

**SPE 3201 Observation of Individuals with Severe to Mild/Moderate Exceptional Learning Needs Across Severity Levels**

**Obsv Ind Sev/Mld/Mod ELN**

**(0-6-3) F, S.** This course includes **preclinical clock hours** of observation of individuals with exceptional learning needs across levels of severity. Instruction in the use of systematic observation strategies is provided. On-site observations are rotated among a range of instructional environments; a field trip is required. Prerequisite: SPE 3200 or concurrent enrollment. **Department requirements for enrollment must be met.**

SPE 3201 Short Title: OBS IND ELN

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, 3000, and 3200 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 (3<sup>rd</sup> ed.)*. Boston, MA: Allyn & Bacon.

**Support of Conceptual Framework:**

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

**Methods of Instruction:**

1. SPE 3201 instructs in various cultural and ethnic differences from which differences in behavior may originate. This course is one of the candidate’s first clinical experiences. (CEC Common Core Standards: 1, 2, 3, 4, 5, 8, 9, 10; CEC IGC Standards: 1, 5, 8, 9; CEC IIC Standards: 5, 8; IPT Standards: 5, 8, 11; IL Common Core Standards: 1, 2, 3, 5, 7, 8; LBS1 Standards: 2, 3, 5; Core Language Arts Standard 2; Technology Standards: 1, 2, 5, 6).
2. The in-class and WebCT instruction uses examples and videos of students in the classroom environment to practice taking data using various collection methods and then practice summarizing/graphing the data. (CEC Common Core Standards: 1, 2, 3, 4, 5, 8,9; CEC IGC Standards: 1, 5, 8, 9; CEC IIC Standards: 5, 8; IPT Standards: 5, 8; IL Common Core Standards: 1, 2, 3, 5; LBS1 Standards: 2, 3, 5; Core Language Arts Standard 2; Technology Standards: 1, 2, 5, 6).
3. Candidates are assigned observation sites to practice collecting data on students. At each site the students completes data collection assignment which requires collecting, interpreting and reporting the data. The candidates are taught to examine how the students with various classroom subjects and environments. (CEC Common Core Standards: 1, 2, 3, 4, 5, 8, 9, 10; CEC IGC Standards: 1, 5, 8, 9; CEC IIC Standards: 5, 8; IPT Standards: 5, 8, 11; IL Common Core Standards: 1, 2, 3, 5, 7, 8; LBS1 Standards: 2, 3, 5; Core Language Arts Standard 2; Technology Standards: 1, 2, 5, 6).

**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 data collection projects | Candidates learn to define a behavior so it can be measured and practice using several data collection techniques to reliably measure student behavior.   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 90 hours of practicum      | Candidates are expected to attend all practicum observations and complete 90 hours of practicum. Candidates are expected to exhibit professional behavior at all times in accordance with the CEC Code of Ethics. | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Professional Reflection    | Candidates are expected to write an overall professional reflection including their professional growth over the semester and post it to the Live Text.   | <input 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 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"/> |
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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:

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

Short Title: OBS 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.

The Special Education candidates learn to define a behavior so it can be measured and practice using several data collection techniques that enables them to reliably measure student behavior. They observe the educational environment where the behavior is occurring and determine what changes could be made to that environment to potentially change the student's behavior and maximize his/her academic achievement.

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

**Diverse Students:** Special Education Candidates are instructed in various cultural and ethnic differences from which differences in behavior may originate. The behaviors on which special educators focus their efforts are those that impact academic achievement, not those arising from cultural and ethnic differences.

**Diverse Subject Areas & Levels:** SPE 3201 is one of the candidate's first clinical experiences. The candidate observes the student in the educational environment. They observe in three different types of educational environments. In each they are to observe the relationship between that environment and the student's behavior. The experience should broaden their general education knowledge and their professional education knowledge, as well as give them practice recording behavioral data.

**Diverse Strategies:** The candidate becomes familiar with various formal and systematic informal behavioral assessments and reliably makes decisions as to which will produce the needed information.

