Western Oregon University

Digital Commons@WOU

Honors Senior Theses/Projects   Student Scholarship

Spring 2021

A Truly Special Education: an analysis of developments in social skills education, and synthesis of best practices in supporting students with diverse needs

Channing T. Bushman

A Truly Special Education

an analysis of developments in social skills education, and synthesis of best practices in supporting students with diverse needs

By
Channing T. Bushman

An Honors Thesis Submitted in Partial Fulfillment of the
Requirements for Graduation from the
Western Oregon University Honors Program

Dr. Shari Hopkins,
Thesis Advisor

Dr. Gavin Keulks,
Honors Program Director

June 2020

Acknowledgements

I would like to give my most sincere thanks to my Honors advisor, Gavin Keulks, for providing me with the framework I needed to write this stellar document I have become so proud of. I would also like to thank my topic advisor, Shari Hopkins, for her kind and honest feedback, and direction in navigating a field that I am just now entering. Her guidance, both direct and compassionate, helped me monumentally and I cannot thank her enough.

Additional thanks go to everyone who listened to me talk incessantly about this project as I learned more and more about it, including but not limited to my parents, Max and Reaka Bushman; my roommate, Lauren Gerig; and various classmates and professors, namely Dr. Brooke Dolenc Nott.

Table of Contents

Abstract

Education has changed greatly over the last hundred years, as shown in an extensive literature review showing attitudes towards social skills education and the hidden curriculum. Doing so provides a clear picture of what has worked in the past and what needs to be further improved upon. By analyzing what has been done, case studies that have been successful, and discussing current practices, it is recommended that the current education system be reformed. A shift towards person-centered thinking in education would prioritize meeting students' needs as they arise instead of chasing diagnoses that may be vague anyway. This is specifically relevant for those with or pending autism spectrum disorder diagnoses, that look different for each person and therefore require individualized supports anyway. With that in mind, classroom culture should be addressed collaboratively by the teacher and all of the students, to better support all students, those with disabilities and those without.

Foreword

Before you read another word of mine, I would like to explain myself: why I am writing this; for whom; and what sparked in me the need to research extensively all of the complications surrounding the "hidden curriculum". I have spent my life watching my older brother grow up in a world different than mine. He has autism spectrum disorder (ASD), and experiences just about everything differently. I have spent my life watching people want to help my brother and not know how. I was acutely aware of others like him that were so consistently glossed over and whose needs were ignored.

In my mind, there has to be a better way to do just about everything. Born and raised in California's Silicon Valley, I was raised on efficiency. There has to be a perfect string of events that get all of the things on my to-do list checked off just right. There must be a formula that will allow me to achieve every tennant of my three-month, one-year, five-year, and 10-year plans. There ought to be a better way to support our students with disabilities.

We get internships based on networking connections. We make friends by adhering to social rules. We are able to obtain the things we need when we know how to ask in a way that aligns with the expected social conventions. This is not realistic for some students that simply do not understand the social landscape of the world around them. To just accept that this is how it must be is

heartbreaking, as it takes away so much from the lives of these individuals: opportunities, resources, friends. There must be some way to support these students, and by analyzing past and current structures, I will compile the knowledge to determine what practices do presently and can in the future best benefit our students.

Literature Review

Special Education has developed quite a bit over the years. The following synthesizes sources that showcase the popular opinions surrounding the topic of social skills education throughout the last hundred years, and later, about those students with disabilities as they began being mainstreamed and literature was written about those individuals. The language used by these documents will be reflected but it is not always the same as the language that is used now. Those clarifications will be peppered throughout, and additional terms will be defined as they come up. As always, refer to the glossary (46-52) if things are unclear

The first source is one written for the High School Journal in 1935 by G. O. Mudge. This source is a review of a work titled "A Social Basis of Education" by Herbert S. Tuttle, a book that, in Mudge's words, "deserves careful study". It is one of the earliest sources available concerning not only educating students in academic topics, but progressing education to include social skills education. It reprimands the previous 75 years of little innovation and demands, for the first time, that a higher standard be upheld.

This article then goes on to discuss that education is under attack; school systems are under strain, there are shortages in funding, and things like vocational training are valued over arts and sciences (if they are not eliminated entirely). Teachers are highly restricted and have no room for freedom in

thinking, and many other "politics" get in the way of what is best for the students (examples given include preferring unmarried teachers or those who vote in line with the local board, firing those that want to make improving changes, etc.). These teachers are overworked and underpaid, and no longer considered a free personality to act as they choose. Mudge is a proponent for more freedom in schools. Teachers know more than they can teach but are "bound by community standards"(Mudge, 1935, p. 93).

Mudge claims that education is meant to innovate and change people's thinking, and cannot do so productively if the system itself is resistant to change (p. 94). "A Social Basis of Education" by Herbert S. Tuttle, the paper referenced within Mudge's review, aims not to minimize previous psychologies but additionally emphasize the social basis of education (p. 95). This is all to work towards building a better civilization, enriching lives, and promoting individual happiness.

There is also an argument regarding the purpose of education. There is a difference between a trade school and a university, and between education for the sake of training versus education for the sake of learning itself. Both have their merits, but one is inarguably more complete, as knowledge has value beyond direct functionality (p. 95). Educators should not be tasked with just teaching rudimentary facts, but preparing students for the challenges they will

face. The example was given of ensuring that it is taugh that slavery was an unjust institution, but also that there are more changes to be made in social, economic, and political systems, something very progressive, especially for the mid-1930s.

This source provides so much context for the humble beginnings of social skills education, what catalyzed the change towards a more well-rounded education, and informs what is done with it (Mudge, 1935). In a foreword that was later added for the article's republishing in 1975, it stated that "Progressive movement in education is glacial." and that "...there have been many words written and very few deeds accomplished…" (p. 126) It was pointed out that it takes almost forty years for innovation to be implemented across the nation (Mudge, 1991). Though change is often slow, this article outlines the need for it by going back to the "why" of education and aiming to refocus efforts by identifying the motivation for education as a system. Only then can students be properly taught the skills they need, as it is more thoroughly recognized what the purpose of the school system should be (Mudge, 1935).

The next source was written by Murra, Wilson, and Hartshorn in 1944. This WWII-era document, "Trends in Social Education", explores the taught prejudices that are seen in a social society, and how instruction can change to have positive social effects. It analyzes how the war impacts education, something that was

particularly salient at the time and is still relevant now, as the political and social climate influences education quite heavily.

This document states that the purpose of education is to develop desirable social attitudes during a time of strong conflict. Stating that socialized outcomes like racism or religious prejudice are taught and can be tracked and measured, it is claimed that textbooks convey the attitudes of those who wrote it, sometimes with intended and sometimes with internal bias (p. 348). Interviews were conducted with children at both black and white schools, as well as with parents and local service clubs (e.g., Rotary Club). It was found that democracy and liberalism were reported incidentally, but with some contradictions on specific issues based on the instruction. Pre- and post-Pearl Harbor attitudes towards Germans, Japanese, Jews, and Nazis were also analyzed, showing that attitudes were very much taught following large incidents that sway public opinion. This shows a clear relationship between social attitudes and social instruction and systematic propaganda (p. 352). Of 1401 schools reporting, 38.1% reported increased attention and emphasis on social studies after a year of war, a change that demonstrated that quick changes are possible (Murra et al., 1944). This is comparable to teaching students any number of skills; when instructors have an outcome in mind, they can thoroughly research how it is done when it is successful and then model those successful programs.

