

Effectiveness of Special Education in Educating Special Children of Government Special Education Center Faisalabad District

Fatima Mahmood

Abstract— What we teach at govt. special education center is effective? Does it produce desirable behavioral change in academic and daily living skills? This article discusses such information; annual result is a criteria to see child progress in academic and self help skills. Data of student progress for three years (that is April20 12 to March20 15) by means of detailed result marks is obtained. Evaluation is made through teacher made curriculum based papers in oral and written examination. Other extracurricular activities and achievements are also considered such as participation in sports. Scope of mainstreaming and response to vocational learning is also discussed. Results show that special education produces positive change in special children's' academic, social and self health skill learning, and hence is quite fruitful and desirable.

Index Terms— Special Education, Effectiveness, Assessment of Achievement Level, Mainstreaming and Segregation, Accommodation, Placement Criteria, Self health skills, special curriculum and teaching methodology

1 INTRODUCTION

KEY TERMS

Assisted Devices:

An equipment or Device used to enable and disable Person to work or act better for example wheel chair use for PD. Hearing aid use for HI Computer use for poor hand writing.

Assisted Technology:

Application of Assisted Devices and services for the betterment and adjustment of disable person.

Disability:

Any Temporary permanent Physical or functional Los which do not let the person to act as normal person or hinder in performance for example HI person hearing organ do function properly which led to words complete or partial hearing loss.

Consequences of disability or handicap:

For Example HI Could not communicate verbally it is a handicap.

Continuum of placement:

There is order in placement decision based on diagnosis.

1. Disable child is sent to normal class (Mild Moderate disable)
2. Normal School and class but few classes in resource room for special education.
3. Separate school setting (Sever to Per found disable)
4. Hospital school and near home school and residential school.

Assessment:

Assessment is objective descriptive and analytic way of measuring evaluating or testing academic objective or other objectives under consideration for example Psychological Point of view.

IEP Individualize educational Program:

IEP Team Include

1. School personals
2. Parents
3. Others Specialists

It develop a plan map to carry out academic activities to meet objectives time and place of instruction availability of expert. How to monitor progress evaluation and feedback schedule for next IEP meeting.

Special education:

It is a education or instruction plan for provided to special need children so to satisfied their needs for example Class Lesson delivery; home instruction.

Mainstreaming:

Idea that special children must be placed in regular class with normal children is called mainstreaming of special child. It is Law in some countries for example USA child is preferred to study in normal class.

Inclusion in special education:

Mean to provide special services in regular class room for example modifying instruction IEP.

Teaching method and techniques

Teaching method can include:

- 1) Individualized
- 2) Problem solving method
- 3) Small group work

Other procedures may include

• Fatima Mahmood is currently pursuing her MPhil. in Special Education from Government College University, Faisalabad, Pakistan. She is an experienced professional who is working as the Head Mistress of Government Special Education Centre in Pakistan.

• E-mail: fatimamehmood21@gmail.com

- 1) **Accommodation** e.g. in order to take tests, special education teacher may assess the situation, extent disability, his current need, and mold test taking procedure (ask questions orally to blind children or provide him with writer for writing in exam).
- 2) **Communication:** special teacher communicates with parents, social worker, therapist, and counselor about child's need and accommodation required.
- 3) **IEP development:** It is the duty of the special education teacher to develop IEP for disabled children. The IEP consists of personal goals and suggestive techniques to promote learning. Thus to satisfy child's individual needs and abilities.
- 4) **Parental involvement:** parents of special education children are also involved in schooling of children. They work with school personals like teachers, psychologists, occupational therapists, administrators, and others.
- 5) **Classroom setting:** special education can be promoted
 - a. In one-to-one setting
 - b. Small group setting
 - c. Large groups are not advised.
- 6) **Pull-out and put-in strategies:** the child who needs special education should be pulled out from general classroom and placed in to special education and those who could benefit from general education can stay in the class with normal children.
- 7) **Adaptation:** the school environment, test material (brail for blind), syllabus etc. are adopted for special needs children. Adaptation is similar to modification e.g. enlarged print for partially sighted could be given.
- 8) **Modification:** the material, instructions, methods etc. can be modified according to the special need. E.g.
 - a. PA tutoring, peer of same or different age, teach each other.
 - b. Cooperative teaching: the task is divided into small portions and students divided into small groups. One piece of work per group is given – all these pieces are joined to complete the entire work – like jigsaw.
 - c. Co-teaching: two or more teachers teach a class at a same time. One is main while the other is co-teacher e.g. general teacher and special education teacher.
- 9) **Transition session services:** the training of teacher and helper to work with special child is necessary to

facilitate learning in a mainstream or separate special school. E.g. on service teacher training.

