

13 classifications of special education

13 classifications of special education are essential categories used to identify and address the diverse needs of students requiring specialized instructional support. These classifications help educators, administrators, and specialists develop tailored educational programs that facilitate learning and growth for students with disabilities. Understanding these categories is crucial for effectively implementing Individualized Education Programs (IEPs) and ensuring compliance with federal laws such as the Individuals with Disabilities Education Act (IDEA). This article explores each of the 13 classifications in detail, highlighting their defining characteristics, educational implications, and common strategies used in special education settings. By examining these classifications, educational professionals can better serve students and promote inclusive learning environments.

- Autism Spectrum Disorder
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment, including Blindness

Autism Spectrum Disorder

Autism Spectrum Disorder (ASD) is one of the 13 classifications of special education characterized by challenges in social communication, repetitive behaviors, and restricted interests. Students with ASD may exhibit a wide range of abilities and needs, requiring individualized approaches to instruction and support. Early intervention and specialized teaching strategies are often essential to promote social skills, communication, and academic achievement.

Characteristics of Autism Spectrum Disorder

Students with ASD might experience difficulties with verbal and nonverbal communication, social interaction, and sensory sensitivities. They often benefit from structured learning environments, visual supports, and behavioral interventions tailored to their unique needs.

Educational Strategies for ASD

Effective educational practices for students with ASD include Applied Behavior Analysis (ABA), social skills training, and the use of assistive technology. Collaboration among educators, therapists, and families is critical to support successful outcomes.

Deaf-Blindness

Deaf-Blindness refers to a dual sensory impairment involving both hearing and vision loss, which significantly affects communication, mobility, and access to information. This classification requires comprehensive support services to address the complex needs of affected students.

Impact of Deaf-Blindness on Learning

The combined sensory loss often leads to unique challenges in communication and orientation. Students may rely on tactile methods, sign language, Braille, or specialized communication devices to engage with their environment and educational content.

Support Services for Deaf-Blind Students

Interventions often involve a team approach including teachers of the deaf-blind, orientation and mobility specialists, and speech-language pathologists to provide tailored instruction and facilitate independence.

Deafness

Deafness is characterized by a significant or total hearing loss that impairs a student's ability to process auditory information. This classification necessitates specialized instructional methods to support language development and academic progress.

Communication Methods

Students who are deaf may use American Sign Language (ASL), lip reading, spoken language, or a combination of communication modes. Individualized communication plans are essential to meet each student's preferences and abilities.

Instructional Considerations

Classroom accommodations often include visual aids, assistive listening devices, and preferential seating to ensure accessibility. Teachers must be proficient in strategies that support language acquisition and literacy development.

Emotional Disturbance

Emotional Disturbance (ED) encompasses a range of behavioral and emotional conditions that adversely affect a student's educational performance. This category includes disorders such as anxiety, depression, bipolar disorder, and conduct disorders.

Behavioral Characteristics

Students with ED may exhibit difficulty building or maintaining relationships, inappropriate behaviors, or mood swings. These challenges often interfere with learning and social integration.

Intervention and Support

Effective interventions include behavioral therapy, counseling, and positive behavioral support plans. Collaboration between educators, mental health professionals, and families is critical to address students' emotional and academic needs.

Hearing Impairment

Hearing Impairment refers to a partial or total loss of hearing that impacts a student's ability to receive auditory information. This classification differentiates from deafness in terms of severity and residual hearing capacity.

Degrees of Hearing Loss

Hearing impairment ranges from mild to profound loss. Students with residual hearing may benefit from amplification devices, such as hearing aids or cochlear implants, to enhance auditory access.

Educational Accommodations

Classroom modifications for hearing-impaired students include speechreading instruction, FM systems, and preferential seating to optimize communication and learning.

Intellectual Disability

Intellectual Disability (ID) is characterized by significant limitations in intellectual functioning and adaptive behavior that manifest during the developmental period. Students with ID require specially designed instruction to support cognitive and functional skills.

Criteria for Identification

Identification involves standardized assessments of intellectual performance and adaptive behavior. Students typically demonstrate below-average intellectual functioning along with difficulties in daily living skills.

Instructional Focus

Educational programs emphasize life skills, vocational training, and academic instruction tailored to individual capabilities. Functional curriculum and community-based instruction are common components.

