

# The Condition of Special Education Services for Students With Disabilities in Arizona: 2004

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## ***Background***

Congress enacted the Education for All Handicapped Children Act (EHA; Public Law 94-142), now referred to as the Individuals with Disabilities Education Act (IDEA), to support states and schools in providing appropriate education for students with disabilities and their families. The underpinnings of this law were several court rulings following *Brown v. Board of Education of Topeka, Kansas*, the landmark U.S. Supreme Court decision that mandated racial integration of schools. Subsequent court rulings led to expanded educational opportunities for individuals with mental and physical disabilities. EHA and IDEA guaranteed access to appropriate education for all children with disabilities; the 1997 Amendments to IDEA articulated a new challenge for improved results and outcomes for these children and their families.<sup>1</sup>

Special education is a continuum of services, the purpose of which is to ensure that every student with special needs has access to effective instruction that results in positive student outcomes. The types of services provided are based on the individual

learning needs of students, and are specified in each student's Individualized Education Program (IEP). Students with special education needs have a right under the law to equal access to appropriate education and effective programming.

The 2001 reauthorization of the Elementary and Secondary Education Act, No Child Left Behind (NCLB), which sets as its stated goal raising the bar of academic achievement for all students, creates a risk of compromising the extent and quality of services for students with special needs.

## ***Recent Developments***

The term "child with a disability" means a child having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, who has been evaluated in accordance with IDEA, and who, by reason thereof, needs special education and related services.

Two federal legislative mandates have had a significant impact on special education services for children and youth with disabilities in Arizona. The first, which originally became law in 1975 as the Education for All Handicapped Children Act (PL 94-142), is now referred to as the Individuals with Disabilities Education Act (IDEA), Part B (34 CFR Parts 300 and 301 and Appendix C), or PL 102-119. This federal law mandates that in order for *all* children with disabilities to receive a free appropriate public education (FAPE), schools *must* provide special education and related services at no cost to the child or the child's parents. The IDEA provides rules and regulations for providing FAPE to all children with disabilities from 3 to 22.

The IDEA was re-authorized in 1997 and is up for re-authorization in early 2004. It charges state departments of education with the responsibility for monitoring the schools' provision of special education and related services. The specific purposes of the law are: to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services

designed to meet their unique needs and prepare them for employment and independent living; to ensure that the rights of children with disabilities and their parents are protected; to assist states, localities, educational service agencies, and federal agencies to provide for the education of all children with disabilities; and to assess and ensure the effectiveness of efforts to educate children with disabilities.<sup>2</sup>

The second relevant federal mandate is the No Child Left Behind Act of 2001 (NCLB), or P.L. 107-110, with which Congress reauthorized the Elementary and Secondary Education Act (ESEA). NCLB represents an overhaul of federal efforts to support elementary and secondary education in the United States. Its stated premises are accountability for results, an emphasis on doing what works based on scientific research, expanded parental options, and expanded local control and flexibility. NCLB requires all school districts to ensure that all students are taught by “highly qualified” teachers in the core academic subjects by the end of the 2005-06 school year.<sup>3</sup>

Some of the NCLB rules and regulations that specifically affect students with disabilities include the following:

- Identification of students with disabilities included in statewide assessments and determination of whether accommodations (either standard or nonstandard) can be made for them.
- Support for rigorous evidenced-based practices in the education and treatment of students with disabilities.
- Parental choice in the forms of vouchers and alternative school settings (private, charter, and virtual) for students with disabilities.
- Criteria for highly qualified special education teachers.

## ***Available Data***

### **Who Are Students With Disabilities in Arizona?**

In 2002-03, Arizona provided special education and related services to 92,882 school-age students with disabilities, representing 7.24 percent of the school-age

population. In addition, the state provided special education to 10,606 children aged three to five during the same period of time. Thus, in 2002-03, Arizona served a total of about 104,000 children and youth with disabilities.

