SPE 4900 Instructional Strategies for Individuals with Exceptional Learning Needs

Instr Stratg K-12 Acad/Lf Skls

(6-0-6) F, S. General and specialized instructional strategies used with individuals with exceptional learning needs across severity levels, excluding vision and hearing, are presented. Effectively designing, implementing, and evaluating instruction/instructional plans tailored to the exceptional learning needs of the learner across a range of severity levels and instructional environments are addressed. Concurrent enrollment in SPE 4901 (practicum component) required. Prerequisite: SPE 4800. University Teacher Education requirements apply and department requirements for enrollment must be met.

Grading Methods: ☒ Traditional (ABCDF)
☐ ABC/NC
☐ C/NC
☐ AU

Repeat information: ☐ May be repeated
☒ For how many maximum total hours? _____

Restriction(s): ☐ Open only to Special Education majors
☐ Open to Non-Special Education majors
☐ College affiliation (or exclusion)
☐ Major affiliation (or exclusion):
☐ Undergraduate level
☐ Graduate level
☒ Class level: Juniors, Seniors, and Graduate Students

Prerequisite(s) SPE 2000, 3000, 3200, 3201, 4700, and 4800; concurrent enrollment in SPE 4901 (practicum component) required.

Co-requisite(s) None

Equivalent EIU Course(s) None

Authority to waive prerequisite: Chairperson
Required Text:


Support of Conceptual Framework:

See “Relationship of the Course to Unit Theme and Conceptual Framework”

Methods of Instruction:

Ecological theory advocates that individuals are products of their environment. Consequently, for an individual who is experiencing learning/behavioral problems, the problem does not lie within the individual but within the environment itself. SPE 4900 is taught using various methods (lecture, readings, power point, group activities). The belief is that teachers may be better equipped to demonstrate skills in SPE 4901 with opportunities to practice.

Learning Outcomes/Objectives:

See Standards . . .

Grading Policy:

The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70%-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>less than 60%</td>
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Assignments:

See “Methods of Assessment” and “Major Evaluation Components” . . .

Chart of Assessments:

See Chart . . .
<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Initial Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>Candidates are required to successfully complete five multiple choice exams specific to the assessment, planning, implementation and evaluation of instruction of learners with mild to severe exceptional learning needs. Content of the exams are grounded in lecture and course readings. Topics covered on the exams include informal assessment, behavior management, curriculum and instructional strategy (including assistive technology) selection in the areas of reading and content area reading, study skills, written language (written expression, spelling, and handwriting), math, social skills, and life skills.</td>
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<tr>
<td>Application Quizzes - IEP and Lesson Plan</td>
<td>Candidates are required to complete two application quizzes - the lesson plan and the Individualized Education Program (IEP) quiz. For both the lesson plan and the IEP, candidates are given a case study about a learner with an exceptional learning need. For the IEP, the case study requires candidates to identify, analyze, and synthesize data. Based on the data candidates are to develop an IEP that is in alignment with state and federal regulations. For the lesson plan, candidates are provided a case study and are required to analyze and synthesize the data to develop a lesson plan. The lesson plan is to be written in accordance with the Madeline Hunter lesson plan design format.</td>
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<td>Lesson plans</td>
<td>Candidates develop several lesson plans suitable for teaching one day’s lesson in some of the following areas: reading/language arts (mandatory), and social skills or functional/life skills. Each lesson plan is to contain procedural directions for implementing the lesson, anticipated student participation in the lesson, a listing of materials, and methods of record keeping. Lesson plans are to be written as per Madeline Hunter guidelines.</td>
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<td>Individualized Transition Plan</td>
<td>Candidates develop an individualized transition plan based upon a case study provided by the instructor. The plan is to be written in a manner that is consistent with state and federal laws and regulations.</td>
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<td>Group Activities/Class Participation</td>
<td>Throughout the course of the semester candidates are engaged in various group activities. Activities center on</td>
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<td>Language/Reading Lesson Plan</td>
<td>Based on a case study, candidates write this plan with careful consideration of cultural, linguistic, and learning differences.</td>
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**List of Initial Unit Standards:**
- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
- Standard 11 – Professional Conduct

