

SPE 4530.001
Fall 2017

**Facilitating Language and Literacy in Individuals with Exceptional
Learning Needs**

Instructor: Dr. Mei-Ling Li

E-mail: mli@eiu.edu

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: Tuesdays, 4:30 – 7:00 p.m.
Buzzard Hall, Room 1302

SPE 4530
Facilitating Language and Literacy in Individuals
with Exceptional Learning Needs

CATALOG DESCRIPTION

SPE 4530 - Facilitating Language and Literacy in Individuals with Exceptional Learning Needs. (3-0-3) F, S. Strategies for assessing and facilitating language and literacy in individuals with exceptional learning needs across levels of severity, excluding visual impairments, are examined. Additional areas of emphasis include: instructional strategies, including strategies for students who are culturally and linguistically diverse, the use of assistive devices, functional language assessment, reading and writing strategies for the content areas, and collaboration with families and other professionals. **Prerequisites & Notes:** SPE 3000 and 3200/3201 and prerequisite(s) or co-requisite(s) SPE 4525, SPE 4700 and 4800. Permission of the department chairperson required for non-majors. Credits: 3

Learning Model For This Course: Information Processing Model. For more information on this model read Costa, 1991.

TEXTBOOK

Polloway, E. A., Miller, L., & Smith, T. E. (2012). *Language instruction for students with disabilities (4th ed.)*. Denver: Love Publishing Company.

University student learning goals:

The mission of the general education program at Eastern Illinois University is three-fold:

- To enhance student literacy and oral communication
- To encourage students to think critically and reflectively
- To introduce students to knowledge central to responsible global citizenship

In this content-specific course literacy, including written and oral 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 global citizenship will be enhanced through lectures, particularly topics related to diversity, and reading of your textbooks and supplemental materials.

COURSE REQUIREMENTS/ASSIGNMENTS

(Candidates are expected to complete all assignments)

- Compiling a Language Professional Resource Notebook
- Class participation in discussions and group work
- Reviews of Original Research and Professional Articles
- Development of an Informal Reading Inventory
- Phonics Exam
- Four Exams

- Literary Lesson Plan to include: five sequenced lesson plans to accomplish objectives related to a given annual language goal in reading decoding, reading comprehension, or written expression.

Assignments or Projects

- I. Language Professional Resource Notebook
Candidates will compile a notebook with chapter response/reflections, lecture notes, packet materials, and additional resources related to each language area. (CEC 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.6, 6.1, 6.2, & 6.3; IPTS: 1A, 1C, 1D, 1E, 1G, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 3G, 4D, 4E, 5A, 5E, 6A, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8D, 8I, 9B, 9G)
- II. Original Research Article Review & Discussion
Groups of 2-3 will research a current topic related to literacy, individuals with exceptionalities, and literacy, and discuss their findings. Each candidate will write a review of their article. (CEC 1.1, 1.2, 3.2, 6.2, & 6.3; IPTS: 1A, 1C, 1D, 1E, 2A, 2B, 2D, 2E, 2H, 3G, 4D, 6C, 6F, 8D, 8I)
- III. Informal Reading Inventory
Candidate will develop an informal reading inventory containing a word recognition list, appropriate reading selections, and four types of comprehension questions: literal, inferential, main idea, and vocabulary. (CEC 1.1, 1.2, 3.1, 3.2, 3.3, 4.1, 4.2, & 5.2; IPTS: 4E, 7B, 7I, 7R)
- IV. Literary Lesson Plan
Candidate will **develop** a sequence of five literacy lesson plans to accomplish objectives related to a given annual literacy goal in reading decoding, reading comprehension, or written expression. The literacy lesson plan is to be written in accordance with the abbreviated Hunter's lesson plan design given. Additionally, the literacy plan must contain a learner behavior column that directly relates to teacher direction, a materials column, and a results column that could be used to record learner progress. (CEC 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.2, 4.4, 5.1, 5.2, 5.4, 5.6, 5.7 & 6.1; IPTS: 1A, 1C, 1D, 1E, 1H, 1I, 1J, 1L, 2C, 2E, 2G, 2M, 2N, 2P, 3D, 3H, 3K, 3M, 3Q, 5E, 5L, 6A, 6B, 6G, 6I, 6M; IL CC 7)
- V. Exams/quizzes
Candidates will complete 1 phonics exam and 4 content exams. Exams will assess knowledge of information from readings and lectures. Candidates are responsible for all lecture and reading information, as any of this material could be included on the exams. Quizzes will be throughout the course and may or may not be announced. (CEC 1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4, 5.6, 6.1, 6.2, & 6.3; IPTS: 1A, 1C, 1D, 1E, 1G, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 2H, 3A, 3B, 3C, 3D, 3E, 3G, 4D, 4E, 5A, 5E, 6A, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 8D, 8I, 9B, 9G)

