Special Education and Personalized Learning in Today's Schools

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Convention on the Rights of People with Disabilities, Article

CHAPTER ELEVEN

United States of America

*James R. Patton and Michal L. Wehmeyer*

Overview of Country

Historical Information

The United States was founded in 1776. The earliest compulsory education systems in the United States predated the American Revolution, but by 1870, all existing states provided education at no cost for elementary-age students; by 1918, all states established compulsory school attendance requirements. Compulsory education beyond the primary years was not instituted until the 1920s. The United States has a long history of local control over public education, so for much of the history of the education system, state-by-state variability existed as to which students were eligible for free public education. Such access was often limited by gender, race and ethnicity, social economic status, and, as discussed subsequently, disability status as well. The 1954 U.S. Supreme Court ruling in *Brown v. Board of Education* overturned an 1896 Supreme Court ruling (*Plessy v. Ferguson*) that stated separate education based upon race was constitutional. *Brown v. Board of Education* ruled that separate education was constitutional only if it was an equal education, and it launched a civil rights movement that, eventually, eliminated race-based segregation in schools. Action by the U.S. Congress in 1972 established Title IX of the Education Amendments, establishing the right to nondiscrimination in educational programs based upon gender.

Structure of Country

The United States of America is a federal republic composed of 50 states and the District of Columbia, along with 5 inhabited (plus 9 uninhabited) territories.
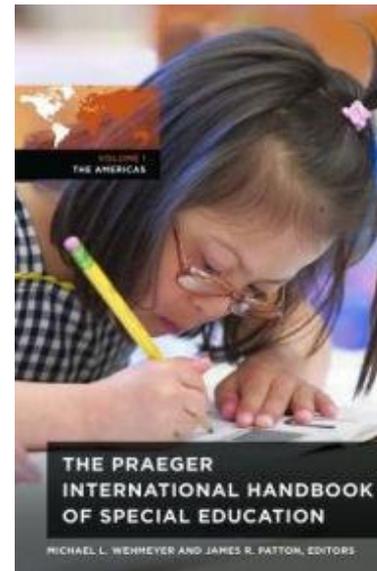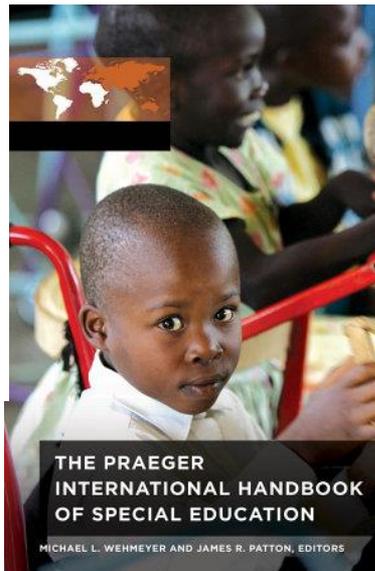
CHAPTER ONE

## People's Republic of China

Meng Deng and Sisi Wang

Overview of Country

Historical Information

With more than 5,000 years of continuous history, China is regarded as one of the cradles of civilization, beginning in the fertile basin of the Yellow River in the north plain of China. The history of education in China can be traced back to 16th century BCE during the late Xia dynasty (1523–1027 BCE). But at that time, education was a privilege of only the elites. Confucianism, which originated during the Spring and Autumn and Warring States periods (770–221 BCE), has been the biggest influence on education in China throughout its history. The public education system was established in the Han dynasty (206 BCE–221 CE). Both the elites and the common man could study in schools. After eras of multiple kingdoms, China's last dynasty was the Qing dynasty (1644–1912), which was replaced by the Republic of China in 1912, and, in the mainland, by the People's Republic of China after World War II in 1945 and the Chinese Civil War in 1949. Education was then reformed following the Soviet model, but that model was largely abolished beginning in the 1990s. In April of 1986, the Compulsory Education Law of the People's Republic of China was passed and later amended in 2006 and 2015. The government instituted a system of nine-year compulsory education for elementary and secondary school students. With regard to universalizing free compulsory education, China has taken a gradual path in rural and urban areas. In 2005, the State Council put into practice a new funding-guarantee mechanism for compulsory education in rural areas, which stipulated that the

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The Emergence of Strengths-based Models of Disability

- 1980- International Classification of Impairments, Disabilities, and Handicaps (ICIDH)
- 2001- International Classification of Functioning, Disability and Health (ICF)

