This course supports the assessments for X353. The course covers 5 competencies and represents 7 competency units.

Introduction

Overview

This course provides the foundation on which you will build the remainder of your special education career here at Western Governors University (WGU).

Upon completion of this course, you will understand

- the history of special education;
- why the field exists separate from general education;
- where the field is going;
- how special education fits with general education;
- the Individuals with Disabilities Education Act (IDEA);
- the No Child Left Behind Act;
- free, appropriate public education (FAPE) and;
- Least Restrictive Environment (LRE).

There are many laws and regulations associated with special education; the key to is to gain a fundamental understanding of all laws and regulations by experience and by learning where to find information specific to each disability and its related law and/or regulation.

Watch the following video introduction for this course:

Competencies

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

- Competency 631.4.1: Historical and Philosophical Foundations of Special Education
  The graduate applies historical and philosophical foundations of special education to present content and constructional development in the identification of characteristics of students who manifest a wide range of mild/moderate disabling conditions requiring special education services.

- Competency 631.4.2: Professional and Ethical Practice
  The graduate applies professional and ethical practice, becoming a life-long learner and reflective professional committed to ongoing professional growth.

- Competency 631.1.1: Characteristics of Individuals with Exceptional Learning Needs
  The graduate applies historical and philosophical foundations of special education to present content and constructional development in the identification of characteristics of students who manifest a wide range of mild/moderate disabling conditions requiring special education services, along with associated issues such as etiology, assessment,
legal and ethical issues, programming options, terminology, and inclusionary practices.

- **Competency 631.1.2: Special Education Law and Ethical Issues**
  The graduate applies relevant state and federal laws, and legal and ethical considerations to situations involving the operation and management of special education programs in public and private schools, and issues pertinent to special education, such as the role of special education in general education, placement practices, and distinguishing procedural and substantive rights of children with disabling conditions, and can articulate recent decisions made in special education law as to the precedents set, and utilize the tools necessary to interpret the statutory and regulatory law pertaining to the various public laws.

- **Competency 631.1.3: Policies and Procedures**
  The graduate utilizes state statutes, policies and procedures, and the federal regulations of IDEA in professional and ethical practices, and applies theoretical constructs to special education in tracing the ways in which students with disabilities are served from pre-referral through post secondary and community-based options including screening, transition and record maintenance.

### 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.

#### 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.

**Enroll in Learning Resources**

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

Please access your Degree Plan 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 or subscribe through your Degree Plan, please see the "Acquiring Your in Learning Resources" document.*

**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 e-mail 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 2: Development and Characteristics of Learners with Exceptional Learning Needs
- 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.

The following e-texts are available to you free of charge, 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.

**VitalSource E-Texts**

The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


**Additional Online Learning Resources**

The websites for the NICHCY and the IRIS Center do not require registration. You may access these resources at any time.
Other Preparations: Create a Glossary

Special education has a specialized vocabulary and many acronyms. While they may seem daunting at the beginning of your studies, they will become very natural to use as you progress through your studies.

To facilitate this internalization, you will expand on your own glossary of terms throughout your studies in the Special Education degree program. As you come across new terms or acronyms, through your readings or discussions with others, add the terms to your glossary of terms. Make your definitions short but meaningful. Here is an example to get you started:

- ABA (Applied Behavior Analysis)
- Accommodation
- ADA (Americans with Disabilities Act)
- Assistive technology
- Curriculum Based Measures
- IDEA (Individuals with Disabilities Act)
- IEP (Individualized Education Plan)
- IFSP (Individual Family Service Plan)
- Modification
- Section 504
- Universal design

Ongoing Activity: Create a Special Education Resource Manual

As you are learning about special education, you should begin to work at applying the knowledge you are gaining. This "Special Education Resource Manual" can be used as an additional study guide and for possible inclusion in the appendix section of your Demonstration or Field Experiences Teacher Work Sample (TWS).

As you continue to work through other assessments you will want to add sections to this manual to create a complete document. This is a great document to showcase your ability to articulate what you know to those non special education professionals (an important skill for all special educators!)

Suggested Table of Contents:

- Section 1: Overview and Legal History
- Section 2: FAPE (definition, providing FAPE and things to consider)
- Section 3: Child Find and Students with Disabilities
- Section 4: Roles and Responsibilities of Special Educators
- Section 5: Characteristics of Students with Disabilities
- Section 6: Special Education Process
- Section 7: LRE, IEP, and Service Delivery
- Section 8: Curriculum and Instruction
Overview of Special Education

History has shaped the key principles of special education today. If you can understand where special education began, it will be much easier to see where it is going.