This document further informs how specialized services in education have developed over time and the theories behind various changes that have been made in the education system in the last one hundred years. By delving into past methods and what has been deemed as important in past years, more insight can be gained into the current educational system and why it has developed in this way (Murra et al., 1944).

Skipping ahead to 1972, the next source is titled "Special Education Teachers Need a Special Education'' from the Music Educators Journal by Nocera. This article defines the term handicapped as "Any child whose physical or psychological well-being is impaired, underdeveloped, or otherwise in need of remedial treatment is handicapped in our society." (p. 73) For this source, that includes "mentally retarded, emotionally disturbed, physically disabled, visually impaired, hearing handicapped, perceptually disabled, culturally different, speech handicapped, brain-injured, and gifted" - clarifying that - "(In most schools, the gifted are handicapped by 'the system.')" These various students with various needs are divided up, some in specialized schools, some in specialized classes in public schools, some in regular classes with needs met "through ancillary resource personnel." (p. 73)

When the organization, the Music Educators National Conference (or MENC) adopted the slogan "Music for every child", many cried hypocrisy. Music

education (which is the topic of this journal and therefore the focus of this article) had increased from the 50s to the 70s, but teachers were not adequately prepared for such. On the other hand, when a music teacher is presented with students with disabilities, they have little to no preparation either.

Music educators need to be more than instrumentally or vocally proficient, and curriculum should be designed with the flexibility to teach all individuals, but it is understood that redesign is difficult. Educators must look to the future and aim to get there eventually, as having an end goal (no matter how far off) is better than complacency. It is recommended by this text that extra and consistent support for music majors be provided, such as in a three-hour course in SPED to provide music teachers with a better understanding of all of the students that may enter their classroom. This paper ends with a claim about the increase of medical research and accomplishments leading to reduced infant mortality meaning increased numbers of handicapped children, as well as a claim that society is beginning to trend away from institutionalization, and that students that are mainstreamed are better off. There is a push to act now so it does not continue to get worse as time goes on and that starting small now is better than not starting at all (Nocera, 1972).

This article definitely focuses on music and ways to include all students in those classrooms, but it demonstrates a well-intentioned and positive desire to

expand education to include all students. As stated, this era is the beginning of a

greater push to mainstream students and to adapt public education to include all,

as opposed to pushing to the side those that do not fit in the "normal" majority

and forget those that are exceptional (Nocera, 1972).

This next article by Giroux and Penna (1979) titled "Social Education in the

Classroom: The Dynamics of the Hidden Curriculum" is more than forty years old,

but a relevant message at all points in time. School is not the sum of its official

course offerings, and changing curriculum can't be expected to fix everything as

traditional patterns of instructions are harder to break than that. This article

found that their current system is heavily based on structural/functional models

and tends to disregard social skills education as well as economic and political

influences, but this source emphasizes that schools must be viewed within the

larger context of society and recognize the interconnectedness between

ideology, instruction, and curriculum. If all that is done correctly, then instruction

should be built within the socio-political context, systematically, not traditionally

fragmented. To do so, as this source states, the differences between explicit

classroom goals and the hidden curriculum must be recognized and understood

(p. 22) If not acknowledged, this hidden curriculum can undermine the express

goals of the education system.

With the basis of the fundamental question "what is learned in schools?" (p. 26), it is more than instructional knowledge and skills (p. 28). One example of this is the hierarchy of power - a teacher is in charge of their students and can evaluate and congratulate and/or reprimand, but the principal is in charge of them - the student learns their place in society and to respect the chain of command. Content is important too (p. 29), but the hidden curriculum is rooted in and molded by the structural settings of the classroom; the three key aspects listed being crowds, praise, and power (p. 30). Working in classrooms is learning to live in crowds and constantly evaluate others and yourself. But, praise does it wrong sometimes, as individuals are rewarded for conformity, but not creativity and mental flexibility (p. 31). It is also found in this paper that tracking and separating students based on "level" is "of dubious instructional value" (p. 35) By avoiding these practices, the roles and hierarchy are broken down within students, instead using dialogue in grading between students and teacher to communicate strengths and weaknesses. The routine and schedules of any given day do not allow for flexibility, but it should be kept in mind that some students will prefer a schedule and others spontaneity, so a good balance should be found between stability and flexibility. This should be combined with other explorations such as in learning styles by encouraging both solo and group work, allowing for

self-pacing (p. 37), and other techniques which allow individual students to get to know for themselves how they work best.

This is the first article to discuss the deep rooted importance of the hidden curriculum to student success. Teachers must be expected to identify dynamics and ideological assumptions that underlie classroom patterns and recognize the dichotomy between the overt and hidden curriculums, then be able to learn to operate outside of the confines of traditional education. But, introducing positive change requires an awareness of the socio-political forces that influence the classroom environment (Giroux & Penna, 1979).

The next stop on the journey through Special Education is at Fettgather's "Be an Adult". This article, from 1989, uses what is now referred to as the r-slur, even in the subtitle itself. The equivalent term used now is intellectual disability (ID) and characterizes individuals with an IQ lower than 70 and lacking adaptive behaviors like communication and interaction skills.

This article begins with an acknowledgment that there have been historically limited continuing education options for the mentally r*tarded, but, that views on disabled individuals are changing. Life skills have been identified and instruction on them has begun to provide meaningful and quality educational programs for adults with disabilities. This contrasts with the school of thought that believes individuals with intellectual disability must be treated as children,

which fosters dependence, is patronizing, or is seen in overly affectionate touching (tickling, pats), speech, and nicknames (little…, -y names). This makes it a self-fulfilling prophecy; when individuals are treated as if they are children, they will only learn to act as if they are children. This creates a "no-win" situation with double messaging - telling them to "Be an adult" when they are not treated like one (Fettgather, 1989). This hinders more than it helps.

Change will not happen overnight, and the teacher does not have to completely sensor nurturing responses, just question intentions and impact.

This is a great opportunity to discuss the issue of intent versus impact. This is the reason that "I feel…" statements are used to combat that problem of "well, I didn't mean to…". It is not the intent that matters, it is the impact that it has on someone that is important. A clear example comes from the movie *Cast Away*. When Chuck Noland returned from four years of only eating the fish he could catch, he was welcomed home with the most lavish of receptions centering around a spread of crab legs. It was clearly intended to be a lovely celebration, but provided Chuck with the last thing he wanted at that moment - more seafood. It does not matter that they wanted to feed him well, or that they shelled out a few extra bucks for a nice buffet. Chuck was still not obligated to be excited about eating crab… again.