**Diverse Societies/Communities:** The candidate understands education as a profession and maintains standards of professional conduct while observing and interacting on site and in the community. The three different school placements and a field trip gives the candidates an understanding appreciation of a culturally pluralistic society.

**Diverse Technologies:** In SPE 3201 the students get information from Web CT for many of their lessons. They respond to questions using e-mail and quizzes on Web CT. The candidates design forms for data collection, and create computer generated, graphs and charts as part of their data collection and interpretation reports.

The Learning Model for this course is: Ecological model

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

The in-class and Web CT instruction uses examples and videos of students in the classroom environment. The students use video clips to practice taking data using various collection

methods and then practice summarizing/graphing the data before they are assigned observation sites to practice collecting data on students. At each site the students completes data collection assignment which requires collecting, interpreting and reporting the data. The students are taught to examine how the student interacts with various classroom subjects and environments.

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

Diverse Technologies are assessed by the student demonstrating their ability to access information and respond to questions on Web CT. The student also is assessed on their ability to generate reports that include graphs, and charts using computer software programs.

The exam on observation methodology assesses issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. The final writing assignment assesses the special education candidate's attitudes toward Students with Diversity and asks them to evaluate how well the different school environments they have observed encourage all students to interact with each other and to produce their best work.

Knowledge and Use of Diverse Strategies / procedures for measuring various behaviors are assessed by the data collection assignment and the rubrics used to scores these assignments. The report on the interpretation of the data and how the learning environments influence the individual's behavior is also assessed by the assignment grading rubric.

The student's ability to work well in Diverse Societies/Communities is assessed both by evaluating the professional writing done in the assignment reports and by the classroom teachers who supervises the special education candidate in the schools.

Diverse Subject Areas and Levels: The time study of student academic engagement helps the special education candidate conclude how all aspects of the school environment (emotional climate, physical room arrangement, academic subject area, meaningful learning experiences and a diversity of activities) affects the behavior of student. The resulting report should indicate this conclusion. The supervising teachers evaluate the students on how well they model good oral communication. All of the writing assignments are evaluated on how well the student expresses themselves in writing.

Practicum Evaluation: Candidates' performance in the practicum integral to this course is assessed using the "Clinical Experiences" department rubric and the unit, via Live Text, field experience 1 rubric.

## **CEC Content Standards Addressed In This Course**

### ***CEC Common Core Standards, including Knowledge and Skills:***

#### **Standard 1 – Foundations:**

##### **Knowledge:**

- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

#### **Standard 2 – Development and Characteristics of Learners**

##### **Knowledge:**

- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individuals with exceptional learning needs.

#### **Standard 3 – Individual Learning Differences:**

##### **Knowledge:**

- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

#### **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.

##### **Skills:**

- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

#### **Standard 8 – Assessment**

##### **Knowledge:**

- Basic terminology used in assessment.
- Use and limitations of assessment instruments.

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

### **Skills:**

- Administer nonbiased formal and informal assessments.
- Develop or modify individualized assessment strategies.
- Interpret information from formal and informal assessments.
- Report assessment results to all stakeholders using effective communication skills.
- Create and maintain records.

### **Standard 9 – Professional and Ethical Practice:**

#### **Knowledge:**

- Importance of the teacher serving as a model for individuals with exceptional learning needs.
- Continuum of lifelong professional development.

#### **Skills:**

- Practice within the CEC Code of Ethics and other standards of the profession.
- Conduct professional activities in compliance with applicable laws and policies.
- Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
- Use verbal, nonverbal, and written language effectively.

### **Standard 10 – Collaboration:**

- Maintain confidential communication about individuals with exceptional learning needs.

## ***CEC Individualized General Curriculum Standards, including Knowledge and Skills:***

### **Standard 1 – Foundations:**

#### **Knowledge:**

- Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities\*.

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

### **Standard 5 – Learning Environments and Social Interactions:**

#### **Knowledge:**

- Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities\*.

### **Standard 8 – Assessment:**

#### **Knowledge:**

- Specialized terminology used in the assessment of individuals with disabilities\*.

