



Western Technical College

10522124 EDU: Supporting Stu w/Disab

Course Outcome Summary

Course Information

Description This course focuses on understanding how service is delivered to students with special education needs in the classroom and through supportive and related services. A review of the law as it relates to special education, and the individual educational program, assessment and planning process will be provided. Based on the premise that all children can learn, students will examine factors, which inhibit and enhance learning through a study of various instructional formats such as direct instruction, strategy instruction and task analysis. Students will engage in simulated classroom activities to explore and practice incorporating a wide array of alternative instructional techniques and programs, which can be used to support student with disabilities in all major curricular areas and to help children develop effective study skills.

Career Cluster Education and Training

Instructional Level Associate Degree Courses

Total Credits 3

Total Hours 72

Pre/Corequisites

Prerequisite 10522106 EDU: Child & Adol Dev

Textbooks

No textbook required.

Program Outcomes

1. Demonstrate instructional support strategies for content areas

2. Implement developmentally appropriate practices to foster learning
3. Implement developmentally appropriate practices to foster learning
4. Adapt instruction to meet the diverse needs of all learners
5. Adapt instruction to meet the diverse needs of all learners
6. Use proactive classroom management techniques
7. Incorporate the reflective process to promote professional growth
8. Incorporate the reflective process to promote professional growth

Course Competencies

1. Interpret the IEP

Assessment Strategies

- 1.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 1.1. Identify the components of an Individualized Education Program (IEP).
- 1.2. Describe the paraeducators role in the IEP.
- 1.3. Identify behavioral objectives in the IEP.
- 1.4. Identify learning goals in the IEP.
- 1.5. Examine the IEP forms located in DPI.
- 1.6. Examine related service options provided for students with disabilities.
- 1.7. Explore transition services.

Learning Objectives

- 1.a. Explain Individualized Education Program (IEP).
- 1.b. Describe the para-educator's role in the IEP.
- 1.c. List uses of behavioral objectives or learning goals in the IEP.
- 1.d. Examine the forms associated with a WI DPI IEP (I-4, I-6, I-8, I-9).
- 1.e. Examine Common Core Essential Elements.
- 1.f. Explore transition services.

2. Explain the role of Response-to-Intervention (RTI) in identifying and supporting students

Assessment Strategies

- 2.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 2.1. Define of each tier of the Rtl model (tier 1: universal, tier 2: targeted, tier 3: intensive)
- 2.2. Compare Rtl and the discrepancy model
- 2.3. Identify the role of data in the decision making process
- 2.4. Defend the use of Rtl
- 2.5. Define continuum of supports
- 2.6. Identify the role of families in the Rtl model
- 2.7. Define disproportionality in specific learning disabilities placement

Learning Objectives

- 2.a. summarize the role of each tier of the Rtl model in supporting students with and without disabilities
- 2.b. explain the role of Rtl in providing accurate and timely identification of SLD
- 2.c. interpret IDEA legislation that supports the use of Rtl
- 2.d. summarize legal and ethical obligations for using Rtl
- 2.e. collaborate with classmates to analyze academic data and suggest next steps
- 2.f. list the roles and responsibilities of the family in supporting the student under Rtl

3. Explain how behavioral supports can be applied within the Rtl framework

Assessment Strategies

- 3.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 3.1. Identify the correlation between academic achievement and behavior
- 3.2. Identify the role of data in the decision making process
- 3.3. Explain the use of Rtl in preventing problem behavior
- 3.4. Explain the role of Rtl in preventing over representation of minority students

Learning Objectives

- 3.a. summarize the role of each tier of the Rtl model in supporting students with and without disabilities
- 3.b. examine research connecting low academic achievement and problem behavior
- 3.c. summarize the connection between low academic achievement and problem behavior
- 3.d. summarize the role of supporting academics in reducing problem behavior
- 3.e. collaborate with classmates to analyze behavioral data and suggest next steps
- 3.f. explain the role of universal instruction in preventing problem behavior
- 3.g. examine the impact of cultural competence of school personnel under Rtl in preventing inaccurate identification of EBD

4. Identify research-based interventions for categories of disabilities under IDEA

Assessment Strategies

- 4.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

- 4.1. Describe teaching techniques for students with autism
- 4.2. Describe teaching technique for students with cognitive disabilities (intellectual disabilities)
- 4.3. Describe teaching techniques for students with orthopedic impairment
- 4.4. Describe teaching techniques for students with health impairment
- 4.5. Describe teaching techniques for students with emotional/behavioral disability
- 4.6. Describe teaching techniques for students with specific learning disability
- 4.7. Describe teaching techniques for students with speech or language impairment
- 4.8. Describe teaching techniques for students with traumatic brain injury
- 4.9. Describe teaching techniques for students with visual impairments including blindness
- 4.10. Describe teaching techniques for students with hearing impairment including deafness

