SPE 3100
Learning Differences of Individuals with
Moderate/Severe Exceptional Learning Needs

Instructor:	Dr. Amy Rosenstein
Office/Phone:	1212 Buzzard Hall; 217-581-5315
Appointments:	Please sign up in the red notebook in 1212 Buzzard Hall (at least 24 hrs in advance)
Time/Location:	Class: ~~7:00-9:30pm~~12:00-1:15pm Tuesday and Thursday / 1103 Buzzard Hall
	Practica: TBA
Email:	arosenstein@eiu.edu

Catalog Description:

A. SPE 3100 - Learning Differences of Individuals with Moderate/Severe Exceptional Learning Needs. (3-0-3) F, S. A study of differential behaviors of individuals with moderate to severe exceptional learning needs, across the life span, including individuals with mental retardation, physical and orthopedic handicaps, other health impairments, traumatic brain injury, and autism. Historical perspectives, etiology, terminology, and educational programming are also addressed. Additional emphases include cultural competence, facilitating independence, family/ community services and involvement, equal access and opportunity in a variety of employment and life style choices.

Learning Model:
The primary learning model for this course is the Ecological Model (Henley, Ramsey, & Algozzine, 1993).

Textbook:
Snell, M. E., & Brown, F. (2010). Instruction of Students with Severe Disabilities (7th.ed). Upper Saddle River, NJ: Pearson Education.

**A course packet for SPE 3100 is required for each teacher candidate and is available for purchase at *Copy X* (on north side of Hwy 16/Lincoln Ave)

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.

SPE 3100 Course Requirements/Assignments

1. Readings. Readings from the course text are assigned for each lecture. It is essential for candidates to complete the assigned readings. Teacher candidates are required to take notes on the readings. Book notes will be collected each week (5pts each week notes are due).

2. Lectures. Lectures related to each module will be presented in class. Lectures will be related to but not repetitious of assigned readings. Knowledge and understanding of information presented during class meetings will be assessed on exams (information provided in #5).

3. Research Annotated Bibliography. Each teacher candidate will conduct a literature search to find three research articles related to a current issue in special education for students with moderate/severe disabilities that is specific to the course content. A typed summary of each article and a synthesis of the major points will be addressed in the paper. A reference list and in-text citations will be formatted according to APA (6th ed.) guidelines. This assignment is designed to assist candidates in building a background of evidence-based knowledge concerning the education of individuals with moderate/severe disabilities. A list of acceptable journals as well as specific details about components of the summary paper will be provided during class.(65~~5~~0 pts; IPTS – 5, 6, 9)

4. Spontaneous Written Assignments. Teacher candidates will be expected to write on an assigned topic for a maximum of 4 minutes. The topics will be related to lectures, readings, and/or packet materials and will include legislation, leading practitioners, identification, etiology, definitions, and educational programming as these relate to individuals with moderate/severe disabilities. There will be 6 spontaneous class writing assignments throughout the semester. (6 class writing assignments @ 5 pts each = 30 pts; IPTS - 6)

5. Exams. There will be 4 non-cumulative exams that cover each of the 4 sections of the text AND lectures. These exams may consist of true/false, short answer, multiple choice and essay items. The purpose will be to provide the candidate the opportunity to synthesize information from the text, lectures, class discussions/activities and packet/handouts. (5~~4~~ exams @ 50 pts each = 25~~0~~0 pts; IPTS – 1, 2, 3, 4,5, 6, 7, 8, 9)

6. Practicum. As part of the required coursework for SPE 3100, teacher candidates will be required to complete 15 hours of practicum at assigned sites. The purpose of these practicum hours is to work with individuals with moderate/severe disabilities in their typical domestic/recreational/vocational/and(or) community environment (i.e., not just school or classroom environments). Each student must observe and interact with individuals with significant disabilities in settings approved by the course instructor/clinical supervisor. ~~a minimum of 2 times; the first visit will be a fact~~

~~gathering/'get to know you' visit and the second will be to implement the activity developed.~~ The following practicum assignments will be completed by each teacher candidate (IPTS – 1, 2, 3, 4, 5, 6, 7, 8, 9):

Ecological Inventory	20pts
Curriculum Sequence (functional academic and life skill domains)	20pts
Assessment and Instructional Program	20pts
Related Services Program Book	10pts
Group Home Personal Interests Inventory	10pts
Group Home Activity Task Analysis	10pts
Practica Refletion	10pts
Total	100pts

