



# Children With Disabilities

**Eileen L. Ordovery, Kathleen B. Boundy**

## **Children With Disabilities:**

*We Want to Go to School!* Maryann Cocca-Leffler, Janine Leffler, 2021-09-15 A Junior Library Guild Selection February 2022 The true story of the people who helped make every public school a more inclusive place There was a time in the United States when millions of children with disabilities weren't allowed to go to public school But in 1971 seven kids and their families wanted to do something about it They knew that every child had a right to an equal education so they went to court to fight for that right The case *Mills v Board of Education of the District of Columbia* led to laws ensuring children with disabilities would receive a free appropriate public education Told in the voice of Janine Leffler one of the millions of kids who went to school because of these laws this book shares the true story of this landmark case *Children with Disabilities in America* Philip L. Safford, Elizabeth J. Safford, 2006 Images of disabled children are found throughout well known works of literature film and even opera Their characters range from sweet to brave to tragic Disabled children are also a part of the reality of life either in personal ways or as poster girls and boys for drives and causes Behind these images is a historical presence that has been created by the societies in which these children live and have lived This work examines current knowledge about children's experience of physical cognitive and emotional behavioral impairments from the Colonial period to the present while revealing the social constructions of both disability and childhood throughout American history Just as disability has been advanced as an essential consideration in other historical inquiries such as that of gender this is a work intended to demonstrate the critical role of disability with respect to the history of childhood **Family Consequences of Children's Disabilities** Denis P. Hogan, 2012-04-01 The Americans with Disabilities Act ADA and other national policies are designed to ensure the greatest possible inclusion of people with disabilities in all aspects of American life But as a matter of national policy we still place the lion's share of responsibility for raising children with disabilities on their families While this strategy largely works sociologist Dennis Hogan maintains the reality is that family financial security the parents relationship and the needs of other children in the home all can be stretched to the limit In *Family Consequences of Children's Disabilities* Hogan delves inside the experiences of these families and examines the financial and emotional costs of raising a child with a disability The book examines the challenges families of children with disabilities encounter and how these challenges impact family life The first comprehensive account of the families of children with disabilities *Family Consequences of Children's Disabilities* employs data culled from seven national surveys and interviews with twenty four mothers of children with disabilities asking them questions about their family life social supports and how other children in the home were faring Not surprisingly Hogan finds that couples who are together when their child is born have a higher likelihood of divorcing than other parents do The potential for financial insecurity contributes to this anxiety especially as many parents must strike a careful balance between employment and caregiving Mothers are less likely to have paid employment and the financial burden on single parents can be devastating One third of children with disabilities live in single parent households and nearly

30 percent of families raising a child with a disability live in poverty Because of the high levels of stress these families incur support networks are crucial Grandparents are often a source of support Siblings can also assist with personal care and consequently tend to develop more helpful attitudes be more inclusive of others and be more tolerant But these siblings are at risk for their own health problems they are three times more likely to experience poor health than children in homes where there is no child with a disability Yet this book also shows that raising a child with a disability includes unexpected rewards the families tend to be closer and they engage in more shared activities such as games television and meals Family Consequences of Children s Disabilities offers access to a world many never see or prefer to ignore The book provides vital information on effective treatment rehabilitation and enablement to medical professionals educators social workers and lawmakers This compelling book demonstrates that every mirror has two faces raising a child with a disability can be difficult but it can also offer expanded understanding A Volume in the American Sociological Association s Rose Series in Sociology

Children with Disabilities ,2002 This pamphlet reports that 7 1% of all handicapped children between the ages of 6 and 17 have difficulty with self care language learning mobility or self direction It discusses the effect of these children s disabilities on their family and school lives ABC D Is Ability Natassia Williamson,2020-11-19 An ABC book of children with disabilities Highlighting kids with abilities despite their disabilities **Special Children, Special Risks** Jr. Fleron,2017-09-29 How does one investigate a child maltreatment case when the victim is blind mute deaf mentally retarded or confined to an institution Special Children Special Risks presents analysis recommendations and related research from social work psychology psychiatry medicine and education essential for establishing and maintaining safe environments for handicapped children This book brings together a diverse group of experts to pool their knowledge and share their concerns about the risks of abuse faced by handicapped children The contributors perspectives come from the fields of medicine social work developmental psychology psychiatry clinical psychology education child welfare law public policy and journalism

