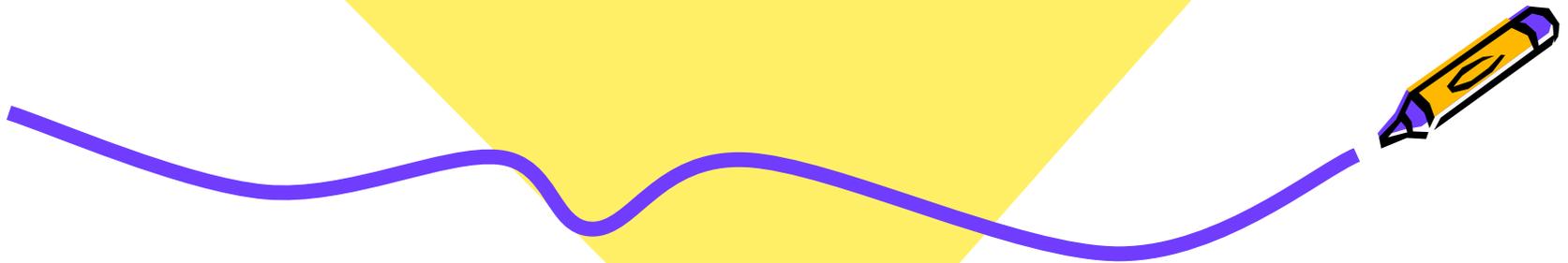
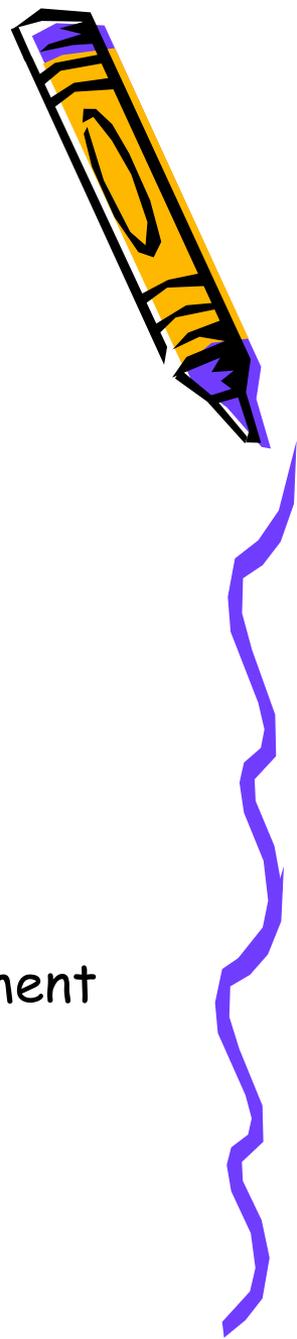


"Who Really Gets Left Behind?"

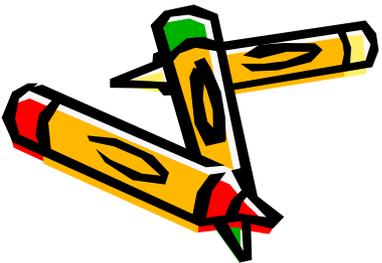
The Impact of "No Child Left Behind" on Special Needs Services at a Hartford School.



"No Child Left Behind"

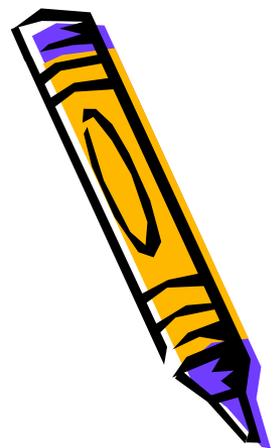


- The "No Child Left Behind Act" (NCLB) is a federal law that was passed in 2001.
- Objectives:
 - Success for all.
 - Improve school performance of public schools.
 - High expectations, goals and standards.
 - Use of standardized achievement tests.
 - Federal funding determined by outcome of achievement tests.

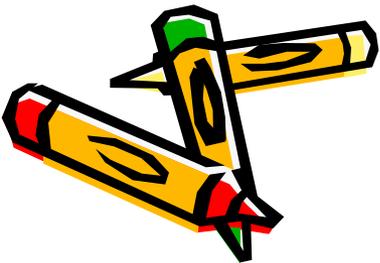


Research Question:

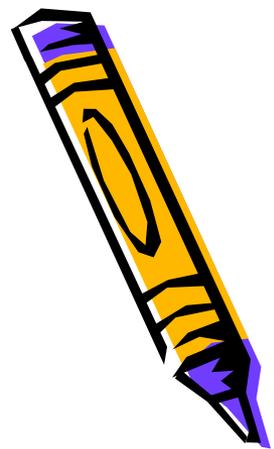
How has the "No Child Left Behind" Act impacted services for special needs students?



