



# Flipster

นิตยสารอิเล็กทรอนิกส์  
(e-Magazines)



## Outline..

- **Flipster คืออะไร ?**
- **การใช้งาน Flipster**
- **วิธีการสืบค้นข้อมูลใน Flipster**

# Flipster คืออะไร ?

แพลตฟอร์มสำหรับอ่านนิตยสารออนไลน์ ที่รวบรวมรายชื่อนิตยสารออนไลน์กว่า 1,000 ชื่อเรื่อง  
ทั้งฉบับปัจจุบันและฉบับย้อนหลัง

CHIANG MAI RAJABHAT UNIVERSITY

Flipster Browse Help

Keyword Search Flipster for magazine titles...

## Flipster Digital Magazines

Providing readers with access to best-selling digital magazines from top publishers including National Geographic, Condé Nast, Meredith, Bloomberg L.P., and more.

### Explore categories

Academic Fashion Lifestyle News, politics & social issues Science & technology Travel & regional

Latest issues



Browse all →

สำนักหอสมุด ได้ออกรับนิตยสาร  
เพื่อให้อาจารย์ นักศึกษา และบุคลากร  
ได้เข้าถึงนิตยสารอิเล็กทรอนิกส์  
ผ่านเครือข่ายอินเทอร์เน็ตของมหาวิทยาลัย  
จำนวน 4 ชื่อเรื่อง ได้แก่

- National Geographic
- Vogue
- Education Week
- MIT Technology Review

# การเข้าใช้งาน Flipster



**1** ผ่าน เว็บไซต์สำนักหอสมุด

**2** ผ่าน Application

# 1 เข้าใช้งานผ่าน เว็บไซต์สำนักหอสมุด [www.lib.cmru.ac.th](http://www.lib.cmru.ac.th)



สำนักหอสมุด มหาวิทยาลัยราชภัฏเชียงใหม่  
Chiang Mai Rajabhat University Library

หน้าแรก ข่าวและกิจกรรม บริการ **1** ทรัพยากรอิเล็กทรอนิกส์ เกี่ยวกับเรา ติดต่อเรา



ขอเชิญนักศึกษ  
เข้าร่วม

**2**

- ฐานข้อมูลอิเล็กทรอนิกส์ (Reference Database)
- หนังสืออิเล็กทรอนิกส์ (e-Books)
- วารสารอิเล็กทรอนิกส์ (e-Journals)
- นิตยสารออนไลน์ (e-Magazines)**
- วิทยานิพนธ์อิเล็กทรอนิกส์ (e-Theses)
- หนังสือพิมพ์อิเล็กทรอนิกส์ (e-Newspaper)

หลักสูต  
50 คน

[www.lib.cmru.ac.th](http://www.lib.cmru.ac.th) 0-5388-5911 สำนักหอสมุด มหาวิทยาลัยราชภัฏเชียงใหม่

OPAC

CMRU Discovery Service

## นิตยสารอิเล็กทรอนิกส์ (e-Magazines)

หน้าแรก / ทรัพยากรอิเล็กทรอนิกส์

Show 10 entries

รายการทั้งหมด **3**

F

Flipster

ฐานข้อมูลนิตยสารอิเล็กทรอนิกส์

## 2 เข้าใช้งานผ่าน Application



สามารถดาวน์โหลดได้ทั้ง Android & iOS

ค้นหาชื่อ Application : Flipster-Digital Magazines



# วิธีการสืบค้นข้อมูลใน Flipster

1

สืบค้นผ่าน เว็บไซต์  
บนคอมพิวเตอร์เดสก์ท็อป

2

สืบค้นผ่าน Application

Keyword

ส่วนที่ 1 : การสืบค้น



## Explore categories

Academic Fashion Lifestyle News, politics & social issues Science & technology Travel & regional

ส่วนที่ 2 : หมวดหมู่

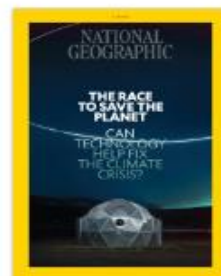
## Latest issues



Education Week  
Nov 1, 2023



MIT Technology Review  
Nov/Dec 2023



National Geographic  
Nov 2023



Vogue  
Nov 2023

Browse all →

ส่วนที่ 3 : นิตยสารฉบับล่าสุด



# การสืบค้นข้อมูลใน Flipster บนคอมพิวเตอร์เดสก์ท็อป

← Back

## National Geographic

Issue: Nov 2023

Categories: News, Politics & Social Issues; Science & technology; Travel & regional

Publisher: National Geographic Partners LLC

ISSN/eISSN: 0027-9358

[Read now](#)



รายละเอียดเกี่ยวกับนิตยสาร

### Description

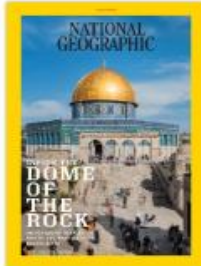
National Geographic Magazine is the flagship magazine of the National Geographic Society. Each issue takes a adventurous look into cultural exploration as well as social and environmental changes that impact life on Earth. Stories about the people and places of the world are humanized by the emphasis on the symbiotic bond between Earth and its inhabitants.