**List of Unit Dispositions:**
- Disposition 1 – Interaction with Students
- Disposition 2 – Professional and Ethical Practice
- Disposition 3 – Effective Communication
- Disposition 4 – Planning for Teaching and Student Learning
- Disposition 5 – Sensitivity to Diversity and Equity
Catalog description:

4900 SPE. Instructional Strategies for Individuals with Exceptional Learning Needs. (6-0-6) F, S. General and specialized instructional strategies used with individuals with exceptional learning needs across severity levels, excluding vision and hearing, are presented. Effectively designing, implementing, and evaluating instruction/instructional plans tailored to the exceptional learning needs of the learner across a range of severity levels and instructional environments are addressed. Concurrent enrollment in SPE 4901 (practicum component) required. Prerequisite: SPE 4800. University Teacher Education requirements apply and department requirements for enrollment must be met.

Short Title: STRATG ELN

Objectives of the Course

This course is:

☒ Writing – Active
☐ Writing – Intensive
☐ Writing – Centered

This course is:

☐ Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.

☒ Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.

☐ Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

☐ ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.
Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

SPE 4900 presents research-based instructional strategies to be used with students with exceptional learning needs across severity levels. To create and effective educational environment, teachers must be knowledge about the instructional process inclusive of assessment, IEP planning and implementation, lesson planning and implementation, material development and adaptation, as well as instructional program evaluation.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

Diverse Subjects: SPE 4900 examines academic, social/behavioral, and life skill curricular content that is addressed in a student’s instructional program. Knowledge of diverse subject areas can be used to heighten the performance of students with exceptional learning needs in school and in society.

Diverse Strategies: SPE 4900 presents instructional strategies specific to academic, social/behavioral, and life skill curricular areas that can be used to heighten the performance of students with exceptional learning needs in school and in society.

Diverse Students: SPE 4900 calls for teachers to make selection of curricular content, materials, and methods based on diverse learning needs versus a special education label.

Diverse Societies and Communities: SPE 4900 examines how cultural differences may be an influential variable in the delivery of an individualized education program.

Diverse Technologies: SPE 4900 focuses on selection, use, and evaluation of educational software. Additionally some technological devices are discussed. Teachers in SPE 4900 have hands-on types of experiences with educational software in academic and life skill domains.

The Learning Model for this course is:

Ecological Theory

Methods used in teaching this course which reflect this learning model:
Ecological theory advocates that individuals are products of their environment. Consequently, for an individual who is experiencing learning/behavioral problems, the problem does not lie within the individual but within the environment itself. SPE 4900 is taught using various methods (lecture, readings, power point, group activities). The belief is that teachers may be better equipped to demonstrate skills in SPE 4901 with opportunities to practice.

**Methods of assessment** of student performance relative to the theme and/or the domains):

Tests – Measures all domains

Writing of Goals and Objectives - Diverse Subjects

IEP – Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities

Lesson Plans - Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities

Reading, Language Arts, Math, Content Areas, Social Skills, Life Skills - Diverse Students, Diverse Subjects, and Diverse Strategies

Technology and Educational Software Activity – Diverse Technologies
CEC Content Standards Addressed In This Course

**CEC Common Core Standards, including Knowledge and Skills:**

**Standard 3 - Individual Learning Differences**

**Knowledge:**
- Effects an exceptional condition(s) can have on an individual’s life.
- Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
- Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

**Standard 5 - Learning Environments and Social Interactions**

**Knowledge:**
- Demands of learning environments.
- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each others’ respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
CEC Content Standards Addressed In This Course (Cont’d)

- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

**Standard 6 - Language**

**Knowledge:**

- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one’s own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

**Standard 7 - Instructional Planning**

**Knowledge:**

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.
- Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.

**Standard 8 - Assessment**

**Knowledge:**

- Basic terminology used in assessment.
- Legal provisions and ethical principles regarding assessment of individuals.
- Screening, prereferral, referral, and classification procedures.
- Use and limitations of assessment instruments.
- National, state or provincial, and local accommodations and modifications.

**Standard 9 - Professional and Ethical Practice**

**Knowledge:**

- Personal cultural biases and differences that affect one’s teaching.
CEC Content Standards Addressed In This Course (Cont’d)

- Importance of the teacher serving as a model for individuals with exceptional learning needs.
- Continuum of lifelong professional development.
- Methods to remain current regarding research-validated practice.

