

TABLE OF CONTENTS

| | <u>Page</u> |
|---|-------------|
| EXECUTIVE SUMMARY | i |
| INTRODUCTION | xv |
| LIST OF TABLES | xxxi |
| LIST OF FIGURES | xxxiii |
| SELECTED ABBREVIATIONS AND ACRONYMS | xxxiv |
| SECTION I. CONTEXT/ENVIRONMENTAL FACTORS | |
| School Reform and Students with Disabilities: The Changing Context of Classrooms | I-1 |
| The Importance of Understanding General Education Reforms | I-2 |
| The Context of General Education Reform | I-3 |
| What Are We Learning About Educational Reforms and Students with Disabilities? | I-7 |
| Summary | I-11 |
| Poverty Among Children: The Impact on Special Education | I-15 |
| Poverty in America | I-16 |
| The Association Between Poverty and Educational Needs | I-17 |
| The Association Between Poverty and Special Education | I-19 |
| Summary | I-20 |
| The Costs of Special Education | I-23 |
| Available Data on the Costs of Special Education | I-23 |
| Trends in the Costs of Special Education | I-24 |
| The Current Costs of Special Education | I-28 |
| Factors Influencing the Trends in Special Education Costs | I-30 |
| Summary | I-33 |

TABLE OF CONTENTS

Contents (cont'd)

| | <u>Page</u> |
|--|-------------|
| Problems Facing Education: Substance Abuse and Violence | I-35 |
| Youth Substance Abuse | I-35 |
| Youth Violence | I-37 |
| Efforts To Combat Youth Substance Abuse and Violence | I-38 |
| Summary | I-39 |
| Disproportionate Representation: Can This Civil Rights Concern Be Addressed by Educators? | I-41 |

SECTION II. STUDENT CHARACTERISTICS

| | |
|--|-------|
| Infants and Toddlers with Disabilities Served Under IDEA, Part H | II-1 |
| Number of Infants and Toddlers Served | II-4 |
| The Early Education Program for Children with Disabilities | II-6 |
| Summary | II-8 |
| Children Served Under IDEA, Part B Preschool Grants Program | II-11 |
| Grant Awards for the Preschool Grants Program | II-11 |
| Number of Preschoolers with Disabilities Served | II-12 |
| Current Educational Reform Efforts | II-14 |
| Educational Placements of Preschoolers with Disabilities | II-16 |
| Summary | II-18 |
| Students Served Under IDEA, Part B | II-21 |
| Total Number of Children and Youth Served | II-23 |
| Age Groups of Students Served Under IDEA, Part B | II-25 |
| Disabilities of Students Served | II-26 |
| Summary | II-28 |
| Students with Attention Deficit/Hyperactivity Disorder | II-29 |
| What Is Attention Deficit/Hyperactivity Disorder? | II-30 |
| How Should Students with Attention Deficit/Hyperactivity Disorder Be Diagnosed? | II-34 |

Contents (cont'd)

| | <u>Page</u> |
|---|-------------|
| What Are the Legal Rights of Students with Attention Deficit/ Hyperactivity Disorder? | II-36 |
| What Are Effective Treatments for Children with Attention Deficit/ Hyperactivity Disorder? | II-38 |
| Summary | II-41 |
| SECTION III. SCHOOL PROGRAMS AND SERVICES | |
| The Continuum of Placements: From Regular Classes to Residential Facilities III-1 | |
| Progress Toward Inclusion of Students with Disabilities | III-2 |
| Students with Disabilities and Residential Placements | III-3 |
| Summary | III-5 |
| Including Students with Disabilities in Statewide Assessments III-9 | |
| The Status of Statewide Assessments | III-10 |
| Participation in Statewide Assessments | III-12 |
| Alternate Statewide Assessments for Students with Disabilities | III-17 |
| Future Directions | III-19 |
| Developing a Partnership Between Families and Professionals III-23 | |
| A Systems Perspective of Human Development | III-24 |
| Family Collaboration in IDEA, Part H | III-26 |
| Family Collaboration in IDEA, Part B | III-27 |
| The Challenge of Transition | III-28 |
| Summary | III-30 |
| The Continuum of Options in Dispute Resolution III-33 | |
| Unintended Consequences and Policy Directions | III-33 |
| Continuum of Alternative Dispute Resolution Procedures | III-34 |
| Growth in Mediation | III-35 |
| Goal and Characteristics of Mediation | III-35 |
| Trends and Variations in Mediation Strategies | III-36 |
| Other Promising Parent-Professional Partnership Projects | III-38 |

