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# **DIGNITY & DISABILITY EXPECTATIONS**

*It is important to set high expectations for children with disabilities.*



# Importance of Expectations

Children thrive when we set high expectations and provide the support needed to meet them.

Children with disabilities, specifically intellectual disabilities, are likely to be perceived as less capable than their peers (Woodcock, 2011).

Expectations influence goals, instruction, and skill acquisition.

In this post, we outline a variety of ways we can reduce personal bias and maintain appropriate expectations

(Klem, 2013; Woodcock, 2011)



# Equitable and Comprehensive Assessments

## Considerations for Assessing Children



Use multiple forms of assessment  
(observational, normed, parent/teacher report)



Measures should be valid, reliable, and normed  
on the population being assessed



Assessments should be culturally responsive  
(ex: sensitive to language, dialect, values,  
cultural norms)

Check your assessment  
manual for reliability,  
validity, and usability  
information



# Strengths-Based Approach

A shift in thinking:

A strengths-based approach focuses on what the child can do rather than what the child cannot do (deficit approach)

A framework for support:

Children grow from their strengths and abilities. When instructors teach from the child's strengths, children are better able to learn and develop.

These are positive, realistic expectations and goals:

1. What the child can do right now.
2. What the child can do with support.
3. What the child will do one day.





# Inclusive Environments

All students have the right to access the general education curriculum, and supports should be given to facilitate access to the curriculum in the Least Restrictive Environment (LRE) or Natural Environment.

Having high expectations influences both their time spent in general education with peers and the instruction given by teachers in those settings which impacts learning opportunities.



Both special education and general education teachers need to have high expectations for students with disabilities.

# Awareness of Appropriate Expectations

There are a variety of guidelines to help practitioners create goals and objectives based on setting high expectations to best support learning and development. help set goals and objectives to best support development.

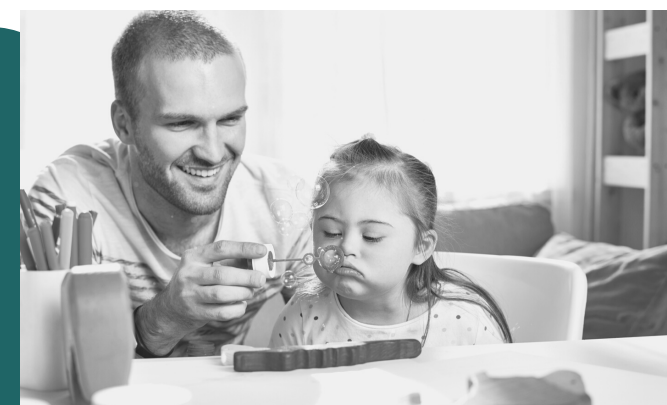
## DEC Recommended Practices:

recommendations for practitioners and families to best support children with disabilities

Curriculum-based measurements: Used to show skills across a variety of domains, inform goals, and even to monitor progress

Learning Standards: state age or grade-level standards can be used for goal setting

Consider the child's current performance, short-term goals, and long-term goals.



# Resources

[Strength-Based Approach Guide](#)

[IDEA Least Restrictive Environment](#)

[Early Intervention \(Part C of IDEA\)](#).

[Assessment Information](#)

# References

Woodcock, S. & Wilma, V. (2011). Are we exacerbating students' learning disabilities? An investigation of preservice teachers' attributions of the educational outcomes of students with learning disabilities. *Annals of Dyslexia*, 61(2), 223–241.

Klehm, M. (2013). Teacher attitudes: The effects of teacher beliefs on teaching practices and achievement of students with disabilities (Order No. 3556763). Available from ProQuest Dissertations & Theses Global: Social Sciences. (1328402270).