

COHORT SIX

SEAT COURSE SYLLABUS 2017-2018

OVERVIEW:

The Special Education Advocate Training (SEAT) is a year-long course, plus a required practicum, that provides participants with the information, training (web-based) and practical experience to become a special education advocate. The course is led by practicing advocates and attorneys. Materials are presented in various ways in an effort to make concepts as accessible as possible to multiple learning styles. Tests, assignments, reading and practicum experience are all required aspects of the course.

If you require accommodations or additional assistance, please contact Denise@copaa.org as soon as possible.

COPAA and SEAT staff have a strong commitment to helping all students succeed in becoming better informed and stronger special education advocates.

Instructors will provide:

- Clear expectations (rubrics) for graded work which communicate standards expected for the work to be submitted or shared with peers. Graded work is pass/fail. Students who fail an assignment will have an opportunity to resubmit.
- Time/space for SEAT students to ask questions and get clarity on the material or lectures.
- Time/space for SEAT students to learn experientially through discussions, scenarios and role playing.
- Opportunities for peer-to-peer interaction and networking through the SEAT group page and discussion groups and peer-to-peer commentary on work.

PREPARATION FOR THE COURSE:

This course assumes that participants are familiar with special education and the IEP process; the range of disabilities and challenges addressed by IDEA; disability culture; and, working with families of children with disabilities.

About COPAA

Mission <http://www.copaa.org/?page=Mission>

Diversity Statement <http://www.copaa.org/?page=Diversity>

Education as a Civil Right <http://www.copaa.org/?page=ThisisCivilRights>

COPAA Wikipedia Page

https://en.wikipedia.org/wiki/Council_of_Parent_Attorneys_and_Advocates

TEXTBOOKS:

A Practical Guide to Special Education Advocate Training

(SEAT Reader) (Provided to participants as part of course fee).

GRADING POLICY:

Students must complete all assignments and receive at least 80% or "pass" on each of any graded materials to pass the course. If you do not think you can complete all assignments due to your work or home schedule, please consider dropping the course and take at another time.

Each assignment will have a guide that identifies the essential elements/criteria for grading and the relative priority and weight of that assignment.

To receive a passing grade an assignment must address those elements specified in the rubric.

Students who do not pass assignments will be given an opportunity to redo the assignment or do makeup work. The goal is to assist each student to succeed and pass the course.

Some assignments will be peer-to-peer review/feedback, where students will provide feedback to a fellow student, based on a rubric.

Expectations for SEAT Students:

- Student will ask for any needed accommodations/modifications
- Student will be responsible to prepare for class by reviewing the materials
- Student will ask for help when needed and actively participate in class
- Student will be assigned to participate in discussions regarding assigned scenarios, as well as assume parts in role plays and to volunteer on a regular basis for class discussions.

Part of the job of an advocate requires being able to speak/react spontaneously in meetings, consequently, part of the course expectation is that students will demonstrate an ability to participate with minimal preparation as experience for that part of an advocate's job.

- Student will work toward mastery of the core competencies of Special Education Advocacy as outlined in the syllabus. Special Education Advocates have to have a command of this material to be able to practice effectively.
- ***Student will complete the readings/videos and webinar BEFORE class – as much of this material will be used but not necessarily reviewed in the class sessions.***
- Student is invited to become an active member of the SEAT and COPAA community. **Connecting/networking with other advocates can help build your skills and improve your practice. Volunteering to serve on COPAA committees, attending the annual conference (when possible) and being an active part of the learning community of the COPAA listservs all help to spread knowledge and expertise to advance the civil/educational rights of people with disabilities.**

Welcome to the COPAA community!!!

Lectures/Instructors/Materials/Activities and Assignments

Week 1: Introduction to Special Education Advocacy

October 27, 2017 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Understand the mission of COPAA and how training advocates is an important part of that mission.
- ✓ Review the job of the special education advocate and the scope of the work.
- ✓ Understand the framework of the class, grading policies, how to get help, the expectations for students/instructors and the course syllabus.
- ✓ Discuss the role expectations of students (their abilities and their futures) can have in the IEP process.