**Historical Overview: Societal Issues, Historical issues, Legal History and Landmark Court Cases**

Gaining an understanding of the different federal laws that impact citizens with disabilities helps create a holistic view of the responsibilities communities are charged with to ensure equal access for people with disabilities.

Federal laws that are considered "companion laws" to the Individuals with Disability Education Act (IDEA) are Section 504 of the Vocation Rehabilitation Act from the 1970s and the Americans with Disabilities Act (ADA) from the 1990s. These acts create an introduction to and the foundation of Special Education.

**History of Special Education**

It is important for special educators to understand the legal history of special education, as this provides the background to special education practices today.

This understanding will help when working with federal and state mandates. In *Characteristics of and Strategies for Teaching Students With Mild Disabilities*, read the following:

- chapter 1 ("Foundations of Special Education for Students With Mild Disabilities")

Review the advance questions to organize your note taking and thinking as you read.

**Societal Issues**

Walk through the following modules from Course 1 - Foundations in Special Education on the UWillITeach website:

- module 1: Special Education as an Evolving Discipline: Influences of the Past

Complete lessons 1, 2, and 3.

Pay close attention to the way society has viewed students with disabilities and special education. Also, see how schools and communities have worked to integrate students with disabilities into the natural environments.
Gain an understanding of "normalization" and the differences between "handicap," "disabled," and other terminology in this module.

**Legal History Landmark Court Cases**

Use an Internet search engine (e.g., Google Scholar) to research landmark cases that impacted special education.

The following legal cases were instrumental in the development of special education over time. Review them for a better understanding of how special education has evolved.

- Brown v. Board of Education of Topeka Kansas (1954)
- Mills v. Board of Education of the Distric of Columbia (1972)
- Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania (1971)
- Larry P. v. Riles (1979)
- Honig v. Doe (1988)

**Companion Laws**

The Individuals with Disabilities Act (IDEA), Section 504 of The Vocational Rehabilitation Act of 1973, and The Americans with Disabilities Act of 1990 (ADA) represent attempts to improve the living conditions of those with disabilities.

After reading [Comparison of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, The American's with Disabilities Act, and The Elementary and Secondary Education Act also known as No Child Left Behind Act](#), briefly discuss the following in the learning community:

- Who is protected under these three acts?
- What are the evaluation and placement procedures for IDEA, ADA, and Section 504?
- What agencies enforce each of these laws?

**Key Principles in Special Education**

Complete the following from Course 1 - Foundations of Special Education on the [UWillTeach](#) website:


Complete lesson 2.
Special Education Resource Manual Section 1: Overview and Legal History

For section 1: Overview and Legal History (including Key Principles and Legal History; Societal Issues; and a Comparison of IDEA, Section 504 of the Vocational Rehabilitation Act, Americans with Disabilities Act, and ADA), follow these steps:

1. History of Special Education
   a. Begin by creating a document outlining how special education developed from the early 1970s, changed in 1990, was reauthorized in 1997, and then again in 2004.
2. List the key principles in special education
3. Landmark Court Cases
4. Create a chart with 3 columns:
   a. Name of Court Case
   b. Principle of Special Education Impacted
   c. Summary of Impact
5. Companion Laws:
   a. Create a table that outlines the main differences between Section 504, IDEA, and ADA.
6. Identify the differences in eligibility, services, funding and other aspects of each law.
   a. Think of examples that describe the application of each law.

Introduction to Free and Appropriate Public Education (FAPE)

Read through definitions of FAPE, explanations of FAPE, and explore how this concept impacts all processes and procedures done in special education.

Identify considerations that must be made when determining FAPE for students and what types of controversies exist around FAPE and why.

Look at how to meet FAPE through the use of special education processes and the IEPs.

Defining FAPE

Review the FAPE document and discussion on NICHCY website.

You should fully understand FAPE in IDEA 2004 and how it has an impact on students with disabilities.

Discuss the following with a peer or colleague:

- The history of the implementation of FAPE.
- FAPE’s impact schools and special educators when addressing the educational needs of students receiving special education services.

