

## SPE 4530 Facilitating Language in Individuals with Exceptional Learning Needs

### Facil Lang Indv. K-12 with ELN

**(3-0-3) F, S.** Strategies for assessing and facilitating language development in individuals with exceptional learning needs across levels of severity, excluding visual impairments, are examined. Additional areas of emphasis include: instructional strategies for cultural and linguistic diversity, use of assistive devices, functional language assessment, and collaboration with families and other professionals. Prerequisites: SPE 3000 and CDS 2200. Permission of the department chairperson required for non-majors. SPE 4530 Short Title: FACIL LANG K-12

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 CDS 2200; permission of the department chairperson required for non-majors

**Co-requisite(s)** None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

**Required Text:**

Polloway, E. A., Smith, J. E., & Miller, L. (2004). *Language instruction for students with disabilities (3rd ed.)*. Denver: Love Publishing Company.

**Support of Conceptual Framework:**

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

**Methods of Instruction:**

This course is taught with power point supported lectures and incorporates group discussion. Guest speakers are utilized to bring specialized knowledge of language issues to students. Candidates research language topics, write a review, and give presentations to the class. Formal language assessments are studied and reviewed. Case studies are discussed to gain understanding of children’s specific educational needs. Special education teacher candidates are taught development of Individualized Educational Plan goals and objectives for language related areas by lecture and small group discussion. Candidates receive guidance from instructor, within groups and individually when needed, in the process of developing language lesson plans to teach a short term objective that they have written.

**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
Four exams including a final exam	Candidate will complete four exams covering content of text, lecture, and additional readings assigned	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Article Review and Oral Presentation	Candidates will review an article on one aspect of language learning in writing and present the material orally to the class in collaborative groups	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal Reading Inventory	Candidate will develop an Informal Reading Inventory containing word recognition list, reading selections, and four types of comprehension questions	<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 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"/>
Language Lesson Plans	Candidates will break down given annual goal into short term objectives within a small group, and each candidate will then use one objective to develop five language lesson plans and three teacher made materials to teach that objective	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Compilation of a language notebook	Candidate will compile a resource notebook of materials for each language area studied	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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:

### **4530 SPE. Facilitating Language in Individuals with Exceptional Learning Needs.**

**(3-0-3) F, S.** Strategies for assessing and facilitating language development in individuals with exceptional learning needs across levels of severity, excluding visual impairments, are examined. Additional areas of emphasis include: instructional strategies for cultural and linguistic diversity, use of assistive devices, functional language assessment, and collaboration with families and other professionals. Prerequisites: SPE 3000 and CDS 2200. Permission of the department chairperson required for non-majors.

Short Title: FACIL LANG K-12

## 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.

In SPE 4530 special education teacher candidates learn how essential good communication skills are to academic achievement. They evaluate formal assessment instruments and learn to develop informal assessment to measure a student's strengths and weaknesses in spoken and written language. They know how to create a language-enriching environment to stimulate language use. They learn effective intervention strategies to facilitate spoken and written language development in areas of weakness. Using a case study which includes assessment information, each teacher candidate plans lessons to achieve a short term language goal for that child.

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

**Diverse Students:** One of the assignments in SPE 4530 is for groups to review articles and internet sites for research on the interrelationship between another disability or various area of diversity and language disability. After summarizing the information the group has gained, they create a power point presentation for the class. Much of the time the articles also give suggestions of ways to modify the language program to help the affected students better acquire language.

**Diverse Strategies:** The 4530 special education teacher candidates evaluate various formal language assessment instruments and learn to develop informal strategies that will assess an individual's strengths and weakness. The special education candidates learn make adaptations to the environment and materials to accommodate students with diverse learning needs. The importance of effective modeling of English language arts skills is emphasized in this course.

**Diverse Societies/Communities:** The students in SPE 4530 learn that they will be collaborating with parents, regular education professionals, and speech/language therapists when working with children who have language disabilities. A couple of guest speech/language professionals help emphasize the importance of getting all caregivers and educational personnel to work together in as team so the language strategy will be used in all the child's environments.

**Diverse Subject Areas and Levels:** The students in SPE 4530 gain knowledge of a broad range of literacy teaching techniques and strategies to use to help support and develop each student as they work toward their listening, speaking, reading, and writing potential. They realize that reading is an important tool in learning other subject areas; so they learn how to develop specific vocabulary and study skills to enable students to be successful in other academic areas.

**Diverse Technologies:** The students in SPE 4530 learn of several different devices and computer programs and controls available to help individual with severe language disabilities communicate. They learn to match these augmentative devices to the needs of the student. The special education teacher candidates use the internet to access research and organizations to get

more information about a disability. They share the information gleaned from their sources with the class using power point presentations.

