

SPE 3000 Education of Individuals with Exceptional Learning Needs

Ind with Except Learning Needs

(3-0-3) This course examines the exceptional learning needs of individuals across levels of severity, and the laws, policies, and ethical principles governing the education of individuals with exceptional learning needs. Strategies that support student learning in the general and expanded curricula, and the educational programs designed to meet their needs in a range of instructional environments are addressed. Prerequisite: SPE 2000. SPE 3000 Short Title: EDUC IND ELN

Grading Methods: Traditional (ABCD) ABC/NC C/NC AU

Repeat information: May be repeated
How many times _____
For how many maximum total hours? _____
 May not be repeated

Restriction(s): Open only to Special Education majors
 Open to Non-Special Education majors
 College affiliation (or exclusion)
 Major affiliation (or exclusion):
 Undergraduate level
 Graduate level
 Class level

Prerequisite(s) SPE 2000

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Smith, D.D (2007). *Introduction to Special Education: Teaching in an Age of Challenge (6th ed.)*. Boston, MA: Allyn and Bacon.

Support of Conceptual Framework:

See “Relationship of the Course to Unit Theme and Conceptual Framework”

Methods of Instruction:

Ecological theory advocates that individuals are products of their environment. Consequently, for an individual who is experiencing learning/behavioral problems, the problem does not lie within the individual but within the environment itself. SPE 3000 is taught using various methods (lecture, readings, power point, simulation/group activities, philosophy paper). The belief is that students may acquire more knowledge about students with exceptional learning needs if they can tie their own experiences into the concept with varying opportunities to demonstrate knowledge.

Learning Outcomes/Objectives :

See Standards. . .

Grading Policy:

The grading scale is as follows:

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

Assignments:

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

Chart of Assessments:

See Chart. . .

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed											Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
Tests	Candidates take five multiple choice exams that measure their knowledge of the impact of labels on learners with exceptional learning needs, the role families and diversity play in the identification and education of learners with exceptional learning needs, the preferral/referral process including service delivery, definitions of disabilities across severity levels, behaviors of learners with exceptional learning needs, effective instructional behavior management strategies, and the roles of general and special educators in the special education process. The exams are grounded in lecture and assigned readings.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Philosophy Paper	Candidates write a paper that examines his/her philosophy specific to teaching students with exceptional learning needs. The paper will include a discussion of overall attitudes toward individuals with exceptional learning needs followed by views on the provision of instruction to students with disabilities and the value of students with exceptional learning needs in integrated settings.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vision and Hearing Simulation and Adaptation Case Study	Candidates are provided a case study that requires the integration of knowledge from the course packet, readings, and lecture specific to a learner with a vision and hearing loss. Candidates must utilize identification criteria and various sources of information to make recommendations specific to environmental and instructional accommodations. Recommendations are required to have a rationale supported in the literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mild to Severe Disability Simulation and Adaptation Case Study	Candidates are provided a case study that requires the integration of knowledge from the course packet, readings, and lecture specific to a learner with mild to severe disabilities. Candidates must utilize identification criteria and various sources of information to make recommendations specific to instructional material and strategy accommodations. Behavior modification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Name	Brief Description	Initial Unit Standards Addressed											Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
	recommendations are also required. Recommendations are required to have a rationale supported in the literature.																
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List of Initial Unit Standards:

- Standard 1 – Content Knowledge
- Standard 2 – Human Development & Learning
- Standard 3 – Diversity
- Standard 4 – Planning for Instruction
- Standard 5 – Learning Environment
- Standard 6 – Instructional Delivery
- Standard 7 – Communication
- Standard 8 – Assessment
- Standard 9 – Collaborative Relationships
- Standard 10 – Reflection and Professional Growth
- Standard 11 – Professional Conduct

List of Unit Dispositions:

- Disposition 1 – Interaction with Students
- Disposition 2 – Professional and Ethical Practice
- Disposition 3 – Effective Communication
- Disposition 4 – Planning for Teaching and Student Learning
- Disposition 5 – Sensitivity to Diversity and Equity

Catalog description:

3000 SPE. Education of Individuals with Exceptional Learning Needs.

(3-0-3) This course examines the exceptional learning needs of individuals across levels of severity, and the laws, policies, and ethical principles governing the education of individuals with exceptional learning needs. Strategies that support student learning in the general and expanded curricula, and the educational programs designed to meet their needs in a range of instructional environments are addressed. Prerequisite: SPE 2000. SPE 3000

Short Title: EDUC IND ELN

Objectives of the Course

This course is:

- Writing – Active
- Writing – Intensive
- Writing – Centered

This course is:

- Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.
- Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

SPE 3000 is a course that examines various exceptional learning needs across severity levels and their impact on students' academic and behavioral performance. To create an effective educational environment, teachers must be cognizant of how their knowledge and philosophy about students with exceptional learning needs shapes the quality of learning environment they will create.

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

Diverse Subjects: SPE 3000 examines how various exceptional learning needs impact academic and social/behavioral performance.

Diverse Strategies: SPE 3000 identifies specific curricular modifications and adaptations required for the success of students with exceptional learning needs.

Diverse Students: SPE 3000 enhances the philosophy presented in SPE 2000 on the diversity of students. The course focuses more on examining how cultural and linguistic factors may be mistaken for exceptional learning needs.

Diverse Societies and Communities: SPE 3000 examines how cultural differences may be an influential variable in students inappropriately receiving or not appropriately receiving special education services.

Diverse Technologies: SPE 3000 presents examples of technologies used with students with exceptional learning needs (braille, TDY, communication boards, orthopedic devices, and educational software). Further, students are required to read about other technologies in their textbook.

The Learning Model for this course is:

Ecological Theory

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

Ecological theory advocates that individuals are products of their environment. Consequently, for an individual who is experiencing learning/behavioral problems, the problem does not lie within the individual but within the environment itself. SPE 3000 is taught using various methods (lecture, readings, power point, simulation/group activities, philosophy paper). The belief is that students may acquire more knowledge about students with exceptional learning needs if they can tie their own experiences into the concept with varying opportunities to demonstrate knowledge.

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

Tests – Measures all domains

Philosophy paper – Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities

Vision and Hearing Simulation – Diverse Students

Vision and Hearing Adaptation Activity – Diverse Strategies, Diverse Subjects, and Diverse Technologies

Mild to Severe Disability Simulation - Diverse Students

Mild to Severe Adaptation Activities – Diverse Strategies, Diverse Subjects, and Diverse Technologies

IEP Team activity – Diverse Subjects and Diverse Students

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.
- Laws, policies, and ethical principles regarding behavior management planning and implementation.
- Relationship of special education to the organization and function of educational agencies.
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
- Family systems and the role of families in the educational process.
- Historical points of view and contribution of culturally diverse groups.
- Impact of the dominant culture on shaping schools and the individuals who study and work in them.
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

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.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development.

CEC Content Standards Addressed In This Course (Cont'd)

- 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.
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
- Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

Standard 1 - Foundations

Knowledge:

- Definitions and issues related to the identification of individuals with disabilities*.
- Models and theories of deviance and behavior problems.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
- The legal, judicial, and educational systems to assist individuals with disabilities*.
- Continuum of placement and services available for individuals with disabilities*.
- Laws and policies related to provision of specialized health care in educational settings.
- Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities*.
- Principles of normalization and concept of least restrictive environment.

CEC Content Standards Addressed In This Course (Cont'd)

- Theory of reinforcement techniques in serving 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*.
- Common etiologies and the impact of sensory disabilities on learning and experience.

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 1 - Foundations

Knowledge:

- Definitions and issues related to the identification of individuals with disabilities.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
- The legal, judicial, and educational systems to assist individuals with disabilities*.
- Continuum of placement and services available for individuals with disabilities*.
- Laws and policies related to provision of specialized health care in educational settings.
- Principles of normalization and concept of least restrictive environment.
- Theory of reinforcement techniques in serving individuals with disabilities*
- Theories of behavior problems of individuals with disabilities*

Standard 2 - Development and Characteristics of Learners

Knowledge:

- Etiology and diagnosis related to various theoretical approaches.

