Communication Skills of Children (Birth to 8) At Risk and with Exceptional Learning Needs

Communication 0-8 Risk/Disab

(3-0-3) F, S. This course addresses strategies for assessment and instruction of verbal/nonverbal skills of young children ages birth to eight at risk and with exceptional learning needs across levels of severity, excluding visual impairment. Additional areas of emphasis include: cultural and linguistic diversity, assistive communication devices, and collaboration with families and Speech Language Pathologists. Prerequisites: SPE 3000, 3220, and CDS 2200, or permission of the department chairperson. SPE 4925 Short Title: COMM SKS 0-8

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

Prerequisite(s) SPE 2000, 3000, 3220, and CDS 2200, or permission of the department chairperson

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:

The ecological model is reflected through the use of lecture accompanied by overhead presentations. The students are given the opportunity to apply new concepts through in-class cooperative learning activities that solidify the presented concepts. Guest speakers, using power point and lecture are invited to share their expertise on particular issues of interest covered in the course. Instruction throughout the course strives to cover content in a multi-modality fashion.

Learning Outcomes/Objectives:

See Standards...

Grading Policy:

The grading scale is as follows:

A = 90-100% of total points
B = 80-89% of total points
C = 70%-79% of total points
D = 60-69% of total points
F = less than 60% of total points

Assignments:

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

Chart of Assessments:

See Chart. . .
### Undergraduate/Initial: Chart of Assessments

<table>
<thead>
<tr>
<th>Assessment Name</th>
<th>Brief Description</th>
<th>Initial Unit Standards Addressed</th>
<th>Dispositions Addressed</th>
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</thead>
<tbody>
<tr>
<td>Articulation Picture Test</td>
<td>Student develops and administers an Articulation Picture Test to a child ages three to five. A short summary is written including the assessment of child's age level in his/her usage of the basic phonemes.</td>
<td></td>
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<tr>
<td>Article Review</td>
<td>Student reviews an article that addresses one of the four areas of language; speech/language development, speech/language problems, language assessment, or language intervention strategies.</td>
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</tr>
<tr>
<td>Language Sample</td>
<td>Student assesses the language skills of a child ages three to five through use of language samplings. Student also completes a self-assessment of the interaction with the student.</td>
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<tr>
<td>Early Literacy Lesson Plan</td>
<td>Students develop an early literacy lesson plan based on a given case study.</td>
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</tr>
<tr>
<td>Exams</td>
<td>Students are assessed on assigned text, student packet, and class lectures.</td>
<td></td>
<td></td>
</tr>
</tbody>
</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:

4925 SPE. Communication Skills of Children (Birth to 8) At Risk and with Exceptional Learning Needs. (3-0-3) F, S. This course addresses strategies for assessment and instruction of verbal/nonverbal skills of young children ages birth to eight at risk and with exceptional learning needs across levels of severity, excluding visual impairment. Additional areas of emphasis include: cultural and linguistic diversity, assistive communication devices, and collaboration with families and Speech Language Pathologists. Prerequisites: SPE 3000, 3220, and CDS 2200, or permission of the department chairperson.

Short Title: COMM SKS 0-8

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.

In the course the historical perspectives of language development and the influence on language by culture and family dynamics are presented through lecture. The components of language are discussed as related to language development in young children. Informal assessment tools are created and administered by the students to determine language deficiencies in children ages 3-5. Language goals and objectives are written from a case study. Topics related to language assessment and instruction are researched and presented by the students to their classmates.

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

Diverse Subjects: Explore language as related to form, content and use including articulation, syntax, semantics, phonology, morphology, pragmatics, and literacy

Diverse Strategies: Awareness and exposure to standardized language assessment tools and informal assessment techniques, e.g. interviews and rating scales; creation and administration of informal assessment tools; augmentative communication strategies are reviewed

Diverse Students: Diverse needs of children are addressed as applied to the use of the various assessment techniques and tools; presentation by guest speakers, assessment of one child, use of various case studies, and viewing videos of the different techniques used to identify different student language/communication needs and effective language instruction techniques

Diverse Societies: Demographic information, cultural communication norms, strategies that enhance and empower families in communication development through the employment of the IEP/IFSP

Diverse Communities: Consideration of cultural, economic, and family dynamics are continually a focus of attention through all aspects of the course discussions

Technology: Students use word processors and graphs to report the results of the assessment data, resources available on the internet related to communication assessment and instruction are explored, the informal assessment project is video taped for later transcription and interpretation

The Learning Model for this course is:

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

The ecological model is reflected through the use of lecture accompanied by overhead presentations. The students are given the opportunity to apply new concepts through in-class cooperative learning activities that solidify the presented concepts. Guest speakers, using power point and lecture are invited to share their expertise on particular issues of interest covered in the course. Instruction throughout the course strives to cover content in a multi-modality fashion.

