Description
This course of study presents the required sequence of learning steps and activities designed to help you develop competency in the subject area of Foundations of Special Education Law and Legal Issues. Additionally, following this Course of Study (COS), you will gain the learning essential to build the necessary competence to successfully master the Praxis assessment 0353 Education of Exceptional Students: Core Content Knowledge. Depending on your educational background, work experience, and the time you are able to dedicate to your studies, this course of study can take up to twelve weeks. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. These steps may be completed more quickly than shown below as determined in consultation with your mentor.

Introduction
Welcome to Foundations of Special Education Law and Legal Issues. SPED Foundations lays the groundwork for all you do in the field of special education. This is a field where the teaching experiences in which teachers may find them is varied and the students with whom teachers will be working are as individual as the stars. The WGU program is designed to prepare teachers for students with mild to moderate disabilities in cross categorical inclusion settings. The material covered in this course of study is extensive and is designed to prepare you for working with students with many disabilities in a variety of settings- all with the an emphasis on cross categorical inclusion. This course of study will help you continue to prepare for your upcoming Praxis exam, your Demonstration Teaching experience in the BASH, which will include experience in both a general education classroom and a special education setting, and to develop essential teaching skills.

You might be asking yourself: Will I need to learn all the laws, policies and procedures related to special education? Will I need to know every disability there is and what the causes are of each one? How will I ever know everything there is to know about special education? Don’t worry! There is a lot to know—you will be able to do this!

Please look at this program as the beginning of your journey. The competency you show in the Foundations of Special Education is just that, the foundation on which you will build the remainder of your special education career. Special education is a unique field, one that is ever-changing and continually dependent on the needs of the individual students we serve. There are basis principles upon which special education sits, the foundation, these are the focus of this Course of Study. You will need to understand the history of special education, why the field exists, where it is going and how special education fits with general education and No Child Left Behind – general education. You will need to understand the concepts of Free and Appropriate Public Education and Least Restrictive Education and how these impact how we evaluate and plan for students with disabilities.

Course Mentor----------------------Anne Price,
Email----------------------------------aprice1@wgu.edu
Telephone--------------------------1-866-895-9660, x2059
Office Hours: ----------------------Monday–Tuesday 8:00-12:00 am PST
                                      Wednesday, 12:00-2:30 pm PST
                                      Thursday 8:00-12:00 am PST
COMPETENCIES

**Competency 631.1.1 Characteristics of Individuals with Exceptional Learning Needs**
**Description:** The graduate applies historical and philosophical foundations of special education to present consent 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 as etiology, assessment, legal and ethical issues, programming options, terminology, and inclusionary practices.

**Competency 631.1.2 Special Education Law and Ethical Issues**
**Description:** 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 relevant 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**
**Description:** 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.

**WGU Statement of Teaching Dispositions**
Western Governors University supports the development and demonstration of professional teaching dispositions throughout the course of its Teachers College (TC) licensure programs. All TC students and faculty will demonstrate the following dispositions described in the Teachers College's conceptual framework and code of ethics:

- Competent and caring
- Respectful and embracing of diversity
- Reflective practitioners
- Equitable and fair
- Professional practice consistent with the belief that all students can learn
- Collaborative professionals
- Professional leaders and change agents

Please review the “Teacher’s College Code of Ethics” found in the WGU Student Handbook ([http://kb.wgu.edu/article.asp?article=1489&p=3](http://kb.wgu.edu/article.asp?article=1489&p=3)). Practice the dispositions above while working through this course of study. Reflect on your learning and believe that you will learn the material needed to pass your assessment(s). Care about your education by scheduling time each week to devote to your studies. Collaborate with other teachers by interacting in the learning community, and be a leader of change by making suggestions to improve this learning document.

The Course of Study is a dynamic document that is updated on a regular basis. As you work through the Course of Study, make certain you check to make sure you are using the most current version of the document found by clicking on the “Start Here” button on the AAP Learning Resources.
Required Learning Resources:

Textbooks


Online and Postal Learning Resources

- [www.cec.sped.org](http://www.cec.sped.org) (Click on: “Teaching & Learning Center:” Current Special Ed Topics, Exceptionality/Topic Areas, Professional Practice Topics and Info, and Evidence-based Practice)
- [www.iriss.peabody.vanderbilt.edu](http://www.iriss.peabody.vanderbilt.edu) (Click Resources, at the top of the screen, Select a topic and a means to view your topic (Modules, case studies, activities or info briefs). Topics include: Learning Strategies, RTI, Teachers & Grades: PreK-3 and Grades: 4-8, Accommodations, Assessment, Behavior, Collaboration, Content Instruction, Diversity, etc.
- [www.cec.sped.org](http://www.cec.sped.org) (Teaching and Learning Center)
- [www.teachspecialed.com](http://www.teachspecialed.com) These courses are listed as required resources and your mentor will enroll you in the classes through the AAP. There are four courses with modules, quizzes, assessments, videos, and directed learning activities.

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Week 1
Prepared for Success
To successfully complete X353/PX353, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule times devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

**Acquire Learning Resources**

Arrange to obtain the learning resources listed below so there will be no delays in your studies. These items are essential for you, as this document will guide you week by week in the use of these materials. Some of these items must be shipped to you, so be sure that your mailing address information is current. If you click your name on your AAP, you can check your contact information.

**Order Your Textbooks**

The textbooks that you will need to order for this course are listed below. You will need to order these early in order to avoid any delays in getting them when required throughout this 14 - 15 week course.


*Note: The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.*

**Register for Sopris West –**

1. Open your AAP.
2. Click on “X353 or PX53” under the Course Codes column.
3. Click on the “Learning Resources” tab.
4. “Sopris West” should appear as a learning resource.
5. Click on the “Show Sections” link, under the “Status” column.
6. Click the “Enroll Now” link.
7. You should receive an email from either Susan Catts, Sopris West or www.teachspecialed.com which will have your login and password.

**Create a Study Notebook or Journal**

Create an area or document (electronic or manual) where you can take notes on the readings, vocabulary, guiding questions, and activities throughout this course of study.

**Access the Learning Community**

Learning Communities are an integral part of the WGU learning experience. Communities provide opportunities to learn through communication with the facilitator and other students. Any time you have a question about the content you are learning in this Course of Study, contact the community facilitator for assistance. Community
Facilitators and other students will not provide answers, but will engage you in discussion to help you clarify and extend your understanding of important concepts.

**Registering for the Praxis Exam**
The Special Education Program uses “third party objective exams”, meaning exams that are written and proctored by an organization other than WGU. Special education exams are Praxis exams, created and proctored through the Educational Testing Service or ETS. The procedure for registering for these exams is different than for other WGU objective exams. Please follow these directions very carefully.

**Choosing your testing sites and dates**
1. Go to [www.ets.org](http://www.ets.org)
2. On that site, click on PRAXIS series
3. On this site you will find at least three (3) sites near you that offer SUBJECT exams. You can find these by clicking on TEST CENTERS AND DATES
4. You will look on the right side of the screen for *Praxis I and II Paper Based Testing Centers*.
5. Select your testing location (it is sometimes better to select all testing centers in US-especially if you are in a state that may not have many centers).
6. Choose **three locations** that indicate that P2 (Praxis II) is available for the dates you will be taking the exam (remember to write down the number and the name of the testing centers)
7. Once you have located you testing centers and are sure that the tests are available on the dates you desire. You will need to create a profile (if you don’t already have one). This profile is what WGU will need to register you for the exams.
8. Close the Window by clicking in the upper right hand corner.

**Creating a ETS profile**
On the main Praxis page, on the left hand sidebar click on REGISTER ONLINE box. This brings up a window that allows two options
Click on the right side
Click REGISTER ONLINE for paper based test.
New Users may sign up for a free account by clicking on SIGN UP.
Create your profile by filling in the required information and then click SUBMIT.