CEC Content Standards Addressed In This Course (Cont'd)

- 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

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

Standard 1 - Content Knowledge

The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

Knowledge Indicators –

The competent teacher:

- 1E. understands how a student's disability affects processes of inquiry and influences patterns of learning.

Performance Indicators –

The competent teacher:

- *1M. designs learning experiences and utilizes adaptive devices/technology to provide access to general curricular content to individuals with disabilities.

STANDARD 2 - Human Development and Learning

The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

Knowledge Indicators –

The competent teacher:

- *2F. knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes.

Standard 3 – Diversity

The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

State of Illinois Standards Addressed in this Course (Cont'd)

Knowledge Indicators –

The competent teacher:

3F. understands personal cultural perspectives and biases and their effects on one's teaching.

Performance Indicators –

The competent teacher:

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

Standard 4 - Planning for Instruction

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

Performance Indicators –

The competent teacher:

*4S. uses individualized education program (IEP) goals and objectives to plan instruction for students with disabilities.

Standard 5 - Learning Environment

The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge Indicators –

The competent teacher:

5E. knows procedures for inventorying the instructional environment to determine when and how best to meet a student's individual needs.

5F. knows applicable statutes, rules and regulations, procedural safeguards, and ethical considerations regarding planning and implementing behavioral change programs for individuals with disabilities.

5G. knows strategies for intervening in situations to prevent crises from developing or escalating.

5H. knows environmental arrangements that promote positive behavior and learning for students with diverse learning characteristics.

State of Illinois Standards Addressed in this Course (Cont'd)

Performance Indicators –

The competent teacher:

- *5O. demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students).
- *5P. modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.
- *5Q. uses a variety of approaches to promote social interaction between students with disabilities and students without disabilities.
- *5R. uses effective methods for teaching social skill development in all students.

Standard 6 - Instructional Delivery

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

Knowledge Indicators –

The competent teacher:

- 6E. knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics.

Performance Indicators –

The competent teacher:

- *6M. uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities.
- *6N. uses technology appropriately to accomplish instructional objectives.
- *6O. adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.
- *6P. implements and evaluates individual learning objectives.

Standard 8 – Assessment

The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.

State of Illinois Standards Addressed in this Course (Cont'd)

Knowledge Indicators –

The competent teacher:

- 8F. knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities.
- 8G. knows methods for monitoring progress of individuals with disabilities.
- 8H. knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities.

Performance Indicators –

The competent teacher:

- *8O. uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.
- *8P. uses technology appropriately in conducting assessments and interpreting results.
- *8Q. uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

Standard 9 - Collaborative Relationships

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

Knowledge Indicators –

The competent teacher:

- 9F. understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.
- 9G. understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities.

Performance Indicators –

The competent teacher:

- *9N. collaborates in the development of comprehensive individualized education programs for students with disabilities.
- *9O. coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.

State of Illinois Standards Addressed in this Course (Cont'd)

- *9P. collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.
- *9Q. communicates with team members about characteristics and needs of individuals with specific disabilities.
- *9R. implements and monitors individual students' programs, working in collaboration with team members.
- *9S. demonstrates the ability to co-teach and co-plan.

Standard 10 - Reflection and Professional Growth

The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Knowledge Indicators –

The competent teacher:

- 10D. understands teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.

Performance Indicators –

The competent teacher:

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

Standard 11 - Professional Conduct and Leadership

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

Knowledge Indicators –

The competent teacher:

- 11F. is familiar with the rights of students with disabilities.
- 11G. knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.
- 11H. knows identification and referral procedures for students with disabilities.

Performance Indicators –

The competent teacher:

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

State of Illinois Standards Addressed in this Course (Cont'd)

- *11P. demonstrates positive regard for individual students and their families regardless of culture, religion, gender, and sexual orientation.
- *11Q. promotes and maintains a high level of integrity in the practice of the profession.
- *11R. complies with local, State, and federal monitoring and evaluation requirements related to students with disabilities.
- *11S. complies with local, State, and federal regulations and policies related to students with disabilities.
- *11T. uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.