The Learning Model for this course is:

### Information Processing Model

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

The textbook, student researched subjects, and copies of formal language assessments are used as resources for the study of the language arts. Power point supported lectures, cases studies, and group discussions are used to help the teacher candidates to understand the skills needed to develop good listening, speaking, reading and writing abilities; and to realize the various problems some children have developing these abilities. The strategies used to teach the needed skills are modeled either by the instructor, guest speakers, or by videos of teachers using the strategy in a classroom setting. Through these examples, the special education teacher candidates are given the guidelines of how to plan instruction to meet individual needs. Then they are required to plan a week's lessons to help the child achieve one short term goal.

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

**Diverse Students:** The subject matter researched by the students is on how various categories of disabilities also affect the development of the language skills. Therefore, the presentations are on such subjects as: how hearing loss causes language problems and how to help those with hearing problems communicate; why children with attention deficits often have problems in language development and what modifications can be made to help these children; or why children whose first language is not English are often over-represented in special education classes. These reports are indicators that the special education teacher candidates know how to establish teaching environments for positive development of diverse learners. The grading of these reports and scores on exams assess this domain.

**Diverse Strategies:** Different formal assessment instruments are studied and evaluated to see how proficiency in the different domains of language (listening, speaking, reading, & writing) is assessed. This helps the teacher candidate interpret testing results and helps pinpoint what weakness might be causing the difficulty. Using task analysis and informal tests, the teacher candidate can then determine what individual goals need to be set for the student. The use of testing results to determine an individual's IEP is assessed with chapter tests. The teacher candidates use of this process is assessed by how well he/she bases his/her short term goal and lesson plans on the case study's assessment results.

Effective ways to model correct speech is shown on videos and tested by exam. The teacher candidate's written work on assignments is graded on use of language as well as content.

**Diverse Societies/Communities:** The value of caregivers and educational professionals working as a team to help develop and practice the targeted language skill is evaluated by exam. One of

the key concepts in this course is that a skill is not really learned until it is generalized to other situations.

**Diverse Subject Areas and Levels:** Language arts include listening skills, oral and non oral communication, reading, spelling, and expressive writing; so ways of assessing problems and effective techniques to remediate problems in each of these areas are taught in SPE 4530. This information is assessed by exam, group discussion of case studies, and from evaluating the lesson planning assignment.

**Diverse Technologies:** Several augmentative devices are demonstrated for the special education teacher candidates. They also learn about various computer programs and computer controls that help people with various types of disabilities communicate. This information is assessed by the use of short answer essays.

## **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. .
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

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

##### **Knowledge:**

- Educational implications of characteristics of various exceptionalities.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development.
- 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:**

- Effects an exceptional condition(s) can have on an individual's life.
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
- Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

#### **Standard 4 - Instructional Strategies**

##### **Skills:**

- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.

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

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

#### **Knowledge:**

- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each others respective language and cultural heritage.

#### **Skills:**

- Design learning environments that encourage active participation in individual and group activities.

### **Standard 6 - Language**

#### **Knowledge:**

- Effects of cultural and linguistic differences on growth and development.
- 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.
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

#### **Skills:**

- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

### **Standard 7 - Instructional Planning**

#### **Knowledge:**

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.

#### **Skills:**

- Involve the individual and family in setting instructional goals and monitoring progress.
- Use functional assessments to develop intervention plans.
- Use task analysis.

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

### **Standard 8 – Assessment**

#### **Knowledge:**

- Screening, pre-referral, referral, and classification procedures.
- Use and limitations of assessment instruments.

#### **Skills:**

- Interpret information from formal and informal assessments.

### **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.
- Methods to remain current regarding research-validated practice.

#### **Skills:**

- Conduct professional activities in compliance with applicable laws and policies.
- Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
- Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
- Practice within one's skill limit and obtain assistance as needed.
- Use verbal, nonverbal, and written language effectively.
- Access information on exceptionalities.

### **Standard 10 - Collaboration**

#### **Knowledge:**

- Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

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

### ***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\*.

##### **Skill:**

- None in Addition to the Common Core

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

##### **Knowledge:**

- Impact of sensory impairments, physical and health disabilities on individuals, families and society.
- Etiologies and medical aspects of conditions affecting individuals with disabilities\*.

##### **Skill:**

- None in Addition to the Common Core

#### **Standard 3 - Individual Learning Differences**

##### **Knowledge**

- Impact of disabilities on auditory and information processing skills.

##### **Skill:**

- Relate levels of support to the needs of the individual

#### **Standard 4 - Instructional Strategies**

##### **Knowledge:**

- Sources of specialized materials, curricula, and resources for individuals with disabilities\*.

##### **Skills:**

- Use reading methods appropriate to individuals with disabilities\*
- Modify pace of instruction and provide organizational cues.
- Use appropriate adaptations and technology for all individuals with disabilities\*.