TABLE OF CONTENTS

Contents (cont'd)

| | <u>Page</u> |
|--|-------------|
| Staff Development/Training in Conflict Resolution | III-39 |
| Summary | III-40 |
| Monitoring Compliance with IDEA | III-43 |
| Summary | III-48 |
| Advances in Teaching and Instructional Design | III-57 |
| Changing Context for Special Education Teaching | III-58 |
| Advances in Teaching Essential Concepts and Building Problem- solving Abilities | III-59 |
| Summary | III-70 |
| Advances in Technology for Special Education | III-75 |
| Technology Use for Students with Severe Cognitive and Physical Disabilities | III-75 |
| Technology Use for Students with Mild Disabilities | III-78 |
| Summary | III-82 |

SECTION IV. RESULTS

| | |
|---|-------|
| The Part H Longitudinal Study (PHLS) | IV-1 |
| Background | IV-1 |
| The Vision of Part H and the Need for the PHLS | IV-2 |
| Goals of Part H: Impact on Service Systems | IV-4 |
| Goals of Part H: Child and Family Results | IV-5 |
| Study Design | IV-7 |
| Summary | IV-8 |
| Secondary School Completion | IV-11 |
| Current Trends in High School Completion Rates of Students with Disabilities | IV-11 |
| Strategies Schools Can Adopt To Improve Completion Rates of Students with Disabilities | IV-14 |

Contents (cont'd)

| | <u>Page</u> |
|--|-------------|
| OSEP Initiatives To Improve High School Completion Rates | IV-15 |
| Summary | IV-16 |

Appendices

Appendix A. Data Tables

Section A. Child Count Tables

| | | |
|-----------|---|------|
| Table AA1 | Number of Children Served Under IDEA, Part B by Age Group, During the 1995-96 School Year | A-1 |
| Table AA2 | Number of Children Ages 6-21 Served Under IDEA, Part B by Disability, During the 1995-96 School Year | A-2 |
| Table AA3 | Number of Children Ages 6-11 Served Under IDEA, Part B by Disability, During the 1995-96 School Year | A-5 |
| Table AA4 | Number of Children Ages 12-17 Served Under IDEA, Part B by Disability, During the 1995-96 School Year | A-8 |
| Table AA5 | Number of Children Ages 18-21 Served Under IDEA, Part B by Disability, During the 1995-96 School Year | A-11 |
| Table AA6 | Number of Children Served Under IDEA, Part B by Disability and Age, During the 1995-96 School Year | A-14 |
| Table AA7 | Number of Children Served Under IDEA, Part B by Age, During the 1995-96 School Year | A-15 |

TABLE OF CONTENTS

Contents (cont'd)

| | <u>Page</u> |
|------------|--|
| Table AA8 | Number and Change in Number of Children Served Under IDEA, Part B A-19 |
| Table AA9 | Number and Change in Number of Children Ages 6-21 Served Under IDEA, Part B A-20 |
| Table AA10 | Percentage (Based on Estimated Resident Population) of Children Served Under IDEA, Part B by Age Group, During the 1995-96 School Year A-33 |
| Table AA11 | Percentage (Based on Estimated Resident Population) of Children Ages 6-21 Served Under IDEA, Part B By Disability, During the 1995-96 School Year A-34 |
| Table AA12 | Percentage (Based on Estimated Resident Population) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1995-96 School Year A-37 |
| Table AA13 | Percentage (Based on Estimated Enrollment) of Children Ages 6-17 Served Under IDEA, Part B by Disability, During the 1995-96 School Year A-40 |
| Table AA14 | Number of Children Served Under IDEA by Disability and Age Group, During the 1987-88 Through 1995-96 School Years . . . A-43 |

