

# Learning Behavior Specialist 1 Certification Program

An On-the-Job, Cost-Effective LBS1 Certification Program

BloomBoard's LBS1 Program is a flexible, portfolio-based professional learning program designed for educators to become proficient in teaching students with disabilities and earn an LBS1 Endorsement. Participants complete four courses (12 credit hours) listed below, made up of 12 micro-credentials. This learn-by-doing program is geared toward current teachers with regular access to students.



## Courses

- Foundations of Supporting Students with Disabilities
- Characteristics of Students With Disabilities
- Intervention, Identification, and Assessment for Students With Disabilities
- Methods for Teaching Students With Disabilities

TOTAL CREDIT HOURS = 12

## Our Unique Learning Model

- On the job application
- Portfolio-based assessment
- Communities of practice
- Personalized supports





## Course Title:

# SWD I: Foundations of Supporting Students With Disabilities

This course offers a survey of issues relevant to teaching students with disabilities, including historical, legal, ethical, and philosophical considerations. Educators build the foundations for working with students with disabilities by exploring perspectives on disability, the role of the special educator, and current issues in special education. They articulate a personal philosophy of supporting students with disabilities and reflect on the impact of educator mindsets on students with disabilities. Educators also develop resources to support families with understanding special education laws and policies and communicate information about special education laws to colleagues. The course culminates with an opportunity for educators to apply their learning by analyzing a student's IEP and developing a lesson plan that both meets the needs of all students through universal design and individualizes support to accommodate a specific student.

### ✦ Exploring Issues in Special Education

Participants explore perspectives on disability, the role of the special educator, and current issues in special education. They then articulate a personal philosophy of supporting students with disabilities and reflect on the impact of educator mindsets on students.

### ✦ Communicating Policies and Laws Regarding Students With Disabilities to Stakeholders

Participants communicate foundational special education laws to colleagues and develop resources for families of students with disabilities to better understand these policies.

### ✦ Leveraging IEPs for Student Success

Participants read and interpret an IEP to identify information relevant to supporting an individual student, including present level of academic performance, annual goals, special factors, accommodations, and related services.



## Course Title:

### SWD II: Characteristics of Students With Disabilities

In this course, educators examine the characteristics of students with disabilities in the categories specified in the Individuals With Disabilities Education Act. Participants work to understand and support students with high-incidence disabilities; students with autism, emotional disabilities, and sensory needs in the classroom; and students with low-incidence disabilities. Throughout the course, educators serve as a collaborative resource by communicating information about students with disabilities to colleagues and other stakeholders.

#### **Understanding and Supporting Students With High-Incidence Disabilities**

Participants examine the characteristics of students with high-incidence disabilities and research effective supports that meet students' specific needs. They then communicate information about students with high-incidence disabilities to other stakeholders.

#### **Understanding and Supporting Students With Autism, Emotional Disabilities, and Sensory Needs in the Classroom**

Participants examine characteristics of students with autism, emotional disabilities, and sensory needs and identify best practices for meaningful inclusion of students with these disabilities. They then communicate information about students with autism, emotional disabilities, and sensory needs to other stakeholders.

#### **Understanding and Supporting Students with Low-Incidence Disabilities**

Participants research effective strategies to leverage the strengths and address the needs of students with low-incidence disabilities, with attention to transition and vocational planning, the use of augmentative and alternative communication devices, and integration into and out of specialized settings. They then communicate information about students with low-incidence disabilities to other stakeholders.



## Course Title:

# SWD III: Intervention, Identification, and Assessment for Students With Disabilities

In this course, educators assess the strengths and needs of students with disabilities to make educational recommendations, with an emphasis on the skills required for developing and implementing IEPs. Educators collect information on students using a variety of formal and informal assessment methods. Educators select and adapt assessments, interpret assessment results, and make instructional decisions based on assessment data. Educators also apply knowledge of best practices for intervention (RTI/MTSS) and identification. Throughout the course, educators engage students, families, and other stakeholders as partners by gathering input, communicating assessment results, and collaborating to use assessment data to guide decisions.

### Assessing Students With Disabilities

Participants implement informal assessment and observation and adapt and administer formal assessments for students with disabilities. They then interpret collected assessment data to make hypotheses about students' strengths, needs, and the impact of their disabilities on their learning.

### Supporting Students and Families Through Intervention and Identification

Participants evaluate their school-based intervention program against best practices. They then plan and monitor interventions that support students' needs, adjust the intervention plan based on progress monitoring data, and engage students and their families throughout the intervention process.

### Developing and Implementing IEPs

Participants conduct individualized inventories of students' backgrounds and assess their strengths and needs to make educational recommendations aligned to components of an IEP. They then prepare to lead an IEP meeting that engages important stakeholders.



## Course Title:

# SWD IV: Methods for Teaching Students With Disabilities

In this course, educators learn to plan and implement individualized instruction for students with disabilities in a variety of settings. Educators first plan instruction that meets the needs of all students in a general education classroom using universal design. They then implement and monitor strategies to help individual students access grade-level instruction and build independence. Educators support students with disabilities in literacy by implementing research-based specialized literacy instruction that addresses student needs in foundational skills, vocabulary, and comprehension. Educators also support students with disabilities in math by applying understanding of grade-level and prerequisite standards to identify student needs and by designing, implementing, and monitoring specialized math instruction.

### ◆ Differentiating Instruction For Students With Disabilities

Participants use universal design to plan instruction that meets the needs of all students in a general education classroom. Educators then select individualized support strategies based on knowledge of individual students. Finally, they integrate these strategies into daily instruction and reflect on outcomes to support student independence and access to grade-level instruction.

### ◆ Supporting Students With Disabilities in Reading

Participants audit their school-based literacy program to advocate for improvement that will support all students. They then plan and implement specialized reading instruction to support students with disabilities—first by administering and analyzing reading assessments, then by setting goals and planning backward to write objectives, and finally by implementing and monitoring research-based interventions.

### ◆ Supporting Students With Disabilities in Math

Participants analyze math assessments to determine students' strengths and needs. They then apply understanding of grade-level and prerequisite standards to prioritize critical learning and set goals for students. Finally, educators implement and monitor research-based interventions to support student progress toward mathematical goals.