways of learning, based on the strengths, and abilities students already have? Does the classroom environment accommodate different needs and a range of learning styles? Are students engaged in a discussion of goals and rules? Are the daily rhythms and ongoing expectations conducive to learning? Curriculum is derived from the book used in the classrooms (Grossman, 2010, p.203). In the very early 20th century, negative beliefs about the origins of such disabilities persisted. The Eugenics movement was very much alive in America at the turn of the 20th century. Eugenacists were concerned that individuals who were “feeble minded” represented a threat to society due to their immoral behavior and rate of birth of illegitimate children (Glazerman, 2009, p.368). Eugenacists believed intellectual disabilities were largely hereditary and, therefore, separation from the mainstream of society and even sterilization of such individuals were necessary for the greater good. In turn, these beliefs increased the institutionalization of individuals with intellectual and other disabilities. Eugenics lost favor, however, as the century progressed and professionals recognized studies supporting these views were scientifically unsound (Fletcher, 2009, p.278). Other professionals continued efforts to improve educational services. This helps children understand the introductory vocabulary and concepts of the preparatory courses. The classrooms are reinforced in them.

### ***Personal View***

Children are given opportunities to cross many cases where they can apply the learned vocabulary. Modeling and peer interactions can be provided through the group experience. The activities can be conducted in classrooms, gym, and home or therapy room (Clotfelter, 2010, p.655). The preschool curriculum is amended every month to include those books and those activities that are liked most by children. Books are the best way to teach preschool children about the ability diversity and cultural diversity. Therefore, books are included in the curriculum, as well. In my view, through this research I want to analyze the education system quality of opportunity for those children with special educational needs and disabilities.

### ***Literature Review***

Special Educational Need (SEN) are terminologies, which defines very complex and multifaceted difficulties faced by unlimited children. It was estimated that around 150,000 children suffer from SEN in different schools, special and mainstream both. The reason of these

difficulties ranges from minor social problems to serious personality or psychological issues (Boyd, 2006, p.176). In some children, they may arise from the factors other than school such as negligence from parents, mental or health illness, sensory problems, abuse of any time or psychological traumas. The appropriate knowledge of language and vocabulary is necessary for the learning process. The children who face difficulty in learning the language may proceed towards the emotional, behavioral and social difficulties. The difficulty in learning arises for children with SEN because the difficulties affect their ability to cope up with the situations at school and other social gatherings with peers or relatives (Boe, 2006, p.443).

Communication difficulties bring emotional and social difficulties with it. The problems that the children with behavioral, social and emotional difficulties are being isolated which causes more frustration in them and thus feels difficulty in expression of their feelings (Bryan, 2004). They start avoiding people who asks them the questions and when they want to speak. The problem with speech leads them to complete isolation (Boardman; Anthony & Richard, 2001, p.113). Because of their less learning capability, they have low self-esteem and feel depressed. Sometimes, they may not control their emotions and may burst out with aggressive behavior. The reduction in the barriers to teaching, participation and learning for all the students not only to those who are impairments and those who are categorized as including the special educational needs. Furthermore, learning is an approach, which attempts to come over the hurdles for the participation and the access of specific students to make the changes for the betterment of the students (Billingsley, 2006, p.252). Next is the viewing and observing the dissimilarity between the students as capital to maintain learning relatively than the tribulations to be solved. Another vital inclusion is the acknowledgment for the right of students to get the best possible education whether they are normal child or the special child in their vicinity.

The improvement in the school system for the staff and for the students so that each one does not have the perception of inequality because the equality is one of the vital inclusions in the special educational needs in the United Kingdom (Betts, 2003, p.105). Furthermore, there are also very much emphasis on the functions and the responsibilities of schools, in making the community a developed one through the values and with the increased achievement through the special educational needs. Society languages can be considered as the understanding language for the whole community, which is using this language other than the official language of the state (Algozzine, 2008, p.259). Few of these languages are spoken in the United Kingdom for more

than hundreds years but many others are relatively recent. The teaching strategies of special educational needs are making an impact on the education system and the curriculum of the United Kingdom.