Section B. Educational Environments Tables

| | |
|-----------|---|
| Table AB1 | Number of Children Ages 3-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year A-46 |
|-----------|---|

Contents (cont'd)

| | <u>Page</u> | |
|-----------|---|-------|
| Table AB2 | Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year | A-49 |
| Table AB3 | Number of Children Ages 3-5 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year | A-75 |
| Table AB4 | Number of Children Ages 6-11 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year | A-77 |
| Table AB5 | Number of Children Ages 12-17 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year | A-103 |
| Table AB6 | Number of Children Ages 18-21 Served in Different Educational Environments Under IDEA, Part B, During the 1994-95 School Year | A-129 |
| Table AB7 | Number of Children Served in Different Educational Environments Under IDEA, Part B by Age Group, During the 1985-86 Through 1994-95 School Years | A-155 |
| Table AB8 | Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA, Part B by Disability, During the 1985-86 Through 1994-95 School Years . . | A-157 |

TABLE OF CONTENTS

Contents (cont'd)

| | <u>Page</u> |
|-----------------------------|---|
| Section C. Personnel Tables | |
| Table AC1 | Total Number of Teachers Employed, Vacant Funded Positions (In Full-Time Equivalency), and Number of Teachers Retained to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-5, During the 1994-95 School Year A-161 |
| Table AC2 | Total Number of Teachers Employed, Vacant Funded Positions (In Full-Time Equivalency), and Number of Teachers Retained to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 6-21, During the 1994-95 School Year A-162 |
| Table AC3 | Total Number of Teachers Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, by Disability, Ages 6-21, During the 1994-95 School Year A-163 |
| Table AC4 | Number and Type of Other Personnel Employed and Vacant Funded Positions (In Full-Time Equivalency) to Provide Special Education and Related Services for Children and Youth with Disabilities, Ages 3-21, by Personnel Category, During the 1994-95 School Year A-170 |
| Section D. Exiting Tables | |
| Table AD1 | Number of Students Age 14 and Older Exiting Special Education, During the 1994-95 School Year A-180 |

Contents (cont'd)

| | <u>Page</u> | |
|---|--|-------|
| Table AD2 | Number and Percentage (Based on Ages 14-21 Child Count) of Students with Disabilities Exiting Special Education, During the 1994-95 School Year | A-232 |
| Table AD3 | Number of Students with Disabilities Exiting School by Graduation with a Diploma, Graduation with a Certificate, and Reached Maximum Age by Age, During the 1985-86 Through 1994-95 School Years | A-245 |
| Section F. Population and Enrollment Tables | | |
| Table AF1 | Estimated Resident Population for Children Ages 3-21 | A-246 |
| Table AF2 | Estimated Resident Population for Children Birth Through Age 2 | A-247 |
| Table AF3 | Estimated Resident Population for Children Ages 3-5 | A-248 |
| Table AF4 | Estimated Resident Population for Children Ages 6-17 | A-249 |
| Table AF5 | Estimated Resident Population for Children Ages 18-21 | A-250 |
| Table AF6 | Enrollment for Students in Grades Pre-Kindergarten Through Twelve | A-251 |
| Section G. Financial Tables | | |
| Table AG1 | State Grant Awards Under IDEA, Part B, Preschool Grant Program and Part H | A-252 |

