



French River Education Center, Inc.
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For Moderate Disabilities Preliminary License Candidates:

A 70-Hour ‘Subject Matter Knowledge Competencies’ Seminar Series

Syllabus

Seminar Series Title:	<i>“Foundations, Knowledge and Practices for Special Education”</i>	
Instructors:	Michael Constantinou, M. Ed., Special Education, Adjunct Faculty, Worcester State University; and Patricia St. Marie, Speech-Language Pathologist Assistant & Assistive Technology Specialist, French River Education Center,	
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Semester:	Spring 2012	
Dates:	Mondays & Wednesdays, March 5 – May 22, 2012 (tentative)	
Times:	4:15p.m. – 7:45p.m.	
Seminar Hours/PDPs:	70 hours/ 70 PDPs	
Seminar Location:	Oxford High School, Room TBA	
Tuition:	\$700	

Seminar Series Overview:

Designed to meet the Department of Elementary and Secondary Education’s preliminary license requirements relative to ‘*subject matter competencies*’ in moderate disabilities (**603 CMR 7.00 – Regulations for Educator Licensure and Preparation Program Approval – subsection 4a**), this seminar series will introduce participants to ***federal and state laws/regulations pertaining to special education***, as well as ***educational terminology for students with mild to moderate disabilities***. Participants will also ***learn how to prepare, implement, and evaluate Individualized Education Plans (IEPs)***. Additionally, ***participants will learn to design and/or modify curriculum, instructional, and assessment materials for students with moderate disabilities in the general education classroom environments*** while also ***learning ways to prepare and maintain students with disabilities for general education classrooms***. The seminar series will also provide ***knowledge of***



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services provided by other agencies to special education students and families with an emphasis on transitional services for special education students as well as instruction on the appropriate use of augmentative and alternative communication and other assistive technologies.

NOTE: Classroom discipline strategies will be integrated throughout the seminar series. We will review the behavior manifestation protocol and student due process rights. We will also look at positive behavioral interventions and the roll of BCBA and ABA in the special education and inclusion classroom.

Seminar Series Objectives (aligned with DESE Required Subject Matter Knowledge Competencies):

- * To understand and use educational terminology for students with mild to moderate disabilities **(10 hours)**;
- * To learn how to prepare, implement, and evaluate Individualized Education Plans (IEPs) **(10 hours)**;
- * To design and/or modify curriculum, instructional and assessment materials for general education classroom environments for students with moderate disabilities **(10 hours)**;
- * To know and understand Federal and state laws and regulations pertaining to special education **(10 hours)**;
- * To know and be able to access services provided by other agencies for students with disabilities. **(10 hours)**;
- * To understand ways to prepare and maintain students with disabilities for general education classrooms **(10 hours)**; and
- * To understand the appropriate use of augmentative and alternative communication and other assistive technologies. **(10 hours)**.

Instructional Dates/Hours by Specific Subject Matter Knowledge Competency

Competency #1:

~Understand and use educational terminology for students with mild to moderate disabilities

Instructional Dates: TBA

Instructional Hours: 10

This module will introduce the educational terminology for students with mild to moderate disabilities. Terminology has changed over the years, making it difficult to know which terms are acceptable. Not every child will learn the same way. Consequently, teachers need to use a variety of resources to be sure that a child is working at his fullest potential. Students with mild to moderate disabilities will include aspergers, autism, cognitive delays, emotional and behavior disorders.



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Competency #2:

~Learn how to prepare, implement, and evaluate Individualized Education Plans (IEPs)

Instructional Dates: TBA

Instructional Hours: 10

This module will focus on the *Individualized Education Plan* (IEP), one of the most important responsibilities of a special educator. It is the initial document of special education. To create an effective *Individual Education Plan*, parents, school staff, and the student must come together to look closely at the student's needs. The IEP guides and implements the delivery of special education services for the student with an identified disability. Once a year, the team convenes to evaluate the effectiveness of the student's IEP.

Competency #3:

~Design and or modify curriculum, instruction, and materials for general education classroom environments for students with moderate disabilities

Instructional Dates: TBA

Instructional Hours: 10

This module will focus on students with disabilities - physical, emotional, or cognitive in nature - and how these students respond to curriculum differently than other students. Teachers in inclusive classrooms face the task of having to modify the curriculum. Depending on the disability and how it might impact their academic success, students may need modifications and/or alternative media. Without specific modifications, standard curricular material may be inadequate for these students. Teachers will need to adjust their design and delivery of educational services to break down the obstacles to better assist their students in learning.

Competency #4:

~Know and understand federal and state laws and regulations pertaining to special education

Instructional Dates: TBA

Instructional Hours: 10

This module looks at the mandates of federal and Massachusetts' laws that impact the educational programs and services that children with disabilities receive. As a result of these laws, children with disabilities are entitled to an academic program individually tailored to meet their unique needs. State laws governing special education are often referred to as "Chapter 766". The federal law governing special education is the *Individuals with Disabilities Education Act*. Understanding the rights that are afforded to children with disabilities who are entitled to special education, and relevant terminology, will help you to understand special education in Massachusetts.



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Competency #5:

~Know and be able to access services provided by other agencies for students with disabilities

Instructional Dates: TBA

Instructional Hours: 10

This module considers related services, and why they are an important part of educating children with disabilities. We will consider the related services available through Federal and state regulations, and how students become eligible for those services. Services are defined in IDEA 2004, Section 504 of the Rehabilitation Act of 1973, and are included in Massachusetts state laws.

Competency #6:

~Understand ways to prepare and maintain students with disabilities for general education classrooms

Instructional Dates: TBA

Instructional Hours: 10

This module considers the incentive to prepare both the teacher and the student for inclusion. The *Individuals with Disabilities Act* (IDEA) specifies that students with disabilities should be placed in the least restrictive environment resulting in an increasing number of students with disabilities placed in regular classrooms. It all begins with the IEP, which needs to be fully implemented and revised as necessary based on the student's needs and strengths, to maximize the learning opportunities. To be successful, the student receives supports to enhance their participation in the classroom, and the teacher includes curriculum and instructional adaptations, as needed, to insure student success.

Competency #7:

~ Understand the appropriate use of augmentative and alternative communication and other assistive technologies.

Instructional Dates:

Instructional Hours: 10

This module will introduce the terms *Augmentative* and *Alternative Communication* (AAC), explain the need for AAC, and explore low-tech, mid-tech and high-tech AAC solutions. Implementing AAC and *Assistive Technology* within the classroom can, at times, be a difficult task, especially if the classroom teacher has never been exposed to AAC and AT. We will explore ways to support the implementation of various technologies that support functional and academic success.

Assistive Technology, the *Assistive Technology Evaluation* and *Assistive Technology* as a related service will be introduced. With advances in technology more students can participate successfully in the academic



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arena. We will review alternate textbook formats, electronic devices which support academic success and explore ways to use technology to enhance academic lessons.