

# The Revelation of Development of Special Education: From the Law and Operational Status to Explore

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## Abstract

Although special education originated in Europe, it developed rapidly in North America. The United States, in particular, has been the world leader in the development of special education. From the establishment of the special education law to the implementation of various special education policies, the United States has become a model for the development of special education in many Asian countries and regions. This paper analyzed the development of special education in the United States from the aspects of the establishment of the law, educational placement, implementation of IEP, implementation of integrated education and teacher training.

## Keywords

Development of Special Education, Special Education Law, Inclusive Education

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## 1. Introduction

With the impact of globalization, education is not only the pursuit of educational efficiency, but also the pursuit of the core values of social fairness and justice. In the 1970s, Europe, beauty and advanced countries are advocating "righteousness", "equality", such as the core concept of social value, and the pursuit of the core values of fair also affected the national education policy and the formulation of relevant laws, education policy began to slowly shift geared to the needs of vulnerable groups, including "education without limit" for people with disabilities, "with special education needs", refused to "zero" and "individuation" concept of education [1]. In this context, countries and other regions have formulated a series of special education laws and policies for the disadvantaged people with physical and mental disabilities in order to meet the educational equity. The policy has promoted the development of separate special education and even integrated education. On June 7, solstice, 10, 1994, UNESCO held the World Conference on Special Needs Education in Salamanca, Spain. At the Conference, representatives of 88 governments and 25 international organizations adopted a declaration on Special Education. Known as the "The Salamanca Statement and Framework for Action on Special Needs Education", the "salamanca Statement" not only emphasizes the need to consider the educational rights of people with disabilities and Special learning Needs from the core social value of educational equity, but also emphasizes the concept of inclusive Education [2]. Under this influence, some Asian regions (such as Taiwan and Hong Kong) began to draw educational policies for special students with the concept of "normalization principle", which brought traditional segregation education into segregation education [3]. This paper will analyze the development of special education in the United States from the establishment of laws to the implementation of various special education policies.

## 2. The promotion of special education in the United States

American special education were introduced from the perspectives of educational placement, implementation of IEP, implementation of integrated education, teacher training, and fund operation Operation of the yukon.

### Place for education

In the early stage of special education resettlement in the United States, some people proposed the idea of continuous and different resettlement systems, while others proposed the idea of complete integration system .

Affected by the IDEA act, in the past, the United States would settle students with physical and mental disabilities according to the least restrictive environment integrating educational concepts [4]. The settlement modes include:

- 1) ordinary classes: special students are educated in ordinary classes in an integrated way.
- 2) resource classroom: the time that special students need to receive special education and related services outside ordinary classes is between 21% and 60% of the teaching day.
- 3) separate classes: more than 61% of the time that special students need to receive special education and related services outside ordinary classes on the teaching day.
- 4) separate schools: special students receive education and related services mainly in the separate special schools.
- 5) nursing institutions: special students receive education and related services mainly in the separated nursing institutions.
- 6) home/hospital: special students receive education and services mainly at home or hospital.

Because of the United States' commitment to integrating educational policies and ideals, it does provide a minimally restrictive educational environment for children with physical and mental disabilities. In the past 20 years, the number of special students placed in ordinary classes has increased from about 20% to nearly 50%. However, surged past obstacles category mainly with the language barrier, specific learning difficulties, limb dysfunction, and other health impaired students, mentally retarded and severe sensory disorder is concentrated in the resource room and placed separate class's and grade's form, and the related research also shows that ordinary class placement with mild learning disabilities students have good results, but on intelligence and ability of poor students, the study did not support the placement of regular class integration education [5]. Although more severely ill children have recently been placed in general education Settings, there are other problems. According to the data released by the United States in 2014, the number of disabled students aged 6 to 21 in ordinary schools reached 94.8% in 2012, but only 61.52% of them spent more than 80% of their learning time in ordinary classrooms. Relevant studies have also found that some parents of special children are satisfied with their children receiving services in the resource classroom. When parents pay attention to their children's studies, they are more supportive of diversified resettlement mode, while parents who pay attention to their children's social development are more inclined to complete integrated education [6].

In recent years, the fusion of the United States education mainly comes from the perspective of resettlement, the fused past settled disabled students only in the narrow concept in education environment, extend to put students to meet their physical and mental development needs the education environment of generalized concept, and the proposed fusion at present not only focused on the resettlement, but payed more attention to by the content of the education in the students and the quality of the services provided support for them [7].