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~~Log Sheet~~	~~15 pts~~
~~Reflection 1 (after first visit)~~	~~15 pts~~
~~Reflection 2 (after second visit)~~	~~15 pts~~
~~Activity (lesson plan; artifacts; outcomes)~~	~~25 pts~~
~~Total Practicum Points~~	~~(70 pts)~~

7. Notebook. Each teacher candidate will compile and turn in a notebook prior to taking the final exam for this course. This notebook will be organized in a way to serve as a reference tool in future classes and practica experiences in their course of study. (30 pts; IPTS – 1, 2, 3, 4, 5, 6, 7, 8, 9)

8. Class Activities Participation. Teacher candidates are expected to be present in each class, present questions/discussion remarks as required, and complete individual and group activities as assigned. Candidates will be not be able to make up in class activities missed due to absences whether excused or unexcused. Similarly, candidates are expected to be seated and ready to participate at the beginning of each class meeting (i.e., 12:00 p.m.) (up to 50 pts).

9. Extra Credit. Extra credit may be earned for participation in Family Fun Festival or Special Olympics. (5 pts; MUST provide instructor with copy of certificate no later than 1 week after event)

Summary of Course Requirements:

1.	5~~4~~ exams		~~200~~ 250 pts
2.	Research Annotated Bibliography		6~~5~~0 pts
3.	Spontaneous written assignments		30 pts
4.	Practicum		~~70~~ 100 pts
5.	Notebook		30 pts
6.	Class Activities/Participation	upto	50 pts
7.	~~Booknotes~~Readings		8~~7~~0pts
	~~TOTAL~~		~~500 pts~~

Evaluation Criteria
Final grades in the course will be based on total points earned on all course requirements and assignments at the end of the semester. You should keep track of your points so you have an idea of your grade.

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 = 0- 59% of total points

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

SPE 3100 ATTENDANCE POLICY

An absence on a lecture or test day is considered excused if the student notifies the Special Education office or the instructor by phone (217-581-5315) or in person prior to class time of the reason for the absence and that reason involves a verified illness or emergency. The Special Education office is open until 4:30 p.m. If leaving a message with a secretary, leave: name, time called, class number, and reason for absence. The desire to start a weekend or vacation period early will not be considered an excused absence.
Assignments missed due to excused absences can be made up or turned in without penalty up to one week late. However, assignments that are late due to unexcused absences will be assigned a late penalty and it will be the student's responsibility to acquire any information missed due to unexcused absence from other members of the class. Participation points missed due to unexcused absences cannot be made up. Attendance points (3 pts.) will be awarded for each class meeting.

Department Attendance Policy
Students are expected to attend all classes. The Department of Special Education endorses the notion that attendance in classes is essential. The student is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams. Points will be awarded for each class attended.

Late Assignment Policy
All assignments are due at the beginning of the class period on the designated date. Late class assignments will be assessed the following penalties:

1. 10% reduction of points for each day the assignment is late (including weekends).
2. All assignments must be completed and done so prior to finals week. Failure to complete an assignment will result in your final grade being dropped one letter grade.

Writing Policy
The Department of Special Education strongly supports the use of "non-labeling" language. It is expected that all written work submitted will contain non-labeling language as delineated in the TASH guidelines that are distributed in SPE 3000. The APA Style Manual, 6th Edition, is to be

used in respect to style and format for all written assignments. This is departmental policy (DCC decision, Sept. 8, 1982). Individuals who need assistance will be referred to the EIU Student Success Center.

Assistance: Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you. If you are having problems with coursework, it is your responsibility to initiate contact to solve the problem. The instructor may refer you to other sources of assistance on campus if these other resources would be of greater assistance in solving a particular problem. If a referral is made, it is highly recommended that you seek the opportunity for assistance as to remediate the problem prior to entering other major course sequences.

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 by the instructor and at no time should this means of communication interrupt teaching or learning. Above mentioned 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; 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. 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.

