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THE EFFECTS POVERTY HAS ON STUDENTS IN SPECIAL EDUCATION

A MASTER'S THESIS

SUBMITTED TO THE FACULTY

OF BETHEL UNIVERSITY

BY

MORGAN M. AUGE

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF MASTER OF ARTS

JULY 2021

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APPROVED

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JULY 2021

Acknowledgments

First, I would like to thank my mother, Coreen, and Father, Todd, for believing in me over the years. Throughout my entire life you all have pushed me to be the best version of myself. I would not be where I am without the help and support you have given me. There were many times I may have been upset with you pushing me to accomplish challenges that happen in life. It has taught me the flexibility that is needed while teaching youth. Throughout my childhood you have provided my sibling and I with a loving home and memories to cherish for a lifetime. I would have not been able to financially go to college if I did not have the help from you with a roof over my head, and necessities of life. I love you and am thankful every day that God gave me you as my parents.

Secondly, I would like to thank my sister, Megan, for always supporting me and pushing me to do better in school. I love you and am thankful to have you as my sister.

Lastly, I want to thank God for giving me this opportunity to further my education and be the teacher I am today. My faith has pushed me through the challenges I have overcome in my life. I would not be where I am today without God. Thank you for bringing me this opportunity to attend Bethel University, which ultimately pushed me to grow in my faith.

From the bottom of my heart thank you to everyone in my life for supporting me through challenging times and celebratory times. I could not be more thankful for you all in my life. God has given me the best support team to have throughout my life.

Abstract

Poverty is an issue around the world that affects children and their academic achievement. In the United States 21% of children are raised in poverty. Children from poverty have a higher risk of mental, emotional, and behavioral disorders in children and youth. Children from homes of poverty are affected by stress causing the brain to not fully develop. This thesis is a summary of academic literature on poverty and its relationship with special education which includes the placement of special education students in Minnesota, United States, and other developing countries. Special education has continued to be researched over the last 50 years including terms, stigma of special education students, 504 Act, and IDEA Act. The impact that special education placement and services can have on students in poverty can be life changing for them. Inclusive education can impact a special education student for many years by widening the academic achievement gap. The IDEA Act has set guidelines for inclusive education. The goal is to have special education students remain in general education with peers if they can be successful with modifications and accommodations. Students in a small group special education setting have a harder time furthering their education post-high school. Data supports that adults with a disability are 2.6% more likely to live in poverty than a person without a disability.

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Chapter I: Introduction

Over the years there has been an overlap between special education and poverty often leading research to a theory that poverty may impair a child's development. Research has shown that many students in special education are minority students, who are more likely to live in poverty households. "Being poor heightens exposure to social risks that compromise early development and increase the need for special services" (O'Connor and Fernandez, 2006). Today in the United States over 21 percent of children under the age of 18 are living in a household below the federal poverty line with another 21 percent currently living in a household of federal poverty line (Yoshikawa, Aber, & Beardslee, 2012). Poverty is a major risk factor for many mental, emotional, and behavioral disorders in children and youth. In the 2014-2015 school year, the number of students receiving special education services was 6.6 million or 13% of all public-school students in America (Wolf, Magnuson, & Kimbro, 2017)). Those students were ages 3-21 and eligible for special education services. Families can be impacted in a variety of ways such as hunger, health care, delayed cognitive development, limited leisure opportunities, overcrowded and unclean homes, unsafe neighborhoods, increased stress, low-self-esteem, and family interactions. Poverty can limit a child's capability of learning.

Defining "Poverty"

Poverty is the lack of enough resources for the necessities of life. Poverty can affect a human's access to resources such as food, clean water, shelter, and clothing. For many it also includes access to health care, adequate education, and transportation. Around the world each country measures poverty differently. The World Bank has begun measuring "Extreme Poverty,"

“Moderate Poverty.” Extreme poverty is measured by those who live off of \$1.90 or less a day. Moderate poverty is those who live off of \$1.90-\$3.90 a day. The World Bank measures the number based on the monetary value of a person’s consumption rather than income alone.

The U.S. The Department of Health and Human Services creates a yearly threshold for U.S. federal poverty guidelines used to determine financial eligibility for certain federal programs. There are 3 charts splitting Hawaii and Alaska into their own categories leaving the 48 states and District of Columbia. The separation of the poverty guidelines for Alaska and Hawaii changed due to Office of Economic Opportunity administrative practice beginning in the 1966-1970 period. If there are more than the number of 8 people living in a household add \$4,540 for each additional person. These guidelines represent the price change for 2020 calendar year for 2021.

Figure #1 Represent the data for the 48 states and District of Columbia poverty guidelines for the number of people per household.

Number of People in Household	Poverty Guideline
1	\$12,880
2	\$17,420
3	\$21,950
4	\$26,500
5	\$31,040
6	\$35,580
7	\$40,120
8	\$44,660

Source: ASPE (2021 Poverty Guidelines, 2021)

History of Childhood Poverty

The United States is considered one of the wealthiest countries in the world, yet they also have the highest levels of poverty and income inequality than other countries. Poverty has been an ongoing issue in The United States for many decades concerning social workers, teachers, and researchers creating many social problems and challenges. Poverty started back at the end of the 19th and beginning of the 20th century expanding throughout the 20th and 21st centuries (McLaughlin & Rank, 2018).

Defining “Special Education”

What does special education mean? The term “Special education” can be defined as the science that consists of various classes of extraordinary learners in terms of assessment, diagnosis, and the development of appropriate educational initiatives and teaching methods.

History of Special Education

Over many decades children with disabilities have received unequal treatment and education. Starting in the 20th century more advocates and parents started advocating for children with disabilities. Over the last 50 years, special education has come into existence in the public-school system. The first advocacy group of parents started back in 1933 fighting for the quality of special education. In the 1950’s families started lobbying to pass laws that provided training for teachers who worked with deaf or intellectually disabled students. The laws started to change for many children with disabilities to receive equal educational opportunities. In the late 1960’s and early 1970’s many started to push the courts for children with disabilities to have equal educational opportunities. In the early 1970’s many landmark court decisions handed the states responsibilities to provide special education resources and schooling to students in need of

services. In 1973 the first Rehabilitation Act of 1973 guaranteed civil rights to all disabled people and required accommodations for disabled students in education. Two years later in 1975 the government passed and enforced the right of children with disabilities to receive free and appropriate education known as Education for All Handicapped Children Act. In 1997 a tremendous reauthorization of a number of revisions started which is now known as Individuals with Disabilities Education Act. IDEA created an outline for the use of individual plans such as IEPs for all children with special education needs during their education. IDEA started the widespread focus on finding the best and most effective methods to provide for students with disabilities. It created an equal education for all students to be successful in their education. Later, in 2001 and 2004, schools were held to more accountability known as the No Child Left Behind Act. This held schools to be more accountable to add more technology and loan programs to help all schools receive special education resources needed for students.

During recent years, Federal and State funding has increased for special education.

According to John Lenear and Elise Fratta, they found that during the 1999–2000 school year the United States spent approximately \$50 billion on special education services. Each school received \$8,080 per special education student.

Thesis Questions

As the thesis writer is pursuing further research that will attempt or provide answers for the following questions.

- 1) What correlation does poverty and special education have?
- 2) What impact does poverty have on brain development?
- 3) What is the impact poverty having on special education students?
- 4) How does special education placement affect their academic achievement and receive a free appropriate education?
- 5) How does the state of Minnesota versus other states offer special education placement?
- 6) How does The United States offer special education placement versus other developing countries around the world?
- 7) What changes need to be made for an inclusive education for special education students?
- 8) What economic impact do adult Minnesotans with a disability have?

Abbreviations

EPSEN- Education for Individuals with Special Educational Needs

IDEA - Individuals with Disabilities Education Act

IEPs - Individual Education Program

LRE- Least Restrictive Environment

LEAS - Local

NCLB - No Child Left Behind Act

NGO - Non-Governmental Organizations

ODA - Official Development Assistance

OECD - Organization for Economic Co-operative and Development

SEN - Special Education Needs

Definitions of Terms

Academic Achievement: Performance in which a student has achieved their short- and long-term goals.

Childhood neglect: A child that is malnourished, consistently sick, or never at school. It can come in two forms: emotional and physical.

Crime: An action or instance of negligence that is injurious to public welfare and is legally prohibited.

Developed countries: A sovereign state that has a high quality of life, developed economy and advanced technological infrastructure relative to other less industrialized nations.

Mental Health: Psychological well-being and satisfactory adjustment to society and the ordinary demands of life.

Posttraumatic stress disorder: A mental disorder occurring after a traumatic event outside the range of usual human experience.

