



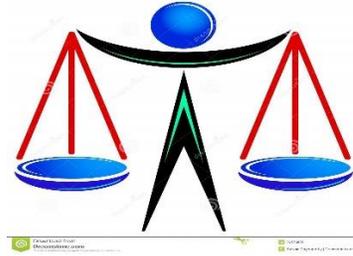
William Carey University
School of Education
Students with Disabilities

Module Program for Teacher Re-Certification

The SWD Module Program has been approved for In-service Credit by Association of Christian Schools International to meet the Florida Department of Education SWD renewal requirements as set by the Florida Legislature 2014. There are five modules in the program (each earning four in-service points). There are seven activities in each module. Participants must select five activities from each module for completion. The cost of each module is \$5.00 an individual (\$20.00 for the entire SWD program 20 points). Make your check payable to William Carey University. Submit completed responses to Dr. Barry Morris at bmorris@wmcarey.edu.

STUDENTS WITH DISABILITIES (SWD) MODULE ONE: INTRODUCTION TO DISABILITIES

Preface: Students with disabilities (SWD) make up approximately 13% of the total student population in K-12th grade. This module will explore the following sub-topics relative to the SWD population: legal basis for special education, definition and incidence rate of each disability category, special consideration for increase in Autism Spectrum Disorders, least restrictive environment, and funding issues.



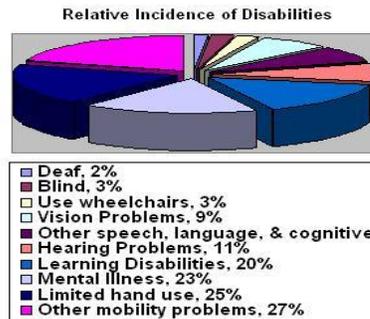
ACTIVITY ONE: Legal Basis

- A. Conduct a google search on the Individuals with Disabilities Education Improvement Act (IDEA, 2004), also known as Public Law 108-446. Provide the website(s) used to gather information here.**

- B. Provide a 50-word summary of the IDEA 2004, including its purpose. Do not simply copy and paste from the web.**

- C. List and define the four sub-parts of the IDEA in 100 words or more total.**

- D. Define and discuss the six main elements of the IDEA in 150 words or more total.**



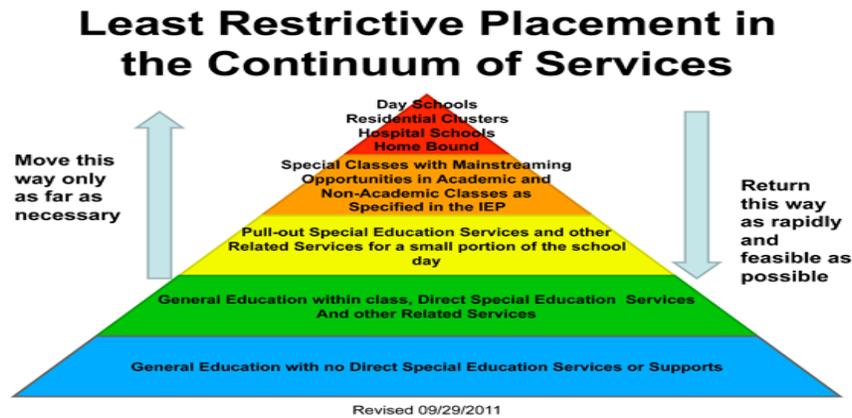
ACTIVITY TWO: Definition and Incidence Rate

- A. The IDEA 2004 identifies 13 specific disabilities that are covered in the law. List and define each disability category (total of 100 words or more). Please note that dyslexia is NOT included in the federal law governing special education.**
- B. The National Center for Educational Statistics (NCES) maintains data on students with disabilities, from 1976 to the current year. Go to the website <https://nces.ed.gov/fastfacts/display.asp?id=64> and locate the table that depicts the number of SWD (by category) who received services in the past four decades. Note that the original special education law (Education for All Handicapped Children Act) was enacted in 1975 (Public Law 94-142). Identify four increases or decreases that are evident from 1976 to 2014. Explain in your own words (100 words or more) why you think that the United States is seeing these changes.**



ACTIVITY THREE: Autism Spectrum Disorders Increase

- A. In the years between 2000 and 2010, incidence rates in the U.S. have fallen into the highest four main categories: specific learning disabilities, speech/language disabilities, intellectual disabilities, and emotional disabilities. However, during the same time frame, the number of students with Autism has increased four-fold (NCES 2010). Research the potential reasons for the huge increase in Autism diagnoses in the U.S. Provide the websites visited and a two-page summary of your findings.**
- B. Identify and discuss four challenges and solutions for both public and private schools in meeting the overwhelming needs of students with autism (200 words or more). Cite the references used for obtaining information.**



ACTIVITY FOUR: Least Restrictive Environment (LRE)

- A. Least Restrictive Environment is mentioned throughout the IDEA 2004 regulations. Define the LRE mandate, according to the IDEA (100 words or more).**
- B. Explore the various placement options for students with disabilities using one of the following websites. Compose a two-page document describing the Continuum of Alternative Placement Options.**
- 1. National Association of Private Specialized Programs at <http://www.napsec.org/booklet.html> OR**
 - 2. IDEA 2004 public law, section 300.115 at <https://doe.sd.gov/oess/documents/Continuum.pdf> .**



ACTIVITY FIVE: Funding Issues

A. When the special education law was first enacted in 1975, the federal government estimated that 40% of funding for educating students with disabilities would come from federal funds (P.L. 94-142, 1975). The current federal funding is approximately 19%, less than half of the amount originally projected (NCES 2006). Review the information provided on Ed Central at:

<http://www.edcentral.org/edcyclopedia/individuals-with-disabilities-education-act-funding-distribution/> .

