

SPE 3200 Learning Differences of Individuals with Mild/Moderate Exceptional Learning Needs

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(4-0-4) F, S. This course examines the differential behaviors (cognitive, language, motor, social and emotional) of individuals with exceptional learning needs. Learning disabilities, emotional disturbance/behavior disorders, mental retardation, and traumatic brain injury are addressed. Additionally, the impact that exceptional learning needs has on an individual's life and learning is discussed. **WI** Prerequisites: SPE 2000 and 3000 must be taken concurrently or as a prerequisite. SPE 3200 must be taken concurrently or as a prerequisite to 3201. Department requirements for enrollment must be met. SPE 3200 Short Title: LRN DIF MLD/MOD

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:

Raymond, E.B. (2008). *Learners with Mild Disabilities: A Characteristics Approach (3rd ed.)*. Boston, MA: Allyn & Bacon.

Support of Conceptual Framework:

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

Methods of Instruction:

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

The instructor utilizes videotapes of persons with mild/moderate disabilities in a variety of settings, situations, and with diverse characteristics. These videos demonstrated the diverse characteristics in natural environments in the community, schools and at home. Students observe the interaction between the environment and the individuals with diverse characteristics, and then the effects of the person’s disability on learning and behavior were discussed. All topics in this class are discussed relating to the interaction in the given environment and how to effectively addresses the needs of the individuals to have more effective interactions between the person with a mild/moderate 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
Exams	3 ... non-cumulative exams. Covers all information from course	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Paper	10-15 page paper on research topic. Includes a review of relevant literature, identification of research questions, discussion/conclusion.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practicum	90 hours of observation/experience in the schools	<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 checked="" type="checkbox"/>	<input checked="" 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:

3200 SPE. Learning Differences of Individuals with Mild/Moderate Exceptional Learning Needs. (4-0-4) F, S.

This course examines the differential behaviors (cognitive, language, motor, social and emotional) of individuals with exceptional learning needs. Learning disabilities, emotional disturbance/behavior disorders, mental retardation, and traumatic brain injury are addressed. Additionally, the impact that exceptional learning needs has on an individual's life and learning is discussed.

Prerequisites: SPE 2000 and 3000 must be taken concurrently or as a prerequisite.

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Short Title: LRN DIF MLD/MOD

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 mild to moderate 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 theoretical models that can examine and address students' diverse needs. This class examines the effects of mild/moderate disabilities in diverse societies and settings. Future educators are being prepared to recognize the characteristics of persons with mild/moderate disabilities to more effectively accommodate and modify environments to best meet the needs of individuals with diverse moderate/severe disabilities. The theoretical models look at disabilities from diverse perspectives to establish a background to diversify how students perceive how disabilities affect student learning and behavior.

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 mental retardation, learning disabilities, and behavioral disorders. In discussing the diverse students, needs and societies 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 diverse manner with diverse strategies form diverse perspectives.

The Learning Model for this course is:

Ecological

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

The instructor utilizes videotapes of persons with mild/moderate disabilities in a variety of settings, situations, and with diverse characteristics. These videos demonstrated the diverse characteristics in natural environments in the community, schools and at home. Students observe the interaction between the environment and the individuals with diverse characteristics, and then the effects of the person's disability on learning and behavior were discussed. All topics in this class are discussed relating to the interaction in the given environment and how to effectively addresses the needs of the individuals to have more effective interactions between the person with a mild/moderate 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 questions that are scenarios-based and assess student knowledge of characteristics and the ability to apply this knowledge. Students are also assessed through professional article analysis and the writing of a research paper on a diverse list

of topics. Students research to answer a question on how the characteristics of various disabilities affect student behavior and learning.

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.
- Historical points of view and contribution of culturally diverse groups.

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.

Standard 6 - Language

Knowledge:

- Effects of cultural and linguistic differences on growth and development.

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

- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

Standard 7 - Instructional Planning

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.

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*.
- 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.

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*.

Standard 3 - Individual Learning Differences

Knowledge

- Impact of disabilities on auditory and information processing skills.

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

Standard 6 - Language

Knowledge:

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities*.
- Typical language development and how that may differ for individuals with learning 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*.
- Continuum of placement and services available for 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.
- 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

Standard 3 - Individual Learning Differences

Knowledge

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

Standard 6 - Language

Knowledge:

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities*.

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.

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

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.

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

Standard 5 – Learning Environment

- 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

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

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.

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

- 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.
- 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.
- CC1E. issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds.

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.

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

- 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.
- 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)]

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)]

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.

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

- 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:

- 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.

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.

Standard 8 - Information Literacy Skills:

The competent teacher will develop information literacy skills to be able to access, evaluate and use information to improve teaching and learning.