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

- Three exams including multiple choice, true/false, matching and or short answer, and essay questions
- Articulation Picture Test
- Article Review and Presentation
- Language Sample
- Development of Language Goals and Objectives
- Early Literacy Lesson Plan
CEC Content Standards Addressed In This Course

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

**Standard 1: Foundations**

EC1K1: Historical and Philosophical Foundations of services for young children with/without exceptional needs

EC1K1: Trends and issues in ECE and ECSE

**Skills:**

- personal/philosophical statement

**Standard 2: Development and Characteristics of Learners**

EC2K1: Theories of typical and atypical early childhood development

EC2K4: Significance of socio-cultural and political contexts for the development and learning of young children who are culturally and linguistically diverse

**Standard 3: Individual Learning Differences**

EC3S1: Use of intervention strategies with young children and their families that affirm and respect family, cultural and linguistic diversity.

**Standard 4: Instructional Strategies**

EC4S1: Use of instructional practices based on knowledge of child, family, community, and curriculum

EC4S2: Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.

EC4S3: Prepare young children for successful transitions

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

EC5S1: Implement nutrition plan and feeding strategies

EC5S4: Provide a stimuli-rich indoor/outdoor environment that employs materials, media, technology, including assistive and adaptive technology

**Standard 6: Communication**

EC6S1: Support and Facilitate family and child interactions as primary contexts for learning and development
CEC Content Standards Addressed In This Course (Cont’d)

Standard 7: Instructional Planning
EC7S3: Design intervention strategies incorporating information from multiple disciplines
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

Standard 8: Assessment:
EC8S5: Participate and collaborate as a team member with other professionals in conducting family-centered assessments

Standard 9: Professional and Ethical Practices
EC9S3: Respect family choices and goals
EC9S7: Apply research and effective practices critically in early childhood settings

Standard 10: Collaboration of services for young children with exceptional learning needs and their families, including networks and organizations.
EC10S3: Apply models of team process in early childhood settings
EC10S7: Provide consultation and instruction specific to services for children and families
EC10S7: Evaluate services with families

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

Standard 1 – Foundations

Knowledge:
- Definitions and issues related to the identification of individuals with disabilities.
- Models and theories of deviance and behavior problems.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
- The legal, judicial, and educational systems to assist individuals with disabilities.
- Continuum of placement and services available for individuals with disabilities.
- Laws and policies related to provision of specialized health care in educational settings.
CEC Content Standards Addressed In This Course (Cont’d)

- Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.
- Principles of normalization and concept of least restrictive environment.
- Theory of reinforcement techniques in serving individuals with disabilities

Standard 2 - Development and Characteristics of Learners

Knowledge:

- Etiology and diagnosis related to various theoretical approaches.
- Impact of sensory impairments, physical and health disabilities on individuals, families and society.
- Etiologies and medical aspects of conditions affecting individuals with disabilities.
- Psychological and social-emotional characteristics of individuals with disabilities.
- Common etiologies and the impact of sensory disabilities on learning and experience.

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.

Skill:

- Enhance vocabulary development
- Teach strategies for spelling accuracy and generalization
- Teach individuals with disabilities to monitor for errors in oral and written language.
- Teach methods and strategies for producing legible documents.
- Plan instruction on the use of alternative and augmentative communication systems.

Standard 7 - Instructional Planning

Knowledge:

- Integrate academic instruction and behavior management for individuals and groups with disabilities.
CEC Content Standards Addressed In This Course (Cont’d)

- 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.

**Skill:**

- Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
- Select and use specialized instructional strategies appropriate to the abilities and needs of the individual.
- Plan and implement age and ability appropriate instruction for individuals with disabilities.
- Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.
- Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.
- Design and implement instructional programs that address independent living and career education for individuals.
- Design, implement, and evaluate instructional programs that enhance social participation across environments.

**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.

**Skill:**

- Use local, community, and state and provincial resources to assist in programming with individuals with disabilities.
- Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.
CEC Content Standards Addressed In This Course (Cont’d)

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 1 - Foundations
Knowledge:
- Definitions and issues related to the identification of individuals with disabilities.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice.
- The legal, judicial, and educational systems to assist individuals with disabilities.
- Continuum of placement and services available for individuals with disabilities.
- Laws and policies related to provision of specialized health care in educational settings.
- Principles of normalization and concept of least restrictive environment.

Standard 2 - Development and Characteristics of Learners
Knowledge:
- Etiology and diagnosis related to various theoretical approaches.
- Impact of sensory impairments, physical and health disabilities on individuals, families and society.
- Etiologies and medical aspects of conditions affecting individuals with disabilities.
- Psychological and social-emotional characteristics of individuals with disabilities.

Standard 3 - Individual Learning Differences
Knowledge:
- Impact of disabilities may have on auditory and information processing skills.
- Impact of multiple disabilities on behavior.