Multiple Disabilities

Multiple Disabilities refer to the presence of two or more impairments that cause severe educational needs that cannot be accommodated in programs solely for one condition. This classification requires comprehensive, integrated

support.

Complex Educational Needs

Students with multiple disabilities often have significant physical, cognitive, and sensory challenges requiring coordinated multidisciplinary interventions and adaptive instructional strategies.

Collaborative Approach

Effective education for students with multiple disabilities involves collaboration among special educators, therapists, medical professionals, and families to develop holistic and individualized programs.

Orthopedic Impairment

Orthopedic Impairment involves a severe physical disability that adversely affects a student's educational performance. This classification includes conditions such as cerebral palsy, amputations, and muscular dystrophy.

Impact on Mobility and Learning

Physical limitations may affect mobility, coordination, and endurance, necessitating physical accommodations and assistive devices to facilitate participation in educational activities.

Support Services and Adaptations

Services may include physical therapy, occupational therapy, and adapted physical education. Classroom modifications ensure accessibility and safety for students with orthopedic impairments.

Other Health Impairment

Other Health Impairment (OHI) encompasses chronic or acute health conditions that limit strength, vitality, or alertness, affecting educational performance. Examples include asthma, diabetes, epilepsy, and attention deficit hyperactivity disorder (ADHD).

Medical and Educational Considerations

Students with OHI require health management plans and coordinated medical care alongside educational accommodations to address fatigue, medication side effects, and attendance challenges.

Instructional and Environmental Supports

Supports may include flexible scheduling, preferential seating, and assistive technology to help students manage their health while accessing curriculum content effectively.

Specific Learning Disability

Specific Learning Disability (SLD) is one of the most common classifications of special education, involving difficulties in acquiring and using academic skills such as reading, writing, or mathematics.

Types of Learning Disabilities

SLD includes dyslexia, dyscalculia, dysgraphia, and other processing disorders that affect language, memory, and attention.

Instructional Strategies for SLD

Evidence-based interventions often focus on explicit instruction, multi-sensory learning, and individualized remediation to support academic achievement in affected areas.

Speech or Language Impairment

Speech or Language Impairment involves communication disorders that adversely affect educational performance. These may include articulation problems, fluency disorders, voice impairments, or language processing difficulties.

Communication Challenges

Students may struggle with expressive or receptive language skills, affecting their ability to communicate effectively and comprehend academic content.

Therapeutic Interventions

Speech-language therapy, augmentative and alternative communication (AAC) devices, and classroom accommodations support language development and participation.

Traumatic Brain Injury

Traumatic Brain Injury (TBI) results from an external physical force causing brain dysfunction. Students with TBI may experience cognitive, physical, emotional, and behavioral impairments that affect learning.

Effects of TBI on Education

The impact varies widely depending on injury severity and location, often resulting in memory problems, attention deficits, and impaired executive functioning.

Rehabilitation and Educational Support

Students benefit from individualized rehabilitation plans, cognitive therapy, and classroom accommodations such as extended time and simplified instructions.

Visual Impairment, including Blindness

Visual Impairment includes partial sight and blindness that adversely affect educational performance. Students may require adaptive technologies and alternative instructional materials.

Types and Degrees of Visual Impairment

Visual impairments range from low vision to complete blindness, each necessitating different levels of support and accommodation.

Educational Supports

Supports include Braille instruction, orientation and mobility training, large print materials, and assistive technology such as screen readers and magnification devices.

Summary of 13 Classifications of Special Education

The 13 classifications of special education provide a comprehensive framework for identifying and supporting students with diverse disabilities. These categories enable educators to tailor instruction, interventions, and accommodations that address unique learning needs, thereby fostering academic success and personal development. Through understanding the characteristics and educational implications of each classification, school professionals can better implement effective programs and services that comply with IDEA and promote inclusive education.

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Frequently Asked Questions

What are the 13 classifications of special education?

The 13 classifications of special education are categories used to identify students with disabilities who require specialized instruction. They include

Autism, Deaf-Blindness, Deafness, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment.

Why are the 13 classifications of special education important?

These classifications help educators and schools identify the specific needs of students with disabilities, ensuring they receive appropriate accommodations, services, and individualized education programs (IEPs) tailored to their unique challenges.

How does the classification of Autism within special education impact student support?

