



The Special Education Consultant Teacher: Enabling Children With Disabilities to Be Educated With Nondisabled Children to the Maximun Extent Appropriate

Edward Burns

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In order to achieve successful regular classroom participation for children with disabilities with supplementary aids and services, consultant teacher services are essential. This book is intended for special education teachers and other professionals providing special education services with information, guidelines and suggestions relating to the role and responsibilities of the special education consultant teacher. Every state must provide a continuum of alternative placements (e.g. regular classroom, resource room, self-contained setting), but the focus of this guide is participation in the regular classroom and/or regular curriculum 'to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate.' The many suggestions provided should prove useful concerning what the special education consultant teacher can and should do to enable children with disabilities to be educated with nondisabled children. The book is comprised of seven parts as follows: (1) basic consultant teacher responsibilities and regulatory concerns; (2) planning, individualized planning and IEP consultant teacher services; (3) outlining the various consultant teacher indirect services; (4) describing the direct consultant teacher services; (5) the importance of the regular classroom and the regular classroom teacher for the consultant teacher; (6) identifying the many Least Restrictive Environment, inclusion and mainstreaming issues important to the consultant teacher; and (7) addressing the varied supervisory and job responsibilities of the consultant teacher.

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