

Comparing Inclusion and Pull out Services for Students in Special Education
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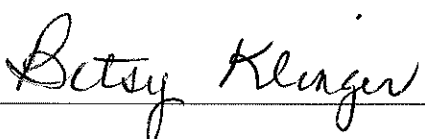

	
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Two Thousand Eighteen

Abstract

The number of students entering special education programs across the country seems to be increasing yearly. There are many different styles of teaching special education as well as a vast variety of services offered to the students. The two most common services used among special education teachers are “Pull-Out Instruction” and “Inclusion”. These are often times varied based on what is best for the student, but there are teachers and schools that may think one is better than the other regardless of the student and their needs. The government requires that all students qualifying for special education services receive a plan that is best suited for them and they are to be taught in their “Least Restrictive Environment” (LRE). Pull out or inclusion is a big decision when determining LRE of a student.

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With the increased number of students across the country qualifying for special education, the achievements these students are making is becoming more important to educators.

Special education programs look different throughout the country as there are many different types of schools. Students could attend a public school, private school, charter school, or even a home school setting. Each of these types of schools has different state mandates and requirements, so are they providing the same services with the same level of outcome? Does one school have a better strategy than another?

There is a problem in education regarding special education and the services our students with special needs require. Despite these students having IEPs (Individualized Education Plans), there is a difference in requirements and administration between school types (public, private, charter, and home schools). The students are similar because they have needs above and beyond that of their classmates and peers. However, with the different types of schools, there is a difference in implementation and it leads to different results and success for the students. Special Education is an area of education that covers roughly 34% of all students in the United States. Is pull out instruction the answer? Is inclusion in the general education classroom the answer?

Statement of the Problem

When comparing the effectiveness of pull out and inclusion services in special education, is one better than the other?

Significance of the Study

Special education is an ever-growing population in schools today; therefore, it is important to be sure we are doing the best we can to help all students succeed. Students in special education need to be given the ability to succeed at the same level as students in the general education classroom. Determining if there is a greater benefit via inclusion or pull out

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services could mean an increase in success and ability among special education students. This would allow special education teachers to attempt to administer the most effective accommodations available to their students.

Purpose of the Study

The purpose of this study is to determine if pull out instruction or inclusion are more beneficial to the academic growth of a student. It is important for students to be taught in their least restrictive environment (LRE). Choosing pull out instruction or inclusion is often a key decision made when LRE is taken into consideration. This study would help an IEP team determine what is best for a student's growth.

Definition of Terms

Inclusion – Inclusion is the act of providing educational services to students with disabilities in a general educational setting (McCullough, 2008).

Pull Out – Services given to a student with an IEP to receive instruction outside of the general education classroom. Pull out services are received in the Special education setting and separate from students without a disability.

Least Restrictive Environment (LRE) – Place of learning in which a student with a disability is given the best chance to succeed. This is decided by the IEP team in an IEP meeting.

General Education Setting - The general education setting is the setting in which nondisabled students are educated.

Special Education Setting – A special education setting features the removal of students with disabilities from the general education setting in order to provide them with specific special education services. The special education setting does not provide educational

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opportunities for student with disabilities in the company of students without disabilities (McCullough, 2008).

Individualized Education Plan (IEP) – a written statement for each child with a disability that is developed, reviewed, and revised in accordance with section 614(d) (IDEA, 1997)

Accommodation – a change made in special education programming to allow for the greatest amount of success for a child in need of assistance via and IEP.

IEP Team – a group of people who come together at an IEP meeting to develop, review, and revise a student's IEP. Each member of the team has a clearly defined role.

Overview of the Study

The purpose of this study is to determine if there is a difference in outcome for a student in special education receiving pull out instruction vs a student receiving inclusion instruction.

Included in chapter 1 of the study is an abstract, and introduction, and a list of important terms possibly unknown to the reader. Chapter two contains a literature review of inclusion and pull out instruction. The literature reviews cover the following topics: History of Special Education, Educational Setting – Pull out and Inclusion, Services Provided for Pull out and Inclusion, and Arguments for Pull out and Inclusion.