Poverty: The state or condition of having no or little money, goods, or means of support.

Special Education: Specialized instruction and supporting services to students with assessed learning needs.

Welfare: The good fortune, health, happiness, prosperity, of a person, group, or organization of well-being.

Chapter II: Literature Review

Overview of Literature Reviewed

In this chapter, the researcher started by examining the history of poverty in the United States and the history of special education. After reviewing the history, this thesis writer started to research the impact that poverty has on children. The review of literature shall also examine how poverty interacts with special education and the impact it has on special education students.

Effects of Poverty has on education

Poverty is a persistent and recurring concern in all communities. Children who grow up in impoverished families face a variety of challenges throughout their lives. Destitution has been linked to a number of negative impacts on learners' performance, including inequalities in health, emotional, and psychological growth, as well as academic attainment (Dike, 2017). This negative impact can affect people for the majority of their life by them never getting out of the poverty cycle. It can affect their physical health, mental health, and psychological prevention from obtaining academic achievement. As a result of the influence of persistent stress on psychological and mental health, childhood poverty has long-term consequences, such as depression, social psychiatric disorders, and memory deterioration. Memory deficiency can impede educational success, affecting these learners' potential job opportunities and earnings potential (Engle & Black, 2018). When a child is raised in poverty there is an impact on their learning performance, nearly making it impossible for them to get a higher education to further their job opportunities and earnings.

According to research from McLaughlin & Rank (2018), poverty has been shown to have a powerful influence on an individual's mental and physical health. Those living in poverty tend

to have worse health than those who are not living in poverty. Poverty has created many challenges that diminish the quality of life such as racial disparities, mental illness, child abuse, community disorganization, and many others.

One in Seven children in America will be born into poverty. In the United States Childhood poverty rate is much higher than in other countries. In 2014 the Federal “poverty line” in America for a family of four is roughly set at \$24,000. For a family to have financial security their income should range about twice as much as the poverty line. Young infants and children living in poverty are far more likely to have lower levels of physical and mental health, which creates more of a barrier that will multiply as they grow older continuing to live in poverty (McLaughlin & Rank, 2018).

The History of Special Needs

Over the last 50 years special education has developed in more and more research to help students with special needs. Many researchers have been studying the field scientifically to learn more about education. Although special education services have always applied for learners with special needs, they have been increasing the education students with special needs will receive. They have created laws created to increase educational needs for special education students around the world including the United States.

There are many variables such as background knowledge and professional viewpoints that have impacted the evolution of special education. There are many variables such as background knowledge and professional viewpoints that have impact the evolution of special education. There are many variables such as background knowledge and professional viewpoints that have impact the evolution of special education. Researchers from France and the United States have investigated the educational requirements of people with disabilities since the 18th

century. They began researching people with the disability of deafness, which later led to the research on the disability of mental impairment. It was common during this time period for the services given to these learners to emphasize on providing security, shielding them from the outside world, and placing them in institutions due to the challenges while living their daily life. It was not really until the 19th century when organizations started to create policies and programs to specialize in disability types. Special needs have been evolving over the years to find the best practice for people with disabilities to live. Around the world, they have adopted laws to provide an education to students with special needs. Through the years there have been many policies and laws changing over time as more research becomes available. Developed nations such as Britain and the U.S. have taken the lead in passing legislation to promote the education of people with special needs in recent years (Hayes, Bulat, 2017). There have been standards put in place to ensure students with disabilities have access to appropriate education.

Section 504 of the Rehabilitation Act

In 1973, Section 504 of the Rehabilitation Act was enacted to prohibit people with disabilities from having the opportunity to participate in any federal program or operation. The 504 rehabilitation Act has worked alongside with IDEA and ADA to protect children and adults with disabilities from exclusion in schools, community, and employment. The Family Education Rights and Privacy Act of 1974 sought to safeguard disabled learners' and parents' freedoms while also supporting funding for their schooling (Protecting students, 2020).

Individuals with Special Needs Act

In the United States in 1975, the Individuals with Disabilities Education Act (IDEA) was created. They had attempted to have other policies as in the past. However, the IDEA policy was adopted. Reforms in the United States started with the 1975 passage of the

Individuals with Disabilities Education Act (IDEA). IDEA sought to guarantee that all learners with impairments in all states received an adequate education. The law guaranteed that students with a disability received a free appropriate public education. There are four purposes to this law:

1. Assure all children with disabilities have a free appropriate education with an emphasis on special education and related services to meet their needs.
2. Assure that the rights of the children with disabilities and their parents are protected.
3. Assist and localities to provide for the education of all children with disabilities
4. Assess and assure the effectiveness of efforts to educate all children with disabilities (Achieved-Thirty-Five, 2016).

The United Kingdom followed in the United States footsteps after the Idea Act came into place 1975. The United Kingdom began with creating bills and laws through legislation for individuals with special needs.

The History of the term “Special Education”

Research shows that the term “Special Education” dates back to 1884 when addressed at a presentation by Alexander Graham Bell at the National Education Association meeting. The topic of special education has continued to bring challenges, debates, and successes over the years and has experienced major changes in the last two decades. As a result, the term "special education" translates to the provision of free and appropriate education for learners who do not have normal requirements. It does not generally apply to education for learners who are impaired or handicapped, as defined by the aforementioned meanings.

The disability categories and language used around special education have changed over the years. Starting in the early 1970's, researchers found that learning disabilities as a function of a child's relationship with their setting, rather than problems caused by the child himself (Riddell & Brown, 2014). During the 1970's through the 1990's a study was completed in England called the Warnock study by Mary Warnok. It was a committee of 26 members. They focused their study on "special educational needs" in children and young people. The study influenced the development, conceptualization, policy, and practice that impacted children and young people around the world. It started the formation of the 11 categories for children and young adults with disabilities. These categories were created off medical terminology defining the different levels of handicap range. This led to a level of handicap that they referred students to as unable to receive an education. During the year of 1973, the committee met to examine terminology and effect on a child's education. Ultimately, it led to the elimination of the law of statutory classification of handicap, defined the definition of special educational requirements, and allowed for evaluation methods and the preparation of an official document. It described the essence of the learners' special needs and the steps suggested by the education department to satisfy these requirements.

The 1981 Education Act specifically defined the role that special education plays based on student needs. According to Lindsay, the section stated "A child or young person has "special educational needs" if he has a learning difficulty or disability which calls for special educational provision to be made for him (Lindsay et. al, 2020)." The Education Reform Act of 1988 in England and Wales brought a new concept of social principles and schooling. They included the national curriculum and national evaluation as major outcomes. Researchers have determined that many educational leaders assumed that a transformation in education,

especially this National Curriculum and evaluation, would benefit learners with special educational requirements (Rioux et al., 2011). The Education Reform Act in 1993 in Wales and England passed to start offering professional support to Local Education Authorities to ensure that learners' freedoms and rights are secured.

The Department for Education's Code of Practice on the Identification and Assessment of Special Educational Needs establishes educational success standards. The introduction of an Individualized Educational Program, also known as an IEP has helped create a structure requirement for learners with special needs. The IEP was created to assist learners with special needs in receiving special education and related services in regular learning educational environments. In 1997 the focus became inclusive education for students with an IEP. A student with autism to update Special Educational Needs Code of Practice and Education for Individuals with Special Educational Needs have been valuable documents. EPSEN has helped deal with the rights the learners have including providing free education to people with special educational requirements and implementing an IEP for every learner. An IEP is to be used for students who have been clinically diagnosed with a specific disability or disabilities and need to be supported with their education. The IEP implements the requirement of the educational team to show sufficient progress with the goals and short-term objectives. The IEP is a written text that includes many elements such a present level of performance, goals, objectives, transition, IRE, accommodations/modifications, etc..... According to IDEA, case managers, teachers, parents, children, and any other team member should by law be involved in the creation and application of IEP's.

Viewpoints on the term “Special education” Over the Years

Experts, parents, and those personally concerned have been debating the concept of "special education" for quite some time. The Warnock Report coined the word "Special Educational Needs" in an effort to increase acceptability of people with impairments and re-conceptualize special education in the United Kingdom (Lindsay et al., 2020). Prior to the usage of this definition, it was common for the legislative to use the term disabled. The term disability and special education needs has been contentious and has sparked a lot of discussion in the scholarly literature over the years.