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

- Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
- Use responses and errors to guide instructional decisions and provide feedback to learners.
- Identify and teach essential concepts, vocabulary, and content across the general curriculum.
- Implement systematic instruction in teaching reading comprehension and monitoring strategies.
- Teach strategies for organizing and composing written products.
- Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.

### **Standard 6 - Language**

#### **Knowledge:**

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities\*.
- Communication and social interaction alternatives for individuals who are non-speaking.
- Typical language development and how that may differ for individuals with learning disabilities.

#### **Skill:**

- Enhance vocabulary development
- Teach strategies for spelling accuracy and generalization
- Teach individuals with disabilities\* to monitor for errors in oral and written language.
- Teach methods and strategies for producing legible documents.
- Plan instruction on the use of alternative and augmentative communication systems.

### **Standard 7 - Instructional Planning**

#### **Knowledge:**

- Relationships among disabilities and reading instruction.

#### **Skills:**

- Plan and implement age and ability appropriate instruction for individuals with disabilities\*.
- Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.

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

- Interpret sensory, mobility, reflex, and perceptual information to create or adapt

### **Standard 8 - Assessment**

#### **Knowledge:**

- Procedures for early identification of young children who may be at risk for disabilities.

#### **Skills:**

- Use exceptionality-specific assessment instruments with individuals with disabilities\*.

### **Standard 9 - Professional and Ethical Practice**

#### **Knowledge:**

- Organizations and publications relevant to individuals with disabilities\*.

#### **Skill:**

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

### **Standard 10 - Collaboration**

#### **Knowledge:**

- Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

#### **Skill:**

- Use local, community, and state and provincial resources to assist in programming with individuals with disabilities\*.

\*Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education focuses on an individualized general curriculum.

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

### **Standard 1 - Foundations**

#### **Knowledge:**

- Definitions & issues related to the identification of individuals with disabilities.

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

- Principles of normalization and concept of least restrictive environment.

### **Skill:**

- None in Addition to the Common Core

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

### **Knowledge:**

- impact of sensory impairments, physical and health disabilities on individuals, families and society.

### **Skill:**

- None in Addition to the Common Core

## **Standard 3 - Individual Learning Differences**

### **Knowledge**

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

### **Skill:**

- Relate levels of support to the needs of the individual

## **Standard 5 - Learning Environments and Social Interactions**

### **Knowledge:**

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

## **Standard 6 - Language**

### **Knowledge:**

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities\*.
- Communication and social interaction alternatives for individuals who are nonspeaking.

### **Skill:**

- Teach individuals with disabilities\* to monitor for errors in oral and written language.
- Teach methods and strategies for producing legible documents.
- Plan instruction on the use of alternative and augmentative communication systems.

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

### **Standard 7 - Instructional Planning**

#### **Knowledge:**

- Select, design, and use media, materials, and resources required to educate individuals whose disabilities interfere with communications

### **Standard 9 - Professional and Ethical Practice**

#### **Knowledge:**

- Organizations and publications relevant to individuals with disabilities\*.

#### **Skill:**

- Ethical responsibility to advocate for appropriate services for individuals with disabilities\*.
- Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities\* as they participate in school and community-based activities.

### **Standard 10 – Collaboration**

#### **Knowledge:**

- Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities\*.

#### **Skill:**

- Participate in the selection and implementation of augmentative or alternative communication systems.

\*Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education is in an individualized independence curriculum.

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

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

#### **Standard 1 – Content Knowledge**

##### **Knowledge indicators:**

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

- 1D Understands the relationship of knowledge within the discipline to other content areas and to life and career applications.

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

- 1E Understands how a student's disability affects processes of inquiry and influences patterns of learning
- 1L Facilitates learning experiences that make connections to other content areas and to life and career experiences.
- 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**

#### **Knowledge Indicator:**

##### *The competent teacher:*

- 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.
- 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.

#### **Performance Indicators:**

##### *The competent teacher:*

- 2G Analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.

### **Standard 3 – Diversity**

#### **Knowledge indicator:**

##### *The competent teacher:*

- 3B Understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.
- 3C Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
- 3F Understands personal cultural perspectives and biases and their effects on one's teaching.

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

### Performance Indicators:

#### *The competent teacher*

- 3L Identifies and designs instruction appropriate to students stages of development, learning styles, strengths and needs.
- 3M Demonstrates positive regard for the culture, religion, gender, sexual orientation, and varying abilities of individual students and their families.

### Standard 4 – Planning for Instruction

#### Knowledge Indicator:

#### *The competent teacher*

- 4A. Understands the Illinois Academic Standards, curriculum development, content learning theory, and student development and knows how to incorporate this knowledge in planning instruction.
- 4B. Understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
- 4C. Understands how to take the contextual considerations of instructional materials, individual student interests, and career needs into account in planning instruction that creates an effective bridge between student experiences and career and educational goals.
- 4G. Understands how to use various technological tools to access and manage information.
- 4H. Understands the uses of technology to address student needs.

