

| Individualized General Curriculum Referenced Standards  | EIU Dept. Performance Objectives | Course and Instructional Activities  |
|---|----------------------------------|--|
| 1. Foundations  |                                  |  |
| Knowledge   |                                  |  |
| K1 Current educational terminology and definitions of individuals with disabilities including the identification criteria and labeling controversies, using professionally accepted classification systems, and current incidence and prevalence figures. | #1, #9, #10 #16, #18, #19, & #20 | <a href="#">SPE 3000 - Course Outline - IB, IE2a-IE2f, txt, nb, &amp; spw</a>                        |
|   | #1, #9, #10 #16, #18, #19, & #20 | <a href="#">SPE 3200 - Course Outline - IB, IC2, ID1 - ID7, txt, t, spw, &amp; nb</a>                |
| K2 Evolution and major perspectives from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities.  | #1, #2, #5, #11, & #13           | <a href="#">SPE 3000 - Course Outline - IIA-IIC, ho, txt &amp; t</a>                                 |
|   | #1, #2, #3, #5, #11, & #13       | <a href="#">SPE 3200 - Course Outline - IC1-IC2 &amp; IIIA-IIID, txt, t, nb, &amp; spw</a>           |
|   | #1, #2, #3, & #5                 | <a href="#">SPE 3600 - Course Outline - IA1 - IA6, txt, &amp; t</a>                                  |
| K3 Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education and social welfare.  | #9                               | <a href="#">SPE 3000 - Course Outline - IVB3, txt, &amp; t</a>                                       |
|   | #9                               | <a href="#">SPE 3200 - Course Outline IIIA1a3, txt, &amp; t</a>                                      |
| K4 The historical foundations, philosophies, theories and classic studies including major contributors, and major legislation that undergird the growth and improvement of knowledge and practice in the field of special education.                      | #1, #2, #18, #19, #20, & #21     | <a href="#">SPE 3000 - Course Outline IA, IE1, &amp; IE2a-IE2f, txt, t, nb, &amp; spw</a>            |
|   | #1, #2, #3, #18, #19, & #20      | <a href="#">SPE 3200 - Course Outline - IC1-IC2, ID1-ID7, &amp; IIIA-IIID, txt, t, nb, &amp; spw</a> |
|   | #1, #2, #3, & #19                | <a href="#">SPE 3600 - Course Outline - IA1 - IA6, IB1-IB9, &amp; IIA - IIC, txt, &amp; t</a>        |
|   | #1, #2, & #3                     | <a href="#">SPE 4530 - I/d, txt, &amp; t</a>   |
|   | #3                               | <a href="#">SPE 4600 - Course Outline - I &amp; II, txt, &amp; t</a>                                 |
|   | #3 & #6                          | <a href="#">SPE 4700 - Course Outline - IA - IC, txt, &amp; t</a>                                    |
|   | #3 & #6                          | <a href="#">SPE 4720 - Course Outline IA-IC &amp; IIA-IIC, txt, &amp; t</a>                          |
|   | #3 & #5                          | <a href="#">SPE 4900 - Course Outline - I &amp; II, txt &amp; t</a>                                  |
|   | #1, #2, & #3                     | <a href="#">SPE 4925 - I/d, txt, &amp; t</a>   |
|   |                                  |  |
|   |                                  |  |

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|--|-----------------------------------|--|
| 1. Foundations (contd.)  |                                   |  |
| K5 The legal system to assist individuals with disabilities.   | #14<br>#14                        | SPE 3000- l/d, txt, & t<br><a href="#">SPE 3200 - Course Outline - IIIC2-IIIC4, txt, &amp; t</a>       |
| K6 Continuum of placement and services, including alternative programs available for individuals with disabilities.              | #4 & #14                          | <a href="#">SPE 3000 - Course Outline - IF1 - IF3,&amp; VB2, txt,t, nb, &amp; spw</a>                  |
|  | #4 & #14                          | <a href="#">SPE 3200 - Course Outline - IIIC2-IIC3d, txt, nb, &amp; t</a>                              |
|  | #4 & 14                           | <a href="#">SPE 3600 - Course Outline - IIID &amp; t</a>   |
|  | #4 & #14                          | <a href="#">SPE 4900 - Course Outline VA-VG, txt, &amp; t</a>  |
| K7 Laws, regulations, and policies related to the provision of specialized health care in the educational setting.               | Not applicable                    | Not applicable   |
| Skills   |                                   |  |
