SPE 4920 Instructional Strategies: Young Children (Birth through 8) at Risk and with Exceptional Learning Needs

Instr Stratg 0-8 w/ Risk/Disab

(3-4-3) F, S. This course introduces and provides practice in techniques for planning, implementing, and evaluating effective intervention for young children with and at-risk for exceptional learning needs and their families. A sixty-hour teaching practicum is required. Prerequisites: SPE 4720 and 4820. University Teacher Education requirements apply and department requirements for enrollment must be met. SPE 4920 Short Title: STRATG 0-8 ELN

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

Repeat information: ☐ May be repeated
☐ May not be repeated
How many times _____
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, 3220, 4720, and 4820

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:

In this course, the Developmental Learning Model is reflected in the course teaching, description of assignments, and rubrics. The Developmental Learning Model requires a developmental sequence of information that is presented in a balance of direct instruction and facilitation. This model is integrated into the course teaching as the instructor systematically presents information. Definitions for each lecture topic are presented and explained; components are presented with examples; and the students use lecture information in application activities. The instructor explains how the learning model is used as the lecture sequence is completed. Assignments also reflect the learning model as the students are provided detailed sequenced assignment directions and model assignments. Finally, rubrics demonstrate the learning model as sequenced, descriptive scoring guidelines are delineated for each assignment.

Learning Outcomes/Objectives:

See Standards . . .

Grading Policy:

The grading scale is as follows:

\[
\begin{align*}
A &= 90-100\% \text{ of total points} \\
B &= 80-89\% \text{ of total points} \\
C &= 70\%-79\% \text{ of total points} \\
D &= 60\%-69\% \text{ of total points} \\
F &= \text{less than } 60\% \text{ of total points}
\end{align*}
\]

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>Assessment and IEP</th>
<th>Dispositions Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and IEP</td>
<td>Teacher candidates complete an assessment on a student in the clinical experience classroom and write an IEP, including goals and objectives based on the results of the assessment. Candidates are encouraged to discuss the results with the cooperating professionals and university supervisor to experience collaboration.</td>
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<td>✗✗✗✗✗✗✗✗✗✗</td>
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</table>
**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:

4920 SPE. Instructional Strategies: Young Children (Birth through 8) at Risk and with Exceptional Learning Needs. (3-4-3) F, S. This course introduces and provides practice in techniques for planning, implementing, and evaluating effective intervention for young children with and at-risk for exceptional learning needs and their families. A sixty-hour teaching practicum is required. Prerequisites: SPE 4720 and 4820. University Teacher Education requirements apply and department requirements for enrollment must be met.

Short Title: STRATG 0-8 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.

This is the final class that students in the early childhood special education program take prior to student teaching. An accompanying practicum in the public schools provides an opportunity to apply and practice the knowledge and skills acquired in the current and previous classes. The students assess a child’s strengths and needs, write an educational plan and plan, implement and evaluate interventions related to the IEP goals and objectives. Participation in the early childhood special education class provides an overview of the daily functioning in an early childhood setting.

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

The practicum settings utilized in this course reflect diversity of needs, socioeconomic level, and to a degree, ethnicity. Students are required to draw upon their general education knowledge, pedagogical content knowledge, and their professional knowledge to create appropriate learning situations. The students consider the diverse needs and backgrounds of the children in the practicum to provide formal and informal instructional experiences and reflect on their actions. Technology available in the practicum sites, allows students to explore effective technological interventions to meet the needs of children with diverse needs. Because the practicum sites replicate situations that students may encounter in their future teaching positions an easier induction into the professional world of teaching occurs.

The Learning Model for this course is: **Developmental Model**

Methods used in teaching this course which reflect this learning model:

In this course, the Developmental Learning Model is reflected in the course teaching, description of assignments, and rubrics. The Developmental Learning Model requires a developmental sequence of information that is presented in a balance of direct instruction and facilitation. This model is integrated into the course teaching as the instructor systematically presents information. Definitions for each lecture topic are presented and explained; components are presented with examples; and the students use lecture information in application activities. The instructor explains how the learning model is used as the lecture sequence is completed. Assignments also reflect the learning model as the students are provided detailed sequenced assignment directions and model assignments. Finally, rubrics demonstrate the learning model as sequenced, descriptive scoring guidelines are delineated for each assignment.
**Methods of assessment** of student performance relative to the theme and/or the domains):

**Assessment and IEP**: This assignment most closely aligns to the domain, “diverse students”, as the students have to assess the strengths and needs of a target child and create goals and objectives specifically based on this assessment.

