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## Editors' Note

The final Stimulus Bill was signed by President Obama on February 17, 2009. Overall the bill will provide a major increase in special education funding, including \$12.1 billion for IDEA. This includes \$11.2 billion for Part B, \$400 million for IDEA preschool funding, and \$500 million for Part C. These funds are in addition to the regular Part B and Part C allocations.

IDEA has long been woefully underfunded and everyone has seen the effects of this. Children are not identified for special education, or when identified, receive inadequate services and assistance. While many school districts strive to provide good special education programs, we must ensure that all children with disabilities receive appropriate education that will prepare them for independent living.

As we have seen in our communities, many families are experiencing severe economic stress, job loss, reduced hours, and cuts in their businesses and retirement funds. This includes parents of children with disabilities who face constraints in the services they can provide for their children.

Children with disabilities are a very vulnerable population. Before this recession, many children lived in families who facing financial stress. Approximately two-thirds of children with disabilities lived in families that earned under \$50,000 a year before the recession. Approximately 35% of children lived in families earning less than \$25,000 a year.

Children with disabilities need appropriate education and services if they are to meet the purpose of IDEA. The stimulus bill provided additional IDEA funds to meet the needs of children with disabilities. Just as adults with disabilities are vulnerable populations who need additional funding, children with disabilities are vulnerable too.

For these reasons, it was essential that Congress delineated these funds to benefit children with disabilities - not simply as additional block funding for school districts or block funding for school district job creation/preservation.

I think Congress recognized that the families of children with disabilities are facing job losses and severe economic burdens. They acted to protect those children and their needs by providing additional IDEA funding. This funding includes providing appropriate special education and related services, equipment, assistive technology, training for teachers, access to nurses, etc.

(Permission to publish this material is which appeared in *The Special Education Advocate*, February 17, 2009 given by Wrightslaw ([www.wrightslaw.com](http://www.wrightslaw.com)). It was written by Jessica Butler from the Council on Parent Attorneys and Advocates, Inc.) (COPAA).

## Overview of the Articles in This Issue

Volume 15, Number 4 of *Learning Disabilities: A Multidisciplinary Journal* reports on several important topics related to learning disabilities.

*Caution: Response to Intervention (RtI)* by Beverley Holden Johns and James M. Kauffman. This article points out reasons why Response-to-Intervention cannot be the solution to the identification of students for special education, why it cannot prevent disability, and why it cannot reduce the number of students with disabilities.

*Factors that Aid and Impede Reading Programs of Students with and without Learning Disabilities: Inservice Teachers Perspectives* by Drue E. Narkon, Rhonda S. Black & Amelia Jenkins. This article describes a study of pre-service teachers and their beliefs about how to teach reading to students with learning disabilities.

*Co-teaching an Interdisciplinary Literacy Methods Course* by Douglas E. Ball describes the process of co-teaching and collaboration in teaching a literacy course in a college setting

*Special Education in South Korea: Daegu University* by Byung Ha Kim, Kun Yong Rhee, Carol Burns, and Janet W. Lerner. This article describes the history of special education in South Korea at Daegu University, the influence of special education at Daegu University on the development of special education in South Korea, and the development of a post-secondary program in cooperation with the PACE program at National-Louis University.

Book Review: *The Motivation Breakthrough* by Richard Lavoie and reviewed by Rosa A. Hagin. This review by Rosa Hagin describes Richard Lavoie's recent book, *The Motivation Breakthrough*.

We hope you enjoy these articles.

Janet W. Lerner  
Frank Kline  
Co-editors