Table 1: Number and Percent of Children Ages 6–21 Served Under IDEA, Part B, by Disability, During the 2002–03 School Year

Type of Disability	Arizona		U.S.	
	Number	Percent	Number	Percent
Specific Learning Disabilities	53,347	4.16%	2,869,779	4.30%
Speech or Language Impairments	15,953	1.24%	1,110,505	1.67%
Mental Retardation	7,413	0.58%	590,410	0.88%
Emotional Disturbance	5,892	0.46%	480,328	0.73%
Multiple Disabilities	2,562	0.20%	131,309	0.20%
Hearing Impairments	1,625	0.13%	71,856	0.13%
Orthopedic Impairments	639	0.05%	74,023	0.11%
Other Health Impairments	2,815	0.22%	392,353	0.59%
Visual Impairments	574	0.04%	26,063	0.04%
Autism	1,689	0.13%	118,602	0.18%
Deaf-Blindness	65	0.01%	1,593	0.00%
Traumatic Brain Injury	308	0.02%	21,456	0.03%
Developmental Delay	0	0.00%	57,925	0.09%
<b>All Disabilities</b>	<b>92,882</b>	<b>7.24%</b>	<b>5,946,202</b>	<b>8.95%</b>

Source: U.S. Department of Education, Number of Children Ages 6-21 Served under IDEA, Part B, [http://www.ideadata.org/tables26th/ar\\_aa3.xls](http://www.ideadata.org/tables26th/ar_aa3.xls)

During the 2002-03 school year, special education and related services were provided to 7.24 percent of Arizona’s children and youth. This number represents lower identification and service rates than the national prevalence rates for students in all disability categories except for deaf-blindness. The categories with the greatest discrepancies between Arizona and national rates were emotional disturbance (37 percent

lower than the national rate) and mental retardation (34 percent lower rate than the national rate).

Table 2: Percent of Children Ages 6–21 Served Under Idea, Part B, by Disability, During the 2002–03 School Year

Type of Disability	Arizona	U.S.
Specific Learning Disabilities	57.4	48.3
Speech or Language Impairments	17.2	18.7
Mental Retardation	8.0	9.9
Emotional Disturbance	6.3	8.1
Multiple Disabilities	2.8	2.2
Hearing Impairments	1.7	1.2
Orthopedic Impairments	0.7	1.2
Other Health Impairments	3.0	6.6
Visual Impairments	0.6	0.4
Autism	1.8	2.0
Deaf-Blindness	0.1	0.0
Traumatic Brain Injury	0.3	0.4
Developmental Delay	0.0	1.0

Source: (2004) Special education in an era of standards: Count me in. *Education Week*, 23(17), p. 80.

Of all children with disabilities in Arizona, 57.4 percent of students were identified as having learning disabilities, as compared to 48.3 percent at the national level (i.e., a discrepancy of 9.1 percent). The rest of the Arizona disabilities rates were lower than or approximately the same as the national rates.

Table 3: Number of Children Ages 3–5 Served Under IDEA, Part B, by Disability, During the 2002–03 School Year

Type of Disability	Arizona	U.S.
Specific Learning Disabilities	163	14,533
Speech or Language Impairments	2,522	316,069
Mental Retardation	246	22,427
Emotional Disturbance	47	5,962
Multiple Disabilities	62	8,488
Hearing Impairments	139	7,216
Orthopedic Impairments	45	9,629
Other Health Impairment	67	13,277
Visual Impairments	114	3,119
Autism	152	19,017
Deaf-Blindness	4	246
Traumatic Brain Injury	1	996
Developmental Delay	7,044	225,574
<b>All Disabilities</b>	<b>10,606</b>	<b>646,553</b>

Source: U.S. Department of Education, Number of Children Ages 3-5 Served Under IDEA, Part B, [http://www.ideadata.org/tables26th/ar\\_aa2.xls](http://www.ideadata.org/tables26th/ar_aa2.xls)

The preponderance of children between the ages three to five with disabilities in Arizona were identified as having speech and language impairments (2,522) and developmental delays (7,044). These two categories account for over 90 percent of young children with disabilities in Arizona. Nationally, 23.7 percent of pre-school age children with disabilities are identified as having speech and language impairments; in Arizona, 48.8 percent are similarly classified. Nationally, 8.9 percent are labeled as having development delays, compared to 66.4 percent in Arizona. Children with autism account for 18.3 percent of the national census of young children with disabilities, but only for 1.4 percent of the Arizona count.

Table 4: Ethnic Composition of Students in the 2002–03 School Year

<b>Ethnicity</b>	<b>Number of Students</b>	<b>Percent</b>	<b>Number of Special Education Students</b>	<b>Percent</b>
White	491,558	50%	52,553	50%
African American	46,859	5%	6,235	6%
Hispanic	355,295	36%	36,285	35%
Native American	63,307	6%	8,431	8%
Asian	21,109	2%	1,188	1%
<b>Total</b>	<b>978,128</b>	<b>100%</b>	<b>104,692</b>	<b>100%</b>

Source: U.S. Department of Education, District Statistics Reports 2002-2003  
<http://www.ade.az.gov/ess/DataManagement/Documents/Stats/All.pdf>

As indicated in Table 4, the ethnic composition of students with disabilities was very similar to that of the general composition of students in Arizona.