This source is wonderful in asking teachers to look at their own practices and think about the results it may cause. Finding these kinds of internal contradictions in wanting students to grow and become independent while continuing to coddle them must catalyze self-reflection and a change in teaching style, when an individual realizes for themselves that there must be a better way. This is similar to the change seen in Eleanor, an assisted living center employee in the movie *The Peanut Butter Falcon* who wants the best for Zak, a young man with Down syndrome, and it takes her seeing Tyler treat him like a person instead of acting like he's helpless to realize the error of her ways. When individuals have that lightbulb moment, education as a whole will change, starting with those educators (Fettgather, 1989).

In 1996, Parrish and Chambers state in their paper "Financing Special Education" quite a few facts about the money side of this issue. 12% of the K-12 public education budget is set aside for SPED, and the cost per SPED student is 2.3 times a regular student. On average, 8% of those funds are federally provided, 56% comes from the state, and the remainder is sourced from the district. The demand for funding is ever increasing as the general population in schools, as well as SPED identifications, increase. These funding amounts change and fluctuate depending on the student and their condition and program type, and is often expected to include students with other high-risk characteristics as

well. But, after this paper synthesizes the then-current situation, they call for

reform as issues arise that need to be addressed. These issues include the

flexibility needed, elimination of disincentives for least restrictive placements,

accountability, simplification, inadequacy, and most importantly, equity (Parrish

& Chambers, 1996).

Equity versus equality is a hotly debated issue, but one that has a simpler

solution than it may seem. "Equality" assumes that everyone is starting from the

same place when that is simply not true. The concept of equity acknowledges the

advantages and disadvantages that individuals bring along with them, and then

supplements those with additional supports to then cause the playing field to be

a bit more level. Equality evenly distributes the tools and assistance, versus

equity, which customizes tools to identify and address inequality.

Parrish and Chambers (1996) call for census-based funding at both the

state and federal level. This is beneficial because working outside SPED costs less,

some students are served better outside SPED, and this might help address the

issue of overidentification as well as continue the procedural safeguards. They

mention the arguments against, including it not being equitable for regions with

higher identification rates, it may be harder to maintain procedural safeguards,

potential under service, less federal promotion and fostering of SPED services,

jeopardizing fiscal accountability, and that current funding levels may be

threatened. This article states that reform requires flexibility, accountability,

accessibility, equity, adequacy, predictability, and "identification neutrality";

labeling should not be required to receive services (p. 134-135). But, one large

problem is that often brought up, the administration is often more concerned

with legal use of funds and less with if they are being used well (Parrish &

Chambers, 1996).

If less time was taken in shuffling students around trying to get diagnoses

and official documentation, more time could be spent actually learning what

would help any particular student thrive. Spending time with students, talking to

them and their friends and peers, talking to their families about what works and

what does not when they are at home, and learning with them as opposed to

being frustrated at them would be monumental in the success of students.

The next paper, by Myles and Simpson (2001), delves into the impact of

the hidden curriculum on social function, particularly for children and youth with

Asperger's Syndrome (AS). (Please reference page 47 of the glossary for the

differences between Autism and Asperger's and why Asperger's is moving

towards no longer being used.) The first criteria in DSM IV to diagnose AS is a

qualitative impairment in social interaction. Those impacts can range from lack of

friendships to not being able to keep a job. Social rules vary in locations and age

groups and situations, and those with AS might not understand those

complexities, for example, using different greetings in different contexts with different people: "hello, sir", verus "sup".

In most societal situations, social do's and don'ts are not spelled out, yet most people can pick up on them easily. For instance, many school-age individuals use slang and can gauge when and with whom to curse by reading social situations; chatting with friends is different from a library visit. Students may also experience different rules with different teachers regarding classroom etiquette, or grading. Temple Grandin, a famous woman with autism spectrum disorder (ASD), created a rule system for herself that outlined what things are "really bad," "courtesy rules," "illegal but not bad," and "sins of the system" to categorize behavioral and social norms as she learned them to help navigate this (p. 281).

The issue then comes with how to go about teaching these things. This resource recommends that educators start with the scope and sequence, outlining skill prerequisites, so teaching is done in a logical order that builds off of itself, i.e. self-awareness -> self-calming -> self-management. Instruction should be direct, making expectations clear. Follow a pattern of rationale, presentation or rules, modeling, verification, evaluation, and generalization with each lesson. Something that can be extremely helpful are social stories; describe a situation, direct the appropriate response, explain the emotions involved, and extrapolate

to other situations. Acting lessons could aid students in grasping, particularly with the use of visual symbols and comic strip conversations, with different colors helping to differentiate things like sarcasm. Social autopsies can help students understand social mistakes and learn from them, so long as these are non-punitive. This is the pattern that Myles and Simpson suggest be followed: Situation, Options, Consequences, Choices, Strategies, Simulation (SOCCSS; p. 285). These activities can really help students that fail to easily grasp the hidden curriculum (Myles & Simpson, 2001).

This source does a great job of finding the root of the issue and doing everything possible to tackle it head on. Taking what is hard for students with social differences and teaching it directly to them is the clearest path from point A to point B, and goes on to be proven very effective in following studies.

In "Peer Relationships and Collaborative Learning as Contexts for Academic Enablers", Wentzel and Watkins (2002) discuss the concept that peers can provide learning contexts, based on social support and belongingness. This is rooted in a Vygotskian perspective, a sociocultural theory that states that peer collaborative contexts can promote academic engagement, provide a support structure, and can help to develop problem solving skills. There is a clear positive relationship between the development of friendships with peers and "intellectual enablers" like goals, values, self-regulation skills, problem solving skills, and

more. Learning is linked to the context in which learning occurs, seen in situations where popular status or high levels of acceptance among peers correlates with high academic performance and a rejected status or low levels of acceptance correlates with academic difficulties, seen in class grades and standardized test scores, as well as IQ. This is not necessarily correlated to friendships, but broader social acceptance (Wentzel & Watkins, 2002).

There are multiple ways to foster this. This article delves into the concept that peer tutoring improves self esteem, attitude, and social adjustment, and dissects why that might happen. The first of their findings state that peer relationships can motivate students to learn and socialize. These are related in that if students feel accepted at school, they enjoy going to school and vice versa. When students perceive good relationships, they are motivated (and the same correlation if negative). It was found that it does not matter the actual quality or depth of relationship. This can all be traced back to attachment theory. If a student's needs for social relationships are met at school, students want to go.

There is a scene in the movie *Meet the Robinsons* that depicts this well. The individual that becomes the villain of the story starts as a misunderstood young boy that states in the narration of a flashback that "they all hated [him]", when it is showing other kids at school saying hello and giving him compliments and inviting him over to play. Likely because of his status as an orphan for the

first and very formative years of his life, he was not able to understand what

affection looks like, leaving him to feel isolated and unloved. If he had been able

to understand that his peers were supporting him, he likely would've enjoyed his

time at school more, and therefore been happier overall. Educators must

understand what is perceived as school support and then work to provide that!