### Performance Indicators:

#### *The competent teacher*

- 4I. Establishes expectations for student learning
- 4J. Applies principles of scope and sequence when planning curriculum and instruction.
- 4L. Creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students; prior knowledge and principles of effective instruction.
- 4O. Creates approaches to learning that are interdisciplinary and that integrate multiple content areas.
- 4S. Uses IEP goals and objectives to plan instruction for students with disabilities.

### Standard 5 – Learning Environment

#### Knowledge Indicator:

#### *The competent teacher*

- 5D. Understands factors that influence motivation and engagement and how to help students become self-motivated.

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

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

### **Standard 6 – Instructional Delivery**

#### **Knowledge Indicator:**

##### *The competent teacher*

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

#### **Performance Indicators:**

##### *The competent teacher*

- 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 6 – Communication**

#### **Knowledge Indicator:**

##### *The competent teacher*

- 7A. Understands communication theory, language development, and the role of language in learning.
- 7B. Understand 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 Indicator:**

##### *The competent teacher*

- 7G. Creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.

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

### **Standard 8 – Assessment**

#### **Knowledge Indicator:**

##### *The competent teacher*

- 8A. Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Academic Standards, and what kinds of experiences will support their further growth and development.
- 8B. Understands the purposes, characteristics and limitations of different kinds of assessments.
- 8D. Understands how to use the results of assessment to reflect on and modify teaching.
- 8E. Understand how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.

#### **Performance Indicator:**

##### *The competent teacher*

- 8I. Uses assessment results to diagnose student learning needs, align and modify instruction, and design teaching strategies.

### **Standard 9 – Collaborative Relationships**

#### **Knowledge Indicator:**

##### *The competent teacher*

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

### **Standard 10 – Reflection and Professional Growth**

#### **Knowledge Indicator:**

##### *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.

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

### **Standard 11 – Professional Conduct and Leadership**

#### **Knowledge Indicator:**

##### *The competent teacher*

- 11G. Knows the roles and responsibilities of teachers, parent, students, and other professionals related to special education.
- 11H. Knows identification and referral procedures for students with disabilities

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

#### **Standard 1 - Foundations**

##### **Knowledge:**

##### *The competent special education teacher understands*

- 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:**

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

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

### Performance:

#### *The competent special education teacher*

- CC2P. accesses information on exceptional conditions when planning educational or transitional programs
- CC2Q. uses knowledge of a student's cognitive, communication, physical, cultural, social, and emotional characteristics in planning and delivering instruction and in transition planning.
- CC2R. recommends referrals to appropriate specialists when more in-depth information about a child's needs is required for making educational decisions.

### Standard 3 - Assessment:

#### Knowledge:

##### *The competent special education teacher understands*

- CC3A. assessment as an educational process.
- CC3F. strengths and limitations of various assessment tools.
- CC3G. influences of disabilities, culture, and language on the assessment process.
- CC3H. a variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches

#### Performance:

##### *The competent special education teacher*

- CC3J. matches appropriate assessment procedures to purposes of assessment
- CC3M. interprets information from formal and informal assessment instruments and procedures.

### Standard 4 - Planning for Instruction:

#### Knowledge:

##### *The competent special education teacher understands*

- CC4A. the scope and sequence of the general curriculum.
- CC4B. the concepts of language arts
- CC4D. general curriculum practices and materials.
- CC4G. strategies for facilitating maintenance and generalization of skills across learning environments
- CC4J. the use of adaptive equipment for students with disabilities.

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

- CC4L. short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
- CC4O. physical adaptations to the environment to meet individual needs.
- CC4P. integration of assistive and instructional technology to meet a student's individual needs..

### Performance:

#### *The competent special education teacher*

- CC4Q. develops and/or selects relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences.
- CC4R. selects and uses appropriate technologies to accomplish instructional objectives.
- CC4S. develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.
- CC4V. evaluates general curricula and determines the scope and sequence of the academic content areas of language arts and math.

### Standard 5 - Learning Environment:

The competent special education 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. [28.100(e)]

### Knowledge:

#### *The competent special education teacher understands*

- CC5D. the effects of teacher attitudes and behaviors on all students.
- CC5H. approaches to adapting environments to meet the specific learning and developmental needs of individuals.
- CC5J. effective instructional strategies for social skills development
- CC5M. the characteristics of environments, including materials, equipment and spatial arrangements, that facilitate development, learning and interaction between and among students.
- CC5P. personal attitudes and biases that affect acceptance of individuals with disabilities.