While other scholars have taken a more strident stance, claiming that scientific advancement into special education over the last two decades has been the most important change in educational history considering the level of legislative support it has gained (Gersten & Woodward, 1994). It has impacted the inclusion of special education and general education. Many scholars claim the term "special education" was created to allow the educational system to offer adequate education to accommodate learners with disabilities. An opposing viewpoint is that the growth of this unique area of education has created concerns, owing in large part to the complicated problems it poses and the challenge of accurately describing the sector (Lipsky & Gartner, 1997). Marshall argued that the term "learners with additional requirements" is a more fitting term than "special educational needs," due it not being seen as having a negative impact on their child (Hunt & Marshall, 2005). Another point is that the term "special" reinforces the learner's impotence rather than granting them dignity. Researchers often wonder if a new language would change the learner's educational path. When it comes to the most suitable language, many researchers believe that using the word "special needs" to describe persons with impairments will help to minimize stigma and marginalization. Originally, the special education terms "handicapped" or "mentally impaired" were used to describe people

with disabilities, and these terms are instances of the deficit model of disability. The term "special education" refers to a variety of impairments and unique features.

Terminology used for Disabilities over the Years

Despite having distinct definitions in the world of special needs have been interchangeably over the last 30 years. Terminologies for individuals who need specific forms of schooling have arisen, such as "gifted students," "disabled learners," and "learners with special education needs." These learners are identified as having cognitive, psychological, physiological, or social impairments, which require additional services to help them while receiving an adequate education. It has been found that it is important to educate the public on specific terminology to be more inclusive for a person with a disability.

Classifications over the years have been used such as Handicapped, Impairment, and Development Disorder. For instance, the word "handicapped" would create a barrier in the way the world would view a person with a disability. A handicapped person could be viewed as unable to accomplish a job in the same manner or time frame as a person that does not have a disability. According to Harris, the meaning of "impairment," is a lower IQ, brain injury, blindness, deafness, or depression (Harris, 2010). The term "impairment" often puts a stigma that they have a long-term physical or mental disability that makes it challenging for a person to complete specific tasks due to the person's cognitive efficiency. The term "developmental disorder" refers to factors that impair a child's development, either psychologically or physically, or as a functional impairment in critical life activities. This could form a label that individuals and their advocates see as demeaning or dehumanizing. These terms and definitions can often lead to a person with a disability feeling like the public is degrading and

dehumanizing them as individuals. Research has shown it is important to distinguish that disability is socially and environmentally defined to refer to how others interpret the individual's impairment and make accommodations and modifications to support the person's needs to successfully feel like part of society. The term "disability" often creates a barrier for how society will respond and treat a person with a disability.

Learners with special educational needs are those who are struggling in school for a variety of circumstances, as well as those who need extra assistance. In other terms, it refers to the degree to which educational institutions change their curriculum, instructional methods, and organizational structures to help these students learn more efficiently and effectively. Relevant disorders according to this description are conditions that include problems with listening, reading, counting, writing, written language, handwriting, and grammar. In addition, students with physical and behavioral limitations and/or needs as well should be included.

Classifications of Students with Special Needs

This description emphasized the fact that classification may or may not be educationally useful. The concept of special educational needs has not removed classification from the educational system due to special education students needing resources. It has been found that accurate classification can be useful in describing a situation, identifying a reason, and forecasting the long-term future. As a result, it is possible that categorizing learners as having developmental disabilities, mental and behavioral problems, or some other classification will continue. While these discussions have attempted to address issues faced by, and perceptions about, people with impairment, this debate reflects the fact that reforms in the field of special education have not been widely embraced (Slee, 2013).

It can be inferred that the goal of educational administrations' intervention is to guarantee that students with special education needs reach a level of social recognition and academic or vocational education that meets their disability-related requirements. As it can be perceived from the descriptions above, special education is a collection of comprehensive educational services that are used for people who qualify under specific special education labels and are not performing at a similar social, physical, or academic level as their same-aged peers. The goal of these initiatives is to assist them in achieving their full potential, fully developing their skills, and adapting to and actively participating in the building of their community.

Correlation between Child Development and Educational Outcomes

A child's childhood is the most important time in an individual's life because it significantly determines the kind of person someone becomes in the future (Dike, 2017). This is due to the fact that the brain develops rapidly during childhood and exposure to poverty would mean interference with the process of brain development. Child development can be described as the well-organized emergence of dependent cognitive, sensorimotor, and social-expressive abilities, which is influenced by the child's physical wellbeing, family background, and expansive social network.

According to Dike (2017), school readiness is a broad skill that affects a child's ability to learn in school. Motor competencies, mental and psychological self-control, cognitive competencies, communication competencies, interest and desire to learn, physical health care, and self-care are all essential for the learners' school readiness. However, these aforementioned components are majorly impacted with external conditions such as poverty.

Research has shown that children who have suffered from poverty in their early childhood will have more impact on their development than teens who suffer from poverty later

in life. Furthermore, further studies have related deprivation to chronic stress and depression, which has been shown to affect a young child's early brain growth (Engle & Black, 2018). This ultimately leads to lasting changes in the brain's functionality and structure, adversely impacting the child's learning, behavior, and health. Dike (2017) claimed that deprivation is associated with decreased white and cortical grey matter, as well as decreased hippocampus and amygdala capabilities. These brain regions have been linked to the relief and absorption of stress as well as emotional regulation.

Impact of Poverty on Child Health

Destitution can cause serious health problems that might even result in death. High death rates have been recorded among infants from poor families as these families are unable to effectively take care of the infant's needs. Poverty has been linked to an increased number of children being admitted to hospitals thus leading to school absenteeism (Engle & Black, 2018). Impoverished children have more complex disease occurrences due to lower chances of early intervention that has been responsible for increased risks of injuries and sickness.

Impact of Childhood Poverty on Brain Development

The stress of growing up in a low-income family has been determined to affect a child's brain development in various ways, same as those from abuse. Usually, abused children exhibit increased levels of stress. However, whereas impoverished children may attain such stress levels, there is consistent stress in them that doesn't reduce. Moreover, children growing up in poverty are exposed to other social problems that also trigger stress hormones (Dike, 2017). For instance, Engle and Black assert that poverty coincides with childhood neglect, malnutrition, and violence (Engle and Black, 2008). Firstly, the childhood period is necessary for the development of gray matter content in the parietal and frontal lobe of the brain. This

serves as the control center and is responsible for managing cognitive functions such as problem-solving, planning, controlling instincts, and focusing.

Research reveals that children living in poverty have significantly reduced amounts of grey matter, which massively impedes their learning capacities even before joining kindergarten. Secondly, the brains of children living in poverty show a substantial deterioration of cognitive capabilities associated with memory, language, and reading. This impact is, however, related to other factors such as neglect and family stress (Engle & Black, 2008). Besides, research establishes that children living in poverty-stricken families have brains with a surface area that is six percent less than those from wealthy families. Developing brains that are exposed to poverty are revealed to have reduced ridges on the floor of each lateral ventricle of the brain because of less caregiving from the parent (Dike, 2017). Research has shown that children living in poverty are usually malnourished, and therefore, their brains lack the essential nutrients and minerals responsible for their development.

Correlation Between Education, Poverty and Disability in Developing Nations

The argument for including disabled children in mainstream education is often made in terms of human rights, freedom or justice. However, there is a compelling economic case for educating people with a disability. For all learners, impaired and non-impaired, a lack of appropriate education remains a major risk factor for deprivation and discrimination. Learners with impairments, on the other hand, could be at a greater risk of poverty due to a lack of education than non - disabled learners. Children with impairments who are not in the appropriate educational setting are almost likely to be disadvantaged for the rest of their lives remaining in poverty and minimum wage jobs.

The majority of national and global development strategies mention a disabled person's rights to equitable educational opportunities with their colleagues. In fact, impaired learner's enrollment rates and educational achievement are far lower than their non-impaired colleagues. In developed nations, the enrollment rate for learners with disabilities is projected to be just 1-3 percent. As a result, the plight of disabled children and their families poses a significant developmental obstacle (Dike, 2017). Education has a positive impact on everyone's life, but it has a much greater relative impact on the lives of disabled children especially those from poor backgrounds. The cumulative costs of raising a disabled child significantly outweigh the eventual benefits (Lynch, 2014).

Enrollment of Children with Disabilities in Educational Environments

Enrollment data is challenging to come by since accurate and reliable preliminary data on learners with impairments and special needs is also inaccessible. The information in the following instances, though country-specific, provide an indication of the scope of the issue. They show that learners with impairments enroll at a proportion of the rate of non-impaired learners: figures vary from less than 1% to 3%.

Inclusive Education

The labor administration has made it a priority to increase inclusion in education. It has been a goal to make available the opportunities for students with a disability to have access to the same education as their non-disabled peers. Inclusive education entails attempting to educate all children in a society under the same framework to the fullest degree possible. The Salamanca Statement, implemented in 1996 at the Salamanca World Conference on Special Needs Education, is the most comprehensive definition of inclusive education available (Lynch, 2019).