Skill:
- Relate levels of support to the needs of the individual.

Standard 4 - Instructional Strategies
Knowledge:
- Specialized materials for individuals with disabilities.
- Prevention and intervention strategies for individuals with disabilities.
CEC Content Standards Addressed In This Course (Cont’d)

- 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.

Skill:

- Use research-supported instructional strategies and practices.
- Use appropriate adaptations and assistive technology for all individuals with disabilities.
- Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
- Use responses and errors to guide instructional decisions and provide feedback to learners.

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.

Skill:

- Teach individuals with disabilities to monitor for errors in oral and written language.
- Teach methods and strategies for producing legible documents.
- Plan instruction on the use of alternative and augmentative communication systems.

Standard 7 - Instructional Planning

Knowledge:

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

Skill:

- Plan and implement individualized reinforcement systems and environmental modifications.
- Plan and implement age- and ability- appropriate instruction for individuals with disabilities.
- Select and plan for integration of related services into the instructional program.
- Select, design, and use media, materials, and resources required to educate individuals whose disabilities interfere with communications.
CEC Content Standards Addressed In This Course (Cont’d)

- Interpret sensory and physical information to create or adapt appropriate learning plans.
- Design, implement, and evaluate instructional programs that enhance social participation across environments.

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.

Skill:
- Participate in the activities of professional organizations relevant to individuals with disabilities.
- Ethical responsibility to advocate for appropriate services for individuals with disabilities.
- Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities as they participate in school and community-based activities.

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.

Skill:
- Participate in the selection and implementation of augmentative or alternative communication systems.
- Use local, community, and state and provincial resources to assist in programming with individuals with disabilities.
- Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities.
- Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education is in an individualized independence curriculum.
State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

Common Core Standards for All Special Education Teachers Early Childhood:

STANDARD 2 - Human Development and Learning:
The competent ECSE teacher understands how individuals grow, develop, and learn, as well as the implications of disabilities and other special needs and circumstances for development, and provides developmental and learning opportunities that ameliorate or remediate the effects of these conditions on the intellectual, social, emotional, and physical development of young children with disabilities from birth through grade three.

Knowledge:
The competent ECSE teacher understands

2A. different theories of human development and learning, including emerging knowledge of early neural development, ranges of individual variation within domains, and transactional influences between and among arenas of biological function and environmental conditions during pre-, peri-, and post-natal development.

2B. the characteristics and sequences of normal development in cognitive, emotional, social, language, and motor domains, as well as interactions and influences among domains.

2C. the characteristics of, and influences of life situations on, children's construction of cognitive, emotional, social, aesthetic understandings, language, mental health, and adaptive and motor skills, including developmental consequences of stress and trauma as well as protective factors and resilience.

2D. the educational implications of different disabilities, as well as their potential effects on development and life experiences in early childhood and over time.

2E. how children's physical, social, emotional, cognitive and ethical development influence learning approaches and outcomes.

2F. how developmental and learning factors, including factors related to individual differences stemming from various disabling conditions, influence instructional decisions.

2G. the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

Performance:
The competent ECSE teacher

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.

2M. supports and facilitates family/child interactions and environments as primary contexts for learning and development.

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

STANDARD 3 - Diversity:
The competent ECSE teacher understands how children and families differ in their perspectives and approaches to development, learning, and disability and provides curriculum and instructional environments within the context of family, classroom, and community that honor the families' and communities' beliefs, values, and practices.

Knowledge:
The competent ECSE teacher understands

3A. the characteristics and etiologies of common disabilities and conditions in young children, including typical developmental patterns related to conditions such as prematurity and low birth weight, and describes specific implications for development and learning.

3B. the significance of familial, cultural and societal contexts, as well as of individual abilities, experiences, talents, dispositions, prior learning, and individual needs, for children's development and learning.

3C. the significance of familial, cultural and social contexts for interpretation of disability and the role of the young child with disabilities within the family and community.

3D. the process of second language acquisition and strategies to support the learning of children whose first language is not English.

3E. normal individual variation in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and how these differences interact with individual differences related to disabilities and other individual differences such as culture and language.

Performance:
The competent ECSE teacher

3F. develops and selects learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences, as well as differences related to disability.
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:
The competent ECSE teacher understands and employs a range of curriculum and instructional approaches for fostering individual abilities and meeting the individual learning needs within the contexts of group and individualized instruction in a variety of classrooms, communities, and home environments and develops individual long-term and short-term educational and service plans based on knowledge of children, families, communities, content areas, and early childhood curriculum goals, as well as knowledge of individual children’s abilities and needs and families’ goals, priorities, and concerns for their child.

Knowledge:
The competent ECSE teacher understands

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.

4B. the rationale for and rules and regulations governing the development of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).