**Lesson Plans, including “Early Literacy Lesson Plans”**: This assignment requires students to be cognizant of diverse strategies. They are required to plan and implement activities based on the strengths and needs of each child in the practicum setting. They must be aware of the children’s cultural backgrounds and life situations to effectively plan for each child. This requirement addresses the student’s ability to plan for diverse areas and levels.

**Home Visit**: The students are required to go on a home visit with a birth-to-three early interventionist and reflect on this experience. This provided the instructor to assess each student’s ability describe diverse societies and communities in regard to the home setting as a society or community within the school setting.

**Practicum**: As students participate in early childhood special education settings, they become acclimated to the diverse societies and communities in the school. Teachers as well as the university supervisor rate each student’s performance in this setting so they receive feedback from persons from the real and ideal worlds.

**Diverse technologies**: This domain is addressed in all of the assignments in that the students are required to use technology to complete the assignments and they are exposed to technology in the practicum settings.
CEC Content Standards Addressed In This Course

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

**Standard 1 - Foundations**

**Knowledge:**
- Laws, policies, and ethical principles regarding behavior management planning and implementation.

**Standard 4 - Instructional Strategies**

**Skills:**
- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem. 4920

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

**Knowledge:**
- 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.

**Skills:**
- Modify the learning environment to manage behaviors.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Create an environment that encourages self-advocacy and increased independence.
Use effective and varied behavior management strategies.

Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

**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.

**Skills:**

- Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- Use functional assessments to develop intervention plans.
- Use task analysis.
- Sequence, implement, and evaluate individualized learning objectives.
- Integrate affective, social, and life skills with academic curricula.
- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Prepare lesson plans.
- Prepare and organize materials to implement daily lesson plans.
- Use instructional time effectively.
- Make responsive adjustments to instruction based on continual observations.

**Standard 8 - Assessment**

**Skills:**

- Develop or modify individualized assessment strategies.
- Create and maintain records.

**Standard 9 - Professional and Ethical Practice**

**Skills:**

- Practice within the CEC Code of Ethics and other standards of the profession.
• Practice within one’s skill limit and obtain assistance as needed.
• Use verbal, nonverbal, and written language effectively.
• Conduct self-evaluation of instruction.
• Access information on exceptionalities.
• Reflect on one’s practice to improve instruction and guide professional growth.

**Standard 9 - Professional and Ethical Practice**

**Skills:**
• Practice within the CEC Code of Ethics and other standards of the profession.
• Practice within one’s skill limit and obtain assistance as needed.
• Use verbal, nonverbal, and written language effectively.
• Conduct self-evaluation of instruction.
• Access information on exceptionalities.
• Reflect on one’s practice to improve instruction and guide professional growth.

**Standard 10 - Collaboration**

**Knowledge:**
Models and strategies of consultation and collaboration

**CEC Early Childhood Special Education Standards**

**Principle 4: Instructional strategies**

**Knowledge:**
• None in addition to Common Core

**Skills:**
• Use instructional practices based on knowledge of the child, family, community, and the curriculum.
• Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.
• Prepare young children for successful transitions.

**Principle 6: Language**

**Knowledge:**
• None in addition to Common Core
Skills:

- Support and facilitate family and child interactions as primary contexts for learning and development.

**Principle 7: Instructional planning**

**Knowledge:**

- None in addition to Common Core

**Skills:**

- Implement, monitor and evaluate individualized family service plans and individualized education plans.
- Plan and implement developmentally and individually appropriate curriculum.

EC7S4 Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.

**Principle 8: Assessment**

**Knowledge:**

- None in addition to Common Core

**Skills:**

- Assess the development and learning of young children.
- Select, adapt and use specialized formal and informal assessments for infants, young children and their families. 4920

**Principle 9: Professional and ethical practice**

**Knowledge:**

- Organizations and publications relevant to the field of early childhood special education.

**Skills:**

- Recognize signs of child abuse and neglect in young children and follow reporting procedures.
- Use family theories and principles to guide professional practice.
- Respect family choices and goals.
- Apply models of team process in early childhood.
- Apply research and effective practices critically in early childhood settings.
State of Illinois Standards Addressed in this Course

**Illinois Professional Teaching Standards**

**STANDARD 1 - Content Knowledge**
The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

**Performance Indicators:**

*The competent teacher*

1F. Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.