| S1 Articulate the pros and cons of current issues and trends in the education of individuals with disabilities.                  | #16                               | <a href="#">SPE 3000 - Course Outline VB4 &amp; VB5, txt, spw, nb, &amp; t</a>                         |
|  | #16                               | SPE 3200 - l, txt, t, & tp   |
|  | #16                               | <a href="#">SPE 3600 - Course Outline, V1A-VIE, txt, &amp; t</a>                                       |
|  |                                   |  |
| S2 Articulate the factors that influence the overrepresentation of culturally/linguistically diverse students with disabilities. | #80, #81, #82, #83, #84, #85, #86 | <a href="#">SPE 3000 - Course Outline - IC2, IE2d, &amp; VB3a, txt, nb, &amp; t</a>                    |
|  | #80, #81, #82, #83, & #84         | <a href="#">SPE 3200 - Course Outline IB1 - IB3, txt, nb, &amp; t</a>                                  |
|  | #80, #81, & #85                   | <a href="#">SPE 3600 - Course Outline - VIC, txt, &amp; t</a>  |
|  | #80 & #81                         | <a href="#">SPE 4800 - Course Outline - IB, IIIA2, IIIB2, IIIC2, IIID2, IIIE2, IIIF2, txt, &amp; t</a> |
|  |                                   |  |

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|---|----------------------------------|--|
| 1. Foundations (cont.)  |                                  |  |
| S3 Delineate the principles of normalization versus the educational concept of "least restrictive environment" in designing educational programs for individuals with disabilities. | #1, #2, & #4                     | <a href="#">SPE 3000 - Course Outline IE2a, txt, nb, &amp; t</a>   |
|   | #1, #2, & #4                     | <a href="#">SPE 3200 - Course Outline IA2a1 &amp; IA2a2, txt, nb, &amp; t</a>                                  |
|   |                                  |  |
| 2. Characteristics of Learners - Knowledge  |                                  |  |
| K1 Physical development, physical disabilities, and health impairments as they relate to the development and behavior of individuals with disabilities.                             | #8 & #10                         | <a href="#">SPE 3000 - Course Outline ID, IVB4, &amp; IVB5, txt, nb, &amp; t</a>                               |
|   | #8                               | <a href="#">SPE 3200 - Course Outline - IVB1a-1d &amp; IVB2, txt, nb, &amp; t</a>                              |
|   |                                  |  |
| K2 Effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions.                                    | #1 & #5                          | <a href="#">SPE 3000 - Course Outline IVB3, txt, spw, nb, &amp; t</a>  |
|   | #1 & #5                          | <a href="#">SPE 3200 - Course Outline - IIA5, IIB5, IVA2-3, IVB2, IVC2, IVD2, &amp; IVE2, txt, nb, &amp; t</a> |
|   |                                  |  |
| K3 Various etiologies and medical aspects of conditions affecting individuals with disabilities.  | #11, #12, & #13                  | <a href="#">SPE 3000 - Course Outline - VA1-VA3, txt, nb, &amp; t</a>  |
|   | #11, #12, & #13                  | <a href="#">SPE 3200 - Course Outline - IIA2 &amp; IIB2, txt, nb, &amp; t</a>                                  |
|   |                                  |  |
| K4 Psychological and social-emotional characteristics of individuals with disabilities.   | #1, #7, #8, #9, & #13            | <a href="#">SPE 3000 - Course Outline - IBB3, txt, nb, spw, nb, &amp; t</a>                                    |
|   | #1, #7, #8, #9, & #13            | <a href="#">SPE 3200 - Course Outline - IIID4, txt, nb, &amp; t</a>  |
|   |                                  |  |
| K5 Common etiologies and the impact of sensory disabilities on learning and experience.   | Not applicable                   | Not applicable   |

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| 2. Characteristics of Learners   |                                  |   |
| Skills   |                                  |   |
| S1 Describe and define general development, academic, social, career, and functional characteristics of individuals with disabilities as they relate to levels of support needed.            | #1, #7, #8, #9, & #13            | <a href="#">SPE 3000 - Course Outline - ID, txt, &amp; t</a>                            |
|  | #1, #7, #8, #9, & 13             | <a href="#">SPE 3200 - Course Outline - IVB1a-IB1d, txt, nb, &amp; t</a>                |
