SPE 4530
Fall 2012
Facilitating Language in Individuals
with Exceptional Learning Needs

Instructor: Georgia Burtard
E-Mail: gaburtard@eiu.edu
Office/Phone: 1212 Buzzard Hall; 217-581-5315
Appointments: Sign up in the notebook in 1212 Buzzard Hall
Time of Class: 4:30 p.m. – 7:00 p.m.
Location of Class: 1140 Buzzard Hall

CATALOG DESCRIPTION

Strategies for assessing and facilitating language development in individuals with exceptional learning needs across levels of severity, excluding visual impairments, are examined. Additional areas of emphasis include: instructional strategies for cultural and linguistic diversity, use of assistive devices, functional language assessment, and collaboration with families and other professionals.

Learning Model For This Course: Information Processing Model. For more information on this model read Costa, 1991.

TEXTBOOK

Polloway, E. A., Miller, L, & Smith, T. E. (2012). *Language instruction for students with disabilities (4th ed.).* Denver: Love Publishing Company.

University student learning goals:

The mission of the general education program at Eastern Illinois University is three-fold:

- To enhance student literacy and oral communication
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible global citizenship

In this content-specific course literacy, including written and oral communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible global citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

COURSE REQUIREMENTS/ASSIGNMENTS

(Subject to Change at Instructor's Discretion)

- Compiling a language notebook
- Class participation in discussions and group work
- Article reviews & presentation
- Development of an Informal Reading Inventory

- Phonics Exam
- Three Exams
- Final
- One week of lesson planning to accomplish objectives related to a given annual language goal in reading decoding, reading comprehension, or written expression.

Assignments or Projects

I. Student will compile a notebook with chapter response/reflections, lecture notes, and packet materials related to each language area.

II. Article Review and Oral Report

Groups of 2-3 will research one of these topics, write a review, and present information to the class.
(Due date varies with the subject.)

- Effect of Hearing Impairment on Language Development or/ Facilitating Language Development in Children with Hearing Impairment
- Language Impairment associated with Intellectual Impairments or/ Language Intervention for Those with Severe Handicaps
- Issues in the Education of Culturally/Language Diverse
- Students
- Effective Methods of Teaching English to Students with Language Diversity
- Listening Skills for Students with Attention Deficit Disorder
- Communication Disorders in Students with Learning Disabilities
- Communication Disorders in Students with Behavior Disorders
- Neurological Processes & their Relationship to Language
- Developing Language Behavior in Children with Autism
- Aided Augmentative Systems Gestural or Unaided Augmentative Systems
- The Effectiveness of Different Methods of Reading Instruction
- Developing Informal Reading Inventories
- Relationship of Phonological Difficulties and Learning to Read
- The Effectiveness of Reading Programs

III. Informal Reading Inventory

- Student will develop an informal reading inventory containing a word recognition list, appropriate reading selections, and four types of comprehension questions: literal, inferential, main idea, and vocabulary.

IV. Given a case study and an annual goal for reading decoding, reading comprehension or written expression, each student will break down annual goal into short term objectives, and use a short term objective to plan and write five language lesson plans and make three teacher-made materials.

CLASS ATTENDANCE

Students are expected to attend all classes. The instructor must be contacted before any absence occurs. The instructor, after due consideration to the reason for the absence, may deny the student's request to make-up missed assignments or exams. Students who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.

The Department of Special Education requires attendance in classes. The student is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

ASSISTANCE: Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you.

POLICY ON LATE ASSIGNMENTS: Assignments are due the class period of the day listed as the DUE DATE for the assignment. Any assignment turned in after this is considered late. Assignments turned in late will be assessed a penalty of the total point value for the assignment. This will be 10% of the assignment points for each day the assignment is late.

**The instructor reserves the right to change the course outline or requirements as deemed necessary.

GRADING

A point scale is used. Grades are determined by number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of the points	=	A
80%	=	B
70%	=	C
60%	=	D
less than 60%	=	F

The final grade and its determination is the purview of the instructor.

