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# The Positive and Negative Factors Affecting Students with Exceptionalities

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CMP 200 810

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“The Positive & Negative Factors Affecting Students with Exceptionalities”:

In the Discipline  
of Special Education

In public education there are many distinct aspects that administrators, teachers, and students must adhere to if things are to be successful in the day-to-day functioning of all schools. This can happen in the classroom, on the playground, or in the board of education office, but when it comes to the everyday aspects of those important decisions that need to be addressed in education some surely can be overlooked. There are many challenges to those students who are diagnosed with exceptionalities in the discipline of special education, but there are still more positive factors than negative ones within this field that gives those a much higher rate of success. This can be determined from the many laws as required by federal, state, and local statutes as well as the confines of the self-inclusive classroom. In addition, there are many categories that comprise the meaning of special education, as well as recognizing a few of the most common types of exceptionalities in which teachers must deal with on a daily basis, and the most important creative characteristics of assistive technology have to offer our students with special needs each and every academic day and why it is so vital to the social and emotional well-being.

Prior to and before the discipline of special education came into existence back and during the mid-1970's many children who were diagnosed with a disability or special needs were

classified as being placed in an institution, and were just left to fend for themselves. This was true, because of the way society treated young children who were either paralyzed from the neck down not to mention, had a cleft lip in their facial expression, or a slight stutter in their words, but with key legislation enacted by the United States Congress in the middle of that decade, “political and social attitudes” (Lang) started to progress for the betterment of those individuals who were exceptional, and which led to a “wide variety of regular” (Lang) liveliness. It was within this movement that “federal legislation” (Lang) started to be enacted all over the country. It all started with the passage of “three major laws” (Lang) which assured, “the rights of persons with disabilities” (Lang) as well as “children and students with disabilities” (Lang) and additionally, the final statute was the biggest of them all, and it “had the biggest impact on education” (Lang) for all students. Those laws mentioned that brought about the mainstream, and having the most dramatic effect were the, “Rehabilitation Act of 1973, Section 504” (Lang). This new law stated, and which was a “first of its kind” (Lang), specified that any person, or persons who were diagnosed with any disability would, “be accommodated in any program or activity that receives” (Lang) funding from the United States federal government. In hindsight, this new law, “was not intended specifically for education” (Lang). The main concept was to have student's morals sheltered to a few, “extra-curricular activities” (Lang) on the secondary level to those students who of course are much older, while on the elementary level of education, our learners who are much, “younger” (Lang), focused on the mentality of a few, “child care or after-school care programs” (Lang). In conclusion, the law specifically states that any kind of, “programs” (Lang) accepting money from the government, “of any kind” (Lang) cannot prohibit students who are diagnosed with a disability as well as pinpoint, “reasonable ways” (Lang) in quartering those person's needs.

The second key piece of legislation that is for the betterment of those with exceptionalities. The American with Disabilities Act showed the most positive effect for individuals with physical, mental, or cognitive exceptionalities. The actual name was entitled the “American with Disabilities Act of 1990 (or ADA)” (Lang). This law was truly in a class by itself, and its definition frankly spoke volumes by how it was written to benefit those individuals with exceptionalities. There were some key components to its existence that made it so widely acceptable to the American public. It first stated and which, “prohibited discrimination on the basis of disability” (Lang). This was almost identical to the previous law which defined the characteristics of a student having a, “Section 504 of the Rehabilitation Act” (Lang). In addition, there was another key component of the (ADA) statute in which, “applies to all people” (Lang) besides schoolchildren. Furthermore, the law also allows for the allocation of various and vigorous than that, “of Section 504” (Lang). In addition, the (ADA) law gives all of those diagnosed with a disability the right to free and fair, “employment and jobs” (Lang), including not just those receiving monetary allotments from the federal government. In conclusion, the (ADA) federal statute is also preferably noted for the one of its most key provisions, providing any key, “accommodations to be made in public facilities” (Lang) including such public access areas which include, “buses, restrooms and telephones” (Lang) and this includes the modernization, “in schools” (Lang) and these areas are commonly being used each and every day, such as, “wheelchair-accessible doors, ramps, and restrooms” (Lang) just to cite a few. The last major law that played a significant role in the discipline of special education was called the Individuals with Disabilities Education Act (or IDEA) (Lang). This law was enacted by both houses of the bicameral legislature also known as the United States Congress in “2004” (Lang). There are several provisions to the law which gives certain federally backed assurances, “for