Outline of the Course (15 week semester- final exam during 16th week)

Module I. Historical and Legal Issues Across the Lifespan for Individuals with Moderate to Significant Exceptional Learning Needs (2 Weeks)

A. Historical Issues and Legislation Effecting Treatment and Services for Individuals with Moderate and Significant Exceptional Learning Needs Prior to The Rehabilitation Act of 1973(P.L. 93-112) and The Education for All Handicapped Children Act (P.L. 94-142)
B. Legislation Related to Individuals with Disabilities with Moderate and Significant Exceptional Learning Needs from The Rehabilitation Act of 1973 (P.L. 93-112) and The Education for All Handicapped Children Act (P.L. 94-142) to the present.
C. Legislative Impact on Schooling and Community Living Including the Normalization Principle
D. Equal Access to Resources (public and private) for Optimum Quality of Life Throughout (birth to old age) Including Financial and Legal Issues

Module II: Characteristics of Moderate and Significant Exceptional Learning Needs and Development (5 Weeks)

A. IDEA Category Review/ Characteristics of Low Incidence Exceptional Learning Needs (1% of school age populations: blindness, low vision, deafness, hard-of-hearing, deaf-blindness, significant developmental delay, intellectual disabilities, complex health issues, serious physical impairment, multiple disability, autism).
    1. Birth to Youth
    2. Adolescence to Adulthood
B. Models of Exceptional Learning Needs Studies
C. Etiology of Exceptional Learning Needs
    1. Human Body Systems
    2. Congenital (Pre-Natal, Peri-Natal, Post-Natal)
        1. Underlying Theoretical Principles
        2. Genetic and Chromosomal Abnormalities
        3. Brain and Neural Development
        4. Congenital Infections
        5. In-utero Cranial Malformations
        6. Brain Mapping and Skill Development
    3. Acquired
        1. Brain Injury
        2. Infectious Disease
        3. Other Debilitating Conditions
D. Low Incidence Exceptional Learning Needs on the Rise:
    1. Current Issues
        1. Significant Developmental Delay
        2. Complex Health Issues (OHI)
        3. Serious Physical Impairments

4. Multiple Exceptional Learning Needs
2. Autism Spectrum Disorder
E. Neuroscience: New Trends and Development
F. Cognitive Learning Theories: Moderate to Significant Exceptional Learning Needs

Module III. Health and Medical Needs (3 weeks)
A. Therapeutic management
1. Universal Precautions
2. Dental Care
3. Hair and Skin Conditions
4. Postural Drainage
5. Incontinence and Toileting
6. Passive range of motion
7. Positioning and Handling
8. Seizure management
9. Medications and Side Effects
B. Nutrition and Feeding
1. Nutrition and Healthy Eating Habits
2. Eating skills, Assistive Utensils
3. Swallowing Evaluations, Gastrostomy, and Esophageal Tube
C. Special Concerns
1. Tracheostomy
2. Ileostomy
3. Colostomy
D. Advocacy

Module IV: Natural Supports for Moderate to Significant Exceptional Learning Needs (3 Weeks)
A. Family Issues and Dynamics
B. Team Members Roles and Responsibilities
C. Support Services and Service Delivery
1. Home
2. School
3. Community
4. Vocational Settings
D. Transition Supports (including but not limited to: hospital to home, home to preschool, preschool to elementary, elementary to middle and high school, high school to employment and community integrated living arrangements)

Module V: Assessment, Curriculum, Instructional Strategies, and Health/Medical Needs (2 Weeks)
A. Assessing Student Needs
1. Ecological Inventories
2. Assessment Types including Alternative Assessments and Accountability

3. Assessment Guidelines and Accommodations

B. Curriculum for Individuals with Moderate and Significant Exceptional Learning Needs

4. Access to the General Curriculum
5. Functional Life Skills
6. Functional Academics

C. Evidence-based Instructional Strategies for Individuals with Moderate and Significant Exceptional Learning Needs

a. Systematic Instruction for Skill Acquisition
i. Prompts and Prompting Hierarchies
ii. Response Latency and Time-delay
iii. Error Correction
b. Scheduling and Fading Reinforcement
c. Planned Generalization of Skills
d. Skill Maintenance

D. Independence and Functional Life Skills Domains (domestic, recreation and leisure, community, and vocational; functional academics across life skill domains; social competence across life skill domains)

~~Outline of the Course (15 week semester- final exam during 16th week)~~

~~Module I: Brain and Neural Development- Weeks (2)~~
~~A. Underlying theoretical principles~~
~~A. In-utero cranial malformations~~
~~B. Genetic and chromosomal abnormalities~~
~~C. Brain injury~~
~~D. Neuroscience: new trends and development~~
~~E. Cognitive learning theories: moderate to severe disabilities~~

~~Module II. Identification: Moderate to Severe Disabilities- Weeks (3)~~
~~A. Characteristics - birth to old age~~
~~A. Family issues and dynamics~~
~~B. Nature and needs - medical, physical, social~~
~~C. Community support (birth to old age)~~

