



### **Course Description**

#### **EEX4932 | Advanced Topics in Exceptional Student Education | 3.00 credits**

The student will explore current issues and trends in Exceptional Student Education (ESE). The student will learn about the foundations of ESE, including instructional practices, differentiated instruction, positive behavioral supports, assessment, the transition process, and assistive technology. This course will help prepare students for the Florida Teacher Certification ESE exam.

### **Course Competencies**

**Competency 1:** The student will demonstrate knowledge of foundations of exceptional student education by:

1. Identifying state and federal legislation that govern the education of students with exceptionalities
2. Classifying the characteristics of students with exceptionalities using the eligibility criteria of categories included in current state and federal laws and regulations governing K–12 educational programs
3. Comparing and contrasting typical and atypical development of physical, cognitive, linguistic, social, and emotional stages of students in the K–12 educational system
4. Defining the role and function of system-wide models of support for assisting all students, including students with exceptionalities, in accessing the general education curriculum and achieving high expectations
5. Determining the purposes and functions of professionals, advocacy organizations, and agencies relevant to educating students with exceptionalities
6. Interpreting principles and practices in the provision of education for students with exceptionalities based on legal and ethical standards
7. Delineating the requirements for the development of an individual educational plan (IEP), an educational plan (EP), and a transition IEP
8. Determining the factors associated with disproportionality in exceptional student education
9. Modeling effective methods of communication, consultation, and collaboration with students, parents, caregivers, and all other stakeholders, including those from culturally and linguistically diverse backgrounds, as equal members of educational teams.
10. Using effective methods for coaching and supporting paraprofessionals, tutors, and volunteers to assist students with exceptionalities across settings

**Competency 2:** The student will analyze the proper use of instructional practices in exceptional student education by:

1. Selecting reliable sources of evidence-based instructional practices and interventions
2. Identifying the characteristics and purposes of the core curriculum, supplemental programs, and intensive interventions as they relate to language arts and mathematics in a multi-tiered system of supports
3. Applying appropriate instructional approaches, strategies, and materials based on assessments of the student's educational needs (e.g., grade-level standards, academic and functional performance, effect of exceptionality)
4. Choosing effective instructional strategies to promote a student's generalization of knowledge and skills across content areas, curriculum, and settings
5. Applying techniques for differentiated instruction to meet the educational needs of individual students with exceptionalities
6. Applying flexible grouping strategies (e.g., academic, behavioral, social) for specific instructional activities

**Competency 3:** The student will create an inclusive learning environment through the use of assistive technology by:

1. Defining assistive technology and its role in helping all students gain access to the curriculum and achieve their educational goals
2. Differentiating between assistive technology devices and assistive technology services

3. Evaluating a variety of assistive technology devices and services that are used to increase, maintain, or improve the capabilities of students with exceptionalities
4. Identifying funding sources for assistive technology devices and services
5. Describing the role of the teacher and Individualized Education Plan team (which includes families/guardians) in evaluating each student's needs for assistive technology and providing appropriate assistive technology devices and services

**Competency 4:** The student will design positive behavioral supports for ESE students in the classroom by:

1. Distinguishing the various concepts and models of positive behavior support
2. Interpreting individual and group data to apply interventions that increase positive behavior
3. Interpreting the essential elements of a functional behavior assessment and measure the effects of the behavior intervention plan through data collection strategies
4. Choosing appropriate prevention and intensive intervention strategies for students who display challenging behaviors.

**Competency 5:** The student will define the use of authentic assessment and evaluation for students with exceptionalities by:

1. Determining the purposes and characteristics of different types of assessments and the appropriate use.
2. Analyzing the purpose and requirements for participation of students with disabilities in the statewide assessment program and available accommodations, waivers, and exemptions
3. Analyzing formative and summative assessment data to identify student needs and evaluate student progress in acquiring, generalizing, and maintaining skills across settings
4. Interpreting the results of formal, informal, and performance-based assessments to address specific needs of students with exceptionalities

**Competency 6:** The student will define the correct use of the transition process by:

1. Defining transition in the context of exceptional student education
2. Using results of transition assessments to determine appropriate planning strategies to assist the student, parents, caregivers, and stakeholders in developing postsecondary education, career goals, and post-school outcomes
3. Selecting instructional approaches to assist students with exceptionalities to engage in self-determination and self-advocacy practices
4. Identifying appropriate programs for career development and career and technical education that meet the needs of individual students with disabilities
5. Comparing and contrasting resources and strategies that can assist individual students with disabilities to function independently in postsecondary education, home and community living, and employment

**Learning Outcomes:**

- Communicate effectively using listening, speaking, reading, and writing skills
- Solve problems using critical and creative thinking and scientific reasoning
- Demonstrate knowledge of ethical thinking and its application to issues in society