#### Where Are Students With Disabilities Served in Arizona?

Students with disabilities in Arizona receive services in a variety of settings. These settings represent the continuum of services specified in the IDEA, ranging from less to more restrictive special education placements. On the least restrictive end of the continuum, students with disabilities are served in varying degrees in inclusive general education settings. More restrictive placements range from self-contained classrooms in the schools to separate day and residential facilities.

Table 5: Number of Children in Arizona Ages 6–21 Served in Different Educational Environments under IDEA During the 2002–03 School Year

<b>Educational Environment</b>	<b>Number of Children</b>
Less than 21% in Special Education Classroom	44,223
21% to 60% in Special Education Classroom	29,463
More than 60% in Special Education Classroom	16,636
Public Separate Facility	899
Private Separate Facility	1,068
Public Residential Facility	284
Private Residential Facility	102
Home/Hospital Environment	207
<b>Total</b>	<b>92,882</b>

Source: U.S. Department of Education, Number of Children Ages 6-21 Served in Different Educational Environments under IDEA by Disability 2002-2003 school year [http://www.ideadata.org/tables26th/ar\\_ab2.xls](http://www.ideadata.org/tables26th/ar_ab2.xls)

Fully 97 percent of the school-aged special education children in Arizona receive some of their education in the regular class setting, with almost half in the regular classroom for at least 79 percent of the school day.

Almost 98 percent of the 10,606 pre-school aged children with disabilities in Arizona receive special education services in early childhood settings, early childhood special education settings, or part-time early childhood/part time special education settings.

Table 6: Number of Children in Arizona Ages 3–5 Served in Different Educational Environments under IDEA During the 2002–03 School Year

<b>Educational Environment</b>	<b>Number of Children</b>
Early Childhood Setting	3,807
Early Childhood Special Education Setting	4,481
Home	10
Part Time EC/Part Time Special Education	2,104
Residential Facility	34
Separate School	99
Itinerant Services outside Home	30
Reverse Mainstreaming	41
<b>Total</b>	<b>10,606</b>

Source: U.S. Department of Education, Number of Children Ages 3-5 Served in Different Educational Environments under IDEA by Disability 2002-2003 school year  
[http://www.ideadata.org/tables26th/ar\\_ab1.xls](http://www.ideadata.org/tables26th/ar_ab1.xls)

In Arizona, on the day that Child Find statistics were tabulated in 2002, 479 students were counted in secure care settings (detention centers, jails, the Arizona Department of Juvenile Corrections, and the Arizona Department of Corrections). Nationally, 26,344 students were counted in similar settings on that day.<sup>4</sup> These numbers, although probably representative of any given day, do not accurately represent the numbers of students with disabilities who pass through correctional facilities throughout the course of the year. Because of the high turnover in secure care, a larger number of students with disabilities are found in these settings over the course of a year; also, the identification rate of special needs students in secure care is low.

### Who Are the Teachers of Students With Disabilities in Arizona?

Although the number of students with disabilities in Arizona has increased in the past several years, the number of teachers with special education certification has actually

decreased in the same period. Most local educational agencies (LEAs) in Arizona have a significant shortage of certified teachers for special needs children and have resorted to hiring non-certified teachers for special education classrooms. The shortage of certified special education teachers is most apparent in programs for students between the ages of three to five, and there was a 30 percent decrease in certified teachers for this age group. There was a 1.2 percent decrease in certified teachers in programs for students with disabilities ages 6 to 21.

**Table 7: FTE of Teachers Employed in Arizona to Provide Special Education and Related Services to Students from Ages 3–5, During the 2001–02 and 2002–03 School Years**

<b>Types of Teachers Employed</b>	<b>2001-02</b>	<b>2002-03</b>
Employed/Contracted Fully Certified	1,184	806
Employed/Contracted Non-Certified	252	203
Total Employed/Contracted	1,436	1,009

Sources: U.S. Department of Education, Number of Children Ages 6-21 Served in Different Educational Environments Under IDEA by Disability 2002-2003 school year. Retrieved April 8, 2004 from [http://www.ideadata.org/tables26th/ar\\_ac1.xls](http://www.ideadata.org/tables26th/ar_ac1.xls); and Arizona Department of Education (submitted for publication). U.S. Department of Education, Individuals with Disabilities Education Act 618.

