

Special Education: E/BD Programs

COMPONENT #: 5-101-308

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant, to identify the specific characteristics and unique needs of students with emotional/behavioral disabilities (E/BD), understand the importance of team-based strategies, and identify and implement research-based positive behavioral and instructional strategies, as well as innovative best practices that can be used to create a structured learning environment conducive to academic and behavioral gains.

Upon successful completion of this professional development activity, the participant will be able to incorporate into his/her professional practice the principles presented in this workshop.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Learning Communities | <input checked="" type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Instructional Design and Lesson Planning | <input checked="" type="checkbox"/> Assessment |
| <input checked="" type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input checked="" type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Student Learning Results | <input type="checkbox"/> Decision Making |
| <input type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development |
| <input type="checkbox"/> Instructional Plan Implementation | <input type="checkbox"/> School Management |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Communication |
| <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|--|---|
| <input type="checkbox"/> PS 2 – Knowledge of Learners | <input checked="" type="checkbox"/> PS 6 – Communication |
| <input checked="" type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input checked="" type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input checked="" type="checkbox"/> PS 8 – Learning Environment |
| <input checked="" type="checkbox"/> PS 5 – Assessment | |

IMPACT FOCUS AREA(S): Select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

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X Educator knowledge/skill (content)
X Educator (professional growth)

Student learning
 Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify the guidelines of the Florida Department of Education revised rule for exceptional student education regarding students with emotional/behavioral disabilities including information on the general intervention requirements, evaluation, and eligibility criteria.
2. Demonstrate general comprehension of components of the three tiers in Response to Intervention (RtI)/Recognition and Response (Pre-K Level) and understand the evaluation process and diagnostic procedures for consideration for eligibility for emotional/behavioral disabilities programs.
3. Identify and describe internal and external characteristics of students with emotional/behavioral disabilities.
4. Understand the nature and needs of students with emotional/behavioral disabilities.
5. Identify and understand important laws and policies that impact the delivery of Special Education services.
6. Describe and discuss the implementation of a behavior management system utilizing positive behavior support strategies to create a safe and pro-social learning environment.
7. Identify and describe research-based positive behavior support instructional strategies and develop activities that address the diverse needs of learners.
8. Develop activities that integrate and/or promote the affective/ social component of learning for the E/BD student in the classroom.
9. Discuss and understand the roles and responsibilities of teachers, paraprofessionals, clinicians, counselors, art therapists and other support personnel in their work with E/B students.
10. Identify and discuss various communication techniques and strategies to promote healthy and cohesive E/BD programs and describe team-based strategies to enhance open communication.
11. Explain the use of the case conferencing process to identify student strengths and weaknesses and discuss priority educational needs, along with measurable goals and objectives in relation to student's behavior intervention plan.
12. Review and discuss the updated and revised on-line E/BD resource manual and identify innovative classroom behavioral management to share with program staff.
13. Identify innovative techniques and strategies to promote parental involvement and assess parents' needs and coordinate parent support education groups to enhance student's success in school.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate actively in instructors' lectures/presentations, discussions and activities for specific instructional objectives (SLO 1- 13).

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2. Implement specific behavioral and instructional strategies and activities that will address the needs of the E/BD student population (SLO 4-6, 8 &12).
3. Role-play and discuss the multi-disciplinary case conference and principles of group dynamics involved in the process (SLO 3 &7- 10).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator Knowledge/skills: Evidence will consist of the participant creating an action plan to be implemented at the school site.
2. Educator: Evidence will consist of written assignments (e.g. lesson plans, logs, student activities descriptions, reviews and reflections, journal entries, summaries, etc.) verifying that the professional development has impacted their professional behavior.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- X Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

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