



IDEA FACTSHEET: #3

WHERE DO STUDENTS WITH DISABILITIES USUALLY RECEIVE EDUCATION SERVICES?

The Individuals with Disabilities Education Act (IDEA) requires that schools assist students with disabilities to develop independent living skills and abilities essential to succeed in most of their life's endeavors. According to the law, each student with a disability must have an individualized education program (IEP), and the IEP must address transition services. Transition planning is required in the IEP for students by age 16; many students begin this planning at age 14 or earlier so that they have the time to build skills they will need as adults.



The coronavirus pandemic caused at least 123,000 public and private schools to close across the U.S. School closures affect more than 50 million students, including 7 million students ages 3–21 who receive special education services under the Individuals with Disabilities Education Act (IDEA). With prolonged school building closures, school districts are faced with more challenges about how to provide remote learning for students with disabilities while complying with civil rights and disability laws.

Education environment, namely where a student with a disability is served and educated, is an important component in the student's individualized education program (IEP). As online learning opportunities continue to expand, particularly during the recent school building closures, educators may need to reexamine each student's IEP, work with parents and families, determine whether and how students with disabilities can access and progress in the online curriculum. They will need to figure out the best approaches and long-term strategies to continue students' special education.

By increasing awareness of where students with disabilities receive their instruction, school leaders can work with teachers, specialists, and parents to make evidence-based policies and develop effective strategies to support the learning of each student with a disability. For this purpose, the Center for Public Education (CPE) reports the 2018-19 [IDEA data from the U.S. Department of Education](#) regarding the following topics:

- (1) Where do students ages 3-5 with different disabilities usually receive their education services?
- (2) Where do students ages 6-21 with different disabilities usually receive their education services?
- (3) How do education environments for students with disabilities differ by states?



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Figure 1. Number of students with disabilities ages 3-5 served under IDEA in different education environments and the highest percentage of disability categories served in the education environment

<p>Home (15,735 children)</p>	<ul style="list-style-type: none"> • 47%, developmental delay • 35%, speech or language impairment
<p>Residential facility (420 children)</p>	<ul style="list-style-type: none"> • 36%, developmental delay • 27%, speech or language impairment • 12%, multiple disabilities
<p>Separate class (182,389 children)</p>	<ul style="list-style-type: none"> • 50%, developmental delay • 23%, autism • 16%, speech or language impairment
<p>Separate school (17,572 children)</p>	<ul style="list-style-type: none"> • 52%, developmental delay • 14%, autism • 13%, speech or language impairment
<p>Service provider location (51,683 children)</p>	<ul style="list-style-type: none"> • 81%, speech or language impairment • 11%, developmental delay
<p>Services in other locations than early childhood program (at least 10 hours per week) (140,383 children)</p>	<ul style="list-style-type: none"> • 60%, speech or language impairment • 25%, developmental delay • 7%, autism
<p>Services in other locations than early childhood program (attend less than 10 hours per week) (36,184 children)</p>	<ul style="list-style-type: none"> • 43%, speech or language impairment • 32%, developmental delay • 14%, autism
<p>Services in regular early childhood program (attend less than 10 hours per week) (43,083 children)</p>	<ul style="list-style-type: none"> • 39%, speech or language impairment • 38%, developmental delay • 12%, autism
<p>Services in regular early childhood program (attend at least 10 hours per week) (327,561 children)</p>	<ul style="list-style-type: none"> • 43%, speech or language impairment • 40%, developmental delay • 8%, autism

Source: <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>

Where do students ages 3-5 with different disabilities usually receive their education services?

Among **815,000** students with disabilities ages 3-5,

- 40% attend at least 10 hours per week in a regular early childhood program.
- 22% attend separate classes.



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- 17% attend at least 10 hours per week in locations other than a regular early childhood program.

Data show that the top three disability categories among students ages 3-5 served under IDEA are:

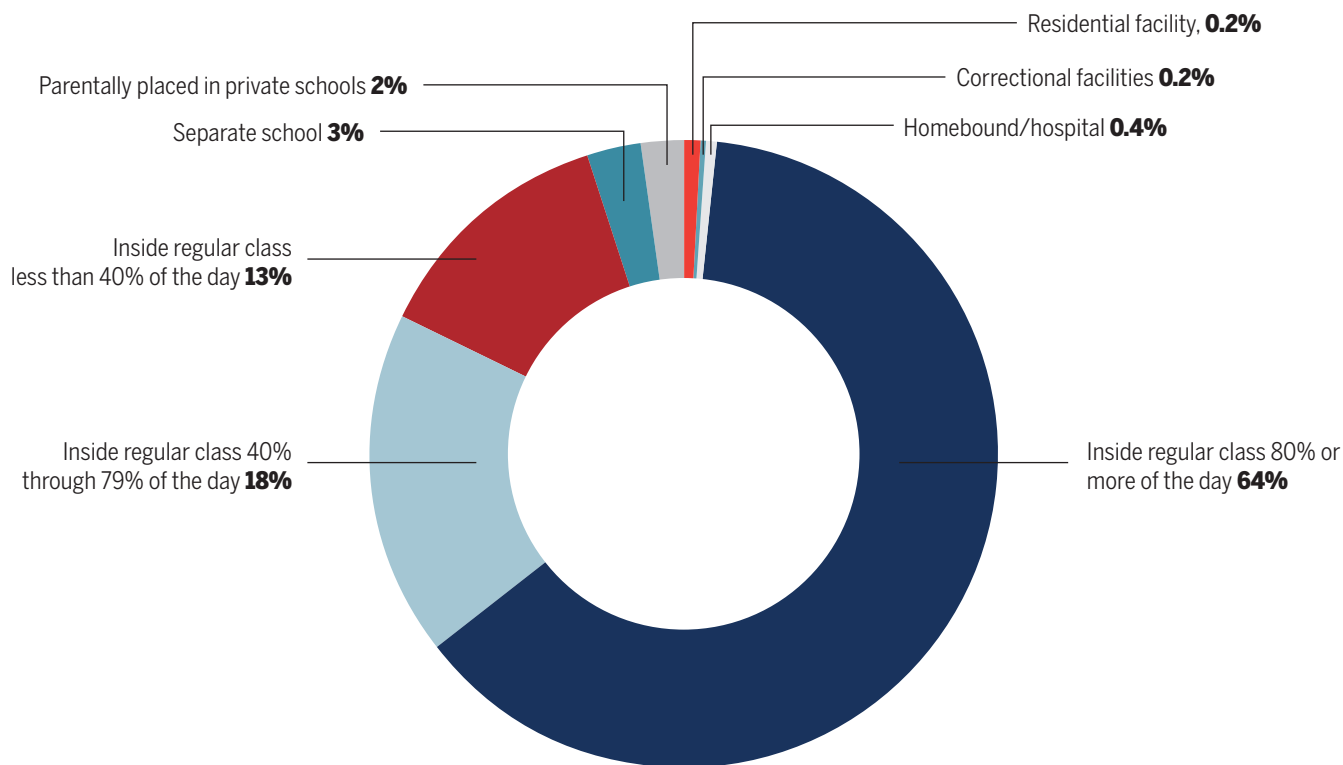
- Speech or language impairment (41%).
- Developmental delay (38%).
- Autism (11%).

Figure 1 shows that for children served in a regular early childhood program with at least 10 hours per week, 43% have disabilities of speech or language impairment, and 40% are in the category of developmental delay.

Where do students ages 6-21 with different disabilities usually receive their education services?

Among **6.32** million students with disabilities ages 6-21, **64%** are served inside a regular classroom 80% or more of the school day; **18%** are served inside a regular classroom 40%-79% of the school day (Figure 2).

Figure 2. Percentage of Students with Disabilities Ages 6-21, by the Education Environment: 2019