Wentzel and Watkins (2002) second finding was that peer collaboration

supports learning and problem solving. This is essentially the concept of group

projects, but where both (2 or maybe 3) are held accountable for individual work,

not groups of 4-6 where group outcome is valued over individual skill. This was

found to be most effective with pairings of acquaintances, not good friends,

providing more casual support instead of fostering a select few points of acute

support. Here, Vygotsky is again referenced with the zone of proximal

development, or learning zone - just outside the comfort zone but before the

panic zone. Social partners are crucial in this kind of learning, as it provides a

scaffolding for situations in which both students can succeed. Students must be

trained to build these patterns of interaction, but they benefit all involved. This

promotes assistance and feedback, and trains students to become more

independent and help themselves by reaching out to peers.

A separate, more specific case study was done for male students with

ADHD. Each male was paired with a high achieving female partner, then was

encouraged and guided with positive feedback; the female partners were trained

in best practices prior to being paired. At first, the students with ADHD worked

independently, then a middle phase was introduced where their partner

suggested a more strategic approach, gave positive feedback, and communicated

expertise without dominating. The student with ADHD became more and more

receptive to partners ideas, and finally, a partnership formed and collaboration

was achieved!

This positive collaboration replaced hyper focused isolation and proved

that students with ADHD *can* collaborate effectively in the classroom. This also

might be feasible for students with a wide range of students in need of

assistance, but must start with teaching students how to engage with their peers.

Peers can motivate and encourage each other, socially and academically, and

teachers can facilitate this. Configurations must be kept in mind - groups of two

and three, with acquaintances not exclusively with friends, but also things like

gender and race and culture should be kept in mind as well (Wentzel & Watkins,

2002). Luckily, the intersectionality of this issue will be discussed more by

researchers later on (see pages 29-31).

This source by Wilkerson and Wilkerson (2004) explores a process of

expressly teaching students that are less socially adept. The prevalence rate for

Asperger's Syndrome (AS) is given as having been around 48/10,000 children at

the time, and at the point of this article, and the male rate of diagnosis as 4x

female rate (which has been debated, but is likely close to accurate). Asperger's,

in this article, is described as affecting sensory processing, motor skills, attention

issues, emotional control, and social ability. AS diagnosis typically implies average

IQ; these students tend to do well in at least some subjects, often have

impressive vocabularies, and are bright, but are still limited due to their lack of

social awareness. That brings about things like hyper-literalism - no sarcasm,

idioms, figures of speech, etc., and poor eye contact, which diminishes

connections, can be seen as guilt, inattention, or disrespect. (This is particularly

complicated when it comes to the judicial system; if someone with autism

happens to be in the wrong place at the wrong time, the criminal system works

against them (Taylor, Mesibov, & Debbaudt, 2016)).

Ignorance about this causes teachers to "have created a situation akin to

punishing a blind child for clumsiness when the child trips on an unseen

obstacle." (p. 19) Especially during the middle school years, students may

experience bullying, combined with even their teachers' misunderstanding. A

typical response to these situations would be to address personal needs with a

speech therapist/guidance counselor/social worker, but Edwardsville Middle

School (Wentzel & Watkins, 2002) took a different approach. There, social skills

were expressly taught. PE became not required, since it was the most stressful

and problematic across the board for this subset of students, and was replaced with a class devoted to social skills for five day per week, for a full class period, the entire year. This pilot class was taught by two speech therapists, and one social worker, and explored cartooning, the hidden curriculum, and SOCCSS as mentioned in Myles & Simpson (2001). Their curriculum contained explicit instruction of things like how to behave at a school dance and understanding teachers' non-verbal communication (Wilkerson & Wilkerson, 2004).

The implications of this are extraordinary. This was not a cure, but did produce significant gains, namely forming friendships which led to an increased sense of belonging and social support (p. 23-24). This pilot program revolutionized the way social skills education has been approached. The success of it proves that it can work when done intentionally, and can then be extrapolated to other schools and to fit the needs of other students.

This next document, "Fixing Special Education", identifies an issue with overidentification of individuals with disabilities and under-service to those that are identified, simply due to the financial restrictions that are placed upon schools when it comes to funding specialized services (Greene, 2007). Greene (2007) analyzes the relationship between financial incentives and overidentifying students with disabilities and proposes a myriad of solutions to improve the current system.

This article goes into the politics surrounding Individuals with Disabilities Act (IDEA, 2004) and identifies flaws in the current system of school funding, etc. Because of the current system at the time (IDEA), schools are given a financial incentive to over identify students, especially in the more vague categories, in order to receive additional funds. First passed in 1975, it outlines categories under which students can qualify for a "free appropriate public education" or FAPE. These categories are autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment (includes ADHD), specific learning disability (includes dyslexia, dyscalculia, dysgraphia, and other learning differences), speech or language impairment, traumatic brain injury, and visual impairment, including blindness. If a student is underperforming in school and thought to qualify, an evaluation can be requested at any time. This evaluation would determine what category the student fits into and what supports should be provided to them (IDEA, 2004). The author of this paper, Greene, feels this is too lax. School districts want students and the funding that higher numbers and more students with disabilities generate, which he claims directly leads to overidentification. The public school system has seen a 60% increase in identification since IDEA was first enacted (a rise from 8.3% to 13.3% of students in public schools in one of these categories). What is interesting, though, is that

there is a significant majority of identifications in the category specific learning

disability, which saw the most drastic increase from 1.8% to 6% (p. 705). Other

categories increase regularly as could have been expected, but that one category

can "catch-all", and in turn, stretch the word disability more. The article also

cites, "Three phenomena that they say have increased the numbers of children

with learning problems: improvements in medical technology,

deinstitutionalization of children with serious difficulties, and increases in

childhood poverty"(p. 707). This turns out to be inconsistent with the facts

though. Just as medical improvements have saved children that would have prior

died at birth of very young are now living through their youth, medical

improvements are bettering the lives of youth with disabilities all throughout

their lives. Deinstitutionalization caused perhaps one spike in IDEA's early

beginnings, but would not continue to account for a rise, particularly in one

category. Greene claims that since poverty has also not seen a rise, that would

not account for an increase in disability, though we know now that things like

trauma exposure and Adverse Childhood Experiences (ACES) lead to an increased

likelihood of disability identification (Austin, et al., 2016). In Greene's argument,

this only leaves funding as an incentive to funnel any problem students into this

category. He aims to balance that incentive, reward good performance but

control costs, while recognizing that this is also very emotional for many, so a

good structure is needed to keep things consistent. Most educators would want to spend any amount of money to ensure quality education for every student, but that bleeding heart tendency is simply not realistic.

Greene proposes a switch from bounty funding to lump-sum funding. This would emulate the system used for funding an individual's right to choose a private school over a public one, giving a student a voucher once identified as having more specialized needs, and allowing the family and individual to choose whether to take that funding to a specialized school or keep it in the public school if the family feels their needs will be met there. Greene argues that if this system were in place, public schools would not over identify because parents can then determine where to take their money, while still distributing the funding that students need to get services. A few examples are given of cases in which this worked in pilot school district programs, and barriers were listed as well in terms of the difficulties in large-scale policy change and implementation (Greene, 2007).