Materials to Review Before Class:

- SEAT Reader, pp. 1-1 to 1-14
- Complete COPAA SmarterU Self-Study Module - 'Introduction to Special Education Advocacy'
- Read "The Least Dangerous Assumption: A Challenge to Create a New Paradigm," by Cheryl Jorgensen, Ph.D. (found on Group Page in File Library)

Class Activity:

In the WEBEX 'chat' students will share their first name, state(s) of practice, and complete this sentence "I want to be a special education advocate because..." (try to keep it short 😊)

Class Discussion:

- Discuss what you see as the biggest challenge in making the transition from advocating for your own child to advocating for others. (or advocating for free to advocating as a paid position)
- What assumptions about a child have you encountered in your advocacy? Can you share specific examples where this happened in the IEP process and suggestions on how to combat such assumptions?
- Are there situations where you feel that these assumptions are exacerbated? Or mitigated?
- One suggestion of the article is the importance of making conversations strength rather than deficit based – what are your thoughts about how we bring the 'least dangerous assumption' into the IEP conversations?

Class Assignment:

- Get onto SEAT Group (COPAA Website) and complete the statements and share with your fellow SEAT participants.
"The hardest part of learning to be an advocate is...."
"I hope I learn in the SEAT Course"

Week 2: Sources of Special Education Law

November 3, 2017 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Understand the basic structure of US federalism and how it impacts special education law
- ✓ Become familiar with statutes, regulations, case law and administrative decisions as sources of education law

Materials to Review Before Class:

- SEAT Reader, pp. 2-15 to 2-31
- Complete SmarterU Self-Study Module –Laws and the Government

Class Activity/Discussion:

Lecture/Learning Game

Class Assignment:

Due November 10, 2016 at 6pm Pacific/9pm Eastern. Research the statutory and regulatory scheme for the implementation of special education law and policy in your state(s).

- 1) Post on the SEAT group page Forum information about THE BEST SOURCE YOU FOUND for federal or state special education statutes, regulations, administrative decisions or local district policies.
- 2) Find and post to the SEAT group page a link to your state procedural safeguard notice and compliance complaint form. Clearly indicate the state applicable for the form.

Week 3: Civil/Education Rights for People with Disabilities

November 10, 2017 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Become familiar with the key federal law, PL 94-142/IDEA, Every Student Succeeds Act, ESSA, ADA, FERPA/HIPPA
- ✓ Understand key landmark court decisions underlying special education law (Brown v. Board of Education, PARC v. Pennsylvania, Mills v. Board of Education of the District of Columbia)

Materials to Review Before Class:

- SEAT Reader, pp. 2-32 to 2-51, text
- “Disability Rights: The Overlooked Civil Rights Issue,” Disabilities Studies Quarterly, Fall 2005, <http://dsq-sds.org/article/view/629/806>.

Class Activity:

TBD

Class Discussion:

Discussion Questions:

Does the US Constitution confer a right to education? Provide an explanation for your answer

What are the premises of the Brown v. Board of Education Supreme Court decision that became a foundation for the disability rights movement? Please give specific examples?

How did the statutes addressed in PARC vs Pennsylvania deny people with disabilities due process and equal protection?

What are the elements of the Mills decision that have been carried into IDEA?

Some people argue that 504 is a civil rights law and the IDEA is an education law, do you agree with this characterization?

Which law do you think is most powerful in protecting the rights of students with disabilities – IDEA, ADA, Section 504?

