

**Introduction to Special Education
Teacher Competency Course
Weber School District**

Topic 1: Knowledge and skills to assist in the identification of and instruction for students with disabilities in the general classroom, including knowledge of the IDEA and Section 504 of the Rehabilitation Act (1 - 2 hours).

Learning Outcomes: Teachers will learn how to identify and instruct students with disabilities.

Activities:

Using the provided slide deck and video, participants will learn the purpose behind IDEA and 504s. Participants will understand the key ideas in the process of identifying and giving services to students with disabilities.

[Link to Slide Deck](#) (Module 2)

Assignments:

Write 3-5 paragraphs discussing the following:

- As an educator, why is it important to understand aspects of Section 504 and IDEA? Include their similarities, differences and how the legalities affect you as a teacher.
- How will you use this information contained in this topic moving forward?

Topic 2: Knowledge of the role of non-special-education teachers in the education of students with disabilities (approximately 2 - 4 hours)

Learning Outcomes: Teachers will learn the role of non-special-education teachers in the education of students with disabilities.

Activities:

Using the provided slide deck and video, participants will understand the general educator's role in referrals, evaluations, eligibility, IEPs and instruction.

[Link to Slide Deck](#) (Module 3)

Assignments:

Respond to the following in a 3-5 paragraph paper:

- What are the key points you learned in this module?
- Why are they important?
- Identify how you will prepare for each of the following items based on what you have learned in this module:

- Referral process
- Evaluation
- Eligibility meeting
- IEP meeting
- Instruction

Topic 3: Knowledge and skills in implementing least restrictive behavior interventions
(approximately 5 - 7 hours)

Learning Outcomes: Participants will learn the A-B-C of behaviors and how to implement least restrictive behavior interventions.

Activities:

Using the provided slide deck, participants will gain access to the USBE LRBI Technical Assistance Manual. By reading *Chapter 2: Behavior Basics*, teachers will be able to define the A-B-C of behavior and describe ways in which a school can provide protective factors. By reading *Chapter 5: Tiered Supports*, participants will be able to describe the problem solving process and create a plan for use in their classroom.

Link to [Slide Deck 1](#) and [Slide Deck 2](#) (Module 4).

Assignments:

Respond to the following questions:

- Describe the A-B-C of behavior
- Describe one way in which a school can provide a protective factor
- Create an A-B-C document that you can use in your classroom.
- Describe the problem solving process for behavior.
- Describe a specific behavior(s) that you notice happening in your classroom.
- What are some strategies you can use to address problem behavior in your classroom based on the information read?

Topic 4: Skills in implementing and assessing the results of interventions (approximately 2 - 3 hours)

Learning Outcomes:

- Teachers will learn the skills needed to implement and assess the results of interventions.

Activities:

Using the provided slide deck, participants will read articles and learn how to make decisions based on RTI data.

[Link to Slide Deck](#) (Module 5)

Assignments:

- Create a narrative of a time that you, as the teacher, did interventions, preferably as part of the Special Education referral process. Include the following, without using the name of the student:
 - How did you know that the student needed intervention?
 - Was student growth seen?
 - How were further interventions guided?
 - Was the child referred to Special Education. If so, what did you learn as an educator through this process?
- Note: If you have not had this experience in your classroom, conduct an interview with a fellow teacher and use their experience to complete this assignment.

Topic 5: Skills in the implementation of an educational program with accommodations, modifications, services and supports established by an IEP or a 504 plan for students with disabilities in the general education classroom (approximately 2 - 3 hours)

Learning Outcomes:

- Teachers will learn how to implement accommodations, modifications, services and supports for students with a disability in the general education classroom.

Activities:

Using the provided slide deck, read through the examples of accommodations and modifications. Using the scenarios, identify ways to best serve students in your classroom.

[Link to Slide Deck](#) (Module 6)

Assignments:

- Based on the accommodation development steps 1-5, walk through the steps for developing an accommodation for a sample student in your classroom.