“All those individuals whose conditions arise from disabilities or intellectual disabilities” are referred to as having special educational needs. Children and young people with special educational needs should be added in the educational plans made for the majority of children. Inclusive schools must understand and adapt to the different needs of students, embracing all different types and rates of learning and maintaining quality education for everyone, all via effective curricula, organizational structures, instructional methods, resource usage, and collaborations with their communities (Ernar, 2019).

In other terms, learner’s placement in special education programs must be consistently justified, not only in terms of the educational placement's legitimacy, but also in terms of the service's merit and effect on their skill (Smith & Hilton, 2014).

The following are the key characteristics of an inclusive educational setting:

1. A learning environment that accommodates children with disabilities
2. Adapted school curriculum that allow for individual versatility
3. Technical aids to help children with physical, neurological, or emotional disabilities participate and communicate.
4. Teacher training and encouragement to encourage them to work with children with special needs (Helander, 1993).

IDEA created the Least Restrictive Environment to help with the guidance of placement for special education. Secondly, the LRE will help not only with placing special education students but also how the student will receive their special education services. IDEA sets the requirements for the LRE:

1. Student's with a disability will receive their education with their peers without a disability for the maximum extent of time that is appropriate.
2. Students with a disability should not be removed from their general education classroom unless learning cannot be achieved with the use of accommodations and modifications.

LRE is determined by the IEP team during the annual meeting with team members and parents.

LRE sets the guidelines for the least restrictive to most restrictive environments in special education settings. There are different special education placements for special education students in the public-school system in the United States for kindergarten through high school graduation or 21 years of age. Part B of IDEA has created guidelines and regulations that require a student with disabilities to receive an adequate education that will meet the needs of the student. There are six different educational settings for students with disabilities:

1. General Education class: The student will receive the majority of their education in the general education classroom. The student will spend less than 21% of their school day receiving special education services. The student will remain in general education with their peers with accommodations and modifications made or students will be in general education class with receiving support in special education outside of the general education classroom.
2. Resource Room: The student will receive special education support and related services outside of the general education classroom for more than 21% of their day, however no more than 60% of the school day. Some students may have part-time instruction in the general education classroom.

3. **Separate Class:** The student will receive special education support and related services outside of the general education classroom for more than 60% of the school day. The student could be placed in a self-contained special education classroom while attending part-time general education or be placed in a self-contained (Setting III) special education classroom fulltime in a general education school.
4. **Separate School:** A student placed in a school for students with disabilities receiving special education and related services for more than 50% of their school day.
5. **Residential Facility:** A student in a public or private residential facility to receive an education for more than 50% of their school day.
6. **Homebound or Hospital Environment:** A student receiving special education support or services in a hospital or at home (Archived: Educational, 1995).

Special education placement in The United States vs other developed Countries

Researchers have found that around the world there are some countries which offer similar special education placement while others offer different special education placement in school. Joanna Sackel argued that special education programs in the United Kingdom and the United States appear to be at odds on various levels. The United States has had distinct policies and legislation as part of the education policy. The United States tends to focus on accountability and educating students with disabilities, while the British system tends to be versatile in assessing learner's requirements and effective in enforcing accountability measures without being too stringent. Unlike the United States model, the British model allows disabled students to opt out of high-stakes tests such as state standards testing with no repercussions for the school authorities. Furthermore, regulators in the United Kingdom must guarantee that learners with impairments have exposure to the entire curriculum as well as a comprehensive

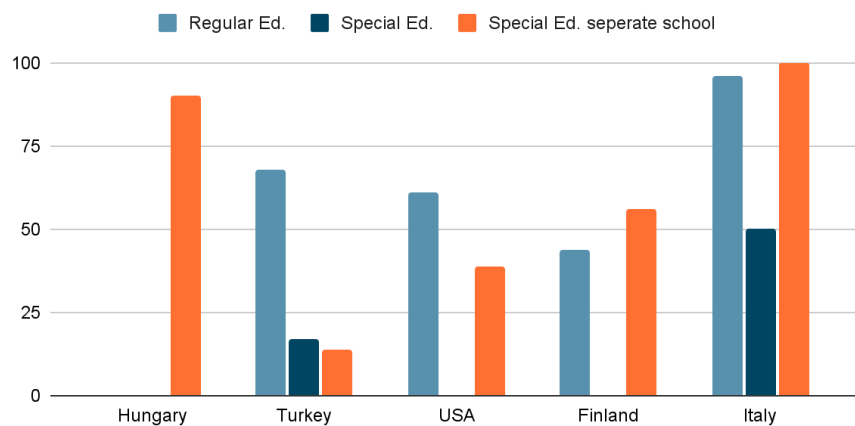
curriculum of their own. Such an employment description does not appear to exist in the American system, and learners appear to be missing out on some kind of implementation. Another distinction between the two nations concerns student movement between learning institutions. Parents in the United Kingdom are free to transfer their children, unlike in the United States, where parents would pay for their children's education if they leave their local learning institutions.

For instance, 60 percent of all learners in residential facilities in Eastern Europe are impaired. They are isolated from the rest of the population and, in many cases, will never be able to escape the institutions. Few, if any, of these children are currently in need of institutionalization, whether for educational needs or other purposes. Residential learning institutions continue to be the cornerstone of many developed nations' educational systems for individuals with special needs, obstructing progress toward more inclusive and cost-effective educational settings.

Figure #2, #3, and #4 show some examples: In certain countries, the distribution of disabled students in primary and lower secondary schools is based on the type of educational facility (Lynch, 2019).

Figure #2: *Blind and partially sighted pupils by type of Facility around the world*

Blind and partially sighted pupils by type of facility (%) around the World

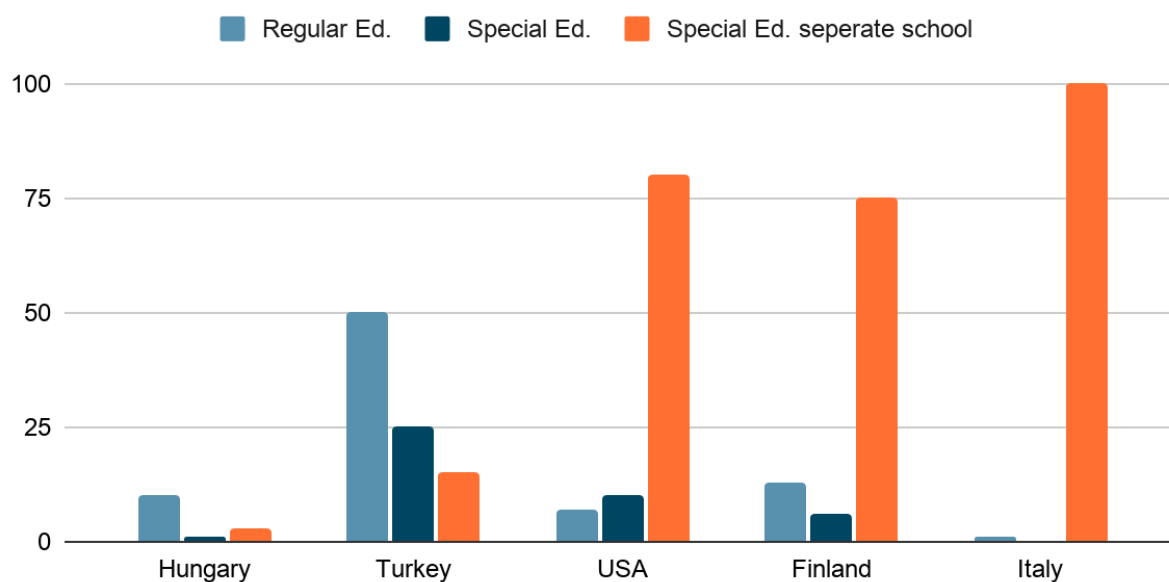


Source: OECD: *Disabilities, learning, and behavior difficulties and disadvantages. Developing comparable education statistics and indicators* (CERI, 2019, p.83).

In figure #2, it shows the percentage of blind and partially sighted pupils that attend general education, Special education in general education school, and special education school from Hungary, Turkey, USA, Finland and Italy. This data shows that in the USA blind and partially blind pupils attend regular education schools 61% of the time versus Italy they attend the majority of their time in special education school. Overall, this chart shows that the majority of the Blind and partially sighted pupils have the choice to choose an inclusive education in regular classes or special school in Turkey, USA, Finland, and Italy. Data from Hungary show that 90% of blind or partially sighted pupils attend a special school.

