



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: Principles and Practices of Special Education

Course Description:

Understanding the vast and various nature and needs of exceptional children is paramount to crafting both the supports, educational plans and teaching strategies required to further ensure these children meet school with success. Initially, the history, legislation, current issues, policies, practices, the C.S.E. process, I.E.P.'s support services, educational environments, and family dynamics for the exceptional student will be explored. The traits of different disabilities, strategies involved in developing an appropriate educational plan for the individual child, principals of learning and the techniques of teaching all students, particularly those with disabilities will provide educators with a wealth of instructional techniques and practices that can positively impact the well-being and academic success of exceptional children in their care.

Overall Course Objective and Expectation(s):

Students will learn about the history of Special Education, the six principles of IDEA and an overview of Special Education Law. They will learn who receives Special Education services, the roles at CSE, an overview of the Special Education Process, what an Individualized Education Program is, what information it contains and who receives one. Students will learn the definitions and characteristics of the 13 disabilities. They will also gain knowledge about various educational, vocational and residential placements for people with disabilities. Students will gain knowledge about the DSM 5, and Least Restrictive Environment.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among

the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflection in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

History of Special Education

- Who receives Special Education services
- Overview of the Law and Special Education
- IDEA: six principles
- Willowbrook

Objectives:

Students will learn about the history of Special Education. They will learn who receives Special Education services, they will gain an overview of the Law and Special Education, they will learn about the six principles of IDEA, and they will understand what went on at The Willowbrook School and how and why it was exposed.

Impact on Classroom Instruction:

Demonstrating understanding of the history of Special Education, expressing knowledge of who receives Special Education services, gaining understanding of an overview of the Law and Special Education, showing understanding of the six principles of IDEA and demonstrating learning of the issues at The Willowbrook School and how and why they were exposed. Once teachers are comfortable with this knowledge, they will learn to implement them in their own classrooms with confidence and efficacy.

- Understand the history of Special Education and it developed into what it is today
- Know who receives special education as related to the students in the classroom today
- Understand an overview of the Law and Special Education
- Comprehend the six principles of IDEA and the educational rights of disabled students
- Understand what went on at The Willowbrook School how and why it was exposed, and how the rights of the disabled were violated.

Learner Outcomes:

- Participants will know the rights of the disabled as outlined in the Americans with Disabilities Act.



Topic(s):

Overview of Special Education Process

1. I- Overview of the Special Education Process
2. II- Annual reviews
3. III- The different Roles at CSE
4. IV- Today's families and Their Partnerships with Professionals

Objectives:

Students will learn about various procedures and people involved in the Special Education process. They will gain knowledge about:

- Overview of the Special Education Process
- Annual reviews
- The various Roles at CSE
- Today's families and Their Partnerships with Professionals

Impact on Classroom Instruction:

Demonstrating learning about various procedures and people involved in the Special Education process, gaining an overview of the Special Education Process, showing comprehension of Annual Reviews, gaining knowledge of the various roles of CSE members and developing an understanding of how today's families partner with Special Education professionals. Once teachers are comfortable with this knowledge, they will learn to implement them in their own classrooms with confidence and efficacy.

- Understand the various procedures and people involved in the Special Education process
- Know an overview of the Special Education Process
- Understand what Annual Reviews are
- Comprehend the various roles of CSE members
- Understand how today's families partner with Special Education professionals

Learner Outcomes:

- Participants will be able to explain the Individual Education Program process.



Topic(s):

The 13 disabilities, their definitions and characteristics, and student placements

- The Thirteen Disabilities
- DSM 5
- Least Restrictive Environment
- Various Placements for the Disabled and Criteria

Objectives:

Students will learn what the 13 disabilities are, and the definitions and characteristics of each. They will also gain knowledge about various educational, vocational and residential placements for people with disabilities.

Students will gain an understanding of the following:

- The Thirteen Disabilities
- DSM 5
- Least Restrictive Environment
- Various Placements for the Disabled and Criteria

Impact on Classroom Instruction:

Demonstrating an understanding the definitions and characteristics of the 13 disabilities, gaining knowledge of the DSM 5, showing comprehension of the Least Restrictive Environment and how it relates to the student with a disability, and showing an understanding of various placements for the disabled.

- understand the definitions and characteristics of the 13 disabilities
- demonstrate knowledge of the DSM 5
- comprehend the Least Restrictive Environment and how it relates to the student with a disability
- understand various placements for the disabled

Learner Outcomes:

- Participants will learn about the 13 disabilities and create a lesson plan using the universal Design for Learning for these students.



Week IV

Topic(s):

The Individualized Education Program

Objectives:

Students will learn what an Individualized Education Program is, what information it contains and who receives one.

Impact on Classroom Instruction:

Demonstrating knowledge of what an Individualized Education Program is, showing comprehension of what information it contains, showing an understanding of who receives one.

- Know what an Individualized Education Program is
- Comprehend what information an Individualized Education Program contains
- Understand who receives Individualized Education Program

Learner Outcomes:

- Participants will create a mock Individualized Education Program.