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The Oxford Handbook *of*
POSITIVE PSYCHOLOGY *and*
DISABILITY
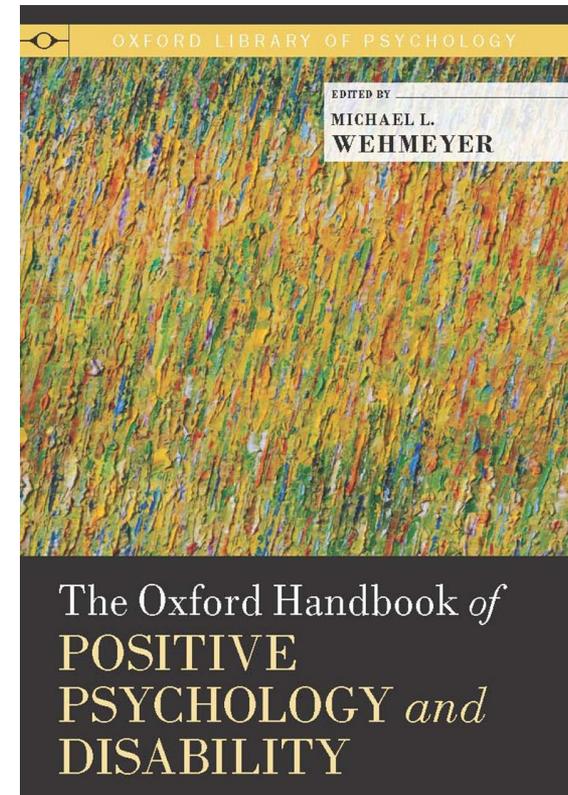
International Classification of Impairments, Disabilities, and Handicaps (ICIDH)(1980)

- Prior WHO classification systems were intended to provide taxonomies of impairments/diseases/disorders for diagnosis (the International Classification of Diseases, or ICD, still principle tool used in the world).

- ICIDH forwarded as a manual of classification of the *consequences of disease, injuries, and other disorders and of their implications for the lives of the person experiencing these.*

  - Examined impact of health condition on human functioning.

International Classification of Impairments, Disabilities, and Handicaps (ICIDH)

- ICIDH introduced three "distinct and independent classifications":
  - 1. Problems in body functions and/or anatomy, resulting in *impairment*;
  - 2. Related problems in the person's activities, resulting in *disability*;
  - 3. Problems in performing social roles in society, resulting in a *handicap* (World Health Organization, 1980, p. 30).
- "Externalization" of pathology

International Classification of Functioning, Disability, and Health (ICF)(2001)

- In response to criticisms of the ICIDH (and as a logical next step in the process), WHO introduced the ICF in 2001.

  - A universal classification of disability and health for use in health and health related sectors.

  - "ICF is named as it is because of its stress is on health and functioning , rather than on disability. Previously, disability began where health ended; once you were disabled, you where in a separate category. We want to get away from this kind of thinking. We want to make ICF a tool for measuring functioning in society, no matter what the reason for one's impairments. So it becomes a much more versatile tool with a much broader area of use than a traditional classification of health and disability."

  - "This is a radical shift. From emphasizing people's disabilities, we now focus on their level of health."