Class Assignment:

Prepare to discuss the scenarios for Using 504 to Advocate (Scenarios handed out at the end of class)

Week 4: Using 504 to Advocate for Student Rights

November 17, 2017 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Become familiar with the history and intent of 504
- ✓ Learn how 504 can be used to support students in school settings
- ✓ Learn about protections for students in college under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA)
- ✓ Understand factors in deciding whether to pursue 504 or IDEA eligibility

Materials to Review Before Class:

- “The Power of 504,” <https://www.youtube.com/watch?v=SyWcCuVta7M>, video, open captioned in English and Spanish
- Dear Colleague Letter, <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf>

Optional: Using Section 504 and the ADA in Special Education Advocacy, Catherine Merino Reisman, Esq. COPAA Recorded Webinar

Class Activity/Discussion:

Scenarios were handed out last week for review and preparation. Students are expected to participate in these discussions and are expected to engage.

Class Assignment

For next week's class, research the following issues for your state of practice and write no more than a 1 page memo (10 point minimum font). In bullet format, the memo should identify:

- 1) who provides Part C services in your state of practice
- 2) what are the eligibility requirements in your state
- 3) what ages are covered by Part C and
- 4) what are the transition requirements for children between Part C and Part B.

DUE November 17, 6pm PST/9pm EST

Links can be found at States' Part C Regulation and Policies,

<http://ectacenter.org/partc/statepolicies.asp>

See grading rubric for week 4

NO Class November 24, 2017 – Happy Thanksgiving

Week 5: Individuals with Disabilities Education Act Part C/Early Intervention

December 1, 2017 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Review the importance of early intervention for children with development delays, social emotional concerns and disabilities
- ✓ Be familiar with the provisions of Part C in their state(s) of practice
- ✓ Understand strategies in advocating for transition between Part C and Part B

Materials to Review Before Class:

- SEAT Reader, pp. 3-157 to 3-161 (up to Assistive Technology)
- States' Part C Regulation and Policies, <http://ectacenter.org/partc/statepolicies.asp>
- (Please review information for your state(s) of practice as there will be a class role play and you will need to be familiar with state requirements for transition)

Class Activity:

Short review of Part C/ Role play for advocating for Part C to Part B Transition Students will be expected to know the rules for their state of practice for this exercise. Students will be given a short prep time and assigned parts for this exercise.

Week 6: Overview Fundamentals of IDEA

December 8, 2017 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

Understand the essential components or principals of IDEA:

- ✓ Zero reject
- ✓ Non Discriminatory Evaluations
- ✓ Free and Appropriate Public Education (FAPE)
- ✓ Least Restrictive Environment (LRE) including Accommodations and Modifications and Supplemental Aides and Services)
- ✓ Procedural Due Process
- ✓ Parental participation

Materials to Review Before Class:

- SEAT Reader, pp. 3-63 to 3-82
- [Parent Guide to IDEA 2004](https://www.ncl.org/wp-content/uploads/2014/11/IDEA-Parent-Guide1.pdf) (Nat'l Ctr. For LD), <https://www.ncl.org/wp-content/uploads/2014/11/IDEA-Parent-Guide1.pdf>
- [View Video Overview – Fundamentals of IDEA](#)

Optional: Turnbull, R.H. III. *Individuals with Disabilities Education Act Reauthorization: Accountability and Personal Responsibility* (2005) REMEDIAL AND SPECIAL EDUCATION Volume 26, Number 6, Pages 320–326

Application of Principles
Participant discussion

TBD

Week 7: Fundamentals of IDEA: FAPE

December 15 2017 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Understand the concept of a free and appropriate public education (both procedural and substantive)

- ✓ Learn the statutory requirements for FAPE
- ✓ Learn key cases relevant to FAPE
- ✓ *Understand the difference between procedural and substantive FAPE*

Materials to Review Before Class:

- SEAT Reader, pp. 3-83 to 3-118
- Complete COPAA SmarterU Self-Study Module– *Fundamental of IDEA: Free and Appropriate Public Education* FAPE
- Reexamining Rowley: A New Focus in Special Education Law by Scott F. Johnson Esq.
<http://www.harborhouselaw.com/articles/rowley.reexamine.johnson.htm>

Class Activity:

<https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/quiz-test-your-knowledge-of-fape>

Class Discussion:

1. Is there a single FAPE for every child? If yes, who determines it and on what criteria?
2. What is the difference between the concepts of substantive and procedural FAPE? Do both need to be present for a student to receive FAPE?
3. How can an advocate use process/procedural FAPE to improve outcomes for children and families? (Use specific examples)

Class Assignment:

Using the provided material, write a letter for a family asking for an IEP meeting and listing the items that they would like to address at the IEP meeting. See rubric for week 7.