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

### Standard 6 - Instructional Delivery:

#### Knowledge:

*The competent special education teacher understands*

- CC6A. techniques for modifying instructional methods, curricular materials and the environment to meet learners' needs that are appropriate to those learners' ages and skill levels.
- CC6B. how cultural and gender differences affect communication

#### Performance:

*The competent special education teacher*

- CC6D. stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
- CC6E. facilitates learning experiences that develop social skills.
- CC6J. creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.

### Standard 7 - Collaborative Relationships

#### Knowledge:

*The competent special education teacher understands*

- CC7E. the effects of family and community on development, behavior and learning.

### Standard 8 - Professional Conduct and Leadership:

#### Knowledge:

*The competent special education teacher understands*

- CC8A. personal and cultural biases and differences that affect one's teaching and interactions with others.
- CC8B. the importance of the teacher serving as a role model and advocate for all students.
- CC8D. consumer and professional organizations, publications, and journals relevant to individuals with disabilities.
- CC8E. 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)**

### **Performance:**

#### *The competent special education teacher*

- CC8F. demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.

### **Standard 9 - Reflection and Professional Growth:**

The competent special education 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. [28.100(i)]

### **Knowledge:**

#### *The competent special education teacher understands*

- CC9B. the continuum of lifelong professional development
- CC9C. central concepts and methods of inquiry for reflecting on practice and problem-solving.

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

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

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

### **Knowledge:**

#### *The competent learning behavior specialist understands*

- LBS2A. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/ social disorders, and physical (including sensory) disabilities on learning.
- LBS2B. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory)

#### **Standard 3 - Assessment:**

The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).

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

### Knowledge:

#### *The competent learning behavior specialist understands*

- LBS3A. strategies for assessing individual learning characteristics and modes of communication
- LBS3D. a model of reading diagnosis that includes student proficiency with print conventions, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and self monitoring

### Performance:

#### *The competent learning behavior specialist*

- LBS3J. assesses reliable method(s) of response in individuals who lack typical communication and performance abilities.
- LBS3N. determines strengths and needs of individual students in the area of reading.
- LBS3O. determines students' independent, instructional, and frustrational reading levels to inform instruction

### Standard 4 - Planning for Instruction:

The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals. [28.200(d)]

- LBS4C. the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners
- LBS4D. the differences between reading skills and strategies and the role each plays in reading development.
- LBS4E. importance and strategies for teaching emerging literacy skills (concept of print, phonemic awareness, fluency, and comprehension) to success in reading achievement.
- LBS4H. guidelines for the selection and use of augmentative or assistive technology devices (e.g., sign language, electronic devices, picture and symbol systems, and language boards).
- LBS4O. selects appropriate instructional strategies based on the curricular content and the age and skill level of the student.
- LBS4P. evaluates, selects, develops, and adapts curricular materials and technology appropriate for individuals with disabilities
- LBS4Q. applies the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners.

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

- LBS4R. adjusts reading instruction to meet the learning needs of diverse learners.
- LBS4T. prioritizes skills and chooses chronologically age-appropriate materials, emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.

### Standard 5 - Learning Environment:

The competent learning behavior specialist 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:

*The competent learning behavior specialist understands*

- LBS5B. theories and positive approaches for managing significant behavior problems, including self-stimulation and self-abuse.

### Standard 6 - Instructional Delivery:

The competent learning behavior specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all students

#### Knowledge:

*The competent learning behavior specialist understands*

- LBS6A. effective instructional strategies for basic sequences of skills in the academic, social, and vocational curricular areas.
- LBS6C. language intervention strategies and appropriate uses across age and skill levels.
- LBS6D. instructional procedures for increasing communication use, spontaneity, and to promote generalization of communication
- LBS6E. instructional procedures for facilitating errorless learning including teacher delivered prompts and discrimination learning

#### Performance:

*The competent learning behavior specialist*

- LBS6Q. uses language intervention strategies and appropriate usage across age and skill levels
- LBS6T. uses instructional procedures for increasing communication use and spontaneity, and to promote generalization of communication

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

### **Standard 7 - Collaborative Relationships:**

#### **Knowledge:**

*The competent learning behavior specialist understands*

- LBS7A. collaborative and consultative roles of special educators in the integration of individuals with disabilities into the general curriculum, and educational and alternative settings (including community).

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

The competent learning behavior specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.200(h)]

#### **Knowledge:**

*The competent learning behavior specialist understands*

- LBS8A. the scope of his or her practice and seeks additional resources and assistance as needed to meet the individualized needs of students

### ***Core Language Arts Standards for All Teachers:***

#### **Standard 1**

All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

#### **Knowledge Indicators:**

*The competent teacher*

- 1A. Understands and can articulate the needs for literacy development in general and in specific disciplines or at specific grade levels.
- 1B. Understands effective literacy techniques to activate prior student knowledge and builds schema to enhance comprehension of "text."
- 1C. Knows strategies and techniques for teaching communication skills to those students whose first language is not English.