2 WHERE DOES ONE INITIATE THE WORK?

There are a variety of settings in which all specialists work. Government special school, private schools (e.g. NGOs), rehabilitation centers.

Outcome in special education:

The outcome in special education is varied. It may be due to nature, severity, or complications associated with disability e.g. occurrence of other diseases along with disabilities. The following points are important:

- 1) Methodological problems due to nature of research and disability.
- 2) Criticism related to special education worth.
- 3) Diversity of disability.

Important points related to research:

1) **Methodological problems**

- a. Sample size i.e. small size samples.
- b. Randomization – it is rare i.e. for example due to law demands individualization making difficult to compare. Because of law, it makes it difficult to compare performance or random selection of sample, because every student is different from the other.
- c. Choosing appropriate measuring instrument – methodological consideration takes into account the suitability of measuring instrument. Old studies for assessment of special education effectiveness for example find it difficult to set the criteria i.e. for example change in behavior maybe too small to be picked up by the instrument. Similarly, validity, reliability, norms, and relevance are also important. Interpretation of results by teachers are also important.
- d. Less researches are available in this dimension. School system and higher authority do not provide information in this respect.
- e. The studies (for example this study) conducted by university based researchers but departmental assessment by special education department must also be introduced so to provide data in this dimension.

Older studies:

The important point in assessing effectiveness of special edu-

cation is the criteria with which we could assess level of success. Many advocate that special education must set mainstreaming a criteria of special education effectiveness i.e. inclusive study of special children is the ultimate goal – thus more the special children studying in general education setting, the more will special education be effective. IDEA law of USA for example pointed out appropriate education for all disabled and also LRE (least restricted environment) for special children. Inclusive study is enforced by law in many developing countries. With this point of view in mind, if special education studies carried out in under developed countries like Pakistan, report likely to be concluded that special education is not working. Our criteria of success according to norms, standards, economical availability of resources, human resources available must be considered to assess the effectiveness special education in a particular area for example Pakistan. The academic success, percentage of passing student per year may be an objective criterion to assess effectiveness. Number of students enrolled in a school would also be a criteria of effectiveness of special education campaign. The older studies maybe criticized as being irrelevant to today's classroom practices. The classification criteria for example is changed. MR (mental retardation) is now classified as MC (mentally challenged). The results of older studies thus could not be generalized to current situation. Researches mention:

- 1) Carlbag and Kavale 56 ** - examined results of fifty studies about placement in general rather than special education classes resulted in better outcome for students with mild retardation, but poor outcome for student with LD (learning disability) or behavioral/emotional problem.
- 2) Wang and Baker 57 ** - WHO meta-analysis of eleven studies concluded that placement in special education worked best for student with hearing impairment and mild MR but not successful for student with LD. Criteria of judging suitability is attitude toward school and towards other students.
- 3) One review of the research literature 58 ** reached the same conclusion as mentioned above i.e. student with learning disability or emotional behavioral problems were better off in special education resource rooms than in general education classrooms.
- 4) Second review 59 ** found weak evidence of improved educational and emotional outcome in less restrictive environment and also third review 52a ** states that intervention is important rather than situation for academic progress.

These old meta-analysis and literature reviews are still presented as evidence that special education is preferable for students with LD and emotional disorders but one should keep in mind that the researches on which these studies are based are not according to current teaching

practices and current student populations.

Recent Studies – outcome of students with specific disabilities:

Distinction between various categories of disabilities are not objective or permanent. There is difference within categories with or without co-occurring conditions.