Figure #3: *The Deaf and hard of hearing pupils' percentage attending regular education, special education in regular education school, and special education in separate schools.*

The Deaf and partially hearing pupils by type of facility (%) around the World

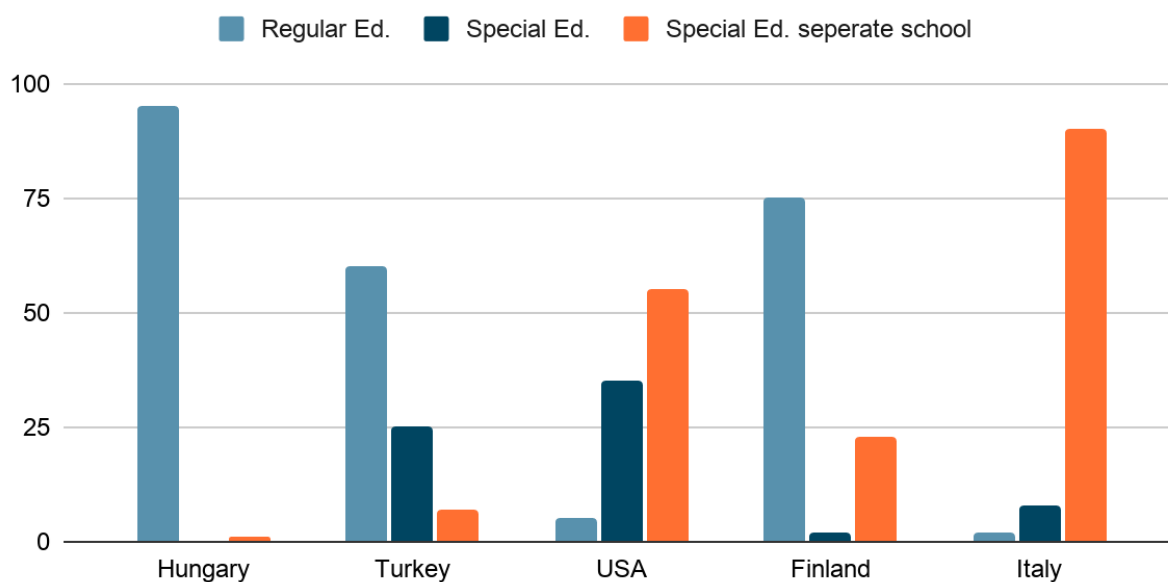


Source: OECD: *Disabilities, learning, and behavior difficulties and disadvantages. Developing comparable education statistics and indicators* (CERI, 2019, p. 83).

In Figure #3, it shows the percentage of deaf and partially hearing pupils that attend general education, Special education in general education school, and special education school from Hungary, Turkey, USA, Finland and Italy. This data shows that in the USA blind and partially blind pupils attend regular education schools 7% of the time versus Turkey where they attend 50% of the time in regular education. In Italy they spend 10% of their time in special education school. Overall, this chart shows that in these countries the majority of the deaf and partially hearing pupils spend their education in special schools rather than in regular schools or special classes in regular school.

Figure #4: *Pupils with physical disabilities attending regular education, special education in regular education school, and special education in separate school.*

Pupils with physical disabilities by facility (%)



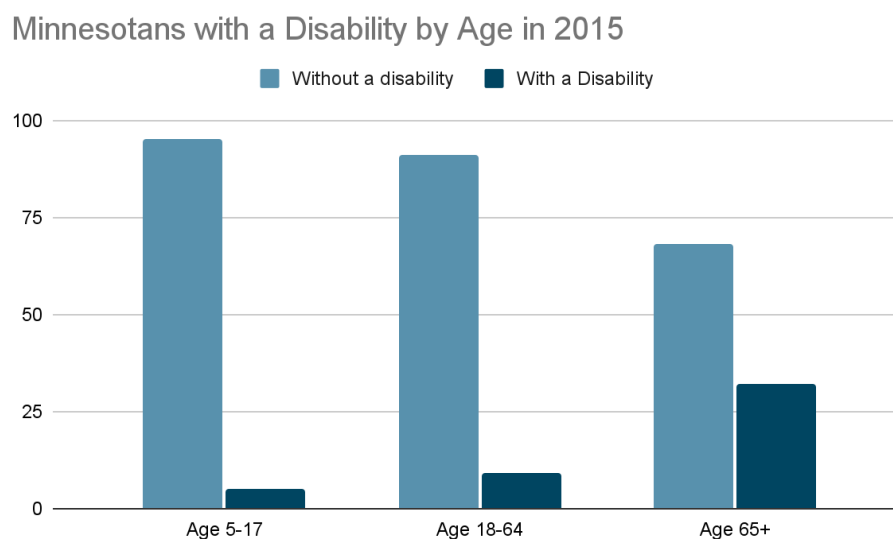
Source: OECD: *Disabilities, learning, and behavior difficulties and disadvantages. Developing comparable education statistics and indicators* (CERI, 2019, p. 83).

In figure #4, it shows the percentage of pupils with physical disabilities that attend general education, Special education in general education school, and special education school from Hungary, Turkey, USA, Finland and Italy. This data shows that in the USA pupils with physical disabilities attend special classes in regular schools 35% and special schools 55% of the time versus Italy where they attend 90% of the time in Special school. In Hungary they spend 95% of their time in regular education. Overall, this chart shows that in these countries the majority of the pupils with physical disabilities spend their education in a variety of regular classes, special classes in regular school, and special schools.

Economic Impact among Minnesotans with Disabilities

The thesis author resides in the State of Minnesota choosing to use data from this state. Minnesotans who range in the age 5-17 have a 1 in 20 chance of having a disability. According to Andi Egbert, 593,700 people in the state of Minnesota have one or more disabilities, which is roughly 10% of the population in 2015 (Egbert, p. 2). Out of those Minnesotans, 44% have reported having two or more disabilities. In 2015, The American Community Survey published a disability prevalence for the civilian population, which does not include institutionalized population. Throughout a person's lifetime the likelihood of having a disability increases as you get older.

Figure #5 shows data of Minnesotans with a disability and without a disability from ages 5-17, 18-64, and 65+.



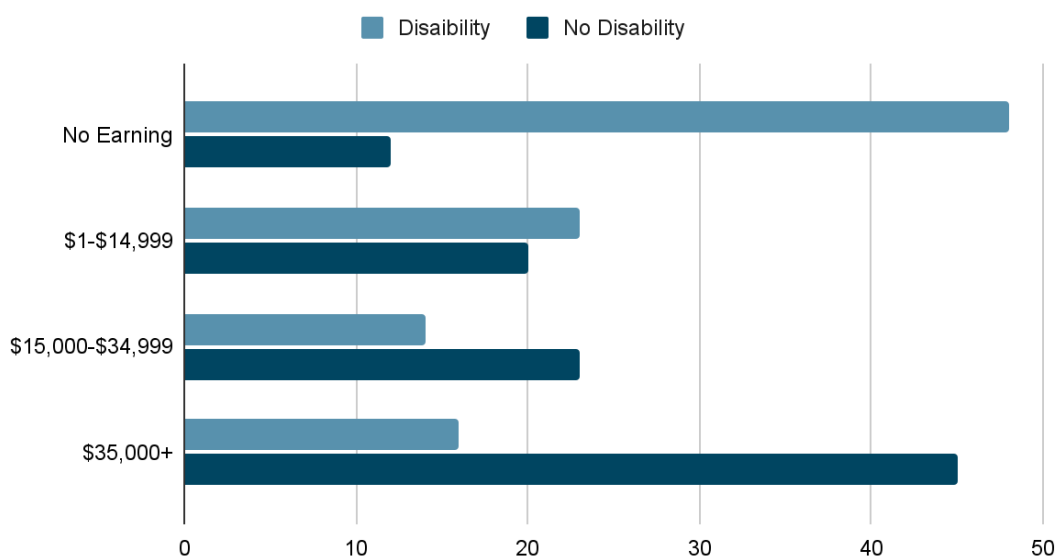
Source: *Minnesotans with disabilities: Demographic and economic characteristics* (Egbert, 2017, p. 2)

Minnesotans with disabilities have lower earning or lack of earnings entirely, which tend to result in higher poverty rates. According to Andi Egert, Minnesotans with disabilities are more

than two times as likely to live in poverty as those without a disability. A person with a disability in Minnesota is 2.6 more likely to be unemployed than a person without a disability. Table #5 shows data of Minnesotans annual earnings from the years 2010-2014 with a disability and without a disability.

Figure #6 Minnesotans annual earnings from years 2010-2014 with a disability compared to without a disability.

