



**PAUL V. SHERLOCK  
CENTER ON DISABILITIES**  
*Promoting Membership in School, Work and Community*  
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

## **Opportunity**

### **Certification as Special Educator of Children with Significant Intellectual Disabilities**

**Enrollment Form Available at [www.sherlockcenter.org](http://www.sherlockcenter.org)**

The Paul V. Sherlock Center on Disabilities at Rhode Island College and the Rhode Island Department of Education have created an opportunity for public school teachers to pursue certification as a **Special Educator of Children with Significant Intellectual Disabilities (SID)**. Federal grant funds (obtained by the Sherlock Center) will provide partial tuition support for a cohort of teachers. The Sherlock Center is providing instruction, on-site technical assistance, and other resources.

A list of requirements needed to obtain this certificate is included. Teachers who are already certified as Special Educators of Children with Mild/Moderate Disabilities typically need an additional 4 courses and a supervised internship experience. The four courses **and graduate internship** that are absolute requirements are:

- **Special Education 435 (4 credits) - Assessment/Instruction: Young Students with SID**
- **Special Education 436 (4 credits) – Assessment/Instruction: Older Students with SID**
- **Special Education 526 (3 credits) – Assessment, Curriculum, Methods for Children with Multiple Disabilities**
- **Special Education 520 (3 credits) – Education of Youth and Young Adults with Severe Disabilities in Non School Settings.**
- **Special Education 665(6 credits)- Graduate Internship in SID**
- **Participants will also be required to document completion of Praxis testing requirements as determined by the Rhode Island Department of Education.**
- **Participants will arrange for Drs. Antosh or Dell to observe their teaching at least once during their participation in this opportunity.**

Dr. Tony Antosh, Director of the Sherlock Center and Professor of Special Education, and Dr. Sue Dell, Associate Professor of Special Education, will assist each participant in analyzing his/her needs and developing a plan for achieving certification as a **Special Educator of Children with Significant Intellectual Disabilities** in an efficient manner.

#### **Who are Children with Significant Intellectual Disabilities?**

The term “significant intellectual disabilities” has its origin in the field of Intellectual Disabilities. As currently used, the term refers to those children who have significant challenges in meeting the adaptive behavior expectations for their age and culture and who require extensive supports to participate in the curricular and life opportunities in which other children participate. The term is a non-categorical term that refers to degree of disability rather than type of disability. The categories of children with disabilities that are typically included in this population are: (a) children who have severe or profound intellectual disabilities; (b) children who have multiple disabilities – e.g., children who are deaf-blind, children who have a significant physical disability in addition to severe cognitive impairments, and others; (c) children at the most severe end of the Autism Spectrum; and (d) children who are medically fragile and have significant cognitive impairments.



600 Mt. Pleasant Avenue · Providence, RI 02908-1991  
Phone: (401) 456-8072 · TTY Via RI Relay: 711 or 800-745-5555 · Fax: (401) 456-8150 · [www.sherlockcenter.org](http://www.sherlockcenter.org)  
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## Requirements and Schedule

### **Special Education 435 (4 credits):**

This course describes the learning characteristics of the population and the research based practices that have been demonstrated to be effective. It provides instruction in design and implementation of augmentative communication systems, cognitive and ecological structures, instructional methods, alternate assessment, and other topics.

### **Special Education 436 (4 credits):**

This course focuses on design of curriculum that is both standards driven and community referenced. Other topics include positive behavioral supports, family centered practice, transition, supported employment, post school outcomes, etc.

### **Special Education 526 (3 credits):**

This course focuses on instructional methodology and curriculum design for students who have multiple disabilities – e.g., students with deaf-blindness, students with physical impairments, and others. Topics include augmentative communicational, functional vision and hearing, positioning and handling, assistive technology.

### **Special Education 520 (3 credits):**

This course provides an overview of the services and supports available to adults with severe disabilities including residential options, employment supports, transportation supports, leisure, and other. This course focuses heavily on implementing effective transition activities.

