This course supports the assessments for FJC1. The course covers 4 competencies and represents 4 competency units.

Introduction

Assessment and IEP (individual education plan) development are intimately related. Assessment anchors the IEP, informs the teacher of the need for future lesson plan development and provides data that will be used to adjust the IEP as students meet expectations and goals.

The material covered in this course is extensive and is designed to prepare you to apply your knowledge as you work with students who have mild to moderate disabilities in a wide variety of possible situations. You need to become fluent in your understanding of the disability categories, assessment, curriculum, and instruction. The learning environment will be your focus throughout your studies.

You will find that becoming competent in assessment, curriculum, instruction, and management will give you the confidence and ability to deliver quality instruction to your students. Competence in these areas also provides the collaborative insight to work effectively with colleagues and the ability to manage the paperwork requirements of special education.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose “Save as...”: download video.

Competencies
This course provides guidance to help you demonstrate the following 4 competencies:

- **Competency 631.2.1: Psychoeducational Testing Practices and Procedures**
  The graduate is capable of interpreting a variety of formal (standardized) and informal assessments and achievement tests (according to research design, reliability, and validity) used in the evaluation procedures for children with a variety of disabling conditions.

- **Competency 631.2.2: IEP Development and Implementation**
  The graduate relates the various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors) to the presentation and data analysis for instructional planning, conferences, and decision making, and in determining assessment data required in the development of an IEP. In this process, the graduate utilizes federal and state policies, statutes, and regulations, in developing, managing, and implementing educational programs based on individual student needs.

- **Competency 631.2.3: Policies and Procedures**
  The graduate utilizes state statutes, policies, and procedures, and the federal regulations of IDEA in professional and ethical practices, and can apply theoretical
constructs to special education in tracing the each students with disabilities from pre-referral through post-secondary and community-based options including screening, transition, and record maintenance.

- **Competency 631.2.4: Counseling and Collaboration**
  The graduate is able to establish partnerships with other members of the school and the community, promotes positive school-home relationships, and encourages families' involvement in their children’s education by correctly using the terminology that enables one to communicate/collaborate and counsel with parents/guardians; other regular and special education teachers; school administrators and special service personnel such as physical, occupational, communication and speech therapists; and the students themselves.

**Teaching Dispositions Statement**

Please review the [Statement of Teaching Dispositions](#).

**Course Mentor Assistance**

As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course mentors are fully committed to your success!

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Getting Started**

Watch the following video for information that will help you succeed in this course:

*Note: To download this video, right-click the following link and choose "Save as":* [download video](#).

**Learning Resources**

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.
In the following resources, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students. Although not required for this course, you are encouraged to familiarize yourself with the new act. For additional information, please visit the following links from the U.S. Government and the U.S. Department of Education:

- Webinar recording
- Read the ESEA now referred to as the ESSA
- Fact sheet on ESSA
- Transition Letter

**Enroll in Learning Resources**

You will need to enroll in or subscribe to additional learning resources as a part of this course.

You may already have enrolled in these resources for other courses. Please check the "Learning Resources" tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

*Note: For instructions on how to enroll in or subscribe to learning resources through the "Learning Resources" tab, please see the "Acquiring Your Learning Resources" page.*

**UWillTeach**

The UWillTeach courses contain modules, quizzes, assessments, videos and directed questions to help you gain competency throughout the Special Education domain. Enroll for this resource through the Learning Resources tab. You should receive an email from UWillTeach that will have your login information. Keep this email since you may need it in the future for reference.

You will access material from the following courses:

- Course 1: Foundations in Special Education
- Course 3: Assessment for Instructional Planning and Decision Making
- Course 9: Collaboration and Instructional Planning in the IEP Process

**Automatically Enrolled Learning Resources**

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

**VitalSource E-Texts**

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.

Note: This e-text is available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.

Other Learning Resources

You will use the following learning resources for this course.

Online Learning Resources
The websites for the Parent Center Hub and Special Connections do not require registration. You may access these resources at any time.

- Parent Center Hub
- Special Connections

Special Education Vocabulary Glossary
Special education has a specialized vocabulary continue to expand the glossary of terms you started in other related courses of study.

As you come across new terms or acronyms through your readings or discussions with others, add them to your glossary of terms. Make your definitions short but meaningful. In this course, you will want to become familiar with the terms in the Glossary of Terms.