Minnesotans Annual Earning 2010-2014



Source: *Minnesotans with disabilities: Demographic and economic characteristics* (Egbert, 2017, p. 9)

Data shows that Minnesotans with disabilities have a significant decrease in their yearly earnings. Data shows that 48% of Minnesotans with a disability have no earning compared to a person without a disability is 12%. Data shows that only 16% of Minnesotans with a disability earn over \$35,000 a year compared to 45% of Minnesotans without a disability earning \$35,000 or more per year.

Figure # 7: Minnesotans categorized by their disability and their annual earnings in 2015.

Disability	No Earnings	\$1-\$14,999	\$15,000-\$34,999	\$35,000+
Hearing and/or Vision	36%	18%	17%	28%
Cognitive	55%	29%	10%	7%

Source: *Minnesotans with disabilities: Demographic and economic characteristics* (Egbert,

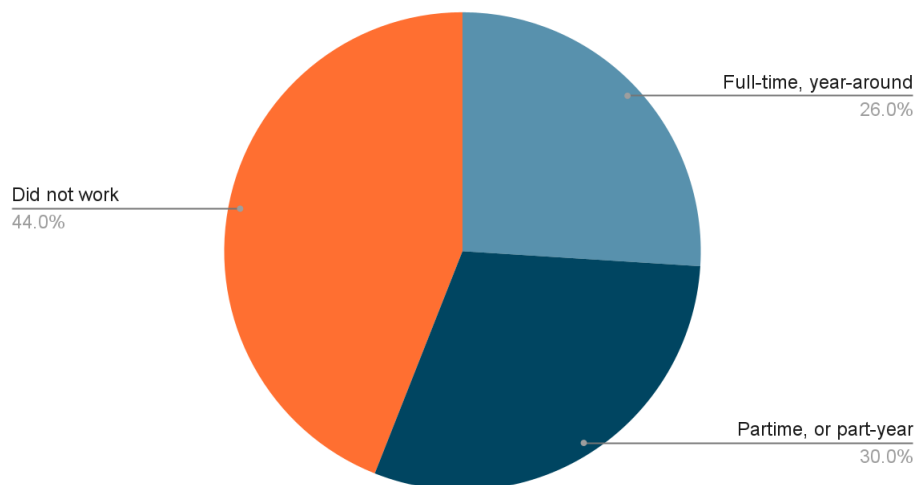
2017, p. 9)

Data shows that 54% of people with a hearing or vision impairment between the ages of 18-64 live in poverty if they live in a one-person household while 45% live above the poverty level if they live in a one-person household. Data shows that 84% of people living with a cognitive delay between the age of 18-64 live in poverty if they live in a one-person household while 17% of people with a cognitive delay live above poverty level if they live in a one-person household.

It can be challenging for an adult with a disability to obtain and maintain employment due to their disability, constrained job prospects, or inability to work. Many also experiences hiring discrimination by employers. A person with a disability can easily be wrongly perceived that they cannot perform a job better than a person without a disability. A person with a disability will often drop out of the job markets due to being discouraged by limited prospects.

Figure #8 Minnesotans with a Disability age 18-64 in 2015 employment status.

Minnesotans with a Disability Employment Status

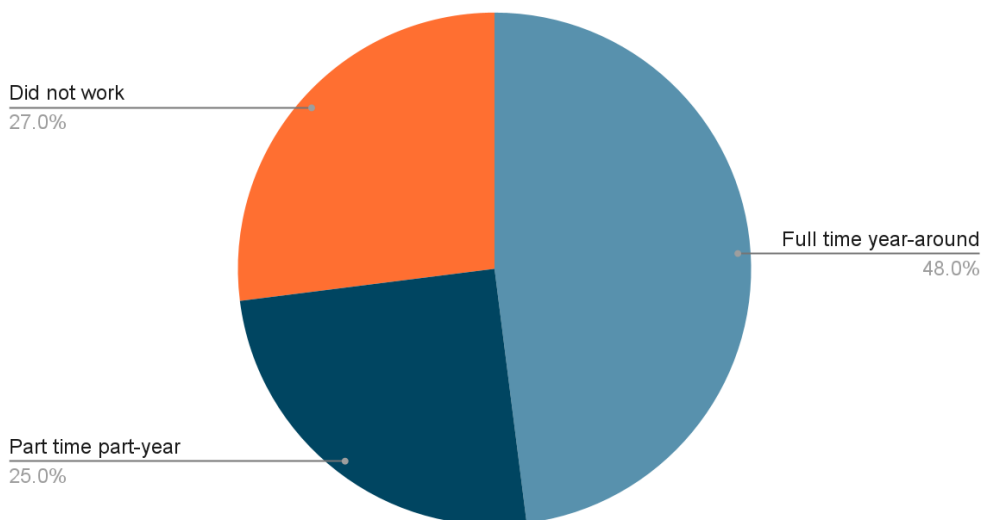


Source: *Minnesotans with disabilities: Demographic and economic characteristics* (Egbert, 2017, p. 8)

The data from the pie chart represent the Minnesotans with any disability and their employment status. This chart includes all disabilities. According to Andi Egbert, 44% of Minnesotans with any disability did not work in 2015 while 56% of Minnesotans worked either full time year-around or part time (Egbert, 2019, p. 7).

Figure #9 Minnesotans ages 18-64 with a deaf or partially hearing employment status in 2015.

Deaf or Partially Hearing Employment Status

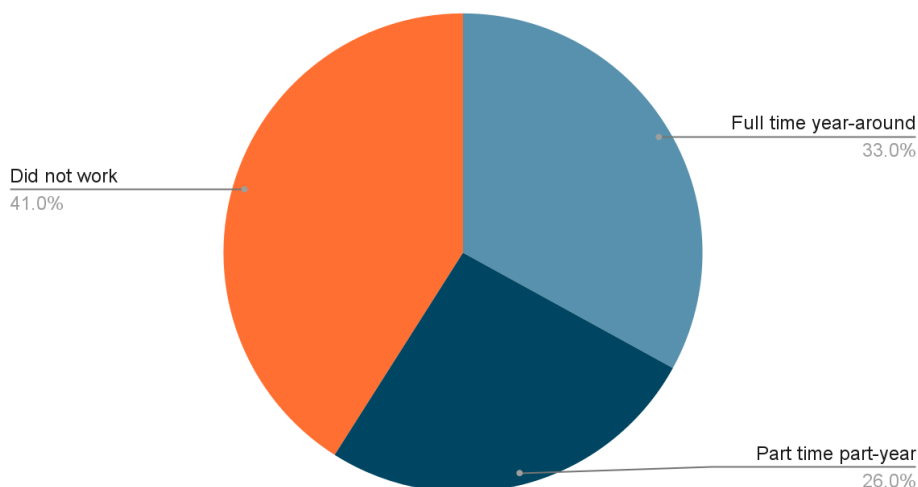


Source: *Minnesotans with disabilities: Demographic and economic characteristics* (Egbert, 2017, p. 8)

This data shows that 73% of Minnesotans with hearing disability worked full time year around or part time or part year while 27% did not work in 2015. This data shows that a person with a hearing impairment will enter the job field after graduating high school. Some may continue their education or job training after high school. This data shows that a person with a hearing impairment should receive an inclusive education while receiving special education service to prevent them from achieving academic achievement in post-secondary education. As a result of receiving an inclusive education they are more likely to be successful beyond high school to having access to general education curriculum. Although shows that 48% work full time data from figure #7 shows that only 28% earn \$35,000+ a year in 2010-2014 with a hearing or vision impairment.

Figure #10 Minnesotans age 18-64 blind or partially sighted job status in 2015.

Blind or Partially Sighted Work Status



This data shows that 59% of Minnesotans who are blind or partially sighted worked full time year around or part time or part year while 41% did not work in 2015. This data shows that a person with a hearing impairment will enter the job field after high school. Some may attend a post-secondary or job training post-high school. This data shows that a person that is blind or has a sight impairment should receive an inclusive education while receiving special education services to prevent them from achieving academic achievement in post-secondary education. As a result of receiving an inclusive education they are more likely to be successful beyond high school to having access to general education curriculum. Although shows that 48% work full time data from figure #7 shows that only 28% earn \$35,000+ a year in 2010-2014 with a hearing or vision impairment.

The Need to Change from Special Education to Main Streaming

Historically, disabled people, including those with minor disabilities have been educated in special education settings or institutions. Even students with Learning Disabilities, Other

Health disability such as ADHD and Epilepsy, and Emotional Behavior Disorder could be in a small group special education class for core subjects. Placing them in a small group special education class sets them back from having access to general education curriculum. If a student was educated in a small group special education classroom, the curriculum would be modified or a separate curriculum overall. Students who are enrolled in medical facilities that are run by charitable organizations may lack access to appropriate educational curriculum that meets their academic needs.