Special Education Resource Manual Section 2: FAPE

For section 2: FAPE (definition, providing FAPE and things to consider when determining FAPE), create a 1–2 page document that includes a definition of FAPE. Include a sample of the
kinds of things special education teachers must keep in mind regarding FAPE

- when students are referred for consideration for special education evaluation,
- during the IEP process, and
- when delivering special education to the students.

Child Find

Each state has an obligation to identify, locate, and evaluate all students entitled to special education. This child find mandate is an important element for identifying students with disabilities and preparing schools to provide education for them once they are eligible.

Components of Child Find

IDEA requires states to develop a continuous process for locating, identifying, and referring students with disabilities. This process must be comprehensive and geared toward students as early in life as possible.

Students who receive special services under Part C, "Early Intervention" or Part B, "3 - 21," must meet eligibility criteria according to federal law.

While schools are considered the primary providers or "lead agency" for students ages 3 - 21, states may coordinate with others to provide services for Part C, "Early Intervention."

Locating and Identifying Students with Suspected Disabilities-Part C: Early Intervention

Early Intervention, PART C of the federal law, IDEA, provides support for infants, toddlers and preschoolers from birth through age 2.

Read through "Overview of Early Intervention" on the NICHCY website and go to ISBE: Child Find Guide. Reading the section on effective practices for early intervention will give you a good foundation for understanding what types of interventions are currently taking place in the field of early childhood education.

Special Education Resource Manual Section 3: Child Find and Students with Disabilities

For section 3: "Child Find and Students with Disabilities" (special education processes, locating students, identification, referral for special education services), follow these steps:

1. Create a document for parents explaining the purpose of Child Find and informing them of Child Find activities.
2. Explain early intervention services that may be available for students with disabilities, including the difference between and IEP and IFSP.
3. Identify what and how you might conduct some Child Find activities.

Roles and Responsibilities of Special Education Teachers

Teaching special education is often much different than teaching general education. Special educators are responsible for managing the special education process for the students who are assigned to them through their school. Duties of the special educator can change depending on
Regardless of setting, there are traditional duties that most special education teachers are responsible to conduct. Among these are management of documents/paperwork and processes.

**Supervising Paraprofessionals**

Special educators design the instruction delivered by paraprofessionals, supervise the implementation of this instruction, and evaluate the progress towards IEP goals. This work with paraprofessionals includes monitoring confidentiality, behavioral strategies, and planning for instruction on a regular basis.

**Collaboration and Teacher Roles**

Read through the following article and Information Briefs:

- [Collaboration Between General and Special Education: Making It Work](#)
- [Collaboration: A Must for Teachers in Inclusive Educational Settings](#)
- [Improving Education: The Promise of Inclusive Schooling](#)
- [Working Together: Teacher-Paraeducator Collaboration](#)

As you read through these documents, identify areas of responsibility that overlap between general education teachers and special education teachers. Thinking like a special education teacher will help you to visualize how these similarities and differences will manifest themselves in a classroom setting.

**Special Education Resource Manual Section 4**

For section 4: "Roles and Responsibilities of Special Educators," follow these steps:

1. List characteristics, advantages, and disadvantages of each setting listed above.
2. Prioritize the list of duties in the order that you believe to be most important to least important.
3. Discuss these with a seasoned special educator to compare your perception with the experience of a special educator.

**Characteristics of Students with Disabilities**

Special education teachers are often called upon to act as consultants to general education teachers and others who are working with students with special needs. A thorough understanding of mild disabilities enables you to become not only a highly qualified teacher but also one who parents and colleagues feel confident in approaching for help and information relating to disabilities.

**Characteristics of Students: Cross Categorical**

As you interact with and speak about students with special needs, it is imperative to see them first as individuals and then as individuals with traits that cause disabilities.

As you practice using the skills and language that emphasize this, you will be recognized as a
knowledgeable and respected educator to whom others will come for assistance with their own students.

**Students with Specific Disabilities**

Understanding different disabilities is essential to special education. IDEA outlines different eligibility categories; these are broad categories encompassing many different disabilities.

Learning about how these disabilities impact students at home, school, and in society will assist you in determining what special education services may be necessary to consider.

Complete the following from Course 2 - Characteristics of Students with Disabilities on the [UWillTeach](#) website:

- module 1: Who Are the Students with Disabilities You Likely Teach Each Day
- module 2: Who Are the Students with Disabilities You Likely Teach Each Day

Complete lessons 1, 2, 3, and 4 in module 1 and 2.