- 1) Students with LD
 - a. (see Lewit and Baker**) considered as a group benefitted from special education setting and in general education they may show poorer self-concept.
 - b. Wagener and Blackorbi** pointed out that students with LD have one of the highest drop rates of any group of students with disability.
 - c. One study 62* of poor readers who subsequently were diagnosed as LD showed that they benefit twice as much in special class than general class. In other study 61** all 21 students with LD who were in special education class, gained steadily but do not show improvement in general class. Such students show that LD students do not achieve much in general class, but gained in special education.
- 2) Students with emotional behavioral disorders – general class teachers demand discipline, order and certain level of achievement in class which is difficult for emotional or behaviorally disturbed child. Studies are exemplified as under:
 - a. One important outcome of placement in general education school pointed out by researcher 69** is higher dropout rate in of emotionally and behaviorally disturbed student.
 - b. Preferably student with severe emotional behavioral disturbance may study in separate schools near residential setting. A research 72** also pointed out that progress of student is likely to respond to programs of supportive intervention (special education) than general setting.
- 3) ADHD student – such students have poor impulse control, intention deficit and hyperactivity disorder. The researches 71** show that ADHD display improvement after use of medication Ritalin stimulant which are suggested as useful in temporary management of ADHD.

- 4) Students with hearing impairment – literature review 72** on this topic revealed that a child hard of hearing could be taught in general setting with caution. Use of hearing aid, resource room for speech therapy, language proficiency class to be fitted for education. But severe to profound hearing impaired cannot study in normal setting as they need manual language learning for communication and need special methods of teaching and special curriculum for study.
- 5) Students with mental retardation educable. According to EMR has IQ between 50-70 and deficit adoptive behavior. Researchers 42** show that academic achievement of mild retardation associated with classroom environment and teaching method and also student frequent interaction with non-handicapped peer.
- 6) Students with severe MR – i.e. group of students with below 25 IQ and emotional disturbance or other complications. one study 76** show that these students may also perform vocational tasks in supervised areas, however academic achievement is not up to the mark. More focus on learning adaptive skill e.g. toilet training and self-care/

The effects on students without disability:

Parents show concern about impact of disabled child in class of normal children. Mild disabled children do not interfere with classroom activities e.g. LD. In a study 77aa achievement test results do not show any marked difference in results of integrated or general class. Other study 80** point out that students with severe mental disability may have less effects on non-disabled children, rather improve their vision toward disability and its problems.

Importance of present research:

It is recommended for accountability decision to higher authority of special education to see extend of effects of policy implementation at school level.

3 HYPOTHESIS

All of these research findings suggest that spl edu play a positive role thus suggest the hypotheses that :SPECIAL EDUCATION HAS AN POSITIVE EFFECT ON SPL NEED CHILDREN ACADEMIC LEARNING AND ADOPTIVE DAILY LIVING SKILLS

4 METHOD OF SAMPLING AND DATA COLLECTION

Simple sampling technique:

Simple sampling technique is used in this article for data col-

lection. This includes collection of data by gathering results of annual exams held in March 2012, 2013, and 2014 of GSEC Government Special Education Centre, Iqbal Town, Faisalabad. Total number of student sample is approximately 183, which includes all four types of disabilities namely:

- Hearing Impairment HIC (levels severe to profound)
- MCC (mild, moderate, below 70 IQ)
- PHC (mild to severe)
- VIC (partially or totally sighted)

Qualified for special school after diagnosis.

Method of evaluation used for examination is curriculum based teacher made paper.

Special curriculum for special children is provided by Government for special children. For example, curriculum for MCC children is attached at appendix 1 at the end.

5 RESULT ANALYSIS

Table 1 showing annual result of March 2012

Classes	HIC		VIC		PHC		MCC		
	No. of students	% of pass	No. of students	% of pass	No. of students	% of pass	Classes	No. of students	% of pass
KG 1	12	50%	2	100%	7	60%	Trainable Educable - step 1	14	83%
KG 2	21	50%	4	100%	2	100%			
Form 1	3	100%			3	70%			12
Form 2	13	100%	1	100%					
Form 3	6	83%							
Form 4	7	86%	1	100%					
Form 5	5	100%							

Comment [WU1]:

Table 2 showing annual result of March 2013

Classes	HIC		VIC		PHC		MCC		
	No. of students	% of pass	No. of students	% of pass	No. of students	% of pass	Classes	No. of students	% of pass
KG 1	29	70%	1	100%	4	75%	Trainable	18	100%
KG 2	25	93%	4	100%	3	100%			
Form 1	13	90%	2	100%	3	100%	Educable	4	100%
Form 2	5	80%			2	100%	Educable	8	100%
Form 3	12	70%	1	100%					
Form 4	6	70%							
Form 5	4	100%							