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.

4D. the array of school, community, and home settings available to young children with disabilities and criteria for determining the extent to which the settings provide support and access to an appropriate early childhood curriculum.

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.

4F. the rationale for and practices underlying developmentally appropriate methods that include play, small group projects, open-ended questioning, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.

4G. the appropriate use of technology with young children, including assistive technology for use with children with 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.
Performance:

The competent ECSE teacher

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.

4L. develops an IFSP or IEP in partnership with family members and other professionals, incorporating both child and family needs, priorities, and preferences.

4M. evaluates and selects intervention curricula, methods, and materials, including instructional technologies, that incorporate knowledge of curriculum content and respect individual variation in children's learning styles and performance modes, as well as variation in characteristics and ability in children with motor, sensory, health, social-emotional and/or cognitive disabilities.

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.

4Q. incorporates information and strategies from multiple disciplines and content areas into the design of intervention strategies.

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.

4T. designs plans that integrate technology, including adaptive and assistive technology, into educational settings.

4U. plans for and links current developmental and learning experiences and teaching strategies with those of the next educational setting, current life experiences, and future life and work experiences.

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.

4X. develops learning opportunities, birth through grade 3, that foster understanding of curriculum content and processes that are the foundation of the general education curriculum (e.g., literacy, numeracy, science).

4Y. integrates literacy and numeracy experiences throughout intervention plans, and develops learning opportunities designed to foster particular literacy and numeracy outcomes, to promote children’s abilities as they apply, interpret, and construct new understanding and skills.

**STANDARD 6 - Instructional Delivery:**
The competent ECSE teacher employs a variety of group and individual instructional opportunities and strategies, both planned and spontaneous, which encourage children's development and learning across developmental domains and content areas, are appropriate to those areas and to each child's individual abilities and learning needs with respect to those areas, are matched to individually appropriate outcomes and goals, and are deliverable in a variety of individual and group learning environments, including inclusive classrooms, community, and homes.

**Knowledge:**
*The competent ECSE teacher understands*

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.

**Performance:**
*The competent ECSE teacher*

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.

6E. incorporates knowledge and strategies contributed by professionals from the disciplines (e.g., occupational therapy) into instructional delivery.

6F. demonstrates appropriate use of a variety of technologies, including adaptive and assistive technologies, to enhance children’s development 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.

6I. implements basic health, nutrition and safety management practices for young children and practices regarding childhood illness and communicable diseases, including specific procedures for infants and toddlers.

6J. implements nutrition and feeding strategies for children with disabilities and special health care needs.

6K. implements aspects of medical care appropriate to the instructional setting, including methods for maintaining technology-dependent young children.

STANDARD 7 - Communication:
The competent ECSE teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in a variety of individual and group learning environments, including inclusive classrooms, community, and home.

Knowledge:

The competent ECSE teacher understands

7A. the interrelationships among culture, language, thought and expression, and the function of the home language in the development of young children.

7B. communication theory, language development, and the role of language in learning.

7C. the social, intellectual and political implications of language use and how they influence meaning.

7D. ethical practices for confidential information and communication, including ethical practices implied by collaborating with families in early development and learning.

Performance:

The competent ECSE teacher

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.

7G. selects and employs written, verbal, nonverbal and visual language modes and styles that are responsive to audience and purpose and respectful of individual differences due to culture, language, or disability.
7H. creates opportunities for all children to use effective written, verbal, nonverbal and visual communication.

7I. establishes and maintains positive, collaborative relationships with families and other professionals, recognizing and using the dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution.

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

STANDARD 8 - Assessment:
The competent ECSE teacher uses an array of formal and informal assessment sources and approaches to gather information needed for making decisions about individual and group developmental and learning curriculum goals and instructional approaches that are appropriate and responsive to young children and their families.

Knowledge:

The competent ECSE teacher understands

8A. typical procedures used at different points in the special education process in relation to the decisions being made, including decisions related to screening, prereferral, referral, classification, and instructional planning and progress evaluation.

8B. informal instruments and approaches for making placement and instructional decisions with respect to young children with disabilities, including those from culturally and/or linguistically diverse backgrounds.

8C. measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring, including their applicability in evaluating assessments as applied to young children.

Performance:

The competent ECSE teacher

8D. gathers background information regarding medical, developmental, educational, and family history.

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

8F. uses a variety of informal and formal assessment instruments and procedures to make decisions about children's learning and development and to develop and monitor instructional approaches.

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.
8I. evaluates the supports needed by children with a variety of disabilities and characteristics for inclusion within various program placements.

8J. develops and uses authentic, performance-based assessments of children's learning to assist in planning, to communicate with children and families, and to engage children in self-assessment.

8K. adapts assessment for children with specific sensory and motor disabilities.