No Class December 22nd or 29th - Happy Holidays!

Week 8: Fundamentals of IDEA: LRE

January 5, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Learn the statutory requirements for Least Restrictive Environment
- ✓ Understand the Intersection of Research and Law for LRE
- ✓ Learn key court cases interpreting the law.
- ✓ Name and describe the continuum of OPTIONS for PLACEMENT under the IDEA.

Materials to Review Before Class:

- Least Restrictive Environment Case Law (teacher perspective)
<http://www.youtube.com/watch?v=PrTTpHbkQDA>
- "Board of Education, Sacramento City School District v. Rachel Holland" http://www.kidstogether.org/right-ed_files/rachel.htm

Class Activity/Discussion: Lecture/Scenarios concerning LRE

Class Assignment: Review evaluation materials handed out for next class

Week 9: Fundamentals of IDEA: Evaluation

January 12, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Understand the requirements for evaluation (and how Response to Intervention (RTI) fits into the evaluation process
- ✓ Become familiar with the basic statistical principles underlying evaluation

Materials to Review Before Class:

- Review Evaluations handed out last week for class discussion
- Social Emotional Assessments: Meeting IDEA Requirements
Presenter: Ann E. Simun, PsyD, COPAA Recorded Webinar
- Understanding Tests of Reading and Writing
Presenter: Melissa Farrall, PhD, COPAA Recorded Webinar
- Understanding Statistics Used in Special Education
http://www.naset.org/fileadmin/user_upload/Powerpoint/Understanding_Statistics_Used_in_Assessment_in_Special_Education.ppt

Class Activity/Discussion: Lecture/Practice reading evaluations

Class Assignment: Using the provided materials, write an 'after the IEP' letter to the school district documenting agreements and disagreements as a record of the advocate/family understanding of what occurred at the meeting.

Week 10: Procedural Safeguards: Meaningful Parental Participation and Informed Consent

January 19, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Learn the purpose and need for Procedural Safeguards.
- ✓ Know the obligations of the LEA to ensure meaningful parental participation
- ✓ Understand the role of the Advocate in supporting parents to be full and equal participants in the IEP Process

- Materials to Review Before Class:** *Informed Consent and Meaningful Participation:* Jon Zimring, Esq., COPAA Recorded Webinar
- Class Activity/Discussion:** Lecture/Role playing- Using Meaningful Participation and Informed Consent in Advocacy
- Class Assignment:** Class Assignment: Have a copy of your state’s compliance complaint form available during the class next week.

Week 11: Procedural Safeguards: IEE, PWN, Educational Records, Compliance Complaints

January 26 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

- Learning Objectives:**
- ✓ Understand the IEE and its use in IEP advocacy
 - ✓ Understand PWN and when it must be provided
 - ✓ Be familiar with parents’ right to records
 - ✓ Be able to write a compliance complaint for a client
- Materials to Review Before Class:**
- SEAT Reader, pp. 3-137 to 3-139 (up to Due Process); 6-293 to 6-303
 - PWN samples, Federal, http://idea.ed.gov/download/modelform2_Prior_Written_Notice.pdf
 - IEE "Independent Educational Evaluations: What? How? Who Pays?" Wayne Steedman, Esq., <http://www.wrightslaw.com/info/test.iew.steedman.htm>
 - [IDEA Special Education Written Complaints, http://www.directionservice.org/cadre/pdf/WrittenStateComplaintParentGuideJAN14.pdf](http://www.directionservice.org/cadre/pdf/WrittenStateComplaintParentGuideJAN14.pdf), pages 1-6.
 - Sonja D. Kerr, Ten Tips About Using the State Complaint Process, <http://www.advocacyinstitute.org/iscrc/kerrtips.shtml>
- Class Activity/Discussion:** Lecture/Experiential writing a compliance complaint
- Class Assignment:** Using the provided materials, students will write a compliance complaint using the appropriate state form for their state.

