SPE 3201
Spring 2013

Observation of Individuals with Severe to Mild/Moderate Exceptional Learning Needs Across Severity Levels

Instructor:	Dr. Mei-Ling Li
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Office/Phone:	1212 Buzzard Hall; 217-581-5315
Appointments:	Sign up in the notebook in 1212 Buzzard Hall
Location/Time Of Class:	MWF; 1:00-2:40 P.M. 1103 Buzzard
Practicum/ Time:	Varies between 12:00-3:00 P.M., depending on the school

Catalog Description

SPE 3201 – Observation of Individuals with Severe to Mild/Moderate Exceptional Learning Needs Across Severity Levels. (0-6-3) F, S. This course includes preclinical clock hours of observation of individuals with exceptional learning needs across levels of severity. Instruction in the use of systematic observation strategies is provided. Onsite observations area rotated among a range of instructional environments; a field trip is required. Prerequisite: SPE 3200 or concurrent enrollment. Department requirements for enrollment must be met.

Learning Model

The primary learning model for this course is the Ecological Model.

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

1. Each candidate is expected to attend class sessions and/or log onto lessons on Web CT and complete all assignments on Web CT. All assigned projects must be completed in order to pass the class. Furthermore, all written assignments are to be done in APA style, contain nonlabeling language, and be turned in with a grade rubric.

2. Each candidate is expected to complete 3 data collection projects across the semester. The first data project involves examining the context of student behavior within the classroom

using anecdotal recording. The second data collection project involves identifying/defining two target behaviors and collecting data on the behaviors using frequency, duration, and momentary time sampling procedures. The final data collection project is a classroom time study that is used to examine the amount of time a student is engaged in instructional activity. For each of the projects, a summary of the data will be written.

3. Each candidate is expected to complete one examination on observational methodology, a final exam covering knowledge and skills gained from instruction and classroom observation/ experiences as well as several in-class quizzes

4. Each candidate is expected to attend all practicum observations and complete 90 hours of practicum. IF AN ACCUTE ILLNESS OR EMERGENCY ARISES, THE CANDIDATE MUST VERIFY THE ILLNESS OR EMERGENCY AND ALL MUST BE DOCUMENTED. Documentation includes three steps: 1) call special education office by 10:00 a.m.; 2) call practicum site by 10:00 a.m.; 3) written excuse verifying absence site WITHIN 7 calendar days of absence. Failure to follow one or more of the steps in the documentation process will result in an unexcused absence. One unexcused absence will result in a 25% penalty of your total points. Two unexcused absences will result in failure of the class. Arriving late or leaving early from your practicum site will result in a 5% reduction of the student's total points each time it is documented on the evaluation scale. Each candidate must complete and document the required hours of the on-site observations. ANY FABRICATION OF DATA OR HOURS WILL RESULT IN FAILURE OF THE CLASS.

5. EACH CANDIDATE IS EXPECTED TO EXHIBIT PROFESSIONAL BEHAVIOR AT ALL TIMES IN ACCORDANCE WITH THE CEC CODE OF ETHICS. PRACTICA MUST BE SUCCESSFULLY COMPLETED. IF PRACTICA IS JUDGED TO BE COMPLETED IN A LESS THAN SATISFACTORY MANNER, THEN NO MORE THAN A "D" CAN BE EARNED IN THE CLASS REGARDLESS OF THE NUMBER OF POINTS EARNED. DEDUCTIONS MAY BE TAKEN FOR UNPROFESSIONAL, UNETHICAL, OR IRRESPONSIBLE CONDUCT THAT OCCURS IN AND/OR OUTSIDE THE SCHOOL/CLASSROOM SETTING. SEE DEDUCTION SHEET FOR FURTHER INFORMATION. PRACTICA WILL BE JUDGED SUCCESSFUL IF AVERAGE ON EACH OF THE FOUR CRITERIA IS A 3 OR BETTER AND REQUIREMENT #2 IS FOLLOWED.

   Special Note: "LiveText" must be purchased and used in this course. Candidates who do not successfully complete the required performance assessments and submit via "LiveText" as directed by the course instructor will earn less than a "C" for the course.

6. Professional Standards During Practica--The Special Education Department "strongly encourages instructors and students to dress in an appropriate professional manner when participating in the practicum component of course."

Each candidate will attend 1 mandatory scheduled field trip. Failure to do so will be treated as unexcused absence at site. (25% penalty of total points).

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 are the purview of the instructor.

Class Attendance

Candidates are expected to attend all classes. If prevented by an acute illness or an emergency the candidate should contact the instructor in as timely a manner as is possible. When the candidate can anticipate the absence, the instructor should be contacted before the absence occurs. The instructor, after due consideration to the reason for the absence, may deny the candidate's request to make up missed assignments or exams. Candidates who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.

The Department of Special Education endorses the notion that attendance in classes is essential. The candidate is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

Assistance: Each candidate 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. Penalties are as follows:

1) 10% for an assignment turned in late without a reason preapproved by the instructor.
2) Assignments over 1 week late without instructor approval will result in a zero.

Transportation

With the practicum nature of this class, transportation to and from the observation sites becomes a problem. Car pools will be arranged (by candidates) in class. If you are not driving, you are expected to contribute financially to help pay for gas and mileage. If this fee will cause a monetary hardship, please see the instructor so arrangements can be made.