8L. develops and uses formative and summative program evaluation to reflect on and modify individual and group instruction.

8M. involves family members as active participants in the assessment process.

8N. participates and collaborates with other professionals as a team member in conducting assessments that respond to and respect families' priorities, concerns, and characteristics.

8O. communicates assessment results and integrates assessment results from others in the development and implementation of an IEP and IFSP.

8P. monitors, summarizes, and evaluates the attainment of child and family outcomes as outlined 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:**

The competent ECSE teacher develops and maintains productive, collaborative relationships with families, communities, and professionals across the range of services and service systems needed to meet the developmental, learning, and service goals and priorities of young children with disabilities and their families.

**Knowledge:**

*The competent ECSE teacher understands*

9A. early childhood settings and other agencies related to young children and families as organizations within the larger community context.

9B. situated learning and the need for collaboration with families, business organizations and other interested citizen groups.

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

9D. the array of community resources, including when and how to access appropriate early childhood settings and community resources to assist children and families.

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

9F. family systems theory and the dynamics, roles, and relationships within families.

9G. differences in family structures and in family beliefs and practices related to social and cultural backgrounds.
9H. the typical concerns of families of children with exceptional needs and appropriate strategies for collaborating with families in addressing these concerns.

9I. the roles of children, families, teachers, and personnel of community agencies in other early childhood settings in planning an individualized program.

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

**Performance:**

*The competent ECSE teacher*

9I. establishes and maintains positive, collaborative relationships with families and with other professionals in school and community settings to support children's development, learning, and well being.

9J. conducts collaborative conferences with families to identify their priorities, concerns, and resources with respect to their children's development and learning.

9K. links families with a range of family-oriented services based on identified priorities, resources, and concerns.

9L. respects families' choices and goals for their children and communicates effectively with families about curriculum and children's progress.

9M. involves families in assessing and planning for individual children, including children with disabilities.

9N. implements a range of family-oriented services based on family-identified resources, priorities, and concerns.

9O. supports families in making decisions related to their children's development and learning.

9P. communicates options for programs and services and assists families in planning for transition.

9Q. collaborates with school and community personnel and with families in including children with disabilities in various instructional environments in the school and community.

9R. provides supervision, consultation and training to adults in diverse settings in areas specific to services for children and families and organization/development of programs, using principles of adult learning and collaborative consultation.

9S. fulfills functions of teams as determined by mandates and service delivery needs of children and families.

9T. engages in a variety of roles and interaction strategies to achieve effective functioning among members of the instructional team, including teaching assistants, therapists, family members, community child care teachers, and volunteers.

9U. identifies, evaluates, and designs processes and strategies that support transition between hospital, infant/toddler, preprimary, and primary programs.
9V. collaborates with families and other professionals to evaluate services to young children with disabilities and their families

**STANDARD 10 - Reflection and Professional Growth:**
The competent ECSE teacher is a reflective practitioner who continually evaluates how choices and actions affect children, parents and other professionals in the learning community and actively seeks opportunities to grow professionally.

**Knowledge:**
*The competent ECSE teacher understands*

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

**Performance:**
*The competent ECSE teacher*

10D. articulates a philosophy and rationale for decisions and continually self-assesses and evaluates the effects of choices and actions on others (e.g., children, families, other professionals) as a basis for program planning and modification and continuing professional development.
10E. uses self-observation, information about children, pedagogical knowledge, and resources as sources for active reflection, evaluation, and revision of practice.
10F. collaborates with other professionals and families as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.
10G. participates actively in professional organizations and engages in professional dialogue to support his/her own development.
10H. reads and critically applies research and recommended practices.

**STANDARD 11 - Professional Conduct:**
The competent ECSE teacher understands education as a profession, both in general and as it is manifested within the educational community and the social service and family settings in which young children develop and learn, maintains standards of professional conduct, and provides appropriate leadership within these settings to improve children's learning and well-being.

**Knowledge:**
*The competent ECSE teacher understands*

11A. trends, issues and debates in ECSE, early childhood education, special education, and related fields, including legislation, policy, and program practices related to young children and the early childhood profession.
11B. the field of early childhood special education, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice.

11C. the basic principles of administration, organization, and operation of a variety of early childhood programs and agencies, including their role in the community.

11D. federal, state, and local social policies and procedures applicable to and influential in school programs.

11E. assurances and due process rights and procedures related to assessment, eligibility, and placement, including rights and responsibilities of families, students, teachers and other professionals, and early childhood settings as they relate to individual learning needs.

11F. cultural biases and differences that affect teaching.

**Performance:**

*The competent ECSE teacher*

11G. uses appropriate health appraisal procedures and recommends referral to appropriate community health and social service organizations.

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.

11I. implements family services consistent with due process safeguards.

11J. articulates the historical, philosophical, and legal basis of services for young children both with and without disabilities and other special needs.

