

SPE 3500 The Education of Individuals with Exceptional Learning Needs: Access to the General Curriculum

Educ Disabilities: Gen Curric

(3-1-3) This course examines the exceptional learning needs of individuals across and enhancing their access to the general curriculum. The Individualized Education Program, its purpose, components, and relationship to the design of instruction are discussed. Strategies that support learning in the general and expanded curriculum to meet learning needs in the range of instructional environments are provided. This course has an independent performance activity component. Prerequisite: Junior standing. **“University Admission to Teacher Education” requirements apply.** SPE 3500 Short Title: ACCESS GEN CURR

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):
All majors except early childhood education majors
 Undergraduate level
 Graduate level
 Class level – Junior Standing or above

Prerequisite(s) None

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Lewis, R.B., & Doorlag, D.H. (2006). *Teaching special students in General Education Classrooms, 7th edition*. Columbus, OH: Charles E. Merrill Co.

Support of Conceptual Framework:

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

Methods of Instruction:

Material is presented by the teacher through lecture, overheads, PowerPoint, videos, textbook, handouts, and the computer. Case studies and reflections are used in large groups (99) as well as small groups ranging from 2 to 10 students. Collaboration and teamwork allow cross disciplinary interaction that tends to generate creative solutions for diverse learners. Independent performance (lab-3 modules) activities reinforce current knowledge, expand application of information, and stimulate students to explore possibilities for all learners

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
Comprehensive multiple-choice exams (4)	Students are assessed on all chapters of the textbook with 4 100-question forced choice exams	<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"/>
Journal article summary	Students write a summary, reflection, and application of a research journal article related specifically to IDEA definitions of individuals with disabilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Independent performance activities (lab-3 modules)	Students incorporate technology with web-based activities, develop 2 lesson plans with accommodations and modifications specific to individuals with disabilities and including an ELL, develop one 504 Plan, write a paper on RtI, research topics specific to disability areas, reflect on research and podcast.	<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"/>
Video reflections	Students collaborate as they watch videos and write responses and reflections to guided questions.	<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 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"/>
Case studies	Students collaborate in small groups to formulate solutions and express verbal and written reflections on case studies	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Quizzes	Students complete a minimum of 3 in-class, open-note quizzes on content outside of text	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Speaker presentations	Students write a reflection on one or more speaker presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Current news article	Students research a news article specific to individuals with disabilities, current to their 3500 semester, and write a summary and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Curriculum materials	Students collaborate and consider the many aspects of decision making for selecting curriculum materials for students with 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 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"/>
3-Ring binder	Students maintain professional resource &	<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"/>

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	
	collect additional certification/content info																	

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:

3500 SPE. The Education of Individuals with Exceptional Learning Needs: Access to the General Curriculum. (3-1-3) This course examines the exceptional learning needs of individuals across and enhancing their access to the general curriculum. The Individualized Education Program, its purpose, components, and relationship to the design of instruction are discussed. Strategies that support learning in the general and expanded curriculum to meet learning needs in the range of instructional environments are provided. This course has an independent performance activity component. Prerequisite: Junior standing. "University Admission to Teacher Education" requirements apply.

Short Title: ACCESS GEN CURR

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 exceptional learning needs of individuals across and enhancing their access to the general curriculum. The Individualized Education Program, its purpose, components, and relationship to the design of instruction are discussed. Strategies that support learning in the general and expanded curriculum to meet diverse learning needs in the range of instructional environments are provided. Students are involved in independent performance activities that expand and apply their knowledge of learners with exceptional needs specific to their major.

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

- Across subjects is addressed by covering strategies for reading, written expression, and math as they apply to K-12 content.
- Across strategies is addressed by developing lesson plans with accommodations and modifications of content, discussions of modifying the environment to manage behaviors, discussions of use of assessment data and reinforcement systems.
- Across students is addressed by the case studies used in class activities and independent performance activities that reflect a wide range of exceptionalities within specific K-12 content areas.
- Across societies is addressed by case studies and discussions of diversity, multicultural, and linguistic characteristics and their impact on special education eligibility and programming.
- Across communities is addressed through the diversity of case studies used in assignments.
- Technology is incorporated into the independent performance activities and include 1) word processing of research journal article summary 2) researching assigned sites on the internet for specific information 3) evaluation of internet sites and 4) developing lesson plans with accommodations and modifications.

