**Instructional Design Project (EDTL710)**

**Special Education for Teachers**

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**Special Education for Teachers**

**Rationale**

 According to the Ohio Department of Education, 10.4% of students in the Margaretta School District qualify for special education services as students with disabilities. This is lower than the average across the state of 13% of students being identified as having a disability and receiving special education services. Though 100% of the district’s teachers are reported to be “highly qualified teachers”, the district is currently receiving a rating of effective and has not met annual yearly progress for the 2007-08 school year due in part largely to the low performance on state assessments by special education students (Ohio Department of Education, 2009). The Margaretta School District went to a full inclusion model based on recommendations made by the Ohio Department of Education during the Focused Monitoring process in the 2006-07 and 2007-08 school years. Margaretta is not alone in working with these problems as several districts across the state undergo state monitoring each year to address district deficiencies.

 Margaretta now services special education students primarily in an inclusive education model, meaning that special education students are with general education students for most of the school day, with some specialized instruction occurring in a pull-out setting during individual work time. This requires that all teachers in the school district have a working knowledge of special education in order to best service all of the students in their classroom. However, whether a veteran teacher or a new teacher fresh from college, there are typically no mandated courses for general education teachers to take which teach them a basic knowledge of special education. Across the state, districts are urged to provide special education students with as many inclusive classroom opportunities as possible. Progress towards the goal of inclusion is measured as schools participate in state monitoring, which indicates that the need for general education teachers to be taught how to work with special education students will drastically increase in the near future.

 Teachers working with students with disabilities must have a basic understanding of special education laws, categorical identification, procedures, services, and legal mandates in order to provide students the opportunity to learn and develop to their fullest potential. Teachers should be aware of special education law which drives special education processes and procedures. Those laws must be adhered to in order to best service students and avoid any negative legal ramifications. Teachers must be aware of the process and categories for identification, particularly with the requirements of response to intervention data and methodology, as the role of the classroom teachers has increased dramatically in student identification. Once a student qualifies for special education services, teachers must have a clear understanding of the least restrictive environment in which to educate students and what related services are required for student success. Teachers also have to understand the importance of applying this information into their daily teaching and understand their personal liability and the district’s liability for not implementing their learned knowledge correctly. As a result of this unit, any teachers who participate will learn the basic knowledge necessary to work within the confines of the law to best educate students who have disabilities. Targeted areas in this unit include information on special education law, the identification process, special education categories, least restrictive environment and related services, and complaint procedures. Teachers that have and apply this knowledge will have the ability to correctly teach students with a suspected or identified disability.

**Unit Outcomes**

**Unit Length:**  Seven Weeks (class meeting one day per week for three hours)

**General Outcomes:**

1. Teachers will recall and demonstrate understanding of the relationship between their job requirements and laws governing special education students.
2. Teachers will identify the process of special education identification and have the knowledge and tools to apply research based strategies and utilize appropriate data collection methods in their classroom in relation to their specialty area of teaching to assist all students, including those with and without disabilities.
3. Teachers will develop a list of accommodations and a list of interventions they can provide to students in their classrooms based on their area of specialty.
4. Teachers will analyze the differences between different disability categories and be able to complete a referral form correctly with all necessary information.
5. Teachers will research and analyze the differences between least restrictive environments and related services available to students with disabilities.
6. Teachers will evaluate their level of compliance with special education mandates and update their curriculum and teaching methods and materials to create a setting that is compliant with all aspects of special education law.

**Subunit One: Special Education Law**

* Teachers will provide a short description of pertinent federal and state laws.
* Teachers will state why inclusion is important for special education students based on the Free & Appropriate Public Education & Least Restrictive Environment laws.
* Teachers will define what laws affect the way they teach students in the classroom and be able to teach students within the confines of procedural safeguard requirements.