This much more contemporary research is more relevant in the sense that it can be better compared with the current system of education in this country. Overidentification of individuals with disabilities could still be an issue, and this article explores why that may have happened and perhaps continue to manifest in the current education system. Essentially, this document argues that it may be

more beneficial to simply fund school better overall, then strip labels and help

kids as they need it, as schools cannot afford to treat everyone as special. Though

diagnoses may be helpful especially in school transfers or other transitions in any

given care team, overall this is a good sentiment and definitely could be a

beneficial philosophy, it is not inherently perfect (specifically as it would likely

lead to more segregated educational settings), or immune to being improved

upon.

This next source, "Cultural Factors Related to the Hidden Curriculum for

Students with Autism and Related Disabilities", explores how education impacts

those on the autism spectrum (Jung Lee, 2011). Grasping the hidden curriculum is

hard for students on the autism spectrum, and additional compounding factors

can include age, ethnicity, language, religion, gender, sexuality, and/or

socioeconomic status. The biggest, though, are cultural factors; the common

beliefs, symbols, and interpretations that predictably shape behavior, the

framework or lens through which individuals experience life, which not only

impact how students act in the classroom, but also changes how to teach

students these things that most individuals pick up naturally. There are lots of

social cues that are difficult for those with ASD, in addition to theory-of-mind

challenges. This can include lack of understanding when the emotions of others

are different from their own, the inability to read sadness on someone's face and

react caringly (or properly react to other emotions), or not noticing other cues, like knowing it is time to end a conversation if someone is looking at their watch. Social skills like these are directly related to being able to create and maintain social relationships.

This paper then shifts to discuss the way cultural backgrounds play into all of this. Often the assumption is that cultural backgrounds are fairly similar in a group of students, and are therefore ignored or misrepresented. First, teachers must understand cultural diversity in order to foster understanding in others and properly teach the hidden curriculum. The first task is to identify issues, those involved, a catalyst, etc., and consider the surrounding culture, and other factors. Only after this is done can a teacher develop a list of things to teach, and gain an understanding by reaching out to those with other perspectives (e.g., a male teacher asking a female teacher for input). The following are intersectional factors which must be considered and discussed before going forward with developing any sort of instructional plan.

Age is a huge factor, as there are subcultures based on age. Teenagers have slang to denote their social group, and slang is something that additionally may be hard for those with ASD to keep up with. Age is further complicated by sexuality, as that is explored starting at specific periods in life and inter- and intra-gender relationships change. Individuals with ASD often have difficulty

understanding what is appropriate in terms of sexual relationships and face

challenges with things like locker room etiquette. There are also issues

surrounding the stereotyping of men versus women, formed throughout early

childhood and based on observed relationships and confusion often faced when

those understandings are challenged.

Ethnicity is still impactful, even as society is becoming more

heterogeneous. It should be stated that family values often stem from ethnic

culture, but are not always synonymous. Immigration further complicates this, as

immigration status can be a touchy subject, and recency of immigration can

affect the degree to which cultural traditions are upheld. Language and

extralinguistic factors include things like idioms and metaphors, or being extra

literal, as well as the challenges faced by ELL students, as the status of their home

language in relation to English may be quite different.

Socioeconomic status affects cultural environment, academics, language,

expectations, and social groups, and shows the inequality in wealth distribution,

especially by race. Diverse schools have different cultures, and dynamics can

constantly be in flux and are changing because of all of the categories listed

above.

In addition to traits like age, ethnicity, language, religion, gender,

sexuality, and socioeconomic status, various disabilities have their own inherent

culture (i.e. deaf culture) that often take precedence. But, this is also a very

intersectional issue, just as age, gender and ethnicity combine when a 15-year-

old Latina girl has a quinceañera, but differently from when age, gender,

ethnicity, and religion combine for a 13-year-old Jewish boy's bar mitzvah.

It is important to then create a teaching plan to target these items, prompt

practicing these newly taught concepts, and generalize, helping students apply

concepts to other settings. It is then crucial to continue to evaluate the student's

ability to perform what was learned. This is very similar to the SOCCSS process as

previously described in Myles and Simpson (2001).

These cultural factors must be considered! Instead of generalizing

behaviors, teachers must consider all the issues in order to better support

students. Especially if the teacher's background is different from the students

that they teach, extra effort needs to be put in to understand cultural factors that

may explain or give reason to patterns of behavior and understanding.

The next paper by Moreno, Wong-Lo, and Short (2013), "Implementing a

Culturally Attuned Functional Behavioural Assessment to Understand and

Address Challenging Behaviours Demonstrated by Students from Diverse

Backgrounds" talks about the rise of diversity in the US and how that must be

taken into account when addressing classroom behaviors, directly continuing the

work done by Jung Lee (2011) in the previous paper. Cultural differences can be

mistaken for disability indicators and vice versa, meaning that these two topics

are inseparable and must be addressed together. As of 2010 census, a switch

from majority-minority (50%+ white population) to minority-majority (50%+ non-

white population) is expected; that has already happened in California and Texas,

but it is seen it all over, happening in urban, suburban, and rural settings. This

creates what is called a "diversity rift" that boils down to a lack of understanding

between groups. School systems already have: "response to intervention", or

culturally reflective curricula, but school policies are challenging for other

cultures and disproportionately affect students from diverse backgrounds. When

a student has a disciplinary history it often leads to a frustration-based referral

and SPED evaluation. This is shown in the overrepresentation of Black and Latinx

students (reference text says African American, but is referring to the race (Black)

not ethnicity (African American)). This overrepresentation is seen especially in

the "emotional and behavioral disorders" category, one of the more broadly

defined of the IDEA categories. This is not the proper support for those needs.

But, how do educators fix all of this unconscious bias? A study by Langhout

and Mitchell (2008) is referenced in this paper, and found that schools that serve

low SES/diverse pop have rule-oriented codes to establish hidden curriculum

expectations. Another underutilized option is a functional behavioral assessment

(FBA), typically only used for students at risk of being removed from the general

campus, but can provide insight for students of all backgrounds. It takes into

account cultural factors that otherwise are often not considered and additional

data and helps in development of a Behavior Support Plan (BSP), which in turn

aids in understanding the function of or reason for any given behavior. There are

three stages to this process: indirect data collection, direct data collection,

hypothesis testing. The first task is to collect qualitative data and understand

student's history by looking at attendance, Office Discipline Referrals (ODRs),

interviews, and chatting with the student and their family to get their background

and culture info by simply asking. It is important to not rely on cultural

stereotypes or overgeneralization. Next is to define challenging behavior, with

information like frequency and ratio. Then onto analysis, which turns into the

foundation of the BSP, which is not often used to gain cultural understanding, but

can and should be used for this function. It is also important to try to build

positive relationships with parents and family, understand values, and decide

together how best to address issues if they arise.

This article makes it clear that building supports for neurodiverse

individuals will also be helpful in supporting otherwise diverse individuals with

varied needs in regards to learning the hidden curriculum. Though there is, of

course, overlap within these demographics, if another community is benefitting

from services, it is more likely that they will be provided if they will be widely

advantageous. If this research were extrapolated and its recommendations

implemented, a large portion of those in school would reap the rewards.