Pacing Guide
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

Week 1

- Assessing Students with Special Needs
- Psychoeducational Testing Practices and Procedures
- Understanding Reliability and Validity

Week 2

- Assessment Throughout the Curriculum
- Instruction
- The IEP Process: Putting it Together

Week 3

- The IEP: What Makes an Effective IEP
- The IEP Process, Development and Implementation
- Collaboration and Counseling

Week 4
• Understanding the Professional Role
• Take Objective Assessment

Week 5

• Complete Task 1 Writing a Partial IEP

Week 6

• Complete Task 2 Writing a Transition Plan

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Assessing Students with Special Needs

Learning how to interpret assessments is an essential skill. Assessments can focus on academic, behavioral, physical, or developmental factors.

Special educators must be able to observe, collect, record, and interpret information about students to help identify disabilities.

Introduction to Assessment and Evaluation in Special Education

Evaluation begins the special education process. All children who are suspected of having a disability must have a full, individual evaluation to determine if they meet the definition of a child with a disability under Individuals with disabilities Education Act (IDEA).

This evaluation must take place and be completed before a student can receive special education services for the first time, also known as initial placement.

The evaluation process, how children are referred for special education evaluation and what an initial evaluation must contain, is federally mandated with requirements outlined in (IDEA).

The evaluation must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent/guardian. No single measure or assessment can be used as the sole criterion for determining whether a child is a child with a disability and to determine an appropriate educational program for the child. The assessments used must be technically sound and used for the purposes for which the assessments or measures are valid and reliable. The assessment must be tailored to assess specific areas of educational need and not only those that are designed to provide a single general intelligence quotient. The evaluation must assess all areas related to the suspected disability including if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities. The assessments are selected and administered to best ensure that the assessment accurately reflect the child’s aptitude or achievement level rather than measuring the child’s disability. The assessment is selected and administered so as not be racially or culturally biased. The measures are administered in the child’s native language or other mode
of communication and in the form most likely to yield accurate information about what the child knows and can do academically, developmentally, and functionally. Finally, the assessment must be administered by trained and knowledgeable personnel and follow the vendor’s instructions.

This evaluation must take place and be completed before a student can receive special education services for the first time, also known as initial placement.

The evaluation process, how children are referred for special education evaluation and what an initial evaluation must contain is federally mandated with requirements outlined in the special education law, IDEA.

The evaluation criteria for each of the federal eligibility categories includes elements unique to that category. This course will focus primarily on mild to moderate specific learning disabilities, intellectual disabilities, and emotional disturbance. You can find information on the categories listed below at ParentCenter Hub.org.

- autism
- deafness
- deaf-blindness
- developmental delay
- emotional disturbance
- hearing impairment
- intellectual disabilities (previously known as mental retardation)
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment, including blindness

This topic addresses the following competencies:

- **Competency 631.2.2: IEP Development and Implementation**
  The graduate relates the various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors) to the presentation and data analysis for instructional planning, conferences, and decision making, and in determining assessment data required in the development of an IEP. In this process, the graduate utilizes federal and state policies, statutes, and regulations, in developing, managing, and implementing educational programs based on individual student needs.

**Initial Evaluation for Special Education Services**

Read the following chapters in Assessing Children and Youth with Special Needs to get an overview of the assessment process and the IEP process.
You may want to refer back to these chapters throughout this course.

On the Parent Center Hub website, re-read the section "Evaluating Children for Disability" (You should have read this while studying for Foundations of Special Education, Law and Legal Issues). Pay close attention to the areas on written notice, informed consent, and what must occur for initial evaluation.

**Steps in the Assessment Process and IEP**

To determine if a student requires special education, the local education agency must conduct an eligibility determination. If a student is found eligible, s/he will receive an individualized education plan (IEP) outlining the needs as determined by the assessments.

The IEP is a legal contract. It establishes reasonable learning goals for the student, defines the services the school must provide and how progress will be measured. For more information on the IEP go to Parent Center Hub: IEP Overview.

This topic addresses the following competencies:

- **Competency 631.2.2: IEP Development and Implementation**
  The graduate relates the various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors) to the presentation and data analysis for instructional planning, conferences, and decision making, and in determining assessment data required in the development of an IEP. In this process, the graduate utilizes federal and state policies, statutes, and regulations, in developing, managing, and implementing educational programs based on individual student needs.