Note: Percentages may not total 100 due to rounding

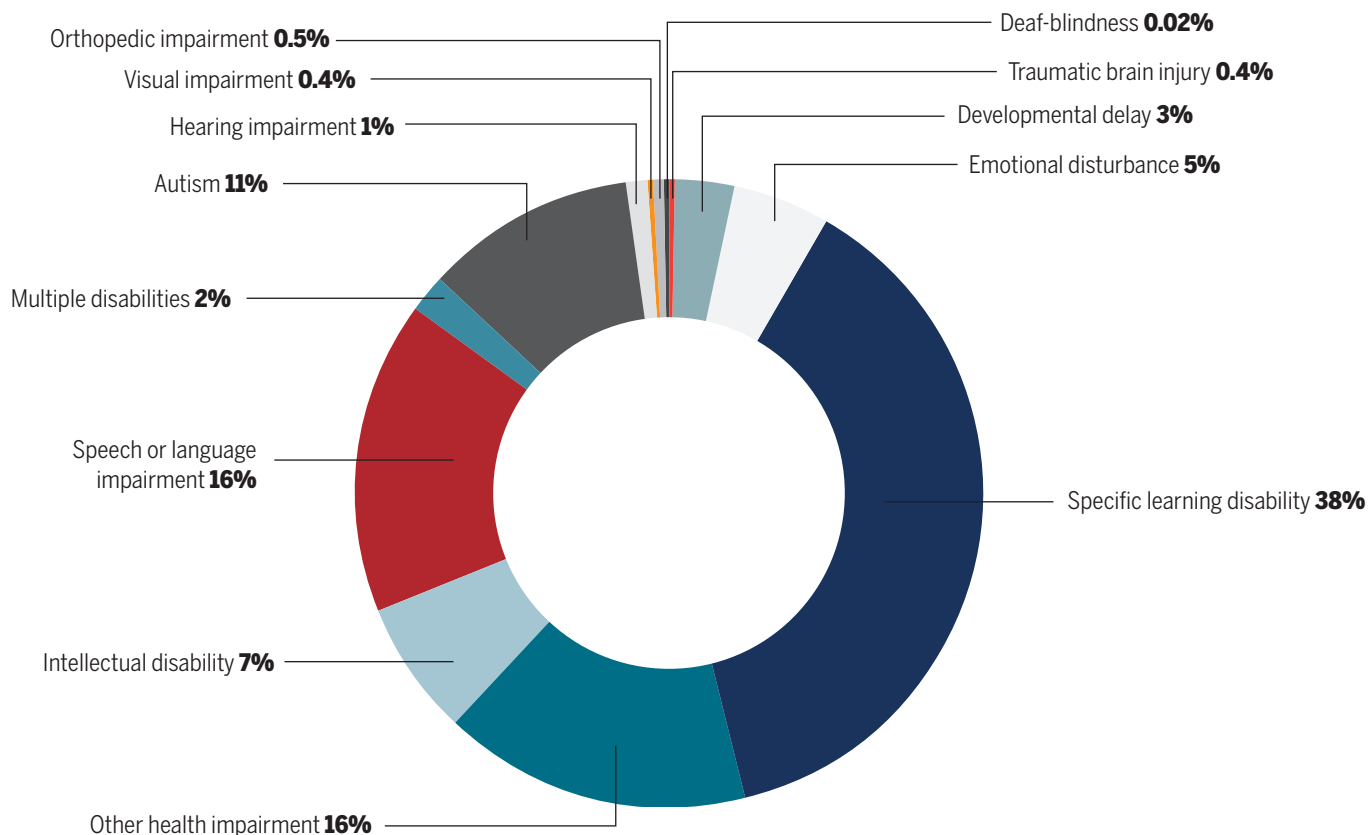
Source: <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>



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Figure 3. Percentage of Students Ages 6-21 Served Under IDEA, by Disability Category: 2019



Note: Percentages may not total 100 due to rounding

Source: <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>

Under IDEA, there are **13 disability categories**. As shown in Figure 3, more than one-third of students ages 6-21 served under IDEA are in the disability category of “specific learning disability.” (Note: **Specific learning disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.)

Figure 4 shows that among students with disabilities receiving education services in a regular classroom 80% or more of the school day,

- 43% are students with specific learning disabilities.
- 23% are students with speech or language impairment.

In contrast, among students with disabilities receiving education services in a regular classroom less than 40% of the school day,

- 27% are students with autism.
- 25% are students with intellectual disabilities.
- 13% are students with specific learning disabilities.



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Figure 4. Students with disabilities ages 6-21 served under IDEA in different education environments and the highest percentage of disability categories served in the education environment

correctional facilities	<ul style="list-style-type: none">• 35%, emotional disturbance• 34%, specific learning disabilities
homebound/hospital	<ul style="list-style-type: none">• 28%, other health impairment;• 20%, multiple disabilities;• 16%, emotional disturbance
residential facility	<ul style="list-style-type: none">• 28%, emotional disturbance;• 16%, Autism;• 13%, other health impairment
separate schools	<ul style="list-style-type: none">• 26%, autism;• 25%, emotional disturbance;• 13%, multiple disabilities
private schools where parents placed their children	<ul style="list-style-type: none">• 40%, speech or language impairment;• 29%, specific learning disabilities
regular class less than 40% of the day	<ul style="list-style-type: none">• 27%, autism;• 25%, intellectual disability;• 13%, specific learning disabilities
regular class 40-79% of the day	<ul style="list-style-type: none">• 45%, specific learning disabilities;• 18%, other health impairment;• 11%, autism;• 10%, intellectual disability
regular class 80% or more of the day	<ul style="list-style-type: none">• 43%, specific learning disabilities;• 23%, speech or language impairment;• 17%, other health impairment

Source: <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>



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How do education environments for students with disabilities differ by states?