**Working with Families of Young Children with Special Needs** R. A. McWilliam,2010-01-13 This user friendly book presents research based best practices for serving families of children with special needs from birth to age 6 Expert contributors demonstrate how early intervention and early childhood special education can effectively address a wide range of family concerns which in turn optimizes children s development and learning Tightly edited the volume offers indispensable tools for assessing families identifying and capitalizing on their strengths providing information support and coaching collaborating with parents and teachers to address children s functional needs in the context of everyday routines and coordinating care Over a dozen reproducible checklists and forms help professionals immediately implement the techniques and strategies described Preparing Children With Disabilities for Life Robert Evert Cimera,2002-12-17 Educating students with disabilities is a team process By federal law parents must be involved in the development of their child s educational plan Unfortunately few parents or regular educators understand special education its terms philosophies

and processes This book explains in layperson terms what special education is and how to make the special education process more successful for everyone involved Chapters cover history and legalities of preparing children with disabilities for life transition of families preparation for employment residential living community adjustment recreation interpersonal relationships life long learning and developing educational plans Hundreds of additional resources for parents of children with disabilities including lists of professional organizations useful websites support groups and other books for further learning on special education are also provided While intended for parents and family members of children with disabilities it will also be of interest to educators who are unfamiliar with special education as well as special educators who are new to the field

**Disabled Education** Ruth Colker,2013-05-13 Enacted in 1975 the Education for All Handicapped Children Act now called the Individuals with Disabilities Education Act IDEA provides all children with the right to a free and appropriate public education On the face of it the IDEA is a shining example of law s democratizing impulse But is that really the case In *Disabled Education* Ruth Colker digs deep beneath the IDEA s surface and reveals that the IDEA contains flaws that were evident at the time of its enactment that limit its effectiveness for poor and minority children Both an expert in disability law and the mother of a child with a hearing impairment Colker learned first hand of the Act s limitations when she embarked on a legal battle to persuade her son s school to accommodate his impairment Colker was able to devote the considerable resources of a middle class lawyer to her struggle and ultimately won but she knew that the IDEA would not have benefitted her son without her time consuming and costly legal intervention Her experience led her to investigate other cases which confirmed her suspicions that the IDEA best serves those with the resources to advocate strongly for their children The IDEA also works only as well as the rest of the system does struggling schools that serve primarily poor students of color rarely have the funds to provide appropriate special education and related services to their students with disabilities Through a close examination of the historical evolution of the IDEA the actual experiences of children who fought for their education in court and social science literature on the meaning of learning disability Colker reveals the IDEA s shortcomings but also suggests ways in which resources might be allocated more evenly along class lines

**Free Appropriate Public Education** H. Rutherford Turnbull,1990 Parents and Families of Students With Special Needs Vicki A. McGinley,Melina

Alexander,SAGE Publications, Inc.,2017-01-05 *Parents and Families of Students With Special Needs Collaborating Across the Age Span* teaches students the skills they need to effectively collaborate with parents and families to ensure a child s success in the classroom The text takes a lifespan approach with a special emphasis on the critical transition points in a child s life Information is provided on what can be seen at each stage of an individual with disabilities development and addresses the concerns and needs that families may have during these unique phases of growth The authors provide an in depth discussion of how parents and families are affected by particular disabilities family system theory the laws that affect individuals with disabilities and assessments for individuals with disabilities Chapters written by academics and professionals who are also

parents of students with special needs bring a diverse range of voices into the narrative