Classifying a student under Autism allows schools to provide specialized interventions focused on communication, social skills, and behavior support, helping the student to better access the curriculum and succeed academically and socially.

What is the difference between Specific Learning Disability and Intellectual Disability in special education classifications?

Specific Learning Disability refers to difficulties in specific academic areas like reading or math despite average or above-average intelligence, while Intellectual Disability involves significant limitations in intellectual functioning and adaptive behavior, affecting overall learning and daily life skills.

Can a student be classified under more than one of the 13 special education categories?

Yes, a student can have multiple disabilities and be classified under more than one category, such as Multiple Disabilities, which recognizes the need for combined support addressing several areas of impairment.

How are students assessed to determine the appropriate special education classification?

Students undergo comprehensive evaluations including psychological testing, academic assessments, medical examinations, and observations by educators and specialists to determine the nature and extent of their disabilities, leading to an accurate classification.

Additional Resources

1. *Understanding Autism Spectrum Disorder in Education*

This book explores the characteristics and educational strategies for students with Autism Spectrum Disorder (ASD). It provides educators with practical approaches to create inclusive environments that support communication, social skills, and learning. The text includes case studies and intervention techniques tailored to individual needs.

2. *Teaching Students with Emotional and Behavioral Disorders*

Focused on students with Emotional and Behavioral Disorders (EBD), this book offers insights into identifying and addressing behavioral challenges in the classroom. It covers evidence-based behavior management strategies, collaboration with families, and developing individualized education plans (IEPs) to foster academic and social success.

3. *Strategies for Educating Students with Specific Learning Disabilities*

This comprehensive guide addresses the needs of students with Specific Learning Disabilities (SLD), such as dyslexia and dyscalculia. It outlines assessment methods, instructional adaptations, and assistive technologies that support reading, writing, and math skills. Educators will find tools to enhance student engagement and achievement.

4. *Supporting Students with Intellectual Disabilities: Best Practices*

The book highlights effective teaching methods for students with Intellectual Disabilities (ID), emphasizing functional academics, life skills, and social development. It discusses individualized programming and collaborative team approaches to maximize student potential in inclusive or specialized settings.

5. *Educational Approaches for Students with Hearing Impairments*

This resource focuses on strategies and accommodations for students who are deaf or hard of hearing. Topics include communication methods such as sign language, use of hearing aids and cochlear implants, and classroom modifications to ensure accessibility and participation.

6. *Visual Impairments in the Classroom: Instruction and Accessibility*

Designed for educators working with students who have visual impairments, this book covers instructional adaptations, assistive technologies, and orientation and mobility training. It emphasizes creating an inclusive environment that promotes independence and academic success.

7. *Effective Instruction for Students with Orthopedic Impairments*

This book explores the educational challenges faced by students with orthopedic impairments, including mobility and physical limitations. It provides guidance on adaptive physical education, assistive devices, and classroom modifications to support participation and learning.

8. *Supporting Students with Speech or Language Impairments*

Focusing on students with communication disorders, this text examines assessment and intervention strategies that enhance speech and language

development. It offers practical classroom techniques and collaboration tips for speech-language pathologists and teachers.

9. *Educating Students with Traumatic Brain Injury: Challenges and Strategies*

This book addresses the unique cognitive, physical, and emotional needs of students who have experienced traumatic brain injuries (TBI). It presents tailored instructional methods, rehabilitation approaches, and support systems to facilitate academic and social reintegration.

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13 classifications of special education: Disability Classification in Education

Lani Florian, Margaret J. McLaughlin, 2008-04-03 Makes a strong contribution to the field, illuminating many issues and significant concerns.--Mary Carlson, Special Education TeacherPark Hill K-8 School, Denver, CO A unique, timeless collection that raises interesting questions about disability classification internationally.--Wendy Dallman, Special Education TeacherNew London High School, WI Promote equal educational opportunity through improved classification practices! The identification of children for special educational services has long been a topic of debate. Are students classified accurately? Do current classification systems produce adequate education services? Have systems designed to ensure equity instead resulted in discrimination?Disability Classification in Education offers a comprehensive analysis of current classification systems and categorical labels in the United States, the United Kingdom, and other countries. Covering specific national policies from historical, sociological, and legal perspectives, this collection of articles from a group of esteemed educational researchers identifies the disparities between different classification systems and suggests changes based on recent requirements, challenges, and trends. Aligned with NCLB and the reauthorization of IDEA 2004, this edited volume examines: The evolution of special education classification policies The relevance of existing disability classification systems Dilemmas educators face in using current classification procedures Alternatives for serving learners with special needs Approaches to developing a standardized or universal classification policy Intended to stimulate discussion and spark change, this guide helps school or district administrators and university faculty improve the professional practice of those entrusted with the development and well-being of children with disabilities.