#### **Performance Indicators:**

*The competent teacher*

- 1E. Practices effective literacy techniques to make reading purposeful and meaningful.

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

### 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:

##### *The competent teacher*

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

#### Performance Indicators:

##### *The competent teacher*

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

### Standard 3

All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learner needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

#### Knowledge Indicators:

##### *The competent teacher*

- 3B. Understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work.

#### Performance Indicators:

##### *The competent teacher*

- 3C. Analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking and listening.
- 3G. Uses multi-disciplinary instructional approaches.

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

### ***Technology Standards for All Teachers:***

#### **Standard 1 - Basic Computer/Technology Operations and Concepts**

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

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

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

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

##### **Performance Indicator:**

###### ***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.
- 2B. Identifies computer and other related technology resources for facilitating lifelong learning and emerging roles of the learner and the educator in engaged, collaborative learning environments.
- 2C. Uses computers and other learning technologies to support problem solving, data collection, information management, communications, presentations, and decision making.
- 2E. Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.
- 2F. Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.

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

- H. Adheres to copyright laws and guidelines in the access and use of information from various technologies.

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

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

#### **Knowledge Indicator:**

*The competent teacher*

- 6A. Knows how to access telecommunications resources to support instruction.

#### **Performance Indicators:**

*The competent teacher*

- 6C. Uses electronic mail and web browser applications for communications and for research to support instruction.
- 6D. Uses automated, on-line search tools and intelligent agents to identify and index desired information resources.

### **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.

#### **Knowledge Indicator:**

*The competent teacher*

- 8A. Understands how to access, evaluate and use information to improve teaching and learning.

## Major Evaluation Components:

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

- Three exams & a comprehensive final.
- Group research & presentation of one disability & its effect on language or of one instructional strategy to teach a language skill.
- Group discussion/reaction to case studies
- Group development of an informal reading inventory section.
- Development of a list of short terms goals to help attain an annual goal in language.
- Developing a week of lessons for a student case study.

## Standards Evaluated by Tests:

- *CEC Common Core Standard: Standard 1 - first one listed; Standard 2 – first one listed; Standard 3 all those listed; Standard 4 – none; Standard 5 – all listed; Standard 6 – the first and last listed under knowledge and both under skills; Standard 7 – All listed; Standard 8 the two listed under knowledge; Standard 9 – all knowledge; Standard 10 – all listed.*
- *CEC Individualized General Curriculum Standards: All knowledge standards listed as being addressed in this course and Standard 8 one skill standard.*
- *CEC Individualized Independence Curriculum Standards: All standards listed as being addressed in this course.*
- *Illinois Professional Teaching Standards: Standard 1 - 1D, 1E, 1L; Standard 2 - 2C, 2F; Standard 3 – 3B, 3F; Standard 4 – 4A, 4C, 4H, 4O; Standard 5 – 5D, 5H; Standard 6 – 6A; Standard 7 – 7A, 7B, 7C, 7D; Standard 8 - 8A, 8B, 8D, 8E, 8H; Standard 9- 9G; Standard 10 –D10; Standard 11 – 11G, 11H.*
- *Illinois Common Core Standards for All Special Education Teachers: Standard 1 – CC1E; Standard 2 – CC2A, CC2C, CC2L, CC2M, CC2N, CC2O; Standard 3 – CC3A, CC3F, CC3G, CC3H, CC3J; Standard 4 – CC4A, CC4B, CC4D, CC4G, CC4J, CC4O, CC4P; Standard 5 – CC5D, CC5J, CC5M, CC5P; Standard 6 – CC6A,CC6B; Standard 7 – CC7E; Standard 8 – CC8A, CC8B, CC8D, CC8E.*
- *Illinois Learning Behavior Specialist: Standard 2 – LBS2A, LBS2B; Standard 3 – LBS3A, LBS3D, LBS3J, LBS3N, LBS3O; Standard 4 – LBS4C, LBS4D, LBS4E, LBS4H, LBS4O, LBS4P, LBS4Q, LBS4R, LBS4T; Standard 5 – LBS5B; Standard 6 – LGS6A, LBS6D, LBS6E, LBS6Q, LBS6T; Standard 8 – LBS8A.*

- Illinois Core Language Arts Standards for All Teachers: Standard 1 – 1A, 1B, 1C; Standard 3 – 3B.
- Illinois Technology Standards for All Teachers//: Standard 2 – 2F.