**STANDARD 2 - Human Development and Learning**
The teacher understands how individuals grow, develop and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

**Performance Indicators:**

*The competent teacher*

2G. Analyzes individual and group performance in order to design instruction that meets learners’ current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.

2H. Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.

2I. Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

**STANDARD 3 - Diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Performance Indicators:**

*The competent teacher*

3G. Facilitates a learning community in which individual differences are respected.

3H. Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.

3J. Uses cultural diversity and individual student experiences to enrich instruction.

3K. Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.
3L. Identifies and designs instruction appropriate to students’ stages of development, learning styles, strengths and needs.

3M. Identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.

3N. Demonstrates positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families.

**STANDARD 4 - Planning for Instruction**

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

**Knowledge Indicator:**

*The competent teacher*

4A. Understands the Illinois Academic Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.

4B. Understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.

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 student experiences and career and educational goals.

4D. Understands when and how to adjust plans based on student responses and other contingencies.

**Performance Indicators:**

*The competent teacher*

4I. Establishes expectations for student learning.

4J. Applies principles of scope and sequence when planning curriculum and instruction.

4K. Creates short-range and long-term plans to achieve the expectations for student learning.

4L. Creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students’ prior knowledge and principles of effective instruction.

4M. Creates multiple learning activities that allow for variation in student learning styles and performance modes.

4O. Creates approaches to learning that are interdisciplinary and that integrate multiple content areas.

4P. Develops plans based on student responses and provides for different pathways based on student needs.
4Q. Uses teaching resources and materials which have been evaluated for accuracy and usefulness.

4R. Accesses and uses a wide range of information and instructional technologies to enhance student learning.

4S. Uses IEP goals and objectives to plan instruction for students with disabilities.

**STANDARD 5 - Learning Environment**
The 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 Indicator:**

*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 laws, 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.

**Performance Indicators:**

*The competent teacher*

5I. Maintains proper classroom decorum.

5J. Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.

5K. Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.
5L. Analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another.

5M. Organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.

5N. Engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.

5O. Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students).

5P. Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.

5Q. Uses a variety of approaches to promote social interaction between students with disabilities and students without disabilities.

5R. Uses effective methods for teaching social skill development in all students.

**STANDARD 6 - Instructional Delivery**

The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Knowledge Indicator:**

*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.

**Performance Indicators:**

*The competent teacher*
6F. Evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs.

6G. Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

6H. Monitors and adjusts strategies in response to learner feedback.

6I. Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.

6J. Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical thinking.

6K. Uses a wide range of instructional technologies to enhance student learning.

6L. Develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.

6M. Uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities.

6N. Uses technology appropriately to accomplish instructional objectives.

6O. Adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.

6P. Implements and evaluates individual learning objectives.

**STANDARD 7 – Communication**

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Performance Indicators:**

*The competent teacher*

7E. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.

7F. Uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.

7G. Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.

7H. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.

7I. Uses a variety of communication modes to effectively communicate with a diverse student population.
7J. Practices effective listening, conflict resolution, and group-facilitation skills as a team member.
7K. Communicates using a variety of communication tools to enrich learning opportunities.

**STANDARD 8 – Assessment**

The teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.
8D. Understands how to use the results of assessment to reflect on and modify teaching.

**Performance Indicators:**

*The competent teacher*

8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.
8J. Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.
8L. Maintains useful and accurate records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents and colleagues.
8M. Uses appropriate technologies to monitor and assess student progress.
8N. Collaborates with families and other professionals involved in the assessment of individuals with disabilities.
8O. Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.
8P. Uses technology appropriately in conducting assessments and interpreting results.
8Q. Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

**STANDARD 9 - Collaborative Relationships**

The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well-being.

**Knowledge Indicators:**

9F. Understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.

**Performance Indicators:**

*The competent teacher*
9H. Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.

9I. Works with colleagues to develop an effective learning climate within the school.

9J. Participates in collaborative decision making and problem solving with other professionals to achieve student success.

9K. Develops relationships with parents and guardians to acquire an understanding of the students’ lives outside of the school in a professional manner that is fair and equitable.

9L. Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being.

9M. Identifies and uses community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

9N. Acts as an advocate for student needs.

9O. Collaborates in the development of comprehensive individualized education programs for students with disabilities.