In recent times, teachers and the schools have been positive to teach and use the community languages inside the schools and to grow better associations with the complementary schools and there would be two causes for this that is initially acknowledgment of the essential value of verbal communication learning (Betts, 2003, p.105). Secondly, another greater approval that language advancement is helpful of the development of second language. This part includes a wide range of references which are mostly based on the UK, however, with the also with the links of the society language in research in the United Kingdom. Furthermore, the key issue for the special educational needs provides direction for teachers working with children from the end of the early year foundation stage to six to seven years. It includes the areas of listening, speaking, reading and writing and mathematics (Algozzine, 2008, p.259).

#### *Behavior of Children*

The special educational needs also focus on the behaviors or the attitudes of the individuals, which help the teachers and the students in resolving out the difficulties in the learning or the disabilities, which are affecting the curriculums of the educational system. The behavior of children is affected through the learning and development (Aaronson & William, 2007, p.95).

This learning and development are very vital for the special educational needs and here the children need it as their future rely upon it and the special educational needs put an impact on the personality of an individual through which a children will focus on the learning. Moreover, the special educational needs serve as the key or essential part in molding and developing the behavior of the people or children (Billingsley, 2006, p.252). In addition, the special educational needs guide an individual to make his or her behavior change in a manner in such a way that the impact of that behavior will be positive on the environment.

#### *Social inclusion*

Special Educational Needs shows the learning for the children who have the needs for the school. In the United Kingdom, many geographical areas are focusing on the special educational needs. The SEN are lawfully clear and this legislated definition is used to make a decision that whether certain children are allowed to have special educational services or not (Boe, 2006, p.443). In the recent times, the legislation of the Scotland is on the focus about the special educational needs as

there are various social and the community aspects are associated with this special educational needs which are important for the betterment and the development of the society (Aaronson & William, 2007, p.95).

### *Benefits of Behavior Modification Techniques*

It is assumed that both the "normal" as well as "abnormal" behaviors are acquired under the laws of learning in order to be able to study both behaviors in detail and in comparison to each other (Clotfelter, 2010, p.655). This is crucial because of the fact that by studying both behaviors, the problems associated with the abnormal behavior can be analyzed, whereas, through the study of the normal behavior, the aspects associated with this behavior that can be used for the modification of the abnormal behavior can also be identified.

By analyzing them, more interested in current determinants distant background, so we must focus on the "here and now." The analysis would involve detailed assessment of problem behavior to be changed, the definition of the variables that hold the concrete application of the technique and assessment of results (Glazerman, 2009, p.368). To collect data, you can use interviews, self-reports, scales or questionnaires, behavioral observation though, is the most common and effective strategy.

Whenever possible, we must make a record the behavior-problem in children, as it can help in reflection of the situation and the frequency level a child goes through these issues in any particular period of time. The record serves to objectify behavior and allow later verification of the results of the intervention program. Many behaviors that seem very worrying indeed occur infrequently or only last a few seconds (Boe, 2006, p.443). Craig Kennedy and co-authors found that students with more severe disabilities or with fewer social relationships or inability to form friendships have had more results in inclusive settings, as well as greater exposure to academic skills and learning of targeted skills.

### *Special Education Curriculum*

Special education curriculum encompasses specially designed instruction, as well as all educational and related services for the students who were identified of having that particular disability according to federal and state regulations. Special education curriculum has evolved throughout the eras (Grossman, 2010, p.203). Early curricular models and methods of instruction were based largely on medical, psychological, and behavioral orientations with an emphasis on remediation of a deficit or disorder.

### *Classroom Instruction and Management*

The literature and research on special education curriculum and the strategies for best practices in instruction, classroom organization, and management are vast. The special education curriculum comprises a multitude of teaching methods that are used in small and large group settings, as well as in individual instruction (Xu, 2009, p.324). A variety of learning strategies and mnemonic devices are deployed to help students with receptive and expressive language abilities, reading, writing, math, and other subject areas. Related service professionals (reading teachers, occupational therapists, learning disability teachers, physical therapists, social workers, speech-language therapists, counselors) have their own specialized curriculum, with a unique set of diagnostic, instructional, and therapeutic approaches (U.S. Department of Education, 2006, p.153).