Table 3 showing annual result of March 2014

Classes	HIC		VIC		PHC		MCC		
	No. of students	% of pass	No. of students	% of pass	No. of students	% of pass	Classes	No. of students	% of pass
KG 1	29	80%	1	100%	4	75%	Trainable	20	100%
KG 2	12	100%	2	100%	2	100%			
Form 1	14	85%	3	100%	3	100%	Educable	11	100%
Form 2	10	70%	4	100%	2	100%	Educable	4	100%
Form 3	5	100%			2	100%			
Form 4	8	100%							
Form 5	8	100%							

Table 4 showing Extracurricular Activities

	2012	2013	2014	Remarks
Sports Gala	Participated, won prize	Participated, won prize	Participated, won prize	Good
Naat	Participated, won prize	Participated, won prize	Participated, won prize	Very Good
TablOO	Participated, won prize	Participated, won prize	Participated, won prize	Good

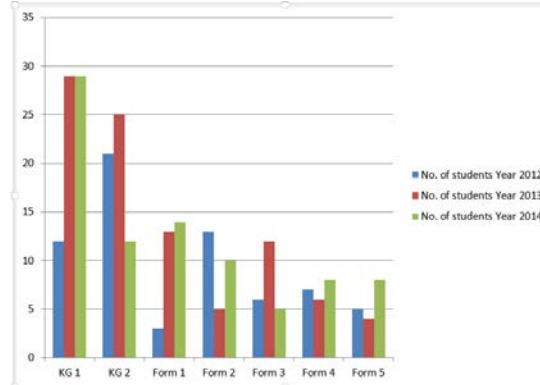
Table 5 Mainstream Efforts

2 students are mainstream in General Education School since last 3 years.

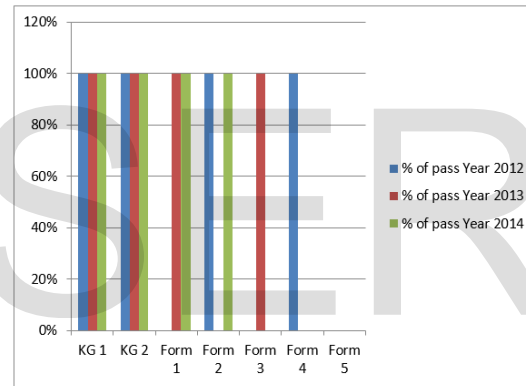
Basic hypothesis is that special education is effective way of educating and rehabilitating special need children is confirmed by a result that is:

- Table 1,2,3 shows that special children do respond to special curriculum and teaching methods and show more improvement in learning and acquiring objectives of syllabus as appears in the form of percentage of past result.
- As child develops, he starts to responds more effectively towards teaching, tests and shows better results. (Bar diagram ,2,3,4,5)
- Number of students however becomes less as we progress towards high classes. For example table 1 2, 3, and bar diagram 1 2,3,4,5. Not all children get promoted to next class.
- School children participate regularly in extracurricular activities (table 4) such as sports, naat and tableau competitions and respond well. We show diversity in educational goal achievement and multilevel assessment capacity, more expression and to enhanced their talent and more trend towards mainstreaming.
- Two children have been mainstream (table 5) since last three years which include mild MCC student 1 and mild PHC student 1. The project of mainstreaming is completed successfully and children are settled in normal school.

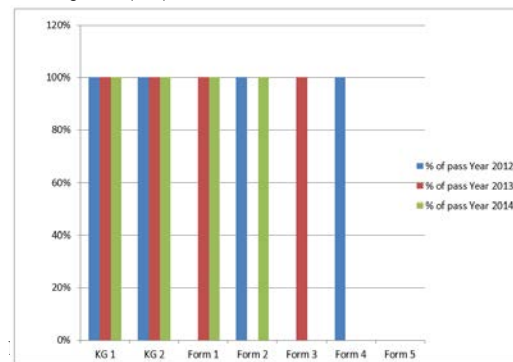
Bar Diagram 1.