|  | #1 & #7                          | SPE 3700 - I, txt, t, & ap  |
| 3. Assessment, Diagnosis, & Evaluation - Knowledge   |                                  |   |
| K1 Specialized terminology used in the assessment of individuals with disabilities.  | #17                              | SPE 3200 - I & t  |
|  | #17                              | SPE 4530 - I/d, ap, & t   |
|  | #17                              | <a href="#">SPE 4800 - Course Outline II, txt, t, cp, &amp; ap</a>                      |
|  | #17                              | SPE 4925 - I/d, ap, & t   |
| K2 Legal provisions, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities. | #19 & #20                        | <a href="#">SPE 3000 - Course Outline - IE2d, txt, nb, &amp; t</a>                      |
|  | #19 & #20                        | <a href="#">SPE 3200 - Course Outline - IA2b &amp; IIIB4, txt, nb, &amp; t</a>          |
|  | #19 & #20                        | <a href="#">SPE 4800 - Course Outline -IC, txt, &amp; t</a>                             |
| K3 Specialized policies regarding screening, referral, and placement procedures for individuals with disabilities.   | #23                              | <a href="#">SPE 3000 - Course Outline - IF1 - IF3a &amp; VB1, txt, nb, spw, &amp; t</a> |
|  | #23                              | SPE 3200 - I,txt, nb, & t   |
|  | #23                              | <a href="#">SPE 4600 - Course Outline IVB1-IVB3, txt, ho, and t</a>                     |
|  | #23                              | <a href="#">SPE 4800 - Course Outline - VB, txt, &amp; t</a>                            |
| Skills   |                                  |   |
| S1 Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities.  | #25, #30, & #31                  | <a href="#">SPE3201 - AP(#2)&amp;P</a>  |
|  | #22, #25, #31                    | <a href="#">SPE 3600 - ap(#5 &amp; #6) &amp; p</a>                                      |
|  | #24, #25, #26, #27, #28, & #30   | <a href="#">SPE 4800 - ap (#5, #6, #7, &amp; #8)</a>                                    |
|  | #24, #25, #28, #29, #31,& #32    | <a href="#">SPE 4901 - CBA (#3) and ap #7</a>   |
|  |                                  |   |

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| 3. Assessment, Diagnosis, & Evaluation (contd.)   |  |  |
| S2 Use exceptionality-specific assessment instruments with individuals with disabilities.   | #24, #25, #26, #27, #28, #29, #30, & #34 | <a href="#">SPE 4800 - ap (E &amp; F) &amp; p (D)</a>  |
| S3 Adapt and modify ecological inventories, portfolio assessments, functional assessments, and future based assessments to accommodate the unique abilities and needs of individuals with disabilities. | #29 & #34                                | <a href="#">SPE 4800 - Course Outline - IIIF &amp; IVB1 - B4, txt, and ap ( #5 and #6)</a><br><a href="#">SPE 4901 - p &amp; sp (#9)</a> |
| S4 Develop and use a technology plan based on assistive technology assessment.  | Not applicable                           | Not applicable   |
| S5 Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.   | Not applicable                           | Not applicable   |
| 4. Instructional Content and Practice   |  |  |
| Knowledge   |  |  |
| K1 Sources of specialized materials for individuals with disabilities.  | #46, #47, #48, #49, #50, #51, & #56      | <a href="#">SPE 4700 - Course Outline - IIB1 - IIB3, txt, ap (#1, #3, #4)</a>  |
|   | #46, #47, #48, #49, #51, & #56           | <a href="#">SPE 4720 - Course Outline - IIIA-IIID, txt, &amp; ap (#2, #5, #6)</a>  |
| K2 Impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.  | #53, #54, & #55                          | <a href="#">SPE 4530 - Course Outline - IIB1a-IIB1d, txt, &amp; t</a>  |
|   | #53, #54, & #55                          | <a href="#">SPE 4925 - Course Outline IIA1-IIA5, txt, t</a>  |
| K3 Impact of language development on the academic and social skills of individuals with disabilities.   | #7 & #8                                  | <a href="#">SPE 3200 - Course Outline - IVB1d, txt, t, &amp; nb</a>  |
|   | #7, #8, & #55                            | <a href="#">SPE 4530 - Course Outline - IIB2, txt, &amp; t</a>   |
|   | #55                                      | SPE 4900 - l/d, txt, & t   |
|   | #7, #8, & #55                            | <a href="#">SPE 4925 - Course Outline IIB2, txt, t</a>   |
