What’s Wrong With Identifying a Child With a Disability when the Child Does Not Have One?

- Mislableing students creates a false impression of the child’s intelligence and academic potential.
- Once students are receiving special education services, they tend to remain in special education classes (Harry & Klingner, 2006).
- Students are likely to encounter a limited, less rigorous curriculum (Harry & Klingner, 2006).
- Lower expectations can lead to diminished academic and post-secondary opportunities (National Research Council, 2002; Harry & Klingner, 2006).
- Students in special education programs can have less access to academically able peers (Donovan & Cross, 2002).
- Students in special education suffer higher than average dropout rates. In 2004, 45% (nearly half!) of special educations students dropped out of school before graduating. That dropout rate is significantly higher than both the New York state average, 32%, and the national average, 25%. (Hehir, 2005)

References:

