

**SPE 3700.001**

**Individualized Independence Curriculum and Materials**

**Fall 2016**

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**Office/Phone:** 1212 Buzzard Hall; 217-581-5315

**Appointments:** Sign up in “red” book, 1212 Buzzard Hall.  
Sign up at least 24 hours in advance.

**Location/Time:** 1445 Buzzard Hall  
Tuesdays 7:00 pm - 9:30 pm

**\* Course includes a 15 hour practicum (TBA)**

SPE 3700  
Individualized Independence Curriculum and Materials

Catalog Description:

SPE 3700 - Individualized Independence Curriculum and Materials.

(3-2-3) F, S. A study of the curricular content and materials which provide and enhance access to the individualized curriculum for individuals with moderate to significant exceptional learning needs. Development and the role of the Individualized Education program, Transition, and the Individualized Service Plan in curriculum development, materials selection and development, and evaluation and assessment are significant components of this course. A practicum experience is provided in public schools and/or community programs. **Prerequisites & Notes:** SPE 2000, 3000, and 3100 or concurrent enrollment. Credits: 3

Textbooks:

Brolin, D.E. (1998). *Life centered career education: A competency based approach* (5<sup>th</sup> ed). Reston, VA: The Council for Exceptional Children.

Westling, David L. & Fox, Lise (2014) *Teaching Students with severe disabilities* (5<sup>th</sup> ed). Upper Saddle River, NJ: Pearson.

University student learning goals:

The mission of the general education program at Eastern Illinois University includes:

- To enhance student writing, critical reading, speaking, and listening
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible citizenship

In this content-specific course literacy, including speaking, listening, critical reading, and written communication is addressed through varied written and spoken activities and assignments. Your skills of critical and reflective thinking will be assessed through tests and quizzes and you will be expected to demonstrate these skills through participation in class and in your written work. Your knowledge central to responsible citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

Learning Model:

The primary learning model for this course is Brofbrenner's ecological model. For more information on this model read Chapter 5 of Gajar, Goodman, & McAfee (1993).

Standards addressed: A new set of Illinois Teaching Professional Standards (IPTs) is included in this syllabus for your reference as well as what particular standards are addressed with each assignment that is listed.

Course Requirements/Assignments: The student will -

- A. Attendance is mandatory. Lectures will sometimes address materials not covered by the reading assignments. If you have an unexcused absence (no note from Health center), you will not be allowed to make up any work missed. (IPTS 2, 3, 4 & 9)
- B. Tests/quizzes will assess your knowledge of information from readings and lectures. The student is responsible for all lectures and reading information because any of it could be included on the tests. (IPTS 1, 2, 3, 4, 5, 6, 7, 8, & 9)
- C. Technology is integrated throughout many of the course assignments. Students are to seek outside assistance if they have difficulties in completing these integrated projects and assignments. (IPTS 2, 3, 4 & 9)
- D. Participation points may be earned for in-class activities addressing topics related to curriculum. If there is an absence, the student cannot make up the points. (IPTS 1, 2, 7, & 9)
- E. Complete a 15 hour practicum experience in an arranged location. Practicum schedule and requirements will be fully discussed during the first two class meetings. A “Satisfactory” rating must be obtained in the course practicum in order to receive a “C” or higher in the course. (IPTS 1, 2, 3, 4, 5, 6, 7, 8, & 9)
- F. Complete semester-long instructional unit plan to be implemented at practicum location and presented in class on a designated day. The purpose of this project is for you to gain experience in designing and implementing an instructional unit involving transition, daily living, social skill development or other functional skill areas.(IPTS 1,2,3,4,5,6,7,8,& 9)
- G. For this project: conduct a needs assessment, develop an overview of an instructional unit, develop the instructional unit, use LCCE style lessons, implement the unit, take data on the effectiveness of the unit, provide charts/graphs that clearly show progress or lack of progress for the skills that were taught in the instructional unit,, and submit a short paper that reviews/analyzes the results.. Unless otherwise indicated, a final copy of the instructional unit and the unit’s supplemental instructional materials should be left at the practicum site for continued use. The unit plan should encourage self-determination, highlight the principles of Universal Design, and make use of the ecological model of service delivery. Above all, the unit should be tailored to the needs of the individuals with whom you are working and the site where you are placed. The Instructional Unit Plan assignment sheet will further clarify the requirements. (IPTS 1, 2, 3, 4, 5, 6, 7, 8, & 9)

