

Chapter 1

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Problem/Purpose

In the 2021-2022 school year, attendance rate in California was 87% with three significant groups bringing the average attendance down. According to the California Department of Education, (CDE) these three groups include African-Americans, homeless youth, and students with disabilities. Since schools receive funds based on average daily attendance, (ADA) providing interventions that address barriers to attendance is essential to the financial success of a school. In addition, greater attendance results in higher graduation rates. The current graduation rate is 86.2%, (CDE). According to the U.S. Department of Justice 24% of inmates report having participated in special education. Providing interventions for attendance, academics, and social-emotional issues for students with special needs whether diagnosed or not can help reduce rates of incarceration for this group of students.

I have family members with special needs and I have seen a significant difference in the outcomes for those who are supported. Providing no intervention results in a lifetime of unnecessary struggles. Students with special needs have crossed my path many times during my lifetime but especially during my career. I have had the privilege to teach and provide a variety of interventions for students with special needs.. I have found these students to be extremely bright, chronically avoidant, and display signs of low self-esteem. I have also seen how a two-to-five-minute intervention can turn a student around permanently.

Meyer, et al (2021) outline the positive effects of providing differentiated instruction for Multi-tiered Systems of Support (MTSS) by modifying Positive Behavioral Interventions and Supports (PBIS) in the classroom. They further pointed out that implementing PBIS as a universal approach resulted in students with special needs encountering fewer incidents of concentration problems, behaviors requiring discipline, suspension, or expulsions, (p.170).

While researching this topic I need to keep cultural norms in mind while adhering to the national standards for attendance and the American School Counselor Association's standards to delivering service to students. While students with special needs learn in a variety of ways, I need to remember to deliver instruction in a variety of ways while adhering to the standards. The accommodations that we deliver must go beyond the Individual Education Plans (IEP). Goals are created within that plan but that does not exclude the services that all students are entitled to receive including counseling.

Resources

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