Review the following in *Characteristics of and Strategies for Teaching Students With Mild Disabilities*:

- chapter 2 "Overview of Students with Mild Disabilities"
- chapter 3 "Students with Mild and Intellectual Disabilities"
- chapter 4 "Students with Emotional Disturbance"
- chapter 5 "Students with Specific Learning Disabilities"

Access the following web page:

- "[IRIS Resource Locator](#)"

Select “Disability” from the Topics menu and open the Information Briefs. Choose several to review:

- Asperger Syndrome
- Attention Deficit/Hyperactivity Disorder
- Autism and Pervasive Developmental Disorder
- Speech and Language Impairments
- Communication Disorders
- Emotional Disturbance
- Learning Disabilities
- Mental Retardation
- What is an Emotional or Behavioral Disorder?

Use a graphic organizer to help you understand common causes of mild disabilities.

Identify similarities and differences between specific learning disabilities and developmental
Disabilities.

Take notes as you read these selections. Be sure to define any vocabulary and clarify any confusing topics in your notebook.

Pay close attention to definitions, causes, prevalence, and outcomes for each disability. On the NICHCY website, review the following web page for additional details:

- "Categories of Disabilities Under IDEA Law"

Disabilities

- Are there "typical" students with disabilities?

  a. Why or why not?

    - What types of reading problems you might see in students with a learning disability in reading?
    - What areas in math might be challenging for students with a learning disability in math?
    - How might information processing impact math skills?
    - What are examples of challenges in writing skills that students with disabilities might experience?

Mental Retardation

- How are students with Mental Retardation assessed?
- What role does adaptive behavior play with determining eligibility under the IDEA category, MR?
- What controversies surround this eligibility category?

  a. Why?

    - What are some specific reasons students with mental retardation might not be successful in an inclusion setting?

Behavior Disorders

- How are students with behavioral disorders assessed?

  a. Why is the assessment of behavioral disorders problematic?
- List seven behaviors that may be of concern to teachers that may indicate a behavioral disorder. Describe how these might progress over time.
- What are some of the characteristics of anxiety disorder?

a. Can these characteristics be considered when determining eligibility for special education under the category BD or SED?

- What eligibility criteria must be met in order for students to be eligible for special education under IDEA category, SED?

ADHD

- In what category do most students with ADHD receive special education services?
- How do the symptoms of ADHD manifest themselves as students' age?

a. What signs of ADHD might a teacher in an elementary classroom notice?

b. A teacher in middle school?

c. A high school teacher?

- What difficulties might a student with ADHD experience in a classroom?

a. How might their experience be different in a one-on-one situation?

Autism

- With what three areas do students with autism generally have difficulties?
- How might these be evident in the classroom?
- What types of difficulties could a general education teacher experience in working with students with autism?
- How could special education benefit a student with autism?

Giftedness

- Define giftedness.
- In what areas should you look in addition to achievement to help make the determination of giftedness?
- Are schools mandated to provide services to students who are gifted?
- Are there strategies you should focus on when working with students who are gifted?

Special Education Resource Manual Section 5: Characteristics of Students with
Disabilities

For section 5: Characteristics of Students with Disabilities, follow these steps:

1. List all IDEA eligibility categories and specific information related to eligibility criteria for each category.
2. Construct a table that outlines and describes different disabilities and include the four main IDEA eligibility categories of disabilities: Mental Retardation (MR), Serious Emotional Disturbance (SED), and Specific Learning Disability (SLD) and Autism.
3. Choose four mild disabilities and prepare a document outlining characteristics of each disability including strengths, weaknesses, what teachers might see in the classroom, things to consider when designing instruction and assessment, and home/family or other issues that may arise with each disability.

Special Education Process: Eligibility and Evaluation

Learning about and understanding the special education referral and evaluation process is essential to becoming a special education teacher. Evaluation determines eligibility for special education services, provides the foundation for the IEP, and helps identify instructional, curriculum, and assessment strategies for students.

Special Education Eligibility Process

In order to fully understand the evaluation process, you will need to understand the roles of the student study team SST (labeled differently for different schools, but serves important purpose), school psychologist, regular education teacher, and special education teacher, related services providers, and state and district personnel.