### **Standards Assessed by Research assignment and presentation:**

- CEC Common Core: Standard 2 – The third & fourth listed statements; Standard 3 - The last listed statement; Standard 9 – The last knowledge statement and the last two skill statements.
- CEC Individualized General Curriculum Standard: Standard 2. All listed; Standard 3- all listed; Standard 7 – listed knowledge statement; Standard 9 – all listed; Standard 10 – first skill statement.
- CEC Individualized Independence Curriculum: Standard 2 – all; Standard 3 – all; Standard 6 – knowledge; Standard 9- All listed indicators; Standard 10 – one skill.
- Illinois Professional Teaching Standard: – Standard 1 – 2F; Standard 4 – 4G.
- IL Common Core Standards for All Special Education Teachers:
- Standard 8 – CC8D; Standard 9 –CC9B; CC9C.
- Learning Behavior Specialist 1 Standards: Standard 2 – LBS2A, LBS2B.
- Core Language Arts: Standard 2 –All listed indicators
- Technology Standards for All Teachers: Standard – 1A, 1F; Standard – 2A, 2B, 2C, 2E, 2H. Standard 6 – 6A, 6C, 6D.

### **Standards Assessed by Lesson Planning assignment:**

- CEC Common Core: Standard 4- both skills ; Standard 7 – last two skill indicators; Standard 8 – one skill;
- CEC Individualized General Curriculum: Standard 4 – all the skills; Standard 6 – all skills; Standard 7 - All listed skills.
- CEC Individualized Independent Curriculum Standard: Standard 3 – one skill; Standard 6 – all skills; Standard 7 – 1 knowledge statement
- Illinois Professional Teaching Standard:– Standard 1 – 1M; Standard 2 – 2E, 2G; Standard 3 – 3L; Standard 4 – 4A, 4B, 4I, 4J, 4L, 4S; Standard 6 – 6O, 6P; Standard 7 – 7G; Standard 8 – 8I;

- IL Common Core Standards for All Special Education Teachers: -Standard 2 – CC2P, CC2Q; Standard 3 – CC3M, Standard 4 - CC4A, CC4L, CC4Q, CC4R, CC4S, CC4V; Standard 6 CC6D, CC6E, CC6J
- IL Learning Behavior Specialist 1 Standards: Standard 4 – LBS4O, LBS4P, LBS4Q, LBS4R, LBS4T Standard 6 – All listed indicators.
- IL Core Language Arts Standards for All Teacher: Standard 1 – 1A, 1B, 1E; Standard - 2 2A, 2B; Standard 3 – 3B, 3C, 3G .
- IL Technology Standards for All Teachers: Standard 2 –2D, 2E; Standard 8 – 8A.
- Standards Addressed / Assessed by Questioning Study Groups on Case Studies:
- CEC Common Core Standards: Standard 1- second knowledge statement; Standard 2 – Second knowledge statement; Standard 6 – the second & third knowledge statements; Standard 8 – listed skill indicator; Standard 9 – All listed skill indicators; Standard 10 ; last knowledge statement.
- CEC Individualized General Curriculum: Standard #10 - The knowledge indicator.
- Illinois Professional Teaching Standard: Standard 2B; Standard 3C & 3M; Standard 9G; Standard 11G.
- IL Common Core Standards for All Special Education Teachers: Standard 2 - CC2R; Standard 3 – CC3M; Standard 5 – CC5H; Standard 8 - CC8E & CC8F; Standard 9 – CC9C.
- Learning Behavior Specialist 1 Standards: Standard 2 – LBS2A, LBS2B, Standard 7 – LBS7A; Standard 8 – LBS8A.
- Core Language Arts Standards for All Teachers Standards: - Standard 2 – 2E, 2F, 2H

## Outline of the Course

- I. Communication and Language Development (2 weeks)
  - A. Communication
    - 1. Verbal (speech)
    - 2. Non-verbal (gestures and manual signs)
  - B. Building Blocks of Language
    - 1. Language Form
      - a. Phonology
      - b. Morphology
      - c. Syntax
    - 2. Language Content
    - 3. Language Use
  - C. Theoretical Perspectives on Communication and Language Development – Nature-Nurture Continuum
    - 1. Empiricism / Behavioral Theory (Skinner,1957; Bricker, 1967; Owens,1988; Stemmer,1990)
    - 2. Rationalism - Psycholinguistic/Syntactic Perspective (Chomsky,1967; Lenneberg,1967 & 1969)
      - a. Language and the Brain
      - b. Brain Functioning
      - c. Dysfunctions
    - 3. Social (Interactionist) Theory ( Piaget, 1971: Bruner,1975; MacDonald, 1985)
  - D. Sequence of Skill Development (Piaget,1971; Lenneberg, 1967;)
    - 1. Prelinguistic / Emerging Stage
    - 2. Developing Language Stage
    - 3. Language for Learning
    - 4. Adolescent language/ Advanced Stage
- II. Communication and Language Difference and Dysfunctions(Bricker, 1967; Webster, 1962) (1.5 weeks - includes presentations)
  - A. Types of Language Dysfunction
    - 1. Severe Language disabilities & correlates
      - a. Absence or nonspontaneous acquisition ( brain pathology & hearing loss)
      - b. Severe language delay or distortions (cognitive factors & autism)
    - 2. Mild-Moderate Language Disabilities and correlates
      - a. Oral language delay / disorders (attention problems & environmental causes)
      - b. Written language disorders
    - 3. Collaboration with a speech language pathologist
  - B. Cultural Diversity and Language Differences
    - 1. Difference or deficit