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| 4. Instructional Content and Practice (contd.)  |                                     |  |
| K4 Impact of disabilities on auditory skills.   | #1, # 9 & #10                       | <a href="#">SPE 3000 - Course Outline - IIIA2a-III A2b, txt, &amp; t</a>                                   |
|   | #1 & #9                             | SPE 3200 - I, txt, & t   |
|   | #1 & #55                            | <a href="#">SPE 4530 - Course Outline - IIB1d, txt &amp; t</a>   |
|   | #55                                 | SPE 4900 - I/d, txt, & t   |
|   | #1 & #55                            | <a href="#">SPE 4925 - Course Outline - IC1a &amp; IIB4, txt, &amp; t</a>                                  |
| K5 Relationship between disabilities and reading instruction.   | #55                                 | <a href="#">SPE 4530 - Course Outline - IIB1b &amp; IVB4, txt, &amp; t</a>                                 |
|   | #55                                 | <a href="#">SPE 4900 - Course Outline - IVA1-IVA3, txt, &amp; t</a>  |
|   | #55                                 | <a href="#">SPE 4925 - Course Outline - IIB4, txt, &amp; t</a>   |
| K6 Impact of social skills on the lives of individuals with disabilities.   | #58                                 | SPE 3700 - I/d, txt, t, & ap   |
|   |                                     | <a href="#">SPE 4900 - Course Outline - IVC3a, txt, &amp; t</a>  |
| K7 Varied test-taking strategies.   |                                     | SPE 4700 - I/d and ap  |
|   |                                     | <a href="#">SPE 4900 - Course Outline - IVB13, txt, t, &amp; lp</a>  |
| K8 Alternatives for teaching skills and strategies to individuals with learning disabilities who differ in degree and kind of disability. | #56, #57, #58, #59, #60, #63, & #64 | SPE 4700 - I, txt, & ap  |
|   |                                     | SPE 4720 - I, txt & ap   |
| K9 Approaches to create positive learning environments for individuals with disabilities.   | #52                                 | <a href="#">SPE 4900 - Course Outline - IVB-IVC, txt, &amp; t</a>  |
|   |                                     | SPE 3600 - I, txt, & t   |
| Skills  |                                     | <a href="#">SPE 4900 - Course Outline IIA- IIC &amp; IIIA- IIIC, txt, &amp; t</a>                          |
|   |                                     |  |
| S1 Use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities.               | #58                                 | <a href="#">SPE 3600 - ap (#5 &amp; #6) &amp; p</a>  |
|   | #56, #57, #58, #59, #60, #63, & #64 | <a href="#">SPE 4901 - ap (#4 &amp; #5), CBA (#3), lp(#6), IEP (#7), p(#2), &amp; Practica Evaluations</a> |
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| 4. Instructional Content and Practice (contd.)   |  |  |
| S2 Facilitate use of prevention and intervention strategies in educational settings.   | #65 & #66                                    | <a href="#">SPE 3600 - ap (#5 &amp; #6)</a>  |
|  | #65 & #66                                    | <a href="#">SPE 4901 -ap(#4 &amp; #5), p(#2) &amp; Practicum Evaluations</a>         |
|  |  |  |
| S3 Delineate and apply the goals, intervention strategies, and procedures related to psychodynamic, behavioral, biophysical, and ecological approaches to individuals with disabilities. |  | <a href="#">SPE 3600 - ap (#5 &amp; #6)</a>  |
|  |  | <a href="#">SPE 4901 - ap (#4 &amp; #5), CBA (#3), lp(#6), IEP (#7), &amp; p(#2)</a> |
|  |  |  |
| S4 Plan, organize, and implement educational programs appropriate to the cognitive and affective needs of individuals with disabilities.   | #37, #38, #39, #40, #41, & #42               | <a href="#">SPE 4700 - ap (#1, #2, #3, &amp; #4)</a>                                 |
|  | #37, #38, #39, #40, #41, & #42               | <a href="#">SPE 4720 - ap (#2, #3, #4, &amp; #6)</a>                                 |
|  | #37, #38, #39, #40, #41, & #42               | <a href="#">SPE 4901 - lp (#6), IEP (#7), ap (#10), &amp; p(#2)</a>                  |
|  |  |  |
| S5 Evaluate, select, develop, and adopt curriculum materials and technology appropriate for individuals with disabilities.   | #44, #45, #46, #47, #48, #49, #50, #51 & #56 | <a href="#">SPE 4700 - ap (#1, #2, #3, &amp; #4)</a>                                 |
|  | #44, #45, #46, #48, #49, & #56               | <a href="#">SPE 4720 - ap (#2, 35, &amp; #6)</a>                                     |