**Subunit Two: Identification Process**

* Teachers will recall the evaluation process as holistic and state that it does not rely on the opinion or data of one person on the evaluation team.
* Teachers will recite information on timelines, research based interventions, and data collection in the intervention process and importance of data collection in identification of students with disabilities.
* Teachers will be able to discriminate between research based interventions and accommodations.
* Teachers will identify the basic criteria required for students to qualify for special education services.

**Subunit Three: Special Education Categories**

* Teachers will identify the thirteen special education categories for which students can qualify for special education services.
* Teachers will demonstrate the ability to complete a referral form for students with a suspected disability to the evaluation team and be specific as to the disability which is suspected.

**Subunit Four: Least Restrictive Environment & Related Services**

* Teachers will label the continuum of placement options for special education students and what their role is within that continuum.
* Teachers will identify supplementary aides and related services in order to refer students in their classroom as necessary.

**Subunit Five: Complaint Procedures**

* Teachers will indicate the importance of adhering to special education laws, rules, and regulations for special education students based on their own personal liability and the liability of the school district in which they work for.
* Teachers will complete documentation and follow school procedures in situations where parents are dissatisfied and potentially exploring filing any form of special education complaint.

**Pre-assessment**

 The pre-assessment survey will be administered during the first class session to obtain current knowledge and perceptions that teachers have prior to starting the unit. The pre-assessment survey will take approximately 20-30 minutes to complete. Each participant will complete a pre-assessment survey. The pre-assessment survey consists of Likert-scale and short response questions. When all participants have completed the pre-assessment survey, it will be reviewed as a whole group in an oral format. The oral review will likely take 30-60 minutes depending on participant inquiry.

 The pre-assessment survey will serve two major purposes. It will give the participant an idea of the value of participating in the course and help them determine whether or not it is worth taking the time to attend the courses. It will also provide the instructor with information regarding the knowledge base and perceptions of the participants and provide areas to focus on while teaching the participants.

**Pre-Assessment Survey**

Circle the letter that best describes how you feel about the sentence.

**A= Agree D= Disagree NS= Not Sure**

1. I feel confident about my knowledge of special education law. **A D NS**
2. I think inclusion of students with disabilities is important. **A D NS**
3. I am familiar with all types of information required for special **A D NS**

education evaluations.

1. I am aware of all school personnel who give input into special **A D NS**

education evaluations.

1. I am comfortable with my knowledge of research based **A D NS**

interventions.

1. I am confident with my ability to collect and interpret data. **A D NS**
2. I provide valuable data for special education evaluations. **A D NS**
3. I am aware of all special education categories. **A D NS**
4. I am aware of multiple related service options. **A D NS**
5. I know when a student requires aide services. **A D NS**
6. What other class settings on the placement continuum do you have experience in or have observed in? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Have you ever been involved in a formal special education complaint process? If so, briefly describe.
2. Approximately how many students with disabilities have you had experience working with? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What disability categories do you have experience working with? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What disability categories do you feel uncomfortable working with? Why? \_\_\_\_\_\_\_\_

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1. If you have questions in regards to special education, what resources do you seek out for answers? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What information would you like to learn about in regards to special education?

**Lesson Plan for Subunit One**

Unit Outcome:

1. Teachers will recall and demonstrate understanding of the relationship between their job requirements and laws governing special education students.

Subunit Outcomes:

1. Teachers will provide a short description of pertinent federal and state laws.
2. Teachers will state why inclusion is important for special education students based on the Free & Appropriate Public Education & Least Restrictive Environment laws.
3. Teachers will define what laws affect the way they teach students in the classroom and be able to teach students within the confines of procedural safeguard requirements.

Materials Needed:

* Ohio Department of Education; Office for Exceptional Children (2009). [www.edresourcesohio.org](http://www.edresourcesohio.org)
* Computer Lab with internet access
* Smartboard

Procedures:

*Introductory Activity*

First, the instructor will provide the class with a verbal list of four major laws which are the driving force of current special education law and procedures. Those laws include Public Law 94-142, Section 504, Individuals with Disabilities Education Improvement Act IDEIA, No Child Left Behind. A very brief description will be provided for each law (see the answer to the first question on the unit post-assessment). (10 minutes).