**Standard 10 - Collaboration**

**Knowledge:**

- Models and strategies of consultation and collaboration.
- Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
- Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

**CEC Individualized General Curriculum Standards, including Knowledge and Skills:**

**Standard 3 - Individual Learning Differences**

**Knowledge**

- Impact of disabilities on auditory and information processing skills.

**Standard 4 - Instructional Strategies**

**Knowledge:**

- Sources of specialized materials, curricula, and resources for individuals with disabilities*.
- Strategies to prepare for and take tests.
- Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities*.
- Prevention and intervention strategies for individuals at-risk for a disability.
- Strategies for integrating student initiated learning experiences into ongoing instruction.
- Methods for increasing accuracy and proficiency in math calculations and applications.
- Methods for guiding individuals in identifying and organizing critical content.
CEC Content Standards Addressed In This Course (Cont’d)

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Barriers to accessibility and acceptance of individuals with disabilities*.
- Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities*.
- Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.

Standard 6 - Language

Knowledge:

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities*.
- Communication and social interaction alternatives for individuals who are nonspeaking.
- Typical language development and how that may differ for individuals with learning disabilities.

Standard 7 - Instructional Planning

Knowledge:

- Integrate academic instruction and behavior management for individuals and groups with disabilities.
- Model career, vocational, and transition programs for individuals with disabilities*.
- Interventions and services for children who may be at risk for learning disabilities.
- Relationships among disabilities and reading instruction.

Standard 8 - Assessment

Knowledge:

- Specialized terminology used in the assessment of individuals with disabilities*.
- Laws and policies regarding referral and placement procedures for individuals with disabilities*.
- Types and importance of information concerning individuals with disabilities* available from families and public agencies.
- Procedures for early identification of young children who may be at risk for disabilities.
CEC Content Standards Addressed In This Course (Cont’d)

Standard 9 - Professional and Ethical Practice

Knowledge:
- Sources of unique services, networks, and organizations for individuals with disabilities*
- Organizations and publications relevant to individuals with disabilities*.

Standard 10 - Collaboration

Knowledge:
- Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities*.
- Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities*.
- Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities*.
- Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 3 - Individual Learning Differences

Knowledge

- Complications and implications of medical support services.
- Impact of disabilities my have on auditory and information processing skills.
- Impact of multiple disabilities on behavior.

Standard 4 - Instructional Strategies

Knowledge:
- Specialized materials for individuals with disabilities*.
- Prevention and intervention strategies for individuals with disabilities*.
- Strategies for integrating student initiated learning experiences into ongoing instruction.
- Resources, and techniques used to transition individuals with disabilities* into and out of school and post-school environments.
CEC Content Standards Addressed In This Course (Cont’d)

Standard 5 - Learning Environments and Social Interactions

Knowledge:
- Specialized health care interventions for individuals with physical and health disabilities in educational settings.
- Barriers to accessibility and acceptance of individuals with disabilities*.
- Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities*.
- Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
- Advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities*.

Standard 6 - Language

Knowledge:
- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities*.
- Communication and social interaction alternatives for individuals who are nonspeaking.

Standard 7 - Instructional Planning

Knowledge:
- Model career, vocational, and transition programs for individuals with disabilities*.

Standard 8 - Assessment

Knowledge:
- Specialized terminology used in the assessment of individuals with disabilities*.
- Laws and policies regarding referral and placement procedures for individuals with disabilities*.
- Types and importance of information concerning individuals with disabilities* available from families and public agencies.

Standard 9 - Professional and Ethical Practice

Knowledge:
- Sources of unique services, networks, and organizations for individuals with disabilities*.
- Organizations and publications relevant to individuals with disabilities*.
CEC Content Standards Addressed In This Course (Cont’d)

Standard 10 – Collaboration

Knowledge:

- Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities*.
- Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities*.
- Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities*.

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

Standard 3 – Diversity

The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Knowledge Indicators –

The competent teacher:

3D. understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

3E. understands cultural and community diversity through a well-grounded framework and understands how to learn about and incorporate students’ experiences, cultures, and community resources into instruction.

3F. understands personal cultural perspectives and biases and their effects on one’s teaching.

Standard 4 - Planning for Instruction

The competent teacher understands instructional planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.

Knowledge Indicators –

The competent teacher:

4B. understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
State of Illinois Standards Addressed in this Course (Cont’d)

4C.  understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between students’ experiences and career and educational goals.

4D.  understands when and how to adjust plans based on students’ responses and other contingencies.

4E.  understands how to integrate technology into classroom instruction.

4F.  understands how to review and evaluate educational technologies to determine instructional value.

4G.  understands how to use various technological tools to access and manage information.

4H.  understands the uses of technology to address students’ needs.

Standard 5 - Learning Environment

The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge Indicators –

The competent teacher:

5A.  understands principles of and strategies for effective classroom management.

5B.  understands how individuals influence groups and how groups function in society.

5C.  understands how to help students work cooperatively and productively in groups.

5D.  understands factors that influence motivation and engagement and how to help students become self-motivated.

5E.  knows procedures for inventorying the instructional environment to determine when and how best to meet a student’s individual needs.

5F.  knows applicable statutes, rules and regulations, procedural safeguards, and ethical considerations regarding planning and implementing behavioral change programs for individuals with disabilities.

5G.  knows strategies for intervening in situations to prevent crises from developing or escalating.

5H.  knows environmental arrangements that promote positive behavior and learning for students with diverse learning characteristics.
State of Illinois Standards Addressed in this Course (Cont’d)

STANDARD 6 - Instructional Delivery
The competent teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem-solving, and performance skills.

Knowledge Indicators –

*The competent teacher:*

6A. understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
6B. understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.
6C. knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.
6D. understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.
6E. knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics.

Standard 7 – Communication
The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge Indicators –

*The competent teacher:*

7A. understands communication theory, language development, and the role of language in learning.
7B. understands how cultural and gender differences can affect communication in the classroom.
7C. understands the social, intellectual, and political implications of language use and how they influence meaning.
7D. understands the importance of audience and purpose when selecting ways to communicate ideas.

Standard 8 – Assessment
The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
State of Illinois Standards Addressed in this Course (Cont’d)

Knowledge Indicators –

The competent teacher:

8A. understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Learning Standards, and what kinds of experiences will support their further growth and development.

8B. understands the purposes, characteristics, and limitations of different kinds of assessments.

8D. understands how to use the results of assessment to reflect on and modify teaching.

8E. understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

8G. knows methods for monitoring progress of individuals with disabilities.

8H. knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities.

Standard 10 - Reflection and Professional Growth

The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Knowledge Indicators –

The competent teacher:

10A. understands that reflection is an integral part of professional growth and improvement of instruction.

10B. understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

10C. understands major areas of research on the learning process and resources that are available for professional development.

10D. understands teachers’ attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.
State of Illinois Standards Addressed in this Course (Cont’d)

Common Core Standards for All Special Education Teachers:

Standard 3 - Assessment:
The competent special education teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.100(c)]

Knowledge:
The competent special education teacher understands

- CC3A. assessment as an educational process.
- CC3F. strengths and limitations of various assessment tools.
- CC3G. influences of disabilities, culture, and language on the assessment process.
- CC3H. a variety of procedures for identifying students’ learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.
- CC3I. accommodations and modification of national, state and local assessments and the Illinois Alternative Assessment.

Standard 4 - Planning for Instruction:
The competent special education teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.100(d)] 3700 SPE. Individualized Independence Curriculum and Materials.

Knowledge:
The competent special education teacher understands

- CC4A. the scope and sequence of the general curriculum.
- CC4B. the concepts of language arts.
- CC4C. the concepts of math including numeration, geometry, measurement, statistics/probability and algebra.
- CC4D. general curriculum practices and materials.
- CC4E. the components of an effective social skills curriculum.
- CC4F. the components of an effective transitional and vocational curriculum.
- CC4G. strategies for facilitating maintenance and generalization of skills across learning environments.
State of Illinois Standards Addressed in this Course (Cont’d)

CC4H. sources of specialized materials, equipment, and assistive technology for individuals with disabilities.
CC4I. the principle of partial participation as it applies to students with disabilities.
CC4J. the use of adaptive equipment for students with disabilities.
CC4K. the concept of longitudinal transition plans.
CC4L. short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
CC4M. the process for inventorying instructional environments to meet a student's individual needs.
CC4N. cultural perspectives related to effective instruction for students with disabilities.
CC4O. physical adaptations to the environment to meet individual needs.
CC4P. integration of assistive and instructional technology to meet a student’s individual needs.

Standard 5 - Learning Environment:
The competent special education teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.100(e)]

Knowledge:
The competent special education teacher understands

CC5A. strategies for preparing individuals to live harmoniously and productively in a multi-class, multiethnic, multicultural, and multinational world.
CC5B. basic classroom management theories and methods.
CC5C. aspects of the physical setting, schedule, routines, and transitions that promote development and learning.
CC5D. the effects of teacher attitudes and behaviors on all students.
CC5F. strategies for individual behavior management, crisis prevention, and intervention.
CC5H. approaches to adapting environments to meet the specific learning and developmental needs of individuals.
CC5J. effective instructional strategies for social skills development.
CC5K. issues, resources, and techniques related to the integration of students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.
CC5L. how to identify realistic expectations for student behavior in various settings.
State of Illinois Standards Addressed in this Course (Cont’d)

CC5M. the characteristics of environments, including materials, equipment and spatial arrangements that facilitate development, learning and interaction between and among students.

CC5N. ways in which technology can assist with creating and managing the learning environment.

CC5O. common environmental barriers that hinder accessibility.

CC5P. personal attitudes and biases that affect acceptance of individuals with disabilities.

CC5Q. supervision of paraeducators.

Standard 6 - Instructional Delivery:
The competent special education teacher understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3 – 21). [28.100(f)]

Knowledge:
The competent special education teacher understands

CC6A. techniques for modifying instructional methods, curricular materials and the environment to meet learners’ needs that are appropriate those learners’ ages and skill levels.

CC6B. how cultural and gender differences affect communication.

Standard 7 - Collaborative Relationships:
The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.100(g)]

Knowledge:
The competent special education teacher understands

CC7C. ethical practices for confidential communication to others about individuals with disabilities.

CC7G. 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.

CC7H. information generally available from family, school officials, legal system, and community service agencies.

CC7I. early childhood settings and other agencies related to young children and families as organizations within the larger community context.
State of Illinois Standards Addressed in this Course (Cont’d)

Learning Behavior Specialist 1 Standards:

STANDARD 3 - Assessment:
The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.200(c)]

Knowledge:
The competent learning behavior specialist understands

LBS3A. strategies for assessing individual learning characteristics and modes of communication
LBS3B. strategies for assessing students’ skills within curricular areas including academic, social and vocational.
LBS3C. strategies for assessing learning environments and conducting functional behavioral assessments within the environment
LBS3D. a model of reading diagnosis that includes student proficiency with print conventions, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and self monitoring.
LBS3E. the uses and limitations of informal and formal assessments.

STANDARD 4 - Planning for Instruction:
The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals. [28.200(d)]

Knowledge:
The competent learning behavior specialist understands

LBS4A. the Illinois Learning Standards and effective instructional strategies and resources for teaching the scope and sequence in the academic, social, and vocational curricular domains.
LBS4B. effective instructional strategies for adapting the general curriculum to meet the needs of individual students.
LBS4C. the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners.
LBS4D. the differences between reading skills and strategies and the role each plays in reading development.
State of Illinois Standards Addressed in this Course (Cont’d)

LBS4E. importance and strategies for teaching emerging literacy skills (concept of print, phonemic awareness, fluency, and comprehension) to success in reading achievement.

LBS4F. the strategies to develop a longitudinal, outcome-based curriculum with the identification of priorities, including social, language, academic and vocational skills across life skill domains (i.e., domestic, recreation/leisure, vocational, and community).

LBS4G. adaptive equipment to facilitate eating, dressing, grooming, bowel and bladder management, independent living, and mobility.

