



LILIE, LLC Course Information

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Title of Course (*45 hours*): Psychological Testing and the CSE

Course Description: One important duty of a regular education teacher is to at points; participate as a member of committee for special education. This course is offered as a tool to give insight to the functions, operations and objectives of the CSE. Specific topics include state regulations, parent's rights, the various tests used to determine placement, standards and data used to determine ability, services provided, how to interpret that data and the roles of all parties involved.

Overall Course Objective and Expectation(s):

- To understand the functions, operations and objectives of the CSE
- To discuss parent's rights, state regulations and the tests used to determine placement
- To review the services that are provided by the CSE
- To interpret the data and the roles of all parties involved in the process

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (*subject to change*):

- "An Overview for Parents" and the "Special Education in New York State Parent's Guide"
- Procedural Safeguards Notice and the Due Process
- Wrightslaw: All About IEPs - Peter W. D. Wright

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s): This first week will review information that is provided to the parents, types of CSE's and CSE members, the procedural safeguards notice and due process.

Objectives:

- To have teachers become familiar with the instructor's background and the backgrounds and interests of their classmates
- To explore "An Overview for Parents" and the "Special Education in New York State Parent's Guide"
- To review the different types of CSE meetings and the required members for each type of meeting
- To understand the Procedural Safeguards Notice and the Due Process notice

Impact on Classroom Instruction: Teachers will gain insight into the special education process that leads up to the CSE.

Learner Outcomes:

- Identification of the special education process for parents with the guideline
- Understand the types of CSE meetings and the required members for each type of meeting
- Explains the legal rights under federal and state laws

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Post to the discussion board as outlined in the course expectations
- Introduce yourself and respond to classmates postings
- Read and determine if "An Overview for Parents" would be a helpful tool for parents
- After reading the "Parent's Guide" answer the questions; how much of the process were you familiar with and what new information did you acquire from the parent's guide?
- Have you seen the procedural safeguards used during the special education process?
- Share if you have ever been a part of the impartial hearing process and the particulars



Week II

Topic(s): The child's evaluation will be reviewed.

Objectives:

- To comprehend the child's evaluation
- To recognize the struggling child
- To understand the role that you play in the evaluation process
- To gain knowledge about the psychological evaluations that are done in your district
- To learn how to gather information for the assessment, the parent's role in the assessment, assessing students who are linguistically diverse and interpreting the results

Impact on Classroom Instruction: Incorporates how the teacher, parents and evaluators all participate in their portion of the assessment.

Learner Outcomes:

- To learn the process of the evaluation
- Helping the family through the process
- The roles that everyone plays in the evaluation
- Learning which intelligence and projective tests are used in your district by the school psychologist
- Learn how to gather information and assess students.

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Post to the discussion board as outlined in the course expectations
- Cite a specific case involving a new referral to the CSE
- Share with the class how you have helped a student through the evaluation process
- Discuss the role that you play in the assessment process
- Explore the intelligence testing that your school psychologist uses after discussion with them
- Post your understanding of the article that assesses children for the presence of a disability



Week III

Topic: The measurements and their scores will be explained including the use of the Bell Curve

Objectives:

- To review videos that portray learning disabilities
- Learning how to document a learning disability using diagnostic interview, assessment and scores
- Reviews children's cases to explain how various tests and evaluations are administered and utilized
- To understand how the Bell Curve shows testing scores
- Review the types of assessments that can be administered by the different school professionals
- Learn how to identify a learning disability

Impact on Classroom Instruction: Understand the testing and what it means so you can realize the strengths and weaknesses of the children in your class that have been evaluated.

Learner Outcomes:

- Realize how to document for a learning disability.
- Understand the various tests and evaluations that are administered for your student and what they tell you about the child
- Determine if a youngster has a disability after reviewing the testing information

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Post to the discussion board as outlined in the course expectations
- View the videos regarding "Fighting for your child" and post your thoughts
- Read the articles on understanding tests and measurements. Types of assessments and discrepancy for learning disabilities
- Understand what the tests tell you
- Utilize a bell curve and determine if it is a useful tool to use with parents
- Share what speech and educational tests are used within your district
- Discuss a CSE in which a student was classified LD



Week IV

Topic(s): IEP's, CSE's, 504's and types of disabilities (classifications) are the topics.

Objectives:

- To understand what an IEP is and the information that is required for an individualized education plan
- To review a 504 plan and the difference between an IEP and a 504
- Understanding the 13 different types of disabilities (classifications) that are used for placement

Impact on Classroom Instruction: Understanding how to interpret an IEP and a child's classification

Learner Outcomes:

- Teachers will be able to understand and interpret an IEP and the information that it contains
- Teachers will learn what information goes into an IEP and what a 504 is and why it is necessary
- Learn that IEDA defines "children with disabilities" using 13 classifications

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Review a student's IEP with a special education teacher and comment on strategies discussed to meet the goals
- Compare an IEP to a 504. Understand when an IEP is necessary and when a 504 is necessary
- Find out what the children's classifications are in your classroom and comment on your you have adapted your instruction and/or materials and/or assessments to meet their needs