#### **Skills:**

- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities\*.
- Monitor intra-group behavior changes across subjects and activities

### **Standard 9 – Professional and Ethical Practice;**

#### **Skills:**

- Participate in the activities of professional organizations relevant to individuals with disabilities\*.
- Ethical responsibility to advocate for appropriate services for individuals with disabilities\*.

### ***CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:***

### **Standard 5 – Learning Environments and Social Interactions:**

#### **Knowledge:**

- Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities\*.

### **Standard 8 – Assessment:**

#### **Knowledge:**

- Specialized terminology used in the assessment of individuals with disabilities\*.

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

### **Skills:**

Monitor intra-group behavior changes across subjects and activities

## **State of Illinois Standards Addressed in this Course**

### ***Illinois Professional Teaching Standards***

#### **Standard 5 – Learning Environment**

##### ***The competent teacher:***

- 5E. Knows environmental arrangements that promote positive behavior and learning for students with diverse learning characteristics.
- 5L. Analyzes the classroom environment and makes decisions to enhance social relationships, student motivation and engagement in productive work through mutual respect, cooperation, and support for one another.
- 5P. Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.

#### **Standard 8 – Assessment**

##### ***The competent teacher:***

- 8D. Understands how to use the results of assessment to reflect on and modify teaching.
- 8O. Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.
- 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 11 – Professional Conduct and Leadership**

##### ***The competent teacher:***

- 11A. Understands the unique characteristics of education as a profession and a professional code of conduct as defined by the Illinois School Code.
- 11C. Understands school policies and procedures.
- 11J. Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.
- 11K. Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.

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

- 11O. Demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.
- 11P. Demonstrates positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.

### ***Common Core Standards for All Special Education Teachers:***

#### **Standard 1 – Foundations:**

##### **Knowledge Indicators:**

- CC1E. The competent special education teacher understands 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:**

##### **Knowledge Indicators:**

- CC2B. The competent special education teacher understands the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities.

#### **Standard 3 – Assessment:**

##### **Knowledge Indicators:**

- CC3A. The competent special education teacher understands assessment as an educational process.
- CC3B. The competent special education teacher understands terminology used in assessments.
- CC3F. The competent special education teacher understands strengths and limitations of various assessment tools.
- CC3H. The competent special education teacher understands a variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.

##### **Performance:**

- CC3J. The competent special education teacher understands matches appropriate assessment procedures to purposes of assessment.
- CC3M. The competent special education teacher understands interprets information from formal and informal assessment instruments and procedures.
- CC3Q. The competent special education teacher understands creates and maintains accurate records.

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

### **Standard 5 – Learning Environment:**

#### **Knowledge Indicators:**

- CC5C. The competent special education teacher understands aspects of the physical setting, schedule, routines, and transitions that promote development and learning.
- CC5G. The competent special education teacher understands functional assessment of behavior and the components of behavior intervention plans.
- CC5M. The competent special education teacher understands the characteristics of environments, including materials, equipment and spatial arrangements, that facilitate development, learning and interaction between and among students.
- CC5V. The competent special education teacher understands monitors and analyzes changes in individual and group behavior and performance across settings, curricular areas, and activities.

### **Standard 7 – Collaborative Relationships:**

#### **Knowledge Indicators:**

- CC7C. The competent special education teacher understands ethical practices for confidential communication to others about individuals with disabilities.
- CC7Q. The competent special education teacher understands communicates with general educators, administrators, para-educators, and other school personnel about characteristics and needs of individuals with disabilities.

### **Standard 8 - Professional Conduct and Leadership:**

#### **Knowledge Indicators:**

- CC8A. The competent special education teacher understands personal and cultural biases and differences that affect one's teaching and interactions with others.
- CC8B. The competent special education teacher understands the importance of the teacher serving as a role model and advocate for all students.
- CC8E. The competent special education teacher understands rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities.