Chapter Two: Review of Related Literature

The purpose of the literature review in this chapter is to compare Pull out Instruction and Inclusion Instruction for a student in special education. The reviews will cover the following subjects:

1. History of Special Education
2. Educational Setting – Pull out and Inclusion
3. Services Provided – Pull out and Inclusion
4. Arguments for Pull out and Inclusion

History of Special Education

Special education services became mandatory in 1975. Prior to this, there was no obligation to provide comprehensive special education programming for any student with a disability. There were few jurisdictions which enacted legislation offering special education services. The legislations doing this were few and far between. School boards before 1975 would primarily exclude any child with a disability. This practice was challenged in court many times to no avail, and the court primarily upheld the exclusionary practices. Court arguments regarding special education students fell among the same arguments as in the Supreme Court case of *Brown v. Board of Education* in 1954. *Plessy v. Ferguson* was a court which allowed segregation to be legal. Segregation was known as “separate but equal” and was made under the pretense that just because races were separated did not make them unequal. When *Brown v. Board of Education* went to court in 1954 it stated that the case of *Plessy v. Ferguson* that was upheld was

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a violation of the “Equal Protection Clause of the 14th Amendment” and therefore the end of racially segregated schools was legally mandated. This did not clear the pathway for non-segregated schools, but it was a large step in making sure the school system was on the right track to be unbiased racially and ethnically.

In 1951, a suit was filed against the Topeka Board of Education stating that students being segregated based on race was unconstitutional. In the early 1970’s, the courts started to agree that segregating students due to disabilities was no longer going to be acceptable as a direct result of the civil rights movement (Osborne & Russo, 2006).

In 1965, President Lyndon Baines Johnson signed into law The Elementary and Secondary Education Act (ESEA). This was a civil rights law to set the standard that “full educational opportunity” is “our first national goal”. ESEA was designed to financially support low-income students, textbooks and library books, special education centers, and college scholarships for low-income students. There was also funding allocated for state educational agencies to improve the quality of elementary and secondary education (ESSA). In 1966, amendments were made to the ESEA to allow federal funding for students with disabilities at local schools and not just state schools. In 1968 there was an additional amendment to improve and expand programs designed for special education services to students with disabilities (Katsiyannis, Yell, & Bradley, 2001).

Prior to 1975, it was reported by Congress that nearly two million students with disabilities were not receiving free and appropriate education services while an addition three million did not receive appropriate services (Katsiyannis et al., 2001). In 1975 the Education for All Handicapped Children Act (EAHCA) was implemented and stated that all students with a

disability must also receive a free and appropriate education. The EAHCA consisted of four areas of rights:

1. All students are to receive free and appropriate public education.
2. Students with disabilities as well as their parent's rights would be protected under the laws of EAHCA.
3. State and local educational agencies would be assisted in offering services via the laws of EAHCA.
4. Efficacy of providing services for students was to be assessed by the EAHCA (Education for All Handicapped Children Act, 1975.)

In 2001, the "No Child Left Behind Act of 2001" (NCLB) was established to prevent public schools from excusing substandard performance by students with disabilities. In comparison to the EAHCA, the NCLB also had four subgroups for reporting their achievements: 1- Students with disabilities. 2- Students with limited English proficiency. 3- Students of low socioeconomic status. 4- Students of a minority. The No Child Left Behind Act mandated that 95% of all students with disabilities complete state assessments and have their scores reported. The students were required to meet benchmark pass rates set forth by their respected subgroup (NCLB, 2002)

Educational Setting – Pull out and Inclusion

Educational settings for pull out instruction and inclusion vary from school to school and classroom to classroom based on the school's budget, staff, and strategies. A large factor that must be considered when ensuring an adequate amount of staff for special needs students, is the severity of the disability. Regarding students with severe disabilities, a student may require a

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small staff to student ratio in addition to a one-on-one paraprofessional to be most successful. Students with mild disabilities may be successful with minimal support in a well-supported educational setting. Personnel needed to support students with disabilities are encouraged to complete a training for students who require behavior intervention (Estes, M. 2000).

Attention deficit hyperactivity disorder (ADHD) is a common psychiatric condition that has been proven to be overlooked in pediatrics. Section 504 of the Rehabilitation Act of 1973 states that children who have been diagnosed with a disability may receive special education services in order to provide accommodations in the classroom and can be categorized as having an emotional disability or a specific learning disability (Rehabilitation Act, 1973). Children diagnosed with ADHD and not receiving special education services have significant complications in an educational setting. In addition to classroom accommodations, the following treatments for ADHD are suggested, but not required: family education, parent education, behavioral therapies and medication. In the study completed by Bussing, Zima, Perwien, Belin, and the M Widawski Department of Psychiatry, girls were at a significantly greater risk for not receiving services of any kind of their ADHD diagnosis. In this study, “almost half (44%) of the second through fourth-grade special education students in our study qualified for a diagnosis of ADHD, yet only half of those diagnosed were receiving care for the disorder” (Bussing, Zima, Perwien, Belin, & M Widawski Department of Psychiatry, 1998)

