

Florida's Virtual ESE Online Distance Learning Program

The summer 2009 schedule of courses supported via the statewide Virtual Exceptional Student Education (ESE) Online Distance Learning Program will include:

- Positive Behavior Support**
- Identification & Assessment of Individuals with Low Incidence Disabilities**
- Nature of Autism: Theory and Educational Practice**

These courses are being advertised by the Florida Department of Education, Bureau of Exceptional Education and Student Services to assist teachers seeking an endorsement in Autism and Severe/Profound Disabilities. Please include announcements of these course offerings in regional notices, listservs or newsletters for teachers. A copy of the Virtual ESE Online Distance Learning Program Summer 2009 flyer and Frequently Asked Questions document are included. Since the Virtual ESE Online Distance Learning Program is the vehicle that connects special education courses from around the state, students register for the courses through the participating university nearest them. Each participating university and the contact persons are listed below each course offering. Students must have email and Internet capabilities.

If you have any questions, please contact **Julie Crosby, Florida's State Personnel Development Grant**, by telephone at (772) 462-7187 or via email at jcrosby@irsc.edu.

Summer 2009 Course Offerings

Autism Endorsement Courses: / *Positive Behavior Support*

Course Description: The purpose of this course is to provide class participants with the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support. Emphasis will be placed on understanding the communicative function of challenging behaviors, the teaching of new skills that make the challenging behavior unnecessary for the learner, and the prevention of the reoccurrence of challenging behaviors. The course will include functional behavior assessment and positive behavior support as foundations of appropriate behavioral intervention in keeping with the 2004 Reauthorization of the Individuals with Disabilities Education Act. Course skills will be applied in field experience activities. Field experience placements will be approved by the instructor as being appropriate for course activities.

Course Instructor: TBA

Course Start Date: May 11, 2009

Textbook Information: Bambara, L., & Kern, L. (2005) *Individualized supports for students with problem behaviors*. New York, NY: Guilford Publications.

Identification and Assessment of Individuals with Low Incidence Disabilities

Course Description: This course is designed to provide class participants with the knowledge and skills necessary to critically analyze the processes in place to identify students with low incidence disabilities. The influence of such disabilities on development and learning in a least restrictive environment is explored. Inherent in this is the complexity of learning needs that this group of students experience, and for many students, the co-morbidity of different developmental disabilities along with the influences of societal and environmental issues. A further purpose of the course is to provide participants with the ability to appropriately assess the skills and abilities of students with severe disabilities in a way that assessment results can be translated into meaningful educational interventions in a least restrictive environment. The assignments for this course are designed to demonstrate knowledge and provide practice for activities that relate specifically to practice. It is anticipated that you will be able to access such settings, if you require support in obtaining this experience please contact your course instructor.

Course Instructor: TBA

Course Start Date: May 11, 2009

Textbook Information: Ryndak, D & Alper, S. (2003) *Curriculum and Instruction for Students with Significant Disabilities in Inclusive Settings*. Pearson Education Inc,

MA. Orellove, F., Sobsey, D., & Silbermans, K. (2004). *Educating Children with Multiple Disabilities A Collaborative Approach*. Virginia, Paul Brookes Publishing. Downing, J.E. *Including Students with Severe and Multiple Disabilities in*

Typical Classrooms: Practical strategies for teachers (2nd ed.). Baltimore: Paul H. Brookes.

Florida's Virtual ESE Online Distance Learning Program/ Autism Courses

Nature of Autism: Theory & Educational Practice

Course Description: The purpose of this course is to provide class participants with the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support. Emphasis will be placed on understanding the communicative function of challenging behaviors, the teaching of new skills that make the challenging behavior unnecessary for the learner, and the prevention of the reoccurrence of challenging behaviors. The course will include functional behavior assessment and positive behavior support as foundations of appropriate behavioral intervention in keeping with the 2004 Reauthorization of the Individuals with Disabilities Education Act. Course skills will be applied in field experience activities. Field experience placements will be approved by the instructor as being appropriate for course activities.