*Activity*

1. The instructor will break the class up into four groups and each group will be assigned one law to research. Groups will then go on the internet to research information about the law in which they are assigned. Information to be gathered should include a minimum of the history on the driving forces of the law, at least 2-3 realms of how the law applies to different aspects of education, at least two cases of major breaches in compliance or legal cases that have taken place in regards to the particular law, and the relationship of the law to Free and Appropriate Public Education and Least Restrictive Environment guidelines. (60 minutes).
2. Each group will present a 20 minute detailed description of what they found out in their research to the entire class. (80 minutes).

*Key Questions for Lesson*

1. As a teacher, am I aware of the laws that drive special education laws and procedures?
2. Am I adhering to these laws properly in my classroom? If not, what do I need to change?
3. Am I providing students with a Free and Appropriate Public Education in the Least Restrictive Environment?

Summary/Closure/Evaluation:

*Closing Activity*

The instructor will then engage in a question and answer session with teachers based on their findings and day-to-day experiences in the classroom. The instructor or group that researched the law will provide legally compliant responses in regards to teacher questions and concerns. (30 minutes).

**Lesson Plan for Subunit Two**

Unit Outcome:

1. Teachers will identify the process of special education identification, and have the knowledge and tools to apply research based strategies and utilize appropriate data collection methods in their classroom in relation to their specialty area of teaching to assist all students, including those with and without an identified disability.
2. Teachers will develop a list of accommodations and a list of interventions they can provide to students in their classrooms based on their area of specialty.

Subunit Outcomes:

1. Teachers will recall the evaluation process as holistic and state that it does not rely on the opinion or data of one person on the evaluation team.
2. Teachers will recite information on timelines, research based interventions, and data collection in the intervention process and importance of data collection in identification of students with disabilities.
3. Teachers will be able to discriminate between research based interventions and accommodations.
4. Teachers will identify the basic criteria required for students to qualify for special education services.

Materials Needed:

* Jablon, J.R., Dombro, A.L., Dichtelmiller, M.L. (2007). *The power of observation for birth through eight* (2nd ed.). Washington, D.C.: Teaching Strategies Inc.
* Johns, B.H. (2005). *Getting behavioral interventions right: Proper uses to avoid common abuses.* Horsham, PA: LRP Publications.
* Tate, M. (2007). *Shouting won’t grow dendrites*. Thousand Oaks, CA: Corwin Press.
* Wright, J. (2009). [www.interventioncentral.org](http://www.interventioncentral.org)
* Zeigler-Dendy, C.A. (2006). *Children and adults with attention-deficit/hyperactivity disorder educator’s manual: An in-depth look from an educational perspective.* Lynchburg, VA: Progress Printing.
* Ohio Department of Education; Office for Exceptional Children (2009). [www.edresourcesohio.org](http://www.edresourcesohio.org)
* Smartboard
* Computer lab with internet access

Procedures:

*Introductory Activity*

First, the instructor will go to the ODE website ([www.edresourcesohio.org](http://www.edresourcesohio.org)) and click on the link entitled “Whose Idea is This”, which provides the reader with a copy of the parent guide to special education. This will then be displayed on the Smartboard for the entire class to see. The first section of this book provides a detailed description of the intervention and special education identification process. The instructor will review this information with the class and explain the process, answering any questions presented. (30 minutes).

The instructor will then go back to the main page at the ODE website and click on the link to “review forms”. These forms may vary from year to year but the website will always provide the most recent revision of the forms. The instructor will then read through the list of forms until they get to the “Evaluation Planning Form” and click on this link to bring the form up to the screen. Once the form is viewable on the Smartboard, a discussion will take place of who provides information, what type of information is provided, and how information is obtained to be included in a special education evaluation. (20 minutes).