Five bonus points will be awarded for verified participation in "Family Fun Festival" or "Special Olympics".

PROFESSIONAL PRESENTATION OF WRITTEN ASSIGNMENTS

Non-labeling language, as per TASH guidelines, is expected in all student written materials submitted. *The APA Style Manual, 5th Edition*, is to be used in respect to style and format.

The proper use of basic writing skills is expected. These skills include:

1. Appropriate sentence and paragraph structure;
2. Appropriate grammatical usage;
3. Correct capitalization and punctuation skills;
4. Correct spelling;
5. Professional language skills.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given be instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication

Students are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are

not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Course Outline
SPE 4530

I. Communication and Language Development (2 weeks)
   A. Communication
      1. Verbal (speech)
      2. Non-verbal (gestures and manual signs)
   B. Building Blocks of Language
      1. Language Form
         a. Phonology
         b. Morphology
         c. Syntax
      2. Language Content
      3. Language Use
   C. Theoretical Perspectives on Communication and Language Development – Nature-Nurture Continuum
      1. Empiricism / Behavioral Theory (Skinner,1957; Bricker, 1967; Owens,1988; Stemmer,1990)
      2. Rationalism - Psycholinguistic/Syntactic Perspective (Chomsky,1967; Lenneberg,1967 & 1969)
         a. Language and the Brain
         b. Brain Functioning
         c. Dysfunctions
      3. Social (Interactionist) Theory (Piaget, 1971: Bruner,1975; MacDonald, 1985)
   D. Sequence of Skill Development (Piaget,1971; Lenneberg, 1967;)
      1. Prelinguistic / Emerging Stage
      2. Developing Language Stage
      3. Language for Learning
      4. Adolescent language/ Advanced Stage

II. Communication and Language Difference and Dysfunctions (Bricker, 1967; Webster, 1962) (1.5 weeks - includes presentations)
   A. Types of Language Dysfunction
      1. Severe Language disabilities & correlates
         a. Absence or nonspontaneous acquisition (brain pathology & hearing loss)
         b. Severe language delay or distortions (cognitive factors & autism)
      2. Mild-Moderate Language Disabilities and correlates
         a. Oral language delay / disorders (attention problems & environmental causes)
         b. Written language disorders
      3. Collaboration with a speech language pathologist
   B. Cultural Diversity and Language Differences
      1. Difference or deficit
      2. Bilingualism
      3. English Language Learners

C. Impact of Communication Disorders
    1. Cognitive and Academic Skills (Lynch & Hanson, 1992)
        a. Critical thinking and problem-solving
        b. Reading
        c. Written & Spoken Language
        d. Listening Skills
    2. Social Skills
    3. Life Skills
    4. Cultural Considerations

III. Principles of Assessment of Language (.5 week)
    A. Purposes & Processes of Special Education Assessment (Smith, 1969; Cline, 1988) ILL State Board of Education, 1992)
        1. Screening
        2. Eligibility Determination
        3. Establishing a baseline functioning level
        4. Program formulation
        5. Evaluation
    B. Illinois State Language Standard
    C. Use of assessment information in planning an appropriate language program (Turnbull, 1978;)
        1. Selection of content
        2. Selection of materials and methods (Bartel & Hammill, 1990)
        3. Selection of modifications and adaptations
    D. Cultural Considerations
        1. Deprivation
        2. Differences
            a. Culture and Families
            b. Culture and Language
                1) Non-standard English
                2) English Language Learners

IV. Language Assessment & Instruction (2.5 weeks)
    A. Preschool Children
        1. Overview of communication & language assessment
        2. Instruction
        3. Preschoolers with severely compromised speech
        4. English Language Learners
    B. School-age Children
        1. Assessment
        2. Instruction
        3. School-age Children with severe impairments
        4. English Language Learners
    C. Adolescents
        1. Assessment
        2. Instruction
        3. Secondary students with severe impairments
        4. English Language Learners