Grade (based on percent of total possible points):

90 - 100%	A
80 - 89%	B
70 - 79%	C

60 - 69%	D
Below 60%	F

#### Late work Penalties:

All assignments are due on the dates specified by the instructor. Unless approved in advance by the instructor, a late submission is a daily deduction of 10% of the original assignment points. Extra Credit: The student may earn extra-credit points in SPE 3700 by assisting at Special Olympics and/or Family Fun Festival. (Fall/Spring semester)

#### Non-Labeling Language:

The Special Education Department strongly supports the use of "non-labeling" language. It is expected that all written work submitted will contain non-labeling language as delineated in SPE 3000. The APA (American Psychological Association) Style Manual, 6th Edition, is to be used as the official word on all formal written work submitted for a grade. Assignments using labeling language will earn a point reduction and be returned to the student for correction and resubmission.

#### Written Assignments

All written assignments will follow American Psychological Association (APA) style and format. Non-labeling language is expected in all written materials. As prospective teachers, all candidates will be expected to meet performance criteria associated with grammar, spelling, and sentence structure. Consult SPE 3000 or 3200 information for specific details on these areas.

#### Writing/Oral Language Policy

The Department of Special Education strongly supports the use of "non-labeling" language. It is expected that all written work submitted and oral communication will contain non-labeling language as delineated in the TASH guidelines. Students who are experiencing writing difficulties will be referred to the Writing Center.

#### Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

#### Plagiarism

Plagiarism is copying someone else's work as if it is your own without providing proper acknowledgement. Eastern Illinois University considers plagiarism a serious offense under its student conduct code, and the penalty can be as serious as expulsion from school. Turnitin, a Web-based plagiarism detection service, is available to EIU faculty, staff and students.

#### Student Conduct:

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

### Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of “zero”. At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

### Email/Electronic Communication

Students are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student’s responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s). There are also times when the instructor may be busy, or out of town so follow up if you do not have a response within 48 hours.

### Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center ([www.eiu.edu/~success](http://www.eiu.edu/~success)) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9<sup>th</sup> Street Hall, Room 1302.

### Students with disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

## **Course Outline for SPE 3700**

- I. History and Background ( **2 weeks**)
  - A. Early 1900's-Present
  - B. Service delivery Models
    - 1. Institutional Model
    - 2. Developmental model
    - 3. Ecological model
  - C. Council for Exceptional Children ( CEC) Code of Ethics
    - 1. Standards
    - 2. Use of Restraint and Seclusion
  - D. American Association on Intellectual and Developmental Disabilities(AAIDD)
  - E. Terminology
- II. Legislative Foundations ( **1 week**)
  - A. Americans with Disabilities Act (ADA)
    - 1. P.L. 101-336
  - B. Individuals with Disabilities Education Act ( IDEA)
    - 1. P.L. 102-119
    - 2. P.L. 105-17
    - 3. P.L. 108-446 ( Individuals with Disabilities Education Improvement Act-IDEIA)
  - C. Perkins Act
    - 1. P.L. 101-392
    - 2. P.L.105-332
  - D. Family Educational rights and Privacy Act(FERPA)
  - E. Standards-Based Reform
    - 1. P.L. 105-17 (Individuals with Disabilities Education Act 1997)
    - 2. P.L. 107-110 ( No Child Left Behind-NCLB)
- III. Assessment of Individuals with Moderate and Significant Disabilities ( **3 weeks**)
  - A. Informal Assessment & Alternative Assessment
    - 1. Observational Data
      - a. Frequency
      - b. Duration
      - c. Latency
      - d. Intensity
    - 2. Interview
    - 3. Portfolio
    - 4. Functional Assessment( Includes Supports Intensity Scale by AAIDD)
    - 5. Interest Reinforcement Inventories