Course Instructor: TBA

Course Start Date: May 18, 2009

Textbook Information: *Educating Children and Youth with Autism: Strategies for Effective Practice - Second Edition* (ISBN: 9784164021019); Available through

Pro-Ed, 1-800-897-3202, Order online at: <http://www.proedinc.com>

Severe/Profound Disabilities Endorsement Courses: *Positive Behavior Support*

Course Description: The purpose of this course is to provide class participants with the knowledge and skills necessary to develop, implement, and evaluate the impact of positive behavior support. Emphasis will be placed on understanding the communicative function of challenging behaviors, the teaching of new skills that make the challenging behavior unnecessary for the learner, and the prevention of the reoccurrence of challenging behaviors. The course will include functional behavior assessment and positive behavior support as foundations of appropriate behavioral intervention in keeping with the 2004 Reauthorization of the Individuals with Disabilities Education Act. Course skills will be applied in field experience activities. Field experience placements will be approved by the instructor as being appropriate for course activities.

Course Instructor: TBA

Course Start Date: May 11, 2009

Textbook Information: Bambara, L., & Kern, L. (2005) *Individualized supports for students with problem behaviors*. New York, NY: Guilford Publications.

Severe/Profound Disabilities Courses

Identification and Assessment of Individuals with Low Incidence Disabilities

Course Description: This course is designed to provide class participants with the knowledge and skills necessary to critically analyze the processes in place to identify students with low incidence disabilities. The influence of such disabilities on development and learning in a least restrictive environment is explored. Inherent in this is the complexity of learning needs that this group of students experience, and for many students, the co-morbidity of different developmental disabilities along with the influences of societal and environmental issues. A further purpose of the course is to provide participants with the ability to appropriately assess the skills and abilities of students with severe disabilities in a way that assessment results can be translated into meaningful educational interventions in a least restrictive environment. The assignments for this

course are designed to demonstrate knowledge and provide practice for activities that relate specifically to practice. It is anticipated that you will be able to access such settings, if you require support in obtaining this experience please contact your course instructor.

Course Instructor: TBA

Course Start Date: May 11, 2009

Textbook Information: Ryndak, D & Alper, S. (2003) *Curriculum and Instruction for Students with Significant Disabilities in Inclusive Settings*. Pearson Education Inc, MA. Orellove, F., Sobsey, D., & Silbermans, K. (2004). *Educating Children with Multiple Disabilities A Collaborative Approach*. Virginia, Paul Brookes Publishing. Downing, J.E. *Including Students with Severe and Multiple Disabilities in Typical Classrooms: Practical strategies for teachers* (2nd ed.). Baltimore: Paul H. Brookes.

Registration

If you would like to register for one of the **Autism** or **Severe/Profound Disabilities Endorsement courses** listed above, please contact the participating university closest to you from the list below.

The deadline for registration is 4/27/09.

Florida Atlantic University Dr. Cynthia Wilson (561) 297-3280 clwilson@fau.edu

Florida Gulf Coast University Dr. Carolynne Gischel (239) 590-7795 cgischel@fgcu.edu

Florida International University Dr. Elizabeth Cramer (305-348-2425 cramere@fiu.edu

Florida State University Dr. Mary Frances Hanline (850) 644-4880 mhanline@garnet.acns.fsu.edu

University of Central Florida Dr. Bill Wienke (407) 823-2402 wwienke@mail.ucf.edu

University of Florida Dr. Penny Cox (352) 392-0701 pcox@coe.ufl.edu

University of North Florida Dr. Len Roberson (904) 620-2930 len.roberson@unf.edu

University of South Florida Dr. Daphne Thomas (813) 974-1383 dthomas@tempest.coedu.usf.edu

University of West Florida Dr. Robert Markowitz (850) 474-2158 rmarkowitz@uwf.edu

-Frequently Asked Questions-

Registering for a Course:

How do I register for a course? All course registrations are handled through each participating university unless the advertising flyer states otherwise. Please contact the university nearest you to register for a course. Each participating university and the contact persons can be located on the Virtual ESE Online Distance Learning website at <http://virtualese.florida-ese.org/> .