คำอธิบาย / สารสังเขป

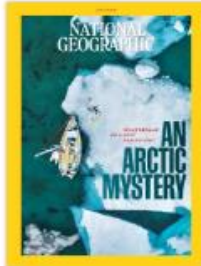
### All issues



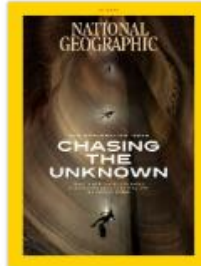
Oct 2023



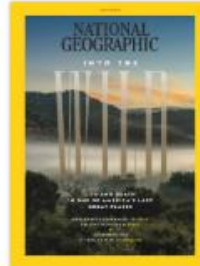
Sep 2023



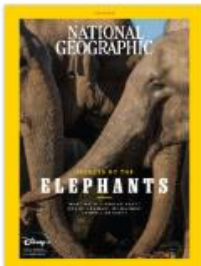
Aug 2023



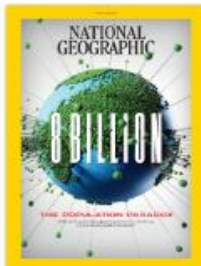
Jul 2023



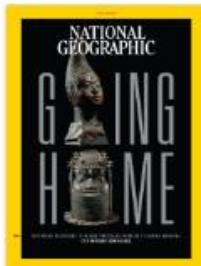
Jun 2023



May 2023



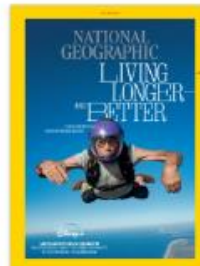
Apr 2023



Mar 2023



Feb 2023



Jan 2023

นิตยสารฉบับย้อนหลัง

1

# การสืบค้นข้อมูลใน Flipster บนคอมพิวเตอร์เดสก์ท็อป

← National Geographic, Nov 2023, Issue 5 Volume 244

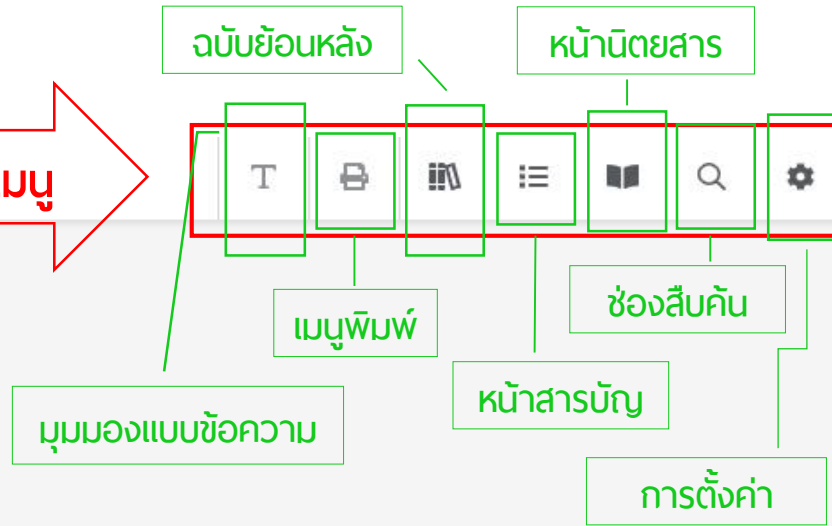
รายละเอียด  
นิตยสาร



ลูกศรเลื่อน ซ้าย-ขวา

< Cover >

แถบเมนู



เพิ่ม-ลดขนาด /  
โหมด Full Screen

⊕ ⊖ ✕

มุมมองแบบข้อความ

ตัวอย่าง : แถบเมนู

National Geographic, Nov 2023, Issue 5 Volume 244

← National Geographic, Nov 2023, Issue 5 Volume 244

T [Print] [List] [Menu] [Search] [Settings]

## FROM THE EDITOR

AS I WRITE, it's a few weeks since both the United States and the European Union confirmed the hottest average global temperature ever recorded. Intense and unusual heat waves (86°F in Buenos Aires during Argentina's winter), along with fires, storms, and other extreme weather events, seemed to make 2023 the year that climate change became more palpable for many people.

Of course, climate change is more complicated than things simply getting hotter, but the overall warming of the Earth is perhaps the most direct consequence of the carbon dioxide we have released into the atmosphere since the 19th century. What to do about this problem is the subject of this month's cover story, in which writer Sam Howe Verhovek and photographer Davide Monteleone take a closer look at carbon removal and capture.

Ideas for how to remove carbon from the atmosphere and store or use it in some way have been around for a long time, but we've made little tangible progress. Now we may be at an inflection point where urgency, combined with technological advances, market demands, and creative vision, is making carbon removal a viable option for helping us manage the climate crisis.

Many environmentalists argue that carbon removal is a red herring that distracts us from the need to dramatically decrease our emissions. I take their point, but I count myself among those who think we need to throw everything we have at this problem, including a major reduction in emissions. The first industrial revolution got us into this mess; maybe a second one that harnesses our ingenuity can assist us with getting out of it.

We hope you enjoy the issue.

In Iceland, entrepreneurs and scientists are pioneering ways to capture and store carbon from ambient air, while tapping greener energy sources. Southeast of Reykjavík, the Agricultural University of Iceland uses geothermal energy to operate greenhouses; manager Elias Oskarsson (above) monitors the growth of tomatoes.

← FROM THE ... →

[Zoom In] [Zoom Out] [Close]

# ตัวอย่าง : แกบเมนู

ฉบับย้อนหลัง

← National Geographic, Nov 2023, Issue 5 Volume 244

T



All issues

All issues



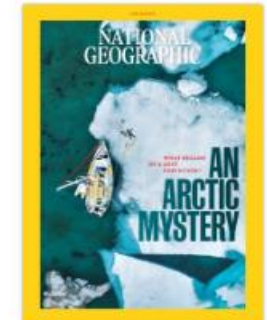
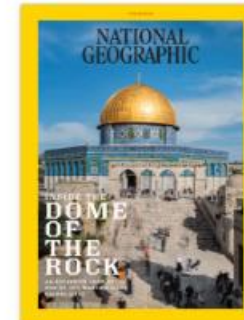
National Geographic



Nov 2023



Oct 2023



NOVEMBER FROM THE EDITOR



BY NATHAN LUMP PHOTOGRAPH BY DAVIDE MONTELEONE

AS I WRITE, it's a few weeks since both the United States and the European Union confirmed the hottest average global temperature ever recorded. Intense and unusual heat waves (86°F in Buenos Aires during Argentina's winter), along with fires, storms, and other extreme weather events, seemed to make 2023 the year that climate change became more palpable for many people. Of course, climate change is more complicated than things simply getting hotter, but the overall warming of the Earth is perhaps the most direct consequence of the carbon dioxide we have released into the atmosphere since the 19th century. What to do about this problem is the subject of this month's cover story, in which writer Sam Howe Verhovek and photographer Davide Monteleone take a closer look at carbon removal and capture. Ideas for how to remove carbon from the atmosphere and store or use it in

some way have been around for a long time, but we've made little tangible progress. Now we may be at an inflection point where urgency, combined with technological advances, market demands, and creative vision, is making carbon removal a viable option for helping us manage the climate crisis. Many environmentalists argue that carbon removal is a red herring that distracts us from the need to dramatically decrease our emissions. I take their point, but I count myself among those who think we need to throw everything we have at this problem, including a major reduction in emissions. The first Industrial revolution got us into this mess; maybe a second one that harnesses our ingenuity can assist us with getting out of it.

We hope you enjoy the issue.

In Iceland, entrepreneurs and scientists are pioneering ways to capture and store carbon from ambient air, while tapping greener energy sources. Southeast of Bangkok, the Agricultural University of Thailand uses geothermal energy to operate greenhouses, manager Sae Chokrasoon (above) monitors the growth of tomatoes.

## Hope is Growing. Literally.

In 2019, the SHEBA<sup>®</sup> brand planted Hope Reef off Indonesia to prove that coral can still be revived, that there can be man-made solutions to man-made problems, that it's still worth taking action.

Today coral coverage on Hope Reef is up from 1 to 70% and fish biomass has increased 500%—but Hope is just the beginning. Our commitment is to regrow 85,000sqm of coral worldwide over the next decade across the Australia to Hawaii and beyond. And why is a cat food brand doing this? Simple. The SHEBA<sup>®</sup> brand exists to give cats what they want. What cats want is fish and what fish need are thriving coral reefs.

Search Hope Reef on Google Maps to explore it for yourself or Google 'SHEBA<sup>®</sup> Hope Grows' to find out more.

©2023 Sheba Petcare, a subsidiary of Mars



4-5



# ตัวอย่าง : แกบเมนู

หน้าสารบัญ

← National Geographic, Nov 2023, Issue 5 Volume 244

T

🖨️

📖

☰

📄

🔍

⚙️

Table of contents

Table of contents

✕



Cover



Table of Contents

2



FROM THE EDITOR  
NATHAN LUMP

4

NOVEMBER FROM THE EDITOR



BY NATHAN LUMP PHOTOGRAPH BY DAVIDE MONTELEONE

AS I WRITE, it's a few weeks since both the United States and the European Union confirmed the hottest average global temperature ever recorded. Intense and unusual heat waves (86°F in Buenos Aires during Argentina's winter), along with fires, storms, and other extreme weather events, seemed to make 2023 the year that climate change became more palpable for many people.