anyone with a disability from birth to 21” (Lang). There are two that affect all schools, and the remaining ones are geared toward all “classroom teachers” (Lang). The first right known to this law and meant for all schools is known as (FAPE), or “Free, appropriate education” (Lang). This stated that just because, an “individual or an individual’s family should not have to pay for education” (Lang) just because, of one's exceptionality, and in addition, it is based on the need to learn and grow academically. here also has been what is known as equity. This is where the person with a diagnosis, the school district, and other individuals such as members of a child study team will produce various courses of actions, “for resolving the disagreements that are fair and accessible to all parties” (Lang), as well as the person who is in the center of it all, and that is the person with the disability. The three areas where the “classroom teacher” (Lang) really must concentrate and be fair to all students with exceptionalities, which provides a certain criterion for those students. This is always first, because no one expects a special needs child to be able to do, “should not assume test-taking skills” (Lang,) or “working quickly” (Lang), or assimilation as well as, “speaking orally” (Lang). The next teaching concept in the classroom is known as “education in the “least restrictive movement” (Lang). This can be defined as knowing an individual, “with a disability should provide as many” (Lang) learning options for individuals with exceptionalities along with, “including students in regular classrooms” (Lang) as well as having other curricular, “activities as much as possible” (Lang). The I provision is that of the “individualized education program” (Lang) or, commonly referred to as the (IEP). This important piece of information plays a very pivotal key role for any child who is diagnosed with any disability. While there are many distinct categories that comprise the very nature in the discipline of special education. They all share one thing in common no matter what the exceptionality and that is the (IEP). The individualized education program is a shared document,

between not only, “classroom teachers” (Lang), but other professionals as well, such as, “reading specialists, psychologists, or medical personal” (Lang) just to name a few play a key role in helping students going forward and making sure they become more exemplary in not only their education, but their social and mental well-being as well.

There is another constituent that plays a very key role within the discipline of special education and that is the inclusive classroom. The definition of “inclusion” (Gaille) can be simply stated as, “every ideology, perspective, and opinion that society offers” (Gaille) in the vicinity of each uniform of special education. It is because of this that administration as well as teaching, and support staff will, “no longer” disparate any student, because of one’s academic prerequisite, educational success, and corporeal dysfunctions. These are truly key positive factors for the “inclusive classroom” (Gaille). There are other key factors that the “inclusive classroom” (Gaille) talks about such as permitting “a student” (Gaille) who has a “learning or physical disability” (Gaille) to acquire their academic potentials besides their non-disabled equals. There are other key positive outcomes that are taken into consideration from an “inclusive classroom”.(Gaille) such as creating a way, “for all students to form friendships” (Gaille), as well as, “meet their IEP goals better” (Gaille) with making or taking any key modifications and or objectives that need to be met in that very important backed federal document, and in addition, it shows and supplies, “higher expectations” (Gaille) for everyone. Inclusion in the classroom also shows a growth in an expanded “staff collaboration” (Gaille), between general, and not to mention special education teachers, along with other key educational services professionals such as occupational therapists, licensed speech pathologists and physical therapists along with paraeducators, whether they are personal aides or teacher assistants, and lastly it creates an edifice for parents to get more involved with their children’s learning enrichment. There are

some negative factors as well which takes away from the successes of an “inclusion classroom” (Gaille). The first rejection to this concept is a concept called a “cookie-cutter model of learning” (Gaille). This can be simply stated as taking necessary “resources” and which are allocated for “special education” (Gaille) and then there redirected to other places. This truly puts a damper on all things that are good for the discipline of special education as well as throwing it into disarray, the “learning environment for other students” (Gaille), whether they have exceptionalities or not. Another negative factor that can throw off a student's learning is that of one having “physical disabilities” (Gaille) and that the “inclusive classroom” (Gaille) might require some special adaptation or modification for the student if they use some form of assistive technology, such as a wheelchair and lastly this particular “inclusive classroom” (Gaille) cant “be rushed if it is to be successful” (Gaille) and it can lead to further nonattendance. The success of an “inclusive classroom” (Gaille) can be truly positive more than negative because, of some important key components and if there is “no collaboration in the curriculum, then most” (Gaille) if not all the positive approaches, then all go away.