11K. identifies ethical and policy issues related to educational, social and medical services for young children and their families.

11L. identifies legislation that affects children, families, and programs for children.

11M. follows policy and procedures of school or agency, respecting boundaries of families.

11N. serves as an advocate on behalf of young children and their families for improved quality of programs and services for young children and enhanced professional status and working conditions for early childhood special educators.

11O. initiates and develops new projects and programs to support the development and learning of young children.

11P. participates in the life of the school or agency through activities such as policy development, curriculum development, staff development, and family support.

11Q. contributes knowledge and expertise about teaching and learning to the profession.

11R. articulates a personal philosophy of early childhood special education, including its relationship with general and special education.

11S. conducts instructional, monitoring, evaluation, and other professional activities consistent with the requirements of local, state, provincial, and federal law, rules and regulations, and policies and procedures.
11T. serves as a model for children by demonstrating moral and ethical 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.

11V. demonstrates positive regard for the culture, religion, gender, and sexual orientation of other individuals.

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

**Learning Behavior Specialist 1 Standards:**

**Standard 2 - Characteristics of Learners:**

The competent learning behavior specialist understands how disabilities impact 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 (ages 3-21).

**Knowledge:**

*The competent learning behavior specialist understands*

LBS2A. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on learning.

LBS2B. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on behavior.

LBS2C. the unique impact of multiple disabilities on learning and behavior.

**Performance:**

*The competent learning behavior specialist*

LBS2D. provides information about students with language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, physical disabilities, and health impairments and their impact on learning to teachers, parents and employers as appropriate.

LBS3M. identifies a hierarchy of reinforcers and empirically evaluates their effectiveness for an individual with moderate, severe, and multiple disabilities.

LBS3N. determines strengths and needs of individual students in the area of reading.

LBS3O. determines students’ independent, instructional, and frustrational reading levels to inform instruction.

LBS3P. interprets and explains reading diagnostic information for classroom teachers, parents, and other specialists to plan instructional programs.
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.

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.

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.

Performance:

*The competent learning behavior specialist*

LBS4N. integrates knowledge of the characteristics of the learner, Illinois Learning Standards, general curriculum and adaptation strategies appropriately into an effective individualized education program.
LBS4O. selects appropriate instructional strategies based on the curricular content and the age and skill level of the student.

LBS4P. evaluates, selects, develops, and adapts curricular materials and technology appropriate for individuals with disabilities.

LBS4Q. applies the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners.

LBS4R. adjusts reading instruction to meet the learning needs of diverse learners.

LBS4S. assesses the entrance level skill requirements of a potential site for vocational placement.

LBS4T. prioritizes skills and chooses chronologically age-appropriate materials, emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.

LBS4U. develops longitudinal, outcome-based curricula for individual students.

LBS4V. identifies and prioritizes objectives for community skill training.

LBS4W. identifies available community recreational/leisure activities.

LBS4X. identifies vocational and community placements appropriate to the age and skill level of the student.

**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).

**Knowledge:**

*The competent learning behavior specialist understands*

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.

**Performance:**

*The competent learning behavior specialist*

LBS6F. plans, organizes, and implements educational programs appropriate to the cognitive, linguistic, and physical needs of individuals in the least restrictive environment.

LBS6M. participates in the selection and implementation of augmentative or alternative communication devices and systems for use with students with disabilities.

LBS6O. applies principles of instruction for generalized language arts or math skills to teaching domestic, community, school, recreational, or vocational skills that require language arts or math.

LBS6Q. uses language intervention strategies and appropriate usage across age and skill levels.
LBS6T. uses instructional procedures for increasing communication use and spontaneity, and to promote generalization of communication.

**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.

**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).

**Performance:**

*The competent learning behavior specialist*

LBS7B. collaborates with parents, general educators, other professionals (including community) and paraeducators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings.

**STANDARD 8 - Professional Conduct and Leadership:**
The competent learning behavior specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students’ learning and well-being.

**Knowledge:**

*The competent learning behavior specialist understands*

LBS8A. one’s scope of practice and seeks additional resources and assistance as needed to meet the individualized needs of students.

**Performance:**

*The competent learning behavior specialist*

LBS8B. practices within one’s own scope of practice and seeks additional resources and assistance as needed to meet the individualized needs of students.

LBS8C. demonstrates an ethical responsibility to advocate for the least restrictive environment and appropriate services.

LBS8D. engages in professional activities that benefit students with disabilities.
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.

Performance Indicators:
The competent teacher

1D. Practices effectively the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text" and between student and "text."

1E. Practices effective literacy techniques to make reading purposeful and meaningful.

1F. Practices effective questioning and discussion techniques to extend content knowledge acquired from "text."

1G. Uses a variety of "text" and research resources with students in an attempt to enhance student learning from reading, learning from writing, and learning from oral communication.