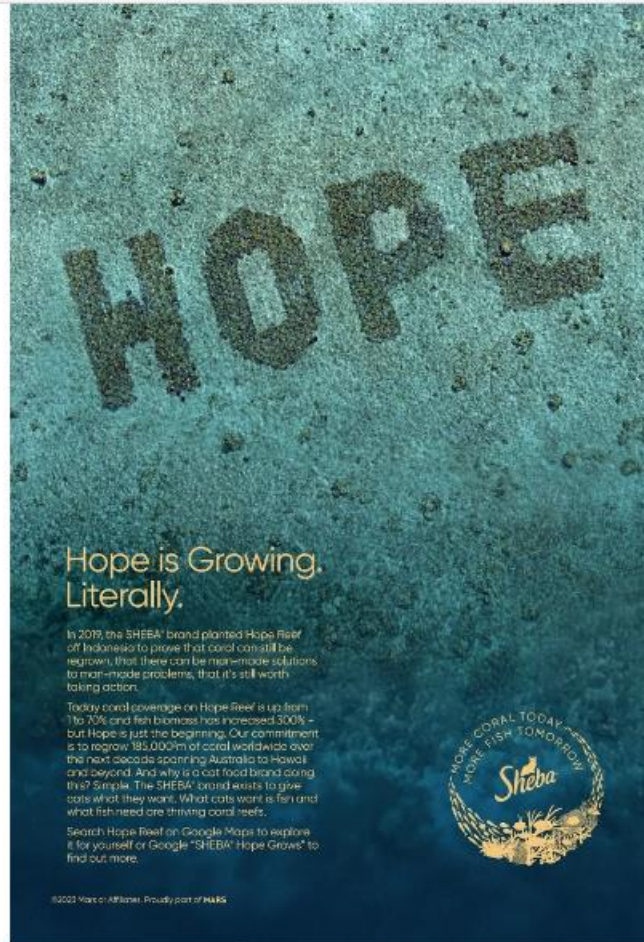
Of course, climate change is more complicated than things simply getting hotter, but the overall warming of the Earth is perhaps the most direct consequence of the carbon dioxide we have released into the atmosphere since the 19th century. What to do about this problem is the subject of this month's cover story, in which writer Sam Howe Verhovek and photographer Davide Monteleone take a closer look at carbon removal and capture. Ideas for how to remove carbon from the atmosphere and store or use it in

some way have been around for a long time, but we've made little tangible progress. Now we may be at an inflection point where urgency, combined with technological advances, market demands, and creative vision, is making carbon removal a viable option for helping us manage the climate crisis.

Many environmentalists argue that carbon removal is a red herring that distracts us from the need to dramatically decrease our emissions. I take their point, but I count myself among those who think we need to throw everything we have at this problem, including a major reduction in emissions. The first Industrial Revolution got us into this mess; maybe a second one that harnesses our ingenuity can assist us with getting out of it.

We hope you enjoy the issue.

In Iceland, entrepreneurs and scientists are pioneering ways to capture and store carbon from ambient air, while tapping greener energy sources. Southeast of Bangkok, the Agricultural University of England uses geothermal energy to operate greenhouses, manager Sae Okunson (above) monitors the growth of tomatoes.



## Hope is Growing. Literally.

In 2019, the SHEBA® brand planted Hope Reef off Indonesia to prove that coral can still be regrown, that there can be man-made solutions to man-made problems, that it's still worth taking action.

Today coral coverage on Hope Reef is up from 1% to 70% and fish biomass has increased 300% - but Hope is just the beginning. Our commitment is to regrow 185,000m<sup>2</sup> of coral worldwide over the next decade, spanning Australia to Hawaii and beyond. And why is a cat food brand doing this? Simple. The SHEBA® brand exists to give cats what they want. What cats want is fish and what fish need are thriving coral reefs.

Search Hope Reef on Google Maps to explore it for yourself or Google "SHEBA® Hope Grows" to find out more.

©2023 Mars Petcare. Proudly part of Mars

<

4-5

>

+

-


✕

# ตัวอย่าง : แคมเปญ

หน้านิตยสาร

← National Geographic, Nov 2023, Issue 5 Volume 244

NOVEMBER FROM THE EDITOR



BY NATHAN LUMP PHOTOGRAPH BY DAVIDE MONTELEONE

**AS I WRITE**, it's a few weeks since both the United States and the European Union confirmed the hottest average global temperature ever recorded. Intense and unusual heat waves (86°F in Buenos Aires during Argentina's winter), along with fires, storms, and other extreme weather events, seemed to make 2023 the year that climate change became more palpable for many people.

Of course, climate change is more complicated than things simply getting hotter, but the overall warming of the Earth is perhaps the most direct consequence of the carbon dioxide we have released into the atmosphere since the 19th century. What to do about this problem is the subject of this month's cover story, in which writer Sam Howe Verhovek and photographer Davide Monteleone take a closer look at carbon removal and capture.

Ideas for how to remove carbon from the atmosphere and store or use it in some way have been around for a long time, but we've made little tangible progress. Now we may be at an inflection point where urgency, combined with technological advances, market demands, and creative vision, is making carbon removal a viable option for helping us manage the climate crisis.

Many environmentalists argue that carbon removal is a red herring that distracts us from the need to dramatically decrease our emissions. I take their point, but I count myself among those who think we need to throw everything we have at this problem, including a major reduction in emissions. The first Industrial Revolution got us into this mess; maybe a second one that harnesses our ingenuity can assist us with getting out of it.

We hope you enjoy the issue.

*Nathan Lump*

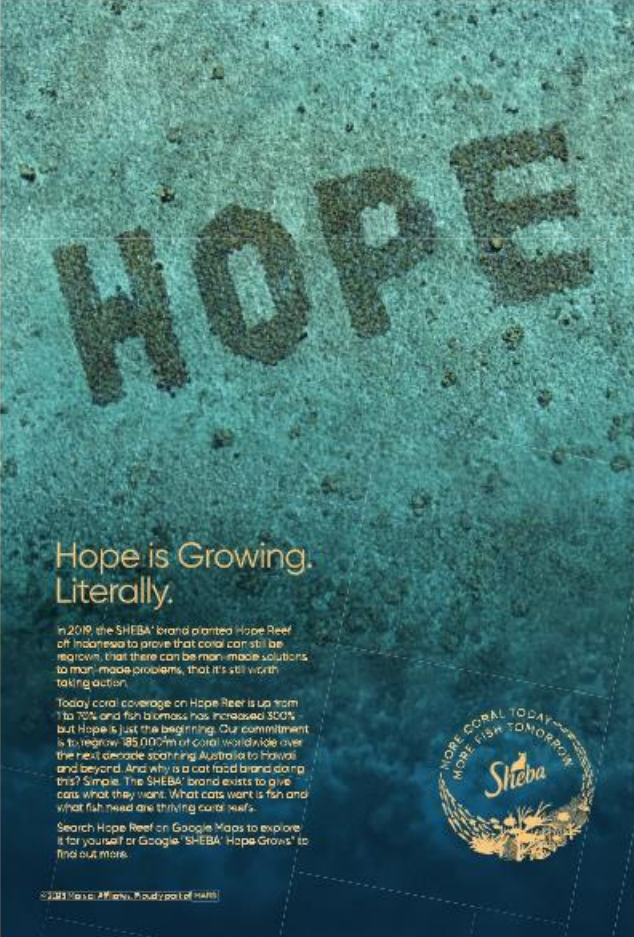
In Iceland, entrepreneurs and scientists are pioneering ways to capture and store carbon from ambient air, while tapping geosure energy sources. See the rest of the book, the Agricultural University of Iceland uses geothermal energy to operate greenhouses; manager Ska Oskarsdottir monitors the growth of tomatoes.