# International Classification of Functioning, Disability, and Health (ICF)(2001)
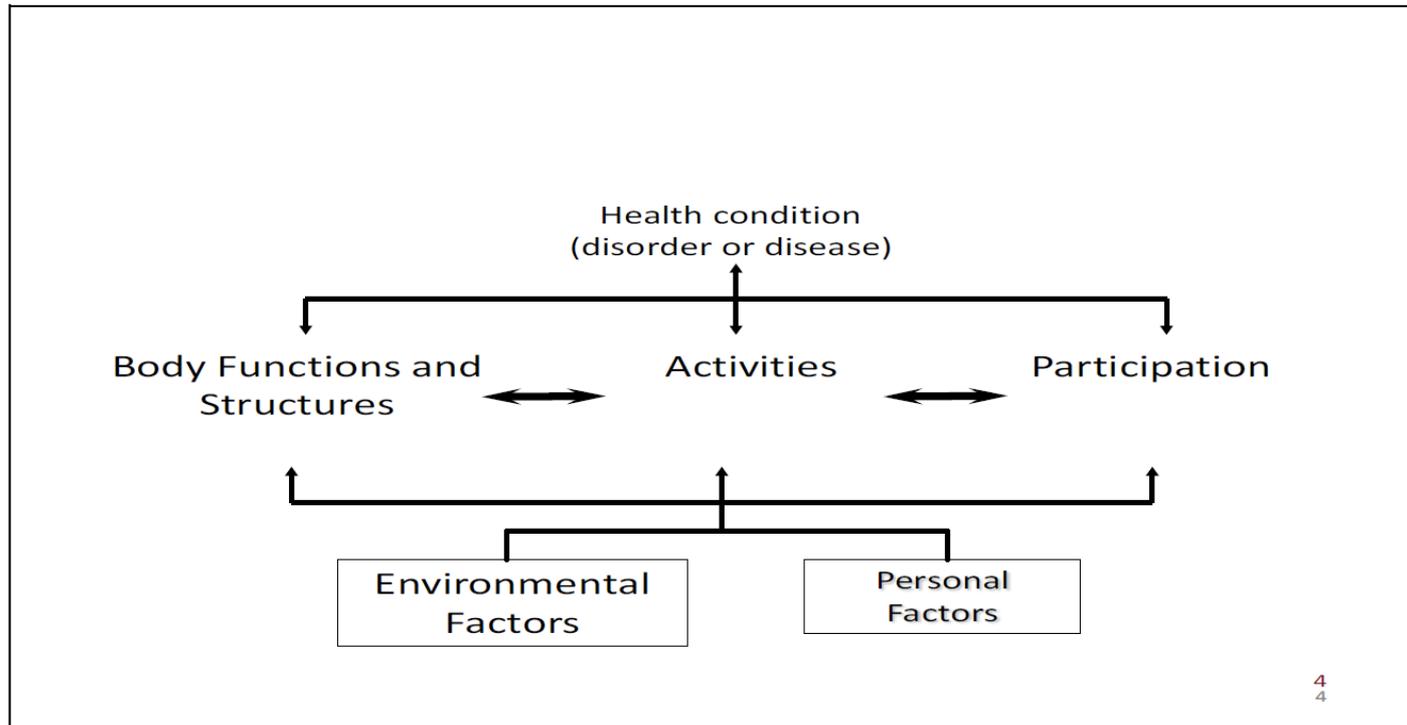
Figure 1: Interactions between the components of ICF (WHO 2001:18)

