



This handout provides additional resources and information about data referenced during the service, Triangulating the Issues, Part 1, Students with Disabilities, Substance Misuse, and Incarceration.

What is special education? Who are the students involved in special education?

Department of Education, Individuals with Disabilities Education Act,

<https://sites.ed.gov/idea/about-idea/>

Sec. 300.39 Special education, 300.39 Special education.

(a) General.

(1) Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—

(i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and

(ii) Instruction in physical education.

(2) Special education includes each of the following, if the services otherwise meet the requirements of paragraph (a)(1) of this section—

(i) Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards;

(ii) Travel training; and

(iii) Vocational education.

(b) Individual special education terms defined. The terms in this definition are defined as follows:

(1) At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.

(2) Physical education means—

(i) The development of—

(A) Physical and motor fitness;

(B) Fundamental motor skills and patterns; and

(C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and

(ii) Includes special physical education, adapted physical education, movement education, and motor development.

(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

(i) To address the unique needs of the child that result from the child's disability; and



- (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.
- (4) Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to—
 - (i) Develop an awareness of the environment in which they live; and
 - (ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- (5) Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career not requiring a baccalaureate or advanced degree.

Free Appropriate Public Education for Students with Disabilities (FAPE): Requirements Under Section 504 of The Rehabilitation Act of 1973

<https://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>

Students with disabilities have the same right to K-12 public education that students without disabilities have. In order to receive and benefit from that education, students with disabilities may need special education and/or related aids and services. Office of Civil Rights works to ensure that public elementary and secondary schools, including charter schools, provide a free appropriate public education (FAPE) to all qualified students with disabilities (generally, students with disabilities who are of school age), regardless of the nature or severity of their disabilities. Section 504 and Title II require public schools to provide appropriate education and modifications, aids and related services free of charge to students with disabilities and their parents or guardians. The “appropriate” component means that this education must be designed to meet the individual educational needs of the student as determined through appropriate evaluation and placement procedures. However, students with disabilities must be educated with students without disabilities to the maximum extent appropriate.

School Counselor Roles & Ratios. American School Counselor Association

<https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios>

School counselors are highly educated, professionally certified individuals who help students succeed in school and plan their career. An integral part of the total education system, school counselors help students form healthy goals, mindsets and behaviors. Retrieved from:



South Southwest (HHS Region 6)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

Bhatt NV, Gentile JP. Co-occurring intellectual disability and substance use disorders. AIMS Public Health. 2021 Jun 17;8(3):479-484.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8334640/>

Abstract: Individuals with intellectual disabilities (ID) are an expanding population that confronts multiple disadvantages from social and environmental determinants of health. Deinstitutionalization and community integration have improved the lives of individuals with ID in many ways. However, deinstitutionalization may increase their access to alcohol and drugs and the potential for developing Substance Abuse Disorders (SUD). It is estimated that 7–8 million people in the United States with an intellectual disability (ID) suffer disproportionately from substance use problems. There is a lack of empirical evidence to inform prevention and treatment efforts in this population and more research needs to be done in order to address these issues.



Developmental Stages

Infancy/Early Childhood

Persons	Risk Factors
Individual	Difficult temperament
Family	Cold and irresponsible mother behavior Parental modeling of drug/alcohol use
School, Peers, Community	

Middle School

Persons	Risk Factors
Individual	Poor impulse control Low harm avoidance Sensation seeking Lack of behavioral self-control/regulation Aggressiveness Anxiety Depression Hyperactivity/ADHD Antisocial behavior Early persistent problem behaviors Early substance use
Family	Permissive parenting Parent-child conflict Inadequate supervision and monitoring Low parental warmth Lack or inconsistent discipline Parental hostility Harsh discipline Low parental aspirations for child Child abuse/maltreatment Substance use among parents or siblings Parental favorable attitudes toward alcohol and/or drugs
School, Peers, Community	School failure Low commitment to school Accessibility/availably Peer rejection Laws and norms favorable toward use Deviant peer group Peer attitudes toward drugs Interpersonal alienation Extreme poverty for children who are antisocial in childhood



Adolescence

Persons	Risk Factors
Individual	Behavioral disengagement coping Negative emotionality Conduct disorder Favorable attitudes toward drugs Rebelliousness Early substance use Antisocial behavior
Family	Substance use among parents Lack of adult supervision Poor attachment with parents
School, Peers, Community	School failure Low commitment to school Associating with peers who use drugs Not college bound Aggression toward peers Norms (e.g., advertising) favorable toward alcohol use Accessibility/availability

All tables adapted from O'Connell, M. E., Boat, T., & Warner, K. E. (2009). *Preventing mental, emotional, and behavioral disorders among young people: Progress and possibilities*. Washington, DC: The National Academies Press and U.S. Department of Health and Human Services, Substance Abuse and Mental Health Administration (2009). *Risk and protective factors for mental, emotional, and behavioral disorders across the life cycle*

Additional Resources

SAMHSA Resources

- **AlcoholFX:** A free, science-based app that teaches students ages 10 to 12 how alcohol can harm their brains if they drink. Based on lesson plans from SAMHSA's Reach Out Now Initiative, the app can easily integrate with instruction in 5th- and 6th-grade classrooms. https://store.samhsa.gov/product/alcoholfx?referer=from_search_result
- **EVIDENCE-BASED RESOURCE GUIDE SERIES** Community Engagement: An Essential Component of an Effective and Equitable Substance Use Prevention System: <https://store.samhsa.gov/sites/default/files/pep22-06-01-005.pdf>
- **Underage Drinking:** Myths Versus Facts - written specifically for preteens and teens, compares the myths with the facts about alcohol use and its effects. <https://store.samhsa.gov/product/underage-drinking-myths-vs-facts/PEP21-03-10-007>
- **Prescription Drugs:** They Can Help But Also Hurt: Not Worth the Risk - This brochure describes for teens the dangers of misusing prescription drugs and over-the-counter drugs. It lists warning signs of prescription drug misuse and offers advice on receiving help. <https://store.samhsa.gov/product/Prescription-Drugs-They-Can-Help-But-Also-Hurt-Not-Worth-the-Risk-for-Teens-/SMA12-4677B2>
- **Youth Engaged 4 Change:** This website provides youth-focused resources and opportunities that inspire and empower young people to make a difference in their lives and in the world around them by improving their knowledge and leadership skills. <https://engage.youth.gov/>



Disability Resources

- **National Association of Developmental Disabilities (NADD):** A non-profit organization for professionals, caregivers, and families that provides information and services to individuals with developmental disabilities and mental health needs. <https://thenadd.org/>
- **National Alliance on Mental Illness (NAMI):** As the nation's largest grassroots mental health organization, NAMI provides support, education, and awareness about mental illness. The group also operates a toll-free HelpLine that can provide information about treatment options and how to help family members get treatment. <https://www.nami.org/Home>
- **Substance Abuse and Mental Health Services Administration (SAMHSA):** SAMHSA is a federal agency within the U.S. Department of Health and Human Services that spearheads the nation's public behavioral health efforts and works to reduce the impact of substance abuse and mental illness in America. The agency offers free and confidential treatment referral and information service. <https://www.samhsa.gov/>
- **The Arc:** This 65-year-old national organization advocates for and serves people with intellectual and developmental disabilities. The Arc has close to 700 state and local chapters and provides a wide range of services to support the participation and inclusion of people with IDD in their communities. <https://thearc.org>
- **Volunteers of America:** The non-profit Volunteers of America assists thousands of people with intellectual disabilities through a variety of services, including in-home support, case management, day programs, and supported living. The group also offers specialized services related to substance misuse treatment. <https://www.vo.org/>