|  | #44, #45, #46, #48, #49, & #56               | <a href="#">SPE 4901 - p (#2) &amp; ap (#10), teacher-made materials scoresheet</a>  |
| S6 Integrate academic instruction, affective education, and behavior management for individual learners and groups of learners.  | #58  | <a href="#">SPE 3600 - ap (#5 &amp; #6)</a>  |
|  | #57, #58, #59, & #60                         | <a href="#">SPE 4901 - lp (#6), ap(#10), &amp; p (#2)</a>                            |
|  |  |  |
| S7 Evaluate strengths and limitations of alternative instructional strategies for individuals with disabilities.   |  | <a href="#">SPE 4901 - ap(#8) &amp; p(#2)</a>  |
|  |  |  |
| S8 Integrate student-initiated learning experiences into ongoing instruction.  |  | <a href="#">SPE 4901 - p (#2) &amp; lp (#6)</a>                                      |
|  |  |  |
| S9 Use skills to enhance thinking processes.   | #56, #59, & #60                              | <a href="#">SPE 4901 - p(#2)</a>   |
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| 4. Instructional Content and Practice (contd.)  |   |  |
| S10 Use effective instructional strategies to assist individuals with disabilities to detect and correct errors in oral and written language.   | #33 & #56   | <a href="#">SPE 4901 - p(#2) &amp; lp (#6)</a>   |
| S11 Use appropriate instructional strategies to teach math skills and concepts according to the characteristics of the learner and patterns of error.   | #60   | <a href="#">SPE 4901 - p(#2) &amp; lp (#6)</a>   |
| S12 Modify pace of instruction and use organization cues.   |   | <a href="#">SPE 4901 - p(#2) &amp; Practicum Evaluations</a>   |
| S13 Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with disabilities.  | #58<br>#57, #58, #59, #60 & #63   | <a href="#">SPE 3600 - ap (#5 &amp; #6)</a><br><a href="#">SPE 4901 - p (#2), lp (#6), &amp; Practicum Evaluations</a>   |
| S14 Utilize research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multisensory, and concrete/manipulative techniques. | #33 & #58<br>#33, #58, #61, #62, #63, & #64<br>#33<br>#33<br>#33, #57, #58, #59, #60, & #63 | <a href="#">SPE 3600 - ap (#5 &amp; #6)</a><br>SPE 3700 - ap<br><a href="#">SPE 4700 - ap (#3 &amp; #4)</a><br><a href="#">SPE 4720 - ap (#3, #4, &amp; #6)</a><br><a href="#">SPE 4901- p(#2), lp (#6), &amp; ap(#10)</a> |
| S15 Design age-appropriate instruction based on the adaptive skills of the learners.  | #37, #39, #58 & #42<br>#37, #39, & #42<br>#37, #38, #39, #40, #41, #58 & #42                | <a href="#">SPE 4700 - ap (#2, #3, &amp; #4)</a><br><a href="#">SPE 4720 - ap (#2, #4, &amp; #5)</a><br><a href="#">SPE 4901 - p(#2), IEP(#7), lp(#6), &amp; ap(#10)</a>   |
| S16 Integrate related services into the instructional settings of learners.   |   | <a href="#">SPE 4901 - p (#2) &amp; IEP(#7)</a>  |
| S17 Provide community referenced instruction.   |   | <a href="#">SPE 4900 - Course Outline - IVB14 &amp; IVC, txt, &amp; t</a>  |
|   |   |  |

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| 4. Instructional Content and Practice (contd.)  |                                  |  |
| S18 Assist students in the use of alternative and augmentative communication systems.   | #53 & #57                        | <a href="#">SPE 4530 - Course Outline - IVB, ar, txt, &amp; t.</a> |
|   | #53 & #57                        | <a href="#">SPE 4925 - Course Outline - VB1, txt, t, &amp; ar</a>  |
|   |                                  |  |
| S19 Support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communication.  | Not applicable                   | Not applicable   |
| S20 Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.   | Not applicable                   | Not applicable   |
| S21 Use appropriate adaptations and technology for all individuals with disabilities.   | Not applicable                   | Not applicable   |
| S22 Adapt lessons that minimize the physical exertion of individuals with specialized health care needs.  | Not applicable                   | Not applicable   |
| S23 Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities emphasizing positive self-concepts and realistic goals. | Not applicable                   | Not applicable   |
| S24 Design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs.  | Not applicable                   | Not applicable   |
| S25 Participate in the selection and implementation of augmentative or alternative communication devices and systems for use with students with physical and health disabilities.   | Not applicable                   | Not applicable   |