Compose a one-page summary of your findings about the current funding as located by the federal government.

B. The federal funds for students with disabilities caps the annual per pupil expenditure to 12% of the total student population. Any additional funding needed by individual schools must come from state and/or local school district funds. In an effort to provide additional monetary assistance for students with disabilities, there are many private donors available. The process is often referred to as “crowd funding”. Explore each of the following websites that depict potential funding sources and provide a summary of each one (100 words total).

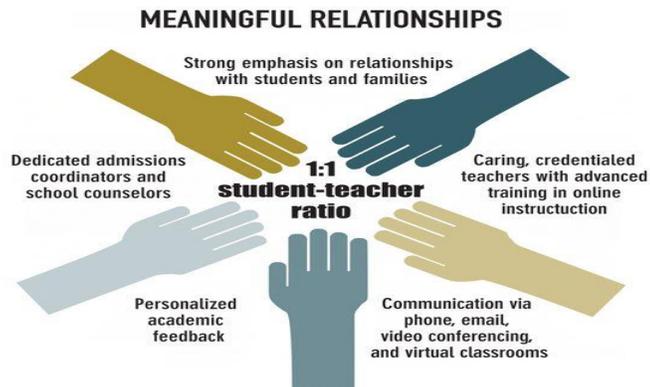
1. Donorschoose.org <https://www.donorschoose.org/>

2. Adoptaclassroom.com

https://www.adoptaclassroom.org/home-search/?utm_expid=.82pXQU3uQGiGnb_9_j_j0A.1&utm_referrer=https%3A%2F%2Fwww.google.de%2F

3. Indiegogo.com

<https://www.google.de/search?q=indiegogo&trackid=sp-006>

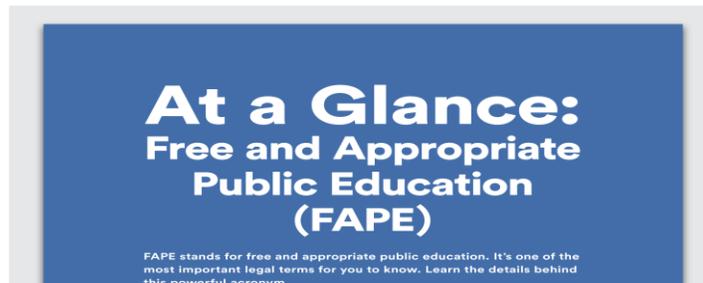


ACTIVITY SIX: Leaving a Legacy of Relationships

A. Providing essential instruction to students with disabilities is only one part of the equation leading to success and learning among our children and youth. Another necessary component is building a positive relationship with each child aimed at enhancing his/her self-esteem. Remember that most students with disabilities have encountered many obstacles along the way before they even reach your classroom. Many have experienced learned helplessness and fear of failure. They truly believe that learning is beyond their reach. Others are abused or neglected or victims of bullying. The challenges go on.....

- 1. Review the TED Talk video by Rita Pierson on Teaching Tips found at <https://www.youtube.com/watch?v=SFnMTHhKdkw> . Discuss three points made in the video about teaching and building relationships with students (100 words or more total).**

- 2. Explain how you 'build relationships' with your students and describe the impact it has on students (100 words or more).**



ACTIVITY SEVEN: Free and Appropriate Public Education (FAPE)

- A. FAPE may be defined as “an individualized educational program that is designed to meet the child's unique needs and from which the child receives educational benefit, and prepares them for further education, employment, and independent living” (Wrights Law 2006). FAPE is required under the Individuals with Disabilities Education Act (IDEA 2004). FAPE continues to be one of the most litigated issues in the courts, with regard to IDEA. Teachers and parents must be aware of the FAPE requirements and implications.**
- 1. Review the information on FAPE from the Wrights Law website, as developed by Pete and Pam Wright. It may be found at <http://www.wrightslaw.com/nltr/10/nl.0921.htm> . If the link does not work for you, simply conduct a google search to locate the site. Review the sub-title on “Who is Responsible for Providing FAPE?”, including the article mentioned in this section. Provide a one-page summary of your findings.**

- 2. Review the information on “Your Roadmap to FAPE” found in the same link as item 1. Provide a one-page summary of the information, including the Evans v Rhinebeck case.**

- 3. Review the information on “Caselaw about FAPE” found in the same link as item 1. Provide a one-page summary of the information, including the Board of Education of Hendrick Hudson Central School District v Amy Rowley case.**

END OF MODULE ONE