LBS4H. guidelines for the selection and use of augmentative or assistive technology devices (e.g., sign language, electronic devices, picture and symbol systems, and language boards).

LBS4I. effective strategies for teaching study skills.

LBS4J. the skills necessary for student success in community settings.

LBS4K. community vocational options including supported employment and competitive employment models.

LBS4L. the rationale for career development and vocational programming across the preschool to post-secondary age span.

LBS4M. the principles of partial participation.

Standard 5 - Learning Environment:

The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.200(e)]

Knowledge:

The competent learning behavior specialist understands

LBS5A. rationale for selecting specific management techniques.

LBS5B. theories and positive approaches for managing significant behavior problems, including self-stimulation and self-abuse.

Standard 6 - Instructional Delivery:

The competent learning behavior specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21). [28.200(f)]
State of Illinois Standards Addressed in this Course (Cont’d)

Knowledge:

*The competent learning behavior specialist understands*

LBS6A. effective instructional strategies for basic sequences of skills in the academic, social, and vocational curricular areas.

LBS6B. traditional, improved traditional, and rapid procedures for helping individuals achieve bowel and bladder control.

LBS6C. language intervention strategies and appropriate uses across age and skill levels.

LBS6D. instructional procedures for increasing communication use, spontaneity, and to promote generalization of communication.

LBS6E. instructional procedures for facilitating errorless learning including teacher delivered prompts and discrimination learning.

**Standard 7 - Collaborative Relationships:**

The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraeducators, and students. [28.200(g)]

Knowledge:

*The competent learning behavior specialist understands*

LBS7A. collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings (including community).

**Core Language Arts Standards for All Teachers:**

**STANDARD 1**

All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

**Knowledge Indicators:**

*The competent teacher*

1A. Understands and can articulate the needs for literacy development in general and in specific disciplines or at specific grade levels.

1B. Understands effective literacy techniques to activate prior student knowledge and build schema to enhance comprehension of "text."

1C. Knows strategies and techniques for teaching communication skills to those students whose first language is not English.
State of Illinois Standards Addressed in this Course (Cont’d)

STANDARD 2

All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

Knowledge Indicators:

_The competent teacher_

2A. Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.

2B. Understands how to communicate ideas in writing to accomplish a variety of purposes.

Performance Indicators:

_The competent teacher_

2C. Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.

2D. Reads, understands, and clearly conveys ideas from texts or other supplementary materials.

2E. Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.

Standard 3

All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learner needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

Knowledge Indicators:

_The competent teacher_

3A. Understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators and the community and business in general.

3B. Understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work.

Technology Standards for All Teachers:

Standard 3 - Application of Technology in Instruction

The competent teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety
of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

**Knowledge Indicator:**

*The competent teacher*

3A. Understands how to apply learning technologies that support instruction in their grade level and subject areas.

**Standard 4 - Social, Ethical and Human Issues**

The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address lifelong learning and workplace needs, and the consequences of misuse.

**Knowledge Indicator:**

*The competent teacher*

4A. Understands the social, ethical, and human issues related to computing and technology.

**Standard 5 - Productivity Tools**

The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

**Knowledge Indicator:**

*The competent teacher*

5A. Knows advanced features of technology-based productivity tools.

**Standard 6 - Telecommunications and Information Access:**

The competent teacher will use telecommunications and information-access resources to support instruction.

**Knowledge Indicator:**

*The competent teacher*

6A. Knows how to access telecommunications resources to support instruction.

**State of Illinois Standards Addressed in this Course (Cont’d)**

**Standard 7 - Research, Problem Solving, and Product Development.**

The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.
Knowledge Indicator:

The competent teacher

7A. Understands how to use computers and other technologies in research, problem solving, and product development.

Standard 8 - Information Literacy Skills:

The competent teacher will develop information literacy skills to be able to access, evaluate and use information to improve teaching and learning.

Knowledge Indicator:

The competent teacher

8A. Understands how to access, evaluate and use information to improve teaching and learning.
Major Evaluation Components:

Primary/assessment process, specific ways students’ performances are evaluated in this course relative to standards.