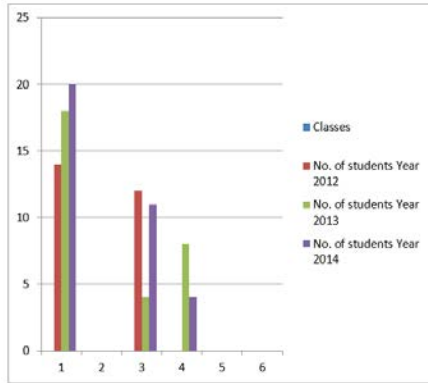
Bar Diagram 2 (HIC)



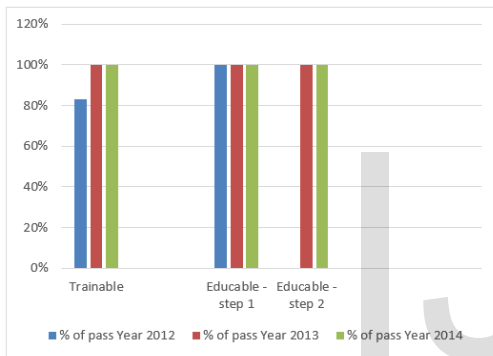
Bar Diagram 3 (VIC)



Bar Diagram 4



Bar Diagram 5 (MCC T& ED)



DISCUSSION

The effectiveness of special education for special need children is quite demanding and proved fruitful as shown by academic results of special needs children in this article. The legislation for special children was first form in 1981 that is registration and policy of rehabilitation and education of special need children 1981. However, special education efforts gain weight in last two decades by opening new school centers etc. People do respond by admitting their special children in special school center at large and respond to opportunity offered by government.

The quality of education provided is still under discussion. It is still under question whether separate schools are feasible or general education institutes are enough for catering to the need of special children. In many cases separate schools for special children are required. Special education is challenged by new teaching methods, syllabus, adaptation of general education etc. Special education board for primary till matric examination is open. The question how to evaluate special children's learning behavior is also suggested. In present article assessment by teacher in annual exam of each academic session is considered. This criteria is quite effective and objective. The results stand in favor of research hypothesis. However,

er it is also considered that is not only the syllabus but also other factors that is exposure, peers, teachers, extracurricular activities, hidden curriculum and community efforts etc are important. The important point in teaching special need children is that it should be in small groups or small number of students in classes. The special school has more than 20 students in small classes so it requires arrangement e.g peer tutoring and co teaching. But it is difficult as special children are difficult to manage. It is also expensive and resources are not available. Special teachers have to manage large groups which may affect outcomes. IEP construction and implication may be advised and used for some special need children. Use of audio-visual aids and assisted techniques are also there. Researches on efficiency of special education concentrate on placement topic as well as mentioned in literature review. This points out that special education is effective in producing positive change in special children learning behavior.

6 IS MAINSTREAMING THE ULTIMATE GOAL?

Whether special education is successful or not also depends on the criteria of research as discussed earlier. If we compare result with point of view of main streaming, then it is not the ultimate goal while teaching severely disabled in exclusive schools. The subjects in this study sample are from special education school and mostly for severe to profound disabled. Centre under discussion however mainstream to girl students during large session successfully which is a good achievement.

Current Placement Patterns

One-third of special education students spend 80% or more of their school day in the general education classroom. Another one-third spend 40% to 79% of their day in general education. Approximately one-quarter spend 0% to 39% of their time in general education, but their special education classrooms share a building with the general education classes. The remaining 5% to 6% of special education students are served in separate schools, residential programs, hospitals, or their own homes.

(USA) report**

Positions on Inclusion.IN PAK

Though inclusive programs advised by law.

Segregated schools are chosen for severe to profound disabled children

Many children with mild disabilities preferred to send in general education school. In Pakistan not much facilities are offered for special inclusive setting. Very few number of private schools offer such facilities. Few numbers of Govt. school offers special education facilities. People chose segregated special schools for this reasons.

Factors Affecting Outcomes for Special Education Student

As this research deal with GSEC Iqbal town Faisalabad

children only four types of disabilities are considered that is:

1. HIC are very large in no. These children are mute-deaf. The result show

That they respond positively to curriculum. The disable children do have the capacity to learn with proper coaching. In beginning they perform less but afterward they perform well (table 1,2,3) It is because they need time to learn to

Communication skills etc 5th class show 100% result (Bar 2)

2. PHC also show good result from 60–90% PHC has normal IQ but muscular or physical dysfunctioning. They may need occupational therapy etc (Bar 3) One mildly Disable girl was also mainstreamed successfully to Government education school

3. VIC study with the help of Braille special curriculum. Children perform 100% (Bar 4)

4. MCC are of 2 types trainable educable IQ 35-70 They are educated by using

Curriculum emphasizing learning skills and 1-6 step simple academic skills. They also get 100% result. One mild MCC girl also mainstreamed successfully (Bar 5)

Motivation resulted in above average performance in sports, naat, and tableau. --- resulted in social learning and participation. Feeling of worthiness and wellbeing develop.