Disproportional and Overrepresentation of Minorities in Special Education

Read the following in Characteristics of and Strategies for Teaching Students With Mild Disabilities:

- pages 85–94 of chapter 3 (“Students With Mild Intellectual Disabilities”)

Review the advance questions to organize your note taking and thinking as you read.

Consider your own experiences serving students with diverse backgrounds.

Ask two people from different cultural backgrounds than yourself ideas about how you should address diversity in your classroom. Using the responses you received, think about how this could influence your classroom.

Also, share how you would facilitate a culturally and linguistically diverse lesson. If you need help, ask your peers for suggestions.
On the NCCREST website, read the following Information Brief:

- Disproportionate Representation of Culturally and Linguistically Diverse Students in Special Education: Measuring the Problem

On the NICHCY website, work through the following:

- module 5: Disproportionality and Overrepresentation

Complete the following:

- Define disproportionality.
- Identify the difference between overrepresentation and underrepresentation.
- Explain the implications of disproportionality.
- Identify possible causes and solutions.

### IDEA and General Education

Access NICHCY website to see how IDEA aligns with No Child Left Behind (NCLB) and explore topics on general education and children with disabilities:

- module 6: Early Intervening Services and Response to Intervention
- module 7: Highly Qualified Teachers
- module 8: National Instructional Materials Accessibility Standard (NIMAS)

### Evaluation and Eligibility Procedures

When children have difficulty progressing in the general education environment and appear to struggle, the possibility exists that they may have a disability. The following four modules on the NICHCY website review the evaluation process mandated by IDEA.

This evaluation process is intended to determine if, indeed, there is a disability affecting a child's school progress and, if so, whether the child needs special education and related services.

- module 1: Top 10 Basics of Special Education
- module 9: Introduction to Evaluation Under IDEA
- module 10: Initial Evaluation and Reevaluation
- module 11: Identification of Children with Specific Learning Disabilities

### Special Education Resource Manual Section 6: Special Education Process

For section 6: Special Education Process (including the purpose of evaluation-eligibility categories, consent, evaluation and eligibility procedures, and reevaluation), follow these steps:

- Create a graphic organizer to outline the different types of evaluation and explain why evaluation is such a necessary and significant part of instruction.

### Least Restrictive Environment
In order to meet the legal requirements for Least Restrictive Environment (LRE), after determining that a student is eligible for special education services through the use of an evaluation, the team must determine what services are needed and where (this is called placement) they will be provided. This is determined during the IEP meeting. The parents must be part of this decision.

**Determining Least Restrictive Environment (LRE)**

There are many things that must be considered when determining the least restrictive environment. Among these are services needed, impact of placement on student and others, supports that may be necessary to ensure benefit, and participation in assessments.

**Considerations for LRE Determination**

On the NICHCY website work through the following:

- module 15: LRE Decision Making

Pay close attention to the following:

- considerations in determining LRE
- types of supports needed for students to excel
- program modifications and supports for school personnel

**Teaching Students in an Inclusive Classroom**

Inclusion is a movement designed to bring special education services into the general education classroom.

1. Compare mainstreaming and inclusion.
2. How are NCLB and inclusion linked?
3. What is the difference between remediation and accommodation?
4. What is the difference between collaboration and cooperation?

Describe the difference between student-centered and teacher-centered instruction.

**Practice**

Consider a student you may know or have read about in the any of the vignettes in *Characteristics of and Strategies for Teaching Students With Mild Disabilities* and discuss with a peer which educational placement would be most appropriate and why. Reviewing the continuum of placements will be advantageous to your discussion.

**Planning for Inclusion**

Read the following in *Characteristics of and Strategies for Teaching Students with Mild Disabilities*:

- chapter 6 “The Inclusive Classroom”
- chapter 7 “Learning and Teaching”
In chapter 6, look closely at the reflection questions and the section entitled "Speed Bumps." Review Box 6.1 ("Special Child-Ode to My Teacher"). The figures and tables in this chapter provide a great deal of information; review these and pay close attention to the definitions provided. Add vocabulary that is new or you wish to keep a definition of to your glossary.

Special Education Resource Manual Section 7: LRE, IEP, and Service Delivery

For section 7: LRE, IEP, and Service Delivery, follow these steps:

- Define LRE and identify continuum of placement options. List things the IEP team must consider when determining LRE for individual students, including the need for assistive technology.