CLASS ATTENDANCE

Students are expected to attend all classes. The instructor must be contacted before any absence occurs. The instructor, after due consideration to the reason for the absence, may deny the student's request to make-up missed assignments or exams. Students who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.

The Department of Special Education requires attendance in classes. The student is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

ASSISTANCE: Each student is encouraged to contact the course instructor for assistance with any class-related problem. The instructor is interested in you.

POLICY ON LATE ASSIGNMENTS: Assignments are due the class period of the day listed as the DUE DATE for the assignment. Any assignment turned in after this is considered late. Assignments turned in late will be assessed a 25% penalty of the total point value for the assignment whether it is 1 day or 1 week late. No extensions will be granted.

**The instructor reserves the right to change the course outline or requirements as deemed necessary.

GRADING

A point scale is used. Grades are determined by number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of the points	=	A
80%	=	B
70%	=	C
60%	=	D
less than 60%	=	F

The final grade and its determination is the purview of the instructor.

Bonus points will be awarded for verified participation in "Family Fun Festival" or "Special Olympics".

PROFESSIONAL PRESENTATION OF WRITTEN ASSIGNMENTS

Non-labeling language, as per TASH guidelines, is expected in all student written materials submitted. *The APA Style Manual, 5th Edition*, is to be used in respect to style and format.

The proper use of basic writing skills is expected. These skills include:

1. Appropriate sentence and paragraph structure;
2. Appropriate grammatical usage;
3. Correct capitalization and punctuation skills;
4. Correct spelling;
5. Professional language skills.

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).

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (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 9th Street Hall, Room 1302.

SPE 4530

- I. Language and Literacy (3 weeks)
 - A. Building Blocks of Language
 - 1. Language Form
 - a. Phonology
 - b. Morphology
 - c. Syntax
 - 2. Language Content
 - 3. Language Use
 - B. Sequence of Skill Development (Piaget, 1971; Lenneberg, 1967)
 - 1. Prelinguistic / Emerging
 - 2. Developing Language
 - 3. Language for Learning, including “academic language”
 - 4. Adolescent language / Advanced, including “academic language”
 - C. Cultural and Environmental Considerations
 - 1. Culture and Families
 - a. Non-standard English
 - b. English Language Learners
 - 2. Environmental Considerations
 - 3. Difference or Deficit
- II. Common Core Standards Language and Literacy (Common Core State Standards Initiative, 2012) (4 weeks)
 - A. Language Standards
 - 1. Conventions of Standard English
 - 2. Knowledge of Language
 - 3. Vocabulary Acquisition and Use
 - B. Reading Standards
 - 1. Print Concepts
 - 2. Phonological Awareness
 - 3. Phonics and Word Recognition
 - 4. Fluency
 - C. Reading Standards for Literature
 - 1. Key Ideas and Details
 - 2. Craft and Structure
 - 3. Integration of Knowledge and Ideas
 - 4. Range of Reading and Level of Text Complexity
 - D. Writing Standards
 - 1. Text Types and Purposes
 - 2. Production and Distribution of Writing
 - 3. Research to Build and Present Knowledge
 - 4. Range of Writing