**MAKE SURE YOU WRITE DOWN YOUR PASSWORD AND USERNAME!**

**Referring for the Exam Through Your AAP**
Once you have your profile, you will need to follow these directions on your WGU AAP:
1. On your AAP, click on OBJECTIVE EXAM for the PRAXIS exam.
2. This should bring you to the ASSESSEMENT REFERRAL tab.
3. In the box where it says NAME--- type in the NAME and CODE NUMBER for your first choice Praxis Testing Site.
4. In the box PHONE: type in YOUR home phone number—not the number for the testing site.
5. Click on CONTINUE
6. On page 2, type in the time and date for the exam. In the other 2 choices, type in the next two (2) consecutive dates (if the exam is July 26, type in 1. July 26, 2. July 27 and 3. July 28)
7. Click continue
8. On the OTHER CONSIDERATIONS page you will need to type in the following information:

Remember--- you must have your ETS PROFILE and THREE TESTING LOCATIONS>
(You will need to go to the ETS website, http://ets.org and create a profile, if you don't already have one -- the instructions are included above)

- Type in the Code for the Exam
- Your Name
- Your ETS user name
- Your ETS password
- Your Date of birth:
- Your SS #:
- Your Current mailing address:
- Your Current phone #:
- Three Praxis sites near your location WITH the CODES (you can find These codes on the ETS website).

This is the main page of the EST site. Students will click on the word Praxis

Once on this page, they can click on the words –
Register for a test

This is in the middle box under the title “FOR TEST TAKERS”
Students will click on the REGISTER ONLINE button next

Praxis 1 or Praxis II Paper Based Tests

After signing in with their name and password,

Students will see this page---they need to search with the correct ETS code---

0353, 0352, 0371 or 0542

They need to select the test once it shows up. They must click on the little box to the left and then hit Continue.

Students may add another test for that day on this page.

If you add another test, you must go through the last 2 steps—searching for test and selecting test
Here is where students select the test date

Here is where students locate their state—
you may also search by zip code

Here is where students can check to make sure the test they want is in a location they can get to. This is where they find the three locations to put on the referral.

Once you have identified that a test is available, write down codes for the 3 locations nearest you—even if they are far away, you will need to identify 3 sites or the computer or the assessment schedulers will not schedule you.

Remember as you work through Foundations of Special Education Law and Legal Issues, it is imperative that you purchase the learning resources, read the assignments, enroll in and participate in self-paced courses, participate in the learning community, and complete learning activities.

You will need all of this information to prepare for and pass the X353/PX53 Praxis Exam.
Week # 1

Foundations of Special Education for Students with Disabilities in Special Education

You need to understand the students you will be working with to be an effective special education teacher. This component helps you gain the knowledge of students with mild disabilities by introducing you to descriptions and characteristics of students with mild disabilities. You will begin to paint a picture in your mind of the specific students you will be working with in an inclusion setting. Building a foundation or knowledge-base in special education involves an understanding of the many factors which led to the development of special education. Among these factors are the educational practices that influence the identification, placement, and teaching of students with mild disabilities; categorical and non-categorical identification and the legal mandates in special education; litigation and legislation leading to program development; eligibility for receiving special education services, and the implications of the classification process.

Competency Title Characteristics of Individuals with Exceptional Learning Needs
Numerical Code 631.1.1
Description: The graduate applies historical and philosophical foundations of special education to present consent 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 as etiology, assessment, legal and ethical issues, programming options, terminology, and inclusionary practices.

Competency Title Special Education Law and Ethical Issues
Numerical Code 631.1.2
Description: 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 relevant 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.

After completing this week’s activities, you will be able to:
- Describe how the legislative and litigation history of special education and disabilities affects the field of special education today
- Identify the categories and characteristics of students eligible for special education services under IDEA
- Identify 4 parent rights
- Identify major provisions of IDEA and how special education and general education programs are designed to work in tandem to meet the needs of students with special needs
- Know the terms: FAPE, LRE, IEP, EHA

Development of Special Education – Historical Foundations

Text: You will use the following text as you study this topic:


Online Resources: www.teachspecialed.com
Course 1, Foundations of Special Education, Modules 1 and 2, all courses with in both modules.

History of Special Education
Read Selected Chapters in Characteristics of and Strategies
Chapter 1 Foundations of Special Education for Students with Mild Disabilities
Review Course 1 in www.teachspecialed.com, Foundations of Special Education, Modules 1 and 2
(all lessons in both Modules)

Module 1 Special Education as an Evolving Discipline: Influences of the Past
This module places the history of special education in perspective, with emphasis on creating a historical context for studying contemporary issues and public policies specific to the education of children and youth with disabilities.

Module 2: Current Issues & Professional Practices: Still evolving
This module covers the processes of identification from screening through referral, evaluation and placement, with attention to due process requirements.

Review modules 1 and 2.
1. Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

2. As you read the chapter and review the course, create a word list for terminology.

3. As you read ask yourself the following questions:
   a. What factors led to the development of special education?
   b. What are the key principles of special education? Be prepared to illustrate them with a flow chart or other graphic representation.
   c. What are the major provisions of IDEA?
   d. What is the main eligibility criteria for services in special education?
   e. What are the key legal cases related to LRE? FAPE? Behavior?
   f. What are the main principles supporting inclusion? What is the difference between inclusion and mainstreaming?
   g. What advantages could there be in not providing special education services to a student with disabilities?

4. Participate in a Learning Community Discussion Thread regarding placement of students in general education. Respond to this prompt or post a thread of your own discussing the advantages or disadvantages of inclusion at the elementary level.

5. LC Discussion Thread: “Please describe your experiences with inclusion and give recommendations for new general education teacher just starting with an inclusion classroom.” If you have no experience, what questions do you have for the experienced teachers in the group regarding inclusion?

6. Review your terminology list and make note of any areas you need to review for understanding.

Introduction to FAPE
Read Selected Chapters in Special Education and the Law
Chapter 1 Special Ed and the Law, An Introduction
Chapter 2 Rights to a Free and Appropriate Education

Read chapters 1 and 2
Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community. As you read the chapter and review the course, create a word list for terminology.

Create lists in outline form to help.
List the 7 key components of IDEA 2004. Make a notebook to list and describe the federal laws and regulations.

Make a list of the 13 categories under which students can become eligible for special education services.

1. As you read ask yourself the following the questions:
   a. What is the Mills case and why does it still impact special education?
   b. What are the main differences between Section 504, IDEA and ADA?
   c. What are the main principles supporting inclusion? What is the difference between inclusion and mainstreaming?
   d. What advantages could there be in not providing special education services to a student with disabilities?

Understanding the Legal History
Read Selected Chapters in The Special Education Program: Administrators Handbook
Chapter 1 Understanding the Law
Chapter 2 504 Accommodation Plans

Reach Chapters 1 and 2
Read Chapter 1 and Chapter 2. Pay close attention to the questions in bold and to the Putting Theory into Practice Sections. Tips and Pitfalls to Avoid.

1. Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.
2. As you read the chapter and review the course, create a word list for terminology.

1. Create a table outlining the requirements a 504 plan
2. List the components of an appropriate education?
3. As you read, ask yourself the following questions and make notes:
   a. What is a behavior manifestation? What are the steps in determining conducting a behavior manifestation?
   b. What does FERPA stand for? Why is this important for us to know?
   c. What does HIPPA mean and why do we need to know this?
   d. What has happened in the past with parents and due process? How can avoid these problems in the future?
   e. What is a “child with a disability”?
4. Make a table of related services and the personnel providing them.

Experiences in Special Education
Read Selected Chapters in Characteristics of and Strategies
Chapter 1 Foundations of Special Education for Students with Mild Disabilities
Read Chapter 1
Read Chapter 1 in the text, vignette page 3. Be prepared to answer the 6 questions at the end, using the chapter information as your guide. Link this vignettes with students with whom you may have taught or observed. Identify similarities and differences. Pay attention to the last paragraph’s description of the purpose of special education. Compare this vignette to your own experiences.

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. As you read the chapter and review the course, create a word list for terminology.
2. Create a timeline for the history of special education in our schools. How has special education changed?
3. What does the term handicappism mean?
4. How does the kind of language we use impact the way we feel and act towards people who are different? Why should we be aware of this?
5. What agencies oversee IDEA, ADA, and 504? Why are they different agencies?
6. What is meant by “at risk” and how can we impact these students?

Using Professional Resources
Access www.cec.sped.org on the left hand side go the the PROFESSIONAL PRACTICE link in the TEACHING AND LEARNING CENTER & click on INCLUSION <> on the main window, you will find a list of documents; find the link for document called Addressing Bumps in the Collaboration Road.

Practice working in Teams
Access www.cec.sped.org to gather information on avoiding problems with team work in the inclusion setting.
1. Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

   1. Meet with another teacher or student to discuss a student’s educational plan. Post on the community your thoughts on the experience.
   2. Why is collaboration important?
   3. What qualities are important in a teacher who is working a collaborative model?
   4. What are the pitfalls to watch for when working collaboratively?
   5. Where might you find you collaboration working best?

