

# Students with Disabilities

## Option 2 • Module 1

### Legal & Educational Foundations

#### Module Requirement

Complete any 5 of the 7 activities. Write in your own words, protect student confidentiality, and connect the work to practical classroom use.

# How to Use This Module

Legal and foundational module with current IDEA information and Florida implementation resources.

## 1 Review

Use the linked resource(s). Read or watch the assigned material and take notes.

## 2 Apply

Connect the material to a real classroom, student need, lesson, routine, or school situation.

## 3 Reflect

Write in your own words and explain what you learned, what you would use, and why.

# Activities 1–2

Complete any 5 of the 7 activities.

## Activity 1 • Legal Basis: IDEA

Review IDEA resources. Summarize the law’s purpose and identify major components relevant to special-education services. Distinguish federal requirements from local school policy.

[U.S. Department of Education — IDEA ↗](#)

## Activity 2 • Definitions & Disability Categories

Use federal resources to review disability categories and evaluation/eligibility concepts. Compare legal categories with classroom signs without diagnosing students.

[U.S. Department of Education — IDEA ↗](#)

[NCES ↗](#)

# Activities 3–4

Complete any 5 of the 7 activities.

## Activity 3 • Autism Spectrum Disorders

Review school-support resources on autism. Focus on access, communication, routines, academic participation, and collaboration. Identify four school challenges and practical supports.

[U.S. Department of Education — IDEA ↗](#)

[IRIS Center ↗](#)

## Activity 4 • Least Restrictive Environment

Review IDEA placement requirements and the continuum of alternative placements. Explain LRE in practice and how placement decisions are individualized.

[U.S. Department of Education — IDEA ↗](#)

# Activities 5–6

Complete any 5 of the 7 activities.

## Activity 5 • Funding Issues

Review federal and Florida information about IDEA funding and school implementation. Summarize what educators should understand without treating funding information as legal advice.

[Florida — IDEA ↗](#)

[U.S. Department of Education — IDEA ↗](#)

## Activity 6 • Leaving a Legacy of Relationships

Review practical guidance on teacher-student relationships, encouragement, communication, and classroom belonging. Describe three practices that support students facing repeated academic difficulty.

[IRIS Center ↗](#)

[Reading Rockets ↗](#)

# Activities 7–7

Complete any 5 of the 7 activities.

## Activity 7 • Free Appropriate Public Education

Review IDEA information about FAPE and the rights of students and parents. Summarize the teacher’s role while recognizing that legal determinations belong to qualified authorities.

[U.S. Department of Education — IDEA ↗](#)

[Florida — IDEA ↗](#)

# Module Reflection

Show how the material affects your teaching practice.

## Student Need

Identify one student need you understand better after this module.

## Teacher Action

Describe one change to instruction, organization, communication, or classroom practice.

## Evidence

Explain what you would look for to determine whether the change helped the student.

# Current Resource List

Click a resource name to open the website.

[U.S. Department of Education — IDEA ↗](#)

[Florida — IDEA ↗](#)

[NCES — Students with Disabilities ↗](#)

[IRIS Center ↗](#)

# Submission Checklist

Before submitting, verify the following.

- I completed any 5 of the 7 activities.
- I wrote responses in my own words and cited resources used.
- I protected student confidentiality and used fictitious names where needed.
- I kept classroom observation separate from diagnosis or formal evaluation.
- I included practical classroom applications where requested.
- I checked the linked resources and used current information.

# End of Option2 Module1 Legal Educational Foundations

Legal & Educational Foundations

**END**