

Teaching Students with Disabilities

20 Inservice Points

Component No. 2-100-009

General Objective

The focus of this course is to provide educators with introductory information about the foundations of exceptional student education in Florida, the provision of services, and appropriate instructional practices for students with disabilities.

Specific Objective

- Provides a brief historical overview of the federal laws, guiding principles, and the impact of legislation on the education of students with disabilities. An introductory review of the exceptional education policies and processes is also included.
- Provides information on categories of disabilities, characteristics, and educational implications; along with disability specific resources to promote understanding and student success. Information on models of support used in assisting students with disabilities in accessing general education curricula is also provided.
- Explores the principles and guidelines of differentiating instruction and Universal Design for Learning that proactively provide an environment aligned to individual learner needs.
- Provides some resources that support a universally designed and differentiated environment.
- Introduces instructional design principles and teacher delivery methods that increase the explicitness and intensity of instruction and intervention.

Activities

- Pre-Assessment
- Complete six units on the BEESS learning portal
- Complete review of all course content material
- Complete the “monitor your progress” activities

Evaluation

- Final Assessment: The Final Assessment can be accessed on the My Courses page in BEESS after completion of the course and must be passed with 80% accuracy.
- **Follow-up Activity:** After you successfully pass the final assessment, you can access the follow-up instructions and activities from the course list page. You must complete **one** of the following options. Select the option listed below that is most appropriate for your job and work location.
 - **Option A:** Instructional Plan – suggested for classroom teachers
 - **Option B:** Written Reflection – suggested for school or district-based educators not working in classrooms
 - **Option C:** Presentation – suggested for school site-based educators not working in classrooms
 - **Option D:** Professional Study Group – suggested for teams of educators at a school or other work site
- Follow up activity Verification form
- Satisfaction survey
- Participants must provide the MIP Coordinator with the Certificate of Completion.
- Participants must submit to the MIP Coordinator an FCIS Inservice Program Evaluation Form for this specific course.

9/25/20

BEESS Portal

Submitted By: Gulliver Prep