Week # 2 Overview of Students with Mild Disabilities
Understanding students with mild disabilities and the types of learning problems that may arise when working with them will help you become an effective special education teacher. Additionally, special education teachers are often called on to act as consultants to general education teachers and others who are working with students with special needs. Having a thorough understanding of mild disabilities can help in this capacity as well.

Competency Title Characteristics of Individuals with Exceptional Learning Needs
Numerical Code 631.1.1
Description: The graduate applies historical and philosophical foundations of special education to present consent 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 as etiology, assessment, legal and ethical issues, programming options, terminology, and inclusionary practices.

**Competency Special Education Law and Ethical Issues**  
**Numerical Code 631.1.2**  
**Description:** 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 relevant 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.

After completing this week’s activities, you will be able to:

- Describe the characteristics of 7 disabilities and 3 major types of disabling conditions.
- Identify the legal and ethical issues associated with specific disabilities and program options.
- Describe etiology of different disabling conditions and discuss the programming implications of such disabilities.
- Know the following terms: Articulation, Aspergers Syndrome, Autism, BD, BIP, COTA, CP, DD, Deaf/Blind, ED, Expressive Language, FBA, HH, Manifestation Determination, OHI OT, PDD, PT Receptive Language, SED, SL, LD, SLP, TBI, Tourettes Syndrome

**Characteristics of Students – Cross Categorical**

**Instruction Text:**

**Online tools:**
www.teachspecialed.com Course 2, Characteristics of Students with Disabilities Modules 1 and 2 (all course in both modules)

**Students with Specific Disabilities**
Read Selected Chapters in Characteristics and Strategies for Teaching Students with Mild Disabilities

- Chapter 2 Overview of Students with Mild Disabilities
- Chapter 3 Students with Mild Disabilities
- Chapter 4 Students with Emotional Disturbance
- Chapter 5 Students with Specific Learning Disabilities

1. Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.
2. Create a table which outlines and describes different disabilities and the three main categories of disabilities; MMR, BD or LD.
3. Create a table to help you identify common characteristics of students with mild disabilities.
4. Create a graphic organizer to help you understand common causes of mild disabilities. Identify similarities and differences between SLD and Developmental Disabilities.
5. Use the vignettes at the beginning of each chapter to identify common characteristics of students you will work with. If possible, compare the vignettes to examples of students you may have taught or observed.
6. Read the vignettes at the beginning of each chapter and practice writing anecdotal notes or observations based on these characteristics for students in the vignettes.
7. Create summaries of instructional strategies by functional domain for the three main categories (MMR, BD, LD).

Who are the Students in Special Education?
Review Course 2 in www.teachspecialed.com Characteristics of Students with Disabilities Modules 1 and 2 (all course in both modules)
Access www.teachspecialed.com, course 2 and review Modules 1 and 2 (all course in both modules)
Module 1: Who are the Students with Disabilities You Likely Teach Each Day?
This module covers definitions, classification, etiology and learning and behavioral characteristics of learners with disabilities that are referred to in IDEA as high incidence disability groups. They include learners with learning disabilities, emotional behavioral disabilities, intellectual disabilities, attention deficit hyperactivity disorders (ADHD), and learners with communications disorders. The emphasis of the module is to introduce beginning teachers to students with disabilities who can be expected to be placed in general education classrooms.

Who are the Students with Disabilities You Might Teach Each Day?
The purpose of this module is to introduce beginning teachers to issues concerning students who are referred to in IDEA as low incidence disability groups. They include learners with Autism Spectrum Disorder (ASD), learners with hearing impairments/visual impairments, learners with physical disabilities, and learners with multiple disabilities. The emphasis of this module is to introduce beginning teachers to students with disabilities who may be placed in general education classrooms; however, due to their lower incidence the teachers may not always have instructional responsibilities for students with these disabilities.

Work Through Modules 1 and 2
Working through Modules One and Two, read through the outline and notes. Watch the presentation and review the readings. You will want to work the activities and answer the directed questions and check your answers. When you are done, take assessment to see how you understand the information. Please do not submit your answers to website or to your mentor. You may review the answers you submitted and see a “possible answer” provided by the www.teachspecialed.com to check your understanding.

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. What is the current status of research on neurological conditions as a basis for learning disabilities?
2. Are there “typical” students with disabilities”? Why or why not”?
3. What are the different types of reading disabilities you might see in students with mild disabilities?
4. How might information processing impact math skills?
5. What are examples of writing skills students with disabilities might experience?
6. What are some specific reasons students with mental retardation might not be successful in an inclusion setting?
7. How are students with behavioral disorders evaluated? Why is this seen as problematic?
8. What are four factors that can cause or impact behavioral or emotional disorders?
9. Name 7 behaviors that may be of concern to teachers that may indicate a behavioral disorder.
10. What are some of the characteristics of anxiety disorder? Can these be considered when determining eligibility for special education under the category BD or SED?
11. What are some symptoms of childhood depression?
12. What are the different types of Attention Disorders?
13. Why is there a discrepancy in the number of students identified as ADHD?
14. What category do most students with ADHD receive special education services?
15. How might ADHD impact educational or functional performance?

**Instructional Implications**

Review Course 2 in [www.teachspecialed.com](http://www.teachspecialed.com) Characteristics of Students with Disabilities

Module 3 (all courses)

Module 3: This module focuses on the instructional implications of learners with disabilities. Rather than addressing specific conditions, it will address instructional situations and the varying challenges students may experience in the classroom due to their learner characteristics. Particular attention will be given to information that is important to teachers in addressing the learning, social, language and communication needs of students with disabilities. When appropriate the implications for working with parents will also be considered

- Lesson 1: Learning Challenges: Classroom Implications
- Lesson 2: Social-Emotional Challenges: Classroom Implications
- Lesson 3: Language: Classroom Implications

**Review Module 3**

*Module 3 Individuals with Disabilities: Learning and Instructional Implications*

The focus of this module is on helping beginning teachers in making connection between specific characteristics of individuals with mild disabilities and how those characteristics impact the students’ ability to learn. Attention will also be given to the instructional implications of behavioral and language characteristics of students with mild disabilities as well as to general and special education instructional settings.

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

- a. What types of data do teachers need to take/keep to show students are making progress?
- b. What is locus of control and how does it affect students with disabilities?
- c. What are three elements required to qualify as communication?
- d. What are the three components of language and the significance of each?
- e. What are the five separate skills that are associated with the form, content, and use related to language?
- f. What is typical speech development? Typical language development?

1. Explain what is meant by the spiral of failure or success. Create a graphic to represent this spiral.
2. Explain the concept of learned helplessness for students with disabilities. Think of strategies that can be done to mitigate this? Post your ideas on the Learning Community.
3. Identify problems associated with writing for students with disabilities; composition, finding audience, word retrieval, spelling, handwriting. (hint: look for at least 5 key findings.)
4. Identify at least three solutions that you believe are most beneficial and would employ in your classroom with a student exhibiting difficulty with handwriting.
5. Create a table and identify the four dimensions of social competence and provide a brief description of each.
6. Think about the special education students with whom you are familiar. Make a list of all the opportunities these students have to interact with their nondisabled peers.

7. Make a table outlining how developing social perception is similar in some ways to developing academic skills such as reading or mathematics.

8. Identify the problems students with mild disabilities have in making friends.

9. Create an inventory of reinforcers for elementary age students. Explain how reinforcers can assist in teaching social and behavioral skills.

10. Describe the purpose of social stories and the main components that ensure a successful social story. Practice writing social stories and post them in the Learning Community.

11. Compare and contrast the emotional and personality development of achieving students to that of individuals with mild disabilities.

12. Know the difference between the terms “speech disorder” and "language disorder."

Week # 3

Subject Title: Understanding Intellectual Disabilities

Subject Description
Many special education concepts such as transition services, accommodations and modifications to curriculum and placement options stem from the needs of students with intellectual disabilities. By gaining a better understanding of the development and needs of students with developmental and intellectual disabilities, the special education teacher will explore the over arching spread of special education concepts. This section will address historical factors, diversity issues, changing needs and assessment issues related to intellectual disabilities.

Competency Title Characteristics of Individuals with Exceptional Learning Needs
Numerical Code 631.1.1
Description: The graduate applies historical and philosophical foundations of special education to present consent 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 as etiology, assessment, legal and ethical issues, programming options, terminology, and inclusionary practices.