## Hope is Growing. Literally.

In 2019, the SHEBA® brand planted Hope Reef off Indonesia to prove that coral can still be regrown, that there can be man-made solutions to man-made problems, that it's still worth taking action.

Today coral coverage on Hope Reef is up from 1% to 70% and fish biomass has increased 300%, but Hope is just the beginning. Our commitment is to regrow 185,000 m<sup>2</sup> of coral that's died over the next decade spanning Australia to Hawaii and beyond. And why is a cat food brand doing this? Simple. The SHEBA® brand exists to give cats what they want. What cats want is fish and what fish need are thriving coral reefs.

Search Hope Reef on Google Maps to explore it for yourself or Google "SHEBA® Hope Grows" to find out more.



Pages

Pages



Cover



C1-1



# ตัวอย่าง : แถบเมนู

NOVEMBER FROM THE EDITOR



BY NATHAN LUMP PHOTOGRAPH BY DAVIDE MONTELEONE

AS I WRITE, it's a few weeks since both the United States and the European Union confirmed the hottest average global temperature ever recorded. Intense and unusual heat waves (86°F in Buenos Aires during Argentina's winter), along with fires, storms, and other extreme weather events, seemed to make 2023 the year that climate change became more palpable for many people.

Of course, climate change is more complicated than things simply getting hotter, but the overall warming of the Earth is perhaps the most direct consequence of the carbon dioxide we have released into the atmosphere since the 19th century. What to do about this problem is the subject of this month's cover story, in which writer Sam Howe Verhovek and photographer Davide Monteleone take a closer look at carbon removal and capture.

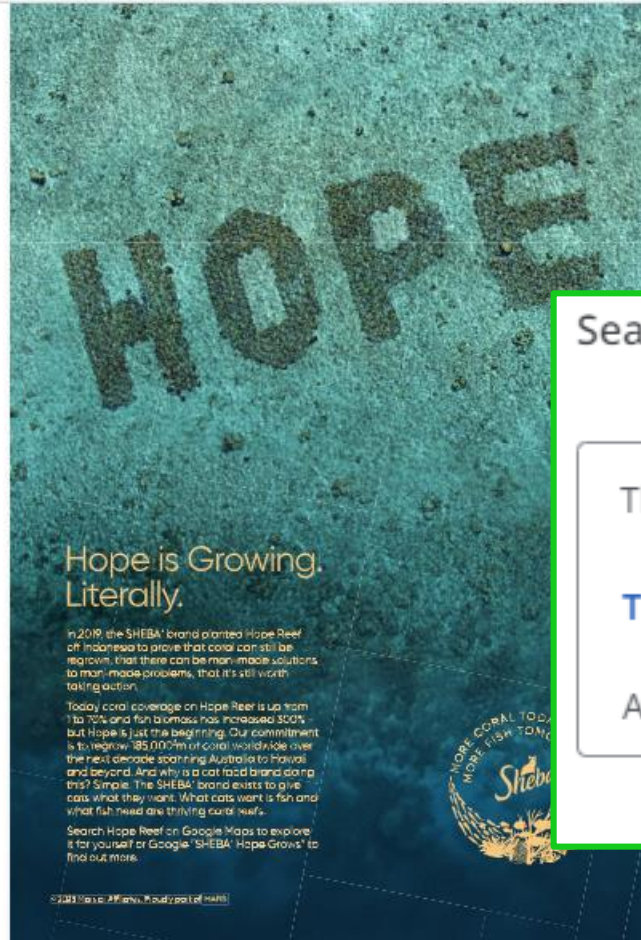
Ideas for how to remove carbon from the atmosphere and store or use it in

some way have been around for a long time, but we've made little tangible progress. Now we may be at an inflection point where urgency, combined with technological advances, market demands, and creative vision, is making carbon removal a viable option for helping us manage the climate crisis.

Many environmentalists argue that carbon removal is a red herring that distracts us from the need to dramatically decrease our emissions. I take their point, but I count myself among those who think we need to throw everything we have at this problem, including a major reduction in emissions. The first Industrial Revolution got us into this mess; maybe a second one that harnesses our ingenuity can assist us with getting out of it.

We hope you enjoy the issue.

In Iceland, entrepreneurs and scientists are pioneering ways to capture and store carbon from ambient air, while tapping geoscientific energy sources. Southeast of Reykjavik, the Agricultural University of Iceland uses geothermal energy to operate greenhouses; manager Ska Chikaraun (above) monitors the growth of tomatoes.



Search Search X

This issue เลือกฉบับที่ต้องการค้นหา 1

Enter keyword พิมพ์คำที่ต้องการค้นหา 2

Search X

This issue

This issue

All issues

# วิธีการสืบค้นข้อมูลใน Flipster



1

สืบค้นผ่าน เว็บไซต์  
บนคอมพิวเตอร์เดสก์ท็อป

2

สืบค้นผ่าน **Application**



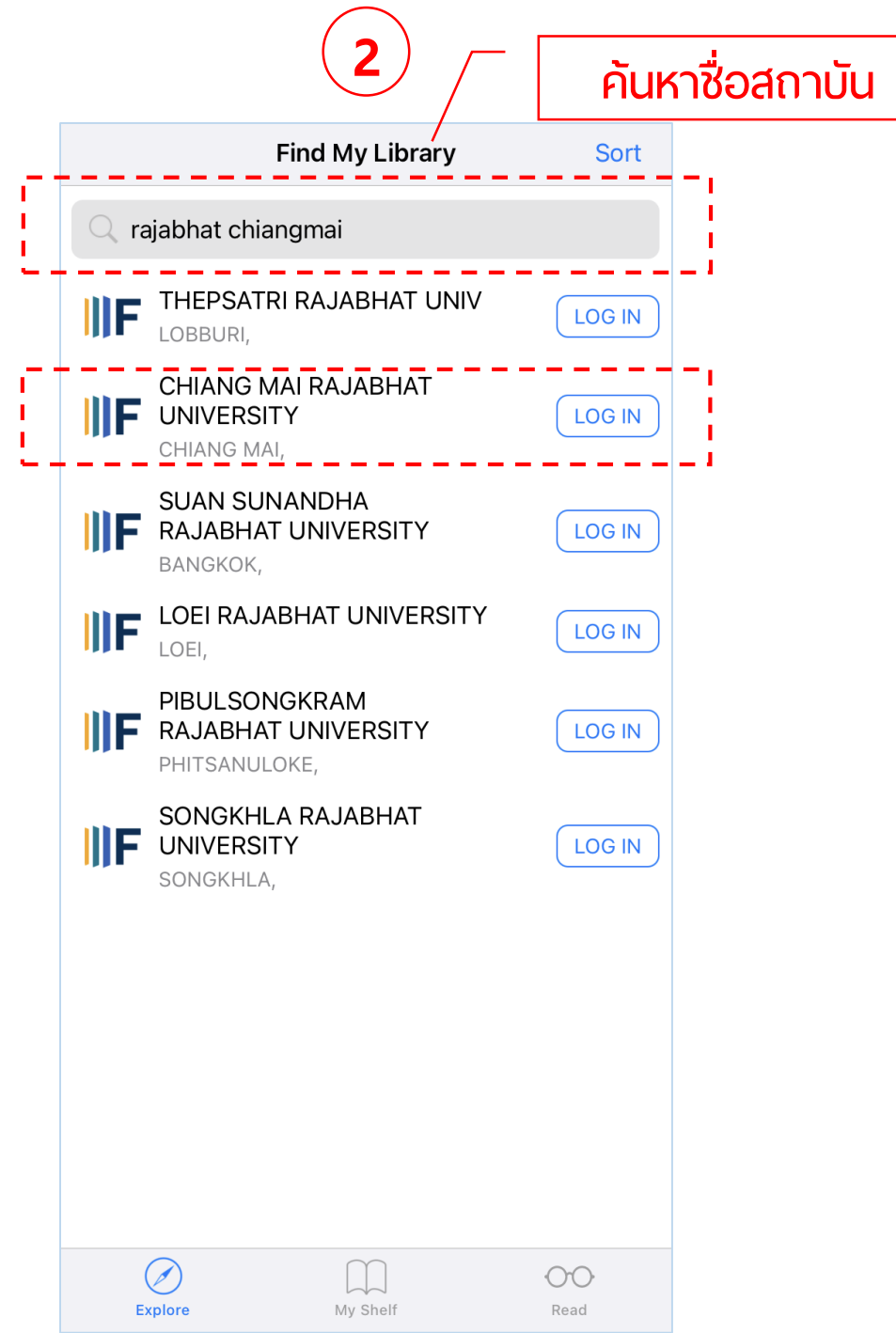
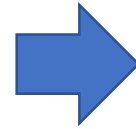
2