- E. Speaking and Listening
 - 1. Comprehension and Collaboration
 - 2. Presentation of Knowledge and Ideas
- III. Assessment of Language and Literacy and Learners with Exceptional Learning Needs (Hoover, 2013) (4 weeks)
 - A. RtI Process and Collection and Use of Data
 - B. Purposes and Processes of Special Education Assessment
 - 1. Screening
 - 2. Eligibility Determination
 - 3. Establishing a Baseline Functioning Level
 - 4. Program Formulation
 - 5. Evaluation
 - C. Assessments of Language and Literacy
 - 1. Standardized Assessments
 - 2. PARCC and Other State Assessments
 - 3. Other Formal and Informal Assessments
 - a. Language
 - 1. Standardized
 - 2. Language Sample
 - 3. English Language Learners
 - b. Reading
 - 1. Survey Tests (formal)
 - 2. Diagnostic Tests (formal)
 - 3. Informal assessment
 - a) Informal Reading Inventory (Polloway & Smith, 1982)
 - b) Cloze Procedure (Wallace & Kauffman, 1986)
 - c) Curriculum-Based Assessment
 - d) Miscue Analysis (Goodman, 1973)
 - D. Assessment of Writing and Instruction
 - 1. Handwriting Assessment and Instruction
 - a. Handwriting Scales (Graham, 1986)
 - b. Handwriting Systems
 - c. Instructional Activities
 - 2. Spelling Assessment and Instruction
 - a. Development of Spelling Skills (Reed & Hodges, 1982)
 - b. Assessment / Error Analysis
 - c. Remedial Approaches (Graham & Voth, 1990)
 - d. Specific Instructional Strategies
 - 3. Written Expression Assessment and Instruction
 - a. Assessment
 - 1. Standardized Tests
 - 2. Informal Assessment
 - b. Writing Process Model (Hall, 1981)
 - 1. Prewriting
 - 2. Writing
 - 3. Postwriting
 - E. Use of Assessments to Determine Impact on Student Learning

- IV. Designing and Implementing the Individualized Educational Plan and Planning for Instruction: Language and Literacy (1 week)
 - A. Data Collection and Development of Language and Literacy Components of the IEP
 - B. Lesson Planning
 - 1. Selection of Content
 - 2. Selection of Materials and Strategies (Bartel & Hammill, 1990)
 - 3. Selection of Modifications and Adaptations
 - C. Implementing the IEP and Language and Literacy Lesson Plans
 - D. Augmentative Alternative and Assistive Technologies

- V. Language and Literacy Strategies and Materials (<http://www.bestevidence.org>)
 - A. Evidence Based Strategies (2 weeks)
 - 1. Naturalistic Teaching Strategies (Heller, 1988)
 - 2. Direct Instruction Corrective Reading and Language Instruction (<http://www.bestevidence.org>)
 - 3. Self-regulated Strategy Development for Writing (http://www.rti4success.org/tools_charts/instruction.php); (Tompkins, 2002; Hoover, 2013)
 - 4. Peer Assisted Learning and Response Groups (<http://ies.ed.gov/ncee/wwc/>) “What Works Clearinghouse;” (Hoover, 2013)
 - 5. Computer-Aided Instruction (<http://autismpdc.fpg.unc.edu/content/evidence-based-practices>) “The National Professional Development Center on Autism Spectrum Disorders”
 - 6. Multi-Sensory Approach (Hoover, 2013; Polloway et al, 2013)
 - 7. Targeted Reading (<http://www.bestevidence.org>)
 - 8. One-to-One Teacher Tutoring with Phonics Emphasis (<http://www.bestevidence.org>)
 - 9. Text Analyzing (Jones et al 2010; Lent, 2009)
 - 10. Emerging Evidence-Based Practices
 - B. Modification and Adaptations of Strategies and Materials for Learners with Exceptional Learning Needs
 - 1. Universal Design
 - 2. Differentiated Instruction (Jones et al, 2010)
 - C. Reading and Writing in the Content Areas