Synthesis

The next section describes a few contemporary strategies and brings together the best of the last one hundred years of social skills education to formulate a recommendation for a best practice going forward.

The first source cited, by Mudge (1935), begs educators to go back to their "why", as purpose is the most important thing in beginning to refocus one's efforts to support their students. Most teachers got into teaching because they want students to thrive, and in order to support that, some students need more help than others.

The article by Murra, Wilson, and Hartshorn (1944) demonstrates the effectiveness of what was essentially propaganda, and how that can be used to implement other things, like social norms, in the classroom. WWII had huge implications on students' attitudes on various countries, foriegn relations, and the war as a whole because of what they were being taught in the classroom. If similar tools can be used to teach both students with disabilities and those without disabilities the social rules that create the subtext that exists in social settings, all will feel more comfortable and equipped to face social situations.

This starts with an intentionality regarding the culture of the classroom. Teachers spend the summer writing curriculum and decorating the classroom, and should also be able to take a moment to consider the kind of classroom that

they want to establish and how to achieve that. One of these social rules I remember from my own third grade classroom. When raising our hand, we had different handshapes, based on the American Sign Language alphabet, to indicate whether we had a question (Q), comment (C), answer (A), or needed to use the restroom (T). It helped us as the students communicate with our teacher and know what to expect from her, just as she then knew what to expect from us. This, and other strategies, could be implemented during the first week of school depending on the desired classroom norms that the teacher wanted to establish, and morph and change as the year goes on and additional needs arise. These choices could potentially be based on age, subject, diversity of students present, and any other factors relevant to the environment that the teacher wants to establish in their classroom. This can be done with the input of the students, as rules developed collaboratively make everyone feel like their perspective is valued and their needs are heard. Whether those be social rules to make things easier on the teacher, or to make racially diverse students more comfortable, or to address the needs of a particular student or group of students with disabilities, this is an easy way to make it clear, either at the beginning of the year or added as needed, what is expected of students and can be expected of the teacher.

This standard of working collaboratively to create and learn social norms has widespread implications throughout society as a whole. If it was standardized in schools that social rules were discussed collaboratively and modified as needed, that system of communication about the hidden curriculum would extend to the rest of the world. There are many situations in which people (often individuals with disabilities, but not exclusively) don't quite know what is expected of them or what to expect of others, and therefore can't make the informed choice whether or not to adhere to those social rules. For those without disabilities, there will be a greater understanding of those with disabilities and what can be done to support them, specifically being clear with expectations and desires. With a little more awareness for all parties, those with disabilities and those without, as seen in Wentzel and Watkins (2002) small scale study, all will be benefitted.

Something significant, yet potentially difficult to implement in our current educational system, would be to strip labels defining disabilities and provide support to individuals as they need it. The Greene (2007) resource about financing states that the educational system cannot afford to meet diverse needs by treating everyone as special. It is also understood that humans have a need to categorize things; male or female, amphibian or reptile, tree or flower. These categories are helpful when children are learning to understand the world and

remember which animals make which sounds as a fun party trick for our parents to show off, but when they no longer serve us, they shouldn't be sought as intently. Autism is such a wide spectrum that requires additional knowledge about the child anyway in order to assist them best. To a certain extent, it could be helpful to abandon our obsession over chasing diagnoses and categories and such and help students as they need it. Instead of treating everyone as special, funding is equalized and used to give individualized support to those that need it, as they need it. This doesn't mean diagnoses should be halted entirely, as many find great comfort and understanding, as well as community and connection through their diagnosis or diagnoses. But, requiring diagnoses that then fit into a certain category to then to get help in school often gets in the way by slowing the process down by fixating on finding the why to then get funding, instead of just providing the help needed in the meantime.

Some have simple and inexpensive needs, like a different color whiteboard marker to see the written material clearly. Others need expensive technologies to provide them with equal access to the educational materials. If all needs can be identified and taken care of, all students will be able to learn (Wentzel & Watkins, 2002).

This idea of better supporting students by providing exactly what they need is the goal of something that has popped up fairly recently. This option is

called self-determination. In August of 2020, my family participated in a series of

Zoom classes about this topic: self determination, and specifically, person

centered thinking, which aims to focus on the person and what they want and

need because of their diagnosis or diagnoses, and/or because of other additional

factors (The Learning Community, 2020). Instead of expecting a diagnosis to

easily explain everything about a student's needs (especially since an autism

diagnosis can look so different for each individual), the parents or other

caregivers create a quick-facts type sheet of common behaviors and what that

may mean for that individual. This can include likes and dislikes, goals, modes of

communication, allergies, and any other information deemed important - much

more information than a few-word diagnosis can relay. This guidebook makes it

easier for nurses, teachers (especially substitutes), and other short term care

staff to essentially get to know the individual by looking at a one-page list of the

most important points. This system replaces reading through medical charts that

are more clinical than practical, or working with them and repeating the never-

ending process of trial and error for weeks and months to figure out these things

for themselves. As that individual gets older and more independent, they can

begin asking for the things they need as opposed to care staff assuming what will

be best for them. This puts the power back in the hands of the individual and

their close circle instead of staff that may not know them as well simply guessing and checking and hoping something works.

I love aspects of this, but it does shift a lot of the responsibility onto the parent(s), which is assuming that they have the time to attend a similar training, create this facts sheet, and then ensure it is understood by each and every individual you work with, which could range from one to hundreds of staff over a wide range of settings. My family had the time (and plenty of it as we were still in quarantine in our area at the time the training was offered) and the extra funds to pay for this training. We had the added convenience of watching a zoom meeting and participating virtually from our home (once again, due to the quarantine requiring a shift from an in-person modality), and the flexibility to drop everything for one month of Saturdays, whereas not every family can do the same. Though many parents either can live on one parent's income and the other can help facilitate extra support needed for their children, or have the flexibility to leave work as needed, this is not a universal experience.

This is where the intersectionality of this issue comes into play. Low income individuals are more likely to be identified as fitting into a IDEA category, particularly the more subjective areas (Tatter, 2019). Students of color also have a higher chance of identification (Moreno, Wong-Lo, & Short, 2013), which correlates with higher rates of poverty (Semega et al., 2019), meaning the low

income families and/or families of color that are statistically more likely to have

students identified with disabilities may have less ability to provide the support

their child needs per this program.

Conclusion

Hopefully, it can be said that the educational systems in place throughout the past 100 years of education have improved over time, but there is, of course, still more that can be done to best support students with disabilities. From what was successful in the papers previously discussed, this can be done by educating students on the hidden curriculum, the inexplicit underlying social norms that schools and communities at large often have.