~~Module III: The School age years (birth to 22) School/Community - moderate to severe disabilities - Weeks (3)~~
~~A. Historical perspectives prior to PL 94-142~~
~~A. Legislation PL 108-446 (IDEIA), P.L. 107-110 (NCLB), ADA 101-336 law(1990) current revisions of IDEA~~
~~B. Legislative impact on school and community~~
~~C. Equal access of resources (public and private) for optimum quality of life throughout from birth to old age~~

~~D. Functional life skills and transitions, including but not limited to home to preschool, preschool to elementary, elementary to middle and high school, high school to employment (also include transitions in living circumstances)~~

~~Module IV: Attaining Adult (beyond age 22) Weeks (2)~~

~~A. Post-secondary opportunities and resources~~
~~A. Financial considerations and legal issues~~
~~B. Sexuality and birth control~~
~~C. Partnerships such as marriage, co-habitation~~
~~D. Mid-life issues- death of parents, siblings, friends.~~

~~Module V: Mid-life to Old Age- Weeks (2)~~

~~A. Changing demographic- increase in older persons (of all ability levels)~~
~~A. Housing, care, daily living skills, quality of life~~
~~B. End of life considerations and realities~~

~~Module VI: Health and Medical Needs- Weeks (3)~~

~~A. Therapeutic management~~
~~1. Universal precautions, blood born pathogens, hand-washing, wearing gloves~~
~~2. Incontinence and toileting~~
~~3. Dental care~~
~~4. Seizure management~~
~~5. Skin conditions~~
~~6. Postural drainage~~
~~7. Passive range of motion~~
~~B. Nutrition and Feeding~~
~~1. Nutrition and healthy eating habits~~
~~2. Eating skills, assistive utensils~~
~~3. Tube feeding~~
~~C. Special Concerns~~
~~1. Tracheostomy~~
~~2. Ileostomy~~
~~3. Colostomy~~
~~D. Infectious diseases precautions/treatment post exposure (birth to old age)~~

CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Standard 1 - Foundations

Knowledge:

- Models, theories, and philosophies that form the basis for special education practice.
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

Skill:

- Articulate personal philosophy of special education.

Standard 2 - Development and Characteristics of Learners

Knowledge:

- Typical and atypical human growth and development.
- Educational implications of characteristics of various exceptionalities.
- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individuals with exceptional learning needs.
- Effects of various medications on individuals with exceptional learning needs.

Standard 3 - Individual Learning Differences

Knowledge:

- Effects an exceptional condition(s) can have on an individual's life.
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Demands of learning environments.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.

Skills:

- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Use universal precautions.

Standard 6 - Language

Knowledge:

- Augmentative, alternative, and assistive communication strategies.

Skills:

- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.

Standard 7 - Instructional Planning

Knowledge:

- Technology for planning and managing the teaching and learning environment.

Skills:

- Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- Use task analysis.
- Incorporate and implement instructional and assistive technology into the educational program.

Standard 9 - Professional and Ethical Practice

Knowledge:

- Methods to remain current regarding research-validated practice.

Skills:

- Practice within the CEC Code of Ethics and other standards of the profession.
- Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
- Access information on exceptionalities.

Reflect on one's practice to improve instruction and guide professional growth.

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

Standard 1 - Foundations

Knowledge:

- Definitions and issues related to the identification of individuals with disabilities*.
- 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*.
- Common etiologies and the impact of sensory disabilities on learning and experience.
- Types and transmission routes of infectious disease

Skill:

- None in Addition to the Common Core

Standard 3 - Individual Learning Differences

Knowledge

- Impact of disabilities on auditory and information processing skills.

Skill:

- Relate levels of support to the needs of the individual

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Barriers to accessibility and acceptance of individuals with disabilities*.

Skill:

- Provide instruction in community-based settings.
- Use and maintain assistive technologies.

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

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*.

Skill:

- None in Addition to the Common Core

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*.
- Types and transmission routes of infectious disease

Skill:

- None in Addition to the Common Core

Standard 3 - Individual Learning Differences

Knowledge

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

Skill:

- Relate levels of support to the needs of the individual

Standard 4 - Instructional Strategies

Knowledge:

- Resources, and techniques used to transition individuals with disabilities* into and out of school and post-school environments

Skill:

- Use appropriate adaptations and assistive technology for all individuals with disabilities*.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Specialized health care interventions for individuals with physical and health disabilities in educational settings.
- Barriers to accessibility and acceptance of individuals with disabilities*.