**Individual Education Programs**

Tremendous changes have occurred over the past decade in the provision of services to students with disabilities. Federal mandates define requirements for free, appropriate public education in the least restrictive environment.

**Special Education IEP Process**

When the referral process evaluation leads to the conclusion that the student needs to receive special needs resources, the development of an IEP will take place.

Beginning with evaluation, the team then moves to develop an IEP and determines placement for services. After the IEP document is developed, services begin, as does progress monitoring, which will lead to more evaluation data to develop the next IEP.

This cyclical process is called the IEP process. Special educators must understand the IEP is both a process and a document.

The IEP document determines what services will be provided, where the services will be provided, and how those services will be measured and then reported to parents.

**IEP Document: Contents of IEP**

Access the NICHCY website and review the information provided in the links on the IEP Contents page:

- **All About the IEP**

Try to visualize students who may need these services and what planning might need to be done prior to the IEP meeting to meet these considerations.

Add a page to your Special Education Resource Manual listing all contents of the IEP.

**Additional Special Education Resource Manual Documents**

To help you understand the flow of the process and the IEP document itself, make a companion handout to the evaluation document that explains the IEP process in detail.
In your handout, do the following:

- Identify deadlines mandated by IDEA, required components and additional considerations that must be made.
- Provide some suggestions to make the parents feel they are part of this process and less uncomfortable with the group they may perceive as passing judgment on them, since their child has learning problems.
- Create a list of the people who must be members of the IEP team and discuss why it is so important to have the student's parents as members of this team. Identify what must occur for members to be excused from the meetings.

Be sure to address the following questions and suggestions:

- What is the goal of the IEP conference, and what are some expected outcomes from the meeting?
- What must be included in goals to make them measureable?

Provide some strategies that will be used in the classroom to accommodate the disability of the child being discussed.

Make sure that parents understand the vocabulary you are using, such as least restrictive environment (LRE), free and appropriate public education (FAPE), occupational therapist (OT), physical therapist (PT), and speech and language pathologist or therapist (SLP).

Describe how students exit, or discontinue special education services (age out, graduate, meet goals through evaluation process)

**Curriculum, Instruction and Meeting Student Needs**

During the development of an IEP, required services are identified. The types of services a student receives depends on the evaluation data. Thus services that are provided may vary from student to student.

Special educators need to identify the best instructional and curricular materials for each student as well as when and why those services must be delivered.

**Adaptations: Accommodations, Modifications, and Specially Designed Instruction**

One of the terms used to describe special education is the third type of adaptation, specially designed instruction or SDI. Understanding how these adaptations are used to create an individualized education is tricky.

The key is to identify what the main learning objective is, what the general education students are doing to meet this objective, and then to develop the least restrictive or least invasive intervention for your student(s).
Complete the following module in Course 2 of UWillTeach:

- module 3: Individuals with Disabilities: Learning and Instructional Implications

Complete lessons 1, 2, and 3.

Read the following in Characteristics of and Strategies for Teaching Students With Mild Disabilities:

- chapter 8 ("Instructing Students with Mild Disabilities")

Review the advance questions to organize your note taking and thinking as you read.

Go to the Accommodation Information Briefs found on the "IRIS Center: IRIS Resource Location" web page and throughout the other reading you have done. Take time to think about instructional, curricular, and environmental strategies that may help students with these and other disabilities.

Here are some questions to consider:

Content Areas/Disabilities

- What types of teaching strategies would a science teacher use for a student with a learning disability in reading comprehension?
- How could a teacher introduce applied math concepts to a student with reading problems?
- How might ADHD and memory problems impact math skills and what type of teaching strategies would help improve memory?
- What are examples of writing skills that students with disabilities might experience during instruction and how would you accommodate for them?

Mental Retardation
• How do you incorporate adaptive behavior into the curriculum?
• What is the difference between a functional curriculum and an academic curriculum?
• What are some examples of adaptive behavior skills and how would you teach them?

Behavior Disorders

• Which instructional strategies are used to help students with behavioral disabilities?
• What is the difference between a psychoeducational model of instruction and a behavioral model? Be able to define them.
• Which are some models outlined by the learning resources as behavioral programs?
• What eligibility criteria must be met in order for students to be eligible for special education under IDEA category, SED?