### *Critical Analysis of the Literature*

Curricular adaptations or modifications are ways in which general education teachers can support the needs of students with disabilities in their classrooms. These are modifications to lesson formats, instruction, classroom setting, homework assignments, grading, and assessment. Diagnostic teaching, curriculum-based assessment (CBA) and curriculum-based management (CBM) are models for teachers to determine what their students' abilities are so teachers can design instructional methods and adaptations that will assist learning and build on students' capabilities (Rockoff, 2004, p.247). Instructional adaptations may include teaching pre-skills, introducing new skills or content at individualized rates, providing multiple and varied opportunities for review and practice, and designing individualized study guides, and organizers. Universal design for learning (UDL) is an approach that uses new technologies that provide direct or immediate access to learning for individuals with and without disabilities. Products and services are directly accessible and are independent of or interact with assistive technologies. Examples of products and services designed from the outset to accommodate a range of learning styles are captioned or narrated videos, speaking spell checkers and dialogue boxes, voice recognition, and picture menus (Kane, 2010, p.320). With regard to classroom management models for the general or special education teacher, the goal is to help students learn to develop autonomy and self-control when it comes to their own behavior. One is the cognitive behavior management (CBM) model, which teaches students self-monitoring and self-reinforcement skills. This is in contrast to a behavior management system that is based on maintaining external

control through a system of rewards and consequences (Harris, 2006, p.253). The latter behavioral model may include a “token economy system,” which is a behavior management system in which students earn tokens in exchange for rewards or privileges. Some curriculum uses a combination of behavior management models.

Peer tutoring or learning, friends and peer mediation are examples of how students can work with each other, as part of the special education curriculum. Peer curricular models provide opportunities for diverse students to tutor one another for different academic subjects, learn together in small groups, develop a friendship with another student to enhance social skills, assist in going to and from classes, or mediate disputes (Kane, 2010, p.320).

In curricular models of collaboration, consultation, partnerships, and interactive teaming, educators, professionals, and parents of students with disabilities work together to foster an environment for learning. The curriculum in school can be linked with students' interests, knowledge, and experiences out of school, parents become more aware of the complex tasks of teachers, and all professionals involved in the special education curriculum can welcome different yet valuable ways each contributes to the educational process (Rockoff, 2004, p.247). Through active collaboration and sustained communication, parents, general and special education teachers, and specialists can nurture the self-esteem, self-discipline, literacy, communication, and social and cognitive abilities of students with disabilities.

Those who are proponents of inclusive classrooms and schools advocate for democratic classrooms, accessible instruction, and responsive curriculum for students with disabilities (Xu, 2009, p.324). They recommend going beyond the whole-class, uniform single-lesson format and incorporating inquiry-based, problem-solving, and constructivist approaches. In addition, they support flexible groupings of students, collaborative problem solving, and values that foster appreciation and acceptance of students with cognitive, social, and cultural differences. Behavior modification is the way of influencing human behavior in order to change undesirable personal behavior. It is based on the treatment of the relationship between changes in environment and individual behavior in relation to social class, family, and the overall economic and political situation (Sindelar, 2004, p.209). The issue of the adaptation of the misfit problem was derived from the appliance of the concluding results that were derived from experimental theory and the learning theory.

Similarly, there is a body of literature that illustrates how the particularized attention given to individuals with perceived disabilities has a tendency toward self-fulfilling prophecy that reifies students' disabled status in the course of providing the individualized programs students require. Harlan Lane's discussion of schooling and deaf students in *The Mask of Benevolence: Disabling the Deaf Community* and Harve Varenne and Ray McDermott's presentation of how children acquire a learning disability in *Successful Failure: The Schools America Builds* are examples of such scholarship (Xu, 2009, p.324). Varenne and McDermott's argument that academic differences are recast as disability and disability are located not within the child, but outside of him, or her in the educational definitions and systems that contextualize a child's schooling is particularly germane to this discussion.

Finally, there is yet another body of literature that addresses formalized curricular differentiation at the school and district level. In order to meet the student's individualized educational needs, schools regularly offer different levels of academic content to the same-aged students. Work by scholars such as by Jeannie Oakes documents how difference as deficit can negatively impact the curriculum, and pedagogy students receive in an effort to provide them with the academic content thought to suit their needs (Kane, 2010, p.320). While confirming these tendencies, Reba N. Page and Linda Valli have complicated this curricular conversation. Their work empirically documents how curricular differentiation can, but does not always negatively impact students perceived to be less academically capable and how students who might be considered capable of one context are seen as less than adequate in another.