# การสืบค้นข้อมูลใน Flipster ผ่าน Application



1

เริ่มต้นการใช้งาน



2

ค้นหาชื่อสถาบัน

# 2

## การสืบค้นข้อมูลใน Flipster ผ่าน Application

CHIANG MAI RAJAB... Login Options

เว็บไซต์นี้จัดเก็บข้อมูลเช่นคุกกี้เพื่อเปิดใช้งานการทำงานของเว็บไซต์ที่จำเป็นเช่นเช่นเดียวกับการตลาดการปรับเปลี่ยนในแบบของคุณและการวิเคราะห์ คุณสามารถเปลี่ยนการตั้งค่าได้ตลอดเวลาหรือขอรับการตั้งค่าเริ่มต้น คุณสามารถปิดแบนเนอร์นี้เพื่อดำเนินการต่อด้วยคุกกี้ที่จำเป็นเท่านั้น [นโยบายความเป็นส่วนตัว](#)

การจัดเก็บข้อมูลแบบที่คุณเลือก

- การตลาด
- การปรับการแสดงผลของเว็บไซต์ให้เหมาะกับเฉพาะบุคคล
- การวิเคราะห์

บันทึก

ยอมรับทั้งหมด

ปฏิเสธทั้งหมด

Patron ID Login

Explore My Shelf Read



CHIANG MAI RAJAB... Login Options

EBSCO

Sign In **3**

กรอก User ID และ Password

User ID

cmru

Password

library@2566

[Forgot your MyEBSCO password?](#)

Sign In

Patron ID Login

Explore My Shelf Read

# 2

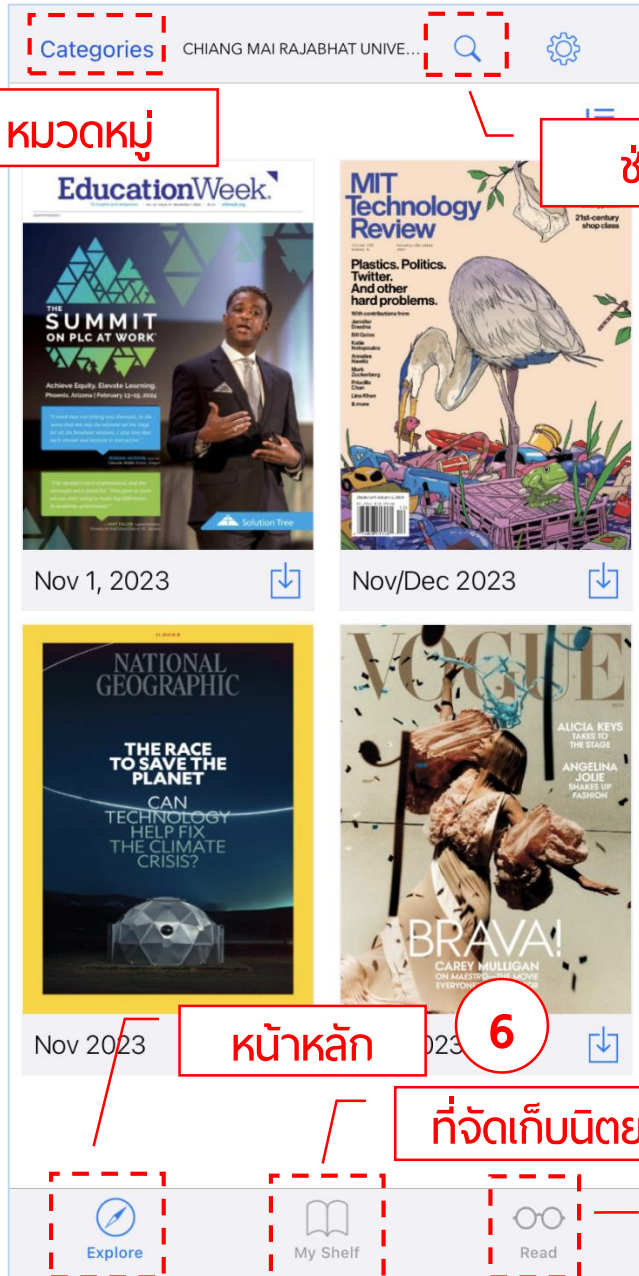
## การสืบค้นข้อมูลใน Flipster ผ่าน Application