9P. Coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.

9Q. Collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.

9R. Communicates with team members about characteristics and needs of individuals with specific disabilities.

9S. Implements and monitors individual students’ programs, working in collaboration with team members.

9T. Demonstrates the ability to co-teach and co-plan.

**STANDARD 10 - Reflection and Professional Growth**

The 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 Indicator:**

*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.

**Performance Indicators:**

*The competent teacher*

10E. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.

10F. Collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.

10G. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.

10H. Actively seeks and collaboratively shares a variety of instructional resources with colleagues.

10I. Assesses his or her own needs for knowledge and skills related to teaching students with disabilities and seeks assistance and resources.

**STANDARD 11 - Professional Conduct and Leadership**

The teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve student learning and well-being.

**Performance Indicators:**

*The competent teacher*

11I. Contributes knowledge and expertise about teaching and learning to the profession.

11J. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.

11K. Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.

11O. Demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.

11P. Demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.

11Q. Promotes and maintains a high level of integrity in the practice of the profession.
11R. Complies with local, state, and federal monitoring and evaluation requirements related to students with disabilities.

11S. Complies with local, state, and federal regulations and policies related to students with disabilities.

Common Core Standards for All Special Education Teachers:

STANDARD 1 - Foundations:
The competent special education teacher understands the philosophical, historical, and legal foundations of special education. [28.100(a)] (CEC Standard 1-Foundations)

Performance:
The competent special education teacher

CC1H conducts the professional activities of assessment, diagnosis, and instruction consistent with the requirements of law, rules and regulations, and local district polices and procedures.

STANDARD 2 - Characteristics of Learners:
The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students. [28.100(b)] (CEC Standard 2: Dev and Char of Learners and Standard 3: Indiv Lrn Differences)

Performance:
The competent special education teacher

CC2P. accesses information on exceptional conditions when planning educational or transitional program.

CC2Q. uses knowledge of a student’s cognitive, communication, physical, cultural, social, and emotional characteristics in planning and delivering instruction and in transition planning.

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)] (CEC Standard 8: Assessment)

Performance:
The competent special education teacher

CC3J. matches appropriate assessment procedures to purposes of assessment.

CC3M. interprets information from formal and informal assessment instruments and procedures.
CC3N. develops individualized assessment strategies for instruction and uses appropriate procedures for evaluating results of that instruction.

CC3O. uses performance data and information from teachers, other professionals, individuals with disabilities, and parents collaboratively to make or suggest appropriate modification in learning environments, curriculum and/or instructional strategies.

CC3P. evaluates learning environments and matches necessary supports to individual learners' needs.

CC3Q. creates and maintains accurate records.

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)] (CEC Standard 7: Instructional Planning)

Performance:
The competent special education teacher

CC3J. matches appropriate assessment procedures to purposes of assessment

CC3M. interprets information from formal and informal assessment instruments and procedures.

CC3N. develops individualized assessment strategies for instruction and uses appropriate procedures for evaluating results of that instruction.

CC3O. uses performance data and information from teachers, other professionals, individuals with disabilities, and parents collaboratively to make or suggest appropriate modification in learning environments, curriculum and/or instructional strategies.

CC3P. evaluates learning environments and matches necessary supports to individual learners' needs.

CC3Q. creates and maintains accurate records.

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)] (CEC Standard 7: Instructional Planning)
Knowledge:

The competent special education teacher understands

CC4G. strategies for facilitating maintenance and generalization of skills across learning environments
CC4I. the principle of partial participation as it applies to students with disabilities
CC4M. the process for inventorying instructional environments to meet a student's individual needs.

Performance:

The competent special education teacher

CC4Q. develops and/or selects relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences.
CC4R. selects and uses appropriate technologies to accomplish instructional objectives.
CC4S. develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.
CC4T. utilizes strategies for facilitating maintenance and generalization of skills across learning environments
CC4W. analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, and physical domains at the appropriate level of development in the least restrictive environment.
CC4X. designs learning experiences to promote students’ skills in the use of technologies.
CC4Z. utilizes resources and materials that are developmentally and functionally valid.
CC4AA. uses the principle of partial participation in planning for all students.
CC4BB. develops curricula relevant to life skills domains: domestic, recreation/leisure, vocational, and community.