Where do we access the syllabus and other information about these classes? The course instructor will send you information about the course and a syllabus prior to the course start date.

Cost of the Program and Financial Aid:

1. What is the cost of the Virtual ESE Online Distance Learning Program courses?

Students currently pay regular graduate level tuition to the university where they register. Currently, graduate level tuition is approximately \$250 per credit hour. Each course is three (3) credit hours.

2. What type of financial assistance is available?

The **Autism and Severe/Profound Endorsement Support Program** provides financial assistance to Exceptional Student Education (ESE) teachers who are working with students identified as autistic or severe/profound in a Florida public school. The program provides up to \$1000 per course for tuition support through funding from the State Personnel Development Grant on an annual basis through the Florida Department of Education, Bureau of Exceptional Education and Student Services under the Individuals with Disabilities Education Act (IDEA), Part D. Applicants must sign a Program/Service Obligation Agreement upon admission to the program. For more information on this program ask your local university contact upon registering for one of the Virtual ESE Online Distance Learning courses.

For a list of information on both regional, state, and federal financial assistance programs that are available to educators in Florida, please visit:

http://www.florida-ese.org/personneldevelopment/uco/financial_assistance.aspx

General Questions:

1. **What are the course requirements for the Autism, Severe/Profound Disabilities, and Pre-K Disabilities endorsements?** Endorsement in the areas of severe/profound disabilities, Pre-K disabilities, and autism are required by July 1, 2011. For specific details on course requirements, go to <http://www.florida-ese.org/personneldevelopment/uco/endorsements.aspx>.
2. **How often are the classes offered?** At least one course in each endorsement/certificate area is offered each semester through the Virtual ESE Online Distance Learning Program (Fall, Spring, Summer).

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3. **Will all of the courses needed to meet the endorsement/certificate requirements for Autism, Severe/Profound Disabilities, Pre-K Disabilities, and Infant Toddler Developmental Specialist be offered through this Virtual ESE online program at some point?** Yes, at least one course in each endorsement/certificate area is offered each semester through the Virtual ESE Online Distance Learning Program.
4. **When does the first class start?** Generally,
 - Fall semester courses start at the end of August
 - Spring semester courses start at the beginning of January
 - Summer semester courses start at the end of April or beginning of May

Adding a Subject Area or Endorsement (through the Florida Department of Education):

1. **Once the endorsement is obtained, is that the same as being certified?** An endorsement is a rider on a Florida certificate with full subject coverage and denotes a particular expertise in an instructional level or methodology. An endorsement cannot stand alone on a certificate. For more information, visit "**Adding a Subject Area or Endorsement to a Certificate**" at <http://www.fldoe.org/edcert/adding.asp>
 2. **How do I add an endorsement to my Florida Professional Certificate?** To learn how to add an endorsement to a valid Florida Professional Certificate, please visit the Florida Department of Education, Bureau of Educator Certification online at <http://www.fldoe.org/edcert/adding.asp>
- To add an endorsement to a valid Florida Professional Certificate you must:
1. Submit a completed Application Form CG-10 (a complete application form includes [appropriate processing fee](#)), and
 2. Meet specialization in the subject you wish to add. Subject Specialization for an endorsement is met in one of two ways:

- Complete the [course requirements](#) listed in State Board Rule for the endorsement, or
- Complete a Florida school district's approved in-service add-on program for the endorsement (contact your district staff development office for more information).

Note: Certification requirements are subject to change! It is *essential* that you apply for the additional subject *before* you begin completing requirements. To ensure that you are completing the required steps to add the subject to your certificate, the Bureau of Educator Certification will provide you with a Statement of Status of Eligibility that officially outlines the requirements you need to complete for that subject. *The Bureau cannot guarantee your path to eligibility for the subject until your application form has been completed and received.*