### **Special Education 665 (6 credits):**

The intern is required to evaluate, plan for, and teach students with severe intellectual disabilities in a school environment. The internship is a full-time, 12 week experience. This internship can be completed within the cohort member's current classroom which supports students with SID.

### **Instructors**

The primary instructors for these courses will be **Dr. Tony Antosh** and **Dr. Sue Dell**. A variety of other practitioners will provide both in-class and onsite instruction pertinent to the topics mentioned in the course descriptions.

### **Schedule and Location:**

The teachers participating in this certification program will take all of these courses as a cohort. With the exception of the first three meetings, all of the meetings will occur at the participants' schools. Participants will meet on Thursday nights from October 8 through the end of the 2015-16 school year (excluding public school vacations).

### **REGISTRATION DEADLINE: September 30, 2016**

**The first three sessions will be at Sherlock Center at Rhode Island College on Oct. 13, Oct. 20, and Oct. 27 at 4:30 P.M.** Confirmation of registration and room location will be provided by October 5th. After these first three sessions, we will meet Thursdays from 4:30 – 7:30 in participants' schools.

**Dr. Tony Antosh**  
[aantosh@ric.edu](mailto:aantosh@ric.edu)

**Dr. Sue Dell**  
[sdell@ric.edu](mailto:sdell@ric.edu)



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## ENROLLMENT REQUIREMENTS

Enrollment will be limited to **twenty** participants.

### Interested participants MUST

- hold a current **Rhode Island General Education Teaching Certificate** (e.g. Early Childhood, Elementary, Middle or Secondary Grades teaching certification)
- hold a **Special Education Certificate for Students with Mild/Moderate Disabilities**;
- be employed by a **public school district**;
- have **daily contact with students with significant intellectual disabilities** – this is the only way to fulfill the practicum and internship assignments that are part of this program; and
- **Applicants must achieve a passing score** of 164 on the Praxis II Special Education: Core Knowledge and Severe to Profound Applications test (0545/5545) by the completion of the program. This test is offered as follows and is the responsibility of the cohort participant to register, take the test, and provide documentation of passing score.

### Special Education: Core Knowledge & Severe to Profound Applications (5545)

2016 Testing Windows
9/5/16-9/17/16
12/5/16-12/17/16
2017 Testing Windows
3/13/17-3/25/17
6/12/17-6/24/17

**Cost of program:            \$2400**

As stated earlier, the cost of tuition and fees for participants will be partially supported by a Personnel Preparation Grant. The actual cost for the four courses and internship described above is **\$2400**. Participants will be expected to contribute a portion of that amount.

<b>September 30, 2016</b>	<b>\$600</b>	Partial Tuition for Special Education 435
<b>February 5, 2017</b>	<b>\$600</b>	Partial Tuition for Special Education 436
<b>May 30, 2017</b>	<b>\$600</b>	Partial Tuition for Special Education 520, 526.
<b>June 30, 2017</b>	<b>\$600</b>	Partial Tuition for Special Education 665

### Enrollment Process:

To enroll, complete the online Enrollment Form available at [www.sherlockcenter.org](http://www.sherlockcenter.org). Upon submission of the Enrollment Form you will be instructed to send to the Sherlock Center a summary of your enrollment form, first tuition payment, and required documentation as indicated below:

- A copy of Rhode Island Special Education Teaching Certificate for Students with Mild/Moderate Disabilities.
- Documentation verifying current employment in a Rhode Island public school district and verifies that the participant has daily contact with students with significant intellectual disabilities.
- A copy of Rhode Island General Education Teaching Certificate (e.g. Early Childhood, Elementary Middle or Secondary Grades teaching certification)\*

\*Participants MUST hold a current Rhode Island General Education Teaching Certificate to obtain

**Note:** Participants must provide documentation of a passing score of 164 on the Praxis II Special Education: Core Knowledge and Severe to Profound Applications test (5545) by completion of the program.

Need assistance with enrollment? Contact Elaine Sollecito at [esollecito@ric.edu](mailto:esollecito@ric.edu) or call 401-456-2764.



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