As Table 1 shows, the top five states with the highest number of students ages 3-5 served under IDEA are California (86,000), New York (73,000), Texas (54,000), Florida (42,000), and Illinois (38,000). Across the United States,

- **Colorado** (84%), **Puerto Rico** (80%), **Nebraska** (75%), and **Ohio** (71%) have the highest percentage of children with disabilities who attend at least 10 hours per week in a regular early childhood program.
- **Louisiana** (52%), **South Dakota** (51%), and **Iowa** (48%) have the highest percentage of children with disabilities who receive education services at least 10 hours per week in other locations than a regular early childhood program.
- **Alaska** (50%), **Idaho** (45%), and **Florida** (45%) have the highest percentage of children with disabilities who receive education services in separate classes.
- **Arkansas** (23%) has the highest percentage of children with disabilities who attend separate schools.
- **Rhode Island** (20%) has the highest percentage of children with disabilities who get education at service provider locations.
- **New Mexico** has the highest percentage of children with disabilities who receive education services at home (17%) and at residential facilities (4%).

As Table 2 shows, the five states with the highest number of students ages 6-21 served under IDEA are California (702,000), Texas (478,000), New York (457,000), Florida (364,000), and Pennsylvania (291,000). Compared with other states,

- **Alabama** (84%), **Nebraska** (78%), **Vermont** (78%), and **Colorado** (76%) have the highest percentage of students with disabilities receiving education inside regular class 80% or more of the school day.
- **Hawaii** (37%), **Montana** (36%), and **New Mexico** (32%) have the highest percentage of students with disabilities receiving education inside regular class 40% through 79% of the school day.
- **Virgin Islands** (22%), **California** (20%), and **New York** (19%) have the highest percentage of students with disabilities receiving education inside regular class less than 40% of the school day.
- **District of Columbia** (8%) and **Connecticut** (7%) have relatively higher percentages of students with disabilities who attend separate schools.
- **Puerto Rico** (6%), **New York** (6%), **Ohio** (5%), and **New Jersey** (5%) have relatively higher percentages of students with disabilities who receive education in the private schools where parents placed their children.



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Table 1. Number of Students with Disabilities Ages 3-5 and Percentage Served in Different Education Environments, by State: 2019