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) CEC Standard 5: Learning Environments and Social Interactions]

Knowledge:

The competent special education teacher understands

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.
CC5E. laws, rules and regulations, procedural safeguards, and ethical considerations regarding management of behaviors of individuals with disabilities.
CC5F. strategies for individual behavior management, crisis prevention, and intervention.
CC5G. functional assessment of behavior and the components of behavior intervention plans.
CC5H. approaches to adapting environments to meet the specific learning and developmental needs of individuals.
CC5I. strategies for conflict resolution.
CC5J. effective instructional strategies for social skills development.
CC5L. how to identify realistic expectations for student behavior in various settings.
CC5M. the characteristics of environments, including materials, equipment and spatial arrangements, that facilitate development, learning and interaction between and among students.
CC5P. personal attitudes and biases that affect acceptance of individuals with disabilities.

Performance:

*The competent special education teacher*

CC5R. identifies, uses and evaluates appropriate reinforcers to enhance learning and motivation.
CC5S. uses strategies and techniques to arrange and modify the learning environment to facilitate learning according to an individual’s physical, sensory, and/or behavioral needs.
CC5U. uses assistive technology, when applicable, to create, arrange, and maintain a positive environment that facilitates learning and interaction.
CC5V. monitors and analyzes changes in individual and group behavior and performance across settings, curricular areas, and activities.
CC5W. designs, implements, and evaluates instructional programs that enhance an individual's social participation in family, school, and community activities.
CC5X. develops, implements, and evaluates the effects of positive behavior intervention techniques and individual behavior intervention plans for individuals with disabilities.
CC5Y. applies appropriate, non-aversive, least intrusive management procedures when presented with spontaneous behavioral problems.
CC5Z. selects target behaviors to be changed and conducts a functional assessment of the target behavior.
CC5AA. plans and directs the activities of classroom paraeducators, volunteers, and/or peer tutors.

**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
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The competent special education teacher

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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)] (CEC Standard 4: Instructional Strategies and Standard 6: Language)

Performance:

The competent special education teacher

CC6C. uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understandings.

CC6D. stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.

CC6E. facilitates learning experiences that develop social skills.

CC6F. uses instructional time effectively and efficiently.
CC6G. chooses and implements instructional techniques and strategies that promote successful transitions for individuals with disabilities.

CC6H. adapts materials according to the needs of individuals with disabilities.

CC6I. facilitates a learning community in which individual differences are respected.

CC6J. creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.

CC6K. uses research-supported instructional strategies and practices.

CC6L. identifies ways to enhance a reinforcer’s effectiveness in instruction.

CC6M. uses chronologically age-appropriate instruction and materials.

**STANDARD 7 - Collaborative Relationships: (CEC Standard 10: Collaboration)**

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)]

CC7F. family systems theory and dynamics and differences in family structures and beliefs.

CC7I. early childhood settings and other agencies related to young children and families as organizations within the larger community context.

**Performance:**

*The competent special education teacher*

CC7K. collaborates with a team, including families, to develop and implement individual student programs (Individualized Education Programs [IEPs], Individualized Family Service Plans [IFSPs], transition plans, etc.).

CC7L. encourages and supports families in their student’s programs and in becoming active participants in the educational team.

CC7N. collaborates with parents and educators in the use of specific academic or behavior management strategies and counseling techniques.

CC7O. initiates collaboration with others and creates situations where that collaboration will enhance student learning.

CC7P. collaborates with classroom teachers, parents, paraeducators, and other school and community personnel in integrating individuals with disabilities into various social and learning environments.

CC7Q. communicates with general educators, administrators, paraeducators, and other school personnel about characteristics and needs of individuals with disabilities.

CC7T. works with colleagues to develop an effective learning climate within the school.

**STANDARD 9 - Reflection and Professional Growth:**

The competent special education 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. [28.100(i)] (CEC Standard 9: Professional and Ethical Practice)

**Knowledge:**

*The competent special education teacher understands*

CC9A. benefits and strategies of mentorship.
CC9B. the continuum of lifelong professional development.
CC9C. central concepts and methods of inquiry for reflecting on practice and problem-solving.

**Performance:**

*The competent special education teacher*

CC9D. reflects on his or her practice to improve instruction and guide professional growth.

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

**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.
2F. Expresses ideas orally with explanations, examples, and support in a clear, succinct style.
2G. Helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative).

2H. Listens well.