Skill:

- Provide instruction in community-based settings.
- Use and maintain assistive technologies.

Use techniques of physical positioning and management of individuals with disabilities* to ensure participation in academic and social environments.

Common Core Standards for All Special Education Teachers:

Standard 1 - Foundations:

The competent special education teacher understands the philosophical, historical, and legal foundations of special education. [28.100(a)]

Knowledge Indicators:

The competent special education teacher understands

CC1A. historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice.

CEC1 Foundations

Knowledge: historic foundations, classic studies including major contributors and major legislation that grounds the growth and improvement of knowledge and practice in the field of educating persons with moderate to severe disabilities

Skills:

delineates principles of normalization vs least restrictive environment in designing education programs for individuals with moderate to severe disabilities

CC1B. current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized health care and assistive technology, to individuals with all types of disabilities across the age range.

Standard 2 - Characteristics of Learners:

The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal

Knowledge:

The competent special education teacher understands

CC2A. the cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed.

CC2B. the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities.

CC2C. communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with and without disabilities.

CC2D. the social, intellectual, and political influences on language.

CC2E. typical and atypical motor development.

CC2F. major genetic and environmental etiologies of cognitive, sensory, emotional and physical disabilities.

CC2G. medical conditions affecting individuals with disabilities and the effects of various medications on their educational, cognitive, physical, sensory, social and emotional behaviors.

CC2H. basic functions of the body systems in relation to common medical conditions and health impairments.

CC2J. differential characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior and learning.

CC2K. the effects of dysfunctional behavior on learning and the differences between behavioral and emotional disorders.

CC2I. specialized health care needs at school (e.g., gastrostomies, colostomies, urinary catheterization, tracheotomies, ventilator-assisted breathing, blood glucose testing, seizure management).

CC2J. differential characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior and learning.

CC2N. the impact of sensory disabilities on development, learning and behavior.

CEC CC7 Communication and Collaborative Partnerships

Knowledge:

- sources of unique services and networks and organizations for individuals with moderate to severe disabilities including career, vocational and transitional support

Skill:

- strategies for chronically ill and terminally individuals with moderate to severe exceptional needs and their families

F. develop knowledge and information of various types of organization structures and contemporary issues of life span perspectives for individuals with moderate to severe disabilities

ILLINOIS PROFESSIONAL TEACHING STANDARDS (2013)

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators – The competent teacher:

1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;

1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;

1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;

1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as "IDEA") (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
1E) understands the impact of linguistic and cultural diversity on learning and communication;
1F) understands his or her personal perspectives and biases and their effects on one's teaching; and
1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

Performance Indicators – The competent teacher:

1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;
1K) facilitates a learning community in which individual differences are respected; and
1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;
2C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards;
2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications;
2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;
2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;
2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and

Performance Indicators – The competent teacher:

2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;
2J) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts;
2K) engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines;
2L) demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines;
2M) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings;
2N) facilitates learning experiences that make connections to other content areas and to life experiences;
2O) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;
2P) adjusts practice to meet the needs of each student in the content areas; and

2Q) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;

3D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses;

3E) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;

3F) understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and

3G) understands how research and data guide instructional planning, delivery, and adaptation.

Performance Indicators – The competent teacher:

3H) establishes high expectations for each student's learning and behavior;

3I) creates short-term and long-term plans to achieve the expectations for student learning;

3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs;

3K) incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences;

3L) creates approaches to learning that are interdisciplinary and that integrate multiple content areas;

3M) develops plans based on student responses and provides for different pathways based on student needs;

3N) accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement;

3O) when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006);

3P) works with others to adapt and modify instruction to meet individual student needs; and

3Q) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:

4B) understands how individuals influence groups and how groups function in society;

4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;

4E) knows how to assess the instructional environment to determine how best to meet a student's individual needs;

4F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint);

4H) understands the use of student data (formative and summative) to design and implement behavior management strategies.