State	Total, Age 3-5	Home	Residential Facility	Separate Class	Separate School	Service Provider Location	Services in Other Location than Regular Early Childhood Program (attend at least 10 hours per week)	Services in Other Location than Regular Early Childhood Program (attend less than 10 hours per week)	Services in Regular Early Childhood Program (attend at least 10 hours per week)	Services in Regular Early Childhood Program (attend less than 10 hours per week)
United States	815,010	1.9%	0.1%	22.4%	2.2%	6.3%	17.2%	4.4%	40.2%	5.3%
Alabama	8,036	1.3%	0.1%	2.2%	0.8%	8.8%	30.6%	2.7%	47.1%	6.4%
Alaska	2,477	1.9%	0.0%	49.7%	0.1%	2.5%	21.1%	1.9%	21.4%	1.4%
Arizona	16,746	0.2%	0.0%	38.4%	0.4%	2.6%	2.7%	0.9%	45.9%	8.8%
Arkansas	13,497	0.2%	0.1%	0.7%	22.9%	2.8%	43.9%	0.3%	29.0%	0.0%
California	86,456	2.9%	0.0%	31.5%	2.3%	12.1%	9.0%	5.6%	27.3%	9.3%
Colorado	14,471	0.0%	0.0%	2.8%	1.0%	0.1%	8.5%	0.7%	84.2%	2.6%
Connecticut	9,785	0.2%	0.0%	18.0%	1.0%	4.4%	6.5%	0.3%	67.0%	2.7%
Delaware	2,801	0.6%	0.0%	33.5%	3.9%	2.1%	9.9%	2.1%	46.8%	1.1%
District of Columbia	1,895	0.0%	0.0%	16.3%	1.0%	0.4%	32.1%	1.3%	48.2%	0.7%
Florida	42,076	0.3%	0.0%	45.1%	1.8%	2.6%	6.5%	4.5%	33.5%	5.7%
Georgia	18,661	1.5%	0.0%	29.0%	0.2%	4.7%	18.4%	4.4%	38.8%	3.0%
Hawaii	2,555	0.6%	0.1%	21.4%	0.3%	2.3%	5.8%	42.7%	19.0%	7.9%
Idaho	3,866	0.1%	0.1%	45.3%	7.8%	6.7%	11.4%	3.2%	18.8%	6.5%
Illinois	38,046	0.2%	0.0%	20.7%	2.8%	6.5%	21.9%	3.1%	43.0%	1.8%
Indiana	18,914	0.4%	0.1%	30.6%	1.7%	13.1%	11.0%	3.8%	34.7%	4.7%
Iowa	7,429	0.7%	0.0%	5.2%	0.1%	7.1%	47.5%	7.0%	29.8%	2.6%
Kansas	12,105	1.1%	0.0%	32.0%	0.2%	0.9%	20.7%	6.5%	31.8%	6.9%
Kentucky	18,232	0.2%	0.1%	4.0%	0.4%	1.8%	18.5%	4.5%	65.3%	5.1%
Louisiana	10,484	2.9%	0.0%	5.0%	0.2%	3.8%	51.8%	17.7%	17.9%	0.6%
Maine	3,642	0.0%	0.1%	8.3%	15.1%	17.5%	10.2%	2.7%	43.8%	2.2%
Maryland	14,645	0.4%	0.0%	18.1%	2.0%	9.1%	6.6%	4.1%	52.9%	6.7%
Massachusetts	18,377	0.1%	0.0%	15.1%	1.1%	10.4%	13.9%	4.7%	46.8%	7.9%
Michigan	22,073	1.5%	0.1%	34.0%	2.0%	13.7%	14.3%	4.2%	26.8%	3.4%
Minnesota	18,353	2.5%	0.0%	14.7%	0.4%	1.7%	15.8%	6.6%	40.7%	17.6%
Mississippi	8,261	0.9%	0.0%	14.1%	2.2%	7.6%	13.7%	2.4%	54.3%	4.9%
Missouri	18,253	0.5%	0.0%	24.9%	1.2%	5.9%	20.1%	3.5%	41.5%	2.4%
Montana	1,722	0.8%	0.0%	33.5%	1.2%	15.0%	6.9%	2.2%	30.5%	10.0%
Nebraska	6,551	7.0%	0.0%	2.6%	0.8%	5.0%	1.9%	1.5%	75.0%	6.2%
Nevada	8,443	0.6%	0.0%	40.1%	0.3%	4.7%	10.0%	4.9%	37.7%	1.7%



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Table 1. Continued

State	Total, Age 3-5	Home	Residential Facility	Separate Class	Separate School	Service Provider Location	Services in Other Location than Regular Early Childhood Program (attend at least 10 hours per week)	Services in Other Location than Regular Early Childhood Program (attend less than 10 hours per week)	Services in Regular Early Childhood Program (attend at least 10 hours per week)	Services in Regular Early Childhood Program (attend less than 10 hours per week)
New Hampshire	3,677	0.0%	0.1%	11.6%	0.1%	2.4%	18.0%	7.9%	41.9%	18.1%
New Jersey	20,701	0.2%	0.1%	34.6%	4.0%	0.2%	4.7%	8.7%	41.8%	5.6%
New Mexico	6,607	17.5%	3.7%	19.5%	2.3%	5.9%	3.4%	1.5%	44.5%	1.7%
New York	73,348	5.0%	0.0%	18.1%	5.2%	1.1%	25.2%	2.3%	41.2%	1.9%
North Carolina	20,111	1.7%	0.0%	20.8%	1.0%	9.2%	29.4%	3.2%	33.0%	1.6%
North Dakota	2,343	0.9%	0.1%	32.1%	1.5%	6.6%	27.3%	4.1%	23.8%	3.7%
Ohio	26,419	1.7%	0.0%	13.9%	2.0%	3.4%	4.9%	1.0%	71.1%	2.0%
Oklahoma	10,309	0.5%	0.1%	16.4%	0.3%	6.7%	40.4%	2.8%	31.6%	1.1%
Oregon	11,693	7.3%	0.0%	18.7%	0.5%	1.3%	20.7%	7.0%	37.1%	7.4%
Pennsylvania	37,012	5.8%	0.0%	13.5%	1.0%	5.1%	4.4%	3.5%	54.7%	11.9%
Puerto Rico	11,799	0.3%	—	0.0%	0.2%	13.3%	0.0%	0.0%	79.9%	6.2%
Rhode Island	3,235	0.2%	0.0%	11.6%	1.0%	20.2%	15.7%	2.3%	45.6%	3.5%
South Carolina	9,792	1.1%	0.0%	21.8%	1.0%	7.4%	14.9%	3.9%	40.7%	9.3%
South Dakota	2,923	1.3%	0.0%	14.5%	0.3%	5.1%	50.5%	5.0%	18.6%	4.7%
Tennessee	14,592	0.3%	0.0%	31.6%	0.8%	7.8%	30.6%	2.3%	24.6%	2.0%
Texas	53,750	0.6%	0.0%	17.5%	0.1%	10.0%	32.0%	7.7%	30.6%	1.5%
Utah	10,741	0.2%	0.0%	26.1%	2.4%	5.1%	11.1%	7.0%	25.8%	22.3%
Vermont	2,050	5.8%	0.0%	0.3%	0.3%	7.7%	11.0%	1.9%	64.4%	8.7%
Virginia	18,807	3.1%	0.0%	29.2%	0.1%	6.9%	19.0%	10.2%	28.1%	3.3%
Washington	17,140	0.3%	0.0%	38.6%	2.1%	9.3%	21.5%	3.0%	20.9%	4.4%
West Virginia	5,245	1.2%	0.0%	8.2%	0.2%	8.2%	44.6%	3.4%	33.3%	0.8%
Wisconsin	*	—	—	—	—	—	—	—	—	—
Wyoming	3,139	0.3%	0.0%	6.4%	11.9%	0.2%	4.4%	0.9%	57.4%	18.7%

