

# Special Education: Clinical Services

**COMPONENT #: 5-101-310**

**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 effectively create classroom environments conducive to learning, identify appropriate procedures and routines, conduct comprehensive psycho-social assessments, implement appropriate therapeutic interventions, and to select effective behavioral interventions and reinforcement systems.

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 checked="" type="checkbox"/> Decision Making                    |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input type="checkbox"/> Leadership Development                        |
| <input type="checkbox"/> Instructional Plan Implementation         | <input checked="" type="checkbox"/> School Management                  |
| <input checked="" type="checkbox"/> Faculty Development            | <input type="checkbox"/> Communication                                 |
| <input checked="" type="checkbox"/> Learning Environment           | <input checked="" 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.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
|--|---|

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X Educator (professional growth)

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. Review some important bylaws and policies that impact the delivery of Special Education and services to students with emotional/behavioral disabilities (E/BD).
2. Describe and discuss the implementation of three (3) behavioral modification systems which can be used to modify both individual behavior and classroom management
  - o Token economy
  - o Point system
  - o Behavioral contracts
3. Develop and describe an appropriate behavior intervention plan for a specific student with E/BD.
4. Identify and describe an intervention plan utilizing a multi-systemic model which focuses on a support plan for parents.
5. Classify students according to the major dimensions of psychological disorders when given a behavioral profile.
6. Describe and discuss de-escalation strategies in order to manage crisis events.
7. Describe and discuss components that elevate risk for potential violence as well as appropriate interventions.
8. Describe and discuss varied therapeutic interventions and their use with students with E/BD.
9. Explain verbally the use of the case conferences process to pinpoint problems and identify therapeutic/educational strategies for use with individuals with E/BD.

### 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 the instructors' lectures and demonstrations on: (SLO 1-9)
  - o Behavioral manifestations of psychological disorders
  - o Identifying and describing an effective discipline plan that utilizes meaningful and effective classroom procedures and routines,
  - o Practice writing a behavioral contract utilizing the components of a behavioral contract,
  - o Identifying and describing in writing the use of the point system/token economy reinforcement system
  - o De-escalation strategies
  - o Safety assessments
  - o Therapeutic Interventions (such as solution focused therapy, play therapy, group therapy, and art therapy practices for clinical art therapists)
  - o Laws and policies which govern services for students with E/BD
2. Assess family strengths and needs and develop an intervention plan utilizing a multi-systemic model (SLO 4).
3. Practice grouping students into major emotional/behavioral disorder categories (SLO 5).

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4. Role-play and discuss the multi-disciplinary case conference and principles of group dynamics involved in the process (SLO 6, 7 & 9).
5. Develop, individually, a program crisis plan (SLO 6 & 7).
6. Discuss an intervention/therapeutic plan which would be effective in creating emotional/behavioral change based on a student profile (SLO 2-4, 8 & 9).

### 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).

- 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.
- 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 observation of the participants using the identified skills, techniques, methods, specified in the component objectives.
2. Educator: Evidence will consist of a debriefing activity in which participants will demonstrate acquired knowledge via a plan of action for crisis situations.

**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).

- 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.
- 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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**Department:** Exceptional Student Education

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