

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

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(3-1-3), 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. Pre-requisite(s): SPE 2000 and SPE 3000 or concurrent enrollment. Required of all Special Education majors completing SPE 3200, Fall 2002 or after. SPE 3100 Short Title: LRN DIF MOD/SEV

- Grading Methods: Traditional (ABCDF)
 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 and SPE 3000 or concurrent enrollment

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Bigge, J. L., Best, S. J., & Heller, K. W. (5th ed.) (2001) . Teaching Individuals with Physical, Health, or Multiple Disabilities.

Support of Conceptual Framework:

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

Methods of Instruction:

The primary methods used in teaching this course include lecture, discussion, collaborative/cooperative learning activities, and individual and small group problem solving. Additionally, the instructor uses videotapes of persons with moderate/severe disabilities who possess diverse characteristics in natural environments in the community, schools and at home. Students observe the video, and then discuss the effects of the person’s disability on learning and behavior. All topics in this class are discussed relating to the interaction in the given environment and how to effectively address the needs of the individual to have more effective interactions between the person with a moderate/severe disability and the environment in which they are living.

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
3 exams	Non-cumulative; contain items from lectures, and course reading materials, inclusive of handouts; may consist of true/false, short answer, multiple-choice and essay items.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>
Spontaneous Writing Assignment	Write for 2 – 4 minutes about a lecture or reading related topic, including legislation and Special Education, leading practitioners in Special Education, identification, etiology, definitions, educational programming for students with moderate/severe disabilities, knowledge of various theoretical models and philosophies, and behaviors/characteristics of students with moderate/severe disabilities.	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Written Assignment	Each student will conduct a literature search via the library and computer to find two research articles related to a current issue in Special Education for students with moderate/severe disabilities, specific to the course content; typed, written using APA style and non-labeling language; assist in building a background of knowledge on the education of individuals with moderate/severe disabilities.	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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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:

3100 SPE. Learning Differences of Individuals with Moderate to Severe Exceptional Learning Needs. (3-1-3), 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. Pre-requisite(s): SPE 2000 and SPE 3000 or concurrent enrollment. Required of all Special Education majors completing SPE 3200, Fall 2002 or after.

Short Title: Lrn Dif Mod/Sev

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.

This course examines the characteristics of persons with moderate to severe disabilities and how these characteristics effective student learning and behavior in a variety of diverse settings. The thrust of this course is to recognize the diverse effects of the student's disabilities on learning and behavior and the use of diverse assistive technologies to address these areas of need. This class examines the effects of moderate/severe disabilities in diverse societies and settings. Future educators are being prepared to recognize the characteristics of persons with moderate/severe disabilities to more effectively accommodate and modify environments to best meet the needs of individuals with diverse moderate/severe disabilities.

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

In this class a wide variety of disabilities and student characteristics are discussed, including traumatic brain injury, physical disabilities, multiple disabilities, various syndromes and levels of developmental disabilities. In discussing the diverse student needs and real life examples and scenarios are examined. These discussions lead naturally to a discussion of how to most effectively address these characteristics through the use of diverse strategies and diverse technologies. A connection is made between the diverse student characteristics and an overview of how to address these characteristics in a diverse manner.

The Learning Model for this course is:

Ecological

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

The primary methods used in teaching this course include lecture, discussion, collaborative/cooperative learning activities, and individual and small group problem solving. Additionally, the instructor uses videotapes of persons with moderate/severe disabilities who possess diverse characteristics in natural environments in the community, schools and at home. Students observe the video, and then discuss the effects of the person's disability on learning and behavior. All topics in this class are discussed relating to the interaction in the given environment and how to effectively address the needs of the individual to have more effective interactions between the person with a moderate/severe disability and the environment in which they are living.

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

Students are assessed through tests that include but are not limited to questions that are scenario-based and assess student knowledge of characteristics and implications for learning throughout the lifespan. Students are also assessed through critiques of articles on persons with moderate/severe disabilities and how they affect student learning and behavior.

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 may have on auditory and information processing skills.
- Impact of multiple disabilities on behavior.

Skill:

- Relate levels of support to the needs of the individual

Standard 4 - Instructional Strategies

Knowledge:

- 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.

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

STANDARD 1 - Content Knowledge

The teacher understands the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students.

Knowledge Indicators:

The competent teacher

- 1A. Understands major concepts, assumptions, debates, principles, and theories that are central to the discipline.
- 1B. Understands the processes of inquiry central to the discipline.
- 1C. Understands how students' conceptual frameworks
- 1E. Understands how a student's disability affects processes of inquiry and influences patterns of learning.

Performance Indicators:

The competent teacher

- 1G. Uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.
- 1H. Engages students in generating and testing knowledge according to the process of inquiry and standards of evidence of the discipline.
- 1J. Anticipates and adjusts for common misunderstandings of the discipline(s) that impede learning.
- 1K. Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.