V. Reading (4.5 weeks)
    A. Nature and Assessment
        1. Reading Difficulties

2. General Instructional Goals (Kirk, 1940)
    a. Survival
    b. Functional Reading
    c. Pleasure and Profit
3. Sequence of Development and Skills (Harris, 1970; Harris & Sipay, 1990)
    a. Readiness
    b. Initial Reading
    c. Rapid Skill Acquisition
    d. Wide Reading
    e. Refinement
4. Assessment
    a. Survey Tests (formal)
    b. Diagnostic Tests (formal)
    c. Informal assessment
        1) Informal Reading Inventory Polloway & Smith, 1982)
        2) Cloze Procedure Wallace & Kauffman, 1986)
        3) Curriculum-Based Assessment
        4) Miscue Analysis (Goodman, 1973)
5. Using assessment data to develop a program

B. Reading Programs & Instruction
1. Readiness (Harris & Sipay, 1990)
2. Immediate Word Identification (Wallen, 1972)
3. Decoding
    a. Phonetic Analysis
    b. Structural Analysis
    c. Contextual Analysis
4. Comprehension Skills (Lerner, 1985)
    a. Literal comprehension
    b. Inferential comprehension
    c. Critical
5. Comprehension strategies
    a. Language-Experience Approach (Stauffer, 1970)
    b. Directed Reading Thinking Activities
    c. Other questioning strategies
    d. Multipass (Schumaker, Deshler & others 1982)
    e. Comprehension Monitoring (Wong, 1979)
    f. Semantic Mapping (Schewel, 1989)

VI. Writing (4 weeks)

A. Handwriting Assessment and Instruction
1. Sequence of Skills
2. Handwriting Scales (Graham, 1986)
3. Handwriting Systems
4. Instructional activities

B. Spelling Assessment & Instruction
1. Development of Spelling Skills (Reed & Hodges, 1982)
2. Assessment / Error Analysis
3. Remedial Approaches (Graham & Voth, 1990)
4. Specific Instructional Strategies

C. Written Expression

1. Writing Process Model (Hall, 1981)
    a. Prewriting
    b. Writing
    c. Postwriting
2. Assessment
    a. Standardized Tests
    b. Informal Assessment
3. Instructional Strategies to teach the 3 processes

Major Evaluation Components:

- Three exams & a comprehensive final.
  Group research of one disability & its effect on language development & class presentation
  Group discussion/reaction to case studies presented in class
  Development of an Informal Reading Inventory
  Development of a list of short terms objectives to attain an annual goal in language
  Write one week of lesson plans and develop three teacher-made materials to work toward a short term objective

Standards Evaluated by Test

Foundations:

- CEC common Core: Standard 1 – Foundations
- CEC Individualized General Curriculum: Standard 1 – Foundations

Development & Characteristics of Learners:

- CEC Individualized General Curriculum: Standard 2 – Development and Characteristics of Learners
- IL Common Core Standard for All Teachers: Standard 2 - Characteristics of Learners (CC2A, CC2C, CC2F, CC2L, CC2M, & CC2N)
- IL Learning Behavior Specialist 1: Standard 2 – Characteristics of Learners (knowledge; LBS2A, LBS2B); (performance LBS2D)

Individual Learning Differences:

- CEC Common Core: Standard 3 – Individual Learning Differences
- CEC Individualized Independence Curriculum: Standard 3 – Individual Learning Difference
- IL Common Core Standards for All Special Education Teachers: Standard 2 – Characteristics of Learners (CC20)

Assessment:

- CEC Common Core: Standard 8 – Assessment
- CEC Individualized General Curriculum: Standard 8 – Assessment
- IL Common Core Standard for All Teachers: Standard 3 – Assessment (knowledge CC3G, CC3H); (performance CC3J, CC3M)
- IL Learning Behavior Specialist 1: Standard 3 – Assessment (performance LBS3J, LBS3N, & LBS3O)

Planning for Instruction:

- CEC Common Core: Standard 7 – Instructional Planning
- CEC Individualized General Curriculum: Standard 7 – Instructional Planning
- CEC Individualized Independence Curriculum: Standard 7 – Instructional Planning
- IL Common Core Standards for All Special Education Teachers: Standard 4 – Planning for Instruction (CC4B, CC4D, CC4G, CC4H, CC4J, CC40, & CC4P)
- IL Learning Behavior Specialist 1: Standard 4 – Planning for Instruction (LBS4C, LBS4D, LBS4E, LBS4F, LBS4H, LBS4O, LBS4P, LBS4Q, LBS4R, LBS4T)

Learning Environment & Social Interaction:

- CEC Common Core: Standard 5 – Learning Environment & Social Interactions
- CEC Individualized Independence Curriculum: Standard 5- Learning Environment & Social Interactions
- IL Common Core Standards for All Special Education Teachers: Standard 5 –Learning Environment (CC5D, CC5J, CC5M, & CC5P)
- IL Learning Behavior Specialist 1: Standard 5 – Learning Environment (LBS5B)

Instructional Delivery:

- CEC Common Core: Standard 4 - Instructional Strategies
- CEC Individualized General Curriculum: Standard 4 - Instructional Strategies
- IL Common Core Standards for All Special Education Teachers: Standard 6 – Instructional Delivery (CC6B)
- IL Learning Behavior Specialist 1: Standard 6 – Instructional Delivery (knowledge LBS6A, LBS6C, LBS6D, LBS6E) & (performance LBS6Q, LBS6T)

Language:

- CEC Common Core: Standard 6 - Language
- CEC Individualized General Curriculum: Standard 6 – Language
- IL 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. (1A, 1B, & 1C)
- IL Core Language Arts Standards for all Teachers: 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. (3B)

Professional and Ethical Practice:

- CEC Common Core: Standard 9 – Professional & Ethical Practice
- CEC Individualized General Curriculum: Standard 9 – Professional & Ethical Practice
- IL Common Core Standards for all Teachers: Standard 8 – Professional Conduct & Leadership (CC8A, CC8B, CC8D, & CC8E)
- IL Learning Behavior Specialist 1: Standard 8 – Professional Conduct & Leadership (LBS8A)

Collaborative Relationships:

- CEC Common Core: Standard 10 – Collaborative Relationships
- CEC Individualized Independence Curriculum: Standard 10 – Collaborative Relationships
- CEC Common Core: Standard Standard 7 – Collaboration Relationships (CC7B, & CC7E)
- IL Learning Behavior Specialist 1: Standard: 7 – Collaborative Relationships (LBS 7A)

Technology Standards:

- Technology Standards for All Teachers: Word Processing, PowerPoint Technology: Standard 2 – (2F)
-

Illinois Professional Teaching Standards:

Standard 1: Teaching Diverse Students – 1A, 1C, 1D, 1E, 1G, 1H, 1J, 1L
Standard 2: Content Area and Pedagogical Knowledge – 2A, 2D, 2E, 2F, 2G,2H
Standard 3: Planning for Differentiated Instruction – 3A, 3B, 3C, 3D, 3E, 3G, 3H
Standard 4: Learning Environment - 4D, 4E
Standard 5: Instructional Delivery – 5A, 5E
Standard 6: Reading, Writing, and Oral Communication – 6C, 6D, 6F, 6G, 6H, 6IA, 6IB
Standard 7: Assessment – 7A, 7B, 7C, 7D, 7E, 7G, 7H, 7I, 7R
Standard 8: Collaborative Relationships – 8D, 8I

Standards Assessed by the Research Assignment & Presentation:

- CEC Common Core: Standard 2 – Development & Characteristics of Learners
- CED Individualized General Curriculum: Standard 2 Development & Characteristics of Learners
- CEC Common Core: Standard 3 – Individual Learning Differences
- CEC Common Core: Standard 9 – Professional & Ethical Practice
- CEC Individualized Independence Curriculum: Standard 9 Professional & Ethical Practice
- IL Common Core Standards for all Teachers: Standard 7 – Collaborative Relationships (CC8D)
- IL Common Core Standards for all Teachers: Standard 9 Reflection & Professional Growth (CC9B, & CC9C)
- *IL 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. (2A, 2B, 2C, & 2D
- Technology Standards for All Teachers: Standard1 – Basic Computer/Technology Operations & Concepts (1A, 1F)
- Technology Standards for All Teachers: Standard 2 Personal and Professional Use of Technology (2A, 2B, 2C, 2E, 2G, & 2H)
- Technology Standards for All Teachers: Standard 6 Telecommunications & Information Access (6A, 6D, 6C)