**Special Education Process From Evaluation to IEP Development**

On the Parent Center Hub website, read the sections of "IDEA—the Individuals with Disabilities Education Act" that pertain to evaluation and IEP development, parental consent, evaluations and reevaluations, additional procedures for identifying children with specific learning disabilities, individualized education programs, and development of the IEP.

Add definitions to your glossary.

**Psychoeducational Testing Practices and Procedures**

In this section, you will learn how to interpret assessments appropriately, and you will focus on answering questions regarding academic, behavioral, physical, and developmental concerns.

The ability to observe, collect, record, and interpret information about students with disabilities will be addressed.

Also, understanding measurements is essential to understanding assessment. Understanding of statistics, accuracy, and test effectiveness will be explored.
As a future special education teacher, you will look at these procedures to determine the advantages and disadvantages of each measurement tool.

**Basic Concepts of Measurement**
Focus on the basic concepts of measurement and the key measurement concepts of basic statistics to understand the effectiveness of tests and evaluation procedures.

Pay attention to criterion- and norm-referenced measurements and their uses, advantages, and disadvantages.

Notice how the validity and reliability of tests relate to a test’s effectiveness, and how the use of practical measurement concepts can aid in selecting and evaluating assessments.

Note the interpretation of standard scores, intelligence quotients, letter grades, and procedures for reporting the results of assessments.

This topic addresses the following competencies:

**Competency 631.2.1: Psychoeducational Testing Practices and Procedures**
The graduate is capable of administering and interpreting a variety of formal (standardized) and informal assessments and achievement tests (according to research design, reliability, and validity) used in the evaluation procedures for children with a variety of disabling conditions.

**Basic Concepts in Assessment**

Read the following chapters in *Assessment of Children and Youth with Special Needs* to get an overview of basic measurement:

- chapter 6 ("Developing Technical Skills")
- chapter 7 ("Test Interpretation and Report Writing")

**Scoring Terminology Video**

*Note: To download this video, right-click the following link and choose "Save as...":* [download video](#)

Pay close attention to the graphs, figures, and tables provided in each text, as they often provide samples of tests, classroom work, or practical application of the material you are learning.

Identify the basic measurement concepts and use of assessment in special education.

**Understanding Reliability and Validity**

Reliability and validity are central to understanding assessment.
Non-biased assessment indicates that assessment methods are equitable, free of bias, adapted for students with disabilities, sensitive to diverse groups, and considerate of contemporary views of growth and development, aptitude, cognition, learning, behavior, and personality.

You will also understand the need for testing accommodations.

**Types of Validity**

*Validity* refers to whether a test measures what it is intended to measure. The validity of a test is important in special education because there must be confidence that the test is measuring what it has been created to measure.

Keep the following questions in mind as you complete this section:

- What is the test intended to reveal?
- What indicates a measurement instrument is valid and reliable?

This topic addresses the following competencies:

- **Competency 631.2.1: Psychoeducational Testing Practices and Procedures**
  The graduate is capable of interpreting a variety of formal (standardized) and informal assessments and achievement tests (according to research design, reliability, and validity) used in the evaluation procedures for children with a variety of disabling conditions.

**Interpreting Assessment Results**

Review pages 6–7 in *Assessment of Children and Youth with Special Needs* to review frequently used testing accommodations.

- [chapter 1 ("Understanding Assessment"). pages 6–7](#)

Read the following chapter in *Assessment of Children and Youth with Special Needs* to get an overview of Reliability and Validity.

- [chapter 5 ("Reliability and Validity")](#)

As you are reading the above texts, review the definition of statistics. Create flash cards and other study strategies to help you remember the different terms associated with the following:

- correlations
- measures of central tendency
- measures of variability
- standard deviation

**Assessing Students for Different Needs: Curricular and Instruction**

The goal of this section is to come up with effective teaching strategies based on assessment results.
The ability to observe, collect, record, and interpret information about students with disabilities will also be addressed.

This topic addresses the following competencies:

- **Competency 631.2.1: Psychoeducational Testing Practices and Procedures**
  The graduate is capable of interpreting a variety of formal (standardized) and informal assessments and achievement tests (according to research design, reliability, and validity) used in the evaluation procedures for children with a variety of disabling conditions.

**Conducting an Assistive Technology Assessment**

Access and read about the four major concepts related to assistive technology (AT) and the delivery of AT services:

- [What is Assistive Technology?](#)
- [Assistive Technology Planner](#)
- [Assistive Technology Fundamentals](#)

**Curriculum**

Teachers must examine their curriculum, delivery, assessment methodology, etc. to make sure they are efficient before automatically assuming students who don't do well have a disability.