STANDARD 2 - Human Development and Learning

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

Knowledge Indicator:

The competent teacher

- 2A. Understands how students construct knowledge, acquire skills, and develop habits of mind.
- 2B. Understands that students' physical, social, emotional, ethical, and cognitive development influences learning.
- 2C. Understands human development, learning theory, neural science, and the ranges of individual variation within each domain.

- 2D. Understands that differences in approaches to learning and performance interact with development.
- 2E. Understands how to include student development factors when making instructional decisions.
- 2F. Knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes.

Standard 3 – Diversity

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

Knowledge Indicator:

The competent teacher

- 3A. Understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Act (IDEA) and the Illinois Administrative Code.
- 3D. Understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.
- 3F. Understands personal cultural perspectives and biases and their effects on one's teaching.

Performance Indicators:

The competent teacher

- 3G. Facilitates a learning community in which individual differences are respected.
- 3H. Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
- 3I. Uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.

Standard 5

- 5F. Knows applicable laws, rules and regulations, procedural safeguards, and ethical considerations regarding planning and implementing behavioral change programs for individuals with disabilities.
- 5P. Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.

Standard 6 - Instructional Delivery

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

Knowledge Indicator:*The competent teacher*

- 6A. Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.

Standard 7 – Communication

The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge Indicator:*The competent teacher*

- 7A. Understands communication theory, language development, and the role of language in learning.
- 7B. Understands how cultural and gender differences can affect communication in the classroom.
- 7C. Understands the social, intellectual, and political implications of language use and how they influence meaning.
- 7D. Understands the importance of audience and purpose when selecting ways to communicate ideas.

Performance Indicators:*The competent teacher*

- 7E. Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.

STANDARD 10 - Reflection and Professional Growth

The 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 Indicator:*The competent teacher*

- 10A. Understands that reflection is an integral part of professional growth and improvement of instruction.
- 10B. Understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.
- 10C. Understands major areas of research on the learning process and resources that are available for professional development.
- 10D. Understands teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.

Performance Indicators:

The competent teacher

- 10E. Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.
- 10G. Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.

Standard 11 - Professional Conduct and Leadership

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

- 11D. Understands legal issues in education.
- 11E. Understands the importance of active participation and leadership in professional education organizations.
- 11F. Is familiar with the rights of students with disabilities.
- 11H. Knows identification and referral procedures for students with disabilities.

Performance Indicators:

The competent teacher

- 11I. Contributes knowledge and expertise about teaching and learning to the profession.
- 11J. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
- 11P. Demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
- 11Q. Promotes and maintains a high level of integrity in the practice of the profession.
- 11S. Complies with local, state, and federal regulations and policies related to students with disabilities.**

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

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

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)]

Core Language Arts Standards for All Teachers:

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.

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

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.

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

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.

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

- 2E. Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity
- 2F. Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.

Standard 3 - Application of Technology in Instruction

The competent teacher will apply learning technologies that support instruction in their grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

Knowledge Indicator: The competent teacher

- 3A. Understands how to apply learning technologies that support instruction in their grade level and subject areas.
- 3B. Explores, evaluates, and uses computer/technology resources including applications, tools, educational software, and associated documentation.
- 3D. Designs, implements and assesses student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.

Major Evaluation Components:

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

Tests: CEC CC 1,2, 3, 4, 5, 6, & 7; IGC 1,2; IIC 1,2: LBS1 Standards 1, 2, 3, 5, 6, & 7; Illinois CC Standards 1 & 2; Illinois Technology Standards none; Illinois Professional Teaching Standards 1, 2, 3, 7, 10, & 11.

Article Review: CEC CC 1,2, 3, 4, 5, 6, & 7; IGC 1,2; IIC 1,2: LBS1 Standards 1, 2, 3, 5, 6, & 7; Illinois Technology Standards 1, 2, & 3. Illinois Professional Teaching Standards 1, 2, 3, 7, 10, & 11

Outline of the Course

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

Module I: Brain and Neural Development Weeks (2)

- A. Underlying theoretical principles
- B. In-utero cranial malformations
- C. Genetic and chromosomal abnormalities
- D. Brain injury
- E. Neuroscience: new trends and development
- F. Cognitive learning theories: moderate to severe disabilities

Module II. Identification: Moderate to Severe Disabilities Weeks (3)

- A. Characteristics - birth to old age
- B. Family issues and dynamics
- C. Nature and needs – medical, physical, social
- D. 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
- B. Legislation PL 108-446 (IDEIA), P.L. 107-110 (NCLB), ADA 101-336 law(1990) current revisions of IDEA
- C. Legislative impact on school and community
- D. Equal access of resources (public and private) for optimum quality of life throughout from birth to old age
- E. 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
- B. Financial considerations and legal issues
- C. Sexuality and birth control
- D. Partnerships such as marriage, co-habitation
- E. 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)
- B. Housing, care, daily living skills, quality of life
- C. End of life considerations and realities

Module VI: Health and Medial 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)

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