After completing this week’s activities, you will be able to:
- Describe how students with intellectual disabilities are identified and classified
- Identify and describe how to determine supports that may be needed for student with intellectual disabilities.
- Identify assessment tools and procedures for evaluating student suspected of having intellectual disabilities.
- Address social, ethical and educational issues related to the labeling and identification of students with intellectual disabilities.
- Know the terms: Intellectual disabilities, People first language, Adaptive skills, Incidence, Prevalence, Multidisciplinary, Interdisciplinary, Transdiciplinary, AAMR, MR, DD

Topic Title: Intellectual Disabilities

Instruction Text:
**Intellectual Disabilities**

Read Select Chapters in Intellectual Disabilities Across the Lifespan

Chapter 1 Understanding Intellectual Disabilities
Chapter 3 Assessment Issues
Chapter 4 Understanding Intelligence and Adaptive Skills
Chapter 5 Basic Principles of Early Development

**Read Chapters 1, 3, 4 and 5**

Focus on the chapter previews. Read the vignettes and become familiar with the issues facing the families. Make a list of core concepts in your notebook. The Tips for Professionals section and Eye on Technology features throughout the textbook offer valuable information. The Chapter Review can help you target your reading and understanding of concepts. The core questions can guide your comprehension.

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. What is the difference between incidence and prevalence?
2. List the 5 assumptions that are essential considerations in applying the definition Intellectual Disabilities.
3. Create a graphic to illustrate the definition of intellectual disabilities.
4. Pay close attention to Table 1-3 identifying Adaptive Behavior Areas, Table 1-4 Framework for Assessment, Placement and Classification and Table 1-5 Illustrative Support Functions and Representative Activities. Make sure you fully understand these tables.
5. In Chapter 3, page 74, Tips for Professionals, the information here is necessary for planning instruction and creating IEPs. Make sure you are familiar with writing present levels of performance, planning activities for Instruction, Describing Supports Needed, and Documenting Progress etc...
6. This chapter outlines information you will gain from assessment. Make a list of different kinds of information you can garner from assessment activities.
7. Table 3-2 lists Assessment Tools used with Students with Intellectual Disabilities.
8. Know the 3 dimensions of Adaptive Behavior.
9. Chapter 4, pay close attention to theories of Piaget.
10. Know the terms; mental age, intelligence quotient, standard deviation, norm referenced, criterion referenced, curriculum based assessment, people first language.

**Diversity in Special Education**

Read Select Chapters in Intellectual Disabilities Across the Lifespan: Chapter 2 Diversity Issues

**Read Chapter 2**

Read Chapter 2 in Intellectuals Disabilities Across the Lifespan Text

The chapter preview can help you create headings for an outline of the chapter. Read the vignette and answer the questions. Add the core concepts to your notebook from chapter one. Tips for professionals and figures with graphs will extend your understanding and help your comprehension of the text.

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. Review Table 2-1 Process Checklist for Serving Children from Diverse Backgrounds, it is a great tool for ensuring that you are addressing diversity issues.
2. The core questions at the end of the chapter are guides for your understanding of the issues discussed. Review the checklist for serving children from diverse backgrounds.
3. Consider your own experiences serving students with diverse backgrounds. Review the list and highlight issues you may have missed or other issues you can add.
4. If you are in a school setting, try to discuss the potential effects of having one segment of the population set the standards for another group.
5. Pay attention to the larger proportion of ethnic minorities who are labeled disabled than would be expected. Review your own school setting or a school which you have observed.

Week # 4
Subject Title: Development and Lifespan Issues of Students with Disabilities

Week # 4
Subject Title: Development and Lifespan Issues of Students with Disabilities
Subject Description: From early development and intervention to the educational needs of an adolescent, the special educator must understand that developmental, social, familial and educational needs of students change over time. This section provides information on causes of intellectual disabilities, issues in early childhood, elementary age children and adolescents. Additionally, this section provides information on transition services, related services and assistive technology for school age students.

Competency Title Characteristics of Individuals with Exceptional Learning Needs
Numerical Code 631.1.1
Description: The graduate applies historical and philosophical foundations of special education to present consent 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 as etiology, assessment, legal and ethical issues, programming options, terminology, and inclusionary practices.

Competency Title Special Education Law and Ethical Issues
Numerical Code 631.1.2
Description: 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 relevant 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 Title Policies and Procedures
Numerical Code 631.1.3
Description: 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.

After completing this week’s activities, you will be able to:
- Identify causes of intellectual disabilities
- Identify and describe early interventions for infants and young children
- Identify physical, language, cognitive and social developmental milestones for young children
- Discuss developmental theories
- Identify learning characteristics of school age children with intellectual disabilities
- Identify adaptive skills
- Outline Instructional Approaches for students with intellectual disabilities
- Discuss employment issues of adolescents with intellectual disabilities
- Outline transition planning process for students with disabilities
• Identify ways to teach social skills
• Know the terms: Chromosomal aberrations, Trilogy, Fetal Alcohol Syndrome, Fetal Alcohol Affect, Neurological system, Hydrocephalus, Information processing theories, Learning set, Generalization, Functional reading, Adaptive skills, Learned helplessness, Down syndrome, Continuum of Placements, Vocation Rehabilitation Act, Section 504, Community Based Education, Community Referenced Employment Preparation, Self Determination

**Topic Title: Intellectual Disabilities**

**Instruction Text:**

**Intellectual Disability Throughout the School Years**
Read Selected Chapters in Intellectual Disabilities across the Lifespan
Chapter 6 Early Influence and Causation
Chapter 7 Infancy and Early Childhood
Chapter 8 The Elementary School Age Child with Intellectual Disabilities
Chapter 9 The Adolescent with Intellectual Disabilities and the Transitional Years

**Read Chapter 6-9**
Read Chapter 6-9 in Intellectual Disabilities across the Lifespan.
The chapter preview can help you create headings for an outline of the chapter. Read the vignette and answer the questions. Add the core concepts to your notebook from chapter one. Tips for professionals and figures with graphs will extend your understanding and help your comprehension of the text. The Key Issues table at the end of the chapter highlights the topics and chapter headings. List the key topics and be prepared to define and explain.

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. What are the elements of a good stimulation program for infants? When should such a program begin?
2. What are some issues that surround the inclusion of students with disabilities in general education classrooms?
3. What is difference between accommodations, modifications and remediation?
4. When do transition services need to begin?
5. What are transition services?
6. What does it mean for “transition to drive the IEP”?
7. Who needs to be involved in transition?
8. What is Part C and what transition services are necessary for Part C to Part B?
9. Create a table listing medical issues often accompanying children with Down Syndrome. Low Birth Weight. Other Intellectual Disabilities. How might these affect their educational programming?
10. Review table 7-1 Selected Developmental Landmarks
11. When should a parent worry about abnormal development? Discuss with a parent, a friend or other student on the community, their experiences with worries about the atypical development of a child. Identify feelings parents may have that teachers should be aware when children are not developing “on schedule”.
12. Post on the learning experiences your thoughts on Attachment Theory or Development of Attachment.
13. Review figure 8-1 Examples of Conceptual, Social and Practical Adaptive Skills. Why is this figure important enough for us to call your attention to it?

14. What factors should be considered when making placement decisions for students with disabilities?

15. Create a list of the areas that MUST be included on a student IEP and identify if they are related to FAPE, LRE or Due Process.

16. Is the least restrictive environment ALWAYS the general education classroom? Why or why not?

17. Discuss on the learning community the difference between praise and encouragement. Be prepared to give examples.

18. Practice task analyzing skills around the house. Making tea, buttoning a shirt, tying shoes, zipping coats, opening a book, writing a check, opening a software program, turning on a sink, wiping a table, etc.

19. Make a list of high tech, low tech and no tech assistive technology.

20. Make a list of 6 websites where you can go learn more information about transition.

**Transition Services**

Read Selected Chapters in The Special Education Program: Administrators Handbook
Chapter 9 Dealing Effectively with Transition Services in the Individualized Education Program

**Read Chapter 9**

Read Chapter 9 in The Special Education Program: Administrator’s Handbook

Pay close attention to Tips and Pitfalls to Avoid. Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. List questions you may have related to responsibilities of special education teachers, administrators, parents, outside agencies, and others.

2. Find individuals in special education to interview to answer those questions. For example: you can interview a principal, special ed teacher, social worker from Division of Vocational Rehabilitation, parent, etc.

**Related Services, Transition, and Other Services**

Read Selected Chapters in Special Education and the Law
Chapter 3 Related Services, Assistive Technology and Transition Services

**Reach Chapter 3**

Read Chapter 3 in Special Education and the Law. Review Figure 3-1 When are Related Services Required. It is important to know the difference between related services and supplementary aids and services written into an IEP.