ADHD

• In what category do most students with ADHD receive special education services?
• What instructional strategies might be useful for students with ADHD?

Autism

• What strategies are used to teach students with autism (visual cues, communication assists, etc.)
• How might these be used in classroom settings?

Speech and Language and Written Expression Disorders

• What is the difference between expressive and receptive language?
• What instructional strategies can teachers use to help students with these problems?

Special Education Resource Manual Section 8: Curriculum and Instruction

For section 8: Curriculum and Instruction, follow these steps and define the terms used for adaptations:

• Write sample present levels of performance for a student in reading, math, and behavior.
• Identify instructional strategies and adaptations you would use to meet at least three IEP
goals.
- Explain how you would determine what a student needs.

**Classroom Management**

All children function more effectively under the right set of rules, procedures, and consistent consequences despite there being certain limits to functioning, such as temperamental or emotional influences related to ADHD or depression.

Managing and enforcing consequences plays a major role in the education of all students, not just students receiving special education services.

**Behavioral Management Principles**

Managing behavior means that you must develop rules, rituals, and procedures that assist in creating an environment of student support. You must also have clear expectations about your limits-managing yourself is also part of being an effective teacher.

Managing yourself means being consistent, following through and maintaining a professional attitude in spite of all that is going on around you.

As you have learned in previous classroom management courses/assessments, rules and procedure are vital.

**Behavior Management Principles**

Work through the first two Behavior and Classroom Management modules from the IRIS Center website:

- [Classroom Management (Part 1): Learning the Components of a Comprehensive Behavior Management Plan](#)
- [Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan](#)

While working through these modules, you will create rules and procedures of your own.

Complete the third module from the IRIS Center website:

- [SOS: Helping Students Become Independent Learners](#)

Read the following in *Characteristics of and Strategies for Teaching Students With Mild Disabilities*:

- [chapter 9 ("Classroom Management")](#)

Review the advance questions to organize your note taking and thinking as you read.

Pay close attention to instructional strategies and behavioral management strategies that will assist in managing students with specific disabilities.
Give an example for each of the following:

- how a teacher can manage behavior
- the use of good rules and procedures
- how teacher reaction to behavior, good or bad, plays a role in the management of a classroom

Outline how the special education evaluation would inform a teacher's future instructional behavior.

Choose one of your examples and post it to the message board.

**Positive Behavior Supports**

Access the NICHCY website and read through the following page:

- Behavior Assessment, Plans, and Positive Supports

The sections on this page are the following:

- "Behavior as Communication"
- "Behavioral Assessment"
- "Behavior Intervention Plans"
- "Positive Behavior Support"
- "Yet More Resources"

**Special Education Resource Manual Section 9: Behavior and Discipline**

For section 9: Behavior and Discipline, follow these steps:

Develop a document providing the key principles in behavior modification.

- Define contingency contracts, token economy, time out, functional behavioral assessment, positive and negative reinforcement, and behavioral regulation.
- Next, consider a student you currently have or one from your readings to identify what the student may be trying to communicate through a negative behavior. Then think about how to develop a plan to apply the principles of positive behavior supports for that student.
- As you develop this plan, consider all behaviors, including externalizing and internalizing behaviors. Create a table with verbal and nonverbal interventions-add as many as you can think of to this table.
- Conclude this document with a short summary of the pitfalls of behavior modification.

**IDEA Student Discipline**

Discipline for students with disabilities can be tricky. The law is clear and contains provisions protecting students with disabilities from unjust disciplinary actions, including the loss of special education services. Having a thorough understanding of the regulations and practices in special
education is imperative.

**General Guidelines**

Schools must consider the following when disciplining students with disabilities:

- eligibility for the protections
- type of offense committed
- disciplinary actions previously implemented
- the need for a manifestation determination
- whether service continuation is required

**IDEA Discipline Guidelines**

Access the NICHCY website and review the following page:

- [Applying Discipline Rules to Students with Disabilities](#)

Read through the following:

- "Placement and School Discipline"
- "Discipline, in Detail"

**Additional Special Education Resource Manual Documents**

Create a flowchart for the steps outlined in IDEA for discipline.

Describe the scope of the hearing officer duties as they relate to discipline.

Outline in your study notes what must occur during a short-term suspension.

Describe an interim alternative educational setting.

What constitutes a change of placement?

What is a manifestation determination and when must it be completed?