Standards Assessed by Literacy Lesson Plan Assignment:

- CEC Common Core: Standard 7 – Instructional Planning
- CEC Individualized General Curriculum: Standard 7 – Instructional Planning
- IL Common Core Standards for all Teachers: Standard 4 – Planning for Instruction (CC4A, CC4L, CC4Q, CC4R, CC4S, & CC4V)
- IL 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. (1A, 1B, & 1E)
- *IL 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. (2A)
- Technology Standards for All Teachers: Standard 2 – Basic Computer/Technology Operation and Concepts (2D, & 2E)
- Technology Standards for All Teachers: Standard 8- Information Literacy Skills (8A)

Illinois Professional Teaching Standards:
Standard 1: Teaching Diverse Students – 1A, 1C, 1D, 1E, 1H, 1I, 1J, 1L
Standard 2: Content Area and Pedagogical Knowledge – 2B, 2C, 2E, 2F, 2H, 2M, 2O, 2P
Standard 3: Planning for Differentiated Instruction – 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3K, 3M, 3N, 3Q
Standard 5: Instructional Delivery – 5A, 5E, 5L, 5P

Standard 6: Reading, Writing, and Oral Communication – 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6IA, 6IB, 6M
Standard 7: Assessment – 7B, 7D, 7G, 7I, 7M, 7R

Standards Assessed by Informal Reading Inventory

- CEC Common Core: Standard 2 – Development & Characteristics of Learners
- CEC Common Core: Standard 3– Individual Learning Differences
- CEC Common Core: Standard 6 – Language
- CEC Common Core: Standard 8 – Assessment
- CEC Individualized General Curriculum: Standard 2 – Development and Characteristics of Learners
- CEC Individualized General Curriculum: Standard 6 – Language
- IL Professional Teaching Standard 2- Content Area and Pedagogical Knowledge
- IL Professional Teaching Standard 3- Planning for Differentiated Instruction
- IL Professional Teaching Standard 5- Instructional Delivery
- IL Professional Teaching Standard 6- Reading, Writing, and Oral Communication
- IL Professional Teaching Standard 7- Assessment

Standards Assessed by Language Notebook

- Common Core: Standard 2 – Development & Characteristics of Learners
- CEC Common Core: Standard 3– Individual Learning Differences
- CEC Common Core: Standard 6 – Language
- CEC Individualized General Curriculum: Standard 2 – Development and Characteristics of Learners
- CEC CEC Individualized General Curriculum: Standard 6 – Language
- IL Professional Teaching Standard 1-Teaching Diverse Students
- IL Professional Teaching Standard 2- Content Area and Pedagogical Knowledge
- IL Professional Teaching Standard 3- Planning for Differentiated Instruction
- IL Professional Teaching Standard 5- Instructional Delivery
- IL Professional Teaching Standard 6- Reading, Writing, and Oral Communication

Standards Addressed or Assessed by Group Reaction/Discussion of Case Studies:

- CEC Common Core Standard 8 – Assessment
- CEC Common Core Standard 9 – Professional & Ethical Practice
- CEC Common Core Standard 10 – Collaborative Relationships
- CEC Individualized Curriculum Standard 10 – Collaborative Relationships
- IL Common Core Standards for All Special Education Teachers: Standard 2 – Characteristics of Learner (CC2O, CC2R)
- IL Common Core Standards for All Special Education Teachers: Standard 3 – Assessment (CC3M)
- IL Common Core Standards for All Special Education Teachers: Standard 5 – Learning Environment (CC5H, CC5S, CC5U)
- IL Common Core Standards for All Special Education Teachers: Standard 8 – Professional Conduct & Leadership (CC8F)
- IL Common Core Standards for All Special Education Teachers: Standard 9 – Reflection & Professional Growth (CC9C)
- IL Learning Behavior Specialist 1: Standard 2 – Characteristics of Learners (LBS2A, LBS2B)