The Learning Model for this course is:

Information Processing

used in teaching this course which reflect this learning model:

Material is presented by the teacher through lecture, overheads, videos, textbook, handouts, and the computer. Case studies and reflections are used in large groups (99) as well as small groups ranging from 2 to 10 students. Collaboration and teamwork allow cross-disciplinary interaction that tends to generate creative solutions for diverse learners. Independent performance activities reinforce current knowledge, expand application of information, and stimulate students to explore possibilities for all learners.

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

Comprehensive multiple-choice exams (4)

- Exam 1: Legislation, inclusion, collaboration, prereferral, service delivery, adapting instruction
- Exam 2: Classroom environment, information processing model, managing behaviors, behavioral impairments, visual and hearing impairments
- Exam 3: Technology, range and continuum of specific disabilities
- Exam 4: Diversity, cultural and linguistic differences, gifted and talented, students at-risk

Journal article summary

- Summary of research journal article related specifically to IDEA definitions of individuals with disabilities
- Reflection and application of article to specific area of teacher certification

Independent performance activities (lab – 3 modules)

- Incorporates technology with web-based activities
- 2 lesson plans are developed with modifications and accommodations
- One 504 Plan is developed and a paper is written on RtI
- Collaboration is encouraged
- Some activities are specific to individual areas of teacher certification

In-class activities

- Video reflections
- Case studies (collaboration, solutions, and reflections)
- Quizzes
- Speaker presentations (notes and reflections)
- Curriculum materials (catalogues & rational)
- Current news articles related to areas of disabilities (reflections, solutions)

3-Ring binder

- Professional resource
- Includes handouts, notes, assignments

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

Standard 1 - Content Knowledge

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

Knowledge Indicators –

The competent teacher:

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

Performance Indicators –

The competent teacher:

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

STANDARD 2 - Human Development and Learning

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

Knowledge Indicators –

The competent teacher:

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

Standard 3 – Diversity

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

Knowledge Indicators –

The competent teacher:

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

Performance Indicators –

The competent teacher:

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

Standard 4 - Planning for Instruction

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

Performance Indicators –

The competent teacher:

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

Standard 5 - Learning Environment

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

Knowledge Indicators –

The competent teacher:

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

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

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

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

Performance Indicators –

The competent teacher:

*5O. demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students).

*5P. modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.

*5Q. uses a variety of approaches to promote social interaction between students with disabilities and students without disabilities.

*5R. uses effective methods for teaching social skill development in all students.

Standard 6 - Instructional Delivery

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

Knowledge Indicators –

The competent teacher:

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

Performance Indicators –

The competent teacher:

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

Standard 8 – Assessment

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

Knowledge Indicators –

The competent teacher:

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

Performance Indicators –

The competent teacher:

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

Standard 9 - Collaborative Relationships

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

Knowledge Indicators –

The competent teacher:

9F. understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.

9G. understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities.

Performance Indicators –

The competent teacher:

*9N. collaborates in the development of comprehensive individualized education programs for students with disabilities.

*9O. coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.

*9P. collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.

*9Q. communicates with team members about characteristics and needs of individuals with specific disabilities.

*9R. implements and monitors individual students' programs, working in collaboration with team members.

*9S. demonstrates the ability to co-teach and co-plan.

Standard 10 - Reflection and Professional Growth

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

Knowledge Indicators –

The competent teacher:

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

Performance Indicators –

The competent teacher:

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

Standard 11 - Professional Conduct and Leadership

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

Knowledge Indicators –

The competent teacher:

11F. is familiar with the rights of students with disabilities.

11G. knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.

11H. knows identification and referral procedures for students with disabilities.