Appointments

You are encouraged to make an appointment with the instructor for any concerns you may have regarding the class. Office hours are listed in the notebook in Buzzard Hall 1212. If the listed times are not convenient, please call for an alternate time.

DUE DATES

1) Due dates for assignments will be announced when lecture on assignments are given. Due dates can also be found on the course calendar, located on Web CT.

2) All goldenrod sheets should be signed on the last practicum day of the rotation - failure to turn in goldenrod sheets will result in failure of the class. The completed hours will be totaled by the instructor, but candidates must complete the rest of the goldenrod sheet
3) Evaluations from teachers will be picked up on the last day of practica at each site. It will be your responsibility to pick these up and turn them into the 3201 instructor

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

Candidates 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, candidates are expected to be respectful and professional. In addition, candidates must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the candidate'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

Candidates 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 3201

I. Introduction (.33 1/3 of a week)
   A. Nature of Course (Learning Model)
   B. Practicum site assignments
   C. Professional conduct
   D. Transportation
   E. Discussion of syllabus, requirements, and assignments
   F. Introduction to WebCT (how to access and use)

II. Observational Methodology (Taylor, 1989; Cooper, Heron, & Heward, 1987; Evans, Evans, & Mercer, 1986: Alberto & Troutman, 1986; Hall & VanHouten, 1983) (2 & .66 2/3rd weeks)
   A. Behavioral definitions
   B. Multicultural Considerations (Guerin & Maier, 1983)
      1. Cultural Diversity
      2. Linguistic Diversity (including English Language Learners)
   C. Formal Checklists
      1. Walker Problem Behavior Identification Checklist
      2. Quay-Peterson Behavior problem Checklist
      3. AAMD Adaptive Behavior Scale
   D. Informal recording data collections
      1. Running narrative & sorting of the behaviors
      2. Frequency recording
      3. Duration recording
      4. Momentary Time Sampling
   E. Inter-observer agreement calculation
   F. Graphing

III. Seminars before each data collection site (1 week)

IV. Introduction and instruction on developing a Special Education Portfolio. (.33 1/3 week)
   A. What information is to be included
   B. What assignments are to be included.

V. Field trip to observe at Illinois Center for Autism (.33 1/3 week)

VI. On-site observations (10 and .33 1/3 weeks)
   - All observations will be arranged to ensure that, as much as possible, EIU students will observe in classrooms that include children with severe to mild / moderate disabilities and a variety of disability classifications and age ranges.

References

Alberto, P.A., & Troutman, A.C. (1986). *Applied behavior analysis for teachers (2nd eds.).* Columbus, OH: Merrill.

Bartoli, V., & Botel, M. (1988). *Reading and learning disability: An ecological approach*. NY: Teachers' College Press.

Cooper, J.O., Heron, T.E., & Heward, W.L. (1987). *Applied behavior analysis.* Columbus, OH: Merrill.

Evans, S.S., Evans, W.H., & Mercer, C.D. (1986). *Assessment for instruction.* Boston, MA: Allyn & Bacon.

Guerin, G.R., & Maier, A.S. (1983). *Informal assessment in education.* Palto Alto, CA: Mayfield Publishing Co.

Hall, R.V., & VanHouten, R. (1983). *Managing behavior: Part I - Behavior Modification: The measurement of behavior*. Austin, TX: PRO-ED Publishers.

Nieto, S. (1992). *Affirming diversity: The sociopolitical context of multicultural education.* NY: Longman.

Repp, A.C. (1983). *Teaching the mentally retarded.* Englewood Cliffs, NJ: Prentice Hall.

Salvia, J. & Ysseldyke, J.E. (1988). *Assessment in special and remedial education (4th edition).* Boston, MA: Houghton Mifflin Co.

Taylor, R.L. (1989). *Assessment of exceptional students (2nd edition).* Englewood Cliffs, NJ: Prentice Hall.

Standards Addressed in SPE 3201

Major Evaluation Components:

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

1. The following standards will be used to assess the Data Collection assignment:

   • CEC/CC 5,8,9,10; CEC/IGC 1,5,8,9; CEC/IIC 5,8; IPTS: 1BGL, 2FHK, 4AHQ, 6HJ, 7CDEFGHIMO, 8C, 9HIJU; ICC 3,5,7,8; ILAS 2, Technology 1,2,5,6

2. The following standards will be used to assess the Clinical Practice Experience:

   • CEC/CC 4,7,8,9,10; CEC/IGC 4,7,8,9,10; CEC/IIC 4,7,8,9,10; IPTS: 1CDEGKL, 2ABCDEFGHKNP, 4ABCDEFGHIJLNOQ, 5DEFKHRS, 6HJPQR, 7ABCDEFGHIMO, 8ACFGHJK, 9ABCDEHIJKPQRTU; ICC 7; LBSI 3,7

3. The following standards will be used to assess the SPE 3201 exams and quizzes:

   • CEC/CC1,2,3,5,8,9,10; CEC/IGC 1,5,8,9; CEC/IIC 5,8; IPTS: 5EF, 8I, 9CS; ICC 1,2,3,5,7,8; LBSI 2,3,5; ILAS 2

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 and Pat Fewell) 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) or Pat Fewell (3823)). 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.