



Basic Principles of Special Education

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Abstract

This manual provides both educators and parents of children with disabilities with a collection of recommendations that may be used to increase the children's access to the mainstream curriculum. These include: the legal requirements concerning access to the general curriculum; the principles of access to the general education curriculum; relevant findings from Congress; the general education curriculum and state-wide testing; the purpose of modifications; suggested adaptations and modifications related to the volume of work, time, support, difficulty, participation, and physical adaptations; ways in which parents and teachers can help students follow directions and pay attention to wording in assignments; and physical adaptations.

Introduction

Many kids with disabilities were not allowed to participate in educational programmes, and those students who were allowed to attend school typically did not benefit from their education because their impairments were either misdiagnosed or neglected by their teachers. It was realised that with the appropriate financial help and instructional support, special education may make a significant impact in the lives of these children and their families. Because of these circumstances, I was obligated to make the statement that it was "in the national interest" to put an end to discrimination against children who have impairments. The following is a list of the six primary provisions and concepts that come with the special education: 1. Zero reject 2. Non-discriminatory evaluation 3. Appropriate education 4. Least restricted environment 5. Parent and student involvement 6. Procedural due procedure

1. Zero Reject: The phrase "zero reject" is included as the first of the six principles. "Zero reject" is a guideline that states that all kids with disabilities must be provided with a free and suitable public education. It is required that all children who have impairments get an education. No kid with a handicap is permitted to be denied access to the public school system, and this rule is applicable regardless of the form or degree of the condition. Between the ages of 6 and 17, there is an unwavering mandate that all pupils who have impairments get a place in a specially designed classroom. A state is required to educate all children with disabilities who fall within the age range of three to five and eighteen to twenty-one if it offers educational services to children without disabilities between the ages of three and five and between eighteen and twenty-one. It is the responsibility of the education department of each state to locate, identify, and evaluate all children with disabilities or who are suspected of having impairments who are under the age of 21 and who reside within the state. This responsibility extends from birth to age 21. The name for this kind of requirement is the child locate system.

2. Non-Discriminatory Identification and Evaluation: The "non-discriminatory evaluation" is the second principle, and it is a rule of fair evaluation of the student in order to determine whether or not the student has a disability and, if the student does have a disability, what kind of special education and related services are necessary for the student. When determining whether or not a kid has a disability and, if so, whether or not they need special education, schools are required to employ assessment procedures that are objective and take into account several factors. In the process of testing and



evaluating candidates, there must be no discrimination based on factors such as ethnicity, culture, or primary language. Every examination must be carried out in the child's mother tongue, and the results of a single examination cannot be used as the only basis for determining the child's identity or placement. Protection in assessment processes is the name given to certain aspects of the IDEA regulations.

3. Free, Appropriate Public Education (FAPE): The third principle is "Free appropriate public education," which is a regulation that states that the student must be provided with personalised special education, along with associated assistance, as outlined in the student's Individualized Education Program (IEP) (IEP). A public education that is suitable for the child's needs and free of charge must be provided to every child with a handicap, regardless of the kind or degree of the child's condition. This education must be made available at the expense of the public, meaning that it should not be paid for by the child's parents. Each student who has a handicap should have an Individualized Education Program (IEP), which should then be carried out, in order to ensure that their special requirements are met. The Individualized Education Program (IEP) details the specific special education and related services that will be provided in order to assist the child in achieving the measurable annual goals and short-term objectives that are outlined in the document. Additionally, the IEP outlines the specific educational needs of the child, which are specific to the child, as well as the present levels of performance.

4. Least Restrictive Environment (LRE): The "least restrictive environment" (LRE) is the fourth principle, and it is a rule that states the student with a disability should receive their education alongside other students who do not have disabilities (that is, in the general curriculum) to the greatest extent that is suitable for the student with a disability. Access to and progression through the general curriculum are both contingent on compliance with LRE (defined as the academic, extra-curricular, and other school activities that make up the curriculum offered to non-disabled students). The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities receive an education along with children who do not have disabilities to the greatest extent possible and that students with disabilities should only be moved to separate classes or schools if the nature or severity of their disabilities is such that they are unable to receive an appropriate education in a general education classroom with supplementary aids and services. The Individualized Education Program (IEP) of a student is required by IDEA to contain a justification and explanation of the extent, if any, to which a child will not participate with nondisabled peers in the general academic curriculum, extracurricular activities, and other non-academic activities. This requirement creates a presumption in favour of inclusion in the regular classroom, which IDEA uses to create a presumption in favour of inclusion in the regular classroom (e.g., lunch, recess, transportation, dances). School districts are obligated to offer a continuum of placement and service choices in order to fulfil their legal responsibility to educate all students with disabilities in the least restrictive setting that is suitable for their individual requirements.