One strategy for this is by educating peers by combining their efforts with those with disabilities as seen in the paper by Wentzel and Watkins (2002) and in the idea of collaboratively coming up with social expectations (2002). If students with and without disabilities are part of that conversation and those without disabilities listen to the needs of their peers, they will be more aware of the classroom accommodations as well as what they personally can do to support the individual(s) with disabilities in their class. That knowledge will be taken into the world, allowing those without disabilities to become aware that there are people in their classroom that simply don't think the same as them, or need different supports than they do. Societal changes can start in school, as seen in Murra et al. (1944) paper that discusses the changes in national attitudes that started in school through World War II related propaganda. When we educate students, those with disabilities and those without disabilities, on the things that can be

done to help everyone do better, an increased level of thriving can be expected in schools and after. Great empathy will be built if, starting young, those without disabilities are able to learn about and better understand the diverse needs of their peers.

With a shift towards self-determination, parents can advocate for their child with disabilities, and students can begin advocating for themselves (The Learning Community, 2021). When the needs of those with disabilities are being openly discussed, accommodations can be talked about and explained in the beginning of the year discussion and no longer be secretive or a source of judgement. If diverse needs are talked about through a collaborative discussion at the beginning of the year, other students know why individuals with disabilities get the accommodations that they do, will be less prone to jealousy or judgment, and be more open to asking for their own classroom modifications if they need it.

With a few changes and a little more intention being put into classroom expectations, students with disabilities will be more able to ask for accommodations, and all students will be empowered to advocate for their needs. Through trial and error in the classroom - for all, even low income students - and at home - for families with extra time and resources, additional care team members, etc. - best practices and accommodations for each student

can then be transferred to a personalized guidebook of helpful things that will aid

every student in a way that suits them best.

Appendix 1: Glossary of Terms

The language we use is so important. Especially in topics like these, where

identity is heavily at play, I want to be very careful and clear about what words I

am using throughout this paper and exactly what I mean by them. I have listed

some key words and phrases that I will use often for both clarity and accessibility.

One of the most prominent and clear examples of this is the concept of

person-first language. We want to recognize that individuals are not their

disability, that people are more than one trait. So, as a field, we are trying to shift

away from using language such as (the generic) "disabled person" to "person

with disabilities", or, more specifically, person with autism instead of autistic

person. The only exception to this is when a person refers to themself as autistic,

etc., because they consider it an integral part of their personality. That is a factor

of their being that is unchanging; they are, have been, and will be autistic, and

(gladly!) don't consider it to be a negative trait.

The general population should be careful with other, more "generic"

insults, words like "idiot," "imbecile" and "feeble-minded", words that were

originally used to classify individuals with cognitive disabilities, and "moron",

which was essentially invented by eugenicists at Ellis Island (Straley, 2014). These

words are not used medically anymore, but that history should be recognized and

these words should be avoided for these reasons. Other additional words to use

and to be avoided are mentioned throughout the body of this paper.

Average, normal, typical: These students are those that do not require any

additional support to thrive in the typical school environment. I do not use this to

demean anyone or claim that they aren't unique and lovely individuals with much

to contribute to this world, just that these are the (arguable) majority of students

for whom the school system has been designed.

Neurotypical - those without distinct recognizable differences developmental,

intellectual, and cognitive abilities; typically referred to in relation to those with

autism (being neurodiverse), neurotypical people do not have autism.

Disabled/disadvantaged: Now that the community is moving away from the term

"special needs", this includes both students that have disabilities as well as

students that may have less educational support at home or that have to work

through school. There are many situations that are not the "typical" or "ideal" for

students going through schooling in a school system geared towards the average

or normal student discussed above.

Autism versus Asperger's: In the simplest terms, autism is a broad

spectrum and Asperger's Syndrome was a more specific range within that

spectrum, but as of movements taking place starting in 2018 and 2019,

"Asperger's" as a term is being moved away from because of the history

around that name; Hans Asperger was a eugenicist that worked with Nazis

in the 1930s to euthanize children with disabilities, but singled out those

with Asperger's as "redeemable" because of their special interests or skills.

Still in use is the phrase "Aspie" (used in phrases like "aspie pride"); it is a

shortened version of "Asperger's", but can be related to diagnoses of both

those with autism and Asperger's.

Equity versus equality: see page 16

'Fixing': This is something we often see in relation to the Deaf community. My

background in ASL Studies has taught me quite a bit about the hearing

community's instinct to fix hearing parents' deaf children, whereas the Deaf

community is proud of their Deafness and finds community and identity in that

characteristic. Cochlear implants and other technological innovations could be

seen as helping those that are disabled by hearing loss and/or deafness, but by

those in the Deaf community, they are often seen as ways to erase Deaf

community and culture. This is seen in other communities as well, as divergent or

anomalous individuals are guided towards the average and their exceptionalities

are smoothed out.

Autism Speaks is another example of this phenomenon. Their mission is to

"solve" autism, or fix those that have been diagnosed as autistic. Their logo, the

blue puzzle piece, has almost become a symbol of disrespect for those that stray

from the norm. According to their mission statement, they strive to "advanc[e]

research into causes and better interventions for autism spectrum disorder and

related conditions" (AutismSpeaks.org, 2021). This has historically translated to

"fixing" autism or "curing" people with autism, which has been off-putting to the

autistic community. One autistic person and advocate for the community, Paige

Layle, has spoken out against this philosophy, and states that the goal should be

to work with disabilities instead of fighting to suppress them (Layle, 2021).

Hidden curriculum: This phrase was first used in Philip W. Jackson's book, "Life in

Classrooms". It refers to the (often social) rules that society presumes that its

members will pick up over time. An article (referenced and reviewed later) by

Myles & Simpson provides this definition: "The hidden curriculum includes the

skills that we are not taught directly yet are assumed to know." They then further

clarify that, "the hidden curriculum in schools includes knowing (a) teacher

expectations, (b) teacher-pleasing behaviors, (c) students who potentially make good friends compared to those whose actions are less than honest, (d) behaviors that attract positive attention from teachers and peers, and (e) behaviors that are considered negative or inappropriate by teachers and peers" (Myles & Simpson, 2001). In a 2011 paper, Jung Lee adds to that description: "the unwritten rules and standards for social conduct that most people take for granted and learn more or less automatically...", "...unlike an explicit curriculum in that it contains unspoken rules, social values, attitudes, and norms that govern behaviors in various situations." This includes things like saying "bless you" when someone sneezes, gauging when to hold the door open for someone, or reading facial expressions to understand if a comment is serious or sarcastic. This can also include public opinion as portrayed in media or inside jokes between families or groups of friends. You won't find those little bits of communication or socialization instructed in a course, but for those who don't pick up those cues as naturally as others, maybe they should be.

But what about those children that can't hear the music that the rest of society seems to dance to? These other individuals are trying to go through life doing the same dance that the rest of the world is doing but can't hear the music that is giving instructions, line-dance style. My brother is one of those people. He has never been able to hear that music. He doesn't perceive that when all others

are sitting and paying attention to a speaker in class that it is not the time to walk around, or interact without raising your hand. Those unspoken rules are something that he doesn't naturally believe; he has to be taught. He has made great strides in this effort, but of course it is an ongoing project to teach him to listen to the music that we all seem to so naturally hear. It also must be disorienting to watch others do a dance to music you cannot hear, watching people move to different music like you would walking into a silent disco before you get your set of headphones. Seeing others seem to know what to do but not receiving those cues is difficult, and is why teaching the hidden curriculum is so important.