TABLE OF CONTENTS

Contents (cont'd)

| | <u>Page</u> |
|---|--|
| Section H. Early Intervention Tables | |
| Table AH1 | Number of Infants and Toddlers Receiving Early Intervention Services, December 1, 1995 A-253 |
| Table AH2 | Early Intervention Services on IFSPs Provided to Infants, Toddlers, and Their Families in Accord with Part H, December 1, 1994 A-254 |
| Table AH3 | Number and Type of Personnel Employed and Needed to Provide Early Intervention Services to Infants and Toddlers with Disabilities and Their Families, December 1, 1994 A-257 |
| Table AH4 | Number of Infants and Toddlers Birth Through Age 2 Served in Different Early Intervention Settings Under Part H, December 1, 1994 A-263 |
| Notes for Appendix A | A-265 |
| Appendix B. Summaries of State Agency/Federal Evaluation Studies Program | |
| Appendix C. Profiles of the Program Agenda | |
| Appendix D. Activities of the Regional Resource Centers | |
| Appendix E. Activities and Results of the State Transition Grants | |

LIST OF TABLES

| | <u>Page</u> |
|-------------|--|
| Table I-1 | Changes in Special and General Education Expenditures Per Pupil Over Time (Expressed in 1995-96 Dollars) I-25 |
| Table I-2 | Special Education Expenditures as Reported by Selected States . . . I-29 |
| Table I-3 | Changes in Federal, State, and Local Shares of Special Education Spending Over Time by States Expressing Confidence to High Confidence in the Data Accuracy I-32 |
| Table I-4 | Trends in Prevalence of Substance Use by Secondary School Students and Young Adults, by Type of Substance I-36 |
| Table I-5 | Selected Data From the 1992 OCR Survey of School Districts . . . I-43 |
| Table II-1 | Percentage Distribution of Ages of Infants and Toddlers Served Under IDEA, Part H 1992-95 II-6 |
| Table II-2 | Educational Environments for Preschoolers with Disabilities . . . II-17 |
| Table II-3 | IDEA, Part B State Grant Program: Funds Appropriated, 1977-96 II-22 |
| Table II-4 | Students Served Under IDEA, Part B: Number and Percentage Change, School Years 1976-77 Through 1995-96 II-24 |
| Table II-5 | Number of Students Served Under IDEA, Part B by Age Group: School Years 1994-95 Through 1995-96 II-25 |
| Table II-6 | Change in the Number of Students Age 6-21 Served Under IDEA, Part B From 1994-95 to 1995-96 by Disability II-27 |
| Table II-7 | Attention Deficit/Hyperactivity Disorder II-32 |
| Table II-8 | PGARD System for Identifying Children with ADHD II-35 |
| Table III-1 | Schedule of On-site Monitoring Reviews III-49 |
| Table III-2 | Typical Steps in On-site Monitoring Reviews III-50 |

TABLE OF CONTENTS

List of Tables (cont'd)

| | <u>Page</u> |
|-------------|--|
| Table III-3 | Monitoring Reports Issued During Fiscal Year 1996 III-52 |
| Table III-4 | Summary of Findings in 13 Fiscal Year 1996 Monitoring Reports III-53 |
| Table III-5 | General Procedures for Corrective Action III-55 |
| Table III-6 | Principles of Explicit Instruction III-61 |
| Table III-7 | Examples of Procedural Prompts for Reading Comprehension . . III-64 |
| Table III-8 | Example of Story Grammar Questions III-65 |
| Table A-1 | State Reporting Patterns for IDEA, Part B Child Count Data 1995-96, Other Data 1994-95 A-265 |
| Table B-1 | Independence Mastery Assessment Program Outcome Domains B-16 |
| Table C-1 | Framework for the Program for Children with Severe Disabilities C-11 |
| Table D-1 | Regional Resource Centers (RRC) and Federal Resource Center (FRC) Programs D-18 |