- IL Learning Behavior Specialist 1: Standard 7 - Collaborative Relationship (LBS7A)
- IL Learning Behavior Specialist 1: Standard 8 – Professional Conduct & Leadership (LBS8A)
- *IL 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. (2E, 2F, & 2H)

Research References

Anderson, G.M., & Nelson, N.W. (1988). Integrating language intervention and education in an alternate adolescent language classroom. *Seminars in Speech and Language, 9*, 341-353.

Bloom, B.S. (1956). *Taxonomy of educational objectives*. White Plaines, NY: Longman, Inc.

Bloom, B.S. (1986). Automaticity: "The hands and feet of genius". *Educational Leadership*.

Bricker, W.A. (1967). Errors in the echoic behavior of preschool children. *Journal of Speech and Hearing Research, 10*, 67-76.

Brophy, J. (1979). Teacher behavior and its effects. *Journal of Educational Psychology, 71(6),* 733-750.

Brophy, J. (1981). Teacher praise: A functional analysis. *Review of Educational Research, 51*, 5-32.

Brophy, J., & Good, T.L. (1986). Teacher behavior and student achievement. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 323-375). New York: Macmillan.

Bruner, J. (1960). *The process of education*. Cambridge, MA: Harvard University Press.

Chomsky, N. (1967). The formal nature of language in E. Lenneberg (Ed.), *Biological foundations of language*. New York: John Wiley.

Cline, J.A. (1988). Auditory processing deficits: Assessment and remediation by the elementary school speech pathologist. *Seminars in Speech and Language, 9*, 341-353.

Culham, R. (2002). 6 & 1 Traits of Writing. Portland, OR: Northwest Regional Educational Laboratory.

Doyle, W. (1979). Classroom effects. *Theory into Practice, 18*, 138-144.

Doyle, W. (1983). Academic work. *Review of Educational Research, 53*, 159-199.

Doyle, W. (1986). Classroom organization and management. In M.C. Wittrock (Ed.), *Handbook for research on teaching* (3rd ed., pp. 392-431). New York: Macmillan.

Ehri, L. (1989, June-July). The development of spelling knowledge and its role in reading acquisition and reading disability. *Journal of Learning Disabilities*, *22*, 356-364.

Freud, A. (1946). *The ego and the mechanisms of defense*. New York: International Universities Press.

Freud, A. (1965). The relation between psychoanalysis and pedagogy. In N.J. Long, W.C. Morse, & R.G. Newman (Eds.), *Conflict in the classroom*. Belmong, CA: Wadsworth.

Glasser, W. (1990). The quality school. New York: Harper & Row.

Goetz, L. and Sailor, W. (1988, Sept.). New directions: Communication development in persons with severe disabilities. *Topics in Language Disorders*, 41-52.

Gruenwald, L.J., & Pollak, S.A. (1990). *Language interaction in curriculum and instruction*. Austin, TX: PRO-ED.

Hunter, M. (1984). "Knowing teaching and supervising." In P.L. Hasford (Ed.), *Using what we know about teaching.* Alexandria, VA: ASCP.

Hunter, M., & Russell, D. (1981). Planning for effective instruction: Lesson design. *Increasing your teaching effectiveness*. Palo Alto, CA: The Learning Institute.

Illinois State Board of Education (1992). *Recommended practices in the identification, assessment, and provision of special education for culturally and linguistically diverse students*. Springfield, Illinois.

Johnson, D.J., and Myklebust, H.R. (1967). *Learning disabilities: Educational principles and practices*. New York: Grune and Stratton.

Joyce, B., & Showers, B. (1987). *Student achievement through staff development*. New York: Longman, Inc.