Performance Indicators – The competent teacher:

4I) creates a safe and healthy environment that maximizes student learning;

4J) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;

4K) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities;
4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;
4M) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;
4N) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;
4O) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports;
4P) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and
4Q) analyzes student behavior data to develop and support positive behavior.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Knowledge Indicators – The competent teacher:
5A) understands the cognitive processes associated with various kinds of learning;
5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;
5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;
5D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;
5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
5F) knows strategies to maximize student attentiveness and engagement;
5G) knows how to evaluate and use student performance data to adjust instruction while teaching; and
5H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.
Performance Indicators – The competent teacher:
5I) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities;
5J) monitors and adjusts strategies in response to feedback from the student;
5K) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students;
5L) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical and creative thinking;
5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;
5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student;
5O) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;
5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;
5Q) uses effective co-planning and co-teaching techniques to deliver instruction to all students;
5R) maximizes instructional time (e.g., minimizes transitional time); and
5S) implements appropriate evidence-based instructional strategies.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators – The competent teacher:

6B) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;

6C) understands communication theory, language development, and the role of language in learning;

6E) knows and models standard conventions of written and oral communications;

6G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;

6I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas.

Performance Indicators – The competent teacher:

6I) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);

6J) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;

6K) facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content;

6L) teaches fluency strategies to facilitate comprehension of content;

6M) uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;

6N) teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources;

6O) teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar);

6P) integrates reading, writing, and oral communication to engage students in content learning;

6Q) works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs; and

6R) stimulates discussion in the content areas for varied instructional and conversational purposes.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;

7B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;

7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;

7D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;

7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;

7F) knows research-based assessment strategies appropriate for each student;

7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;
7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and
7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators – The competent teacher:

7J) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes;
7K) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole;
7L) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning;
7M) maintains useful and accurate records of student work and performance;
7N) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008);
7O) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;
7P) collaborates with families and other professionals involved in the assessment of each student;
7Q) uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and
7R) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

8A) understands schools as organizations within the larger community context;
8B) understands the collaborative process and the skills necessary to initiate and carry out that process;
8C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;
8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;
8E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;
8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;
8G) understands the various models of co-teaching and the procedures for implementing them across the curriculum;
8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities.

Performance Indicators – The competent teacher:

8J) works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals;
8K) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;
8L) initiates collaboration with others to create opportunities that enhance student learning;

8M) uses digital tools and resources to promote collaborative interactions;
8N) uses effective co-planning and co-teaching techniques to deliver instruction to each student;
8O) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students;
8P) develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;
8Q) establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;
8R) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;
8S) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted; and
8T) identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Knowledge Indicators – The competent teacher:
9A) evaluates best practices and research-based materials against benchmarks within the disciplines;
9B) knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school;
9C) understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques);
9E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities;
9F) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;
9G) understands local and global societal issues and responsibilities in an evolving digital culture; and
9H) understands the importance of modeling appropriate dispositions in the classroom.
Performance Indicators – The competent teacher:
9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;
9J) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;
9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;
9O) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement;
9P) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;
9Q) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;
9R) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;
9S) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];
9T) models digital etiquette and responsible social actions in the use of digital technology; and
9U) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

Learning Behavior Specialist 1 Standards:

Standard 1 - Foundations:

The competent learning behavior specialist understands the philosophical, historical, and legal foundations of special education. [28.200(a)]

Standard 2 - Characteristics of Learners:

The competent learning behavior specialist understands impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21). [28.200(b)]

LBS1- 2 Characteristics of Learners

a. develop a broad overview of the field of special education relative to characteristics of individuals with moderate to severe disabilities including but not limited to early intervention, school age and high school years in public school, vocational/employment training, community living and life style choices, such as marriage and family, later adult years, end of life issues, etc.

LBS1- 5 Learning Environment and LBS1-6 Instructional Delivery

demonstrate knowledge of historical perspectives and current theories/philosophies that impact equal access to education/community of individuals with moderate to severe disabilities

LBS1 Foundations

demonstrate understanding and knowledge of major theoretical approaches including the latest technological advances in curriculum and instructional approaches for persons with moderate to severe disabilities

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.

Knowledge:

The competent learning behavior specialist understands

LBS3A. strategies for assessing individual learning characteristics and modes of communication.

LBS 4 Planning for Instruction & 6 Instructional Delivery

describe and compare various types of educational provisions, related services, and transitional services, for individuals with moderate to severe disabilities with consideration to age, degree of disability, medical, instructional, behavioral/ community needs

LBS 1 Foundations

h. Assessment:

demonstrate knowledge of the assessment process (medical, educational, psychological, etc) including procedures used for classification, referral practices, screening, assessment, treatment.

demonstrate knowledge and skills in alternative assessment procedures, in behavioral checklists, observation and documentation of a variety of behaviors and skills

For both one and two

Standard 6 - Instructional Delivery:

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

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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