LIST OF FIGURES

| | <u>Page</u> |
|--------------|---|
| Figure 1 | Conceptual Framework of Results for Children and Youth with Disabilities xvi |
| Figure 2 | Issues Addressed in This Report xvii |
| Figure I-1 | Poverty Rates for Children and Entire Population 1990-95 I-17 |
| Figure II-1 | Number of Infants and Toddlers with Disabilities Served Under IDEA, Part H II-4 |
| Figure II-2 | Number of Children Ages 3-5 Served on December 1, 1991, Through December 1, 1995 II-13 |
| Figure II-3 | Number and Percentage of Children Ages 3-5 Served in Different Educational Placements on December 1, 1995 II-18 |
| Figure III-1 | Percentage of Students with Disabilities Served in Each Educational Environment: 1990-91 to 1994-95 III-4 |
| Figure III-2 | Changing Bases for Making Decisions About Participation of Students with Disabilities in Assessments III-13 |
| Figure III-3 | Changes in Policies for Accommodations Allowed in Statewide Assessments III-15 |
| Figure III-4 | Dispute Resolution Continuum III-34 |
| Figure III-5 | Example of the Use of Voice Recognition Systems III-77 |

SELECTED ABBREVIATIONS AND ACRONYMS

| | |
|---------------|--|
| ADA | Americans with Disabilities Act of 1990 |
| AIR | American Institutes for Research |
| APA | American Psychiatric Association |
| BIA | Bureau of Indian Affairs |
| CAP | corrective action plan |
| CCD | Common Core of Data |
| CCSSO | Council of Chief State School Officers |
| CPS | Current Population Survey |
| CSEF | Center on Special Education Finance |
| DANS | Data Analysis System |
| DID | Division of Innovation and Development |
| DPP | Division of Personnel Preparation |
| EEPCD | Early Education Program for Children with Disabilities |
| EHA | Education of the Handicapped Act |
| EPSDT | Early Periodic Screening, Diagnosis, and Treatment |
| ESEA | Elementary and Secondary Education Act |
| FAPE | free appropriate public education |
| FRC | Federal Resource Center |
| FTE | full-time equivalent |
| GED | General Education Development |
| GLARRC | Great Lakes Area Regional Resource Center |
| HCEEP | Handicapped Children's Early Education Program |
| IASA | Improving America's Schools Act |
| ICC | interagency coordinating council |
| IDEA | Individuals with Disabilities Education Act |
| IEP | individualized education plan |
| IEU | intermediate educational unit |
| IFSP | individualized family service plan |
| INTASC | Interstate New Teacher Assessment and Support Consortium |
| ITP | individualized transition plan |
| IWRP | Individualized Written Rehabilitation Program |
| LEA | local educational agency |
| LEP | limited English proficient |
| LRE | least restrictive environment |
| MPRRC | Mountain Plains Regional Resource Center |
| MSRRC | Mid South Regional Resource Center |
| NAEP | National Assessment of Educational Progress |
| NAME | National Association of Mediation in Education |
| NASDSE | National Association of State Directors of Special Education |

| | |
|----------------|--|
| NBPTS | National Board for Professional Teaching Standards |
| NCEO | National Center for Educational Outcomes |
| NCES | National Center for Education Statistics |
| NEC*TAS | National Early Childhood Technical Assistance System |
| NERRC | Northeast Regional Resource Center |
| NHES | National Household Education Survey |
| NLTS | National Longitudinal Transition Study of Special Education Students |
| NRC | National Research Council of the National Academy of Sciences |
| NTN | National Transition Network |
| OCR | Office for Civil Rights |
| OERI | Office of Educational Research and Improvement |
| OMB | Office of Management and Budget |
| OSEP | Office of Special Education Programs |
| OSERS | Office of Special Education and Rehabilitative Services |
| PASS | Performance Assessment for Self-Sufficiency |
| PGARD | Professional Group for Attention and Related Disorders |
| PHLS | Part H Longitudinal Study |
| RTI | Research Triangle Institute |
| SAFES | State Agency/Federal Evaluations Studies |
| SARRC | South Atlantic Regional Resource Center |
| SASS | Schools and Staffing Survey |
| SBM | site-based management |
| SDFSCA | Safe and Drug-Free Schools and Communities Act |
| SEA | State educational agency |
| SED | serious emotional disturbance |
| SES | socioeconomic status |
| SLD | specific learning disabled |
| STSC | Statewide Transition Systems Change |
| TAIS | Technical Assistance Information System |
| WRRC | Western Regional Resource Center |