5. Due Process Safeguards: The "procedural due process," more usually referred to as the safeguards, is the fifth and final principle. These preventative measures provide a system of checks and balances. They are methods for ensuring that the student will benefit from being in school and that the school will provide the services and placements needed by the other principles. These methods may be used to ensure that the student will benefit from being in school. When it comes to protecting the rights of



students with disabilities and the parents of those students, schools have a responsibility to offer appropriate due process protections. When it comes to special education, the first assessment as well as all future evaluations and placement choices need the parental permission of the student. The government mandates that schools protect the privacy of any and all records that relate to a kid with a disability while also making those documents accessible to the child's parents. If the parents of a child who has a disability have disagreements with the findings of an assessment carried out by the school, they have the option of obtaining an independent evaluation at the cost of the government. The parents have the right to ask for a due process hearing if there is a disagreement between themselves and the child's school over the identification, assessment, placement, or provision of a free, suitable public education and associated services for the child. Before conducting a hearing as part of the due process guarantee, states are also expected to comply with a requirement that requires them to provide parents the option to mediate the dispute on their own. Under the terms of the Individuals with Disabilities Education Act (IDEA), a parent who prevails in a due process or judicial case is entitled to reimbursement of their legal expenses. The law also includes provisions that allow the court to award reasonable attorney's fees to the successful school district against the attorney of a parent or the parent who files a complaint that is frivolous, unreasonable, without foundation, or filed for any improper purpose, such as to harass. These provisions allow the court to award these fees against the parent who filed the complaint. In spite of the fact that "due process hearings are the last option to settle disagreements or difficulties between school districts and parents" (Getty & Summey, 2004), the number of times that these hearings are held is on the rise. The vast majority of due process hearings are held to resolve matters pertaining to placement or programme (Newcomer & Zirkel, 1999). 67 percent of the time, when parents were fighting placement difficulties, they wanted their child to be educated in a more limited educational environment (Havey, 1999).

6. Parent and Student Participation and Shared Decision Making: The sixth guiding concept is called "parent and student involvement," and it is a regulation that governs collaborative decision-making between the school and the student's parents) and, when it is appropriate, the student. In addition to this, it is a part of the checks and balances system that was established by the Individuals with Disabilities Education Act (IDEA) and was designed to assist in the facilitation of shared decision-making regarding the education of a student and the delivery of services that are mandated by law. When developing and providing special education programmes, schools are required to work closely with both the families of disabled children and those kids themselves. When developing IEP goals and objectives, related-service requirements, and placement options, it is essential to take into account the opinions and desires of the student's parents (and, when applicable, the student as well).

Conclusion

There were a significant number of disabled pupils who were not allowed to attend school. Stopping discrimination against children who have impairments was deemed to be "in the national interest" in a recent statement by the government. The special education was based on the six primary concepts that were as follows: 1. Zero reject. 2. Non-discriminatory assessment. 3. An education that is suitable. 4. Least restricted environment. 5. Parent and student engagement. 6. Procedural due process. Students who have impairments are subject to the guidelines outlined in the Free and Appropriate Public Education for Students with Disabilities Act (FAPE) and the Least Restrictive Environment (LRE) Act. The Free Appropriate Public Education (FAPE) law mandates that schools must provide students with



special needs a customised education that also includes any necessary associated services. LRE, or least restrictive environment, refers to the practise of teaching a student alongside other pupils who do not have impairments. When it comes to special education, the first assessment as well as all future evaluations and placement choices need the parental permission of the student. The schools have a responsibility to protect the privacy of any and all records that relate to a student who has a disability. Under the terms of the Individuals with Disabilities Education Act (IDEA), a parent who prevails in a due process or judicial case is entitled to reimbursement of their legal expenses.

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