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|--|----------------------------------|---|
| 4. Instructional Content and Practice (contd.)   |                                  |   |
| S26 Use strategies for facilitating the maintenance and generalization of skills across learning environments.   | Not applicable                   | Not applicable  |
| 5. Planning and Managing the Teaching and Learning Environment   |                                  |   |
|  |                                  |   |
| Knowledge  |                                  |   |
| K1 Model career, vocational, and transition programs for individuals with disabilities.  | #61, #62, #63, & #64             | SPE 3700 - l/d, txt, & t  |
|  | #61, #62, #63, & #64             | <a href="#">SPE4900 - Course Outline - IVC1a-IVC1d, &amp; t</a>           |
| K2 Issues, resources, and techniques used to integrate students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers. | #4                               | SPE 3000 - l, txt, & t  |
|  | #4                               | <a href="#">SPE 3200 - Course Outline - IIIC2-IIIC4, txt, &amp; t</a>     |
|  | #4                               | <a href="#">SPE 4900 - Course Outline - VF-VG, txt, &amp; t</a>           |
| K3 Appropriate use of assistive devices to meet the needs of individuals with disabilities.  | #51                              | <a href="#">SPE 4700 - ap (#4)</a>  |
|  | #51                              | <a href="#">SPE 4720 - SPE 4900 - Course Outline - IIC4, txt, &amp; t</a> |
| K4 Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities.   | Not applicable                   | Not applicable  |
| Skills   |                                  |   |
| S1 Monitor intragroup behavior changes across subjects and activities.   | #42                              | <a href="#">SPE 3600 - ap (#5 &amp; #6)</a>                               |
|  | #42                              | <a href="#">SPE 4901- IEP(#7), lp (#6), sp (#9) &amp; p(#2)</a>           |
|  |                                  |   |

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| 5. Planning and Managing the Teaching and Learning Environment (contd.)  |                                  |  |
| S2 Structure the educational environment to provide optimal learning opportunities for individuals with disabilities.  | # 52 & #65                       | <a href="#">SPE 3600 - ap (#5 &amp; #6)</a>                            |
|  | # 52 & #65                       | <a href="#">SPE 4901 - ap (#4 &amp; #5) &amp; p(#2)</a>                |
|  |                                  |  |
| S3 Teach individuals with disabilities in a variety of educational settings.   | #58                              | <a href="#">SPE 3600 - ap (#5 &amp; #6)</a>                            |
|  | #42, #57, #58, #59, & #60        | <a href="#">SPE 4901 - p (#2)</a>                                      |
|  | Demonstration is done across the | candidate's program  |
| S4 Design learning environments for individuals with disabilities that provide feedback from peers and adults.   | #52                              | <a href="#">SPE 4901- ap (#4) &amp; p (#2)</a>                         |
|  |                                  |  |
| S5 Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities in a variety of group and individual learning activities. | Not applicable                   | Not applicable   |
| S6 Use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum.  | Not applicable                   | Not applicable   |
| S7 Coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities.  | Not applicable                   | Not applicable   |
| 6. Managing Student Behavior and Social Interaction Skills   |                                  |  |
|  |                                  |  |
| Knowledge  |                                  |  |
| K1 Rationale for selecting specific management techniques for individuals with disabilities.   | #66                              | <a href="#">SPE 3600 - Course Outline - VA, txt &amp; t</a>            |
|  | #66                              | <a href="#">SPE 4900 - Course Outline - IIIA1-III A5, txt, &amp; t</a> |
|  |                                  |  |
|  |                                  |  |

| Individualized General Curriculum Referenced Standards   | EIU Dept. Performance Objectives | Course and Instructional Activities   |