*Activity*

1. Teachers will individually pick a resource to analyze (book or internet resource from list provided above in the materials section). The books provided focus on students with a behavior or attention difficulty whereas the internet resource focuses on academic interventions tailored to grade and subject areas. With a specific student in mind, they will skim through the website or book to find research based intervention strategies to use with their specific student. They will explore research-based strategies to begin applying for that student for use in the classroom. (45 minutes).
2. Teachers will then provide a 3-5 minute presentation for the class on information they gathered. They will begin their presentation with a brief description of the present student they decided to focus in on and then follow that description with at least 2-3 research based strategies they can implement in their classroom for that student. (60 minutes depending on size of class).

*Key Questions for Lesson*

1. What is the difference between accommodations and research-based interventions?
2. Do you currently use any research-based interventions in your classroom or are you primarily using accommodations?
3. Am I providing the correct type of interventions and data for special education evaluations right now?

Summary/Closure/Evaluation:

*Closing activity*

The instructor will go to the website provided ([www.interventioncentral.org](http://www.interventioncentral.org)) and go to the data collection section of the website. This will be shown on the Smartboard for the whole class to see. The instructor will use a fictitious student and provide data for the website to chart, using at least two or three of the charting mechanisms provided through the website. This activity will assist teachers with how to collect data on the research based intervention that they are completing for their particular student. The website provides individualized formatting in a professional-looking format that teachers can submit during intervention assistance team meetings or for use in a special education report. (20 minutes).

Teacher participants will be encouraged to email the instructor with a data chart in 4-6 weeks for review by the instructor for feedback. This will not be mandated, but will be recommended for use so that teachers know exactly how to submit data when it becomes necessary to do so.

**Lesson Plan for Subunit Three**

Unit Outcome:

1. Teachers will analyze the differences between different disability categories and be able to complete a referral form correctly with all necessary information.

Subunit Outcomes:

1. Teachers will identify the thirteen special education categories for which students can qualify for special education services.
2. Teachers will demonstrate the ability to complete a referral form for students with a suspected disability to the evaluation team and be specific as to the disability which is suspected.

Materials Needed:

* Ohio Department of Education; Office for Exceptional Children (2009). [www.edresourcesohio.org](http://www.edresourcesohio.org)
* Computer lab with internet access
* Smartboard
* District IAT referral form (may vary according to district or vary year-to-year)

Procedures:

*Introductory Activity*

First, the instructor will engage the class in a discussion of what special education categories they have experience in working with (ie: specific learning disability, cognitive disability, autism, etc.). The instructor will have the class discuss similarities and differences of students who fall within those categories. (30 minutes).

*Activity*

1. The instructor will then go on the internet to the ODE website ([www.edresourcesohio.org](http://www.edresourcesohio.org)) and click on the link to “Whose Idea Is This”, which at the very end of this book provides the reader with a list of all disability categories that students can qualify under. This will then be displayed on the Smartboard for the entire class to see. After all 12 categories have been reviewed very generally, depending on the size of the class the participants will either individually or with a partner pick a category to review. They will then research that category using the internet. Minimum requirements for research include the incidence of that disability in the general population, teaching strategies that are successful in working with a student in that disability category, and general descriptors for an individual with a disability in that category. (60 minutes).
2. Participants will then go to a class designed Wiki Wet-Paint website and post their findings. (20 minutes).
3. Participants will read through the findings of at least three categories on the Wiki Wet-Paint site to become familiar with other special education categories (30 minutes).

*Key Questions for Lesson*

1. Am I less comfortable with working with students from particular categories? Why might this be?
2. Will I be able to refer students for other categories now that I am aware of identification criteria?

Summary/Closure/Evaluation:

*Closing Activity*

The instructor will engage in a question and answer session with teachers based on their findings and day-to-day experiences in the classroom. A district referral form will be posted on the Smartboard for the class to see and the instructor will walk the class through how to complete this form, including all pertinent information which relates to the disability category. The instructor or group that researched the category will provide responses in regards to teacher questions and concerns. (30 minutes).