**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.

**Performance Indicators:**

*The competent teacher*

3B. Explores, evaluates, and uses computer/technology resources including applications, tools, educational software, and associated documentation.

3C. Describes current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.

3D. Designs, implements and assesses student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.

3E. Practices socially responsible, ethical, and legal use of technology, information, and software resources.

3F. Designs student learning activities that foster equitable, ethical, and legal use of technology by students.

**Early Childhood Special Education Standards**

**Standard 1 - Content Knowledge**

1C. the central concepts and tools of inquiry in academic content areas, including language and literacy, mathematics, science, social studies, art, music, drama, and movement.

1D. developmental curriculum areas, including social, emotional, cognitive, language, and physical development.

1E. functional/adaptive curriculum areas, including health, safety, nutrition, and life skills.
1F. the structure of curriculum areas within the multiple teaching settings included in early childhood special education from birth through grade three, and the relationship of this structure to other areas of knowledge and to life-long development and learning.

1G. develops and implements an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.

1H. evaluates teaching resources and curriculum materials in academic, developmental and functional/adaptive curriculum areas for their comprehensiveness, accuracy, and usefulness in fostering developmental and learning processes and outcomes.

1I. matches different ways of knowing and methods of instruction to different academic, developmental, and functional/adaptive goals and outcomes.

1J. promotes children's skills in using technologies to support learning across content and developmental areas, including technologies that provide access to the general education curriculum and to participation in natural environments for children with disabilities.

1K. organizes content and experiences to support children's understanding and learning, and engages children in generating and examining their own emerging knowledge.

**Standard 2 - Human Development and Learning:**

2H. applies theories of typical and atypical child development to instructional situations in school, community, and home environments.

2I. applies knowledge of typical and atypical child development and the interrelationships among developmental domains and learning to interpreting behavior and making instructional decisions in academic, developmental, and functional/adaptive domains.

2J. applies knowledge of development and learning to designing instructional experiences that ameliorate the effects of disabilities on the acquisition of new information and skills.

2K. outlines structures for instruction that link new ideas and experiences to current understandings and abilities and to already familiar ideas and experiences.

2L. incorporates goals and expectations of varying levels of complexity into instruction so that instructional activities are engaging and meaningful to children at different levels of development and with diverse learning needs.

2N. accesses information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.

**Standard 3 – Diversity**

3G. makes appropriate modifications in circumstances of work, expected outcomes, and teaching approaches, including technologies, to address and respect individual differences in learning needs, developmental levels, and preferences.

3H. seeks information about and incorporates knowledge of children's experiences, cultures, and community resources into teaching, using a well-grounded framework to guide understanding and practice.
**Standard 4 - Planning for Instruction**

4A. the Illinois Learning Standards and their relation to the content and structure of academic, developmental and functional/adaptive curriculum in early childhood education, birth through grade 3.

4C. short-term and long-term teaching plans consistent with curriculum goals, learning theory, and individual differences, including personal and experiential differences related to disability.

4E. a variety of instructional strategies for fostering an array of learning and developmental outcomes within the context of individual abilities, dispositions, and needs, including those related to disabilities.

4H. when and how to adjust plans based on child responses to instruction.

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

4J. develops and implements short-term and long-term curriculum and instructional practices in academic, developmental, and functional/adaptive curriculum areas, based on knowledge of individual children, the family, and the community.

4K. sets goals for children’s learning and outlines the scope and sequence of content and education to achieve those goals at the group and individual levels, consistent with the scope and sequence of academic, developmental, and functional/adaptive early childhood curriculum, birth through grade 3.

4N. develops a range of approaches for presenting concepts in order to promote children’s understanding of diverse perspectives.

4O. embeds multiple opportunities for addressing IEP and IFSP goals and outcomes into the daily routines and planned instructional activities of school, community, and home environments.

4P. makes specific adaptations in goals and teaching methods, including technological adaptations, for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities.

4R. outlines strategies and techniques for facilitating the functional integration of children with exceptional needs within various settings.

4S. integrates benchmarks and other outcomes into daily activities and routines across multiple developmental and learning environments, and uses strategies to facilitate maintenance and generalization of skills across learning and developmental environments.

4V. selects instructional practices that are pedagogically sound and legally defensible, choosing alternative strategies and materials to achieve different educational purposes and meet different children's needs.