- VI. Language Differences and Dysfunctions and Communication Disorders (1.0 Weeks)
 - A. Language Differences
 - B. Language Dysfunctions
 - 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)
 - b. Written Language Disorders
 - C. Communication Disorders
 - 1. Impact on Cognitive and Academic Skills (Lynch & Hanson, 1992)
 - 2. Social Skills

3. Life Skills
 - D. Collaboration with a Speech Language Pathologist, ELL Teachers, General Education Teachers, and Other Professionals
 - E. Collaboration with Families / Caregivers

Major Evaluation Components:

- Four exams
 - Group research of one disability & its effect on language development
 - Group discussion/reaction to case studies presented in class
 - Development of an Informal Reading Inventory
 - Development of a list of short terms objectives to attain an annual goal in language
 - Literacy Lesson Plan to include: one week of sequenced lesson plans and development of four teacher-made materials to work toward a short term objective

Standards Evaluated by Exams and Quizzes

Development & Characteristics of Learners:

- CEC Standard 1 Learner Differences & Individual Learning Differences
 - IL Learning Behavior Specialist 1: Standard 2 – Characteristics of Learners (knowledge; LBS2A, LBS2B); (performance LBS2D)

Individual Learning Differences:

- CEC Standard 1 Learner Differences & Individual Learning Differences
 - IL Common Core Standards for All Special Education Teachers: Standard 2 – Characteristics of Learners (CC20)

Assessment:

- CEC Standard 4 Assessment
 - IL Learning Behavior Specialist 1: Standard 3 – Assessment (performance LBS3J, LBS3N, & LBS3O)

Planning for Instruction:

- CEC Standard 5 Instructional Planning and Strategies
 - IL Common Core Standards for All Special Education Teachers: Standard 4 – Planning for Instruction (CC4B, CC4D, CC4G, CC4H, CC4J, CC4O, & CC4P)
 - IL Learning Behavior Specialist 1: Standard 4 – Planning for Instruction (LBS4C, LBS4D, LBS4E, LBS4F, LBS4H, LBS4O, LBS4P, LBS4Q, LBS4R, LBS4T)

Learning Environment & Social Interaction:

- IL Common Core Standards for All Special Education Teachers: Standard 5 – Learning Environment (CC5D, CC5J, CC5M, & CC5P)
- IL Learning Behavior Specialist 1: Standard 5 – Learning Environment (LBS5B)

Instructional Delivery:

- CEC Standard 5 Instructional Planning and Strategies
 - IL Common Core Standards for All Special Education Teachers: Standard 6 – Instructional Delivery (CC6B)
 - IL Learning Behavior Specialist 1: Standard 6 – Instructional Delivery (knowledge LBS6A, LBS6C, LBS6D, LBS6E) & (performance LBS6Q, LBS6T)

Language:

- CEC Standard 3 Curricular Content Knowledge

Professional and Ethical Practice:

- CEC Standard 6 Professional Learning and Ethical Practices
- IL Learning Behavior Specialist 1: Standard 8 – Professional Conduct & Leadership (LBS8A)

Collaborative Relationships:

- CEC Standard 7 Collaboration
- IL Learning Behavior Specialist 1: Standard: 7 – Collaborative Relationships (LBS 7A)

Illinois Professional Teaching Standards:

Standard 1: Teaching Diverse Students – 1A, 1C, 1D, 1E, 1G, 1H, 1J, 1L

Standard 2: Content Area and Pedagogical Knowledge – 2A, 2D, 2E, 2F, 2G, 2H

Standard 3: Planning for Differentiated Instruction – 3A, 3B, 3C, 3D, 3E, 3G, 3H

Standard 4: Learning Environment - 4D, 4E

Standard 5: Instructional Delivery – 5A, 5E

Standard 6: Reading, Writing, and Oral Communication – 6C, 6D, 6F, 6G, 6H

Standard 7: Assessment – 7A, 7B, 7C, 7D, 7E, 7G, 7H, 7I, 7R

Standard 8: Collaborative Relationships – 8D, 8I

Standards Assessed by the Research Assignment:

- CEC Standard 1 Learner Development and Individual Learning Needs
- CEC Standard 6 Professional & Ethical Practice
- Illinois Professional Teaching Standards: Standard 1; Standard 2; Standard 3; Standard 5; Standard 6; and Standard 7.

Standards Assessed by Literacy Lesson Plan Assignment:

- CEC Standard 5 Instructional Planning & Strategies

Illinois Professional Teaching Standards:

- Standard 1: Teaching Diverse Students – 1A, 1C, 1D, 1E, 1H, 1I, 1J, 1L
- Standard 2: Content Area and Pedagogical Knowledge – 2B, 2C, 2E, 2F, 2H, 2M, 2O, 2P
- Standard 3: Planning for Differentiated Instruction – 3A, 3B, 3C, 3D, 3E, 3F, 3G, 3H, 3I, 3K, 3M, 3N, 3Q
- Standard 5: Instructional Delivery – 5A, 5E, 5L, 5P
- Standard 6: Reading, Writing, and Oral Communication – 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, Standard 7: Assessment – 7B, 7D, 7G, 7I, 7M, 7R

Standards Assessed by Informal Reading Inventory

- CEC Standard 1 Learner Development and Individual Learning Needs
- CEC Standard 5 Curricular Content Knowledge
- CEC Standard 4 Assessment
- IL Professional Teaching Standard 2- Content Area and Pedagogical Knowledge
- IL Professional Teaching Standard 3- Planning for Differentiated Instruction
- IL Professional Teaching Standard 5- Instructional Delivery
- IL Professional Teaching Standard 6- Reading, Writing, and Oral Communication
- IL Professional Teaching Standard 7- Assessment

Standards Assessed by Language Notebook

- CEC Standard 1 Learner Development and Individual Learning Needs

- CEC Standard 5 Curricular Content Knowledge
- IL Professional Teaching Standard 1-Teaching Diverse Students
- IL Professional Teaching Standard 2- Content Area and Pedagogical Knowledge
- IL Professional Teaching Standard 3- Planning for Differentiated Instruction
- IL Professional Teaching Standard 5- Instructional Delivery
- IL Professional Teaching Standard 6- Reading, Writing, and Oral Communication

Standards Addressed or Assessed by Group Reaction/Discussion of Case Studies:

- CEC Standard 4 Assessment
- CEC Standard 6 Professional & Ethical Practice
- CEC Standard 7 Collaborative Relationships
- IL Common Core Standards for All Special Education Teachers: Standard 2 – Characteristics of Learner (CC2O, CC2R)
- IL Common Core Standards for All Special Education Teachers: Standard 3 – Assessment (CC3M)
- IL Common Core Standards for All Special Education Teachers: Standard 5 – Learning Environment (CC5H, CC5S, CC5U)
- IL Common Core Standards for All Special Education Teachers: Standard 8 – Professional Conduct & Leadership (CC8F)
- IL Common Core Standards for All Special Education Teachers: Standard 9 – Reflection & Professional Growth (CC9C)
- IL Learning Behavior Specialist 1: Standard 2 – Characteristics of Learners (LBS2A, LBS2B)
- IL Learning Behavior Specialist 1: Standard 7 - Collaborative Relationship (LBS7A)
- IL Learning Behavior Specialist 1: Standard 8 – Professional Conduct & Leadership (LBS8A)