Note: */- data are not available. Source: <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index.html>



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Table 2. Number of Students with Disabilities Ages 6-21 and Percentage Served in Different Education Environments, by State: 2019

State	Total, Age 6-21	Correctional Facilities	Homebound /Hospital	Residential Facility	Separate School	Parentally Placed in Private Schools	Inside regular class less than 40% of the day	Inside regular class 40% through 79% of the day	Inside regular class 80% or more of the day
United States	6,315,228	0.2%	0.4%	0.2%	2.7%	1.5%	13.1%	17.9%	64.0%
Alabama	85,436	0.1%	0.3%	0.8%	1.3%	0.4%	7.2%	6.3%	83.6%
Alaska	17,002	0.4%	0.1%	0.3%	2.1%	0.0%	8.9%	23.2%	65.0%
Arizona	128,066	0.2%	0.2%	0.1%	2.2%	0.2%	14.0%	16.2%	66.9%
Arkansas	61,366	0.1%	0.5%	0.9%	0.7%	0.6%	12.7%	30.1%	54.3%
California	701,812	0.2%	0.3%	0.1%	2.7%	0.4%	19.5%	19.9%	56.9%
Colorado	90,715	0.1%	0.3%	0.2%	1.9%	0.4%	5.7%	15.9%	75.5%
Connecticut	72,551	0.2%	0.3%	0.3%	7.1%	0.8%	6.1%	18.4%	66.8%
Delaware	21,581	0.1%	0.7%	0.2%	4.0%	0.0%	14.6%	15.4%	65.0%
District of Columbia	12,218	0.3%	0.1%	0.3%	8.2%	0.4%	15.6%	18.2%	57.0%
Florida	363,720	0.6%	0.7%	0.2%	2.5%	0.7%	13.3%	6.8%	75.2%
Georgia	200,450	0.0%	0.2%	0.2%	1.1%	0.3%	16.3%	18.8%	63.0%
Hawaii	17,037	0.1%	0.3%	0.1%	0.8%	0.6%	17.1%	37.1%	43.9%
Idaho	30,444	0.3%	0.1%	0.2%	1.2%	0.2%	9.0%	26.4%	62.7%
Illinois	259,914	0.0%	0.1%	0.2%	6.2%	1.4%	13.1%	26.2%	52.8%
Indiana	159,597	0.2%	0.6%	0.3%	0.9%	4.0%	8.7%	10.0%	75.3%
Iowa	60,561	0.4%	0.1%	0.3%	1.0%	1.1%	7.8%	18.8%	70.6%
Kansas	63,406	0.2%	0.1%	0.2%	2.0%	1.6%	7.1%	19.9%	68.8%
Kentucky	87,926	0.1%	0.8%	0.3%	0.6%	0.6%	8.5%	15.5%	73.6%
Louisiana	76,345	0.1%	0.7%	0.1%	0.4%	0.0%	14.6%	22.4%	61.8%
Maine	30,740	0.0%	0.1%	0.4%	3.0%	0.2%	10.4%	30.4%	55.5%
Maryland	95,918	0.2%	0.2%	0.1%	6.5%	1.1%	12.1%	9.6%	70.2%
Massachusetts	158,250	0.1%	0.1%	0.6%	5.8%	0.8%	13.2%	14.3%	65.0%
Michigan	177,721	0.4%	0.2%	0.1%	4.5%	1.6%	11.0%	14.6%	67.7%
Minnesota	123,101	0.1%	0.2%	0.1%	3.8%	1.7%	10.0%	23.0%	61.2%
Mississippi	61,172	0.0%	0.8%	0.3%	0.8%	1.3%	12.2%	14.4%	70.3%
Missouri	114,033	0.3%	0.6%	0.0%	3.0%	2.0%	8.3%	29.0%	56.7%
Montana	17,658	0.1%	0.2%	0.4%	0.8%	0.8%	10.8%	36.0%	51.1%
Nebraska	45,454	0.1%	0.2%	0.2%	1.8%	3.3%	6.3%	9.9%	78.2%
Nevada	51,677	0.2%	0.3%	0.0%	1.2%	0.1%	15.6%	21.0%	61.5%
New Hampshire	26,243	0.0%	0.0%	0.4%	2.3%	0.2%	9.2%	16.3%	71.6%