* - Indicates that foundational knowledge has been disseminated to assist candidates in the performance of the skill statement. It is not an indicator that students have necessarily performed the skill in SPE 3000.

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.
- 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.
- CC1C. variations in beliefs, traditions, and values across cultures within society and the effects of the relationship among child, family and schooling.
- CC1D. issues and trends in special education across the life span, early childhood **through adult services**.
- CC1E. issues in definition and identification procedures for individuals with disabilities including those associated with individuals from culturally and/or linguistically diverse backgrounds.
- CC1F. the rights and responsibilities of parents, students, teachers, and other professionals and schools as they relate to an individual's learning needs and educational programs.

State of Illinois Standards Addressed in this Course (Cont'd)

Performance:

The competent special education teacher

CC1G. articulates a personal philosophy of special education including its relationship to the general curriculum and the concepts of least restrictive environment.

STANDARD 2 - Characteristics of Learners:

The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students. [28.100(b)]

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

State of Illinois Standards Addressed in this Course (Cont'd)

- CC2L. effects of the cultural and environmental milieu of the child and the family on behavior and learning.
- CC2M the effects of second language acquisition on communication patterns.
- CC2N. the impact of sensory disabilities on development, learning and behavior.
- CC2O. effects of sensory input on the development of language and cognition of students with sensory impairments, including the impact on cultural development and familial structures.

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)]

Knowledge:

See the “Common Core Standards for All Special Education Teachers”

Performance: See the “Common Core Standards for All Special Education Teachers”

Standard 2 - Characteristics of Learners:

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

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.

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.

State of Illinois Standards Addressed in this Course (Cont'd)

Knowledge Indicators:

- 2A. Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
- 2B. Understands how to communicate ideas in writing to accomplish a variety of purposes.

Performance Indicators:

The competent teacher

- 2C. Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
- 2D. Reads, understands, and clearly conveys ideas from texts or other supplementary materials.
- 2E. Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
- 2H. Listens well.

Technology Standards for All Teachers:

Standard 1 - Basic Computer/Technology Operations and Concepts

The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed.

Knowledge Indicator:

The competent teacher

- 1A. Understands how to run computer software; access, generate and manipulate data; and publish results.
- 1B. Operates a multimedia computer system with related peripheral devices to successfully install and use a variety of software.

Standard 2 – Personal and Professional Use of Technology

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

State of Illinois Standards Addressed in this Course (Cont'd)

Knowledge Indicator:

The competent teacher

2D. Uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.

Standard 6 – Telecommunications and Information Access

The competent teacher will use telecommunications and information-access resources to support instruction.

Knowledge Indicator:

The competent teacher

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

Major Evaluation Components:

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

Five Exams: CEC CC, IGC, & IIC Standards 1,2, &3; Illinois CC and LBS1 Standards 1 &2; Illinois Language Arts Standard 2A,2C,2D, 2F, & 2H; and IPT Standards 1,2,3,4,5,6,7,8,9, & 10.

Group Activities : CEC CC, IGC, & IIC Standards 1,2, &3; Illinois CC and LBS1 Standards 1 &2; Illinois Language Arts Standard 2A,2C,2D,2E, 2F, & 2H; Illinois Technology Standards - none; and IPT Standards 1,2,3,4,5,6,7,8,9, & 10.

Resource Notebook: All students will be required to purchase a three ring binder notebook. This notebook will be used to develop a special education resource notebook that will contain course handouts, lecture notes, and book notes. In addition, the instructor will call for additional research/ application materials to be added as appropriate to the module/topic being addressed in the course. The notebook will be submitted on the day of the final exam to be evaluated. Failure to submit a notebook will result in the grade for the course being lowered by one letter grade. (CEC CC, IGC, and IIC Standards 1, 2, & 3; Illinois CC Standards 1 & 2; Illinois LBS1 Standards 1 & 2; Illinois Language Arts Standard 2A, 2C, 2D, 2F, & 2H; Illinois Technology - none; and IPT Standards 1,2,3,4,5,6,7,8,9, & 10.)