13 classifications of special education: The SAGE Handbook of Special Education

Lani Florian, 2013-12-14 The second edition of The SAGE Handbook of Special Education provides a comprehensive overview of special education, offering a wide range of views on key issues from all over the world. The contributors bring together up-to-date theory, research and innovations in practice, with an emphasis on future directions for the role of special education in a global context of inclusion. This brand new edition features: New chapters on families, interagency collaboration and issues of lifelong learning The UN Convention on the Rights of Persons with Disabilities Policy reform proposals Equity and social justice in education The impact of new thinking on assessment Issues and developments in classification The preparation and qualifications that teachers need The Handbook's breadth, clarity and academic rigour will make it essential reading for researchers and

postgraduate students, and also for practitioners, teachers, school managers and administrators.

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13 classifications of special education: *The SAGE Encyclopedia of Intellectual and Developmental Disorders* Ellen Braaten, 2018-01-29 This encyclopedia provides an inter-disciplinary approach, discussing the sociocultural viewpoints, policy implications, educational applications and ethical issues involved in a wide range of disorders and interventions.

13 classifications of special education: *The Assessment of Child and Adolescent Personality* Howard M. Knoff, 2002-12-31 Now available in paper for the first time, this volume brings together leading contributors to provide a comprehensive review of theory, research, and practice in child and adolescent personality assessment. Organized for easy reference, the book is divided into four parts. Part I summarizes basic theories, issues, and concepts, setting forth a framework for assessment as a hypothesis-generating, problem-solving process. Part II describes and evaluates a wide range of relevant approaches, tests, and techniques, marshaling the available data and reviewing administration procedures, scoring, and interpretation. In Part III, the process by which personality assessment is translated into effective intervention strategies and programs for children is examined in depth. A summary of major perspectives and recommended practices is presented in Part IV, which also considers future needs and directions for the field.

13 classifications of special education: *Social Work Practice Across Disability* Juliet Rothman, 2018-03-13 This book will help prepare the reader to work across disabilities by providing knowledge and training grounded within the ecological framework in four principal areas. The four principal areas reader will be trained in are: the societal environment and disability; disability and the individual experience; essential skills for social work micro, mezzo, and macro practice with people with disabilities; and the resource and support network for persons with disabilities. The book is organized around four units, each of which addresses one of the areas noted. It is not the purpose of this book to enable the reader to gain expertise in any one disabling condition or impairment. Rather, the goal is to provide a broad base of knowledge and skills, which will enable the reader to work effectively across a variety of disabling conditions. Special educators, social workers, parents

13 classifications of special education: *Overview of Special Education in California*, 2013 This report provides a comprehensive review of special education-- conveying information on applicable laws, affected students, services, funding, and student outcomes--P. 5.

13 classifications of special education: *Education of the Exceptional Child* Bill Ray Gearheart, 1983 Originally published by Harper and Row in 1972, this volume provides an overview of the major exceptionalities including physical and mental handicaps, as well as the 'gifted'. Also examines public school programs and community resources which deal with these exceptionalities. An excellent resource for those entering the field of special education and for practitioners.

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13 classifications of special education: *Individuals with Disabilities Education Act* Nila L. Haworth, 2004 A careful examination of the evolutions of Curriculum as Political Text and the Individuals with Disabilities Education Act of 1973 disclosed certain contributory facets to teacher disillusionment in an inclusive high school environment. A diminishing sense of professional self-efficacy, self-empowerment, and optimism stemmed primarily from the political machinations of a hidden curriculum and a misapplication of an inclusive classroom practice. The process used to arrive at these conclusions was heuristic research, wherein outward perceptions and realities assumed meaning vis-a-vis inward reflection and introspection, disclosing an unequivocal new awareness, illumination, and enlightenment. Such personal enrichment, however, arrived only after