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Table 2. Continued

State	Total, Age 6-21	Correctional Facilities	Homebound /Hospital	Residential Facility	Separate School	Parentally Placed in Private Schools	Inside regular class less than 40% of the day	Inside regular class 40% through 79% of the day	Inside regular class 80% or more of the day
New Jersey	220,362	0.1%	0.3%	0.2%	6.5%	4.7%	14.4%	28.6%	45.1%
New Mexico	47,389	0.1%	0.2%	0.2%	0.5%	0.6%	17.7%	31.8%	48.9%
New York	457,354	0.1%	0.3%	0.4%	4.8%	5.5%	19.0%	11.4%	58.5%
North Carolina	181,547	0.1%	0.6%	0.2%	1.0%	0.3%	13.9%	16.4%	67.5%
North Dakota	13,559	0.0%	0.2%	0.8%	0.6%	2.0%	6.0%	17.3%	73.1%
Ohio	244,671	0.2%	0.5%	0.2%	3.1%	4.8%	11.9%	15.6%	63.7%
Oklahoma	104,980	0.1%	0.3%	0.3%	0.1%	0.2%	8.3%	21.7%	69.0%
Oregon	77,432	0.2%	0.3%	0.1%	1.3%	0.7%	9.6%	13.7%	73.9%
Pennsylvania	290,896	0.1%	0.2%	0.3%	4.3%	0.2%	9.4%	24.0%	61.5%
Puerto Rico	91,338	0.0%	0.4%	0.0%	1.3%	6.4%	8.9%	15.5%	67.2%
Rhode Island	20,935	0.3%	0.1%	0.3%	4.2%	1.4%	12.6%	10.9%	70.2%
South Carolina	96,729	0.2%	0.8%	0.2%	0.4%	0.7%	15.2%	20.3%	62.2%
South Dakota	18,789	0.1%	0.1%	0.9%	1.0%	1.5%	5.6%	18.8%	72.1%
Tennessee	115,637	0.0%	0.6%	0.3%	0.8%	1.0%	11.4%	15.1%	70.9%
Texas	478,435	0.1%	0.5%	0.0%	0.4%	0.1%	14.9%	14.5%	69.5%
Utah	75,791	0.0%	0.1%	0.0%	2.5%	0.0%	9.7%	22.5%	65.1%
Vermont	12,861	0.0%	0.1%	1.2%	5.1%	1.0%	4.6%	10.2%	77.9%
Virgin Islands	974	0.5%	0.1%	2.0%	0.8%	0.6%	22.4%	16.0%	57.6%
Virginia	156,643	0.2%	0.7%	0.3%	3.4%	0.6%	9.3%	17.9%	67.6%
Washington	130,488	0.1%	0.1%	0.1%	0.7%	0.4%	12.8%	29.2%	56.6%
West Virginia	41,938	0.5%	1.0%	0.5%	0.2%	0.6%	7.6%	26.2%	63.6%
Wisconsin	*	—	—	—	—	—	—	—	—
Wyoming	12,348	0.0%	0.2%	0.9%	0.6%	0.6%	5.8%	21.1%	70.7%

Note: */— data are not available. Source: <https://www2.ed.gov/programs/osepidea/618-data/state-level-data-files/index>.