Performance Indicators –

The competent teacher:

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

*11P. demonstrates positive regard for individual students and their families regardless of culture, religion, gender, and sexual orientation.

*11Q. promotes and maintains a high level of integrity in the practice of the profession.

*11R. complies with local, State, and federal monitoring and evaluation requirements related to students with disabilities.

*11S. complies with local, State, and federal regulations and policies related to students with disabilities.

*11T. uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.

****- Indicates that foundational knowledge has been disseminated to assist candidates in the performance of the skill statement. It is not an indicator that students have necessarily performed the skill in SPE 3500.***

Common Core Standards for All Special Education Teachers:

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.

Knowledge Indicators:

2A. Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.

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.

- 2F. Expresses ideas orally with explanations, examples, and support in a clear, succinct style.
- 2H. Listens well.

Major Evaluation Components:

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

➤ Lab Components

Activities are specific to major and aligned to Illinois Professional Teaching Standards

- **Module I:** Technology component (web-based), develop Lesson Plan (specific to major) and include a teacher made modification specific to disability.
- **Module II:** Technology component (web-based), develop Lesson Plan with case study on an individual with a disability, an ELL and specific to major area of certification, discipline provisions of P.L. 105-17
- **Module III:** Web-based activities, case study and develop 504 Plan, write journal article abstract on an area of disability, RtI paper

➤ Exams – 4

➤ Journal Article (reflection and relate to area of major)

➤ In-class activities

- ✓ Video reflections
- ✓ Case studies (solutions, reflections)
- ✓ Quizzes
- ✓ Speaker presentations (notes, reflections)
- ✓ Curriculum materials (catalogues & rational)
- ✓ Current news articles related to disabilities (reflections, solutions)

3-Ring Notebook (professional resource)

Outline of the Course

An asterisk (*) denotes a Core Experience Reference.

- I. Perspectives on Special Education (500 minutes)
 - A. Mental Measurement and Categorization
(*Plato and Aristotle; Binet, A., 1902; Terman, L., 1916, 1921)
 - B. Labeling
(Gallagher, 1976; Purkey, W., 1970; Rosenthal & Jacobson, 1968)
 - C. The Family
 - 1. Ecological factors
 - 2. Cultural Diversity
(NCATE Definition, 1986)
 - D. Legislation Affecting Special Education, related terminology, and provisions and programs for students with disabilities (including L.D., B.D., and M.R.)
 - 1. Legislation
 - a. Section 504
 - b. P.L. 94-142
 - c. P.L. 99-457
 - d. P.L. 101-476 (IDEA)
 - e. P.L. 101-336 (ADA)
 - f. P.L. 105-17
 - g. P.L. 108-446 (IDEA 2004)
 - h. P.L. 107-110 (NCLB)
 - 2. Introduction to Legal Mandates and Related Terminology
 - a. Least Restrictive Environment
(P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
 - b. IEP Meeting
(P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
 - c. Parent Involvement
(P.L. 94-142, 1975; P.L. 104-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
 - d. Diagnosis and Assessment, Placement Planning and the IEP
(P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
 - e. Due Process
(Illinois School Code, 1987; P.L. 94-142, 1975; P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
 - f. Transition/Transition Planning
(P.L. 101-476, IDEA, 1990; P.L. 105-17, 1997; P.L. 108-446, 2004)
 - g. Discipline and Behavioral Management Plans
(SB 141; P.L. 105-17, 1997; P.L. 108-446, 2004; Yell & Shriner, 1998)
- E. Delivery Systems for Individuals with Disabilities (including L.D., B.D., and M.R.)(Lilly, M.S., 1986; Reynolds, M., & Wang, M., 1983; Reynolds, et al., 1987; Lewis & Doorlag, 1995)
 - 1. The Deno Model
(Deno, E., 1970)
 - 2. Pre-referral Process

(Chalfant, Pysh, & Moultrie, 1979; Fuchs & Fuchs, 1989; Johnson, L., Pugach, M., & Hammittee, 1988; Fuchs, Fuchs, Bahr, Ferstein, & Stecker, 1990)