Individualized education lies at the heart of much of curriculum studies. As briefly documented in this entry, efforts to individualize education through various curricular programs can also serve to differentiate children, negatively impacting traditionally marginalized student populations including, but not exclusive to those who would receive IEPs under the IDEA (Harris, 2006, p.253).

Children would be encouraged to have a lively participation in literary activities when they would learn from books. Books would bring a positive effect on their vocabulary, uncluttered illustrations, clear and condensed statements and repeated lines. Children are able to use their strengths in assistance of visual cues. High structure of pictures is useful for children. The pictures with straightforward language provide children with a strong motor environment.

Parents are responsible to provide children with increased internal organization within the child with the aid of the external environment. External environment should enhance itself from maximum to minimum. The children are able to move themselves from the avoidance and hesitance of a motor activity to the exploration of a motor activity (Grossman, 2010, p.203). A child becomes self-directed because of a structured environment which makes the child to be less dependent on the environment.

The children develop skill transference because of the repetition of tasks by variation of activities. Children are able to learn and practice in a form of repetition by using a variety of materials in their daily activities. The daily activities are inculcated as regular routines, which enhances the child's learning. Children are able to learn through play by motor fun. Movement helps the promotion of cognitive and perceptual development (Todd, 2003, p.20).

Assessment is an important component in the curriculum design. There are different types of assessment i.e. informal, formal, summative (at the end of learning) or formative (during the learning process). Assessment could be done by teachers, peers or self assessment. The main purpose of assessment should be educational and, there should be a learning component in it for both learners and teachers (Kane, 2006, p.425). In my view, the best assessment is formative or assessment for learning. This assessment provides the broader picture of ongoing learning and development of the learner during the period of training.

Another important aspect to develop in learners is self-assessment that could help them in the self-development for life-long learning. Curriculum is a dynamic structure which needs continuous refining and improvement as needs change. Evaluation of the curriculum is an important factor in the ongoing process of development and improvement of the curriculum. Curriculum evaluators should play a vital role in curriculum planning from the very outset of curriculum planning.

The curriculum, which represents information about the course (discipline, optional) in a concentrated form, is a source of assessing the quality of specialist teaching activities in the field of education (Todd, 2003, p.20). Currently, educational institutions used a model curriculum on subjects which are approved by the Ministry of Education and are advisory in nature. They are the basis for the preparation of teachers of educational work programs that take into account regional and national-school component, methodological potential teachers, the level of preparedness of students, the possibility of using new information technologies.

### ***Special Education***

Learners with special needs have changed into the general education stream in recent years. With the technological advances advent, particularly in adaptive piece of equipment in order to append to personal computers, such learners have turned into much more self-governing and competent of interacting by their PC, mostly by means of Internet or modems. Special education in a distant school is more difficult as they suffer from a number of learning difficulties (Jacob, 2004, p.50). In general, learners with special needs undergo from deficiency of motivation, as well as need more time duration to finish an assignment as compared to regular learners. Coping process with disabilities influences on general levels of energy consequential in untimely fatigue. In order to give back, needs of teaching to promote self-management, motivation and accommodate diverse needs of timing.

In special education, teaching methods in distant setting have derived from six major theoretical models; namely behaviorist, cognitive, humanistic, ecologist, developmental and medical. In the United States, distant school most used method of teaching derived from the cognitive and behaviorist models. The cognitive model has a vital impact on methods of special education, especially meta-cognitive and cognitive methods of training (Todd, 2003, p.20). These theories describe such processes as decision-making, problem-solving, reasoning, comprehension, conceptualization, memory, perception and attention. On the other hand, the behaviorist model has an enormous influenced the control of stimulus and methods of contingency management, CAI (computer assisted instruction) methods, direct instruction, mastery learning and precision teaching. Stimulus occurrences like accurate feedback and screen prompts are employed to control the students' behavior. Special education, especially in the distant learning setting that necessitates interactivity, direct communication and face-to-face interaction, which the existing distant education clearly lacks (Xu, 2009, p.324). Moreover, all these factors have a significant effect on the quality of education delivered in the education system via distant learning.