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Resources

Maximizing the education environment means to provide rich learning experiences for each student based on the relevant conditions and circumstances. Some [experts suggest](#) that special education teachers not only need to adapt to a new virtual reality, but also need to make sure lessons connect to real life and “lean into the tools and objects students have in the home.” For example, if students use blocks for counting in the classroom, they may use something like pasta to learn counting at home; for a lesson about surface area, students may count how many tiles are in the kitchen, or how many steps it takes to get from one side of the room to the other.

Figure 5. How to maximize the education environment for students with disabilities

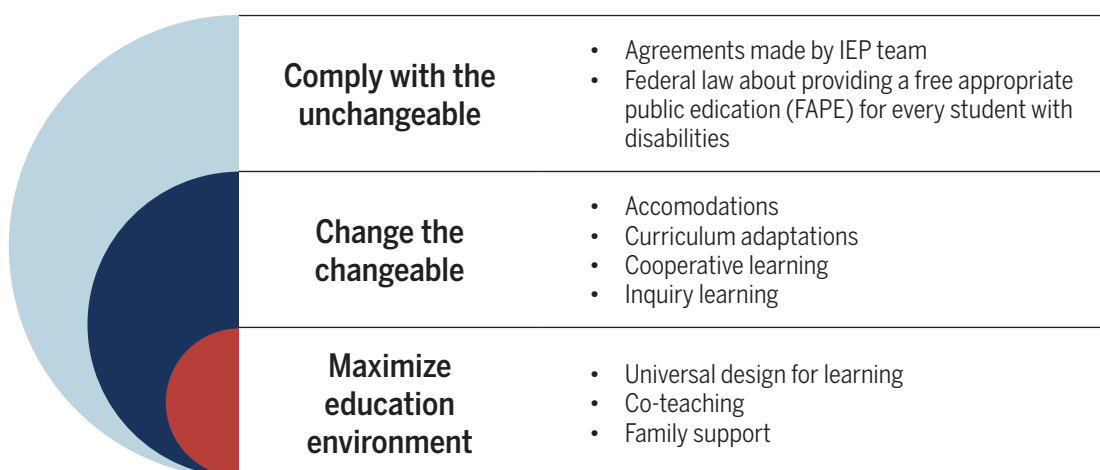


Figure 5 is a diagram to visualize how to develop strategies using available resources. The core part includes the following:

- **Universal design for learning (UDL)**—a framework to improve and optimize teaching and learning for all students—includes methods and materials that are flexible and powerful to help all students, regardless of their ability, to maximize their progress.
- **Co-teaching**—“the collaboration between general and special education teachers for all of the teaching responsibilities of all students assigned to a classroom” ([Gately & Gately, 2001](#))—creates opportunities for teachers and specialists to connect, communicate, and collaborate in facilitating the instructional modifications/accommodations required for student success and implementing personalized learning enhanced by technology.
- **Family support** is essential in remote learning. Schools and educators should create efficient communications and effective partnerships with families of students with disabilities. For students with disabilities who are unable to participate in online instruction, schools should establish a good rapport with students and families, solve issues collaboratively, and work out education plans together.



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When educators plan for digital instruction provided primarily online, they may consider accommodating students with different disabilities, adapting curriculum for students served under IDEA in their class, and making learning truly personalized. Resources for changing the changeable include:

- **Accommodations** are specific teaching techniques used by teachers in their instruction, such as audio or other formats as an alternative to print, technology, graphic organizers, and pictorial representation. Additionally, teachers may change the amount of input, timeframe for learning, and levels of support for individual students' needs. School leaders should work closely with teachers to provide the support needed to accommodate students with IEPs.
- **Curriculum adaptations** refers to changes made to what is expected of the student, the way the course is taught, and the tools used to teach the course. Examples of the approaches are (a) shortening or simplifying an assignment (e.g., giving students with disabilities more time to complete assignments), (b) giving students with disabilities opportunities to speak or use dictation instead of writing out long assignments, and (c) providing audio materials for reading assignments.
- **Cooperative learning** is an instructional strategy in which a small group of students works to accomplish a specified learning task. With the help of technology, students with IEPs, including students with severe disabilities, can develop social interaction skills in the general education settings enhanced by technology.
- **Inquiry learning**, or project-based learning, is another instructional strategy to develop students' real-life skills. Inquiry learning requires students individually or collectively to complete a project or solve a problem by doing research and analyzing information. Research shows that students with disabilities can learn more in such an open environment. As a type of personalized learning, the strategy allows students to perform tasks they are good at, enhances student self-esteem, and encourages constructive social interaction. Teachers play a critical role in this instructional approach. Both special and general education teachers need to creatively present a project and provide appropriate background information for students to solve problems.



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