In Arizona, currently 806 fully certified and 203 non-certified teachers in terms of full-time equivalency (FTE) provide special education and related services for children with disabilities from ages three to five. These numbers reflect a possible decrease of 30 percent in the number of certified and non-certified early childhood special education teachers from 2002 to 2003.

Table 8: Number and Types of Teachers Employed in Arizona to Provide Special Education and Related Services to Students from Ages 6–21, During the 2002–03 School Year

<b>Service Provider</b>	<b>Employed/ Contracted Certified</b>	<b>Employed/ Contracted Non- Certified</b>	<b>Total</b>
Itinerant Teacher	404	51	455
Resource Room Teacher	2,671	468	3,139
Teacher – Self Contained Class	1,571	317	1,888
Home-Hospital Teacher	47	5	52
Consultant Teacher	149	12	161
Total FTE of Special Education Teachers in 2003	4,842	853	5,695
Total FTE of Special Education Teachers in 2002	4,901	747	5,648

Source: Arizona Department of Education (submitted for publication). U.S. Department of Education, Individuals with Disabilities Education Act 618.

To provide services for children with disabilities from age 6 to 21, the total FTE is 4842 certified special education teachers, combining itinerant, resource room, self-contained, home-hospital, and consultant teachers and 853 non-certified teachers. The total FTE certified teachers for year 2003 was lower than for 2002, indicating a reduction of certified special education teachers in Arizona this year. At the same time, the total FTE for all employed special education teachers has gone up in 2003, indicating that more students with disabilities are being taught by teachers without certification.

Table 9: Number and Types of Personnel Employed in Arizona to Provide Special Education and Related Services to Students from Ages 3–21, During the 2002–03 School Year

<b>Types of Personnel Employed</b>	<b>Certified</b>	<b>Non-Certified</b>	<b>Total</b>
Vocational Education Teachers	167.58	25.50	193.08
Physical Education Teachers	216.45	34.81	251.26
Work-Study Coordinators	52.50	6.50	59.00
Psychologists	746.82	11.04	757.86
School Social Workers	161.86	21.13	182.99
Occupational Therapists	409.88	24.88	434.76
Audiologists	47.99	2.50	50.49
Teacher Aides	2,843.71	4,051.75	6,895.46
Recreation/Therapeutic Recreation Specialists	24.05	3.50	27.55
Diagnostic and Evaluative Staff	210.99	9.38	220.37
Physical Therapists	135.83	6.22	142.05
Counselors	469.48	30.75	500.23
Speech Pathologists	962.44	49.95	1,012.37
Supervisors/Administrators (LEA)	622.94	62.73	685.67
Interpreters	143.51	66.99	210.50
Rehabilitation Counselors	6.44	2.00	8.44
Other Professional Staff	580.50	110.00	690.50
Non-Professional Staff	968.17	900.07	1,868.24
<b>Total Other Special Education and Related Services Staff</b>	<b>8,771.12</b>	<b>5,419.70</b>	<b>14,190.82</b>

Source: Arizona Department of Education (submitted for publication). U.S. Department of Education, Individuals with Disabilities Education Act 618.

FTE comparisons of other special education and related services personnel indicate the greatest numbers for teacher aides, followed by non-professional staff, speech pathologists, psychologists, supervisors and administrators who are serving students with special needs. Over 38 percent of these special education and related services personnel were not certified in the 2002-03 school year. When teacher aides are factored out, however, more than 75 percent of the remaining professionals have certification in their respective professions.

Although state data are not available to determine workforce quality of personnel serving students with special needs, the *Study of Personnel Needs in Special Education (SPeNSE)*, sponsored by the Office of Special Education Programs of the U. S. Department of Education,<sup>5</sup> provides critical information on the quality of personnel serving students with disabilities and the factors associated with workforce quality. SPeNSE data show that the nation's special education teachers, as a group, had accumulated an average of 14.3 years of teaching experience in 1999-2000; 12.3 of those years were spent teaching special education. SPeNSE data indicate that 59 percent of special education teachers had a master's degree, compared to 49 percent of regular education teachers. The study reported that teacher quality was related to five factors: experience, credentials, self-efficacy, professionalism, and selected classroom practices. Teaching experience was found to be the strongest predictor of teacher quality in the first level of analysis.