Philosophy Paper: Each student will write a paper that examines his/her philosophy specific to teaching students with disabilities. The paper will include a discussion of overall attitudes toward individuals with disabilities followed by views on the provision of instruction to students with disabilities and the value of students with disabilities in integrated settings. CEC,IGC, and IIC Standard 1; *Illinois Language Arts Standard 2A,2C,2D,2F, & 2H; and IPT Standard 1.*

Outline of the Course

Special Education 3000

THE EDUCATION OF INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS

An asterisk (*) denotes a Core Experience Reference

- Module I: Perspectives on Learners with Exceptionalities
(4 weeks)
- A. Mental Measurement and Categorization
(*Plato and Aristotle; Binet, A., 1902; Terman, L., 1916, 1921)
 - B. Status of Labeling and Sociological Ramifications (Biklen & Foster, 1985; Bogdan, 1986; Bogdan & Bilken, 1977; Bogdan & Knoll, 1988; Gallagher, 1976; Purkey, W., 1970; Rosenthal and Jacobson, 1968)
 - C. Pluralistic Perspective (Amos & Landers, 1987; *Banks, J., & Banks, C., 1989; *Bennett, C., 1990; Cummins, 1991; *Hernandez, H., 1989; *Hilliard, E., 1991; Lieberman, 1987; McCormick, 1987; Norton, 1988; Ramirez, 1988; *Tiedt & Tiedt, 1990, 1992;)
 - 1. Cultural factors that may be mistaken for exceptional learning needs
 - 2. Overcoming language and cultural barriers
 - 3. Accommodating cultural diversity
 - D. Families
 - 1. Status of Families
 - a. Socio-economic
 - b. Family structure
 - c. Family functions
 - 2. Impact of a learner with exceptional learning needs on the family
 - E. Legislation Affecting Special Education, Related Terminology, and Provisions and Programs for Students with Exceptional Learning Needs (inc. L.D., B.D., and M.R.)
 - 1. Legislation
 - a. Section 504
 - b. PL 94-142
 - c. PL 99-457
 - d. PL 101-476 (IDEA)
 - e. PL 101-336 (ADA)
 - f. PL 105-17 (Reauthorization of IDEA)
 - g. PL 107-110 (No Child Left Behind Act)
 - h. PL 108-446 (Individuals with Disabilities Educational Improvement Act)
 - 2. Introduction to Legal Mandates and Related Terminology

- a. Least Restrictive Environment and FAPE
(PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997)
- b. IEP Meeting
(PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997)
- c. Parent Involvement
(PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997)
- d. Diagnosis and Assessment, Placement Planning and the IEP
(PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997)
- e. Due Process
(Illinois School Code, 1987; PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997)
- f. Transition/Transition Planning
(PL 101-476, IDEA, 1990; PL 105-17)
- g. Discipline and Behavioral Management Plans (SB 141; PL 105-17, 1997; Yell & Shriner, 1998)

- F. Learning Model Perspective: An Overview
(*Bloom, 1956; Costa, 1985; (*Dewey, 1916; Erikson, 1982; Guilford, 1967; McCarthy, 1987; *Piaget, 1952; Poplin, 1988; *Skinner, 1968; Sternberg, 1985)
 - 1. Medical Model
 - 2. Psychological Model
 - 3. Behavioral Model
 - 4. Information Processing Model
 - 5. Ecological Model

Module II: Delivery Systems for Learners with Exceptionalities
(1 week)

(Lilly, M.S., 1986; Reynolds, M., & Wang, M., 1983; Reynolds, et al., 1987; Lewis & Doorlag, 1995)

- A. Prereferral - The Process (Chalfant, Pysh, & Moultrie, 1979; Fuchs & Fuchs, 1989; Johnson, L, Pugach, M., & Hammittee, 1988; Fuchs, Fuchs, Bahr, Fernstein, & Stecker, 1990)
- B. The Process of Special Education and the Referral Process
- C. The Deno Model (Deno, E., 1970)

Module III: Learners with Visual and Auditory Exceptionalities
(3 weeks)