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

### ***Learning Behavior Specialist 1 Standards:***

#### **Standard 2 – Characteristics of Learners:**

##### **Knowledge:**

- LBS2B      The competent learning behavior specialist understands the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on behavior.
- LBS2C.      The competent learning behavior specialist understands      the unique impact of multiple disabilities on learning and behavior.

#### **Standard 3 – Assessment:**

##### **Knowledge:**

- LBS3A.      The competent learning behavior specialist understands strategies for assessing individual learning characteristics and modes of communication.
- LBS3C.      The competent learning behavior specialist understands      strategies for assessing learning environments and conducting functional behavioral assessments within the environment.
- LBS3E.      The competent learning behavior specialist understands the uses and limitations of informal and formal assessments.

##### **Performance:**

- LBS3I.      The competent, learning behavior specialist designs and implements functional assessment procedures.

#### **Standard 5 – Learning Environment:**

- LBS5F.      The competent learning behavior specialist plans and implements instructional programs and behavioral interventions designed to facilitate the acquisition of adaptive social skills

### ***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.

- 2C.      Models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.

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

- 2E. Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
- 2F. Expresses ideas orally with explanations, examples, and support in a clear, succinct style.

### ***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

##### **Performance Indicators:**

###### ***The competent teacher***

- 1F. Demonstrates knowledge of uses of computers and technology in education, business and industry, and society.

#### **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.

##### **Knowledge Indicator:**

###### ***The competent teacher***

- 2A. Understands how to use technology in communicating, collaborating, conducting research, and solving problems.
- 2D. Uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.
- 2H. Adheres to copyright laws and guidelines in the access and use of information from various technologies.

#### **Standard 5 - Productivity Tools**

The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.

- 5C. Uses spreadsheets for analyzing, organizing and displaying numeric data graphically.
- 5D. Designs and manipulates databases and generates customized reports.

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

### **Standard 6 - Telecommunications and Information Access:**

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

- 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.**

- **Completion of Web CT assignments, Web CT quizzes**
- **One Exam on observational methodology and ethics.**
- **Final Comparison Writing assignment using observations & skills gained from classroom observation and experiences.**
- **Three data collection projects with summaries (scored by rubrics).**
  1. **- Project one involves examining the context of student behavior within the classroom using anecdotal recording.**
  2. **- Project two involves identifying / defining a target behavior and collecting data on the behavior using frequency, duration, and momentary time sampling procedures.**
  3. **-The final project is a time study of student academic engagement during instruction.**
- **Each student is expected to responsibly attend all practicum observations as assigned and dress and behave in a professional manner.**
- **3 Professional Behavior Rubrics (scored by observation sites classroom teachers).**

### **The following standards will be assessed by Web CT assignments**

- **Illinois Technology Standards for All Teachers:**
- **Standard 1F; Standard 2A; Standard 6C**

### **The following standards will be assessed by the examination on observational methodology and ethics**

#### **Those standards dealing with cultural differences:**

- **CEC Common Core: Standard 1 & Standard 3; CEC Individualized General Curriculum Standard: Standard 1 & IL Common Core Standards for All Special Education Teachers: CC1E; CC8A; CC8B.**

#### **Those standards dealing with effect of learning disorder on behavior:**

- **IL Learning Behavior Specialist I: Standards LBS2B; & LBS2C.**

#### **Those standards dealing with assessment:**

- **CEC Common Core: Standard 8; CEC Individualized General Curriculum Standards:/ Standard 8; & State of Illinois Common Core Standards for Special Education Teachers:**

CC3B & CC3F; State of Illinois Learning Behavior Specialist: LBS3E; State of Illinois Common Core Standards for Special Education Teachers: CC3A; -CC3H Learning Behavior Specialist: Standard 3 /LBS3A; LBS3C

**Those standards dealing with professional and ethical practice:**

- CEC Common Core: Standard 9; State of Illinois Common Core CC8A.

**The following standards will be assessed by one or more of the data collection projects with summaries (scored by rubrics).**

- Project one and/or two - involves examining the context of student behavior within the classroom using anecdotal recording or other observation techniques (frequency recording, duration recording or Momentary Time Study recording) and project three is a study of time students are academically engaged.