### ***Recommendation Actions***

One approach to make sure the quality remains in distant education and those learners get similar experiences is to assess the main philosophies and ideologies, which have been recognized for traditional learning, as well as integrate those principles into the distant education setting. In order to improve the quality of education in distant learning seven principles that illustrated good

practice in distant learning (Hanushek, 2002, p.584). These seven trademarks of good teaching depict the students' learn and the way teachers teach as regards to distant education and learning. The key objective by implementing these seven principles is to develop a structure of distant learning in US education system that delivers a quality of education.

#### 1. Encourages Contact between Faculty and Student

Frequent and timely contact between faculty and student in and out of distant learning session refers to the most significant factor in learner involvement and motivation. Instructors concern assist learners get by keep on working and through rough times (Kane, 2010, p.320). To know a few members of faculty well improves intellectual commitment of students and encourage learners to think regarding their own beliefs and future plans.

#### 2. Encourages Teamwork among Students

Education and knowledge are enhanced at the time it refers to a collaborative team effort as compared to a solo race. Effective and good learning, such as good work refer to a social and collaborative, not isolated and competitive. To work with others frequently adds to participation in education (Sindelar, 2004, p.209). Sharing a student's own thoughts and reacting to actions of other deepens understanding and sharpens thinking.

#### 3. To Encourage Active Learning

Education is not equivalent to a spectator sport. Learners do not study much only by listening to teachers or sitting in classes, spitting out answers, and memorizing pre-packaged assignments (Jacob, 2004, p.50). They ought to talk in relation to what students are learning, write are regarding it, link it to prior experiences, as well as apply it to their routine lives. They should create what they learn a fraction of themselves.

#### 4. Provides Timely Feedback

To know what you do not know and know emphasis on learning. Learners require suitable feedback on performance to advantage from lessons and classes. At the time, to get started, learners require assistance in evaluating existing competence and knowledge (Grossman, 2010, p.203). In distant classrooms, learners require often opportunities to carry out and get suggestions for upgrading and enhancement.

#### 5. To Emphasize Time on Assignment

It is essential to provide equal importance to time and energy as they in collaboration are equivalent to learning. Since, there is no alternative for time on assignment. Learning to make

use of a person's time in an appropriate manner is vital for professionals and students alike. Learners require assistance in effective management of time in an effective way. To allocate realistic time period refers to effective teaching for faculty and effective learning in distant education (Aaronson & William, 2007, p.95). For an instructor in a distant learning must clarify time expectations for administrators, faculty, students, and other professional personnel may set up the basis for high level of performance for all.

#### 6. Effective Communication of High Expectations

Communication plays a vital role and has a direct effect on quality of education, especially in distant schools. Therefore, it is proposed that effective communication must be prompt among teacher and students. Expectations must be clearly communicated. High expectations are essential for everybody, for the feebly equipped, for those reluctant to put forth themselves, as well as for the well motivated and bright (Fletcher, 2009, p.278). To expect learners to do well become a self-satisfying prophecy at the time institutions and teachers make extra efforts and hold high expectations of them.

#### 7. Diverse Talents and Ways of Learning

Since, distant learning incorporates diverse people from diverse backgrounds. Thus, there is a need of different learning methods and approach to fulfill dissimilar needs of students. There are a number of roads to education and knowledge (Boe, 2006, p.443). Individuals bring different styles and talents of learning to institutions. In the distant classroom, bright students need little attention and guidance from the facilitator. Learners with hands-on experience cannot perform well with theories. Each student has a different need of learning and facilitator must offer the opportunity to showcase their talents, along with different ways of learning to raise the quality of education (Boyd, 2006, p.176).

Moreover, distant schools must set high standards for instructor quality, so that they are able to attract instructors who could or else have left the line of work if not for the flexibility afforded by distant educators. On the other hand, all teachers do not have a preference over the unique demands of the whole day distant education; however, school days merges direct or face-to-face communication, together with comprehensive interpersonal interaction of online facilitator create an appeal for most of the people (Fletcher, 2009, p.278). In order to raise the quality of education in distant school, it is vital to employ teachers, who have classroom teaching experience, state

certification in their subjects, as well as take part in inclusive professional development in distant learning.