- 2. Bilingualism
  - 3. English Language Learners
- C. Impact of Communication Disorders
  - 1. Cognitive and Academic Skills (Lynch & Hanson, 1992)
    - a. Critical thinking and problem-Solving
    - b. Reading
    - c. Written & Spoken Language
    - d. Listening Skills
  - 2. Social Skills
  - 3. Life Skills
  - 4. Cultural Considerations
- III. Principles of Assessment of Language (.5 week)
  - A. Purposes & Processes of Special Education Assessment (Smith, 1969; Cline, 1988) ILL State Board of Education, 1992)
    - 1. Screening
    - 2. Eligibility Determination
    - 3. Establishing a baseline functioning level
    - 4. Program formulation
    - 5. Evaluation
  - B. Illinois State Language Standards
  - C. Use of assessment information in planning an appropriate language program (Turnbull, 1978;)
    - 1. Selection of content
    - 2. Selection of materials and methods (Bartel & Hammill, 1990)
    - 3. Selection of modifications and adaptations
  - D. Cultural Considerations
    - 1. Deprivation
    - 2. Differences
      - a) Culture and Families
      - b) Culture and Language
        - 1.) Non-standard English
        - 2.) English Language Learners
- IV. Language Assessment & Instruction (2.5 weeks)
  - A. Preschool Children
    - 1. Overview of communication & language assessment
    - 2. Instruction
    - 3. Preschoolers with severely compromised speech
    - 4. English Language Learners
  - B. School-age Children
    - 1. Assessment
    - 2. Instruction
    - 3. School-age Children with severe impairments
    - 4. English Language Learners
  - C. Adolescents
    - 1. Assessment

2. Instruction
3. Secondary students with severe impairments
4. English Language Learners
- V. Reading (4.5 weeks)
  - A. Nature and Assessment
    1. Reading Difficulties
    2. General Instructional Goals (Kirk, 1940)
      - a. Survival
      - b. Functional Reading
      - c. Pleasure and Profit
    3. Sequence of Development and Skills (Harris, 1970; Harris & Sipay, 1990)
      - a. Readiness
      - b. Initial Reading
      - c. Rapid Skill Acquisition
      - d. Wide Reading
      - e. Refinement
    4. Assessment
      - a. Survey Tests (formal)
      - b. Diagnostic Tests (formal)
      - c. Informal assessment
        1. Informal Reading Inventory Polloway & Smith, 1982)
        2. Cloze Procedure Wallace & Kauffman, 1986)
        3. Curriculum-Based Assessment
        4. Miscue Analysis (Goodman, 1973)
    5. Using assessment data to develop a program
  - B. Reading Programs & Instruction
    1. Readiness (Harris & Sipay, 1990)
    2. Immediate Word Identification (Wallen, 1972)
    3. Decoding
      - a. Phonetic Analysis
      - b. Structural Analysis
      - c. Contextual Analysis
    4. Comprehension Skills (Lerner, 1985)
      - a. Literal comprehension
      - b. Inferential comprehension
      - c. Critical
    5. Comprehension strategies
      - a. Language-Experience Approach (Stauffer, 1970)
      - b. Directed Reading Thinking Activities
      - c. Other questioning strategies
      - d. Multipass (Schumaker, Deshler & others 1982)
      - e. Comprehension Monitoring (Wong, 1979)
      - f. Semantic Mapping (Schewel, 1989)

- VI. Writing (4 weeks)
  - A. Handwriting Assessment and Instruction
    - 1. Sequence of Skills
    - 2. Handwriting Scales (Graham, 1986)
    - 3. Handwriting Systems
    - 4. Instructional activities
  - B. Spelling Assessment & Instruction
    - 1. Development of Spelling Skills (Reed & Hodges, 1982)
    - 2. Assessment / Error Analysis
    - 3. Remedial Approaches (Graham & Voth, 1990)
    - 4. Specific Instructional Strategies
  - C. Written Expression
    - 1. Writing Process Model (Hall, 1981)
      - a. Prewriting
      - b. Writing
      - c. Postwriting
    - 2. Assessment
      - a. Standardized Tests
      - b. Informal Assessment
    - 3. Instructional Strategies to teach the 3 processes

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