When you have students who are struggling, it is sometimes easier to say, "This student must have a learning problem," rather than, "Is the curriculum appropriate for this student?" or "Has this student had adequate exposure to the curriculum he or she is being asked to work on in this classroom?"

When students do have a disability, designing accommodations is a great way to make sure students have adequate exposure to the same material as their non-disabled peers. When working with students with special needs you should:

- focus on what the student can do,
- accommodate and modify before changing the activity,
- use the least-obtrusive adaptation first, and
- use age-appropriate materials, goals, and activities at all times.

The following are the nine types of adaptations (* items are modifications):

- quantity: number of items
- output: learner response
- participation: learner involvement
- time: task or test completion
- level of support: amount or type
- input: information delivered
- difficulty: skill level*
Assessment Throughout the Curriculum

This section is designed to help you understand intelligence and developmental assessments. The focus will be on general considerations when assessing intelligence and developmental issues.

This section will also focus on understanding the types of behavior measured by intelligence, developmental, behavioral, and academic tests.

Intelligence and Developmental Testing

One of the domains you will look to first in order to understand the student’s current performance is general aptitude for learning. The assessment of learning aptitude is traditionally associated with standardized measures of intellectual performance also known as intelligence (IQ) tests. Generally, an IQ of 70 or even as high as 75 indicates a limitation in intellectual functioning.

Intelligence tests do not sample behaviors such as mechanical, musical, artistic, motivational, and emotional behaviors.

A central principle of professional test use is that individuals should use only those tests for which they have the appropriate training and expertise. Most IQ tests require a high level of expertise in test interpretation including doctorate degree, or specific state license or certification from a professional organization. Generally school or clinical psychologists have the necessary qualifications. “Developmental disabilities” is an umbrella term that includes intellectual disability in addition to other disabilities. These disabilities are chronic and can be cognitive and/or physical. Cerebral palsy, epilepsy, Down syndrome and fetal alcohol syndrome are considered developmental disabilities. [AAIDD]

Developmental assessments consist of tests that measure the performance of young children, traditionally from birth to age six. These tests look for normal delays in several areas of development. As you read, focus on the variety of assessment approaches for young children.

This topic addresses the following competencies:

- Competency 631.2.1: Psychoeducational Testing Practices and Procedures
  The graduate is capable of interpreting a variety of formal (standardized) and informal
assessments and achievement tests (according to research design, reliability, and validity) used in the evaluation procedures for children with a variety of disabling conditions.

Assessing Intelligence and Development

Read the following chapters from *Assessment of Children and Youth with Special Needs*.

- chapter 16 ("Cognitive Development")
- chapter 17 ("Young Children")

As you read, consider the following:

- the language used when working with students with intellectual disabilities
- distinction issues students may face throughout their lifetime
- the focus-point interpretations of various tests, reviews, and summary forms
- comprehension checks, computer-administered intelligence testing, and diversity features
- procedures for assessing students from culturally- and linguistically-diverse backgrounds (an increasingly important topic due to the growing number of bilingual students in schools and society)
- requirements for administering intelligence tests
- controversies that have historically been raised or are currently being raised regarding intelligence testing

Pay close attention to the table "Woodcock-Johnson III Tests of Cognitive Abilities." Become familiar with the common developmental assessments in use today. Pay attention to the purpose and the descriptions of each.

Assessing Academic Achievement and Behavior

Measuring academic learning is one of the main functions of special educators. This section will help you understand the following concepts so you will know what questions to ask and how to answer them for each student you are assessing.

- What is the purpose of the assessment?
- Is this assessment a formative or summative evaluation?
- Is this to determine eligibility or to make short-term instructional plans?
- Is this assessment going to be used to determine long-term programming?
- Will this be based on curriculum-based measures?
- Will you be using frequent progress monitoring or just infrequent benchmarking?

The ability to assess behavior and social skills is also vital for special educators. Having assessment data to determine what skills to teach and how to teach them is vitally important. It is important that you spend time learning about behavioral and social skill assessment and instruction and how they are included in the development of the IEP.

This topic addresses the following competencies:
Competency 631.2.1: Psychoeducational Testing Practices and Procedures
The graduate is capable of interpreting a variety of formal (standardized) and informal assessments and achievement tests (according to research design, reliability, and validity) used in the evaluation procedures for children with a variety of disabling conditions.