Lecture and Reading Exams:  (CC Standards 3,5,6,7,8,9, & 10; IGC and IIC Standards 3,4,5,6,7,8,9, &10; Illinois CC Standards 3,4,5,6,7,& 8; Illinois LBS1 Standards 3,4,5,6, & 7; Illinois Language Arts Standards 1A-C, 2A-2E, & 3A-B; Illinois Technology Standards 3A, 4A, 5A, 6A, 7A, 8A; and IPTS 3D-3F, 4B-4H, 5A-5H, 6A-6E, 7A-7D, 8A, 8B, 8D, 8E, 8G, & 8H, and 10A-10D).

Group activities:  (CC Standards 3,5,6,7,8,9, & 10; IGC and IIC Standards 3,4,5,6,7,8,9, &10; Illinois CC Standards 3,4,5,6,7,& 8; Illinois LBS1 Standards 3,4,5,6, & 7; Illinois Language Arts Standards 1A-C, 2A-2E, & 3A-B; Illinois Technology Standards 3A, 4A, 5A, 6A, 7A, 8A; and IPTS 3D-3F, 4B-4H, 5A-5H, 6A-6E, 7A-7D, 8A, 8B, 8D, 8E, 8G, & 8H, and 10A-10D).

Reading Language Arts Lesson Plan:  Candidates write a Reading Language Arts lesson plan based on a case study.  This requires consideration of cultural, linguistic, and learning characteristics, including needs of English Language learners and for assistive technology.  The domains most directly assessed are diverse students and subject areas.
Outline of the Course

SPE 4900 COURSE OUTLINE


   A. Designing and planning evaluation for instruction
      1. General Assessment Strategies
         a. Formal Assessment
         b. Curriculum-based measurement
         c. Systematic Observation
         d. Charting
         e. Authentic Assessment
      2. Content Specific Assessment Strategies
         a. Reading
            1. Early Literacy (ex. DIBELS)
               a. Phonological Awareness
               b. Letter-sound association
               c. Syllabication
               d. Blending
               e. Phoneme segmentation and manipulation
               f. Fluency
            2. Formal Reading Assessment
            3. Informal Reading Inventories
            4. Graded word lists
            5. Cloze Procedures
            6. Error Analysis
         b. Written Language
            1. Spelling
               a. Dictated spelling tests
               b. Informal Spelling Inventory
               c. Spelling Error Analysis
            2. Handwriting
            3. Written Expression
               a. Formal assessment
b. Informal Written Expression Assessment
   1. Fluency
   2. Syntax
   3. Vocabulary
   4. Structure
   5. Content

c. Portfolio Assessment

c. Mathematics
   1. Formal Assessment
   2. Informal Math Assessment
   3. Assessment for levels of understanding (concrete, semi-concrete, abstract)
   4. Error analysis of work samples

d. Assessing English Language Learners

C. Developing long range goals and/or short term objectives (Bloom, B.S. 1956, 1986; Costa, 1985; Strickland & Turnbull, 1990)
   1. assessment tasks
   2. IEPs/transition plans
   3. daily lesson plans (Hunter, 1984; Hunter & Russell, 1981; Rosenshine, 1986)

D. Planning daily instruction based upon IEPs/transition plans
   1. Cultural Factors
   2. Linguistic Factors

E. Formative evaluation of the educational program

F. Summative evaluation of the educational program

III. Selection and Implementation of Behavior Management Strategies (1.5 Weeks)

A. Considerations in Implementing Behavior Management Strategies (Alberto & Troutman, 1990; Brophy, 1979; Coleman & Gilliam, 1983)
   1. Needs of the learner
   2. Influence of teacher attitudes and behavior on student behavior
   3. Level of student learning (acquisition, maintenance, and generalization)
   4. Strengths and limitations of the strategies
   5. Legal and ethical issues in behavior management
   6. Cultural considerations in behavior management

   1. Preventive management (e.g. proximity control, establishing clear standards for behavior)
   2. Management of surface behaviors
      a) positive and negative reinforcement
      b) shaping
      c) fading
      d) chaining
      e) assertive discipline strategies
   3. Management of chronic behaviors
a) contingency contracting
b) token economy
c) response cost
d) overcorrection
e) time-out procedures