a journey-of-self unfolded through the three phases of heuristic research--Immersion, Acquisition, and Realization. First and foremost, this was a human study that examined specific elements contributing to teacher disillusionment. During Immersion, disquieting professional life experiences formed the preliminary data through which and from which was extrapolated an essence or meaning that ultimately assumed form through autobiographical narrative. The second phase, Acquisition, included input from a variety of sources, ranging from texts, literature, and discourses to federal legislation and law review to human subjects' studies. What was acquired, then scrutinized, was new knowledge relative to disillusionment in the inclusive classroom, especially with regard to curriculum as political text. Finally, the Realization Phase aggregated and synthesized the components disclosed in Immersion and Acquisition, which led to a dynamic coming together of seemingly disparate elements, ultimately affirming a sense of professionalism and validating search-of-self.

13 classifications of special education: College for Students with Learning Disabilities

Mati Sicherer, 2019-08-29 College for Students with Learning Disabilities is the high school counselor's best resource for preparing college-bound students with learning disabilities and related disorders. Through a comprehensive lens, the book provides an overview of learning disabilities and related issues as they apply to the role of the high school counselor. The 6- to 8-week program outlined in the book provides a step-by-step guide for high school counselors to create and implement the program in their own schools. Each area of the program is explored in detail, covering topics such as college readiness, study skills, self-advocacy, and picking the right school. Drawing on the lived experience of students with learning disabilities, current research, case studies and more, College for Students with Learning Disabilities advises counselors in a positive way and aims to change the lives of students with learning disabilities by preparing them for college in an effective, concrete way.

13 classifications of special education: What Is Authentic Educational Reform? Helen L.

Johnson, Arthur Salz, 2017-09-25 In response to the nationwide attacks on education in the name of educational reform packaged in No Child Left Behind, general analyses and local accounts of these attacks, as well as arguments on behalf of 'authentic educational reform' are badly needed.... This volume offers a useful combination of specific case studies, theory, and policy. - Gerald Coles, educational psychologist, US Challenging the compassionate conservative agenda for educational reform -- an agenda which seeks to improve American education through a business model focused on scripted lessons, lock-step approaches to teaching, high stakes-testing, and rigid accountability measures -- this book critiques the assumptions of this agenda, examines the problems that have riddled its implementation in schools, and suggests constructive alternatives. Educational theorists and researchers including Joel Spring, Sonia Nieto, Bill Ayers, and Susan Ohanian, classroom teachers, and parents, offer a mix of perspectives on: the social and political contexts of current educational reform initiatives; the impact of the compassionate conservative agenda on educational policies and practices; the ways in which children and teachers are affected by this agenda and its policies; and approaches that hold out hope for implementing authentic education reform. Intended for education professionals, students, and scholars, What Is Authentic Educational Reform? poses more questions than it answers, but taken together, these questions constitute a foundation for a more informed and thoughtful public conversation about how to refocus reform efforts in a direction that will truly strengthen American public education for all children and their families.

13 classifications of special education: Diversities in Education David Mitchell,

2016-10-04 Diversities in Education is a challenging text that will help educators, teacher educators and trainee teachers to be more effective in teaching a range of diverse learners. It covers five major categories of difference: sex and gender; social class and socio-economic status; race, ethnicity and culture; beliefs and religion; and different abilities and asks the urgent questions all policy-makers, educators and students should consider: Why should we value diversity and human rights? How can inclusive education accommodate diversity? How do society's aspirations for cohesion and harmony impact on people who are different? What meanings are given to differences, culturally and

historically? Should educators seek to accentuate, eliminate, reduce or ignore differences? By drawing attention to the latest research into the most effective educational policies and practices, this insightful book suggests strategies for meeting the challenges being posed in an era of superdiversity. It's a crucial read for any training or practising educator who wants to address the issue of diversity, learn effective ways to reach all learners and create more inclusive and harmonious societies.