References

- Anderson, G.M., & Nelson, N.W. (1988). Integrating language intervention and education in an alternate adolescent language classroom. *Seminars in Speech and Language*, 9, 341-353.
- Bloom, B.S. (1956). *Taxonomy of educational objectives*. White Plains, NY: Longman, Inc.
- Bloom, B.S. (1986). Automaticity: "The hands and feet of genius". *Educational Leadership*.
- Bricker, W.A. (1967). Errors in the echoic behavior of preschool children. *Journal of Speech and Hearing Research*, 10, 67-76.
- Brophy, J. (1979). Teacher behavior and its effects. *Journal of Educational Psychology*, 71(6), 733-750.
- Brophy, J. (1981). Teacher praise: A functional analysis. *Review of Educational Research*, 51, 5-32.
- Brophy, J., & Good, T.L. (1986). Teacher behavior and student achievement. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 323-375). New York: Macmillan.
- Bruner, J. (1960). *The process of education*. Cambridge, MA: Harvard University Press.
- Chomsky, N. (1967). The formal nature of language in E. Lenneberg (Ed.), *Biological foundations of language*. New York: John Wiley.
- Cline, J.A. (1988). Auditory processing deficits: Assessment and remediation by the elementary school speech pathologist. *Seminars in Speech and Language*, 9, 341-353.
- Common Core Readings Standards: Foundational Skills (K-5), electronic document:
<http://www.corestandards.org>
- Common Core Reading Standards for Literature K-5, electronic document:
<http://www.corestandards.org>
- Common Core Standards for English Language Arts, 6-12, electronic document:
<http://www.corestandards.org>

Common Core Writing Standards K-5, electronic document: <http://www.corestandards.org>

Common Core College and Career Readiness Anchor Standards for Speaking and Listening
Standards 6-12, electronic documents: <http://www.corestandards.org>

Common Core State Standards for English, Language Arts and Literacy in History/Social
Studies, Science, and Technical Subjects, electronic documents:
<http://www.corestandards.org>

Culham, R. (2002). 6 & 1 Traits of Writing. Portland, OR: Northwest Regional Educational
Laboratory.

Doyle, W. (1979). Classroom effects. *Theory into Practice*, 18, 138-144.

Doyle, W. (1983). Academic work. *Review of Educational Research*, 53, 159-199.

Doyle, W. (1986). Classroom organization and management. In M.C. Wittrock (Ed.),
Handbook for research on teaching (3rd ed., pp. 392-431). New York: Macmillan.

Ehri, L. (1989, June-July). The development of spelling knowledge and its role in reading
acquisition and reading disability. *Journal of Learning Disabilities*, 22, 356-364.

Freud, A. (1946). *The ego and the mechanisms of defense*. New York: International
Universities Press.

Freud, A. (1965). The relation between psychoanalysis and pedagogy. In N.J. Long, W.C.
Morse, & R.G. Newman (Eds.), *Conflict in the classroom*. Belmont, CA: Wadsworth.

Glasser, W. (1990). The quality school. New York: Harper & Row.

Goetz, L. and Sailor, W. (1988, Sept.). New directions: Communication development in
persons with severe disabilities. *Topics in Language Disorders*, 41-52.

Gruenwald, L.J., & Pollak, S.A. (1990). *Language interaction in curriculum and instruction*.
Austin, TX: PRO-ED.

Hunter, M. (1984). "Knowing teaching and supervising." In P.L. Hasford (Ed.), *Using what we
know about teaching*. Alexandria, VA: ASCP.

