

Individuals with Disabilities Education Act (IDEA)

Title I – Amendments to the Individuals with Disabilities Education Act

Part B – Assistance for Education of All Children with Disabilities

Part D – National Activities to Improve Education of Children with Disabilities

SUMMARY

Among the purposes of this title are to ensure that—

- children with disabilities have available a free appropriate public education with access to services designed to meet their needs and prepare them for further education, employment, and independent living;
- educators and parents have the necessary tools to improve educational results for children with disabilities by supporting system improvements, research and staff preparation, technical assistance; and development and media services.... 601(d)(1)(A)

[Source: <http://idea.ed.gov/download/statute.html>]

FUNDING SUPPORTS:

- Local educational agencies (LEA's) in providing positive interventions, supports, and mental health services for children with disabilities.
- Improved use of classroom technology by children with disabilities.
- Use of technology to maximize accessibility to the general education curriculum for children with disabilities.
- Capacity-building activities and improved delivery of services by LEA's to improve results for children with disabilities.
- State educational agencies in improving their systems for professional development in early intervention, educational, and transition services.
- LEA's may use up to 15% of the funding received under IDEA-B for early intervening services for K-12 students who have not been identified as needing special education but who need additional academic and behavioral support to succeed in a general education environment.

[Source: <http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2C1%2CB%2C611%2C>]

Selected applicable World Book products:

The World Book Web Advanced Differentiated Package includes *World Book Advanced*, *Student*, and *Kids plus Discover* and *Enciclopedia Estudiantil Hallazgos*; plus Atlas and Dictionary. Read-aloud and translating features make all content more accessible.

World Book Classroom offers content that is standards-correlated and age appropriate, spanning basic concepts to higher-level thinking. *Early World of Learning* introduces engaging content to emergent readers of varying abilities; *Science Power* includes differentiated versions of lesson text for struggling readers; and *Dramatic Learning* expands on proven approaches to build reading fluency and content comprehension.

World Book Biographical Connections Condensed interrelated biographies useful for students with attention deficit and similar difficulties that can impede reading and comprehension. Lively, straightforward text in a design suited to upper-level students reading below grade.

The World Book Discovery Encyclopedia Cross-references and pronunciation guides help develop research skills; liberally illustrated for visual learners and learners and those needing help with comprehension.

The World Book Illustrated Atlas Important geographical topics in an inviting format. Ample illustrations include large, simplified maps.

The World Book Student Dictionary 11,000+ entries in easy-to-read large type; 1,300+ color illustrations.

Supporting research:

Reference and Research Tools—

World Book Web services provide home access to reference and research information.

The Expert Panel on Literacy and Numeracy Instruction for Students with Special Education Needs. Ontario, Canada, 2005. Students benefit from instruction that provides them with knowledge of the types of tools and techniques that can be used to learn or communicate information....

Graphical Presentation—All World Book publications include graphical presentations of content to facilitate comprehension and application; the World Book Web provides tools for students to craft their own graphic organizers.

DiCecco, V. M., & Gleason, M. M. (2002). Using graphic organizers to attain relational knowledge from expository text. *Journal of Learning Disabilities*, 35, 306-320.

Definitions in Context—in all World Book publications, definitions for challenging vocabulary are provided immediately in the text to facilitate comprehension while exposing students to necessary topic-specific terminology.

Bos, Candace S., & Anders, Patricia L. Effects of interactive vocabulary instruction on the vocabulary learning and reading comprehension of junior-high learning disabled students. *Learning Disability Quarterly*, 13, 31-42. Research indicates that rich and varied vocabulary instruction improves reading comprehension and recall among students with learning disabilities.