- 6. Illinois Alternate Assessment
  - 7. Norm-Referenced
  - 8. Assistive Technology
- B. Approaches to Assessment
- C. Family Involvement with Assessment
- IV. Curriculum Development: Individualized Independence Curriculum  
Content/Adaptation Principles/Program Evaluations (**6weeks**)
  - A. Developing Ecological Curriculum
    - 1. Ecological Inventories(includes Natural Environments)
    - 2. Social Validation
    - 3. Functional
    - 4. Across Lifespan
  - B. Teaching skills for Generalization and Maintenance
  - C. Evaluating Progress
  - D. Adaptations
  - E. Creating Inclusive Environments across Lifespan
  - F. IEP(Individualized Education Plan), ITP ( Individualized Transition Plan), ISP ( Individualized Service Plan) ,BSP ( Behavior Service Plan) and PBS (Positive Behavior Supports by AAIDD)
  - G. Daily Living Skills
    - 1. Personal Finance
    - 2. Managing Households
    - 3. Personal needs
    - 4. Marriage and children Responsibilities
    - 5. Retirement, illness, death
    - 6. Purchasing, Preparing & consuming Food
    - 7. Buying and Caring for clothing
    - 8. Citizenship
    - 9. Recreational & Leisure
    - 10. Navigating the community
  - H. Personal Social Skills
    - 1. Self-Awareness
    - 2. Acquiring Self-Confidence
    - 3. Socially Responsible Behavior
    - 4. Interpersonal Skills
    - 5. Achieving Independence( including dealing with Health issues)
    - 6. Decision Making
    - 7. Communicating with Others

- I. Occupational Guidance and Preparation
  - 1. Exploring Occupational Possibilities
  - 2. Selecting and planning Occupational Choices
  - 3. Work Habits and Behavior
  - 4. Securing & Maintaining Employment
  - 5. Physical manual Skills
  - 6. Specific Occupational Skills
- V. Developing Self-Determination and Self-Advocacy (**3weeks**)
  - A. Essential Components
    - 1. Support Networks
    - 2. Integration with other services
    - 3. Self-Determination
    - 4. Person-Centered Planning
  - B. Evidence –Based Practices



## References

- Brolin, D. E. (1997). *Life-centered career education: A competency based approach*. (5<sup>th</sup> ed.) Reston, VA: The Council for Exceptional Children.
- The Carl D. Perkins Vocational and Applied technology Act Amendments of 1990*, P. L. 101-392.
- Cipani, E. C. , & Spooner, F. (1994). *Curricular and Instructional Approaches For Persons With Severe Disabilities* Boston, MA: Allyn & Bacon.
- Cobb, Brian and Alwell, Morgen.(December, 2007).National Secondary Transition Technical Assistance Center:”*Transition Planning/coordinating interventions for Youth with Disabilities: A Systematic Review.*”
- <http://www.nsttac.org/?FileName=what-works>
- Collins, Shawnee and Salzberg, Charles. (2005) *Rural Special Education Quarterly*.
- “Scientifically Based Research and Students with Severe disabilities: where do Educators Find Evidence-Based *Practices?*”
- DeStefano, L., Winking, D., & Bullock, C. (1993). *Incorporating transition into the individualized education program*. Urbana-Champaign, IL: University of Illinois.
- Edgar, E. (1987) Secondary programs in special education: Are many of them justifiable? *Exceptional Children*, 53, 555-561.
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- Masters,Lowell F.(1999) Mori, Barbara A. & Mori, Allen A.*Teaching Secondary Students with Mild Learning and Behavior problems*.(3<sup>rd</sup> edition). Austin, Texas: Pro-ed.
- McDonnell, J. J., Hardman, M. L., & McDonnell, A. P. (2003) *An introduction to persons with moderate and severe disabilities: Educational and social issues*. Boston: Allyn and Bacon.
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- Meyen, K. & Skrtic, T. (1995). *Special education and student disability: Traditional, emerging, and alternative perspectives*, 4<sup>th</sup> ed. Denver, CO: Love Publishing Company.