### What Are the Outcomes For Students With Disabilities in Arizona?

**Student Achievement Data.** According to the *Arizona 2001 Biennial Performance Report*, 84 percent of students with disabilities participated in the appropriate levels of the Arizona's Instrument to Measure Standards (AIMS) testing in the 2001-02 school year.<sup>6</sup> The non-participation rate for students with special needs was 16 percent. Twenty-five percent of students with disabilities who were tested on grade level met or exceeded the state standards in reading.

**School Completion Rates.** According to the same report,<sup>7</sup> 25.3 percent of students (ages 14-21) who exited special education in 2001 received a regular high school diploma, indicating that one in four students with special needs apparently responded well to

appropriate options and specialized interventions and demonstrated the capacity to complete the requirements of high school.

**Dropout Rates.** Sixteen percent of students with disabilities between the ages of 14-21 dropped out of school in the 2000-01 school year.<sup>8</sup> Most dropouts have difficulty finding and keeping meaningful employment that enables them to be self-dependent. Dropout rates for students with special needs may worsen due to lack of adequate support, programming options, or effective transition services.

**Suspension Rates.** Arizona local education agencies (LEAs) reported a long-term suspension rate of greater than 10 percent of the enrolled special education population in 2001-02.<sup>9</sup> The statewide suspension rate was 8.4 percent, with 39 LEAs maintaining suspension rates over 10 percent.

## *Evaluation of Available Data*

Special education services have produced positive outcomes for many students with special needs. Differences in commitments and resources have created a range of results and outcomes for these students, however. Data from the *Special Education Expenditure Project (SEEP)*<sup>10</sup> suggest that the total cost of educating a student with a disability amounts to \$12,639 a year. Total special education spending alone accounts for 13.9 percent of the \$360.6 billion total spent on elementary and secondary education in the United States.

### **Who Are Students With Disabilities? What Do We Know? What Do We Not Know?**

The predominance of children aged three to five with disabilities in Arizona identified as having speech and language impairments and developmental delay suggest a need for early intervention. The NCLB's accountability demands require that early interventions be evidence-based.

Students with disabilities who have mental health problems often fail to receive appropriate educational or mental health services because either they are undiagnosed or

appropriate interventions are not implemented. Without specialized interventions, many of these students are likely to face life-long difficulties that include unemployment, broken marriages, criminality, and imprisonment. Finally, knowledge about biological and neurological underpinnings of disabilities has not been adequate to inform policy makers, mental health professionals, and educators of how best to help students with disabilities.<sup>11</sup>

## Where Are Students With Disabilities Served in Arizona? What Do We Know? What Do We Not Know?

Ninety-seven percent of the school-age special education children in Arizona receive some of their education in the regular class setting, with almost half in the regular classroom for at least 79 percent of the school day. Although the regular education classroom is a prevalent setting for students with mild to moderate disabilities, research does not support superiority of this, or any other, placement over another.<sup>12</sup> Data on the types of accommodations and modifications made by regular education teachers who are serving students with special needs would facilitate the evaluation of current placement strategies. Additionally, the quality of information on evidence-based practices and their application in teacher preparation programs for general educators remains unexamined.

The national special education prevalence data indicate that 28.7 percent of youth served in detention centers and 33.4 percent of youth in juvenile correctional facilities have been identified as disabled in the schools prior to incarceration.<sup>13</sup> The number of students with disabilities in Arizona's secure care and correctional facilities is relatively low, but the number represents a count taken on one given day in one year. Because incarceration times are generally relatively short, many more students with disabilities are incarcerated over the course of a school year. Thus, the data on the number of youths with disabilities in Arizona's secure care facilities are not reliable enough to track these youths.

## Who Are the Teachers of Students With Disabilities in Arizona? What Do We Know? What Do We Not Know?

More than one-third of personnel serving students with special needs are not certified in the area in which they are providing services. Predictors and contextual factors such as administrative support, class size, and opportunities for professional growth that create environments conducive to student learning and long-term retention of quality, certified teachers remain unexamined.