Learning Objectives

- 4.a. Describe categories of disabilities.
- 4.b. Examine related to specific and multiple disability areas
- 4.c. Compare Cognitive Strategy Instruction, Reciprocal Teaching, Strategic Instruction Model, Self-Regulated Strategy Development Model, Direct Instruction, and Marzano's Nine Instructional Strategies.
- 4.d. Examine research-based interventions documented through the Wisconsin Rtl Center (<http://www.wisconsinrticenter.org/educators/rti-in-action/tools.html>)

5. Summarize the special education related services available to students

Assessment Strategies

- 5.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 5.1. Describe responsibilities of a specific related service professional or special education service/program area
- 5.2. Describe speech and language services used to support students
- 5.3. Describe occupational therapy services used to support students
- 5.4. Describe physical therapy services used to support students
- 5.5. Describe adaptative services used to support students

Learning Objectives

- 5.a. Describe Individual with Disabilities Education Act principles Sec. 300.34 Related Services.
- 5.b. Identify components of the I-9 IEP form used to document service delivery for related services.

- 5.c. Explain how a student qualifies for related services.
- 5.d. Compare the difference between direct service and indirect service delivery (<http://www.wrightslaw.com/info/relsvcs.faqs.htm>)

6. Identify best practices to use when supporting students under Other Health Impairments (OHI)

Assessment Strategies

- 6.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

You will know you are successful when you

- 6.1. List medical conditions categorized as medically fragile under OHI.
- 6.2. Describe supports available to families and students with medically fragile conditions.
- 6.3. Describe educational placement options for students with medically fragile conditions.
- 6.4. Outline responsibilities of a school nurse as related to students with medically fragile needs.
- 6.5. Examine student health plans.

Learning Objectives

- 6.a. List medical conditions categorized as medically fragile under OHI.
- 6.b. Research non-profit organizations that support students with medically fragile conditions and their families.
- 6.c. Describe educational placement options.
- 6.d. Read current articles related to students with medically fragile conditions.

7. Recommend assistive technology available to support students

Assessment Strategies

- 7.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 7.1. Define low through high tech assistive technology
- 7.2. Explain assistive technology used for each IDEA disability category
- 7.3. Examine mobile apps used to support students with disabilities
- 7.4. Examine common accessibility features available to support students with disabilities

Learning Objectives

- 7.a. Define assistive technology low tech, medium tech and high tech.
- 7.b. Research assistive technology, low tech, medium tech and high tech.
- 7.c. List assistive technology devices for each disability.
- 7.d. Identify mobile apps and accessibility features to support student with disabilities.

8. Collect data to document student behavior or academic performance

Assessment Strategies

- 8.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 8.1. Defend the importance of objective observation of student behavior
- 8.2. Describe what is meant by objective observation and recording of student behavior
- 8.3. Write an anecdotal record
- 8.4. Describe how an anecdotal record analyzes antecedents, behaviors, and-consequences
- 8.5. Use time sampling to document student behavior.
- 8.6. Use event recording to document student behavior
- 8.7. Describe how and why checklists and rating scales are used to examine student behavior
- 8.8. Use a monitoring or recording form to document student behavior or academic performance
- 8.9. Use self-monitoring techniques to record personal behavior.

Learning Objectives

- 8.a. Defend the importance of objective observation of student behavior.
- 8.b. Describe what is meant by objective observation and recording of student behavior in behavioral terms.
- 8.c. Write an anecdotal record using behavioral terminology.

- 8.d. Describe how the anecdotal record analyzes antecedents-behaviors-consequences
- 8.e. Use time sampling and event recording to document student behavior.
- 8.f. Describe how and why checklists and rating scales are used to examine student behavior.
- 8.g. Create a monitoring or recording form for use in documenting student behavior or academic performance.
- 8.h. Practice and refine using self-monitoring techniques to record behavior.

9. Recommend program adaptations and accommodations for students with disabilities

Assessment Strategies

- 9.1. Oral, Written, Graphic and/or Skill Assessment

Criteria

Your performance will be successful when you:

- 9.1. Describe the difference between accommodation and modification
- 9.2. Identify possible accommodations to curriculum materials
- 9.3. Identify possible modifications to curriculum materials
- 9.4. Identify possible modifications to the delivery format of the program
- 9.5. List environmental modifications to enhance student performance
- 9.6. Explain testing accommodations and modifications which may be employed as per student IEP
- 9.7. Identify the role of school personnel in providing accommodations and modification

Learning Objectives

- 9.a. Identify possible adaptations to the curriculum materials.
- 9.b. Identify possible adaptations to the delivery format of the program.
- 9.c. List environmental adaptations/adjustments to enhance student performance.
- 9.d. Describe testing accommodations, which may be employed as per individual student IEPs.
- 9.e. Describe the difference between adaptation and modification.
- 9.f. Identify the role and limitations of the instructional assistant in providing adaptations and accommodations.
- 9.g. Identify adaptations which could be used to support reading, writing, math and study skills needs.