- A. Terminology
 - 1. Vision

- a.) Partially sighted
 - b.) Legally blind
 - 2. Hearing
 - a.) Levels of Loss
 - b.) Types of Loss
 - c.) Prelingual Loss (emphasis importance of age of onset)
 - d.) Postlingual Loss
- B. Eye Dysfunctions
 - 1. Refractive Errors
 - 2. Eye Muscle Defects
 - a. Strabismus
 - b. Amblyopia
 - 3. Structural Abnormalities
 - a. Glaucoma
 - b. Cataracts
 - c. Retrolental Fibroplasia
 - d. Other
- C. Ear Dysfunctions
 - 1. Otitis Media
 - 2. Oscillator Dysfunctions
 - 3. Inner Ear problems
 - 4. Other
- D. Visual and Auditory Screening
 - 1. Visual
 - a. Michigan Junior Screener
 - b. Snellen and after Snellen
 - c. Titmus
 - d. Keystone
 - 2. Auditory pure tone Audiometer for Auditory Screening
 - 3. Referral Process: State of Illinois Forms
 - 4. Specialists related with receptive problems
- E. Effective Instruction for Learners with Visual and/or Auditory Exceptionalities
 - 1. Classroom adaptation immediately following referral for help for a receptive problem
 - 2. Special Education Adaptations

Module IV:

Learners with Exceptionalities Across Severity Levels (5 weeks)

- A. Measures of Intellectual Functioning and the Normal Curve (Binet, 1902; Terman, 1916 and 1921; Wechsler, 1949; Hastings, Bloom, & Madaus, 1981; Jensen, 1980)
- B. Dysfunctions Affecting Processing and/or Output
 - 1. Mental Retardation (Dunn, 1968)
 - 2. Learning Disabilities (Brulle, A., & Ivarie, J. 1990)

3. Behavior Disorders
 4. Neurological Disabilities
 - a. Epilepsy
 - b. Traumatic Brain Injury
 - c. Spina Bifida
 5. Chronic Health Problems
 - a. Diabetes
 - b. Aids
 6. Orthopedic Disabilities
 - a. Multiple Sclerosis
 - b. Muscular Dystrophy
 7. Autism
 8. Attention Deficit Disorder (TED, 1992, unpublished statement)
 9. Communication Disorders
 10. Language Differences (*Hall, E. 1981/Smith, 2007)
 - a. Non-standard English
 - 1.) Regional speech patterns
 - 2.) Cultural issues
 - b. English Language Learners
 - 1.) Equal Educational Opportunities
 - 2.) Assessment
 - 3.) Language Supports and Validated Practices
- C. Effective Instruction/Adaptations for Learners with Exceptionalities Across Severity Levels
1. Effective Teaching (Berliner, D., 1979; Rosenshine, 1983; Rosenshine & Stevens, 1981; Englert, 1983 & 1984; Englert, Fuchs, Fuchs, Hamlett, Phillips, & Karns, 1995; Tarrant, & Mariage 1992; *Brophy, 1979; *Brophy, 1982; Morsink, Soar, Soar, & Thomas, 1986; Bender, 1987; Tralli, Colombo, Deshler, & Schumaker, 1996; King-Sears & Cummings, 1996)
 2. Behavior Management Strategies (Carpenter & McKee-Higgins, 1996; *Pavlov, 1927; *Skinner, 1968; *Canter, 1976)

Module V:

Roles and Responsibilities of Teachers of All Learners with Exceptionalities (2 weeks)

- A. The Special Education Process (Lewis & Doorlag, 1991)
- B. Educational Environments (Lewis & Doorlag, 1991) for learners with disabilities (with emphasis on L.D., B.D., and M.R.)
 1. Adaptation (McCarthy, B., 1987)
 2. Individualization

- C. The Regular Education Initiative & Inclusion (Stainback & Stainback, 1984; Will, 1986 and 1987; Reynolds, Wang, G., & Walberg, 1987; Wang, Reynolds, & Walberg, 1989; Semmel, Abernathy, Butera, & Lesar, 1991; Waldron & McLeskey, 1998; Wood, 1998)

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