### Promotion of IEP

In terms of parental involvement, when children were evaluated with special education needs, the school will please teachers, parents and various professionals to participate in the iep's require curricular modules meeting, and to ensure that each parents of children with disabilities have had the opportunity to participate in their children's formulation of the iep's require curricular modules, the school will notify parents discuss content relevant to the meeting and the meeting time and place, if the iep's require curricular modules about the content of any revisions or changes, the school must parents agree with you. Another IDEA for the iep's require curricular modules team members have specific provision, including: at least a special education

teacher, an ordinary teacher, one must be qualified to provide the special education or supervision, and must be familiar with the education curriculum and the school education institutions on behalf of the existing resources, a person who can evaluate the performance of examining the iep require curricular modules, even the students itself [6,8].

Currently, the US IDEA act explicitly states that the IEP must include: students' current academic achievement and functional performance;The whole students' goals for the academic year, including functional goals for learning content;Determine how to evaluate students' learning progress;Set out when regular progress reports will be provided to parents;To provide special education services and support to students with research justifications;If students cannot participate in activities with ordinary students under certain conditions, please explain.IEP should propose the reasons why special students cannot participate in the assessment of some learning contents of ordinary students, and should propose alternative assessment adjustment methods.If the student is 16 years of age or above, the IEP is required to provide a calculable target for the completion of the secondary school's future and to provide transitional assessment and transfer services based on the student's age;In addition, the IDEA explicitly pointed out that proper education (appropriate education) should be in "minimum limit environment", school education should make special students by education in maximum extent with ordinary students, whether public or private schools, only in the ordinary course of auxiliary and support provided by the education environment not to satisfaction, to take special classes or separate class education [8].

#### Implementation of integrated education

In the implementation of integrated education, the current integrated education in the United States has the characteristics of "full participation and acceptance", "diversified resettlement forms", "flexible intervention strategies" and "complete support measures";In terms of participation and admission, in the daily teaching process for students with physical and mental disabilities, the general school will emphasize in the administrative meeting that all students should abide by the concept of fairness and equality, and respect cultural differences;Teachers and school administrators use polite, unlabeled speech to understand them.Teachers will observe carefully to understand how students with disabilities understand and interact with their surroundings;At the same time, the school often adopts collaborative teaching in the integrated classroom, which also closely combines the community with the disabled students and their families, so that the disabled children and their family members have full rights to participate in national activities.In terms of placement, with the development of integrated education, many students with severe and multiple disabilities in the United States are also transferred from special education classes and special schools to the environment of general education, and special education supports such as family-school placement, age-grade appropriate placement, ordinary classes, etc. [3].

#### Teacher training

To be a qualified special education teacher in the United States.The qualifications are more stringent than those of ordinary teachers, who are generally certified as teachers

After the teacher, he/she has to undergo special training to become a qualified teacher of special education [2].In addition, there are specialized colleges offer a degree in special education teacher training, and special education teachers also have their own organization, including: the American academy of child and special committee, the deaf education commission, and other related to special education organization, the organization will follow the change of the social and special professional knowledge for special education teachers can put forward some new standards [3].For example, the committee for special children of the United States has established ten standards for special education expertise, including basic principles, learners' development and characteristics, individual learning differences, teaching strategies, learning environment and social interaction, language, educational planning, evaluation, professional and moral practice, and cooperation.Therefore, many special education organizations have established professional standards for special education teachers, which strengthens the concept of performance responsibility of American special education teachers [3].Among them, in recent years, the United

States has generally included the training of the cooperative ability of teachers of pre-service special education in the normal university curriculum, aiming to carry out effective cooperation with families of special children, so as to enable special children to develop their social adaptability and improve their academic achievements [4].

#### Funds operation

In 2005, the federal department of education funded a total of \$11.1 billion to states for education programs for children with disabilities, \$4.7 billion more than in 2001 and \$1 billion more than in 2004. In addition, an additional \$467 million was provided for disabled infants and their families [5]. On February 13, 2012, the Obama administration of the United States issued the fiscal budget of 2013. In the new budget, education accounts for about 69 billion us dollars, which is an increase of 2.5% compared with 2012, namely 1.7 billion us dollars. Of this, \$12.7 billion is for special education. The goal is to improve education and early intervention for children with disabilities in pursuit of educational equity. On April 10, 2013, the Obama administration issued the 2014 budget, and education is still a priority. Education accounted for 71.2 billion us dollars in 2014, an increase of 4.5% over 2012, or 3.1 billion us dollars. Of this amount, \$463 million is dedicated to early intervention of disabled children from birth to 2 years old and their families, and \$373 million is dedicated to children with disabilities aged 3 to 5 years old to ensure that they receive good education [6].

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