Intent versus Impact: see page 14

Intersectionality: Cultural factors, ethnic factors, gender, race, sexuality, etc., all affect the way that some experience life, and their disability. This is discussed on pages 29-31.

Social skills education: This is a phrase that embodies the goal of this paper - to normalize disability in school by providing education regarding social norms and nuances to help students better navigate social situations. This could be

particularly targeted at those with disabilities, but also could be broadened to all students to benefit all.

Students: This is a broader category than just "those attending school". I use this term for school-aged children, youth, and young adults that are affected by issues relating to the hidden curriculum, both in and out of school. The classroom is the setting I will be focusing on, but I also acknowledge that these issues extend to other settings: home life, social circles, work and job-related situations, etc.

References

Austin, A., Herrick, H., Proescholdbell, S., & Simmons, J. (2016). Disability and exposure to high levels of adverse childhood experiences: Effect on health and risk behavior. *North Carolina Medical Journal*, *77*(1), 30–36. https://doi.org/10.18043/ncm.77.1.30

Autism Speaks. (2021). *About ds*. Autism Speaks. https://www.autismspeaks.org/about-us

Fettgather, R. (1989). "Be an Adult!": A hidden curriculum in life skils instruction for retarded students?. Lifelong Learning, February 1989, Vol. 12, p4

Giroux, H. A., & Penna, A. N. (1979) Social Education in the Classroom: The Dynamics of the Hidden Curriculum, Theory & Research in Social Education, 7:1, 21-42, DOI: 10.1080/00933104.1979.10506048

Greene, J. (2007). Fixing Special Education. Peabody Journal of Education, 82(4), 703-723. Retrieved from www.jstor.org/stable/25594767

Hopkins, S. (2019). Interactions in public spaces during community-based instruction (Doctoral Dissertation). Available from http://hdl.handle.net/2142/105877

Jung Lee, H. (2011). Cultural Factors Related to the Hidden Curriculum for Students with Autism and Related Disabilities. Intervention in School and Clinic 46(3). DOI: 10.1177/1053451210378162

Langhout, Regina & Mitchell, Cecily. (2008). Engaging Contexts: Drawing the Link between Student and Teacher Experiences of the Hidden Curriculum. Journal of Community & Applied Social Psychology. 18. 593 - 614. 10.1002/casp.974.

Layle, P. (2021). Paige.Layle. Instagram.com. https://www.instagram.com/paigelayle/?hl=en

Lee, A. M. I. (2020, February 4). Individuals With Disabilities Education Act (IDEA): What You Need to Know. Retrieved from https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/individuals-with-disabilities-education-act-idea-what-you-need-to-know

Mas'ud Zavarzadeh, & Morton, D. (1986). Theory Pedagogy Politics: The

Crisis of "The Subject" in the Humanities. Boundary 2, 15(1/2), 1-22.

doi:10.2307/303419

Moreno, G., Wong-Lo, M., & Short, M. (2013) Implementing a Culturally

Attuned Functional Behavioural Assessment to Understand and Address

Challenging Behaviours Demonstrated by Students from Diverse Backgrounds.

Emotional & Behavioural Difficulties, v19 n4 p343-355 2014. (EJ1038784)

Mudge, G. (1991). Over Our Shoulder: Social Education. The High School

Journal, 75(2), 126-130. Retrieved from www.jstor.org/stable/40364550

Mudge, G. (1935). Social Education. The High School Journal, 18(3), 93-97.

Retrieved from www.jstor.org/stable/40368277

Murra, W., Wilson, H., & Hartshorn, M. (1944). Trends in Social Education.

Review of Educational Research, 14(4), 348-361. Retrieved from

www.jstor.org/stable/1168479

Myles, B. S., & Simpson, R. L. (2001) Understanding the hidden curriculum:

an essential social skill for children and youth with Asperger syndrome.

Intervention in School & Clinic, Vol. 36 Issue 5, p279-286, 8p; DOI:

10.1177/105345120103600504

Nocera, S. (1972). Special Education Teachers Need a Special Education. Music Educators Journal, 58(8), 73-75. Retrieved from

www.jstor.org/stable/3394055

Parrish, T., & Chambers, J. (1996). Financing Special Education. The Future of Children, 6(1), 121-138. doi:10.2307/1602497

Semega, J., Kollar, M., Shrider, E. A., & Creamer, J. (2019). Income and Poverty in the United States: 2019. United States Census Bureau. Retrieved from

https://www.census.gov/data/tables/2020/demo/income-poverty/p60-270.html

Special Education. (n.d.) Oregon Department of Education. Retrieved from

https://www.oregon.gov/ode/students-and-

family/SpecialEducation/Pages/default.aspx

Straley, J. (2014). It Took A Eugenicist To Come Up With 'Moron'. NPR.

https://www.npr.org/sections/codeswitch/2014/02/10/267561895/it-took-a-

eugenicist-to-come-up-with-moron

Tacoma Public Schools. (n.d.). *The Whole Child.* Pillar: Social Emotional Learning. Retrieved from https://www.tacomaschools.org/student-

life/TWC/Pages/Pillar_Social-Emotional-Learning.aspx

Tatter, G. (2019, February 21). Low-Income Students and a Special

Education Mismatch. Usable Knowledge, Harvard Graduate School of Education.

Retrieved from https://www.gse.harvard.edu/news/uk/19/02/low-income-

students-and-special-education-

mismatch#:~:text=In%20their%20analysis%20of%20data,objective%20categories

%2C%20like%20hearing%20impairment.

Taylor, K., Mesibov, G., & Debbaudt, D. (2016, August 24). Asperger

Syndrome in the Criminal Justice System (N. Kaim, Ed.). Retrieved from

https://www.aane.org/asperger-syndrome-criminal-justice-system/

The Learning Community. (2020) Person Centered Thinking. The Learning

Community for Person-Centered Practices. https://tlcpcp.com/

U.S. Department of Education. (n.d.). Home. Retrieved from

https://www.ed.gov/. This source is the United States Government resource for

education including links to extensive information regarding Student Loans,

Grants, Laws, and Data relevant to education across the nation.

U.S. Department of Education, National Center for Education Statistics.

(2019). Digest of Education Statistics, 2017 (NCES 2018-070), Table 204.30.

U.S. Department of Education, Individuals with Disabilities Act. (2019). Home.

Retrieved from https://sites.ed.gov/idea/

WebMD. (2020). Intellectual Disability. Grow by WebMD.

https://www.webmd.com/parenting/baby/intellectual-disability-mental-

retardation#1

Wentzel, K. R. & Watkins, D. E. (2002). Peer Relationships and

Collaborative Learning as Contexts for Academic Enablers. School Psychology

Review, Volume 31, No.3, pp. 366-377

Wilkerson, C. L., & Wilkerson, J. M. (2004). Teaching Social Savvy to

Students with Asperger Syndrome. Middle School Journal, Vol. 36 Issue 1, p18-24,

DOI: 10.1080/00940771.2004.11461460