

History and the law

Education



History and the Law Special education refers to the education that with special needs receive. Special education addresses the needs and individual differences of students with exceptional needs. The education process involves the systematically monitored and individually planned arrangements of accessible settings, teaching procedures, adapted materials and equipment, and interventions that are designed to assist individual needs learners achieve success in the school and the community. The education allows the student gain a high personal sufficiency that gives the students access to a classroom education (Perry, 2012).

In America, the history of exceptional began right after the World War II. A group of parents came together to organize advocacy groups. American Association of Mental Deficiency was the first special education group that the advocacy groups started. The organization held its initial convention in 1947. In 1950, the Civil Rights Movement fueled the formation of several parent organizations. The parent organization included the Muscular Dystrophy Association, the United Cerebral Palsy Association, and J. F Kennedy's Panel on mental Retardation (Kempe, 2002).

The year 1960 saw the increasing of special education facilities. Children with special needs could access many schools at the local and state levels. The history of special education evokes a feeling that there exists a need for the education of children with special needs. Everyone is equal and deserves equal opportunities. The introduction of the special schools help students and the entire community realize the rights and needs of the special children (Chapman, 2012).

IDEA act refers to a law which ensures that children with disabilities receive services in the entire nation. IDEA law governs how the public agencies and <https://assignbuster.com/history-and-the-law/>

state provide special education, early intervention, and related services provide services to 6.5 million toddlers, infants, youth, and children with disabilities. Toddlers and infants with disabilities, age 2, and their families receive IDEA intervention services. These intervention services are under Part C of the IDEA (Chapman, 2012). The children and youth of ages between 2 and 21 receive IDEA intervention services, which are under Part B of the IDEA.

There are six principles under IDEA. The zero reject, protection in evaluation, free public education, restrictive environment, parent participation and procedural safeguards. The requirements of the principle of zero reject help in locating, identifying, and providing services to the eligible disabled students (Kempe, 2002). The principle identifies the students that require special needs. Protection in evaluation is necessary in institutions as it gives skills to identify if the disabled student has IDEA disability or if the child requires special need education. The principle allows the provision of services whether IDEA or special education to the child with special needs. Providing the student with free public education involves developing and delivering programs that confer and beneficial education to the student with disability (Kempe, 2002).

The principle of the least restrictive environment involves uniting the disabled and nondisabled students during education. This promotes the learning activities and reduces the rift that might be created when the two parties are apart. The procedural safeguards comply with the IDEA requirements to provide the disabled students with favorable learning conditions. Parents are actively required to participate in the growth and the development phases of children with disabilities (Perry, 2012). The parents

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collaborate with the teachers and society to deliver special programs to the child with a disability. These principles reflect the support and involvement of the entire society in providing the disabled child with special education that caters for their needs. The principles allow the rights of education of the child to be checked and delivered appropriately to fit the needs and requirement of the child. The principles reflect the history of special education in that the society controls and delivers the programs that are designed for the benefit of the child. The formation of organizations that support the education of the special child shows that the society is encouraging programs that support the needs of the child with special needs (Perry, 2012).

Section 504 of the American Constitution of the disability act prohibits any individual discriminating basing on disability of the individual. The 504 section prohibits receiving of federal funds so that they do not discriminate any person with a disability. The law and regulation might affect a teacher if they receive federal funds on the basis of discriminating of disabled students. The teacher might face the laws on discriminating against disabled students (Chapman, 2012).

References

Chapman, W. (2012). The Need for Special Need Education. Together we Stand, 12-15.

Kempe, A. (2002). Drama Education & Special Needs: Teachers in Mainstream and Special Schools. New York: Nelson Thornes.

Perry, J. (2012, February 19). The IDEA Laws and Regulations. Retrieved March 1, 2013, from The IDEA Laws and Regulations Web site: www.idealaws.com

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