4

หมวดหมู่

ช่องสืบค้น

5



หน้าหลัก

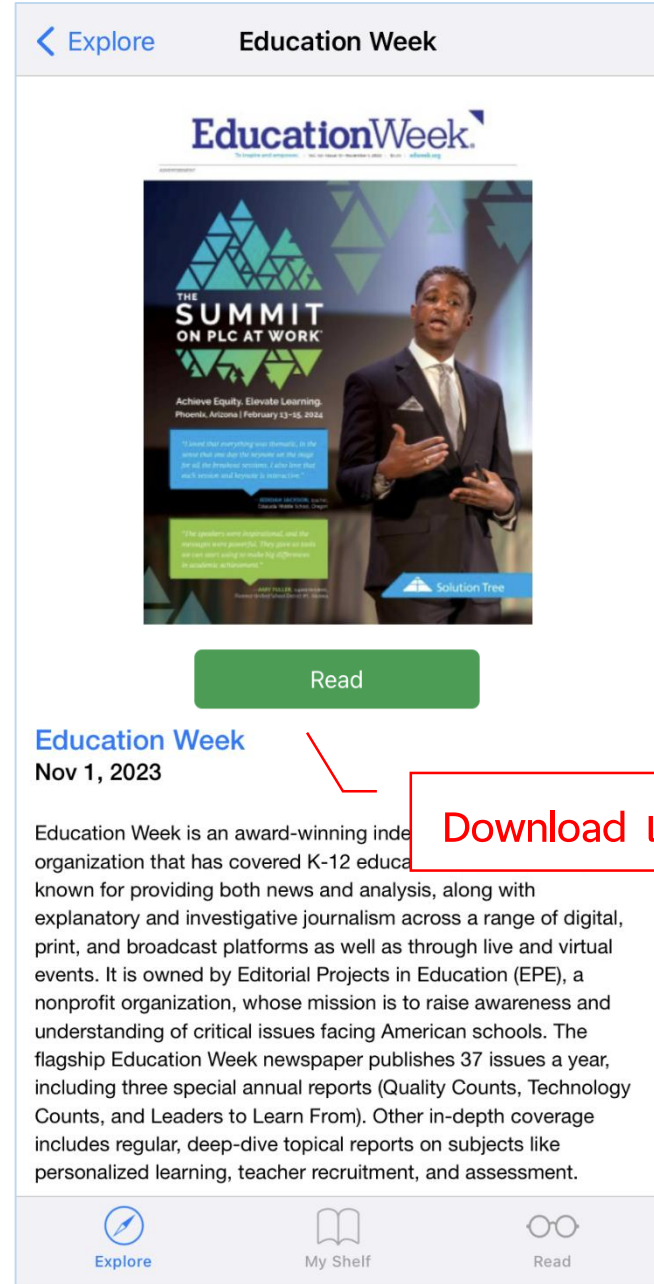
6

ที่จัดเก็บนิตยสาร

7

นิตยสารที่กำลังอ่าน

8

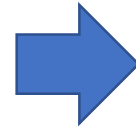
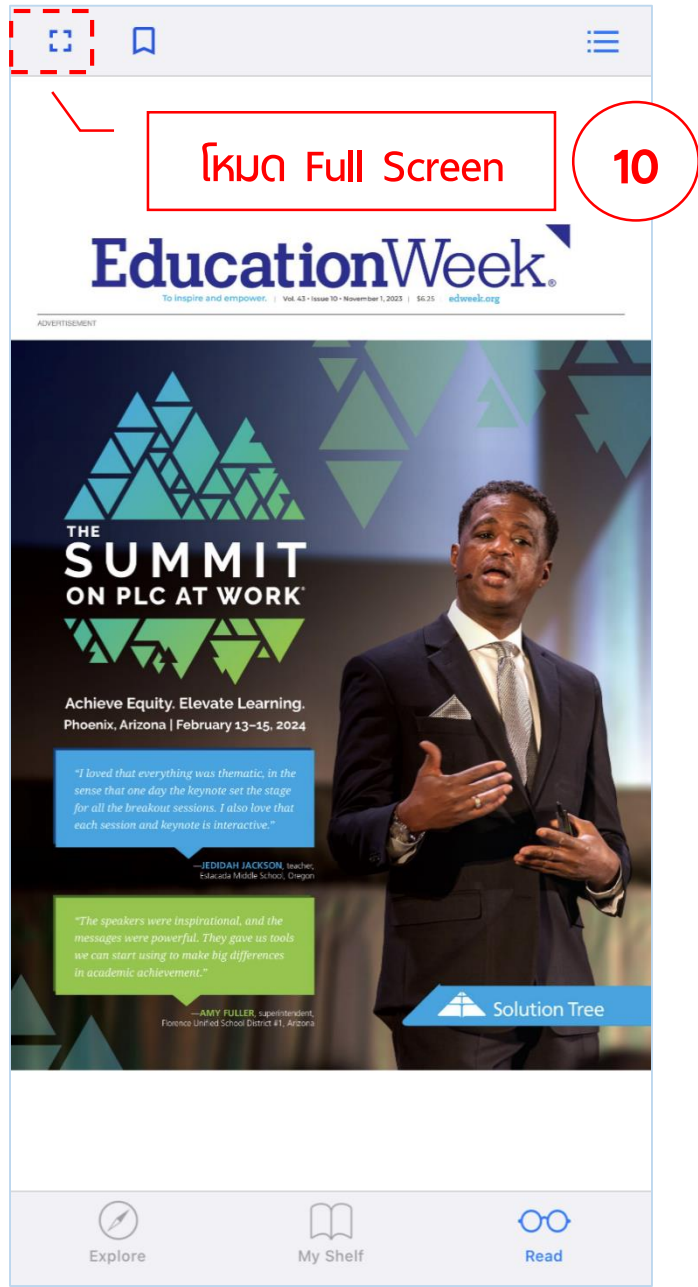


9

Download เพื่ออ่าน

# 2

## การสืบค้นข้อมูลใน Flipster ผ่าน Applicati



# การสืบค้นข้อมูลใน Flipster ผ่าน Application

Text View ☰

**Bookmark** **11**

### 3 Reasons Why More Students Are in Special Education

By Eecha Penderhark

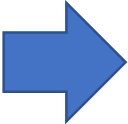


**1 Inflexible curriculums, overemphasis on academics leave students' needs unmet.**

**2 Decreased stigma leads to more IEP support for students.**

**3 Action and ADHD diagnoses drive increase in students receiving IEPs.**

EDUCATION WEEK | November 1, 2023 | www.edweek.org



Create a Bookmark:

special articles

Or

Use the name of an editorial

3 Reasons Why More Students Are in Special Education

Add Tags New

Save Cancel

# การสืบค้นข้อมูลใน Flipster ผ่าน Application

Text View

**มุมมองแบบข้อความ**

**12**

### 3 Reasons Why More Students Are in Special Education

By Eesha Pendharkar

The number of students in special education in the United States has doubled over the past four decades, with schools responsible for providing special services to a growing segment of their student bodies.

Almost 7.3 million students, or 14.7 percent of all public school students nationwide, needed special education services in the 2021-22 school year. That meant the share of students in special education was at an all-time high since federal law began to guarantee all students with disabilities the right to free, appropriate public education, according to the latest National Center for Education Statistics data.

In 2011-12, that share was about 13 percent of all students. In 1976-77, the first year when the U.S. Department of Education collected this data following the 1975 passage of the Education for All Handicapped Children Act, students in special education made up 8 percent of the overall student population.

Under the Individuals with Disabilities Education Act (IDEA), which the nation's special education law has been called since 1990, every student in special education has to be served by an individualized education program, also known as an IEP.

Schools and parents collaborate to develop an IEP to meet each student's unique educational needs. There can be dozens of reasons a student needs an IEP, including physical or mental health conditions, learning disabilities, and developmental delays.

The increase in the percentage of students on IEPs isn't necessarily a bad thing, according to experts.

While it could signal that traditional classrooms are less suited to meet the instructional needs of a growing segment of America's student population, it could also mean that educators have become better at identifying when students need special services and parents have become less resistant to seeking them out for their children.

The increasing share of students who need special education can mean that a larger share of students aren't getting their needs met through regular education.

General education has become less, not more, capable of accommodating the needs of a lot of kids," said Doug Fuchs, a research professor in the special education and psychology department at Vanderbilt University.

"I find that more and more parents and advocates are realizing that the general classroom just cannot stretch itself to legitimately meet the needs of kids."