## What Are the Outcomes for Students With Disabilities in Arizona? What Do We Know? What Do We Not Know?

About one-fourth of students with special needs complete high school requirements and receive a diploma. More information is needed on the quality of home, school, work, and community engagement of students with disabilities who do not receive a high school diploma. Data were not accessible and complete to allow for conclusions to be drawn about the long-term success of students with special needs. More data on successful outcomes of students who have received special services can enhance our understanding of the protective factors; longitudinal studies determining the extent of overall success of special education services for students can provide these data.

### ***Key Unanswered Policy Questions***

Since the advent of NCLB, political factors are influencing the movement toward inclusive programs in which students are educated to a greater extent within the regular education classroom. Research supporting the validity and efficacy of inclusive programs is limited. More specific questions include the following:

- Has Arizona implemented Child Find to ensure that all children from birth through age 21 with delays or disabilities are identified, located, and evaluated to ensure that they receive the support and services they need?

- Does Arizona guarantee effective treatment options and specialized programming, mental health services, and vocational rehabilitation to students with special needs?
- Do students with special needs have access to a continuum of special education placement options, one-on-one instruction, and individualized approaches to enable them to achieve both academically and socially?
- Does Arizona ensure that students in detention and secure care systems receive the same treatment options as students in the public schools?
- Does Arizona keep teachers qualified over time? Certification requirements for beginning teachers exist, but does the requirement of 180 professional development hours ensure that teachers in the field of special education maintain their quality of instruction over time?
- Is Arizona producing quality teachers to meet the priority of improving the quality of public education for all students, including those with special needs? According to a report published by the Morrison Institute, Arizona actually may have a small overall surplus of teachers each year between now and 2010<sup>14</sup>. The Morrison report recommends that, in order to retain quality teachers, policy changes occur in the areas of teacher preparation, recruitment, compensation, classroom environment, and data tracking.

## ***Recommendations***

These gaps in the data available with respect to the students served, their teachers, and the relative degrees of success of different types of placements lead to the following recommendations for Arizona policy makers.

It is recommended that:

1. The Arizona Department of Education (ADE) improve the collection of child count and placement data to enhance the understanding of who children with disabilities are and where they are being served. Reporting data by grade as

well as by age would help to distinguish the eligible kindergarten students from the pre-school placements covered by the count of three- to five-year-olds.

2. The ADE create a special education database that can be merged with other ADE databases to establish how schools ascertain the use of research- and evidence-based practices; how schools confirm they are hiring quality educators who have knowledge of both content and pedagogy; how teachers apply evidence-based instructional practices and inform researchers and policy makers of advantages and limitations in practice; how schools assess the efficiency and effectiveness of special education programming; and how schools measure and implement the factors that foster retention of quality teachers.
3. The ADE implement a tracking system for personnel that reflects an actual count of personnel providing special education services (not just full-time employees) to identify who is serving students with special needs and what their qualifications are. Such a tracking system would facilitate understanding of the predictors and contextual factors that create conducive environments for student learning and for the long-term retention of quality teachers.
4. The ADE implement a tracking system capable of tracking students with disabilities who move from one placement or level to another.

## Notes and References

- <sup>1</sup> U.S. Department of Education, History of the IDEA. Retrieved April 8, 2004, from <http://www.ed.gov/policy/speced/leg/idea/history.html>
- <sup>2</sup> *Ibid.*
- <sup>3</sup> U.S. Department of Education, No Child Left Behind. Retrieved April 8, 2004, from <http://www.ed.gov/nclb/landing.jhtml?src=pb#>
- <sup>4</sup> U.S. Department of Education, Number of Children Ages 6-21 Served in Different Educational Environments under IDEA by Disability 2002-2003 school year. Retrieved April 8, 2004, from [http://www.ideadata.org/tables26th/ar\\_ab6.xls](http://www.ideadata.org/tables26th/ar_ab6.xls)
- <sup>5</sup> U.S. Department of Education, Individual with Disabilities Education Act 618. Retrieved on April 8, 2004, from <http://www.ed.gov/about/reports/annual/osep/2002/toc-execsum.pdf>
- <sup>6</sup> Arizona 2001 Biennial Report to the Office of Special Education Programs, U.S. Department of Education (2002). Phoenix, AZ: Author.
- <sup>7</sup> *Ibid.*
- <sup>8</sup> *Ibid.*
- <sup>9</sup> *Ibid.*
- <sup>10</sup> U.S. Department of Education, Individual with Disabilities Education Act 618. Retrieved on April 8, 2004, from <http://www.ed.gov/about/reports/annual/osep/2002/toc-execsum.pdf>
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