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

a. What are considered Related Services?

b. Why are there controversies surrounding some Related Services?

c. Can a service be a related service in one situation and a special education service in another situation? Be prepared to discuss on a learning community discussion thread.

d. When looking at assistive technology, are schools limited by their budgets?

e. Is a school required to pay for a cochlear implant if one is determined to be necessary for a student to hear?
f. When does an IEP team need to consider assistive technology?
g. When does an IEP team need to consider transition services?
h. What kind of service is teacher training? Nursing service?
i. Can a teacher be asked to catheterize a student?
j. What type of service is transportation?
k. Who determines what the term “reasonable” means when determining services for students?
l. Can schools refuse to provide accommodations if a student needs them?
m. What happens if a school does not have a speech therapist or a physical therapist and the student needs the services?

Week # 5
Subject Title: Teaching and Learning in Special Education
Subject Description
As a teacher in special education you will not only be teaching students with disabilities, you will no doubt be relied on as a consultant to other teachers, administrators and parents. Having a thorough understanding of teaching and learning in special education is very important. This section provides you an overview of the teaching and learning process in special education and how it relates to the student with disabilities.

Competency Title Characteristics of Individuals with Exceptional Learning Needs
Numerical Code 631.1.1
Description: The graduate applies historical and philosophical foundations of special education to present consent 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 as etiology, assessment, legal and ethical issues, programming options, terminology, and inclusionary practices.

Competency Title Special Education Law and Ethical Issues
Numerical Code 631.1.2
Description: 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 relevant 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.

By the end of the week you will be able to:

- Identify teaching theories for students with intellectual disabilities
- Identify teaching approaches for students with visual processing deficits
- Identify accommodations for learners in inclusive classrooms
- Identify specific strategies for accommodating learners
- Know the following terms: Accommodations, Adaptive skills, Auditory and visual processing disorders, Autism, Inheritability, Inherited developmental disability, Intelligence tests, Mental retardation, Mentally processing

Topic Title: Teaching and Learning in Special Education
Instruction Text:

**Students with Specific Disabilities**
Read Select Chapters in Characteristics of and Strategies for Teaching Students with Mild Disabilities
Chapter 3 Students with Mild Disabilities: page 76 vignette “Larry”, pages 106-115

**Read Chapter 3**
Read all the chapters and pay attention to the chapter vignettes and reflect on the different situations. Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. What were your thoughts when you read about the “6 hour disability”?  
   1. How can a single teacher help alleviate the impact of poverty on his/her students?  
   2. What are the key concepts to keep in mind when teaching student with mild disabilities?  
   3. What are some guidelines to follow about giving instructions in the classroom? Is this only for students with disabilities?  
   4. What are thinking skills?  
   5. Make a list of some best practices for reading instruction.  
   6. Pay attention to Table 3-6 Summary of Functional Skills Interventions  
   7. What teaching procedures are helpful when teaching adaptive skills?  
   8. List some ways to improve self help skills.

**Week # 6**
**Subject Title: Teaching and Learning in Special Education**
**Subject Description**
As a teacher in special education you will not only be teaching students with disabilities you will no doubt be relied on as a consultant to other teachers, administrators and parents. Having a thorough understanding of teaching and learning in special education is very important. This section provides you an overview of the teaching and learning process in special education and how it relates to the student with disabilities.

**Competency Title Characteristics of Individuals with Exceptional Learning Needs**  
**Numerical Code 631.1.1**
**Description:** The graduate applies historical and philosophical foundations of special education to present consent 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 as etiology, assessment, legal and ethical issues, programming options, terminology, and inclusionary practices.

**Competency Title Special Education Law and Ethical Issues**  
**Numerical Code 631.1.2**
**Description:** 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 relevant decisions made in special education law as to the
By the end of the week you will be able to:

- Identify teaching approaches for students with reading disabilities
- Identify teaching approaches for students with visual processing deficits
- Apply behavioral teaching methods for a variety of different learners
- Describe ways to teach social and behavioral skills using different methods
- Identify specific strategies for accommodating learners
- Know the following terms: Accommodations, Adaptive skills, Auditory and visual processing disorders, Autism, Cognitive Behavior Modification, Contingency management, Developmentally delayed, Differential reinforcement of other behavior (DRO), Discrepancy model, Dysacusis, Dyscalculia, Dysgraphia, Dyskinesia, Dyslexia, Dysnomia, Dysphasia, Dysrhythmia, Extinction, Hyperlexia, Modifications, Negative reinforcement, Neurological impairments, Nonverbal Learning Disorder, Operant conditioning, PBS, Positive reinforcement, Psychometry, Punishment, RtI, Satiation, Socially maladjusted

Topic Title: Teaching and Learning in Special Education

Instruction Text:

You will use the following texts as you study this topic: Characteristics of and Strategies for Teaching Students with Mild Disabilities, 5th ed., 2006, Henley, Martin, Ramsey, Roberta S., Algozzine, Robert R., Pearson Allyn & Bacon, and (ISBN 978-0-205-45764-9)

Students with Emotional, Behavioral and Learning Disabilities

Read Select Chapters in Characteristics of and Strategies for Teaching Students with Mild Disabilities
Chapter 4 Students with Emotional Disturbance pages 117 Vignette “Problem Behaviors”, pages 133-155 (re-read this chapter with emphasis on educational implications)
Chapter 5 Students with Specific Learning Disabilities: page 157 Vignette, “David”, Pages 181-191

Read Chapter 4 pages 117, 133-155, Chapter 5 pages 157, 181-191

Read all the chapters and pay attention to the chapter vignettes and reflect on the different situations. Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. What are some issues that arise when including students with emotional disturbances?
2. What can we do to help general education staff who are working with students with emotional disturbance?
3. What is operant conditioning and how is this theory used in the classroom with behavioral teaching?
4. What is a functional behavioral assessment and who conducts this?
5. Who is considered the father of behaviorism?
6. Terms you should know related to operant conditioning and behavior: positive reinforcement, negative reinforcement, punishment, extinction, differential reinforcement of other behavior (DRO), satiation.
7. Post in the Learning Community your thoughts or experience with behaviorism.
8. What are positive behavior supports? How do they differ from the usual way school deals with students with behavioral problems?
9. What are common terms for learning disabilities? How have these terms changed over the years?
10. How has IDEA 2004 changed the way students can be evaluated for learning disabilities?
11. What is the discrepancy model?
12. How is Response to Intervention being implemented in schools where you teach or in your area?
13. Discuss in the Learning Community issues around over-representation in your area.
14. Pay close attention to Table 5-4 What to Look For: Some First Signs of Trouble Keeping Up with the Flow of Expectations
15. Make a table of the different educational approaches used with students with learning disabilities and outline the major components of each. If you are currently teaching, identify those approaches you are using and research those you are unfamiliar with.

Week # 7

Subject Title Special Education Process
Subject Description
You have been exposed to eligibility criteria for special education, characteristics of students with different disabilities, and a basic background of the historical foundations of special education and now it is time to delve into the heart of special education. How do students become eligible, what are the laws, policies and procedures and that surround this process, what rights do parents and students have in the process and where does the special education teacher fit in. There is a lot to learn here, be prepared to take notes, create diagrams, timelines and ask questions. You may find that while things are starting to fall into place, now, you may have lots of questions for the learning community. Please make sure to make use of that resource.

Competency Title Special Education Law and Ethical Issues
Numerical Code 631.1.2
Description: 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 relevant 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 Title Policies and Procedures
Numerical Code 631.1.3
Description: 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.