Observing and Other Informal Assessments

Read the following chapters in *Assessment of Children and Youth with Special Needs*.

- chapter 8 ("Observing, Interviewing, and Conferencing")
- chapter 15 ("Performance Based, authentic, and Portfolio Assessments")

Assessing Academic Performance

Access the following from the Special Connections website:

- "Assessments"

Read the information on assessments (Curriculum Based Assessment/Measurement, Data-Based Decision Making, Assessment Accommodations, Grading).

Work through the case studies to help you to apply the information and see samples of the different types of assessments.

Focus on the definition of achievement assessment, on the types of behaviors measured by achievement tests, and on the use of achievement tests and measures to meet student needs. Concentrate on the current issues surrounding the assessment of achievement.

Examine the procedures for planning, building, and using portfolios in ways that ensure reliable appraisal of student performance.

Examine specific portfolio assessment processes, scoring systems, reporting procedures, and conferences. Make note of how to conduct a curriculum-based assessment using group achievement tests and using individual and multiple-skill achievement tests.

Assessing Other Skills
As a special educator, you will be asked to assess or become familiar with assessment results from many areas of student development. Understanding what is being assessed and how these assessments impact the student in the everyday classroom is essential to providing instructional support and accommodations.

As you become more familiar with these areas, you will start to identify many areas in which modifications can be made to help students succeed in their education goals.

Understanding how language, reading, writing, math, and behavior or social skills impact everyday life can determine whether you are successful at providing a free and appropriate public education for each of your students.
This topic addresses the following competencies:

- **Competency 631.2.1: Psychoeducational Testing Practices and Procedures**
  The graduate is capable of interpreting a variety of formal (standardized) and informal assessments and achievement tests (according to research design, reliability, and validity) used in the evaluation procedures for children with a variety of disabling conditions.

**Reading**

Read the following chapter from *Assessment of Children and Youth with Special Needs*:

- [chapter 11 ("Reading")](#)

**Language**

Read the following chapter in *Assessment of Children and Youth with Special Needs*:

- [chapter 12 ("Written Language")](#)
- [chapter 13 ("Oral Language")](#)

**Math**

Read the following chapter in *Assessment of Children and Youth with Special Needs*:

- [chapter 14 ("Mathematics")](#)

**Behavior**

Read the following chapter in *Assessment of Children and Youth with Special Needs*:

- [chapter 9 ("Behavior")](#)

**Overall Performance**

Read the following chapter from *Assessment of Children and Youth with Special Needs*:

- [chapter 10 ("Achievement: Overall Performance")](#)

**Instruction**

Assessing students with different learning disabilities can be a challenge. However, the goal of this section is to use the assessment information to help develop strategies that lead to providing the student with an opportunity to demonstrate knowledge, skill, and understanding in all areas of education.

**Instructional Implications and Strategies for Learning Challenges**

Special education and general education teachers need to be prepared to differentiate instruction and provide accommodations or specially designed instruction to students with disabilities.

In this section you will have the opportunity to make decisions about accommodation provisions.
for students and to learn about universal designs for learning in content areas. Making instructional decisions for students is the basis of the IEP. This section helps prepare you for this important job.

This topic addresses the following competencies:

- **Competency 631.2.2: IEP Development and Implementation**
  The graduate relates the various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors) to the presentation and data analysis for instructional planning, conferences, and decision making, and in determining assessment data required in the development of an IEP. In this process, the graduate utilizes federal and state policies, statutes, and regulations, in developing, managing, and implementing educational programs based on individual student needs.

**Learning Challenges: Classroom Implications**

Walk through the following modules from Course 3 ("Assessment for Instructional Planning") on the UWillTeach website:

- module 3: Assessment Processes: from Screening through Instructional Decision Making

Complete lesson 2

In these modules, you will learn about instructional issues that arise from learning disabilities and look at possible solutions to these problems.

- How would this work in the classroom?
- What kinds of activities might a teacher use to put these strategies into action?

**Instructional Planning**

At the Special Connections website, view the following section:

- "Instructional Accommodations"
- "Universal Design for Learning"

This section discusses how to plan for students with special needs using universal design, a concept that attempts to ensure accessibility through design.

**Instruction for Different Learning Needs**

Whether the problem is reading, writing, math or accommodations for instruction in general, there are instructional strategies or remedies for every situation. Sometimes the answer for a student with special needs is really good teaching, which is helpful for all students.