Changing Expectations: Changing Understanding

Disability

Personal Incompetence

Changing Expectations: Changing Understanding

Environment

Personal Competence

Changing Expectations: Changing Understanding

Disability

Environment

Personal Competence
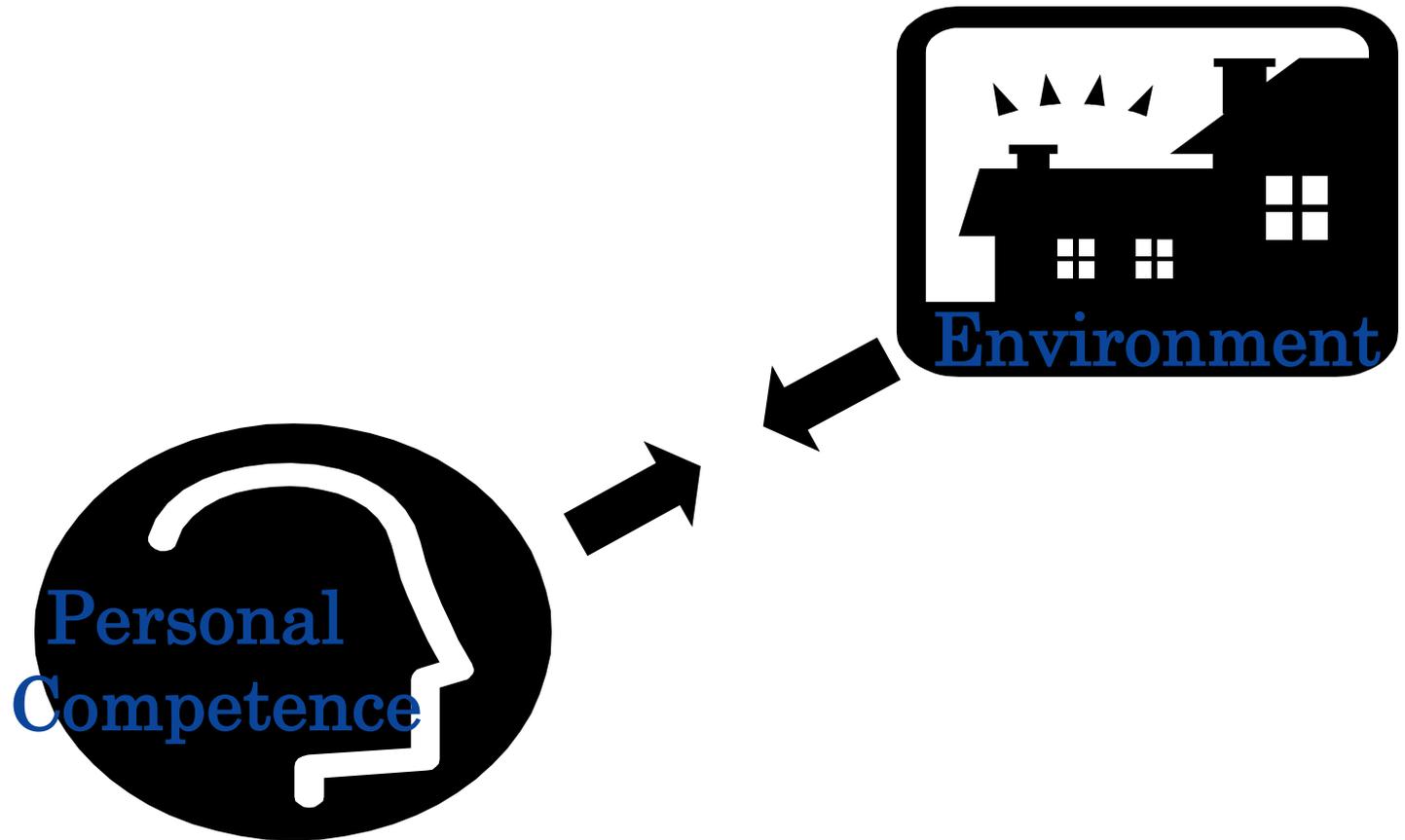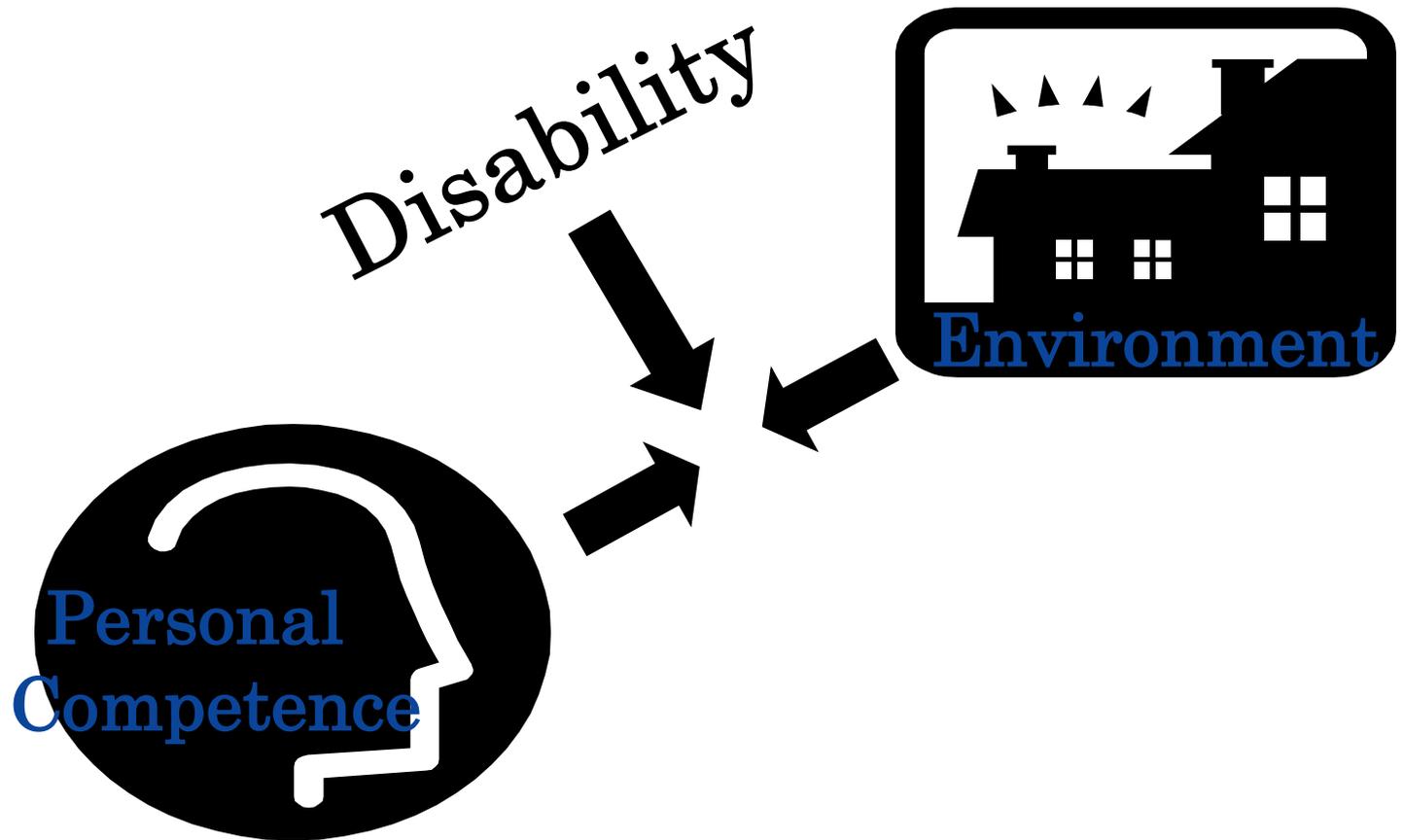
Implications of Changing Understandings of Disability