One of the next key concepts in special education is its misunderstandings. There are and have been a lot of significant causes that we as educators, administrators, and even parents sometimes overlook and that is because the “disability rates lack credibility” (Greene, National Review) with these statistics. For example, in the State of New Jersey, there is an “18 percent” (Greene, National Review) student rate who are deemed “classified as disabled” (Greene, National Review), but those same students in the State of California have only a “10.5 percent” (Greene, National Review) total. Some of the true misgivings about special education are exactly what it is and its true definition. The real meaning behind special education is that it is defined as a really, “broad term” (Understanding the 13 Categories of Special Education) to best recount

“specially designed instruction” (Understanding the 13 Categories of Special Education) in which those expectations need to be met for the student who is diagnosed with an exceptionality, but the real facts are that some people don’t quite know that special education services are bestowed upon by the “public school” (Understanding the 13 Categories of Special Education) district and that there is no fee to the family of a student who is diagnosed with ah a disability. The main reason special education is so vital and why it is so successful in society today is because there are so many different students who have different exceptionalities and there will be a, “specific program or class” (Understanding the 13 Categories of Special Education) as well as an ingress to all key educational service professionals and in addition, adjustments in the learning content areas of, “curriculum and teaching methods” (Understanding the 13 Categories of Special Education).

There are various categories that comprise special education along with some key components regarding learning for students with exceptionalities. There are “thirteen categories of special education” (Understanding the 13 Categories of Special Education) as noted by the “Individual with Disabilities Education Act (IDEA)” (Understanding the 13 Categories of Special Education). They range from the autism spectrum disorder category to the visually impaired categorization, but for a child study or “IEP team to” (Understanding the 13 Categories of Special Education) consider a student for a special service. (Understanding the 13 Categories of Special Education) The individual must have one of the “thirteen categories of special education” (Understanding the 13 Categories of Special Education) along with adversely affecting one’s learning skills. As specified before, autism is the biggest exceptionality as well as a challenging one known in the discipline of special education. The teachers and paraeducators who teach and take care of those inflicted by this troublesome mental cognition sometimes are

overlooked and overshadowed. There are a lot of students who must go through the many tribulations of having autism. There are a lot of students who must go through the many trials and tribulations of having autism spectrum disorder, whether they are non-verbal, or verbal, and have some form of physical tic such as Tourette's syndrome, but they still do not quite understand why they have it or when, or if it will ever go away. There is also another key element that makes special education so vital for the success of a student's academic program, their social adaptations along with the emotional leaps and bounds that this field knows and that is of "Assistive Technology" (Raver, 194). This particular "field" (Raver, 194) in the past "three decades" has really sprung up for the betterment of those inflicted with disabilities. The term can be defined as "both the devices and the services needed to ensure successful use of the device" (Raver, 194). There are several types of components that are called "assistive technology device" (Raver, 194) and this comprises, "any item or piece of equipment, customized or commercially available, that will help a child increase, maintain, or improve function" (Raver, 194). These devices were brought about by the federal statute back in the late 1980s, which was entitled, the "Technology-Related Assistance for Individuals with Disabilities Act, 1988" (Raver 194). There are two distinct types of categories. The first is the very "Low-Tech" (Raver, 194) which comprises things such as "Velcro closures, Suction cups, adapted utensils, picture communication boards" (Raver, 194) to the very "High-Tech" (Raver, 194) which consists of Computerized communication devices, Powered mobility, Speech synthesizer" (Raver, 194) just to cite a few. In conclusion, without these yet so simple devices to the very technologically savvy computerized and most advanced items. The students would not be able to carry on for a split second, but it does make their life so much easier and for the betterment going forward for their tomorrows.

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