- II. Roles and Responsibilities of General Education and Special Education Teachers (500 minutes)
 - A. The Regular Education Initiative and Inclusion (Stainback & Stainback, 1984, Will, 1986 and 1987; Reynolds, Wang, G., & Walberg, 1987; Wang, Reynolds, & Walberg, 1989; Semmel, Abernathy, Butera, & Lesar, 1991; Waldron & McLeskey, 1998; Wood, 1998)
 - B. The Special Education Process (Lewis & Doorlag, 1991)
 - C. Educational Services
 - 1. Referral for Special Education
The process including Eligibility, IEP, and Placement (Review)
 - 2. Special Education Adaptations (Fuchs, Fuchs, Hamlett, Phillips, & Karns, 1995)
 - a. Physical environment adaptations
 - b. Instructional adaptations
 - D. Planning for Instruction
 - 1. IEP
 - a. Goals, objectives and other benchmarks
 - b. Roles of individuals, parents, teachers, and other school and community personnel
 - 2. Lesson Plans
 - 3. Materials and Methods
 - a. Effective Teaching (Berliner, D., 1979; Rosenshine, 1983; Rosenshine & Stevens, 1981; Englert, 1983 & 1984; Englert, Tarrant, & Mariage, 1992; *Brophy, 1979; *Brophy, 1982; Morsink, Soar, Soar & Thomas, 1986; Bender, 1987; Tralli, Colombo, Deshler, & Schumaker, 1996; King-Sears & Cummings, 1996)
 - b. Modifications that facilitate learning for learners with disabilities and/or diverse learning characteristics
 - 1) General curriculum
 - 2) Instructional strategies
 - E. Instructional Delivery
 - 1. IEP
 - 2. Lesson Plans
 - 3. Materials and methods
 - 4. Instructive Strategies
 - a. Co-teaching and co-planning
 - b. Class within a class
 - F. Evaluation of Instruction – Methods for Monitoring and Charting Progress of Individuals with Disabilities.
 - G. No Child Left Behind (NCLB), P.L. 107-110
- III. Collaboration and Consultation (100 minutes)
 - A. Collaboration and Consultation
 - 1. The Process

- 2. Teaming Behavior and Roles
- B. Full Access to the General Curriculum
- C. Crisis Prevention and Intervention

IV. Model of Intellectual Functioning

(Costa, A., 1985; McCarthy, B., 1987; Guilford, J.P., 1967)

A. Output

(Erikson, F., 1982; *Skinner, 1968; *Piaget, 1952; Mager, 1962; Popham, 1973; Rosenthal & Jacobson, 1968; *Good & Brophy, 1984; Hunter, 1982; Rosenshine, 1983)

- 1. Verbal
- 2. Nonverbal

B. Processing

(*Bloom, 1956; Guilford, 1967)

C. Input

(*Dewey, J., 1916; Bruner, J., 1960; Costa, A., 1985; Ehrenberg, 1981)

V. Designing, Implementing and Evaluating Instruction (140 minutes)

A. Assessment

- 1. Standardized
 - a. Nondiscriminatory
 - b. Consideration of impact of disabilities
- 2. Informal
 - a. Commercial
 - b. Teacher-made
- 3. Environmental Assessment
- 4. Sources of Information
 - a. Families
 - b. Other professionals
- 5. Use technology in conducting assessments and interpreting results
- 6. Modifications of assessments
 - a. Within the classroom
 - b. State-wide assessments
- 7. Sharing assessment results with stakeholders, the individual, and parents

B. Educational Environments for Learners with Disabilities (with emphasis on L.D., B.D., and M.R.)
(Lewis and Doorlag, 1991)

- 1. Adaptation
(McCarthy, B., 1987)
- 2. Individualization

C. Structuring and modifying the learning environment

- 1. Environmental arrangements that promote positive behavior and learning (Carpenter & McKee-Higgins, 1996; Pavlov, 1927; *Skinner, 1968; *Canter, 1976)
- 2. Designing behavior management plans
- 3. Promoting appropriate social interactions