- Strengths-based
- Part of, not apart from, typical human functioning
- Focus on environment/context, not fixing individual
- Emphasizes supports, not programs
- Increased emphasis on electronic and information technology
- Personalized learning
- Focus on self-determination

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The Oxford Handbook of
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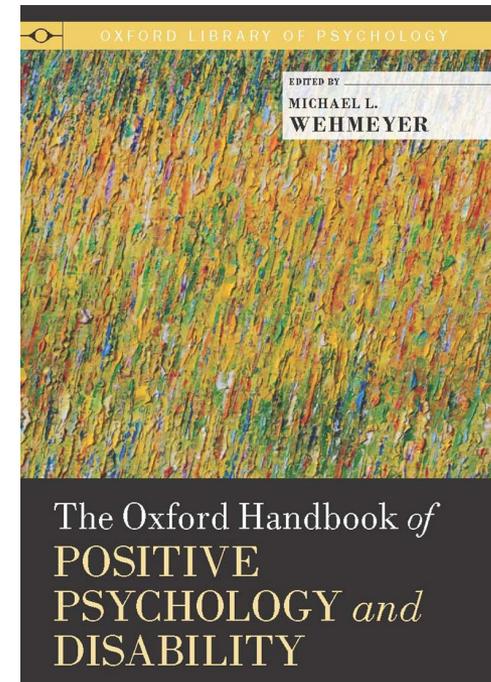
VIA Classification of Strengths

WISDOM	**CREATIVITY** • Originality • Adaptive • Ingenuity	**CURIOSITY** • Interest • Novelty-Seeking • Exploration • Openness	**JUDGMENT** • Critical Thinking • Thinking Things Through • Open-mindedness	**LOVE OF LEARNING** • Mastering New Skills & Topics • Systematically Adding to Knowledge	**PERSPECTIVE** • Wisdom • Providing Wise Counsel • Taking the Big Picture View
COURAGE	**BRAVERY** • Valor • Not Shrinking from Fear • Speaking Up for What's Right	**PERSEVERANCE** • Persistence • Industry • Finishing What One Starts	**HONESTY** • Authenticity • Integrity	**ZEST** • Vitality • Enthusiasm • Vigor • Energy • Feeling Alive	
HUMANITY	**LOVE** • Both Loving and Being Loved • Valuing Close Relations with Others	**KINDNESS** • Generosity • Nurturance • Care & Compassion • Altruism • "Niceness"			**SOCIAL INTELLIGENCE** • Aware of the Motives/Feelings of Self/Others • Knowing what Makes Other People Tick
JUSTICE	**TEAMWORK** • Citizenship • Social Responsibility • Loyalty			**FAIRNESS** • Just • Not Letting Feelings Bias Decisions About Others	**LEADERSHIP** • Organizing Group Activities • Encouraging a Group to Get Things Done
TEMPERANCE		**FORGIVENESS** • Mercy • Accepting Others' Shortcomings • Giving People a Second Chance	**HUMILITY** • Modesty • Letting One's Accomplishments Speak for Themselves	**PRUDENCE** • Careful • Cautious • Not Taking Undue Risks	**SELF-REGULATION** • Self-Control • Disciplined • Managing Impulses & Emotions
TRANSCENDENCE	**APPRECIATION OF BEAUTY & EXCELLENCE** • Awe • Wonder • Elevation	**GRATITUDE** • Thankful for the Good • Expressing Thanks • Feeling Blessed	**HOPE** • Optimism • Future-Mindedness • Future Orientation	**HUMOR** • Playfulness • Bringing Smiles to Others • Lighthearted	**SPIRITUALITY** • Religiousness • Faith • Purpose • Meaning