Week 12: Procedural Safeguards: Discipline

February 2, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

- Learning Objectives:** Understand the procedural requirements for discipline under IDEA

- Materials to Review Before Class:**
- SEAT Reader, pp. 3-141(Proc. Safeguards-Discipline) to 3-150
 - Complete COPAA SmarterU Self-Study Module – Procedural Safeguards and Discipline
 - Review Questions and Answers on Discipline Procedures: US Department of Education available at <http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,7>

Class Activity/Discussion: Lecture/scenarios

Class Assignment: TBD

Week 13: Procedural Safeguards: Due Process

February 9, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

- Learning Objectives:**
- ✓ Understand the steps for filing for due process
 - ✓ Understand requirements of Stay Put
 - ✓ Identify the limitations of lay advocacy practice for representing parents in Due Process, as determined by UPL, based on jurisdiction

- Materials to Review Before Class:**
- SEAT Reader, pp. 3-139 to 3-140; 6-319 to 6-327
 - COPAA Recorded Webinar: **Do-It-Yourself Special Education Due Process, an Educational Guide**, Dorene Philpot, Esq.

Class Activity/Discussion: TBD

Class Assignment: Using the assigned materials, determine facts of a case, and what you see as the legal issues (from an advocate perspective).

Week 14: Post-Secondary Transition

February 16, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

- Learning Objectives:**
- ✓ Review the required components of Transition Planning and Services under state and federal law (i.e. IDEA 2004, NCLB).
 - ✓ Become familiar with findings of current research on effective secondary education and transition planning, including schooling/training/college, career preparatory experiences, youth development and youth leadership, and family involvement.

- Materials to Review Before Class:**
- Transition Services and Best Practices Under the IDEA, Presented by: David Berney, Esq., Felicia Heurwitz, PhD., and Jennifer Sang, Esq.. COPAA Recorded Webinar

- <http://www.doe.mass.edu/sped/advisories/goals-example-sheet.pdf>
Goal Example Sheet
- http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Transition_GO.pdf
Writing Transition Goals and Objectives

Class Activity/Discussion:

Lecture/Writing Transition Goals

Class Assignment:

TBD

MIDTERM EXAM

Available 2/16 – Due before class 2/23

Week 15: Ethics of Special Education Advocacy

February 23, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Understand the parameters of ethical conduct in advocacy practice.
- ✓ Be familiar with the needs and process for maintaining client confidentiality.
- ✓ Appreciate how and why to limit the scope of his/her advocacy representation.

Materials to Review Before Class:

- SEAT Reader, pp.4-173 to 4-196
- Review COPAA Voluntary Code of Ethics, http://c.ymcdn.com/sites/www.copaa.org/resource/resmgr/docs/voluntary_code_of_ethics.pdf

Class Activity/Discussion:

Facilitated Roundtable

Class Assignment:

TBD

Week 16: Race, Culture, Poverty and Special Education Advocacy

March 2, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Understand the issues of disproportionality and effective advocacy strategies to address legal issues of discrimination
- ✓ Think about strategies for families with limited resources

- Materials to Review Before Class:**
- “Challenging Racial Disparities in Special Education,” David Jefferson & Gloria Perez-Stewart
 - Addressing Legal Issues of Disability and Race Discrimination, Matthew Engel, Esq., Ron Lospennato Esq, COPAA Recorded WEBINAR
- Class Activity/Discussion:** Lecture/Scenarios (Scenario materials will be emailed at the beginning of the week)
- Class Assignment:** Review the materials for role playing for next class.