**Educational Rights of Children with Disabilities** Eileen L. Ordovery, Kathleen B. Boundy, 1991 Intended for child advocates this book analyzes children's educational rights under two federal statutes the Individuals with Disabilities Education Act IDEA and Section 504 of the Rehabilitation Act of 1973 The nine chapters address the following topics 1 the statutory framework of the two laws including eligibility age ranges operation and reach 2 content quality and the meaning of free appropriate public education e.g. meanings of special education related services and least restrictive environment 3 special issues regarding related services e.g. the medical exclusion in school assistance with health related needs and children with substance abuse problems or psychiatric disorders 4 educational evaluations rights procedures and safeguards 5 individualized education programs placement decisions and parent participation 6 procedural safeguards and dispute resolution e.g. surrogate parents administrative complaints due process civil action 7 discrimination against children who have AIDS acquired immune deficiency syndrome are positive for HIV human immunodeficiency virus or are carriers of hepatitis B 8 discipline of students with disabilities statutory entitlements and unresolved issues and 9 early intervention services for infants and toddlers Appended are a guide to legal notations and references and a listing of regional offices of the U.S. Department of Education

Office for Civil Rights DB Disability, Stigmatization, and Children's Developing Selves Misa Kayama, Wendy Haight, May-Lee Ku, Minhae Cho, Hee Yun Lee, 2019-11-14 Guided by developmental cultural psychology this volume focuses on understandings and responses to disability and stigmatization from the perspectives of educators practicing in Japan South Korea Taiwan and the United States Synthesizing research that spanned over a decade this volume seeks to understand disabilities in different developmental and cultural contexts

**Child Abuse** Dena Nazer, Donald E. Greydanus, 2017 In this book we review abuse and neglect among children with disabilities and highlight the importance of identifying abuse and neglect in this vulnerable population Child maltreatment has many detrimental consequences and in the absence of a professional response further victimisation life long complications and possibly early death may occur Disability and maltreatment are defined and addressed internationally Patterns of victimisation presentation are discussed and suggestions are given to aid in recognition assessment and treatment Developmental considerations in the evaluation and treatment are reviewed as are special situations with siblings and neglect of special medical needs We conclude with a discussion of prevention and provide recommendations to improve our understanding of how to best identify child maltreatment and to improve practice among children with disabilities so that they may maximise their developmental and intellectual potentials

Parents and Professionals Partnering for Children With Disabilities Janice M. Fialka, Arlene K. Feldman, Karen C. Mikus, 2012-04-03 Cultivate effective partnerships between parents and professionals through honest respectful and skillful communication The authors draw upon the metaphor of dance to better understand the complexities and possibilities of forming partnerships between educators administrators early childhood providers therapists support staff