|--|----------------------------------|---|
| 6. Managing Student Behavior and Social Interaction Skills   |                                  |   |
| K2 Theories behind reinforcement techniques and their application to teaching individuals with disabilities.   | #2, #3, #5, & #66                | <a href="#">SPE 3600 - Course Outline - IIIA1-III A8, txt &amp; t</a>           |
|  | #3, #5, & 66                     | <a href="#">SPE 4900 - Course Outline - IIIB1- IIIB3, txt, &amp; t</a>          |
| K3 Theories of behavior problems in individuals with disabilities including self-stimulation and self-abuse.   | #2, #3, #5, & #66                | <a href="#">SPE 3600 - Course Outline - VB2a-VB2b, txt, &amp; t</a>             |
|  | #3, #5, & 66                     | <a href="#">SPE 4900 - Course Outline - IIIB4, txt, &amp; t</a>                 |
| K4 Communication and social interaction alternatives for individuals who are nonspeaking.  | Not applicable                   | Not applicable  |
| Skills   |                                  |   |
| S1 Use a variety of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities.  | #65 & #66                        | <a href="#">SPE 3600 - ap (#5 &amp; #6) &amp; p</a>                             |
|  | #65 & #66                        | <a href="#">SPE 4901 - ap (#4 &amp; #5), p (#2) &amp; Practicum Evaluations</a> |
| S2 Develop and implement a systematic behavior management plan using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement. | #31 & #66                        | <a href="#">SPE 3600 - ap (#5 &amp; #6) &amp; p</a>                             |
|  | #31, #65, & #66                  | <a href="#">SPE 4901 - ap (#4 &amp; #5) &amp; p(#2)</a>                         |
| S3 Select target behaviors to be changed and identify the critical variables affecting the target behavior.  | #25 & #31                        | <a href="#">SPE 3600 - ap (#5 &amp; #6) &amp; p</a>                             |
|  | #25 & #31                        | <a href="#">SPE 4901 - ap (#4 &amp; #5) &amp; p(#2)</a>                         |
| S4 Define and use skills in problem-solving and conflict resolution.   | #65, #66, #67, & #73             | <a href="#">SPE 3600 - p</a>  |
|  | #71 & #73                        | <a href="#">SPE 4600 - IEP role play (#3)</a>                                   |
|  | #67 & #73                        | SPE 4730 - ap & p   |
|  | #65, #66, #67, #71, & #73        | <a href="#">SPE 4901 - p(#2)</a>  |

| Individualized General Curriculum Referenced Standards   | EIU Dept. Performance Objectives | Course and Instructional Activities  |
|--|----------------------------------|--|
| 6. Managing Student Behavior and Social Interaction Skills (contd.)  |                                  |  |
| S5 Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.   | #42 & #58                        | <a href="#">SPE 3600 - ap (#5 &amp; #6) &amp; p</a>                              |
|  | #42 & #58                        | <a href="#">SPE 4901- IEP (#7), lp (#6), &amp; p (#2)</a>                        |
| S6 Establish a consistent classroom routine for individuals with disabilities.   | 65                               | <a href="#">SPE 4901 - ap (#4 &amp; #5) &amp; p (#2)</a>                         |
|  |                                  |  |
| S7 Delineate and apply appropriate management procedures when presented with spontaneous management problems.  | #52, #65, & #66                  | <a href="#">SPE 3600 - ap (#5 &amp; #6) &amp; p</a>                              |
|  | #52, #65, & #66                  | <a href="#">SPE 4901 - ap (#4 &amp; #5), p (#2), &amp; Practicum Evaluations</a> |
| S8 Facilitate development and implementation of rules and appropriate consequences in the educational environment.   | #52, #65, & #66                  | <a href="#">SPE 4901 - ap (#4 &amp; #5), p (#2), &amp; Practicum Evaluations</a> |
|  |                                  |  |
| 7. Communication and Collaborative Partnerships  |                                  |  |
|  |                                  |  |
| Knowledge  |                                  |  |
| K1 Sources of unique services, networks, and organizations for individuals with disabilities, including career, vocational, and transition support.  | #14, #15, & #70                  | SPE 3700 - l, txt, & t   |