Putting Inclusive Education into Practice

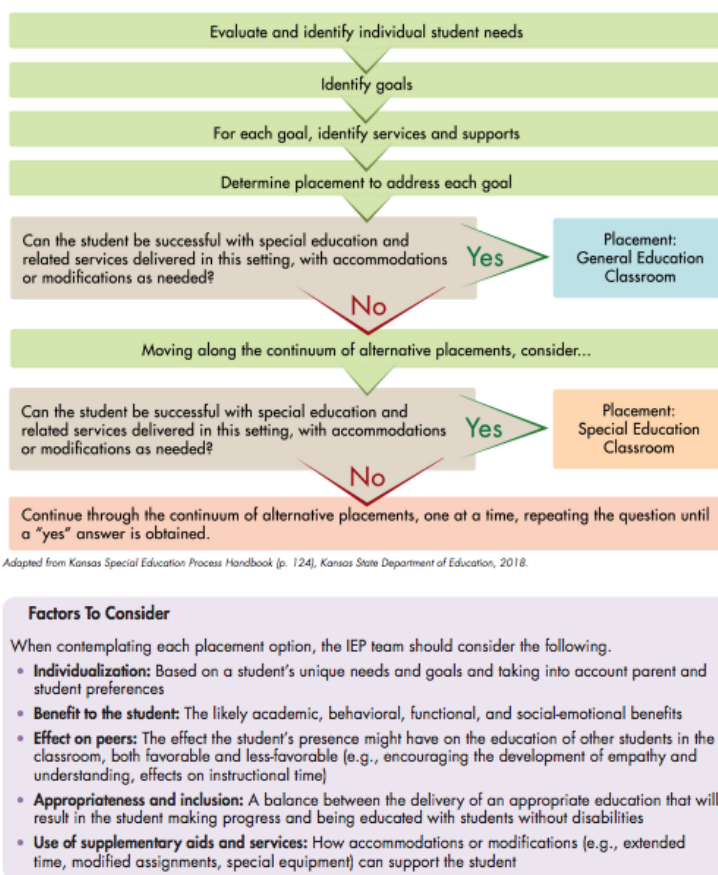
Eric Shyman recommends that in order for any inclusive system to be effective, the basic beliefs toward inclusive education must be imbued into the culture of the school.

Ultimately, a successful inclusive program is based on four main points:

1. All students with exceptionalities have the right and capability to be educated in inclusive classrooms for at least some part of the day.
2. Including students with and without exceptionalities in the same classroom does not threaten the integrity of the education provided to any student and does mutually benefit both students with and without exceptionalities.
3. In order to successfully include a student with exceptionalities, it is both a fair and necessary practice to accommodate or modify for the individualized needs of that student in order to ensure that the curriculum content becomes accessible to that student.

4. Schools that promote inclusive education positively contribute to a greater society based on inclusion, representing a wise and prudent investment in that society's own future (Shyman, 2013, p. 232).

Figure #11 IDEA process for special education placement.



Source: (Davis et al., 2017, p. 6)

IDEA has implemented this chart to use while thinking about the appropriate setting for students with special needs. Ultimately, remembering that the main goal for students in special education is to remain with their non-disabled peers in general education as long as the student can be successful.

Demand for Special Education

According to the OECD, 15-20% of learners will have special needs at some stage during their academic careers (OECD, 2019); however, calculating a precise headcount at any given period is challenging. Furthermore, the overall demand for special education services is likely to be much smaller than the number of children who need them. Lack of adequate schooling choices, limited facility accessibility, long distances and transportation problems, school fees and uniform costs, and/or low anticipated returns to schooling for disabled children all deter families from enrolling their disabled children (UNESCO, 2020). The Jamaica Portage Guide to Early Education is a common method for determining the special needs of disabled children. It includes screening resources that can be used by parents, community workers, and clinicians to help identify children with special educational and training needs (Dike, 2017).

In addition to estimating the need for special education, correctly determining the supply of academic service providers is difficult. In countries where public services are scarce, offering educational opportunities for people with disabilities is seldom a top priority. Furthermore, the core supply of such services is often made up of education in special education classrooms or known as “pull out classes” that do not promote inclusive education, such as charitable special schools and massive, costly state institutions (Lynch, 2019).

Governments should consider administering a detailed survey in order to prepare, track, and assess services for their special educational need’s learners because additional information on children with special education needs is relatively scarce from censuses or household surveys. Alternatively, data on the number of individuals with disabilities by grade level may be used to estimate enrolment rates (Ernar, 2019).

Educational Funding of Special Education System

The costs of schooling a student with special needs can be slightly higher than that of educating a student without a disability. Nevertheless, the advantages may be even greater. One explanation why the education of disabled learners is often overlooked is that individuals only see the costs and benefits of schooling disabled children in a partial way (Eagle & Black, 2018).

The following economic benefits of comprehensive primary education are listed in a World Bank report on special educational needs in Asia (Dalaker & Naifer, 2018).

1. Lowering the cost of social assistance and eventual dependency.
2. Schooling of children with disabilities and increase potential growth and wealth development.
3. Reduce school repetition and drop-out rates as a result of improving the overall standard of primary education.
4. Improve government income from taxation, which can be used to partially offset costs of initial education.
5. Administrative and other recurring costs related with special education and normal education are reduced.
6. Lower transportation costs and administrative costs, which are usually correlated with segregated facilities.

Offering equal educational opportunities to learners with impairment and other learners without impairment necessitates specific inputs and costs, such as:

Other Factors

School Inputs: Additional tuition, Educators with specific expertise, Special equipment, Personnel who can assist the learners, and Physical structures that are adaptable

External Inputs: External professionals, such as psychiatric and medical personnel, Special transportation, and Home tutoring should be implemented as an intervention.

Community and Parental Inputs: Additional time, additional expenses for clothes, food, transportation, and housing are needed.

Research and funding have increased over the years for children with special needs due to governments and different stakeholders becoming intentional about setting up legislations premised to address the needs of persons with disabilities. Several terminologies are widely accepted and are being used to describe persons with disabilities; however, most professionals have had their reservations regarding some of the terms relating to persons with special needs. Several studies have examined the impact of how poverty impacts education and placement of special education students. Challenges due to poverty that face non-disabled students are likely to face disabled students. However, the disability worsens the effects of poverty on this demographic, which can lead to a continuous cycle of poverty. Special education placement can affect a student financially for life long due to academic achievement. Poverty can have adverse impacts on the learners' health and brain development throughout their lifespan. As a result of the lack of resources for families to provide for their families on a limited income. Poverty also has detrimental impacts on the brain and learning as they are unable to access assistive technology such as hearing aids, speech devices, keyboards, read aloud apps, and wheelchairs that are important during their schooling or activities to set them up for success in their academic achievement.

The Change Needed to Provide Adequate Funding for Special Education:

Budget planning strategies must be changed to include the best resources for schools to provide services for learners with special education needs in order to guarantee funding for comprehensive education. Here are some instances (OECD, 2020):

1. Assigning a fixed sum to every learner.
2. Linking special funds to a general formula for educational funding.
3. Introducing a fixed number to account for special needs.
4. Making and maintaining a plan to assess the formula efficiently for each state.

Schools need adequate funding for special education students to successfully educate them to their needs. Schools will need to purchase assistive technology, curriculum, and staffing to successfully educate a student with special needs.

Many researchers have created examples of changing the plan to increase finances for special education in school districts. One choice for improving disabled learners' schooling standards is to provide financial benefits to families with impaired children as part of a broader plan to increase disadvantaged person's schooling opportunities. Such examples are: Stipends, Grants, Subsidies to private schools or NGOs, Vouchers, and Subsidies or earmarked funds (Ernar, 2019). Many researchers believe there also needs to be a change in public awareness to address the social stigma associated with people of disabilities and special education. By generating a demand, it could also include positive role models and increase public awareness.

Chapter III: Discussion and Conclusion

Summary of Literature

Over the years there has been an overlap between special education and poverty often leading research to a theory that poverty may impair a child's development. Research has shown that many students in special education are minority students, who are more likely to live in poverty households. In the 2014-2015 school year, the number of students receiving special education services was 6.6 million or 13% of all public-school students in America. Poverty is a major risk factor for many mental, emotional, and behavioral disorders in children and youth. Today in the United States over 21 percent of children under the age of 18 are living in a household below the federal poverty line with another 21 percent currently living in a household of federal poverty line. Families can be impacted in a variety of ways such as hunger, health care, delayed cognitive development, limited leisure opportunities, overcrowded and unclean homes, unsafe neighborhoods, increased stress, low-self-esteem, and family interactions. Poverty has affected special education children in succeeding in their education, nearly making it impossible for them to get a higher education to further their job opportunities and earnings.