- Hunter, M., & Russell, D. (1981). Planning for effective instruction: Lesson design. *Increasing your teaching effectiveness*. Palo Alto, CA: The Learning Institute.
- Illinois State Board of Education (1992). *Recommended practices in the identification, assessment, and provision of special education for culturally and linguistically diverse students*. Springfield, Illinois.
- Illinois State Board of Education (2012) 2012 Amplification of the Illinois English Language Developmental Standards, Kindergarten – Grade 12, WIDA.
- Johnson, D.J., and Myklebust, H.R. (1967). *Learning disabilities: Educational principles and practices*. New York: Grune and Stratton.
- Joyce, B., & Showers, B. (1987). *Student achievement through staff development*. New York: Longman, Inc.
- Joyce, J., & Weil, M. (1986). *Models of teaching* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Lenneberg, E.H. (1967). *Biological foundations of language*. New York: Wiley.
- Lenneberg, E.H. (1969). On explaining language. *Science*, 164, 635-643.
- Lundeen, C. (1991, Jan.) Prevalence of Hearing Impairment Among School Children. *Language, Speech and Hearing Services in Schools*, 22, 269-271.
- Lynch, E.W., & Hanson, M.J. (Eds.). (1992). *Developing cross-cultural competence: A guide for working with young children and their families*. Baltimore: Brookes.
- McCormick, L.P. and Elder, P.S. (1978). Instructional strategies for severely language deficient children. *Education and Training of the Mentally Retarded*, 13, 29-36.
- McLaughlin, B. (1978). *Second-language acquisition in childhood*, Hillsdale, N.J.: Lawrence Erlbaum Associates, Inc., 1978.
- Miller, L. (1989, April). Classroom-based language intervention. *Language, Speech and Hearing Services in Schools*, 153-169.

- Norris, J. (1989, April). Providing language remediation in the classroom: An integrated language to reading intervention method. *Language, Speech and Hearing Services in Schools*, 153-169.
- Pavlov, I.P. (1927). *Conditioned reflexes*. London: Oxford University Press.
- Payne, J.S., Polloway, E.A., Smith, J.E., Jr. and Payne, R.A. (1981). *Strategies for teaching the mentally retarded*. Columbus, Ohio: Charles E. Merrill.
- Peterson, L., & Willis, R. (1989). A metacognitive approach for the classroom teacher. *Illinois Reading Council Journal*, 17, 22-27.
- Piaget, J. (1971). *The language and thought of the child*. New York: World Publishing.
- Rosenshine, B. (1986). Synthesis of research on explicit teaching. *Educational Leadership*, 43(7), 60-69.
- Rosenshine, B., & Stevens, R. (1986). Teaching functions. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 376-391). New York: Macmillan.
- Sabornie, E.J., & Beard, G.H. (1990). Teaching social skills to students with mild handicaps. *Teaching Exceptional Children*, 23, 35-38.
- Shulman, J.H., & Colbert, J.A. (1988). *The intern teacher casebook*. San Francisco: Far West Labs.
- Skinner, B.F. (1957). *Verbal behavior*. New York: Appleton-Century-Crofts.
- Smith, R.M., & Neisworth, J.T. (1969). Fundamentals of informal educational assessment. In R.M. Smith (Ed.) *Teacher diagnosis of educational difficulties*. Columbus, Ohio: Charles E. Merrill, 1969.
- Turnbull, A.P., Strickland, B., & Hammer, S.E. (1978) IEP's: Presenting guidelines for development and implementation. *Journal of Learning Disabilities*, 11, 40-46.
- Voltz, D. L., Dooley, E., & Jefferies, P. (1999) Preparing special educators for cultural diversity: How far have we come? *Teacher Education and Special Education*, 22(1), 66-77.

- Webster, N. (1962). The American spelling book containing the rudiments of the English language for the use of schools in the United States (236th versions). In Noah Webster's *American spelling book*. New York: Bureau of Publications, Teacher's College Press.
- Wilson, S.M., Shulman, L.S., & Richert, A.E. (1987). "150 different ways of knowing: Representations of knowledge in teaching." In J. Calderhead (Ed.), *Exploring teachers' thinking* (pp. 104-134). London: Cassell.
- Wolfe, P. (1998). Revisiting effective teaching. *Educational Leadership*, 32(1), 61-64.
- World-Class Instructional Design and Assessment (WIDA). *The WIDA English language proficiency standards for English language learners, prekindergarten through grade 12*. (2007ed). Retrieved from: <http://www.wida.us/standards/elp.aspx>

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 9th 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