**Lesson Plan for Subunit Four**

Unit Outcomes:

1. Teachers will research and analyze the differences between least restrictive environments and related services available to special education students.

Subunit Outcomes:

1. Teachers will label the continuum of placement options for special education students and what their role is within that continuum.
2. Teachers will identify supplementary aides and related services in order to refer students in their classroom as necessary.

Materials Needed:

* District Educational Management Information Systems (EMIS) form
* Computer lab with internet access
* Participant’s cell phone or school phone with several phone lines
* Educational Directory or instructor rolodex/business cards (contact colleagues in advance)

Procedures:

*Introductory Activity*

First, the instructor will distribute to the class the district’s EMIS form, highlighting the Least Restrictive Environment and Related Services options. A short discussion will take place in regards to the Least Restrictive Environment options available to students, followed by a short discussion on related services. Some of the LRE and related service options will be familiar to participants while others will not be familiar to them. Teachers will note which related services they are familiar in working with (30 minutes).

*Activity*

1. After reviewing familiar related services, participants will choose one related service option they do not have experience with, with the recommendation to cover separate categories. Individually, they will go to the internet to research the related service with which they are unfamiliar. (30 minutes).
2. The class will rejoin as a whole to discuss the related services which were less familiar to the group. (30 minutes).
3. The class will then be broken up into 6-8 small groups by the instructor. Groups will be comprised of teachers who work solely with elementary or solely with middle school/high school students. The small groups will then partake in a phone conference for 15 minutes with a teacher who works in an LRE unlike their own. This will include teachers who work with students that have emotional disturbance, multiple disabilities, hearing impairments, vision impairments, and preschoolers with disabilities. The instructor will assign participants with a name and phone number of a teacher who works with students at similar grade levels with these low-incidence disabilities in a more restrictive environment. Group participants will comprise a list of approximately 10-15 questions they would like to ask the teacher. These questions may center around classroom routines, discipline, modifications and accommodations, tips on working with students with these disabilities, homework, common issues, suggestions, etc. Questions will be made by the group based on their interest. Group participants will then call the teacher and phone conference with them in regards to their classroom experiences, asking the questions in which they formulated. (45 minutes to formulate questions, 15 minutes for phone conference).

*Key Questions for Lesson*

1. Why doesn’t disability category determine LRE placement and related services?
2. Now that you are more aware of LRE and related services, can you think of a student that would benefit from a service they are currently not receiving? Can you think of a student that doesn’t necessarily need a service that they are receiving?

Summary/Closure/Evaluation:

*Closing Activity*

The class will rejoin as a whole group to debrief on the phone conferences. A short question and answer session may take place. The instructor will make sure to address the key questions, particularly to address why disability categories do not determine LRE placement and related services. (15 minutes).

**Lesson Plan for Subunit Five**

Unit Outcome:

1. Teachers will evaluate their level of compliance with special education mandates and update their curriculum and teaching methods and materials to create a setting that is compliant with all aspects of special education law.

Subunit Outcomes:

1. Teachers will indicate the importance of adhering to special education laws, rules, and regulations for special education students based on their own personal liability and the liability of the school district in which they work for.
2. Teachers will complete documentation and follow school procedures in situations where parents are dissatisfied and potentially exploring filing any form of special education complaint.

Materials Needed:

* Ohio Department of Education; Office for Exceptional Children (2009). [www.edresourcesohio.org](http://www.edresourcesohio.org)
* Computer lab with internet access
* Smartboard

Procedures:

*Introductory Activity*

The instructor will go to the ODE website ([www.edresourcesohio.org](http://www.edresourcesohio.org)) and click on the link entitled “Whose Idea Is This”, which provides the reader with a copy of the parent guide to special education. This will be displayed on the Smartboard for the entire class to see. The final section of this book provides special education complaint forms. The instructor will review this information with the class very briefly. Group participants will be asked if they have ever experienced this process. If so, the participant will be asked to describe the situation. (30 minutes).