D. Assistive devices and technology

- VI. Processing/Output and Related Disabilities (including L.D., B.D., and M.R.) (800 minutes)
- A. Intellectual Functioning
 - 1. The Brain (Structure)
(Jackson, J.H., 1932; Orton, 1937; Goldstein, 1948; Epstein, H., 1974; Lenneberg, 1967; Luria, 1974)
 - 2. The Normal Curve and Measures of Intellectual Functioning (Binet, 1902; Terman, 1916 and 1921; Wechsler, 1949; Hastings, Bloom, & Madaus, 1981; Jensen, A., 1980)
 - B. Dysfunctions Affection Processing and/or Output
 - 1. Behavior Disorders
 - 2. Sensory Disabilities
 - a. Auditory
 - b. Visual
 - 3. Attention Deficit Disorder
(TED, 1992, unpublished statement)
 - 4. Learning Disabilities
(Brulle, A., & Ivarie, J., 1990)
 - 5. Mental Retardation and Severe Disabilities
(Dunn, 1968)
 - 6. Communication Disorders
 - 7. Language Differences
(*Hall, E., 1981/Lewis/Doorlag, 2006)
 - a. Heritage Language
 - b. English (Language) Learners
 - c. Non-standard English
 - 8. Autism
 - 9. Neurological Disabilities
 - a. Epilepsy
 - b. Traumatic Brain Injury
 - c. Spina Bifida
 - 10. Chronic Health Problems
 - a. Diabetes
 - b. Aids
 - 11. Orthopedic Disabilities
 - a. Multiple Sclerosis
 - b. Muscular Dystrophy
- VII. Roles and Responsibilities of Teachers of Students with Diverse Needs (300 minutes)
- A. Pluralism
 - 1. Multicultural Perspective
(*Banks, J., & Banks, C., 1989; *Bennett, C., 1990; *Tiedt & Tiedt, 1990 and 1992; *Hernandez, H., 1989; *Hilliard, E., 1991)
 - 2. Family Involvement and Support
 - 3. Personal cultural perspectives and biases and

their effects on one's teaching

B. Gifted and Talented

C. Students At-Risk for School Failure

1. Economic and Other Social Factors

2. Social Systems and Structures

3. Successful Interventions (e.g., HeadStart)

➤ **OUTLINE RESEARCH REFERENCES**

I. Perspectives of Special Education and Programs

Bloom **Taxonomy of Higher Thinking Skills, Instructional Evaluation**

Hunter **Teacher Effectiveness**

Montesorri **Early Education, the Montessori Method**

Piaget **Developmental Theory**

Reynolds **Regular Education Initiative, Issues in Special Education**

Rosenshine **Teacher/School Effectiveness**

Turnbull **Legal Aspects of Special Education**

II. Physiological Conditions of Input

Bell **Hearing Impairments**

Braille **Visual Impairments**

De l'Epee **Manualism**

Heinicke **Oralism**

Kirk **Haptic Processing, Motor Involvement**

III. Psychological Condition: Processing

Binet **Intellectual Testing**

Ellis **Mental Retardation, Processing**

Gallagher **Learning Disabilities**

Guilford Structure of the Intellect

Kirk Mental Retardation, Learning Disabilities

IV. Output

Bandura Observational Learning, Behavior Control

Bettelheim Emotional Disturbance

Canter Assertive Discipline

Dreikurs Goals of Children, Emotional Disturbance

Ellis Rational Emotive Therapy

Freud Psychoanalytic Theory

Glasser Reality Therapy

Kazdin Behavior Management

Kirk Mental Retardation and Learning Disabilities

Maslow Hierarchy of Needs

Pavlov Respondent Conditioning

Repp Observational Recording

Skinner Behavioral Theory

Terman Intellectual Assessment

Thorndike Intellectual Assessment

V. Educational Perspectives

Banks Multicultural Education

Bloom Taxonomy of Learning

Goodlad Effective Schooling

Idol

Collaboration

Kirk

Methodology in Special Education

Slavin

Cooperative Learning

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