Joyce, J., & Weil, M. (1986). *Models of teaching* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Lenneberg, E.H. (1967). *Biological foundations of language.* New York: Wiley.

Lenneberg, E.H. (1969). On explaining language. *Science, 164,* 635-643.

Lundeen, C. (1991, Jan.) Prevalence of Hearing Impairment Among School Children. *Language, Speech and Hearing Services in Schools, 22,* 269-271.

Lynch, E.W., & Hanson, M.J. (Eds.). (1992). *Developing cross-cultural competence: A guide for working with young children and their families*. Baltimore: Brookes.

McCormick, L.P. and Elder, P.S. (1978). Instructional strategies for severely language deficient children. *Education and Training of the Mentally Retarded, 13,* 29-36.

McLaughlin, B. (1978). *Second-language acquisition in childhood,* Hillsdale, N.J.: Lawrence Erlbaum Associates, Inc., 1978.

Miller, L. (1989, April). Classroom-based language intervention. *Language, Speech and Hearing Services in Schools*, 153-169.

Norris, J. (1989, April). Providing language remediation in the classroom: An integrated language to reading intervention method. *Language, Speech and Hearing Services in Schools*, 153-169.

Pavlov, I.P. (1927). *Conditioned reflexes*. London: Oxford University Press.

Payne, J.S., Polloway, E.A., Smith, J.E., Jr. and Payne, R.A. (1981). *Strategies for teaching the mentally retarded.* Columbus, Ohio: Charles E. Merrill.

Peterson, L., & Willis, R. (1989). A metacognitive approach for the classroom teacher. *Illinois Reading Council Journal, 17,* 22-27.

Piaget, J. (1971). *The language and thought of the child*. New York: World Publishing.

Rosenshine, B. (1986). Synthesis of research on explicit teaching. *Educational Leadership, 43(7),* 60-69.

Rosenshine, B., & Stevens, R. (1986). Teaching functions. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 376-391). New York: Macmillan.

Sabornie, E.J., & Beard, G.H. (1990). Teaching social skills to students with mild handicaps. *Teaching Exceptional Children, 23,* 35-38.

Shulman, J.H., & Colbert, J.A. (1988). *The intern teacher casebook.* San Francisco: Far West Labs.

Skinner, B.F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.

Smith, R.M., & Neisworth, J.T. (1969). Fundamentals of informal educational assessment. In R.M. Smith (Ed.) *Teacher diagnosis of educational difficulties.* Columbus, Ohio: Charles E. Merrill, 1969.

Turnbull, A.P., Strickland, B., & Hammer, S.E. (1978) IEP's: Presenting guidelines for development and implementation. *Journal of Learning Disabilities, 11,* 40-46.

Voltz, D. L., Dooley, E., & Jefferies, P. (1999) Preparing special educators for cultural diversity: How far have we come? *Teacher Education and Special Education, 22*(1), 66-77.

Webster, N. (1962). The American spelling book containing the rudiments of the English language for the use of schools in the United States (236th versions). In Noah Webster's *American spelling book.* New York: Bureau of Publications, Teacher's College Press.

Wilson, S.M., Shulman, L.S., & Richert, A.E. (1987). "150 different ways of knowing: Representations of knowledge in teaching."In J. Calderhead (Ed.), *Exploring teachers' thinking* (pp. 104-134). London: Cassell.

Wolfe, P. (1998). Revisiting effective teaching. *Educational Leadership, 32*(1), 61-64.

World-Class Instructional Design and Assessment (WIDA). *The WIDA English language proficiency standards for English language learners, prekindergarten through grade 12*. (2007ed). Retrieved from: http://www.wida.us/standards/elp.aspx

SAFETY INFORMATION
DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

Evacuation Procedures:

Clear the building as rapidly and orderly as possible.
Move to the designated areas as directed by the Police Departments or Fire Departments.
Do not return to the building until you are given the all clear signal.

Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9th Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at http://www.eiu.edu/~environ/welcome.htm that you can access for more information about tornadoes and what to do.

Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator

(Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, http://www.eiu.edu/~environ/safmanl/accdform.htm.

Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011