*Activity*

1. Participants will then be broken up into three groups. Each group will be assigned a topic; mediation, complaint, and due process. Within those groups, people will need to be assigned to cover the following areas: forms, procedures, cost to district, personal liability, and legal requirements. Groups will need to address each of these areas in their research. Some of the information will be on the ODE website while other information will be available on other various websites. Groups will research their particular area and gather information. They will then post their findings on a Wiki Wet-Paint website under their group topic. (60 minutes).
2. As a whole class, each process will be reviewed from the Smartboard on the Wiki Wet-Paint site. A group representative will present the information. Printouts of the website will be made, copied, and distributed to class participants for future reference. (60 minutes).

*Key Questions for Lesson*

1. Are you confident that you would be covered from a lawsuit and any other personal liability with the special education students that you teach?
2. Are you surprised at the cost of court hearings in school districts?

Summary/Closure/Evaluation:

*Closing Activity*

The instructor will again emphasize the cost to school districts of participating in the special education complaint process. It is typically $100,000 for a cheap due process hearing, without taking into consideration payroll costs from the school district participants in the collection of information and time spent in court. The instructor will remind participants of the personal liability they are responsible for in the event of a lawsuit. Three reminders will be given to participants in the event that they ever experience a special education complaint: the importance of documentation, data collection, and sharing information on a frequent basis to your supervisor.

**Post-Assessment Survey and Unit Post-Assessment**

 The post-assessments will both be administered during the last class session. There are two separate assessments; the post-assessment survey and the unit post-assessment. Both assessments serve different purposes.

 The post-assessment survey will be completed by each participant to assist the instructor in determining whether or not participants benefitted from the course. This will be accomplished by comparing responses on the pre-assessment to responses on the post-assessment. This post-assessment will take approximately 15-30 minutes to complete and will cover knowledge gained during the entire unit. This assessment will consist of Likert-scale and short response questions.

 The unit post-assessment will also be completed by each participant to assess knowledge gained by teachers during the unit. This post-assessment will take approximately 30-60 minutes to complete and will cover knowledge gained during the entire unit. It will consist of short-response questions or listing/stating ideas learned in the unit. The purpose of the unit post-assessment is not to obtain a grade but is an informal assessment to assist the leader in evaluating how much information the participants have learned during the course of the unit.

 During the final class, the leader will pass out the assessments and be available for questions during the assessments. When all participants have completed the post-assessment survey and unit-post-assessment, the unit-post assessment will be reviewed as a whole group in an oral format. The oral review of the unit post-assessment will likely take 30-60 minutes depending on participant inquiry. The post-assessment survey will be reviewed by the instructor after the last course to collect data and assist with evaluation of the course.

**Post-Assessment Survey**

Circle the letter that best describes how you feel about the sentence.

**A= Agree D= Disagree NS= Not Sure**

1. I feel confident about my knowledge of special education law. **A D NS**
2. I think inclusion of students with disabilities is important. **A D NS**
3. I am familiar with all types of information required for special **A D NS**

education evaluations.

1. I am aware of all school personnel who give input into special **A D NS**

education evaluations.

1. I am comfortable with my knowledge of research based **A D NS**

interventions.

1. I am confident with my ability to collect and interpret data. **A D NS**
2. I can provide valuable data for special education evaluations. **A D NS**
3. I am aware of all special education categories. **A D NS**
4. I am aware of multiple related service options. **A D NS**
5. I know when a student requires aide services. **A D NS**
6. I am aware of the requirements to follow if I am ever involved **A D NS**

in a special education complaint.

1. If you encounter questions in regards to special education, what resources will you seek out for answers? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. What information do you wish we would have covered in further detail in regards to special education?
2. Based on what you learned during this course, what topics would be beneficial to include in future staff in-service opportunities?