**Those standards dealing with learning environment and teacher attitude:**

- CEC Common Core: Standard 5; Standard 9; & Standard 10 CEC Individualized General Curriculum: Standard 5; IL Professional Teaching Standards: 5E; 5L; 5P; IL Common Core Standards for All Special Education Teachers: CC5C; CC5G; CC5M; CC5V.

**Those standards dealing with assessment:**

- CEC Common Core: Standard 8; CEC Individual General Curriculum Standard 8; ILL Common Core: (knowledge) CC3A; CC3F; CC3H; (Performance) CC3J; CC3M; CC3Q; IL Learning Behavior Specialist 1 Standards (knowledge) LBS3A; LBS3C; (Performance) LBS3I; Illinois Professional Teaching Standards: 8D; 8O; 8Q.

**Those standards dealing with professional and ethical practice:**

- CEC Common Core Standard 9 & 10; IL Core Language Arts Standards for all teachers: 2A; & 2F; IL Core Technology Standards for All Teachers; 2D; 5C; 5D.

**Those standards dealing with similarities and differences of individuals with and without disabilities:**

- CEC Common Core: Standard 2; & State of Illinois Common Core Standards for All Special Education Teachers: Standard CC2B; CC5M; Illinois Professional Teaching Standards 5H; 5L

**The following standards will be assessed by the Comparison Writing Assignment covering all different observation sites and students observed.**

- Illinois Common Core Standards for All Special Education Teachers / Standard CC2B; & CEC Common Core Standard; Illinois Professional Teaching Standards: 11O;& 11P.

**The following standards will be assessed by 3 Professional Behavior Rubrics (scored by observation sites classroom teacher).**

- Common Core Standards for All Special Education Teachers: Standard 7 –CC7C; CC7Q; and CC8B; & Illinois Professional Teaching Standards: 11C; 11J; IL Core Language Arts Standards – 2

## Outline of the Course

- I. Introduction (.33 1/3 of a week)
  - A. Nature of Course (Learning Model)
  - B. Practicum site assignments
  - C. Professional conduct
  - D. Transportation
  - E. Discussion of syllabus, requirements, and assignments
  - F. Introduction to WebCT (how to access and use)
  
- II. Observational Methodology (Taylor, 1989; Cooper, Heron, & Heward, 1987; Evans, Evans, & Mercer, 1986; Alberto & Troutman, 1986; Hall & VanHouten, 1983) (2 & .66 2/3rd weeks)
  - A. Behavioral definitions
  - B. Multicultural Considerations (Guerin & Maier, 1983)
    - 1. Cultural Diversity
    - 2. Linguistic Diversity (including English Language Learners)
  - C. Formal Checklists
    - 1. Walker Problem Behavior Identification Checklist
    - 2. Quay-Peterson Behavior problem Checklist
    - 3. AAMD Adaptive Behavior Scale
  - D. Informal recording data collections
    - 1. Running narrative & sorting of the behaviors
    - 2. Frequency recording
    - 3. Duration recording
    - 4. Momentary Time Sampling
  - E. Inter-observer agreement calculation
  - F. Graphing
  
- III. Seminars before each data collection site (1 week)
  
- IV. Introduction and instruction on developing a Special Education Portfolio. (.33 1/3 week)
  - A. What information is to be included
  - B. What assignments are to be included.
  
- V. Field trip to observe at Illinois Center for Autism (.33 1/3 week)
  
- VI. On-site observations (10 and .33 1/3 weeks)

All observations will be arranged to ensure that, as much as possible, EIU students will observe in classrooms that include children with severe to mild / moderate disabilities and a variety of disability classifications and age ranges.

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- Evans, S.S., Evans, W.H., & Mercer, C.D. (1986). *Assessment for instruction*. Boston, MA: Allyn & Bacon.
- Guerin, G.R., & Maier, A.S. (1983). *Informal assessment in education*. Palto Alto, CA: Mayfield Publishing Co.
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**Taylor, R.L. (1989). *Assessment of exceptional students (2nd edition).***

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