

Chapter 1

Individuals With Disabilities Education Act (IDEA) Disability Categories: Case Studies, Discussion Questions, and Activities

Charlotte W. Fontenot
Walden University, USA

John T. Spoede
Katy Independent School District, USA

Tara L. Conley
Houston Independent School District, USA

Kisha Walker
Walden University, USA

ABSTRACT

This chapter is a collection of case studies, discussion questions, and enrichment activities addressing each of the 13 disabilities covered under the Individuals with Disabilities Education Act (IDEA), in addition to the disability categories of dyslexia and developmental delay. These case studies, questions, and enrichment activities address services that occur in a wide variety of public school settings. The purpose of this chapter is to serve as a supplemental text to courses in special education, psychology, counseling, nursing, and social work. Currently, there are scarce supplemental application resources available to instructors who are conducting teacher preparation courses and other disability-related courses.

DOI: 10.4018/978-1-7998-7359-4.ch001

INTRODUCTION

This chapter is the solution to college and university instructor's dilemmas regarding supplemental materials to support instruction of the various disability categories. A common complaint among special education faculty today is that high quality, intensive case studies and related materials are needed to supplement their instruction on the various disabilities in various educational settings, which includes, but is not limited to inclusion, resource, and self-contained classrooms. Existing case study texts often present narratives that are too short in length or do not go into enough detail concerning the situations and challenges future practitioners might face in today's classrooms. Written by various experts in the field of special education, this chapter will provide instructors with current, relevant, in-depth case studies, discussion questions, and enrichment activities needed to enhance their instruction while requiring students to think critically above the knowledge level. The content of this text allows the beginning to advanced college student to explore the world of disabilities from a practical and realistic perspective.

BACKGROUND

This chapter, *IDEA Disability Categories: Case Studies, Discussion Questions and Activities* is a collection of case studies, discussion questions, and enrichment activities addressing each of the 13 disabilities covered under the Individuals with Disabilities Education Act (IDEA), in addition to the disability categories of Dyslexia and Developmental Delay. The implementation and use of case studies have been used in various fields to enhance knowledge, increase problem solving abilities, and an opportunity to practice and acquire skills. Erskine, Leenders & Mauffette-Leenders (1981) defined a case as a description of a situation, commonly involving a decision or problem. Case studies serve multiple purposes for learners such as methods of research, policy, evaluation, and teaching (Kowalski, 2008). Specifically in teacher preparation programs, case studies have been proven as an acceptable means to assist preservice teachers in bridging the gap between theory and practice. Through use of case studies, preservice teachers have an opportunity to work through authentic scenarios and strengthen their critical thinking skills and application (Richman, 2015). Cases are often used to encourage skill development, moral reasoning, and decision making (Kowalski, 2008).

Richman (2015) conducted a research study to analyze the impact of using online case studies to increase the knowledge of preservice teachers. The study consisted of 150 undergraduate and graduate students enrolled in introductory special education

28 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/individuals-with-disabilities-education-act-idea-disability-categories/288101

Related Content

Optimizing Transition Outcomes for DHH Students: A Case Study Analysis

Pamela Luftand Matt Reynolds (2023). *Cases on Teacher Preparation in Deaf Education* (pp. 165-226).

www.irma-international.org/chapter/optimizing-transition-outcomes-for-dhh-students/327087

Voices of Bilingual Families: Investigating Parental Aspirations, Involvement Practices, and Relationship With Teachers in Primary Education

Efthymia Penderiand Panagiota Valkani (2026). *Optimizing Bilingual Development in Typical and Atypical Children: Language Acquisition, Use, and Interventions* (pp. 257-286).

www.irma-international.org/chapter/voices-of-bilingual-families/393108

Understanding Dwarfism: An African Perspective

Kenneth Kapalu Muzata (2023). *Handbook of Research on Shifting Paradigms of Disabilities in the Schooling System* (pp. 215-226).

www.irma-international.org/chapter/understanding-dwarfism/332483

Institutional Support Services for Career Transitioning of Students With Hearing Impairments: A Mixed-Methods Study

(2025). *Perspectives on Career Transitioning of Students with Hearing Impairments* (pp. 141-172).

www.irma-international.org/chapter/institutional-support-services-for-career-transitioning-of-students-with-hearing-impairments/357369

A Systematic Review of the Use of Prompting for Preschoolers With Developmental Delay

Soonhwa Seokand Boaventura DaCosta (2021). *Handbook of Research on Critical Issues in Special Education for School Rehabilitation Practices* (pp. 47-65).

www.irma-international.org/chapter/a-systematic-review-of-the-use-of-prompting-for-preschoolers-with-developmental-delay/274226