4W. enables the full engagement of children with disabilities in learning opportunities planned for all children by using strategies that match child abilities with outcomes based on the scope and sequence of early childhood academic, developmental, and functional/adaptive curriculum areas.
Standard 5 - Learning Environment

5A. how to help children work cooperatively and productively in groups, using knowledge of how individuals influence groups and how groups function in society.

5B. factors that influence motivation and engagement, including teacher attitudes and behaviors as well as child factors such as temperament, mental health, and disability, and knows a variety of approaches for helping children become self-motivated.

5D. approaches to adapting environments to meet specific learning and developmental needs related to individual differences in development, learning, dispositions, and talents.

5E. a variety of preventive and remedial approaches for promoting self-regulation and discipline in groups and individuals.

5F. ethical and legal considerations inherent in behavior management.

5G. selects, develops, adapts and evaluates developmentally and functionally appropriate materials, equipment, and spatial arrangements that facilitate developmental and learning goals in young children, including those with disabilities.

5H. uses individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.

5I. selects and implements methods of behavior support and management appropriate for young children, including a range of strategies from less directive, less structured methods to more directive, more structured methods.

5K. teaches social skills needed for participating in educational and functional living environments of the school, community, and home.

5M. monitors individual and group learning activities for factors related to engagement and achievement motivation.

Standard 6 - Instructional Delivery

6A. the cognitive processes associated with various kinds of learning and how these processes can be stimulated.

6B. principles and techniques associated with various teaching strategies, including their advantages and limitations for achieving different purposes.

6C. implements developmentally and functionally appropriate individual and group activities using a variety of formats including play, environmental routines, family-mediated activities, small group projects, cooperative learning, inquiry experiences, and systematic instruction.

6D. manages space, time, materials, peers, and adults to maximize child progress in a variety of group, community, and home settings, and monitors and adjusts strategies in response to children's engagement and learning.
6G. assumes instructional roles of instructor, facilitator, coach or audience in relation to the context, content, purposes of the instructional setting, needs and interests of children, and priorities and concerns of families with respect to their children's development.

6H. monitors achievement of IEP and IFSP goals and outcomes within daily routines and planned instructional activities within school, community, and home environments and modifies instructional plans as needed.

Standard 7 - Communication

7E. models accurate, effective communication when conveying ideas and information and when asking questions and responding to children and other adults.

7F. employs communication skills that encourage sharing of information and ideas, including reflective listening, reframing, and constructive feedback.

7H. creates opportunities for all children to use effective written, verbal, nonverbal and visual communication.

7J. establishes effective lines of communication with other professionals in the school and in community agencies concerned with children and families.

Standard 8 - Assessment

8E. assesses children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development, as well as curriculum-related learning, as appropriate.

8G. bases instructional decisions on a variety of culturally unbiased assessment instruments and procedures.

8H. selects, adapts, constructs and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

8P. monitors, summarizes, and evaluates the attainment of child and family outcomes as on the IEP and IFSP, using appropriate technologies to monitor and maintain records that convey meaningful information to families and to other professionals.

Standard 9 - Collaborative Relationships

9C. the structures and skills necessary to establish collaborative relationships with families, other professionals, and other community agencies.

9E. various models of consultation and their application in school, community, and home settings.

9J. structures supporting interagency collaboration, including interagency agreements, referrals, and consultation.

Standard 10 - Reflection and Professional Growth

10A. that reflection is an integral part of professional growth and improvement.
10B. methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.

10E. uses self-observation, information about children, pedagogical knowledge, and resources as sources for active reflection, evaluation, and revision of practice.

**Standard 11 - Professional Conduct**

11H. recognizes signs of emotional distress, child abuse, and neglect in young children and follows procedures for reporting known or suspected abuse or neglect to appropriate authorities.

11T. serves as a model for children by demonstrating moral and ethnical behavior, an inquisitive attitude toward learning, and respect for individual differences, including differences related to disability and to culture and language.

11U. demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.