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- Sandtrock, John S.(2004).*Education Psychology*.(2<sup>nd</sup> edition).Boston: McGraw Hill.
- Smith, D. D. & Luckasson, R. (1992). *Introduction to special education: Teaching in an age of challenge*. Boston: Allyn & Bacon.
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## SAFETY INFORMATION DEPARTMENT OF SPECIAL EDUCATION

If there is an emergency such as fire, tornado, bombs, earthquake or other emergencies, 911 will notify the Dean's Office of the College of Education and Professional Studies (Doug Bower) who will in turn notify each Department. Medical or health emergencies should be reported directly to the Department of Special Education. EIU has closed only once in its history, SPE closes only when EIU does. Eastern Illinois Special Education is EIASE and is not the Special Education Dept.

### Evacuation Procedures:

- Clear the building as rapidly and orderly as possible.
- Move to the designated areas as directed by the Police Departments or Fire Departments.
- Do not return to the building until you are given the all clear signal.

### Fire Alarms:

When the fire alarm sounds, everyone in the first floor north wing of Buzzard Hall is to leave the building by way of the 9<sup>th</sup> Street Circle doors. Everyone is to leave the building; just because you can't see or smell the fire/smoke does not mean there is not a fire. You are to move at least 50 feet away from the building. You are to wait until the Fire Chief gives the all-clear sound.

### Tornadoes:

The Department of Special Education, after receiving warning, will contact each classroom on the north, first floor of Buzzard Hall. Opening windows allows damaging winds to enter the structure. Leave the windows along; instead, immediately go to a safe place. Most tornadoes are likely to occur between 3 and 9 p.m., but have been known to occur at all hours of the day or night. If you have been told that there is a tornado warning you should move to your pre-designated place of safety. There are designated areas marked by the "Severe Weather Shelter" signs. There will not be an all clear siren. The tornado warning will be over when the weather has improved. Stay away from windows and automobiles. Eastern Illinois University has a website for Tornadoes at <http://www.eiu.edu/~environ/welcome.htm> that you can access for more information about tornadoes and what to do.

### Bombs:

The University Police will respond to a bomb threat to your building. The University Police will assist with the search and/or evacuation. You will be directed by the University Police as to how, when, and where to evacuate the building.

### Earthquakes:

Earthquakes occur without warning. At best, a person may move under his/her desk.

### Violence in the Workplace:

In the event an individual displays aggressive behavior, use extreme caution. If a firearm is suspected or evident, leave the building. Move to safety, and call 911 and the Building Coordinator (Doug Bower (7972). If building residents express a "cause to feel uncomfortable", call the Human Resources Department (3514) or University Police (3213). Do not try to become involved with the violent person. Let the University Police handle the situation as they are trained to handle such behavior.

#### Medical or Health Emergencies:

If a person becomes injured or ill and can make decisions regarding transportation and/or treatment, assistance should be given in making those arrangements. Call 911 and 3213. If the person cannot make decisions regarding transportation and/or treatment, an ambulance will be called. Call 911 and 3213. The Safety Officer is Gary Hanebrink (7068).

Under no circumstances will the University provide transportation, despite the extent of the injury or illness.

An appropriate accident report must be filed. Forms may be found on the web page, <http://www.eiu.edu/~environ/safmanl/accdform.htm>.

#### Emergency Notification System

Eastern Illinois University has installed additional emergency notification system devices. When there is a warning for weather or an emergency, the exterior horn will sound and the message will be played across the emergency notification speakers inside Coleman Hall, Klehm Hall, Buzzard Hall, and Lantz Building. Blair Hall, Booth Library, and Doudna Fine Arts Center will receive the message through the fire alarm speakers. There are also flashing lights that have different colors for certain emergencies. An amber light means that there is an emergency. A white light means that there is a fire. If the alarm is sounded, take immediate action as directed by the emergency notification system. Check your campus email for further instructions.

Gary Hanebrink, Environmental Health and Safety Posted Aug 03, 2011

As required by the School Safety Drill Act (105 ILCS 128/1) at each field experience site be sure to acquaint yourself with school safety and crisis intervention protocol and initial response actions.