No of students drop as we move towards higher grades due to disability, economical reasons family problems and also poor performance child,

7 CONCLUSION

What works in educating students with disabilities?

1. Teaching method adapted according to needs of disabled child.
2. Classroom environment and encouragement (M.C. Smith et al. 2016)
3. Parent involvement and school visits.
4. Teacher personality (F King 2016).
5. Highly qualified and motivated.
6. Use of audiovisual aids and technology (Spaulding, 2010)
7. Peer tutoring and cooperative learning methods
8. Accommodation, curriculum, learning capacities of children (Martel 2009).
9. Teacher training on job courses (Author 1983).
10. Grant and funds.
11. NGO and government sector.
12. Human resources available.
13. Special teachers, officials and voluntary workers (Author 1983).

The research suggests that most effective intervention with student with disabilities have the following characteristics:

- 1) Emphasis on individual attention and instruction
- 2) Small study group
- 3) Standardized IEP construction
- 4) Co-operation between general and special education teacher
- 5) Monitoring of student progress

All of these elements require significant teacher time and resource availability as discussed in literature review earlier.

Current trends and issues related to enhance effectiveness of special education.

1. Adaptation in curriculum:

Must be focus on output which increases the probability of gainful employment for disable students. In a study in Hong Kong (LJ Kinatal 2016) researchers pointed out that curriculum must be adapted to bridge the gap between school studies (Academic) and job opportunities present outside Academic subject many be adapted to emphasize vocational training, guidance and occupational therapy at secondary and primary level for disabled persons as well. In Pakistan vocational subjects are part of primary and secondary education e.g. tailoring, woodwork and music.

2. Team work by multidisciplinary team:

Researchers e.g. George D. Azevedo et al (2016) stresses the importance of teamwork practices forcing inter professional collaboration need especially in under developed countries e.g. Brazil. Plan must include policy implication and financial resources available for such reason.

3. Impartiality/ Equality towards disabled:

Many researchers emphasized this issue most recently in a study by M.C. Smith et al (2016). It points out that there must be search of source of inequality; curriculum must be created to overcome this issue. Theory construction should be done on research findings. Moreover, guidance of teachers of disabled children should be executed.

4. Knowledge - practice

The teacher education is an important factor in improving student outcome. Putting knowledge into prac-

tice is what's required (2006). In Pakistan, special education teachers qualified for job, must possess at least M.A. degree in special education. And also may be benefit from an on job trainee.

5. Preventing school failure

Learning how to learn is important for disabled. Use of objective, systematic and realistic instruction plan is a must. This plan must include teaching problem-solving methods (how to do things). For example, LD student may benefit from instructional method including learning how to solve the problem e.g. method to solve maths problems (Flores et al. 2006).

6. Extending school time

A research study by Craig Haas 2013 in UK, suggested that for the sake of disabled student in mainstreamed or separate school, timings may be extended so that full services could be provided. Such practices improve attendance in George L.E. foundation in UK thus may give positive result.

7. Evidence based practice

teacher must provide educational program that must be consistent and yield positive result when experimentally tested i.e. empirical valid treatment and clinically practical guidelines. Assessment is key concept in this regard (M.A. Author 1983).

In summary one could say that as given in some American newspaper, journal, or television news that special education is a waste of time, special children must be given equal general education. It is expensive and time consuming – IT IS NOT TRUE! Instead present researches support the special education efforts to improve academic and social outcome for special students. That program (policy) efforts (teaching methods, strategies etc.) are fruitful and effective, and not expensive either as these are parts of community developmental program by government. For parents it is a source of free education and facilities. It is an established fact that special education has positive effects and it is necessary for special needs children. It is therefore prescribed by experts (medical and education) for disabled children after diagnosis. This research is also useful in accountability decision making by higher authorities about the effectiveness of special education policy.

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