**Unit Post-Assessment**

1. Name and provide a brief description of three state or federal laws that guide special education law.

Law 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Law 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Law 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Why are the Least Restrictive Environment and Free and Appropriate Public Education laws important in the inclusion of students with disabilities?
2. Name 3 of the 6 types of information required in special education evaluations.

Type 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bonus Type 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bonus Type 5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bonus Type 6: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name 4 types of school personnel who include information in an Evaluation Team Report.

Person 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the difference between a “research based intervention” and an accommodation?
2. Provide or Draw an example of data collection you will now include in your teacher report for an Evaluation Team Report.
3. Name any 4 special education categories.

Category 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Category 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Category 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Category 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the single most important piece of information you should include on a referral form for a child with a suspected disability?
2. What did you learn in regard to teaching students in more restrictive environments?
3. Name 5 related services. When is a related service necessary for a student?

Related Service 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Related Service 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Related Service 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Related Service 4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Related Service 5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When necessary: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What are the 3 most important things to do if you are involved in a special education complaint?

1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit Post-Assessment Answer Key**

1. Laws may include any of the following:
* PL94-142: Education of all handicapped children act (now IDEA). Designed to ensure federal funds, requires schools to develop and implement programs to provide FAPE.
* Section 504: Civil rights law to prohibit discrimination against individuals with disabilities; ensures child with a disability has equal access to an education.
* IDEIA 2004: To ensure FAPE, rights of an individual with a disability are protected; assists educators to provide an education to all students; assist with evaluation of the effectiveness of education provided to individuals with a disability; also provides technical assistance and early intervention services.
* NCLB: Law created by George W. Bush aiming to improve school performance by increased standards for accountability and provides parents with flexibility to choose the educational setting for their child.
1. These two laws are very inter-related. Schools are required to provide a FAPE in the LRE. This means that an individual with a disability has to have the opportunity to be educated with non-disabled peers to the greatest extent possible. They should be provided access to the general education curriculum, extra-curricular activities, or any other program that their non-disabled peers are able to access. They should be provided with supplementary aides and services necessary to achieve their educational goals. If the nature or severity of the individual’s disability prevents the student from achieving their goals in a regular education setting, the student may be placed in a more restrictive environment. All services must be provided to the student at no cost to the student, parent, or guardian.
2. 6 types of information: Interviews, Classroom Data, Review of Records, Observations, Assessments, and Data in regards to performance on research-based interventions
3. School Personnel may include: Teacher, nurse, psychologist, guidance counselor, OT, SLP, PT, WSC, parent, student, or other qualified personnel.
4. A research based intervention is an intervention that has been proven to lead to student growth through research based strategies. The interventions are to be provided specifically as provided in the resource and must be implemented for a period of at least 6-9 weeks to evaluate student growth. An accommodation (ie: preferential seating, extended time, breaking down instruction into smaller portions, information read to student, etc.) is something offered to all students as required but have no actual research basis to evaluate effectiveness. All students should be given both RBI & accommodations based on student need. However, to meet the intervention requirement for special education evaluations, specific research based interventions must be given based on student needs with data collection to show student progress over time based on the interventions administered.
5. Answers will vary.
6. Categories include: Cognitive Disability, Learning Disability, Autism, Speech Impairment, Developmental Delay, Hearing Impaired, Vision Impaired, Orthopedically Handicapped, Traumatic Brain Injury, Emotionally Disturbed, Multiple Disabilities, and Other Health Impaired (Major/Minor)
7. Data collection from performance on research based interventions already administered to student.
8. Answers will vary.
9. Related services may include Occupational Therapy, Physical Therapy, Speech Therapy, Work Study Coordinator, Transitional Services, Adaptive Physical Education, Aide or Attendant Services, Special Transportation, Counseling, Vocational Special Education, Interpreter, or other qualified related service. Related services are only necessary when required for student success in their educational program.
10. 3 things you need to do include: Data collection, documentation, and sharing all information in regards to that student with your supervisor first.