

# PDA Foundations of Exceptional Student Education

60 Inservice points

Component No. 2-100-016

## Course Objectives

1. To identify the leaders in exceptional student education and explore the contributions made to ensure services and programs for all individuals with special needs.
2. To identify state and federal legislation and case law that has affected the education of students with disabilities.
3. To explore the history of federal policies involving special education and the amendments that enhanced implementation.
4. To analyze the societal prejudices that impact individual perspectives of individuals with disabilities.
5. Provide an overview of the framework of the Individuals with Disabilities Education Act (IDEA).
6. Identify the six principles of the IDEA and their influence on educating students with disabilities.
7. Identify models of support for inclusion of students with disabilities.
8. Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Act (IDEA) and by the Florida Department of Education.
9. Compare and contrast the federal (IDEA) definitions with the state (Florida) definitions of each disability category.
10. Articulate the educational implications for each of the IDEA- and Florida-identified disabilities.
11. Compare the development and characteristics (e.g., language, cognitive-academic, social-emotional, sensory, physical-motor) of children with disabilities to the development and characteristics of children without disabilities
12. Compare the curricular needs of students with mild disabilities to the needs of students with significant disabilities.
13. Identify the individuals who are eligible for an Individual Education Plan (IEP) and the steps in the special education process that occur prior to the initial development of an IEP.
14. Explain how curricular information and assessment data should be interpreted for, utilized by, and shared with all members of the IEP team or the problem-solving team, including families.
15. Define and describe the purpose of the IEP document and the roles and responsibilities of required team members, including the student.
16. Identify and describe all IEP components required by IDEA.
17. Identify and describe how the IEP placement is determined and describe the steps involved in the review and revision of the IEP.
18. Identify and describe the process that occurs when consensus cannot be reached in development of the IEP.
19. Identify and describe the steps required for re-evaluation of a student with a disability.
20. Identify and describe required policies and processes for developing individualized family service plans (IFSPs), and transition IEPs.
21. Identify appropriate practices based on legal and ethical standards (e.g. due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, free appropriate public education).
22. Identify the role of the family in determining special education services.
23. Identify and describe national organizations that support services and instruction for students with disabilities and their families.
24. Access Florida resources relevant to educating students with disabilities and their families.
25. Identify the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities.
26. Locate and visit local support groups, agencies, and organizations devoted to supporting students with disabilities and their families.
27. Identify Internet links available for further information on educating students with disabilities.

Beacon Educator

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Hillsborough County Facilitator