11W. practices within the codes of ethics, standards and policies of the education profession and of professional organizations.
Major Evaluation Components:

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

Evaluation:

Exams
CEC/CC: 1,4,5  CEC/ECH: 4  ISBE/ECH: 4, 5, 9  LA: 2

Activity Resource Collection
CEC/CC: 7  ISBE/CC: 4  ISBE/ECH: 1, 4,5  LA: 2  T: 3

Instructional Assessment
CEC/CC: 8  CEC/ECH: 8, ISBE/CC: 1,3,5  ISBE/ECH: 8

IEP
CEC/CC: 1,7,9  CEC/ECH: 7  ISBE/ECH: 4  LA: 2  T: 3

Instructional Activities
CEC/CC: 4,5,7,9,10  CEC/ECH: 4,6,9,10  ISBE/ECH: 1,2,3,4,5,6,7,8,9,10,11  LA: 2  T:3

Responsive Teaching Log
CEC/CC: 4,5,7,9  CEC/ECH: 4,6  ISBE/ECH: 1,2,3,4,5,6,7,9  LA: 2  T:3

Homevisit
ISBE/ECH: 3  LA: 2  T: 2

Practicum
CEC/CC: 1,4,5,7,8,9,10  CEC/ECH: 4,7,8,9  ISBE/ECH: 1,2,3,4,5,6,7,8,9,10,11  LA: 2  T: 3

Lesson Plans, including Early Literacy Lesson Plans:  CEC/CC: 4,5,6; ISBE/ECH 1,2,3,4,5,6,7,8,9,10 and 11
Outline of the Course

I. Assessment of Young Children (1 Week)
   (Chandler, et. al., 1999; Horn & Jones, 2002; Neisworth & Bagnato, 2000)
   A. Use of Norm Referenced versus Criterion Referenced Assessment
   B. Use of Criterion Referenced Assessment for Naturalistic Assessment
   C. Reorganization of Developmental Scales for Planning Assessment
   D. Conducting Assessment During Routines and Through Game-Oriented Activities

II. Planning and Implementing Behavior Management (2 Weeks)
   (Fox et al., 2003; Gartrell, 2002; Lowrey, Danko, & Strain, 1999; Neilson, & McEvoy, 2004; Neilsen, Olive, Donovan, & McEvoy, 1999; Rightmeyer, 2003; Sandall & Ostrosky, 1999; Stormont, 2000; Watson, 2003)
   A. Defining and Selecting Target Behavior
      1. Appropriate behavior
      2. Challenging behavior
   B. Classroom Management to Prevent Challenging Behavior
      1. Scheduling considerations
      2. Effective use of classroom space and instructional time
      3. Management of materials
      4. Teacher expectations
   C. Behavior Management Strategies used with Challenging Behavior
      1. Prevention strategies
      2. Intervention strategies (least restrictive to more restrictive)

III. Planning for Instruction (1 Week)
   A. Developing the IEP/IFSP
      1. Use of assessment results to develop goals and objectives
      2. Developing family goals and objectives
   B. Lesson Plans
      1. Sequential objectives
      2. Instructional input
      3. Content proficiency
      4. Prompts
      5. Individualization
      6. Reinforcement
      7. Record keeping
   C. Planning Game-Oriented Lesson Activities
IV. Implementing Instruction (9 Weeks)

A. Implementing the IEP/IFSP
1. Conducting activities based on the IEP/IFSP
2. General instructional strategies
   a. Direct instruction
   b. Engagement
   c. Incidental teaching
   d. Prompting
   e. Generalizing
3. Documenting progress for IEP/IFSP goals and objectives
4. Evaluating instructional effectiveness

B. Teaching Techniques for Facilitating the Developmental Process
1. Motor Skills
   a. Sensory motor integration
   b. Gross motor
   c. Fine motor
2. Social skills
   a. Triadic strategies (parent-child interaction)
   b. Peer mediation (interaction with peers)
3. Language skills
   a. Emergent literacy
   b. English Language Learners
4. Cognitive skills
   a. Birth to three cognitive skills (object permanence, causality, cause and effect, etc.)
   b. Embedding higher level cognitive skills into daily routines
5. Adaptive skills (self-help)
   a. Toilet training
   b. Feeding techniques for children with disabilities
6. Adapting instruction for children with specific disabilities
a. Autism  
b. Sensory impairments  
c. Physical impairments  
d. Learning problems  

C. Collaborating/Consulting with Other Professionals  
   1. Types of consultation  
   2. Consultation process  

D. Family Involvement  
   1. Family-centered principles  
   2. Working with parents who have developmental disabilities  

E. Cultural and Linguistic Diversity  

F. Evaluating Instruction (2 weeks)  
   1. Child Progress  
   2. Family Progress
Research References


Schoen, S.F., Lentz, F.E., & Suppa, R. (1988). An examination of two prompt fading procedures and opportunities to observe in teaching handicapped