**VIA Inventory of Strengths for Youth (VIA-Youth)**

www.viacharacter.org

Supplement for Use When Supporting Youth with Intellectual and Developmental Disabilities to Complete the VIA-Youth

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Supports

- Resources and strategies that:
  - promote the interests and causes of individuals with or without disabilities;
  - enable them to access opportunities, information, and relationships inherent within integrated work and living environments;
  - result in enhanced interdependence, productivity, community inclusion, life satisfaction, and human functioning.
- Personalized array of supports

An Array of Supports

Specialized Services

Generic Services

Nonpaid Supports

Family & Friends

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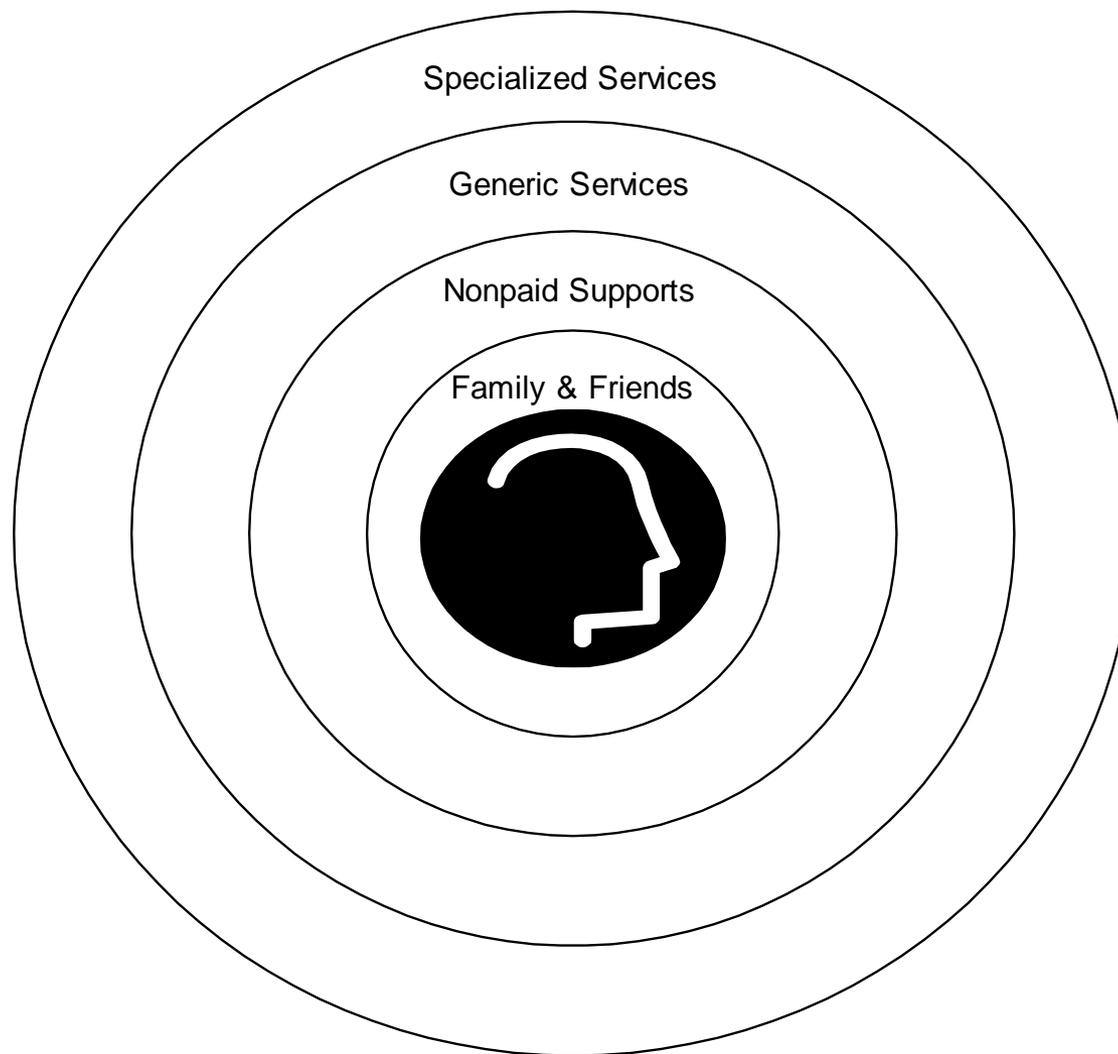
Personalized Learning

- Changing understandings of disability and advances in technology are moving us toward a system focused on personalized learning.
- Personalized learning environments are characterized by:
  - An emphasis on student-directed learning
  - Integration of technology into all aspects of the learning experience
  - Promotes student choice and self-determination
  - Repeated assessment through the learning experience.