It is evident that in the US teachers that are associated with distant education lack in online teaching skills, and for the next generation teaching force of America these skills very important in order to improve the quality of distant education. Distant teachers for high student achievement and to offer quality learning require adapting student-centered approaches; promote student discussion, independent research and inquiry, and collaborative inquiry (Boardman; Anthony & Richard, 2001, p.113). Likewise, there is a clear need to adapt appropriate teaching methodologies and styles that fit the student's need regarding learning and education, especially in distant schools. Therefore, distant instructors require training regarding technology and appropriate teaching methodologies.

Distant teachers required more technology related competency and skills as compared to on-campus teachers. Since, all distant teachers employ instructional and communication technology, where US teachers lacks, and to enhance the education quality, it is essential to provide need based training to distant teachers so that they can effectively communicate learning and instruction during distant sessions (Algozzine, 2008, p.259).

### **Others Recommendations**

Furthermore, following strategies also recommended in improving the quality of education in the distant education setting with reference to the demand of US future education:

Distant learning programs need to be the benchmark against existing learning programs, along with same features at similar institutions to obtain practical estimates of resource needs as regards to distant learning. Additionally, benchmark against non-comparable educational institutions in order to get inspire with innovative approaches and to discover best practices (Boyd, 2006, p.176).

Effective feedback is also essential to raise the quality of education and learning in distant learning. Systematically solicit perspectives and information from pertinent stakeholders to offer assistance for planning as regards to distant education. These standpoints must be sought on a regular basis to help in improvement, maintenance, evaluation of program, implementation, and planning. Make the expectations of distant program clear for learners in enrollment advance when possible, as well as in no case against the course commencement (Algozzine, 2008, p.259). Set up a hotline, resource centre and other mechanism to offer learners access to administrative

and academic assistance/ help. Carefully assess the distant education experience to make sure that any needed communication is purposeful. Requirements and assumptions of interactive technology must be completely defined in descriptive and promotional materials as must conditions for any attendance at distant session.

Promote and encourage faculty to involve in the discussion of core values, principles and definitions for programs of distant learning and education. For the programs, faculty resources provided should be systematically managed and monitored, as well as strategically driven. Recruitment, development and reward of faculty must reflect the certain responsibilities of members of faculty that they are required to perform. In order to improve the quality of distant learning and education, there is a need to develop and implement efficient and organized assessment of faculty involved in all aspects of the program of distant learning, such as learning assessment, learning experience delivery, learning experience preparation, and others (Betts, 2003, p.105).

Moreover, to design and create effective and quality learning experience for distant students, people with specific expertise like supplement content specialist need to be recruited and trained. The distant institution must review and monitor technology make use of during the program of distant education/learning (Clotfelter, 2010, p.655). It is also recommended in developing support service programs for distant learners prior to programs of distant learning; to set up clear duties chains with the affiliated providers of service; survey students on a regular basis to improve and determine support needs; and formalize shared and common expectations and duties of intra-campus and off-site and other partners.

### ***Conclusion***

Special education has historically evolved from dissent and reform movements, and continues to do so. Such efforts emerged early, in American history and continued with limited success until the latter part of the 20th century, when organized reform movements, largely fueled by parents of children with disabilities, succeeded in ushering in sweeping changes, in the American educational system. However, for much of the 20th century, physical integration into schools was more common than integration into the general education curriculum.

Special education is much more different from regular education as the individuals who are considered under this have different needs and requirements. The teaching methods are different, and the teachers are different, as well. Teachers of special students should be patient as special

students require more time than the regular ones to learn and grasp things. Special students are taught in groups so that they can learn easily with dynamic interaction. Such students lack self confidence and do not believe in themselves; therefore, it is the job of teachers to build confidence in such children so that they can face the world. Evaluation of the curriculum starts at the time of its development. It should never be attempted to start the evaluation after curriculum has been implemented. Feedback from evaluators should go back to designers through a steering committee to highlight the potential areas of improvement and investigations. The preschool disabled children can be done through informal ways.

The assessment ways can be observation, play-based, parents' interviews and check list and rating scales. Screening tools can be used for the assessment and evaluation of preschool children. These tools may not be fully suitable for special education programs. The traditional methods include standardized tests and systematic observations. The child's performance can be evaluated against a certain decided criteria. The environment and learning of the child can be evaluated through his behavior and response. For preschool children, play assessment is highly recommended.

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