13 classifications of special education: School Psychology Sally L. Grapin, John H. Kranzler, 2023-07-19 Portrays the current landscape of school psychology practice in the United States and beyond from a social justice perspective Distinguished by its concentrated focus on social justice, this text serves as a comprehensive introduction to the practice and profession of school psychology for advanced undergraduate and graduate students. The second edition delivers updated content that reflects the newly released National Association of School Psychologists (NASP) Professional Standards and offers new chapters on antiracism; international school psychology; school psychology research; crisis prevention and intervention; and family, school, and community collaboration. Woven throughout is pertinent information on telehealth and COVID-19. The second edition reflects the perspectives of authors with a diverse range of cultural identities. It also includes a glossary of key terms and abundant recommendations for further reading. The text first addresses the historical, multicultural, training, legal and ethical foundations of school psychology—critical to understanding the contemporary scope and status of the discipline. The second section, describing the roles and functions of the school psychologist, meets the learner's needs by first outlining the most basic principles of assessment and intervention and then describing their application to various areas of practice. Finally, the book describes anticipated trends in practice and present steps for embarking on a career in school psychology. All chapters—clearly mapped to the NASP Practice Model—integrate content on systematic injustice in schools and the psychologist's role in advancing equity. The text contains many features designed to facilitate learning, including Chapter Objectives, Social Justice Connections, Discussion Questions, and Recommended Readings. Instructors also have access to sample course syllabi, Test Bank, and chapter PowerPoints. New to the Second Edition: New chapters on antiracism; international school psychology; school psychology research; crisis prevention and intervention; and family, school, and community collaboration Embeds new content throughout on telehealth, COVID-19, distance learning, and leadership Clearly maps the new NASP 2020 Professional Standards in each chapter Includes the contributions of accomplished new authors representing diverse multicultural backgrounds Key Features: Infuses a social justice orientation throughout the text Centers antiracism as a critical pillar of school psychology Includes chapter objectives and discussion questions to promote critical thinking Includes a review of foundational and prerequisite concepts essential for understanding school psychology service delivery

13 classifications of special education: School Mental Health Services for Adolescents Judith R. Harrison, Brandon K. Schultz, Steven W. Evans, 2017-06-21 School Mental Health Services for Adolescents includes a range of expert guidance on implementation of school mental health services in secondary schools.

13 classifications of special education: Workshop on Disability in America Institute of Medicine, Board on Health Sciences Policy, Committee on Disability in America: A New Look, 2006-03-27 Beginning in late 2004, the IOM began a project to take a new look at disability in America. It will review developments and progress since the publication of the 1991 and 1997 Institute reports. For technical contracting reasons, the new project was split into two phases. During the limited first phase, a committee appointed by IOM planned and convened a 1-day workshop to examine a subset of topics as background for the second phase of project. As was agreed upon with the sponsor of the workshop, the Centers for Disease Control and Prevention (CDC), the topics were: methodological and policy issues related to the conceptualization, definition, measurement, and monitoring of disability and health over time; trends in the amount, types, and causes of disability; disability across the age spectrum and in the context of normal aging; and

secondary health conditions. The phase-one workshop was held in Washington, D.C. on August 1, 2005. Its participants included researchers, clinicians, social service professionals, policy experts, and consumer representatives and advocates. The meeting agenda and list of participants are included in Appendix A. Workshop on Disability in America: A New Look- Summary and Background Papers summarizes the workshop presentations and discussions. The background papers prepared for the workshop are included in Appendixes B through O. Some papers were submitted and circulated in advance of the meeting, whereas others were first presented at the meeting. The analyses, definitions, and views presented in the papers are those of the paper authors and are not necessarily those of the IOM committee. Likewise, the discussion summary is limited to the views of the workshop participants.

13 classifications of special education: Occupational Labor Shortages Burt S. Barnow, 2013 Barnow, Trutko, and Piatak focus on whether persistent occupation-specific labor shortages might lead to inefficiencies in the U.S. economy. They describe why shortages arise, the difficulty in ascertaining that a shortage is present, and how to assess strategies to alleviate the shortage. Four occupations are used as test cases: 1) special education teachers, 2) pharmacists, 3) physical therapists, and 4) home health and personal care aides. For each of these occupations the authors summarize evidence that reveals whether it is currently or has recently experienced a labor shortage and suggest possible ways to alleviate the shortage if it is present. The authors close with a chapter discussing their conclusions and potential uses for occupational shortage data, including in helping determine immigration policy. They also discuss the limited nature of the occupational data currently collected by the Bureau of Labor Statistics and how the federal and state governments could expand their data collection efforts to assist policy formation.--Publisher's website

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