The activities in this next section are designed to help you broaden your teaching toolbox and should not be seen as just for students with disabilities.
This topic addresses the following competencies:

- **Competency 631.2.2: IEP Development and Implementation**
  The graduate relates the various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors) to the presentation and data analysis for instructional planning, conferences, and decision making, and in determining assessment data required in the development of an IEP. In this process, the graduate utilizes federal policies, statutes, and regulations, in developing, managing, and implementing educational programs based on individual student needs.

**Instruction Tools**

On the Special Connections website, view the following section:

- **Instruction: Teacher Tools**

**The IEP Process: Putting It Together**

This section will help you understand the power of the IEP and how it relates to assessment, curriculum, and instruction.

**Managing the Learning Environment**

In the following activity you will explore the procedures for assessing students with disabilities in inclusive settings and review how service delivery, instructional intervention, and data collection are all related to evaluation and assessment.

This topic addresses the following competencies:

- **Competency 631.2.2: IEP Development and Implementation**
  The graduate relates the various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors) to the presentation and data analysis for instructional planning, conferences, and decision making, and in determining assessment data required in the development of an IEP. In this process, the graduate utilizes federal and state policies, statutes, and regulations, in developing, managing, and implementing educational programs based on individual student needs.

**Response to Intervention**

Read the following chapter in *Assessment of Children and Youth with Special Needs:*

- **chapter 2 ("Response to Intervention")**

**The IEP: What Makes an Effective IEP**

The IEP is mandated by IDEA and guides instructors to meet the individual needs of each student related to the previously identified disability. The purpose of an IEP is to set reasonable goals for the student and to state the services that the school district will provide for each student with an IEP.
The learning resources in this section will help give you a clear understanding of the effective development and implementations of IEPs. You will understand how to interpret assessments.

**Creating an Effective IEP**

In the following activity you will learn more about creating an effective IEP.

This topic addresses the following competencies:

- **Competency 631.2.3: Policies and Procedures**
  The graduate utilizes state statutes, policies, and procedures, and the federal regulations of IDEA in professional and ethical practices, and can apply theoretical constructs to special education in tracing the each students with disabilities from pre-referral through post-secondary and community-based options including screening, transition, and record maintenance.

**IEP Process: What makes an IEP Effective?**

Review the following module from course 1 ("Foundations in Special Education") on the UWillTeach website:

- module 2 ("Current Issues and Professional Practices: Still Evolving")

**The IEP Process, Development, and Implementation**

Implementing an IEP for a student starts with the assessment process and continues with the implementation process.

The IEP needs to be revised yearly, per IDEA, but the team may review and revise the IEP more often than once a year.

Either the legal guardians or the school can request an IEP meeting to revise a student’s IEP. For example, the student may not be making progress toward the IEP goals, and the teacher or parents/guardians may become concerned. On the other hand, the student may have met most or all of the goals in the IEP and new goals need to be written. In either case, the IEP team would meet to revise the IEP.

**Development of an IEP**

At the beginning of each school year, the special education teacher must take steps to make sure that all recommendations from the IEP team are implemented.

If the student will be spending part of the day in a regular classroom, the special education teacher and regular education teacher need to collaborate on how to provide all services listed in the IEP. If a student requires materials that are in an alternate format, the materials must be ready to give to the student at the same time the rest of the students receive their materials.

It is also the special education teacher's responsibility to inform each individual included in the IEP of his or her responsibilities, and inquire if there is anything the special education teacher can help with for this implementation.
This topic addresses the following competencies:

- **Competency 631.2.2: IEP Development and Implementation**

  The graduate relates the various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors) to the presentation and data analysis for instructional planning, conferences, and decision making, and in determining assessment data required in the development of an IEP. In this process, the graduate utilizes federal and state policies, statutes, and regulations, in developing, managing, and implementing educational programs based on individual student needs.

**Development of an IEP**

Work through the following module from Course 9, “Collaboration and Instructional Planning in the IEP Process” on the [UWillTeach website](#):

- module 2 "Developing Standards Based IEPs"

**Required IEP Components**

Work through the following module from Course 9, “Collaboration and Instructional Planning in the IEP Process” on the [UWillTeach website](#):

- module 2 "Developing Standards Based IEPs"

**Determining Present Levels of Performance and Developing IEP Goals**

Work through the following module from Course 9, “Collaboration and Instructional Planning in the IEP Process” on the [UWillTeach website](#):

- module 2 "Developing Standards Based IEPs"

Read the following chapter in *Assessment of Children and Youth with Special Needs* to get an overview of transition planning.