By the end of the week you will be able to:
- Describe the process of the nondiscriminatory evaluation as it relates to the identification of students with exceptional learning needs.
- Describe how the nondiscriminatory evaluation process is related to the overrepresentation of students from culturally and linguistically diverse backgrounds in special education.
- Identify the procedural due process rights guaranteed to parents/guardians of students with disabilities by the Individuals with Disabilities Education Act.
- Identify the major components of the Individualized Education Program (IEP).
- Explain four critical principles of effective instruction
- Provide examples of parental rights afforded under IDEA procedural due process.
- Describe the mediation process
• Discuss the importance of the protection of the evaluation procedures to a student’s educational program
• Identify the required members of an IEP team and explain the importance of their membership
• Know the following terms: Collaboration, Comprehensive Assessment, Congenital Disabilities, Cooperative Teaching, Criterion-Referenced Test, Cultural and Linguistic Bias, Evaluation, Feedback, Formative Evaluation, IEP/IFSP Teams, Intelligence Quotient, Mediation, Norm-Referenced Test, Protection in Evaluation Procedures, School-wide Student-Study Team, Screening, WISC-IV

Topic Title: Special Education Referral and Evaluation Process

Instruction Text:
Learning about the Special Education Referral and Evaluation Process is essential to becoming a special education teacher. You will use the following online resource as you study this topic:

Online Resources
Course 1 of www.teachspecialed.com Foundations of Special Education, Module 2 Current Issues and Professional Practices Lessons 1 and 2
Module 2: This module covers the processes of identification from screening through referral, evaluation, and placement with attention being given to due process requirements. This module is of particular importance to beginning teachers as the role of teachers is central to the identification and program implementation processes. Emphasis is placed on the information that teachers are required to share as public policies are implemented....
  Lesson 1 Identification of Individuals with Exceptional Learning Needs as a Basis for Receiving Services
  Lesson 2 Implications of Due Process Requirements for Program Implementation

Special Education Process Evaluation to IEP
Course 1 of www.teachspecialed.com Foundations of Special Education, Module 2 Current Issues and Professional Practices Lessons 1 and 2
Module 2: This module covers the processes of identification from screening through referral, evaluation, and placement with attention being given to due process requirements. This module is of particular importance to beginning teachers as the role of teachers is central to the identification and program implementation processes. Emphasis is placed on the information that teachers are required to share as public policies are implemented....
  Lesson 1 Identification of Individuals with Exceptional Learning Needs as a Basis for Receiving Services
  Lesson 2 Implications of Due Process Requirements for Program Implementation

Review Course 1 Module 2, Lesson 1 and 2
Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. What is the purpose of a nondiscriminatory evaluation, and why is it necessary to ensure that students receive a nondiscriminatory evaluation?
2. What are the stages of the nondiscriminatory evaluation process?
3. What is the referring teacher’s role in nondiscriminatory evaluation process?
4. Why is the pre-referral process essential?
5. Why should the evaluation team be sensitive to the parents’ feelings during the nondiscriminatory evaluation process?
6. When must you provide the parents with a copy of their procedural due process rights? What is the purpose of giving the parents of students with disabilities procedural due process rights? Provide examples of a few parental rights guaranteed by IDEA.

7. What is the significance of cultural and linguistic bias in assessment and the implications for referring students for special education?

8. What is the goal of the IEP conference, and what are some expected outcomes from the meeting?

9. Create a list of pre-referral interventions for students with reading difficulties, math difficulties and writing difficulties.

10. Make a table outlining different types of evaluation tools that may be used during the evaluation process and the list the individuals responsible for administering the assessments.

11. List the members of the evaluation team.

12. Create a list of strategies that can be used to ensure that an evaluation/assessment truly reflects a student’s ability level and not cultural/linguistic bias.

13. Create a list of those 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?

14. Describe some strategies that you can use to help you plan and manage your classroom in order to minimize behavior disruptions.

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

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**Week # 8**

**Subject Title Special Education Process (continued)**

**Subject Description**

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. You have been exposed to eligibility criteria for special education, characteristics of students with different disabilities, and a basic background of the historical foundations of special education and now it is time to delve into the heart of special education. In this section you will learn how students become eligible for special education services, what laws, policies and procedures make up the special education process, and what rights parents and students are afforded through these laws. There is a lot to learn here, be prepared to take notes, create diagrams, timelines and ask questions. You may find that while things are starting to fall into place, you may have lots of questions for the learning community. Please make sure to make use of that resource.

**Competency Title Special Education Law and Ethical Issues**

**Numerical Code 631.1.2**

**Description:** 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 relevant 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 Title Policies and Procedures**

**Numerical Code 631.1.3**

**Description:** 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.

By the end of the week you will be able to:
• Describe the process of the nondiscriminatory evaluation as it relates to the identification of students with exceptional learning needs.
• Describe how the nondiscriminatory evaluation process is related to the overrepresentation of students from culturally and linguistically diverse backgrounds in special education.
• Identify the procedural due process rights guaranteed to parents/guardians of students with disabilities by the Individuals with Disabilities Education Act.
• Identify the major components of the Individualized Education Program (IEP).
• Explain four critical principles of effective instruction
• Provide examples of parental rights afforded under IDEA procedural due process.
• Discuss the importance of the protection of the evaluation procedures to a student’s educational program
• Identify the required members of an IEP team and explain the importance of their membership
• Know the following terms: ADA, FAPE, FERPA, IDEA, IEE, IEP, IFSP, IQ, LEA, LRE, OSEP Office of Special Education Programs, OSERS Office of Special Education, PL 94-142, Prior Written Notice, Procedural safeguards, SEA, Section 504 of the Vocational Rehab Act, SLD

**Topic Title: Special Education Referral and Evaluation Process**

**Instruction Text:**
Effective implementation of special education relies upon a solid understanding of the rules and regulations governing special education. You will use the following text as you study this topic:


**Special Education Child Find, Referral and Evaluations**
Read Selected Chapters in The Special Education Program: Administrators Handbook
Chapter 6 The Referral and Evaluation Process
Chapter 5 Dealing Effectively with Child Find

**Reach Chapter 6 and 5**

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

a. What are the responsibilities of the district for screening children who live in the district but who are not currently students?
b. What agencies currently work with students in your area?
c. What information do districts need to keep on file for Child Find records?
d. What public postings need to be made? Where can they be done?
e. What is an LEA contact?
f. Who can make a request for initial evaluation?
g. When must districts obtain parent consent and what specifically must they obtain parent consent for?

h. What notices must parent receive and when must they receive them?

i. Who determines eligibility for special education services?

j. What is eligibility for special education services based on?

k. How does reevaluation differ from initial evaluation?

1. Make a timeline or flow chart for the evaluation process.

2. Create a graphic organizer explaining the special education process in simple terms (one that general education personnel or parents could understand)

3. Participate in Learning Community conference calls on Special Education Process, Referral through IEP (when available).

4. Read through the Learning Community Thread on Response to Intervention and Eligibility for Specific Learning Disabilities, post your thoughts on this topic.

**Understanding IDEA, ADA and 504**

Review Select Chapters in Special Education and the Law: A Practitioners Guide

Chapter 1 Understanding the Law

Chapter 2 504 Accommodation Plans

**Read Chapter 1 and 2**

Review Chapters 1 and 2 in Special Education and the Law: A Practitioners Guide. This time, pay close attention to the minute details of the special education process and prepare to create lists and outlines.

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. List the 8 stipulations of correct procedures in assessment and classification.

2. List the 5 IEP provisions which must be stated in detail.

3. List the 3 general principles for determining when a placement is appropriate.

4. Outline the IDEA2004 changes to the requirements relating to IEPs.

5. List the 12 questions you should ask when determining an appropriate education and the correct process.

6. There are 8 specific changes in IDEA 2004 related to behavior. List these in outline form.

7. What are the main components of Section 504 (The Rehabilitation Act of 1973)?

8. List the 5 major points of FERPA.

9. Describe how 504 is enforced.

10. Outline subpart D.

11. List the 3 criteria under 504 to identify a person with a disability in an educational setting.

12. List the 6 responsibilities of recipients of federal financial assistance.

13. Outline 504 Accommodation plans and responsibilities.

14. Contrast 504 and IDEA.

15. Review the sample forms at the end of the chapter.

**Week # 9**

**Subject Title: Inclusion and the Inclusion Setting**

**Subject Description**

Special education is a service, not a place. This means that students receive specially designed instruction according to their individualized needs in the least restrictive environment. Placement settings in special
education are based on the special and individualized needs of each student based on specific evaluation data. The law calls for us to ensure that all students receive a Free and Appropriate Public Education in the Least Restrictive Environment. The law also requires that districts offer a continuum of placement options to allow us to do that. Inclusion settings are one of those placement options. Inclusion usually means that a service option in which students are receiving all their educational services, core curriculum-general and special education, in an environment with non-disabled peers- the general education classroom. How this looks can vary dramatically, from co-teaching, parallel teaching, consultation to any number of other models. During this section you will learn about teaching in a collaborative environment, working with general education teachers and creating appropriate educational programs for students with disabilities. You will learn about the court cases that provided legal guidelines for how school systems and parents work together to make best placement decisions, the legal mandate for inclusion, along with various models of inclusive environments, and NCLB Act.