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.

**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.

**Performance Indicators:**

*The competent teacher*

3C. Analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking and listening.

3D. Assists students whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English.

3E. Conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing for comprehension.

3F. Uses a variety of media to enhance and supplement instruction.

3G. Uses multi-disciplinary instructional approaches.

**Technology Standards for All Teachers:**

**Standard 1 - Basic Computer/Technology Operations and Concepts**
The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware
and software components of computer systems and apply basic troubleshooting strategies as needed.

**Knowledge Indicator:**

*The competent teacher*

1A. Understands how to run computer software; access, generate and manipulate data; and publish results.

**Performance Indicators:**

*The competent teacher*

1B. Operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software packages.

1C. Uses appropriate terminology related to computers and technology in written and oral communications.

1D. Describes and implements basic troubleshooting techniques for multimedia computer systems with related peripheral devices.

1E. Uses imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.

1F. Demonstrates knowledge of uses of computers and technology in education, business and industry, and society.

**Standard 2 - Personal and Professional Use of Technology**

The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.

**Knowledge Indicator:**

*The competent teacher*

2A. Understands how to use technology in communicating, collaborating, conducting research, and solving problems.

**Performance Indicators:**

*The competent teacher*

2B. Identifies computer and other related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator in engaged, collaborative learning environments.

2C. Uses computers and other learning technologies to support problem solving, data collection, information management, communications, presentations, and decision making.

2D. Uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
2E. Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.

2F. Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.

2G. Demonstrates knowledge of ethical and legal issues concerning use of computers and technology.

2H. Adheres to copyright laws and guidelines in the access and use of information from various technologies.

2I. Demonstrates knowledge of broadcast instruction, audio/video conferencing, and other distant learning applications.

2J. Ensures policies and practices are in place to provide equal access to media and technology resources for students regardless of race, ethnicity, gender, religion or socioeconomic status.

**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.

**Performance Indicators:**

*The competent teacher*

5B. Uses advanced features of word processing, desktop publishing, graphics programs and utilities to develop professional products.

5C. Uses spreadsheets for analyzing, organizing and displaying numeric data graphically.

5D. Designs and manipulates databases and generates customized reports.

5E. Uses teacher utility and classroom management tools to design solutions for a specific purpose.

5F. Identifies, selects and integrates video and digital images in varying formats for use in presentations, publications and/or other products.

5G. Applies specific-purpose electronic devices (such as a graphing calculator, language translator, scientific probeware, or electronic thesaurus) in appropriate content areas.

5H. Uses features of applications that integrate word processing, database, spreadsheet, communication and other 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.

Performance Indicators:
The competent teacher

6B. Accesses and uses telecommunications tools and resources for information sharing, remote information access and retrieval, and multimedia/hypermedia publishing.

6C. Uses electronic mail and web browser applications for communications and for research to support instruction.

6D. Uses automated, on-line search tools and intelligent agents to identify and index desired information resources.

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.

Performance Indicators:
The competent teacher

7B. Identifies basic principles of instructional design associated with the development of multimedia and hypermedia learning materials.

7C. Develops simple hypermedia and multimedia products that apply basic instructional design principles.

7D. Selects appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.

7E. Identifies examples of emerging programming, authoring, or problem solving environments.

7F. Collaborates with on-line workgroups to build bodies of knowledge around specific topics.

7G. Uses a computer projection device to support and deliver oral presentations.
7H. Designs and publishes simple on-line documents that present information and include links to critical resources.

7I. Develops instructional units that involve compiling, organizing, analyzing, and synthesizing of information, and uses technology to support these processes.

7J. Conducts research and evaluates on-line sources of information that support and enhance the curriculum.

7K. Makes use of development readings and other resource materials from professional and trade organizations to improve teaching and learning.

7L. Participates in courses and other professional development activities to enhance teaching and learning.
Major Evaluation Components:

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

1. **Exams**: Three exams will be given. Exams will be a combination of multiple choice, true-false, matching, and/or short answer/essay questions. Points: 175  
   - CEC IGC 1, 2, 6, 7, 10; CEC IIC 1, 2, 3, 4, 6, 10; CEC EC CC 2, 3, 6, 8, 9; ISBE ECSE 1A, 2B, 2F, 7B, 8A, 11B; ISBE LBS1 2, 4, 6; ISBE LA 1, 2, 3

2. **Articulation Picture Test**: Develop an Articulation Picture Test and administer it to a young child aged 3-5 years old. Instructions will be provided by the instructor. Points: 30  
   - CEC IGC 6; CEC IIC 6, 7; CEC EC CC 10; ISBE ECSE 2B, 2C, 2D, 2F, 4N, 8B, 8F, 8M; ISBE LBS1 2, 6; ISBE Tech 1, 2, 5