The study of history of special needs and viewpoints have impacted the field of special education needs. Researchers from France and the United States have investigated the educational requirements of people with disabilities since the 18th century, however, over the last 50 years special education has developed in more and more research to help students with special needs. Many researchers have been studying the field scientifically to learn more about education. Although special education services have always applied for learners with special needs, service time has been increasing for some students with special needs. Laws have been

created to increase educational needs for special education students around the world including the United States. Many nations around the world have adopted laws to provide an education to students with special needs. Through the years there have been many drafts of policies and laws changing over time as more research becomes available. Developed nations such as Britain and the U.S. have taken the lead in passing legislation to promote the education of people with special needs in recent years. There have been standards put in place to ensure students with disabilities have access to appropriate education.

In the United States in 1973, Section 504 of the Rehabilitation Act was enacted to prohibit people with disabilities from having the opportunity to participate in any federal program or operation. The 504 rehabilitation Act has worked alongside with IDEA and ADA to protect children and adults with disabilities from exclusion in schools, community, and employment. The Family Education Rights and Privacy Act of 1974 sought to safeguard disabled learners' and parents' freedoms while also supporting funding for their schooling. In 1975, it started to evolve with the advance from policy and law creating the Individuals with Disabilities Education Act. IDEA sought to guarantee that all learners with impairments in all states received an adequate education. The law guaranteed that students with a disability received a free appropriate public education. The United Kingdom followed in the United States footsteps after the Idea Act came into place 1975.

Research shows that the term “Special Education” goes all the way back to 1884 presented at a presentation by Alexander Graham Bell at the National Education Association meeting. The term "special education" translates to the provision of appropriate education for learners who do not have normal requirements; it does not generally apply to education for learners who are impaired or handicapped, as defined by the aforementioned meanings. Many

scholars claim the term "special education" was created to allow the educational system to offer adequate education to accommodate learners with disabilities. An opposing viewpoint is that the growth of this unique area of education has created concerns, owing in large part to the complicated problems it poses and the challenge of accurately describing the sector.

Classifications over the years have been used such as Handicapped, Impairment, and Development disorder. For instance, the word "handicapped" would create a barrier in the way the world would view a person with a disability. A handicapped person would be viewed as unable to accomplish a job in the same manner or time frame as a person that does not have a disability.

Over the years, it has been made a priority to increase inclusion in education. It has been a goal to increase the opportunities for students with a disability to have access to the same education as students with no disability have. Inclusive education entails attempting to educate all children in a society under the same framework to the fullest degree possible. The Salamanca Statement, implemented in 1996 at the Salamanca World Conference on Special Needs Education, is the most comprehensive definition of inclusive education available. There are different special education placements for special education students in the public-school system in the United States for kindergarten through high school graduation or 21 years of age. Part B of IDEA has created guidelines and regulations that require a student with disabilities to receive an adequate education that will meet the needs of the student. The six settings are general education, resource room, separate classroom in general education school, separate school not in general education school, residential facility, and homebound/Hospital environment. Researchers have found that around the world that some countries offer similar special education placement while others offer different special education placement in school. Joanna Sackel argued that

special education programs in the United Kingdom and the United States appear to be at odds on various levels. The United States has had distinct policies and legislation as part of the education policy. The United States tends to focus on accountability and educating students with disabilities, while the British system tends to be versatile in assessing learner's requirements and effective in enforcing accountability measures without being too stringent.

Finding the data that Minnesotans with disabilities have lower earnings or lack of earnings entirely, which tend to result in higher poverty rates. According to Andi Egert, Minnesotans with disabilities are more than two times as likely to live in poverty as those without a disability. A person with a disability in Minnesota is 2.6 more likely to be unemployed than a person without a disability. It can be challenging for an adult with a disability to obtain and maintain a job due to their disability, constrained job prospects, or inability to work.

Historically, disabled people, including those with minor disabilities have been educated in special education settings or institutions. Even students with Learning Disabilities, Other Health disability such as ADHD and Epilepsy, and Emotional Behavior Disorder would be in a small group special education class for core subjects. By placing them in a small group special education class sets them back from having access to general education curriculum. If a student was educated in a small group special education classroom the curriculum would be modified or a separate curriculum overall.

Limitations of Research

Many studies have extensively examined the impact of poverty on education with a few focusing on special education, but there is still a gap in research-there is no study that clearly integrates how national poverty and individual poverty jointly affect special education.

The few studies that examine the impact of poverty on special education either examine how a nation's poverty levels impact its ability to guarantee special education for its disabled population or how individual poverty (the disabled person's family economic status) affects their ability to learn in special schools. This study will add to the body of literature by examining how both national poverty index levels and individual poverty status affect special education. There is also very little data gathered from newer special education models such as push into general education having access and exposure to general education curriculum.

Furthermore, I did not gather research or data on poverty from 2020-2021 due to Covid-19 Pandemic. During the Pandemic, unemployment was on the rise due to the shutdown. There were also many employees who had to take a pay cut from their current job.

Implication of Future Research

I found that the research and data to my topic was very relevant to my teaching career in the past, present, and future. I have plans to stay at my current position as a Special Education teacher for as long as it is a healthy work environment. I have plans to continue to look at data over the next 5-10 years to help with our resource program to push students into general education. I have heard from other special education teachers in my school who started the Strategies Model for my school, which is pushing students into general education with receiving support in a small group strategies class to support their needs. When the strategies program was created about 10 years ago, there was push back from the district and other high schools in the district. They all now follow the Strategies Model, however, at first there was push back from the district office and other high schools still wanted to pull students out for small group classes. There continue to still be questions about the model and if it is the right fit for our students in the

school district. I could continue to do research and bring data back with my team that were working towards closing the achievement gap with the push into the general education model.

Professional Application

I have worked in special education for the last 10 years in a Setting IV and Resource classroom. I started as a paraprofessional in a setting four school. It was an eye-opening experience at the beginning of my career in the field of special education. I had spent little amounts of time with children and adults with disabilities. I had very little interactions in school with children with disabilities, however, my grandma had two brothers with disabilities one with Down Syndrome and one with Autism. Her brothers came to many holidays when I was a child. As a child, I do not remember seeing any behaviors that seemed different from others. When I started my job in a setting four school, it was the most eye-opening experience. I still remember my first day as if it was yesterday. At times, it was very challenging dealing with behaviors for hours on end, however, it was also very rewarding when students made progress. Sometimes I think the students taught me more than I taught them. My experience taught me patients, acceptance, flexibility, team work, communication, and grew my faith relationship with God. There were some really hard days that after the school day I would lean on God to help me through the challenging time. After five years of working in a setting four, I began my Special Education Resource teaching job at Rosemount High School. This job was on the complete opposite side of the spectrum from my last job. It became a new learning curve and experience for me. I was dealing with less physical behaviors and emotional behaviors; however, I was growing my experience of working with high school students who had a Learning Disability, Other Health Disability, High Functioning Autism, or Emotional Behavior disorders. The

students received services in a small group special education class and co-taught English or math class. The push in model was being used for resources. Students were pushed into general education with their peers with a special education teacher in general education classes. This was a new learning experience for me. It was like being in high school all over again trying to learn the curriculum. I have been able to see the positive outcome of students being pushed into general education placement. Students have been able to be successful in graduating high school and attending a college to further their education. After choosing my research in poverty and special education it led me to thinking more about the placement of special education students and the outcome if it has effects on them through the majority of their adulthood. Many of the students I work with in resource have a goal of wanting to attend some type of college to further their education, and this model has allowed them to further their education. In our school environment, special education students are no longer in small group special education classes for their core classes such as English, math, history, or science. Special education students are pushed into the general education having access and exposure to on-level curriculum with support in a co-taught class, small group special education class that supports their needs with on-level class, a paraprofessional in the class, or accommodations or modifications made by teachers. It has been a challenging and rewarding experience for me to work with students who receive access and exposure to general education classes. It was interesting to research and find data on the history of special education, the effects poverty has on special education students, and placement models of special education.

Conclusion

Overall, throughout this experience of gathering research and data then taking the information to write my thesis on the effect's poverty has on students in special education has

been a meaningful experience. Based on research that I found, I was able to directly connect the impact that poverty has on special education students and the importance of their access to adequate education that will help them become successful members of society. Research has shown that poverty has the effect of preventing a child's brain to fully develop compared to their peers who do not live in poverty. Furthermore, special education placement can affect a child for the remainder of their life to continue to live in poverty. Lastly, over the years of data and research gathered on the history of special education has led the United States to offer inclusive education and community for people with a disability.

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