**Competency Title Characteristics of Individuals with Exceptional Learning Needs**  
**Numerical Code 631.1.1**  
**Description:** The graduate applies historical and philosophical foundations of special education to present consent 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 as etiology, assessment, legal and ethical issues, programming options, terminology, and inclusionary practices.

**Competency Title Special Education Law and Ethical Issues**  
**Numerical Code 631.1.2**  
**Description:** 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 relevant 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 Title Policies and Procedures**  
**Numerical Code 631.1.3**  
**Description:** 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.

**Topic Title: Teaching students in an Inclusive Classroom**

**Instruction Text:**  
Inclusion is a movement designed to bring special education services into the general education classroom. You will use the following text as you study this topic: *Characteristics of and Strategies for Teaching Students with Mild Disabilities*, 5th ed., 2006, Henley, Martin, Ramsey, Roberta S., Algozzine, Robert R., Pearson Allyn & Bacon, and (ISBN 978-0-205-45764-9)

**By the end of the week you will be able to:**  
- Identify the negative consequences of segregated education  
- Describe 5 models of inclusive classrooms  
- Identify teaching and learning strategies that are effective with students with disabilities  
- Identify qualities needed for effective collaboration  
- Discuss the need for functional education for students with disabilities
Teaching and Learning in Inclusive Settings

Read Selected Chapters in Characteristics of and Strategies for Teaching Students with Mild Disabilities
Chapter 6 The Inclusive Classroom
Chapter 7 Learning and Teaching

Reach Chapter 6

Read Chapter 6 in the text. While you are reading, pay close attention to the reflection questions, and the 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.

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

a. What benefits does inclusion have for students without disabilities?
b. What benefits does inclusion have for students with disabilities?
c. How can teachers prepare students for inclusion?
d. What is the most effective ratio of special education to general ed student?
e. What kind of preparation do schools need to create an effective inclusion program?
f. Can a school or district be “full inclusion” and still comply with the law?
g. Does simply calling a program “inclusion” mean it is inclusion?
h. What is the difference between remediation and accommodation?
i. How are NCLB and inclusion linked?
j. What is the difference between collaboration and cooperation?

1. Identify major components necessary for successful planning for an inclusion classroom.
2. Create a graphic organizer to represent the different collaborative models. Which of these models are you familiar with?
3. Visit an inclusion classroom if you are not currently teaching in one. Interview a teacher working in an inclusive setting asking for tips on planning.
4. Read and reflect on the Poem in Box 6.1.
5. Visit an inclusion classroom and diagram the classroom. Identify how the elements of the classroom arrangement or routine help/hinder students with disabilities.
6. Identify the benefits of working in an inclusion classroom? The disadvantages?
7. Review the continuum of placements.
8. Consider a school in which you are currently teaching or observed. How does the school organize inclusion programs and compare that to the careful planning described.
9. Compare mainstreaming and inclusion.
10. Try to consider a student you may know and discuss which educational placement would be better and why.
11. Describe the Response to Intervention model. Do you know where to find additional information on this model?
12. Describe the difference between student centered and teacher centered instruction.
13. What role does brain research play in teaching?
14. Create a graphic to describe how emotion impacts learning.
15. Make a chart delineating the difference between instructional models outlined in the chapter “Learning and Teaching” Identify students which might benefit from each model.

Know the following terms: Aim line, Alternative teaching, Collaboration, Differentiated instruction, Direct instruction, Instructional scaffolding, One teach-one drift, One teach-one observe, Parallel teaching, Precision teaching, Station teaching, Task analysis, Team teaching
Week # 10  
Subject Title Classroom Management and Discipline Issues in Special Education  

Subject Description  
Classroom management is so essential to teaching that even the most well designed lesson plan falls apart if the teacher cannot maintain order in the classroom. There is not one teacher who can teach a class that is out of control. Many disruptive behaviors in the classroom become referrals for special education services, this occurs for many reasons, lack of tolerance for disruptions, lack of skills in dealing with behaviors, applying the same set of expectations to all students, frustration or intimidation; feeling as though the students are dangerous, a sense of fear, wanting students to get help, recognition that the teachers do not have the resources available to them, and countless others. In this section you will learn proactive classroom management strategies to handle behavior problems, how to identify signs and symptoms of behavioral or emotional disabilities, causes and remedies for many behavioral problems, ways to assess behavior, teach skills and assess progress.

Additionally, you will learn the IDEA rules, policies and procedures that address behavior and discipline. You will learn what must happen when a student with special needs has a change in placement due to behavioral problems. You will learn when and how parents must be involved in the disciplinary process. Finally, you will learn how to make sure you are working to meet the needs of the student whose behaviors are impeding his learning.

Competency Title Characteristics of Individuals with Exceptional Learning Needs  
Numerical Code 631.1.1  
Description: The graduate applies historical and philosophical foundations of special education to present consent 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 as etiology, assessment, legal and ethical issues, programming options, terminology, and inclusionary practices

Competency Title Special Education Law and Ethical Issues  
Numerical Code 631.1.2  
Description: 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 relevant 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 Title Policies and Procedures  
Numerical Code 631.1.3  
Description: 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.

Topic Title: Managing Discipline and Behavior Issues

Instruction Text:
Managing behavior and discipline issues is a major part of teaching. It is important to understand the how to prevent, manage and handle behavioral issues. You will use the following text as you study this topic:


**By the end of the week you will be able to:**
- Identify the affect teacher attitudes have on classroom management
- Describe proactive discipline
- Explain positive behavior support
- Describe with-it-ness
- Identify commonly used classroom management tools
- Identify common behavior modification strategies
- Know the difference between punishment and negative reinforcement
- Know the terms: Negative reinforcement, Positive reinforcement, Punishment, Contingency, Extinction, Token economy, Social competence, Emotional intelligence, With-it-ness, Intrinsic motivation, Extrinsic motivation, PBS, FBA, Externalizing, Internalizing, Seductive objects, Signal interference, Restructuring, Manifestation determination

**Proactive Classroom Management**
Read Selected Chapters in Characteristics of and Teaching Strategies for Students with Mild Disabilities
Chapter 9 Classroom Management page 292 -312 (Positive Behavior Support through the end of the Chapter)

**Read Chapter 9 pages 292-312**
Read pages 292-312 in Chapter 9 in the text. While you are reading, pay close attention to the reflection questions, and the Speedbumps. Table 9.1 Externalizing Behaviors. Figure 9.2 Life Space Crisis Intervention provides a good overview of what occurs during an intervention.

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

Describe the steps in positive behavior supports.
When is a FBA conducted?
What are the key components of a FBA?
Name 5 overt and 5 covert behaviors.
What are the key principles in behavior modification?
Create a graphic outlining a token economy.
What is a contingency contract? How is this different from a behavior plan?
What are the essential principles of timeout and how is timeout generally misused?
What are the main pitfalls of behavior modification?
Use figure 9.1 to create a behavior modification program for a student you work with. Submit it to the Learning Community- no names please.
Create a table with verbal and non verbal interventions – add as many as you can think of to this table.
Create a flow chart with the steps for IDEA discipline.

**IDEA Student Discipline**
Read Selected Chapter in Special Education and the Law, A Guide for Practitioners
Chapter 5 Student Discipline

**Reach Chapter 5**
Read Chapter 5 and pay attention to historical cases to get a picture of where special education discipline has been. Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. Figure 5.1 Procedural Steps and Timelines in the Disciplinary Process is a great resource for understanding what must occur during the disciplinary process.
2. What must occur during a short term suspension?
3. What is an Interim Alternative Educational Setting?
4. What occurs prior to an expulsion?
5. What is the Manifestation Doctrine and who does this apply to? When must this doctrine be implemented?
6. Create a timeline for disciplinary requirements for a student being removed from placement for the 10th day.
7. What must an IEP team consider when making a manifestation determination?
8. What authority does the Hearing Officer have?
9. Make a chart outlining the rights of students who have not yet been identified as special education students.
10. Pay close attention to the FAQ section.

**Week # 11 Due Process and Mediation**

**Subject Title Dispute Resolution and Parent Rights**

**Subject Description**
IDEA provides an extensive set of procedural safeguards to make sure students with disabilities are being identified, evaluated and served properly. These safeguards outline explicit rights. Schools are required to develop IEPs for all students with disabilities and parents MUST be given an opportunity to participate in this development of that IEP. Compliance with procedures in special education is especially important because the United State Supreme Court has ruled that non compliance with IDEA procedures can result in an educational program that does not meet the Free and Appropriate Public Education or FAPE requirements of the law. 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.