**Due Process, Mediation Dispute Resolution, and Parental Rights and Partnerships**

In this section, you will learn what triggers due process, what the procedural safeguards are, and when parents must be informed of their rights.

Additionally, you will learn some ways to avoid due-process issues, how to handle mediation, and how to meet both legal and ethical obligations of the IEP process.

**Procedural Safeguards and Working with Parents**

Special education regulations require that parents/guardians be allowed the opportunity to be active participants in the IEP process and have the responsibility to accept or deny consent for special education services for their child.
Procedural Safeguards - Understanding Due Process

Access the NICHCY website and work through the following on the Theme E: Procedural Safeguards:

- module 17: Introduction to Procedural Safeguards
- module 18: Options for Dispute Resolution
- module 19: Key Issues in Discipline

Review the information related to prior written notice, informed written consent, and access to records—just a few of the critical safeguards in IDEA for families and schools.

Also do an Internet search for the special education due process in the state in which you live. As you research, keep in mind how this impacts your work with special education students.

Procedural Safeguards and Due Process - Protecting Student and Parent Rights

Review the following in Characteristics of and Strategies for Teaching Students With Mild Disabilities:

- pages 16–18 of chapter 1 ("Foundations of Special Education for Students with Mild Disabilities")

Review the advance questions to organize your note taking and thinking as you read.

Be sure to define any vocabulary and clarify any confusing topics in your Special Education Manual.

Complete the following:

- List and describe procedural safeguards.
- Create a table with tips for avoiding due process hearings.
- Describe ways to protect the IEP team process.
- List and describe the top ten ways to guarantee a due process hearing.

Define the following terms and provide an explanation of each:

- Informed Consent: when is informed consent required?
- Written Notice: when must parents/guardians receive written notice?
- Confidentiality: what laws govern confidentiality in special education?
- Independent Educational Evaluations: what are they and how do they impact special education services?

Building Family Partnerships

The parent-professional partnership is critical in meeting the needs of a child with a disability. When schools and families work together to support learning, everyone benefits.
Create a guide for teachers about how to create positive relationships with parents/guardians. Use the information you find in the next two sections, "Understanding Families" and "Welcoming Families."

Include the following in your guide:

- good first steps to establish relationships with parents/guardians
- the needs of parents/guardians with special needs students
- an outline of beneficial strategies fostering parental involvement

**Understanding Families**

In *Characteristics of and Strategies for Teaching Students With Mild Disabilities*, read the following:

- chapter 11 ("Building Family Partnerships")

Review the advance questions to organize your note taking and thinking as you read.

**Special Education Manual Section 10: Procedural Safeguards and Working with Parents**

For section 10: Procedural Safeguards and Working with Parents, follow these steps:

- Make a list outlining the steps in the process when procedural safeguards must be given to parents/guardians.
- List a sample of places in your state where parents/guardians could go to get help for different issues related to special education.
- Describe barriers to school and family communications and the ways schools can work to overcome them.
- Create a table of different tools that schools can use to communicate with parents/guardians of students with disabilities.
- List reasons why parents/guardians might be reluctant or unable to work with schools.
- Make a chart outlining the emotional impact that having a child with a disability may have on a family with more than two children, then with a single parent, then with extended family obligations.
- Make a flowchart of due-process rights for parents/guardians in the evaluation stage of special education.
- Reflect on your own response to having to make a home visit. How might you feel if teachers visited your home regularly?
  - List tips for providing information to parents/guardians.
  - Compare and contrast two ways families may try to seek causes for their child's disability.

**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.
The WGU Library

The [WGU Library](https://library.wgu.edu) is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on [The WGU Channel](https://wgu.channel):

- [WGU: Accessing the Library](https://wgu.channel/accessing-the-library)
- [WGU Library: Finding Articles, Books, & E-Reserves](https://wgu.channel/library-finding)

Center for Writing Excellence: The WGU Writing Center

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail [writingcenter@wgu.edu](mailto:writingcenter@wgu.edu).

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](https://coursefeedback.wgu.edu)

ADA 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). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at [ADASupport@wgu.edu](mailto:ADASupport@wgu.edu). Further information on WGU?s ADA policy and process can be viewed in the student handbook at the following link:

- [Policies and Procedures for Students with Disabilities](https://handbook.wgu.edu/policies/procedures-disabilities)