

FAPE Newsline June 4, 2001

Education Rights for Students who are Deaf or Hard of Hearing

The Laurent Clerc National Deaf Education Center has released a new publication, ***How the Individuals with Disabilities Education Act (IDEA) Applies to Deaf and Hard of Hearing Students***. This publication outlines the history of IDEA and the basic principles behind it. It also includes the law and what it means to students with hearing disabilities, their families, and their teachers. For example, it discusses interpreter services for extracurricular activities, including where and when they may be available to students. It also discusses the concept of "least restrictive environment" and its application to students who are deaf or hard of hearing.

View ***How the Individuals with Disabilities Education Act (IDEA) Applies to Deaf and Hard of Hearing Students*** online at <http://clerccenter2.gallaudet.edu/KidsWorldDeafNet/e-docs/IDEA/index.html>. For more information or other formats, contact the Laurent Clerc Center.

Laurent Clerc National Deaf Education Center, 800 Florida Ave. NE, Washington, DC 20002, Voice/TTY 202-651-5340, <http://clerccenter.gallaudet.edu/index.html>, Clearinghouse.infotogo@gallaudet.edu.

An Overview of Disability Rights Laws

The Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act are three laws that protect the rights of students with disabilities. While the ADA and Section 504 prohibit discrimination, IDEA provides a framework for educating students with disabilities.

An Overview of ADA, IDEA, and Section 504: Update 2001 is a side-by-side comparison of the three laws. It is online at <http://ericec.org/digests/e606.html>. For other formats contact the Eric Clearinghouse on Disabilities and Gifted Education.

The ERIC Clearinghouse on Disabilities and Gifted Education (ERIC EC), The Council for Exceptional Children, 1110 N. Glebe Rd., Arlington, VA 22201-5704, Toll free 800-328-0272, <http://ericec.org>, ericec@cec.sped.org.

Nationwide Improvement in Child Health – Kids Count

Information on the status of children's health in the United States has been released in a new publication, ***2001 Kids Count***. The report, by the Annie E. Casey foundation, provides national and state-by-state data on a variety of issues of child health. Almost all states showed improvements in infant death, high school dropout, and teen birth rates. Some of the other findings include the following:

- Infant death rates declined nationwide but remain much higher in poor communities;
- Deaths of children ages 1 to 14 decreased by 23%, probably due to advances in

- medical care and safer cars;
- Teen deaths by accident, homicide or suicide declined by 24%;
- Teen pregnancy and births decreased;
- Child poverty remained the same from 1990 through 1997, but declined over the next two years and reached a 20-year low in 1999, when 16.9% of children lived in poverty;
- The rate of low-birth weight babies rose from 7% in 1990 to 7.6% in 1998. The rise may be explained by an increase in fertility treatments that has led to more twins and triplets and to older women giving birth.

Read the report online at <http://www.aecf.org/kidscount/index.htm>. For more information contact Kidscount.

Kidscount, The Annie E. Casey Foundation, 701 St. Paul St. Baltimore, MD 21202, Voice 410-547-6600, Fax 410-547-6624, www.aecf.org/kidscount/index.htm, webmail@aecf.org.

Homework & Students with Disabilities

The Eric Clearinghouse on Disabilities and Gifted Education has released a new digest concerning unique homework problems for students with disabilities.

Five Homework Strategies for Teaching Children with Disabilities discusses the importance of homework for all students in the general curriculum and for students with disabilities in particular.

Teachers use homework for many reasons: to give students more learning time; to improve the way students study; to help students learn to and do their work; and to keep parents informed of and involved in children's progress.

Generally, when students with disabilities take part in the same studies as non-disabled students, they are expected to complete homework. But, just as students with disabilities may need additional help in the classroom, they may also need help with homework.

The five strategies for helping students with disabilities get the most from their homework are:

- Make sure that the homework assignments are clear and appropriate for the student
- Make sure that accommodations are in place for students doing homework assignments.
- Directly teach study skills to students with disabilities,
- Require the student to use a daily planner
- Establish clear communication between the home and the school

Find the digest online at <http://ericec.org/digests/e608.html>. For other formats contact the Eric Clearinghouse on Disabilities and Gifted Education.

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Employment Resource for People with Disabilities

The U.S. Department of Labor's Office of Disability Employment Policy has a free nationwide employer service to increase the number of people with disabilities in the workforce. The Employment Assistance Referral Network (EARN) became available to the public March 1, 2001. It is designed to assist employers in finding qualified workers with disabilities.

EARN is actively recruiting providers and employers to participate in this innovative service.

To find out more, visit EARN online at <http://www.earnworks.com>.

For registration or other information call EARN at 1-888-695-8289, Monday through Friday, 9:00 a.m. to 9:00 p.m. EST.