other professionals and parents of children with disabilities This revised edition of *Do You Hear What I Hear Parents and Professionals Working Together for Children With Special Needs* is rich with stories examples and practical insights This book written from both the parent s and the professional s points of view provides a developmental approach to understanding and forging positive adult relationships while also providing concrete ways to advocate for children The authors years of experience as successful consultants trainers and educators lends this helpful resource a deep sense of realism and compassion They remind the reader of how essential the parent professional partnership is and why it IS a dance that matters Key features include Practical insights and evidence based approaches to forming partnerships Easy to read non technical language that speaks to both the heart and the mind Sample letters and other forms of communication shared between professionals and parents Stories and examples of real world conversations between parents and professionals Effective ways to handle difficult situations Rich with humor and heart this highly readable book offers helpful steps for self reflection personnel preparation and parent professional training Educators and parents will find expert guidance for listening to each other s music trying out each other s dance steps and working toward a new dance that includes contributions from all with the ultimate reward of seeing children achieve their highest potential *Health and Children with Disabilities* Megan MacDonald, Samuel W. Logan, 2017-11-23 Articles within this e book are focused on the health of children with disabilities Various frameworks have been used to articulate the dynamic interaction of the individual environment and the task as it relates to child health A majority of the contributing authors in this special topic are researchers within the field of adapted physical activity This field embraces a broad perspective of inclusiveness and attitudes of acceptance *Sociocultural and Family System Perspectives* Hyun-Kyung You, 2020-07-23 Sociocultural and Family System Perspectives Families Who Have Children with Disabilities helps readers acknowledge and appreciate the unique and diverse experiences of families caring for children with a range of disabilities Among various aspects of supporting children with developmental medical or educational needs the text explores the everyday challenges and opportunities families may experience Throughout the text readers develop insight into the responses and resilience of family who have children with disabilities with several theoretical perspectives the laws and practices of the professionals involved and the culturally appropriate responses and support available for families In addition to presenting the historical political and educational aspects of disability in the United States the book is written with consideration of the intersection of race ethnicity language gender sexuality disability social class and culture Readers are encouraged to read key articles watch suggested films and participate in reflections and activities to instill learnings and cultivate empathy Sociocultural and Family System Perspectives is an ideal textbook for courses in family studies and child development especially those with focus on children with disabilities and their families *Disability Policy in China* Xiaoyuan Shang, Karen R. Fisher, 2015-12-14 Without access to a public social welfare system in parts of China some families face invidious decisions

about the lives of their children with disabilities In other places children with disabilities can now expect to participate in their families and communities with the same aspirations as other children Understanding how Chinese policy has changed in the places that have addressed these stark situations is vital for the rights of the children and their families who still struggle to find the support they need This book examines family experiences of child disability policy in China and is the first to compile research on this area It applies a child disability rights framework in four domains care and protection economic security development and participation to investigate families experiences of the effectiveness of support to fulfil their children s rights Questioning how families experience the interrelationships between these rights it also considers what the further implications of the policy are It includes vivid case studies of families experiences and combines these with national data to draw out the likely future policy directions to which the Chinese government has said it is committed Bringing together a wealth of statistical and qualitative data on children with disabilities this book will be of great interest to students and scholars of Chinese social welfare social policy society and children s studies as well as policy makers and NGOs alike

*Allies and Obstacles* Allison C. Carey, Pamela Block, Richard Scotch, 2020-06-26 Parents of children with disabilities often situate their activism as a means of improving the world for their child However some disabled activists perceive parental activism as working against the independence and dignity of people with disabilities This thorny relationship is at the heart of the groundbreaking *Allies and Obstacles* The authors chronicle parents path breaking advocacy in arenas such as the right to education and to liberty via deinstitutionalization as well as how they engaged in legal and political advocacy *Allies and Obstacles* provides a macro analysis of parent activism using a social movement perspective to reveal and analyze the complex and often tense relationship of parents to disability rights organizations and activism The authors look at organizational and individual narratives using four case studies that focus on intellectual disability psychiatric diagnoses autism and a broad range of physical disabilities including cerebral palsy and muscular dystrophy These cases explore the specific ways in which activism developed among parents and people with disabilities as well as the points of alliance and the key points of contestation Ultimately *Allies and Obstacles* develops new insights into disability activism policy and the family

**Lives of Children with Mild Intellectual Disabilities** Faris Algahtani, 2020-04-29 Academic Paper from the year 2020 in the subject Pedagogy Orthopaedagogy and Special Education grade A language English abstract Disability is an integral part of our lives At some stage in life most people will be disabled either temporarily or permanently with the elderly being more likely to face difficulties in functioning World Health Organization 2008 According to the World Health Survey 2010 approximately 785 million 15.6% people in the world live with a disability with the percentage of the population affected increasing with age 3.4% of children aged from birth to four years and 8.8% of children aged from five to fourteen years have disabilities World Health Organization 2008 In 2009 the National Centre for Education Statistics indicated that more than 6.5 million children with disabilities in the United States received special education services in preschool under the Individuals

with Disabilities Education Act Snyder 2012

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