- **chapter 18 ("Transition")**

**Collaboration and Counseling**

Special educators are not the only professionals who work with students with special needs. In fact, there are any number of other professional and paraprofessionals who work together to ensure that the needs of students with disabilities are met. There are prep-referral teams, evaluation teams, and IEP teams, each serving different purposes. The role of special educators in all of these teams is unique because they are often called upon to help coordinate
the services of all the professionals involved in the education of students.

Each team of professionals differs depending on the purpose of the team and the unique needs of the student the team is focusing on at the time. This is the very foundation of special education; services are as unique and individualized as the student.

This section is designed to help you explore ways to manage these different roles and to provide resources for you to turn to when you are called upon as an expert.

**Professional Teams**

Possible members of any professional team may include parents/guardians, general education teachers, a school psychologist, a speech and language pathologist or speech therapist, an occupational therapist and/or a physical therapist, a school nurse, or an administrator.

If the student has other specific needs, the team could include other professionals like an adaptive physical education teacher, a paraprofessional, a social worker, a school counselor, an orientation and mobility specialist, and an interpreter.

Coordinating the services of professionals takes collaboration, organization, and communication skills. It is important for special educators to be prepared to manage this role of coordinator effectively and efficiently.

Additionally, special educators may be called upon to collaborate in other ways. With general education teachers, special educators may collaborate by co-teaching in inclusion models, acting as consulting teachers, or by providing staff development to small- or medium-sized groups of teachers. This means special educators are often viewed as instructional resources.

This topic addresses the following competencies:

- **Competency 631.2.4: Counseling and Collaboration**
  The graduate is able to establish partnerships with other members of the school and the community, promotes positive school-home relationships, and encourages families' involvement in their children’s education by correctly using the terminology that enables one to communicate/collaborate and counsel with parents/guardians; other regular and special education teachers; school administrators and special service personnel such as physical, occupational, communication and speech therapists; and the students themselves.

**Counseling and Collaboration With Parents**

Working with parents/guardians is such an important part of special education that it is part of the law. Parents/guardians have a right to be part of the special education process, and special educators must find ways to help parents/guardians be a substantive part of the their child’s special education.

This section of the course will provide ideas and resources to help you create a rapport with parents/guardians. Creating a collaborative environment in which the school-based team and family work effectively can be very rewarding, but also very challenging.
As you study, you will review communication strategies and resources you can use to help you involve parents/guardians in the development of IEPs and in the progress of their child.

You will also learn strategies for increasing success in the classroom and in developing meetings and other opportunities for creating effective teams, which include the parents/guardians of each of your students.

This topic addresses the following competencies:

- **Competency 631.2.4: Counseling and Collaboration**
  The graduate is able to establish partnerships with other members of the school and the community, promotes positive school-home relationships, and encourages families’ involvement in their children’s education by correctly using the terminology that enables one to communicate/collaborate and counsel with parents/guardians; other regular and special education teachers; school administrators and special service personnel such as physical, occupational, communication and speech therapists; and the students themselves.

**Involving Parents**

Read the following chapter in *Assessment of Children and Youth with Special Needs*:

- **chapter 4 ("Young Children")**

Focus on research-based practices and issues to consider in responding to families, especially diverse families.

Develop a strong foundation for understanding families and ways to develop strong parent-professional partnerships to facilitate the education of students with special needs.

**Understanding the Professional Role**

**Growing Professional Knowledge**

Time to turn your attention towards you as a special education professional. You will spend the rest of your career meeting the professional and ethical standards established for special educators. The lesson helps you look at pursuing local, state, and national Professional Development Opportunities, specifically the code of ethics and standards for special education professionals developed by the [Council For Exceptional Children](http://www.cec.sped.org).

**Understanding the Professional Role**

Review the following module from course 1 ("Foundations in Special Education") on the [UWillTeach](http://www.uwillteach.com) website:

- module 3, lesson 3 ("Understanding Yourself as an Evolving Professional")

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to
complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.

**Performance Assessments**
Complete the following in Taskstream:

- Creating an IEP
- Creating a Transition Plan

For details about these performance assessments, see the "Assessment" tab in this course.

**Accessibility Policy**

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). The Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu.

**Course Feedback**

WGU values your input! Please submit any feedback you have using the following form:

[Course Feedback](#)