3. **Article Review**: Review an article written in 1992 or later, on a topic of language as related to children birth through eight years of age. Select your article from these four areas: (a) speech/language development, (b) speech/language problems, (c) language assessment, and (d) language intervention strategies. On your designated day, present your article in class. A one page typed summary and a copy of the article must be provided to the instructor for the article reviewed, following the format provided in class. (NOTE: The article must relate to the language of young children – otherwise it will not fulfill the requirements of this assignment.) Points: 30  
   - CEC IGC 1, 2, 6, 7; CEC IIC 2, 3, 6, 10; CEC EC CC 9; ISBE ECSE 7B, 7D, 8A, 8C, 8H, 11A; ISBE LBS1 2, 7, 8; ISBE LA 2; ISBE Tech 1, 2, 6, 7

4. **Language Sample**: Assess the language skills of a young child aged three to five years old through use of the language sampling procedure. Further directions will be given in class. Points: 100  
   - CEC IGC 6, 7; CEC IIC 6, 7; CEC EC CC 10; ISBE ECSE 8M, 8B, 8C, 8F, 8H, 1A, 5D, 6A, 6D, 6G, 7F; ISBE LBS1 2, 6; ISBE Tech 1, 2, 5, 7

5. **Language Goals and Objectives**: Given a set of objectives for language intervention, develop a plan for training these objectives, both in the school and home environment. Further directions will be given in class. Points: 30  
   - CEC IGC 2, 7; CEC EC CC 4, 7; ISBE ECSE 1G, 2C, 2D, 2E, 2H, 2J, 2L, 2M, 2N, 4D, 4E, 4H, 4M, 4P, 5C, 5D, 6C, 8I; ISBE LBS1 2, 4, 6; ISBE Tech 1, 2, 5

6. **Early Literacy Lesson Plan**: Candidates write an Early Literacy 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.

The instructor reserves the right to change these requirements or the course outline as deemed necessary.
Outline of the Course

I. Communication and Language Development
      1. Phonology
      2. Morphology
      3. Semantics
      4. Syntax
      5. Pragmatics
      1. Psycholinguist
      2. Behaviorist
      3. Social Interactionist
      4. Semantic-Cognitive
      5. Pragmatic
   C. Variables that Impact Speech/Language Development (McLean, 1998;)
      1. Disabilities associated with speech and language problems in young children
         a. Sensory impairments
         b. Physical impairments
         c. Central processing problems
         d. Autism
      2. Existing delays in other developmental areas
         a. Cognitive development
         b. Social/emotional development
         c. Motor development
      3. Environmental and cultural influences
   D. Emergent Literacy

II. An Overview of Speech and Language Problems Common in Early Childhood (Allen, 1993; Bernstein & Tegermann, 1985; Craig, et al., 1991; Kriegsmann, Gallagher, & Meyers, 1982; Jones & Derman-Sparks, 1992; Owens, 1991)
   A. Types of Speech and Language Problems
      1. Phonological disorders
         a. Motor speech disorders
         b. Articulation problems
         c. Voice disorders
         d. Dysfluencies
      2. Receptive and expressive language disorders
         a. Morphological difficulties
         b. Semantic difficulties
         c. Syntax difficulties
d. Pragmatic difficulties

B. Impact of Speech and Language Problems on Development Areas
   1. Cognitive
   2. Social/Emotional
   3. Adaptive/Self-help
   4. Development of pre-academic skills (e.g. emergent literacy)

III. Assessment of Young Children’s Language
     A. Assessment of Emerging Language and Literacy
     B. Language Screening
     C. Language Sample Analysis
     D. Criterion-Referenced Assessment of Language and Emergent Literacy Skills
     E. Norm-Referenced Assessment of Language Skills (cultural diversity issues)
        1. Cultural factors
        2. Diversity factors
           a. Family factors
           b. Language issues

     A. Identification of Important Communication Behaviors (transition/life planning considerations)
     B. Strategies for Facilitating Language Development
        1. Direct training techniques
        2. Milieu training
        3. Indirect training techniques
     C. Orchestrating Language Instruction Throughout Program and Family Environment
     D. Published Curricula/Computer Programs

V. Facilitating Language/Communication with Children with Moderate to Severe Delays (Fey, 1986; Kriegsmann & Gallagher, 1982; O’Brien & Xiufen, 1995)
   A. Identification of Important Communication Skills (considering family needs as well as school needs)
   B. Strategies for Facilitating Language Communication
      1. Augmentative/Alternative systems
      2. Functional language training
   C. Generalization of Language/Communication Skills (school, home, community)
   D. Published Curricula
Research References


Jones, E., & Derman-Sparks, L. (1992). Meeting the challenge of diversity. *Young Children, 47*(2), 12-22.


*These are College of Education and Professional Studies Unit References.*