High prevalence rates of ADHD and high levels of unmet services for these children. Because of inadequate servicing in the education setting, children are at a high risk for adversity in their educational outcomes. It is necessary for children to receive mental health services in addition to general health care and special education programs to ensure the well-being of the child. In order to all of the other listed treatments, school-based health services may be another

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avenue to venture into; school nurse, school psychologist, guidance counselor, peer mentors, etc.

Therefore, improving care for ADHD requires an integration across a wide variety of treatments, therapies, health care, and special education sectors (Bussing et al., 1998).

Attention deficit hyperactivity disorder along with Attention deficit disorder are not considered to be “automatic qualifiers” for special education services. It may be very common for a student with ADHD or ADD to require services because such disability hinders their success in education but is not a sole indicator that special education services are needed. The student must “Qualify” and “Need” special education to be given and IEP and special education services. ADD and ADHD are so closely related that ADHD is a more in-depth version of ADD. To be considered ADHD one must first show symptoms of ADD and the inability to attend to a topic or activity. This would then be followed with bouts of hyperactivity. With these two so closely related, they are essentially treated and accommodated for in the same ways among many schools and educational settings. The relation of ADD and ADHD is similar to that of a square and a rectangle in terms of “a square is a rectangle, but a rectangle is not a square” just as “having ADHD means you have/had ADD but having ADD does not mean you have ADHD”.

Services Provided for Pull out and Inclusion

Advocates of students with special needs are concerned with the professionals that could potentially work with students with special needs in charter schools. It is discussed that charter school do not provide inclusion, segregate students and do not entertain the spirit of IDEA (Individuals with Disabilities Education Act). Because of the lack of inclusion in charter schools, advocates fear that needs for these students will not be met academically. In addition to the previous concerns, the writer makes an argument that charter schools may not have the

financial stability necessary to provide adequate professionals to work with students with special needs.

Without sufficient funding in charter schools, students may not receive appropriate services for a potentially large range of disabilities. The appropriate personnel required to support students with special needs play an integral part in a child's success in all areas of education. The writer of this article states that charter school often open their school to students without a formal plan to service students with special needs, and often having the funding piece of the situation an afterthought. A study that was included in this article found that during the time of publication, seven states felt as a charter school they were unprepared to house, support, teach and enrich students with special needs. Charter schools, in addition to public or private schools, must have a plan in place to provide services to students with special needs, regardless of number enrolled (Estes, M. 2000).

The number of special educators, professional support staff (speech pathologists, occupational therapists, physical therapists, deaf and hard of hearing teachers, audiologists, orientation and mobility teachers, braille teachers, social workers, family advocate services, etc.) is determined by the number of students with special needs enrolled in a school (Estes, M. 2000).

Arguments for Inclusion and Pull out settings

Throughout the history of special education, there have been many laws and legal basis to provide students with disabilities to be included in the general curriculum. There are many points of view for both sides of the question on whether or not a student with a disability needs to or should be able to participate in an educational setting with nondisabled peers.

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The first such argument comes from *Brown v Board of Education of Topeka* (1954), a court case about equal education opportunities for inclusion for students with disabilities. Another argument made by Geisthardt and Munsch (1996) stated that students with disabilities required the social interaction of their nondisabled peers. An inclusion setting would help develop friendships, leadership skills, and social competency for students with disabilities. These are all important skills for functioning successfully in school and in society (Geisthardt & Munsch, 1996). A large argument for inclusion is fostered by the mandates in the No Child Left Behind Act of 2001 stating that students with disabilities achieve educational proficiency at the same rate as students without disabilities (NCLB, 2002).

Conclusion

The realm of special education is ever changing every few years with new acts, laws, and amendments. Some of the earliest laws designed for special education have been amended multiple times in order to keep up with society and the changing education system. More information on the benefits of inclusion and pull out instruction can be very important to incoming special education teachers to have a knowledge base and strategies for how they will develop their IEP's and their teaching styles. Knowing the positives and negatives of both inclusion and pull out instruction allow for all teachers to be more diverse in all special education settings and accommodation possibilities.

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