4. Crisis intervention for aggressive and/or self-abusive behaviors (Gilliam, 1981)
   a) physical intervention
   b) social problem solving

5. School discipline policies (Barnette & Parker, 1982; Canter & Canter, 1976)
   a) reinforcement policies
   b) detention/suspension/expulsion

C. Classroom Organizational Considerations (Doyle, 1979; Doyle, 1986; Hannaford & Taber, 1982; Hofmeister, 1984; Hooper, 1981; Mercer, Mercer, & Bott, 1984; Stowitschek & Stowitschek, 1984)
   1. Managing time
   2. Managing space
   3. Managing, adapting and evaluating commercial and teacher-made material
   4. Technology management

IV. Selection and Implementation of Instructional Strategies (8.75 Weeks)
   1. Degree and impact of a disability on the learning process
   2. Learning styles of the learner
   3. Cognitive, affective, and life skill needs of the learner
   4. Level of learning (acquisition, maintenance, and generalization)
      a. Assessment strategies
      b. Evaluation and adaptation of curriculum and materials
      c. English Language Learners
   6. Strengths and limitations of instructional strategies


1. Use of modeling/prompts
2. Questioning tactics
3. Error analysis
4. Instructional pacing
5. Presentation skills
6. Direct instruction model
7. Data based teaching model
8. Use of technology/computer assisted instruction/ assistive technology
9. Use of packaged/commercial curricula
10. Games/simulations/role plays
11. Cooperative learning and peer tutoring
12. Self-management techniques
13. Community –Based Instruction
14. Multisensory strategies
15. Reading Strategies
   a. Developmental Reading
      1. Phonemic Awareness
      2. Decoding
         a. Phonics
         b. Sight Word
      3. Comprehension
         a. Whole Language
         b. Language Experience
         c. Literature Approach
      4. Vocabulary
      5. Fluency
      6. Remedial Approaches
   b. Functional Reading
      1. Content Area Reading
         a. Comprehension Strategies
         b. Remedial Approaches
         c. Learning Strategies
         d. Study Skills
         e. Test-Taking Skills
      2. Survival Skill Reading
      3. Considerations for ELL
   c. Written Language Strategies
      a. Spelling
         1. Rule-Based Instruction
         2. Multi-Sensory
         3. Test-Study Test Techniques
         4. Fixed and Flow Word Lists
b. Handwriting
   1. Manuscript
   2. Transitional Writing
   3. Cursive

c. Written Expression
   1. Process Approach to Writing
   2. Mnemonic Writing Strategies
   3. Editing Strategies

d. Considerations for ELL

17. Mathematics Strategies
   a. Explicit Instruction
   b. Problem-solving and word problems
   c. Precision teaching

   1. Social Skill Instruction
      a. Cognitive Behavior Modification
      b. Self-management
      c. Direct Instruction
      d. Behavior Modification
   2. Life Skill Instruction
      a. Transition Planning—school to adult life
         1. Employment skills
         2. Post-secondary education opportunities
         3. Community living opportunities
         4. Recreation/leisure opportunities
      b. Prevocational/vocational training
         1. community/mobility concerns
         2. career awareness and planning
         3. career education
      c. Personal/health issues
         2. Health education—nutrition, hygiene, substance use/abuse

V. Service Delivery Models (Author, 1999; Blankenship & Lilly, 1981; Miller & Sabatino, 1978) (.25 Weeks)
   A. Teacher assistance teams
   B. Consulting teacher model
   C. Resource teacher model
   D. Itinerant teacher model
   E. Self contained classes
   F. Day school programs
   G. Residential programs
VI. Working with Paraeducators and Volunteers to Support Instruction (.25 Weeks)
   A. Roles and responsibilities of paraeducators
      1. assessment
      2. instruction
      3. behavior management
   B. Roles and responsibilities of community volunteers

VII. Parental Involvement (Ehrlich, 1981; Institute for Parent Involvement, 1980; Simpson, 1982) (.5 Week)
   A. Planning IEPs and transition plans
      1. Cultural Considerations
      2. Linguistic Considerations
   B. Planning instructional strategies
   C. Parents as partners
   D. Due process
References

(NOTE: An (*) in front of a reference indicates that this is an NCATE Knowledge Base reference.


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