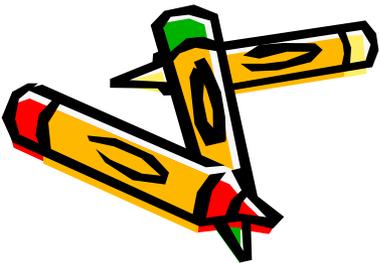
- The NCLB Act is up for reauthorization by the end of 2007.
- Research focused on how government policy affects the programs and services for special needs students.
- Why special needs?



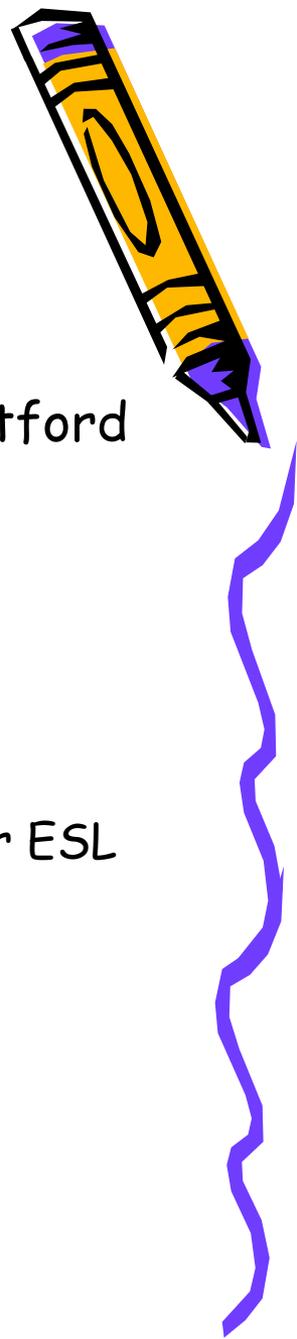
Previous Research & Literature



- Fore and Voltz (2006)
 - Study: impact of standard based curriculum and assessment implemented by NCLB.
 - Findings: "It is antithetical to the idea of individualized goal setting to require that all students study the same thing at the same time."
 - "Some students with disabilities require content that is typically not part of general curriculum and that is not reflected in accountability assessments."
 - "Rigidly tying IEPs to grade level expectations may undermine the individualization that has served as a cornerstone of special education."

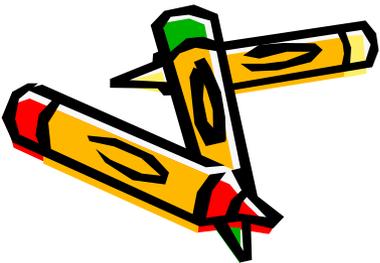


Research Context

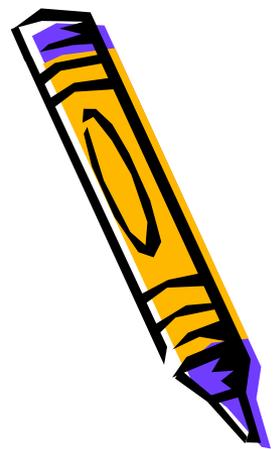


- Research was done at Nodding Elementary* a local Hartford school.
- Currently "failing" under the assessment of NCLB.
- School Statistics: According to the 2005-06 strategic school profile:
 - 15.4% of the students were in special education.
 - 25.5% of the students received bilingual education and/or ESL services.
 - 73.3% of students qualified for free or reduced meals.

* Pseudonym used



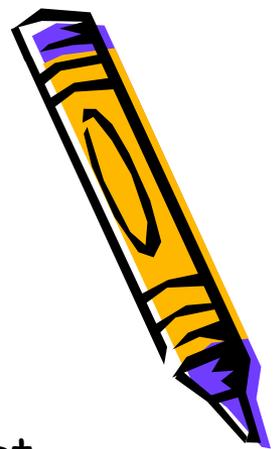
Research Methods



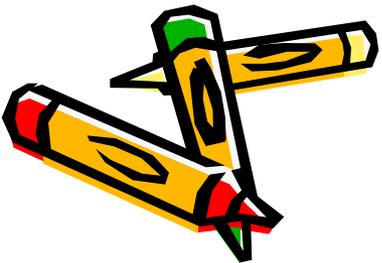
- Observation - Total of 10 hours over a 5 week period. Extensive notes were taken upon departure of the school.
 - Interviews - approximately 30-45 minutes each. Most extensive with special ed coordinator. Interviews were transcribed for analysis.
 - Special Ed Coordinator
 - One 6th Grade Teacher
 - Paraprofessional
 - Social Worker
- Ethical Guidelines: Informed and written consent was used.