The increase in students with IEPs can also be attributed to better recognition and diagnosis of common conditions such as autism spectrum disorder and attention deficit hyperactivity disorder, as well as less stigma among parents about seeking special services for their children, according to Tessa Bailey, principal consultant for the American Institutes for Research and director of the federally funded PROGRESS Center, which conducts research and advocates for students with disabilities.

Another positive reason IEPs are increasing educators are recognizing students who need additional support, she said.

"Greater accountability in making schools aware that kids are struggling," Bailey said. "So they're intervening earlier, when before kids would have just dropped out of school."

There are some warning signs that have contributed to the increase in the number of students with IEPs over the past few decades.

**1. Inflexible curriculums, overemphasis on academics leave students' needs unmet.**

Over the years, regular education classrooms have been meeting the academic, social, and emotional needs of students in regular education, the experts were quick to acknowledge.

According to Bailey, that may be because curriculums or classrooms are inflexible, or less accepting of differences between how students learn and behave, which hinder the identification of some students as needing special services, as opposed to adjusting the system to make it more accessible to a broader range of students.

There is also an "over-focus" on academics in regular education, and a lack of focus on social, emotional, and behavioral skills necessary to function in school, she said. Not meeting students' social emotional needs is likely to lead to an increase in mental health issues or executive functioning problems that could be identified as disabilities, she said.

Additionally, the ever-increasing rigor of grade-level standards is another contributing cause, according to Fuchs.

"It's harder to achieve grade-level performance in 2022 than it was two or three decades ago, but the rigor, supports, and classroom supports have not increased proportionally, leading more students to seek out specialized instruction," he said.

"And in the school age population are being affected by things like the general classroom no longer being able to provide intensive instruction, and increasing standards," he said.

"So there's a greater number of kids who are struggling and some of those kids eventually get identified or get assessed for a possible disability."

**2. Autism and ADHD diagnoses drive increase in students receiving IEPs.**

Autism is one of the 13 categories of disabilities for which students can get IEPs. In 2010-11, it accounted for more than 12 percent of all students on IEPs. But its status wasn't even added as a disability category under IDEA until 1990, according to NCEC's data.

Since it was added, the number of students on IEPs with autism has steadily increased. In 1990-91, there were about 80,000 students who had IEPs because of autism spectrum disorder, up from about 30,000 in 2000-01.

That 1990, students who might have been neurodivergent wouldn't have qualified for IEPs, but now they do, Bailey said.

Although ADHD does not have its own category, students diagnosed with ADHD can get IEPs under the "other health impairment" category. Medical diagnosis and parental awareness of the condition have also increased over the years, leading to more students with this type of disability being served under IDEA, Bailey said.

**3. Decreased stigma leads to more IEP support for students.**

Over the past few decades, the social stigma surrounding disabilities has been reduced, according to Bailey and Fuchs. Parents are more likely to admit that their child may be struggling in school and seek an IEP, the experts said.

"It's a long time, parents were very reluctant to identify that their kid was struggling and there's been a lot of work to help parents feel more positive about getting an IEP, particularly for kids who are neurodivergent."

"We need to associate special education with negativity, right? At one time, there is a much greater positive association to getting support."

Specifically, he said, increased awareness and reduced stigma may have their greatest effect in motivating parents to seek help for learning disabilities, behavior disorders, and speech and language impairments, three of the 13 categories for which students can get an IEP. Learning disabilities represent the largest category.

"If a child has an IEP for a learning disability, it can mean they have any condition affecting their ability to read (dyslexia), write (dysgraphia), or do math (dyscalculia)."

Learning disabilities account for almost a third of all students with IEPs, or 2.3 million students in 2021-22.

Elementary math teacher Margie Howells teaches a 5th grade class at Wheeling County Day School in Wheeling, W.Va., on Tuesday, Sept. 5, 2023. Howells said that she turned to the science of math after wondering why there weren't as many resources for dyscalculia as there were for dyslexia. The share of students in special education has been increasing over the past 40 years.

For a long time, parents were very reluctant to identify that their kid was struggling and there's been a lot of work to help parents feel more positive about getting an IEP, particularly for kids who are neurodivergent.

TESSIE BAILEY  
Principal consultant for the American Institutes for Research and director of the federally funded PROGRESS Center

12



## 3 Reasons Why More Students Are in Special Education

Eesha Pendharkar

The number of students in special education in the United States has doubled over the past four decades, with schools responsible for providing special services to a growing segment of their student bodies.

Almost 7.3 million students, or 14.7 percent of all public school students nationwide, needed special education services in the 2021-22 school year. That meant the share of students in special education was at an all-time high since federal law began to guarantee all students with disabilities the right to free, appropriate public education, according to the latest National Center for Education Statistics data.

In 2011-12, that share was about 13 percent of all students. In 1976-77, the first year when the U.S. Department of Education collected this data following the 1975 passage of the Education for All Handicapped Children Act, students in special education made up 8 percent of the overall student population.

Under the Individuals with Disabilities Education Act (IDEA), which the nation's special education law has been called since 1990, every student in special education has to be served by an individualized education program, also known as an IEP.

Schools and parents collaborate to develop an IEP to meet each student's unique educational needs. There can be dozens of reasons a student needs an IEP, including physical or mental health conditions, learning disabilities, and developmental delays.

The increase in the percentage of students on IEPs isn't necessarily a bad thing, according to experts.

While it could signal that traditional classrooms are less suited to meet the instructional needs of a growing segment of America's student population, it could also mean that educators have become better at identifying when students need special services and parents have become less resistant to seeking them out for their children.

The increasing share of students who need special education can mean that a larger share of students aren't getting their needs met through regular education.

"General education has become less, not more, capable of accommodating the needs of a lot of kids," said Doug Fuchs, a research professor in the special education and psychology departments at Vanderbilt University.

# การสืบค้นข้อมูลใน Flipster ผ่าน Application

Text View

13 Page View

## 3 Reasons Why More Students Are in Special Education

By Eesha Pendharkar



The number of students in special education in the United States has doubled over the past two decades, with schools responsible for providing special services to a growing segment of their student bodies.

Almost 7.1 million students, or 14.2 percent of all public school students nationwide, needed special education services in the 2021-22 school year. That meant the share of students in special education was at an all-time high since federal law began to guarantee all students with disabilities the right to free, appropriate public education, according to the latest National Center for Education Statistics data.

In 2014-15, that share was about 11 percent of all students. In 1975-76, the first year when the U.S. Department of Education collected this data following the 1975 passage of the Education for All Handicapped Children Act, students in special education made up 8 percent of the overall student population.

Under the Individuals with Disabilities Education Act (IDEA), which the nation's special education law has been called since 1990, every student in special education has to be served by an individualized education program, also known as an IEP.

Schools and parents collaborate to develop an IEP to meet each student's unique educational needs. There can be dozens of reasons a student needs an IEP, including physical or mental health conditions, learning disabilities, and developmental delays.

The increase in the percentage of students on IEPs isn't necessarily a bad thing, according to experts. While it could signal that traditional classrooms are less suited to meet the instructional needs of a growing segment of America's student population, it could also mean that educators have become better at identifying when students need special services and parents have become less resistant to seeking them out for their children.

The increasing share of students who need special education can mean that a larger share of students aren't getting their needs met through regular education.

General education has become less, not more, capable of accommodating the needs of a lot of kids," said Doug Fuhs, a research professor in the special education and psychology department at Vanderbilt University.