No Class March 9th – COPAA Conference (optional, additional fee applies)

Week 17: Advocacy for Students around Behavior and Bullying

March 16 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

- Learning Objectives:**
- ✓ Understand key concepts, strategies, and evidence based practice to advocate effectively for a student who displays behavioral challenges.
 - ✓ Become familiar with interventions for bullying and appropriate strategies for advocacy for students’ experience harassment and bullying.

- Materials to Review Before Class:**
- FBA’s and BIP’s Practical Evaluation and Legal Aspects Presented by: Dr. Annie McLaughlin, Ph.D., BCBA-D and Cheryl Steedman, Esq., COPAA Recorded Webinar
 - Dear Colleague letter concerning bullying and harassment, <http://www2.ed.gov/about/offices/list/ocr/docs/disabharassltr.html>

Class Activity/Discussion: Lecture/Role Playing

Class Assignment Prepare your 2 minute ‘elevator speech’ of explaining to families the services you provide. Students will be called on next week to share.

Week 18: Partnering with Families

March 23, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

- Learning Objectives:**
- ✓ Practice how to provide appropriate expectations about your services in work with families (orally and in writing)

- ✓ Become familiar with assisting parents to prepare for an IEP meeting
- ✓ Become careful in not displacing the parent in the IEP process
- ✓ Be aware of the need for respectful and culturally appropriate communication with families

Materials to Review Before Class:

- Maintaining Student Records and Meeting Confidentiality Requirements Under FERPA, HIPPA, IDEA and Section 504 https://doe.sd.gov/oess/documents/sped_ferpa_maintaingreco_rds.pdf
- Cultural humility: People, Principles, and Practices, <https://www.youtube.com/watch?v=SaSHLbS1V4w>
- COPAA “Language Matters,” <http://www.copaa.org/page/LanguageMatters>

Class Activity/Discussion:

An important part of an advocates’ practice is being able to explain to parents what it is, exactly, that advocates do. Share your “2-minute elevator speech” that would tell a parent what services are offered (Be sure to include that you charge for services).

Class Assignment:

Please prepare the following documents for your practice, 1) one-page confidentiality policy, 2) an ‘expectations’ document for families of the services you provide (or plan to provide) and 3) a fee agreement (no amounts included, just the agreement). Peer-to-peer exchange/reaction.

Week 19: Anatomy of an IEP

March 30, 2017 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

Competently analyze and determine whether the IEP document contains all the required elements and is a) Individualized to the child’s needs, b) Contains specific, measurable, appropriate goals, and c) Services are provided within the least restrictive environment

Materials to Review Before Class:

- IDEA 2004 Model form for IDEA <http://idea.ed.gov/download/modelform-compendium.pdf>
- What’s in an IEP) <http://www.youtube.com/watch?v=Bli0xanOVcs&feature=relmfu>
- (Writing a Measurable IEP) <http://www.youtube.com/watch?v=6qCLxU2FB3R0&feature=r>
- Common Core Standards and Development of Standards-Based Individual Education Program Presenter: Heather Allcock, PhD, COPAA Recorded Webinar

Class Activity/Discussion: Students will be provided with a model or several model IEPs and be asked to analyze and discuss them. Be prepared to participate.