Personalized Learning

- Digital Talking Books.
- Smartphones, iPads, & Tablet PCs
- Cloud-based apps
- 3D Printing
- The Internet of Everything

Thinking Reader surrounds the unabridged text of core literature with a variety of comprehension supports tailored to each student's reading level.
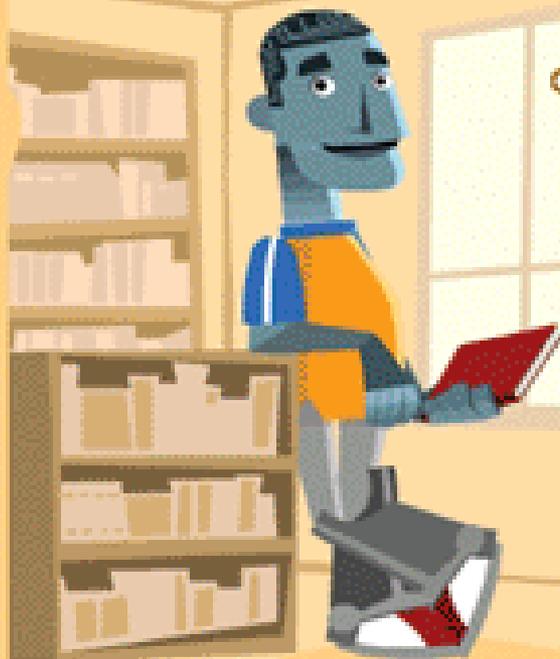
I remembered that both Winnie's grandmother and the stranger are very interested in the music. She is excited to hear the music again, and he seems to find it meaningful that she has heard it before. So I predict that the music will be important in some way.

Click Justin to hear his thinking.

Justin's Response

I predict that the tinkling melody will be important to the story.

Click to hear Justin's response.

Characters provide model responses and the thinking behind their responses.

Dynamic Learning Maps (Portion of Mathematics Learning Map)
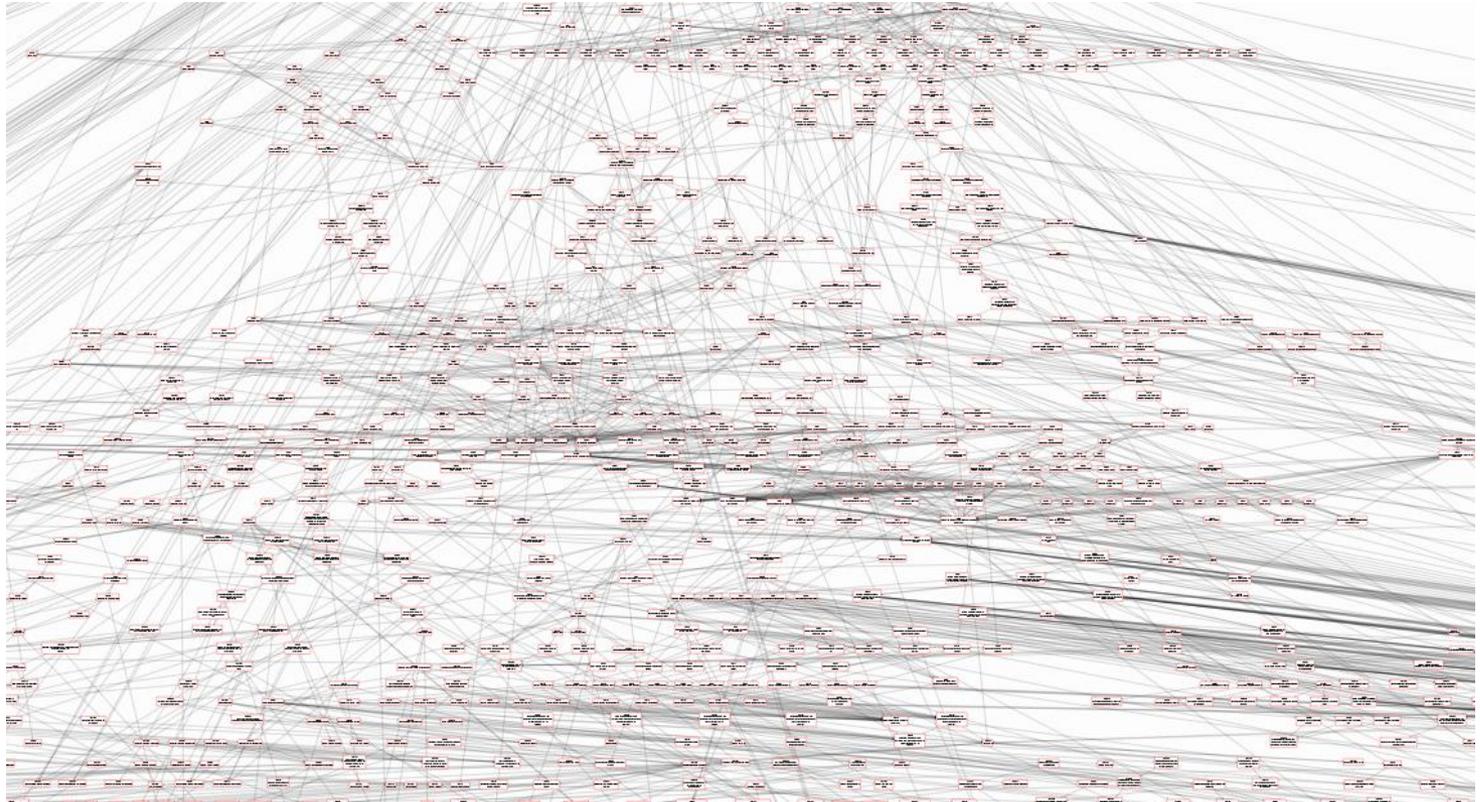
Centrality of Self-Determination