Just think that more and more parents and advocates are realizing that the general classroom just can't meet their child's needs, and they're seeking special services for their children, according to Tessa Bailey, principal consultant for the American Institutes for Research and director of the federally funded PROGRESS Center, which conducts research and advocates for students with disabilities.

Another positive reason IEPs are increasing is educators are recognizing students who need additional support, she said.

"Greater accountability in making schools aware that kids are struggling," Fuhs said. "So they're intervening earlier, when better kids would have just dropped out of school."

There are some warning signs that have contributed to the increase in the number of students with IEPs over the past few decades.

**1. Inflexible curricula, overemphasis on academic issue students' needs unmet.**

Over the years, regular education classrooms have been meeting the academic, social, and emotional needs of students in regular education, the experts now speak to Education Week said.

According to Fuhs, that may be because curricula or classrooms are inflexible, or less capable of addressing differences between how students learn and behave, which hinders the identification of some students as needing special services, as opposed to adjusting the system to make it more accessible to a broader range of students.

There is also an "over focus" on academics in regular education, and a lack of focus on social, emotional, and behavioral skills necessary to function in school, she said. Not meeting students' social emotional needs is likely to lead to an increase in mental health issues or executive functioning problems that could be identified as disabilities, she said.

Additionally, the ever-increasing rigor of grade-level standards is another contributing cause, according to Fuhs.

It's harder to achieve grade-level performance in math than it was two or three decades ago, but the teachers and classroom supports have not increased proportionally, leading more students to seek out specialized instruction, he said.

"Within the school-age population are being affected by things like the general classroom not being able to provide intensive instruction, and increasing standards," Fuhs said.

"So there's a greater number of kids who are struggling and some of those kids eventually get identified or get assessed for a possible disability."

**2. Action and ADHD diagnoses drive increase in students receiving IEPs.**

Action is one of the 13 categories of disabilities for which students can get IEPs. In 2021-22, it accounted for more than 12 percent of all students on IEPs. But a student wasn't even added as a disability category under IDEA until 1990, according to NCEES data.

Since it was added, the number of students on IEPs with action has steadily increased. In 1975-76, there were about 80,000 students who had IEPs because of action spectrum disorder, up from about 30,000 in 2000-01.

Prior to 1990, students who might have been neurodivergent wouldn't have qualified for IEPs, but now they do, Fuhs said.

Although ADHD does not have its own category, students diagnosed with ADHD can get IEPs under the "other health impairment" category. Medical diagnosis and parental awareness of the condition have also increased over the years, leading to more students with this type of disability being served under IDEA, Fuhs said.

**3. Decreased stigma leads to more IEP support for students.**

Over the past few decades, the social stigma surrounding disabilities has been reduced, according to Fuhs and Fuhs. Parents are now more likely to admit that their child may be struggling in school and seek an IEP, the experts said.

"In a long time, parents were just reluctant to identify that their kid was struggling and there's been a lot of work to help parents feel more positive about getting an IEP, particularly for kids who are neurodivergent," Fuhs said.

"We need to associate special education with negativity, right? At one time, there is a much greater positive association to getting support."

Specifically, Fuhs said, increased awareness and reduced stigma may have their greatest effect in learning disabilities, and speech and language impairments, three of the 13 categories for which students can get an IEP. Learning disabilities represent the largest category.

If a child has an IEP for a learning disability, it can mean they have any condition affecting their ability to read (dyslexia), write (dysgraphia), or do math (dyscalculia).

Learning disabilities account for almost a third of all students with IEPs, or 2.1 million students in 2021-22.


**TESSIE BAILEY**  
Principal consultant for the American Institutes for Research and director of the federally funded PROGRESS Center

18 | EDUCATION WEEK | November 1, 2023 | www.edweek.org



Text View


EducationWeek Cover



3 R Are

EducationWeek Contents 1

'We Don't Need a Silver Bullet': The Biden Administration on K-12



New AI-Powered Sensors Could Tell Teachers Wh... 4

Madeline Will

Researchers are testing wearable sensors that track movement and...

Keeping Younger Students Back a Grade... 5

Sarah D. Sparks

Asking a low-performing student to repeat a grade is a big step and o...

DEPARTMENTS

Schools Uraed to Seek 2

Explore My Shelf Read

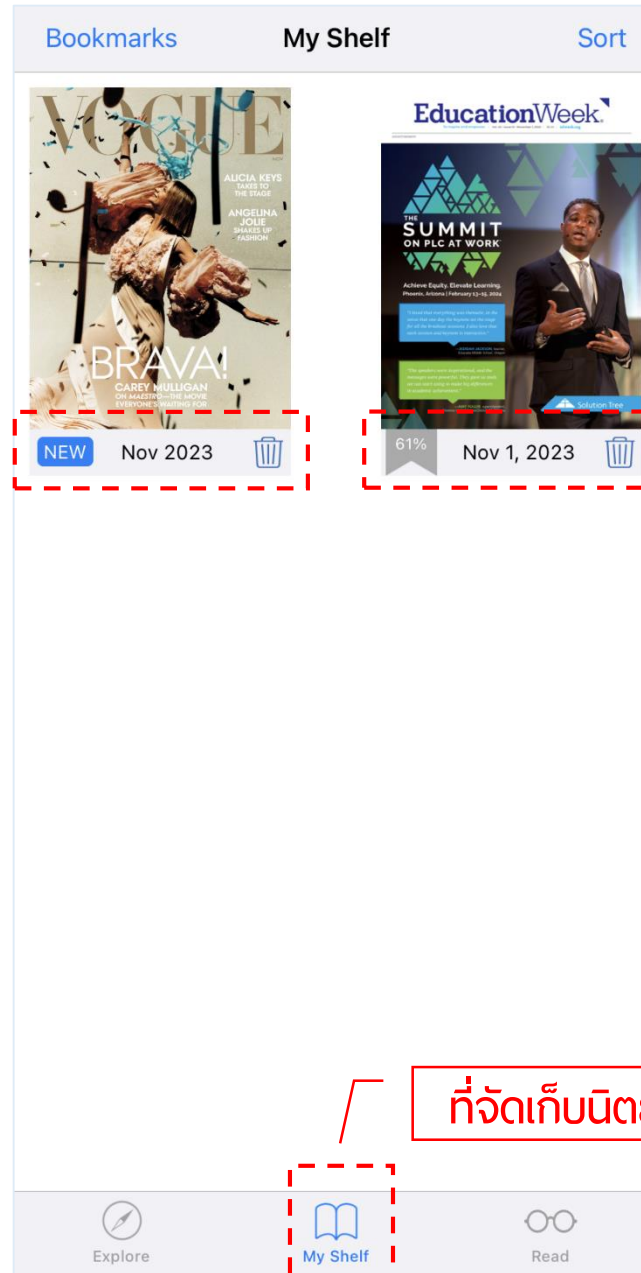
DEPARTMENTS

Schools Uraed to Seek 2

Explore My Shelf Read

# 2

## การสืบค้นข้อมูลใน Flipster ผ่าน Application







# ติดต่อห้องสมุด



0-5388-5911



[www.lib.cmru.ac.th](http://www.lib.cmru.ac.th)



[lib@cmru.ac.th](mailto:lib@cmru.ac.th)



สำนักหอสมุด มหาวิทยาลัยราชภัฏเชียงใหม่