Class Assignment: TBD

Week 20: Overview of Special Education Services and Accommodations

April 6, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

- Learning Objectives:**
- ✓ Become aware of the range of supplementary aids and services and accommodations/modifications available to students.
 - ✓ Understand the difference between modifications and accommodations
 - ✓ Understand IDEA’s full requirement for identifying the supplementary aids and services a child will need.
 - ✓ Understand the requirements under the Assistive Technology Act to ensure that people with disabilities have access to assistive technology devices and services.
 - ✓ Learn strategies to obtain assistive technology supports and services

- Materials to Review Before Class:**
- SEAT Reader, pp.3-161 to 3-163
Complete COPAA Smarter U Self-Study Module - Designated Instructional Services, Accommodations/Modifications
 - Securing Quality Related Services: Strategies for Effective Advocacy, Presented by: Mark Woodsmall, Esq., COPAA Recorded Webinar

Class Activity/Discussion: Lecture/scenarios

Class Assignment: None

Week 21: Case Preparation

April 13, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

- Learning Objectives:**
- ✓ Be able to complete an accurate case timeline/history
 - ✓ Identify key players and stakeholders in a case.
 - ✓ Identify the legal issues in the dispute.

Materials to Review Before Class: SEAT Reader, read pp. 5-197 to 5-218

Class Activity: Lecture

Class Assignment: Students will be given materials to prepare a case summary. Assignment (maximum length 3 pages) is due Thursday April 20 at 6pm EST/9pm EST.

Week 22: Legal Research and Writing

April 20, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives: The Special Education Advocate will be able to convey the basic facts and legal issues in a case in a concise professional manner

Materials to Review Before Class:

- SEAT Reader, pp. 2-52 to 2-62
- Complete COPAA SmarterU Self-Study Module - Legal Research
- COPAA Recorded Webinar - Research without Resources, Utilizing the TA&D Network Presenters: Susan Bruce and Mary Eaddy, COPAA Recorded Webinar

Class Activity/Discussion: Lecture, Review of the rubric and sample

Class Assignment: Students will receive a legal research assignment to complete

Week 23: Managing the Conversation

April 27, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Learn the strategies of effective communication and advocacy
- ✓ Discuss how to clearly represent a client's position in a meeting
- ✓ Review (and brainstorm) on strategies of dealing with common roadblocks in IEP meetings

Materials to Review Before Class:

- SEAT Reader, pp. 5-219 to 5-231;
- Preparation and Advocacy Strategies Before the IEP Meeting, Presented by: Mandy Favaloro, Esq., and Carrie Watts, D, COPAA recorded webinar

Class Activity/Discussion: Brainstorming

Class Assignment: Post your favorite district lines and your best 'comebacks' (i.e. that's why they call it an Individual Education Program) on the SEAT group page Forum

Week 24: Negotiation in the IEP

May 4, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Gain a basic understanding of the factors that impact negotiation
- ✓ Learn strategies that can be used within the IEP process
- ✓ Understand ADR options in the IEP

Materials to Review Before Class:

- SEAT Reader, pp. 5-232-5-247, 6-267 to 6-292, 6-304 to 6-318
- Getting to Yes: Effective Negotiation Strategies, Presented by: Dana Jonson, Esq., COPAA Recorded Webinar
- <http://www.directionservice.org/cadre/pdf/DisputeResolutionProcessComparisonChart.pdf>

Class Activity/Discussion:

Lecture and discussion

Class Assignment:

Review the provided material and prepare a short memo to review with your client on what you plan to try and achieve at the IEP

Week 25: The Business of Advocacy

May 11, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Advocates Panel

Learning Objectives:

- ✓ Understand the need for a case management system
- ✓ Learn the parameters of appropriate interaction with attorneys and other professionals
- ✓ Become familiar with basic components of and options for fee agreements with clients
- ✓ Understand issues related to earning a living as a Special Education Advocate

Materials to Review Before Class: TBD

Class Activity/Discussion: TBD

Class Assignment: TBD

Week 25: Course Finale and Wrap Up

May 18, 2018 · 9:00 - 11:00 AM Pacific/12:00-2:00 PM Eastern

Learning Objectives:

- ✓ Review / Discussion of any loose ends
- ✓ Review requirements for practicum

- ✓ Discuss ongoing opportunities within COPAA to share and connect

Materials to Review Before Class: TBD

Class Activity/Discussion: TBD

Class Assignment: None

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