- 8B. Models evaluation and use of information to solve problems and make decisions

Major Evaluation Components:

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

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

Article Review/ Term Paper: CEC CC 1,2,3, & 7; IGC 2; IIC2: LBS1 Standards 1 & 2; Illinois Technology Standards 1,2, & 3: Illinois Professional Teaching Standards 1, 2, 3, 5, 6, 7, 10, & 11

Outline of the Course

Module I: Factors Influencing Perspectives of Individuals with

Mild/Moderate Exceptional Learning Needs – 2 weeks

- A. Federal and State Related Legislation (Ballard, Ramirez, & Weintraub, 1985; Beirne-Smith, Patton, & Ittenbach, 1994; Turnbull & Turnbull, 1978; Zettel & Abeson, 1978; Yell, 1998)
 - 1. Section 504 of Rehabilitation Act of 1973
 - 2. PL 94-142 – Education for All Handicapped Children Act
 - a. Free and Appropriate Education and the Least Restrictive Environment
 - 1. Concept of Normalization
 - 2. Normalization vs. LRE
 - b. Non-biased Assessment
 - c. IEP
 - d. Due Process
 - 3. PL 99-457
 - 4. PL 101-476 – Individuals with Disabilities Education Act (IDEA)
 - a. Additional categories of Autism and Traumatic Brain Injury
 - b. Transition Service Mandate
 - 5. PL105-17 – Reauthorization of IDEA
 - a. Increased participation of general education teachers on IEP team
 - b. Discipline
 - c. Greater access to the general education curriculum
 - 6. PL 108-446 – Individuals with Disabilities Education Improvement Act (IDEA 2004)
 - a. Emphasis is on measuring student outputs
 - b. Changes to IEP and transition
 - c. Change to definition of learning disabilities and criteria for determination
- B. Pluralistic Perspective (Amos & Landers, 1987; Cummins, 1991; Lieberman, 1987; McCormick, 1987; Norton, 1988; Ramirez, 1988)
 - 1. Cultural factors that may be mistaken for disabilities
 - 2. Overcoming language and cultural barriers
 - 3. Accommodating cultural diversity

- C. Families
 - 1. Status of families
 - a. Socio-economic
 - b. Cultural diversity
 - c. Linguistic diversity
 - 2. Impact of a person with a disability on the family
- D. Underlying Theoretical Principles
 - 1. Classification
 - a. Categorical
 - 1. Learning disabilities
 - 2. Mental Retardation/Cognitive Impairment
 - 3. Behavior disorders/Emotional disturbances
 - b. Multi-categorical
 - c. Non-categorical

Module II: Individuals with Mild/Moderate Exceptional Learning Needs: The Learning Theory Perspective – 4 Weeks

- A. Psychodynamic and Psychoeducational Theories of Learning (Erikson, 1968; Freud, 1949; Long, Morse, & Newman, 1976; Maher & Zins, 1987)
 - 1. Underlying Theoretical Principles
 - a. Psychodynamic
 - b. Psychoeducational
 - 2. Exceptionalities from a psychodynamic perspective
 - 3. Exceptionalities from a psychoeducational perspective
- B. Developmental Theories of Learning (Chomsky, 1957; Illingsworth, 1980; Kohlberg, 1969; Piaget, 1970)
 - 1. Underlying Theoretical Principles
 - a. Physical development
 - b. Social/Emotional development
 - c. Intellectual/Cognitive development
 - d. Language development
 - 2. Exceptionalities through a developmental perspective
- C. Behavioral Theories of Learning (Baer, Wolf, & Risley, 1968; Engelmann & Carnine, 1982; Skinner, 1953; Ulman & Krasner, 1965)
 - 1. Underlying Theoretical Principles
 - 2. Exceptionalities from a behavioral perspective
 - 3.
- D. Ecological Theories of Learning (Apter, 1982)
 - 1. Underlying Theoretical Principles
 - 2. Exceptionalities from an ecological perspective
- E. Cognitive Learning Theory (Deshler, Schumaker, Lenz, & Ellis, 1984; Meichenbaum, 1977)
 - 1. Underlying Theoretical Principles

2. Exceptionalities from a cognitive learning perspective

Module III: Individuals with Mild/Moderate Exceptional Learning Needs - 4 Weeks

- A. Types and Definitions of Exceptional Learning Needs
 1. Learning Disabilities
 2. Traumatic Brain Injury
 3. Mental Retardation/Cognitive Impairment
 4. Behavior Disorders and Social Emotional Disturbance
 5. Autism
 6. Orthopedic and Chronic Health Issues
 7. Sensory Disabilities (vision and hearing)
- B. Causes of Mild/Moderate Exceptionalities
 1. Biomedical/Biophysical (Kavale & Forness, 1985; Lerner, 1971; Pancheri & Prater, 1999; Rimland, 1969; Rutter, 1965;)
 - a. Genetic Influences
 - b. Chromosomal Abnormalities
 - c. Metabolic Disturbances
 - d. Neurological Dysfunction (Cruickshank, 1983)
 2. Environmental

Module IV: Behaviors Associated with Individuals with Mild/Moderate Exceptionalities – 3 Weeks
Physical/Motor

- A. Cognitive
- B. Language
- C. Social/Emotional
- D. Academic
- E. Adaptive

Module V: Identification and Service Delivery for Individuals with Mild/Moderate Exceptional Learning - 2 Weeks

- A. Identification and Assessment of Students with Mild/Moderate Disabilities
 1. Intelligence testing
 2. Achievement testing
 3. Behavioral Assessment
 4. Nonbiased-assessment/ Provisions for cultural differences
- B. Service Delivery & Continuum of Services (Deno, 1970; Reynolds & Birch, 1982; Marsh et al., 1978)
 1. Early Intervention
 2. School Age
- C. Adult Transition planning in the continuum at each stage as appropriate.

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