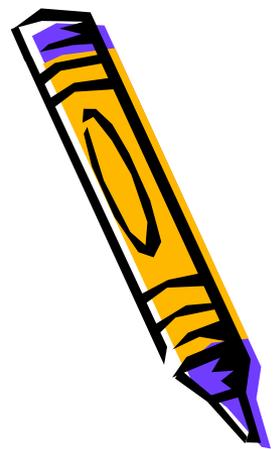
Thesis & Evidence



- Research Question: How has the "No Child Left Behind" Act impacted services for special needs students in an urban public school?
- Thesis Statement: I argue that the demands of the reform "No Child Left Behind" have resulted in insufficient provision and implementation of services for special needs students in "failing" schools.



Findings

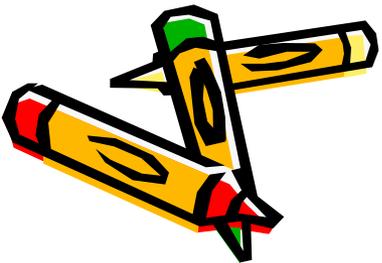


- Observation:

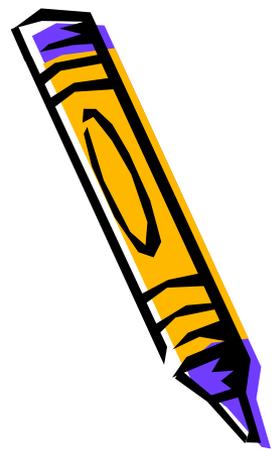
- All special ed students have been mainstreamed in Hartford, meaning they are in the regular classroom.
 - All special ed students are to spend 60% of their time in the general classroom.
 - Observation of Eddie with obsessive compulsive disorder (OCD) in the 6th grade classroom → appropriate services were not provided.
 - Services for children with OCD: behavior management or cognitive behavioral management.



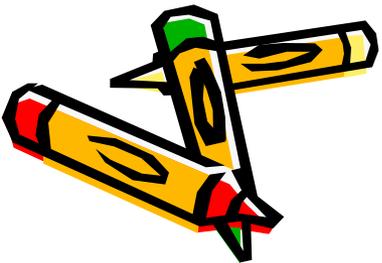
- Interview with Ms. Smith, special education coordinator
- “There is no cure for children who are labeled as “emotionally disturbed” because of that there is resistance to label them as that” - Ms. Smith
- “If someone is emotionally disturbed do we really want them in the police force with a gun. If a child is ED they need to be labeled as that, and get counseling instead of masking it with LD.”- Ms. Smith



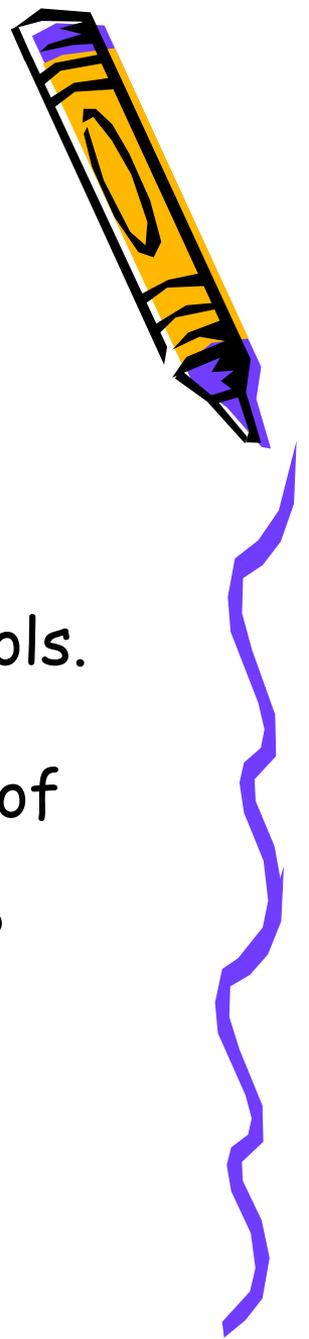
Conclusion



- Implications of Research:
 - To shed light on the impact that policies such as NCLB have on the students of urban public schools.
 - Findings could be used by administrative personnel in making decisions about appropriate areas to place funding.
 - Findings could also be useful to policymakers deciding whether to reauthorize NCLB or enact similar legislation.



Significance



- Researching the impact of NCLB on special education is particularly important.
- Special needs students are often the most vulnerable, especially within urban public schools.
- If special needs students are not receiving appropriate services because of the demands of the NCLB Act, than who is to blame for these students not reaching their highest potential?