self-
DETERMINATION

Instructional and Assessment Strategies

MICHAEL L. WEHMEYER • SHARON L. FIELD
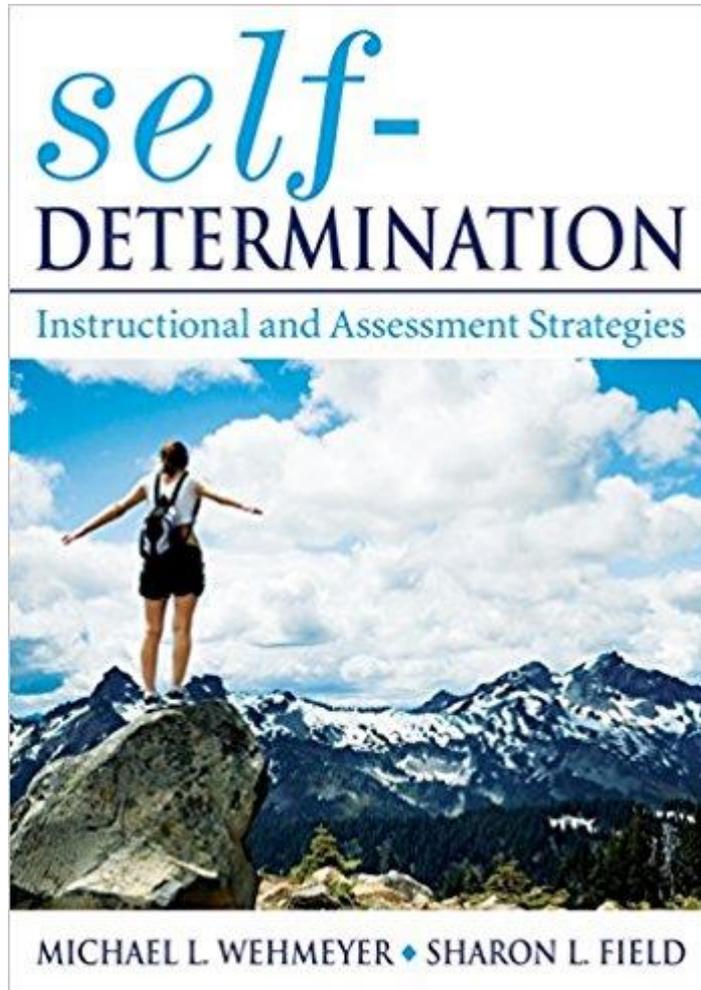
Self-Determination is a dispositional characteristic manifested as acting as the *causal agent* in one's life. Self-determined people (i.e., causal agents) act in service to freely chosen goals. Self-determined actions function to enable a person to be the causal agent is his or her life.

Causal agency: To make or cause something to happen in one's life.

Volitional action: Making a conscious choice or decision with deliberate intention.