

**The Special Education
CONSULTANT TEACHER**

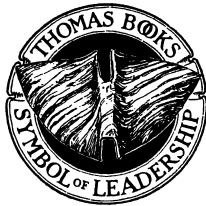
The Special Education
CONSULTANT TEACHER

**Enabling Children with Disabilities to
be Educated with Nondisabled Children to the
Maximum Extent Appropriate**

By

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PREFACE

Special education is slowly evolving from a **place where services are provided to services provided in the least restrictive environment** with an emphasis on the regular classroom and the regular classroom curriculum. For every child with a disability under the Individuals with Disabilities Education Act (DEA) amendments of 1997 the presumed placement is the regular classroom, and a child can be removed from the regular classroom only if special education services and accommodations (i.e., supplementary aids and services) are not successful.

In order to achieve successful regular classroom participation for children with disabilities with supplementary aids and services, consultant teacher services are essential. Just as the function of special education from a place to a service is changing, so too is the role of the special education teacher from that of a self-contained classroom teacher to a very versatile professional providing direct teaching in the regular classroom and indirect supportive services to promote regular classroom participation.

The Special Education CONSULTANT TEACHER: Enabling Children with Disabilities to be Educated with Nondisabled Children to the Maximum Extent Appropriate is intended for special education teachers and other professionals providing special education services with information, guidelines, and suggestions relating to the role and responsibilities of the special education consultant teacher. Every state must provide a continuum of alternative placements (e.g., regular classroom, resource room, self-contained setting), but the focus of this guide is participation in the regular classroom and/or regular curriculum “to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.”

This handbook is comprised of several parts. Part I deals with basic consultant teacher responsibilities and regulatory concerns; Part II focuses on planning, individualized planning and IEP consultant teacher services; Part III outlines the various consultant teacher indirect services, and Part IV describes direct consultant teacher services; Part V concerns the importance of the regular classroom and the regular classroom teacher for the consultant teacher; Part VI identifies the many Least Restrictive Environment, inclusion and mainstreaming issues important to the consultant teacher, and Part VII addresses the varied supervisory and job responsibilities of the consultant teacher.

In many ways this is simply an “idea” book comprised of many suggestions concerning what the special education consultant teacher can and should do to enable children with disabilities to be educated with nondisabled children. But no matter whether the special education teacher is called a consultant teacher, consulting teacher, mainstreaming teacher, inclusion specialist, special education consultant teacher, or simply special education teacher, direct and indirect services provided to enable children with disabilities to be educated with nondisabled children is how special education becomes a service rather than a place, and how children with disabilities are educated with nondisabled children to the maximum extent appropriate.

E. B.

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**The Special Education
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Part I

Basic Consultant Teacher Services

The special education consultant teacher's goal: to provide services to enable successful participation in the regular classroom to the maximum extent appropriate.

CONSULTANT TEACHER SERVICES

We note that these experts challenged the School District's view that readiness for mainstreaming or inclusion could successfully be developed within a desegregated setting and argued that it is illusory and perhaps even pretextual, to contend that segregation can breed readiness for inclusion.'

To some degree every special education teacher will provide consultant teacher services for children with disabilities to maximize each child's participation in the regular classroom and regular curriculum. For every child with a disability who needs special education under the Individuals with Disabilities Education Act (IDEA) amendments of 1997, the presumed setting for services and accommodations is the regular classroom. When a child with a disability cannot be educated successfully in the regular classroom, an alternative placement might be necessary. Nonetheless, for children who do require an alternative placement, education with nondisabled children is required to the maximum extent appropriate. The primary role of the consultant teacher is to enable children with disabilities to successfully participate in regular education classes and the regular curriculum.

The Mainstreaming Requirement

The courts have interpreted the least restrictive environment clause as Congress' "strong preference in favor of mainstreaming" (Daniel v. State Board of Education, P. 1044).

The Senate Report (SR 105-17) for IDEA refers to "a presumption that children with disabilities are to be educated in regular classes" (SR 105-17).

The IDEA mandates that children with disabilities are educated with children who are not disabled, and that the removal of children with disabilities from the regular education classes occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of the supplementary aids and services cannot be achieved satisfactorily (20 U.S.C. 1412[a][5][A]).