**Competency Title Special Education Law and Ethical Issues**

**Numerical Code 631.1.2**

**Description:** 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 relevant 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 Title Policies and Procedures**  
**Numerical Code 631.1.3**  
**Description:** 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.

**Topic Title: IDEA Compliance with Parent Rights**

**Instruction Text:**  
Avoiding compliance issues is important. The United States Supreme Court has ruled that an educational program is not appropriate if procedural errors have been made. This means that procedural errors may mean no FAPE has been provided. You will be using the following text as you study this topic:


**By the end of the week you will be able to:**
- Identify the procedural safeguards
- Describe ways to protect the IEP process
- Describe areas in the evaluation process that are prone to errors
- Identify key points when parental notice must be made
- Know these terms: Administrative Law Judge, Annual review, Appeal, Case law, CFR, Compensatory damages, Evaluation team, Expulsion, Holding, Independent hearing officer, Injunction, In loco parentis PL, Reevaluation, Special Education State Level Review Officer, Suspension, Tort, USC

**Understanding Due Process**

Read selected chapters in Special Education and the Law: A Guide for Practitioners  
Chapter 4 Due Process Procedures for Evaluation, Development of IEPs and Placement  
Chapter 6 Dispute Resolution  
Chapter 7 Remedies for Failure to Provide a Free Appropriate Public Education  
Chapter 8 Conflict Management

**Read Chapters 4, 6, 7 and 8**

Read Chapter 4, 6, 7, 8 in Special Education and the Law. Pay close attention to Tips for Avoiding Pitfalls. Figures 4.1, 4.2 hold a great deal of information necessary for understanding the process. Pay close attention to the Frequently Asked Questions sections of each chapter.

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. Describe what can happen when procedural errors are made.
2. Identify the 7 key elements that parental notice must contain.
3. Create a timeline for the evaluation process. Outline any exceptions allowed.
4. What options are available to parents if they are unhappy with an evaluation?
5. Identify 8 major elements in an IEP.
6. Attend an IEP conference and identify key components of the conference.
7. Create a graphic outlining process and procedures for making IEP revisions.
8. What is the policy regarding noncustodial parents and IEPs?

**Procedural Safeguards and Due Process**

Read selected chapters in *The Special Education Program Administrators Handbook*  
Chapter 3 Preparing for Due Process Hearing and Mediation

**Read Chapter 3**

Reading Chapter 3 pay close attention to the Putting Principles into Action section. The Tips for Avoiding Due Process Hearing is essential, as is the Tips for Protecting the IEP Process. Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. List and describe procedural safeguards.
2. Create a table with tips for avoiding due process hearings.
3. Describe ways to protect the IEP team process.
4. Discuss why the author has 2 interventions for “when all else fails”.
5. List and describe top 10 ways to guarantee a due process hearing.
6. If you have been in a situation where your school has demonstrated any of the ten ways, add notes to the example.

**Week # 12**

**Subject Title: Building Family Partnerships**

**Subject Description**

**Competency Title Characteristics of Individuals with Exceptional Learning Needs**  
**Numerical Code 631.1.1**

**Description:** The graduate applies historical and philosophical foundations of special education to present consent 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 as etiology, assessment, legal and ethical issues, programming options, terminology, and inclusionary practices.

**Competency Title Special Education Law and Ethical Issues**  
**Numerical Code 631.1.2**

**Description:** 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 relevant 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.

**Topic Title: Building Family Partnerships**

**Instruction Text:**
The parent-professional partnership is critical in meeting the needs of a child with a disability. You will use the following text to study this topic:


**By the end of the week you will be able to:**

- Identify emotional stages family may experience when given a diagnosis of intellectual disability
- Understand the adjustment process is not linear and that each stage is revisited
- Describe effective ways to provide information to parents regarding the disability
- Identify community supports within your community and nationwide
- Identify ways for schools to connect with parents
- Identify future directions for this field.
- Know these terms: Denial, Blame, Fear, Rejection, Self fulfilling prophecy, Respite care ARC, AAMR, Social capital, NICHCY, CHIP, WIC

**Understanding Families**

Read Selected Chapters in Intellectual Disabilities across the Lifespan text.
Chapter 12 Families

**Read Chapter 12**

Read Chapter 12 in the Intellectual Disabilities text. Pay attention to the core concepts. Tips for Professionals contains tips for sharing information with parents. Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. Describe the process from awareness to acceptance.
2. What are the stages a family may experience when receiving a diagnosis?
3. Reflect upon a family you know with a child with a disability. Try to understand what they may be experiencing.
4. How could you as a professional support this family and how is that different from how you would support a family if you were a personal and not a professional connection?
5. List the tips for providing information to parents.
6. Compare and contrast two ways families may try to seek causes for their child’s disability.
7. Family Support groups and organizations are important to helping families. Investigate your own community and what family supports are available for families with a child with a disability?
8. Focus on one disability and create a list contact information that you could share with a parent.

**Welcoming Families**

Read Selected Chapters in Characteristic of and Strategies for Teaching Students with Mild Disabilities
Chapter 11 Building Family Partnerships

**Read Chapter 11**
Read Chapter 11 in the text. While you are reading, pay close attention to the reflection questions, and the Speedbumps. The figures and tables in this chapter provide a great deal of information, review these and pay close attention to the definitions provided.

Pay close attention to and take notes on the following questions, concepts, and ideas as you read these selections. Be sure to define any vocabulary, clarify any confusing topics, and answer all of the listed questions (if applicable) in your notebook with help from the learning community.

1. Describe barriers to school and family communications and ways schools can work to overcome them.
2. Create a table of different tools schools can use to communicate with parents of students with disabilities?
3. List reasons why parents might be reluctant or unable to work with schools.
4. Make a chart outlining the emotional impact having a child with a disability may have on a family with more than 2 children. With a single parent. With extended family obligations.
5. Make a flow chart of due process rights for parent in the evaluation stage of special education.
6. Reflect on your own response to having to make a home visit. How might you feel if teachers visited your home regularly?
7. What is meant by “social capital”?
8. Could you or your children pass the marshmallow test if it were something other than marshmallows? Brownies? 20.00 bills? Pizza?

Conclusion

In your studies for X353, PX53 you have learned foundational concepts that will help you throughout your WGU coursework and into the workplace. Congratulations on this accomplishment! As you complete these last remaining activities, please keep in mind and think about different ways this information can be applied to your personal and professional lives. Special education teachers work takes them in a myriad of settings. You are preparing yourself to be the best special education teacher possible, not just to pass an exam. Remember you are taking the first of many steps towards becoming a SPECIAL EDUCATOR! Congratulations!

The Next Steps: Final Preparation and Assessment

These last activities will guide you through the final steps leading up to your completion of the X353/PX53 Exam. Objective Assessment.

Review of Concepts:

X353/PX53, Foundations of Special Education, Law and Legal Issues, covers the most important concepts you need to be an effective special education teacher. First you learned about the students you are likely to be teaching. You also learned about students you may be teaching. You learned about characteristics that you may see in their physical, social and academic development. Through your studies you have experienced family stories, student and teacher vignettes and had opportunities to share your own experiences. No doubt you realized that there is NO typical special education student.

You learned the basics of special education law, policies and procedures. You studied the historical legal and legislative cases that helped develop today’s special education system.

Next, you focused on what types of teaching and learning settings are effective with students who have disabilities. You began to delve into behavioral management issues, collaboration and ways to avoid compliance problems while wading through the rules and regulations. You not only learned the steps of the process, but you also reviewed why the process exists and what to do to avoid problems with the process.
Finally, you learned about creating family partnerships and how to welcome parents into the special education process. Wow! You have accomplished quite a bit! You should be very proud of this.

The Praxis Exam for the X353, Px53 Education of Exceptional Students: Core Content Knowledge

You should have already referred yourself for the Praxis exam and should have your admission ticket. Once the scores are posted on the ETS website, please download the pdf score report and email a copy of this to vendorassessments@wgu.edu. This will ensure that your score is posted to your AAP as soon as possible.

Transfer/Application to Work

Everything you have learned during your studies will be valuable to you during your teaching career as either a special education teacher, general education teacher or in any other capacity in the educational field. Understanding students with disabilities, the laws governing their education and the policies that shape the public will help you connect with students, families and co-workers wherever you may be living or working.

Additionally, the foundation you have gained in X353/PX53 will serve you greatly as you move forward in your WGU Special Education Program.

Feedback

If you wish to provide feedback on this course of study, please contact Dr. Sara Cloutier at scloutier@wgu.edu