

## **PDA Foundations of Exceptional Education**

### **Objectives**

- To identify the leaders in exceptional student education and explore the contributions made to ensure services and programs for all individuals with special needs.
- To identify state and federal legislation and case law that has affected the education of students with disabilities.
- To explore the history of federal policies involving special education and the amendments that enhanced implementation.
- To analyze the societal prejudices that impact individual perspectives of individuals with disabilities.
- Identify the six principles of the Individuals with Disabilities Education Act (IDEA) and their influence on educating students with disabilities.
- Identify models of support for assisting students with disabilities in accessing the general education curricula.
- Review and prepare a response to the common myths related to inclusive education
- Identify the classification systems and eligibility criteria under the current Individuals with Disabilities Education Improvement Act and by the Florida Department of Education.
- Compare and contrast the federal (IDEA) definitions with the state (Florida) definitions of each disability category.
- Articulate the educational implications for each of the IDEA- and Florida-identified disabilities.
- 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
- Compare the curricular needs of students with mild disabilities to the needs of students with severe disabilities.
- Compare the public perception of disabilities and people who have specific disabilities, with accurate data.
- Identify the individuals who are eligible for an IEP and the steps in the special education process that occur prior to the initial development of an IEP.
- Interpret curriculum information and assessment data for IEP and child study team members.
- Define and describe the purpose of the IEP document and the roles and responsibilities of required team members, including the student.
- Identify and describe all IEP components required by IDEA.
- Identify and describe how the IEP placement is determined and describe the steps involved in the review and revision of the IEP.
- Identify and describe the process that occurs when consensus cannot be reached in development of the IEP.

- Identify and describe the steps required for re-evaluation of a student with a disability.
- Identify and describe required policies and processes for developing individualized family service plans (IFSPs), and transition IEPs.
- 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 education).
- Identify the role of the family in determining special education services.
- Identify and describe national organizations that support services and instruction for students with disabilities and their families.
- Access Florida resources relevant to educating students with disabilities and their families.
- Identify the purposes and functions of professional and advocacy organizations relevant to educating students with disabilities.
- Locate and visit local support groups, agencies, and organizations devoted to supporting students with disabilities and their families.
- Identify Internet links available for further information on educating students with disabilities.