|  | #14, #15, & #70                  | <a href="#">SPE 4600 - Course Outline - VIIIA-VIIIF, txt, t, &amp; ap #5</a>     |
| K2 Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to individuals with disabilities. |                                  | <a href="#">SPE 4600 - VIIA-VIIC &amp; VIIIA-VIIIF, txt, t, &amp; ap #5</a>      |
|  |                                  |  |

| Individualized General Curriculum Referenced Standards   | EIU Dept. Performance Objectives | Course and Instructional Activities  |
|--|----------------------------------|--|
| 7. Communication and Collaborative Partnerships (contd.)   |                                  |  |
| K3 Collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom.   | #71, #73, & #77                  | <a href="#">SPE 4600 - Course Outline - VB-VC, txt, &amp; t</a><br><a href="#">SPE 4720 Course Outline VIIA-VIID, txt, t</a>         |
|  | #73 & #77                        | <a href="#">SPE 4730 - Course Outline IVA1 - IVE5, txt, &amp; t</a>  |
|  | #73 & #77                        | <a href="#">SPE 4900 - Course Outline - VA &amp; VB, txt &amp; t,</a><br><a href="#">SPE 4920 - Course Outline IVC1-IVC2, txt, t</a> |
| K4 Types and importance of information generally available from family, school officials, legal system, community service agencies.  |                                  | <a href="#">SPE 4600 - Course Outline - IVA2a-2b3 &amp; IB3a-3b3, txt, &amp; t</a>   |
|  |                                  | <a href="#">SPE 4700 - Course Outline - IIIA7-III A9 &amp; ap (#2)</a>   |
| K5 Roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities. | #14, #15 #68, #73, & #76         | <a href="#">SPE 4600 - Course Outline - IVA3a &amp; 3b, txt &amp; t,</a>   |
|  | #73<br>#73                       | <a href="#">SPE 4730- Course Outline IVB1-B4, txt,&amp; t</a><br><a href="#">SPE 4720 -Course Outline, VIII, txt &amp; t</a>         |
| Skills   |                                  |  |
| S1 Use specific behavioral management and counseling techniques in managing students and providing training for their parents.   | #66 & #74                        | <a href="#">SPE 4901 - p (#2)</a>  |
|  |                                  |  |
| S2 Assist students, in collaboration with parents and other professionals, in planning for transition to post-school settings with maximum opportunities for decision making and full participation in the community.      | #67, #68, #69, #70, #71, #72,    | SPE 3700 - ap  |
|  | #73, #76, & #77                  | <a href="#">SPE 4900 - ITP Test</a>  |

| Individualized General Curriculum Referenced Standards   | EIU Dept. Performance Objectives | Course and Instructional Activities   |
|--|----------------------------------|---|
| 8. Professional and Ethical Practices  |                                  |   |
| Knowledge  |                                  |   |
| K1 Consumer and professional organizations, publications, and journals relevant to individuals with disabilities.                        |                                  | <a href="#">SPE 3200 - term paper directions</a><br><a href="#">SPE 3600 - ap (#5 &amp; #6)</a><br><a href="#">SPE 4530 - ar</a><br><a href="#">SPE 4600 - resource file</a><br><a href="#">SPE 4925 - ar</a> |
| K2 Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities.     | Not applicable                   | Not applicable  |
| K3 Types and transmission routes of infectious disease.  | Not applicable                   | Not applicable  |
| K4 Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities.                    | Not applicable                   | Not applicable  |
| Skills   |                                  |   |
| S1 Participate in the activities of professional organizations relevant to individuals with disabilities.                                |                                  | EIU Chapter of the Student Council for Exceptional Children   |
| S2 Articulate the teacher's ethical responsibility to nonidentified individuals who function similarly to individuals with disabilities. | #78                              | <a href="#">SPE 3201 -p (CEC Code of Ethics)</a>  |
|  | #78                              | <a href="#">SPE 3600 - p (CEC Code of Ethics)</a>   |
|  | #78                              | SPE 4730 - p  |
|  | #78                              | <a href="#">SPE 4800 -p (CEC Code of Ethics)</a>  |
|  | #78                              | <a href="#">SPE 4901 -p (CEC Code of Ethics) &amp; ap (#11)</a>   |