

Course Information Summary

Course (Prefix, Number, Title):

SPE 5133 -Topics: Curriculum Adaptations for Learners with Special Needs

Course Description:

SPE 5133 – Topics: Curriculum Adaptations for Learners with Special Needs (3-0-3).
TOPICS: CUR/ADAPT. This course serves to enhance teacher competencies in adapting curricula for learners with special needs. Focus will be placed on designing, implementing, and evaluating curricular adaptations. Prerequisite: Upper division or graduate level standing in special education or a related field.

Pre-requisites/Co-requisites

Prerequisite: Upper division or graduate level standing in special education or a related field.

Required Text:

Hoover, J.J. & Patton, J.R. (1997). Curriculum adaptations for students with learning and behavioral problems: Principles and practices. (2nd ed.). Austin, TX: Pro-Ed.

Support of Conceptual Framework:

The Unit theme is "Educators as Creator of Effective Educational Environments". The ability to adapt instructional strategies, materials, environment, and content is essential to creating an effective educational environment for all learners. This course requires candidates to demonstrate knowledge and skills in designing, implementing, and evaluating evidence-based curricular adaptations for learners with exceptional learning needs. By effectively modifying the requirements within the instructional environment, learners with exceptional needs have a greater chance of academic and social success. This course also is one of several courses that can result in candidates earning a LBSII Curriculum Adaptation Specialist certificate.

Methods of Instruction:

In alignment with the philosophy of this course, instructional methods are varied. Methods of instruction include lecture, peer-assisted instruction, group discussion, and application activities. Technology is used to visually display information pertinent to the course, and is required of candidates in completing assessments.

Learning Outcomes/Objectives

EIU Graduate Outcomes that are assessed in this course:

1. A depth of content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences, and to use this knowledge, skills, and dispositions to make decisions appropriate for our schools and societies.

CEC Advanced Content Standards

Advanced Standard 2: Program Development & Organization

Special educators apply their **knowledge of cognitive science, learning theory, and instructional technologies** to improve instructional programs. They **advocate for a continuum of program options and services** to ensure the appropriate instructional supports for individuals with exceptional learning needs. They **help design and deliver, as appropriate to their role, ongoing results-oriented professional development** designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of **the effects of cultural, social, and economic diversity and variations of individual development** to inform their development of programs and services for individuals with exceptional learning needs. . Special educators **continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.** They use their deep understanding of how to **coordinate educational standards to the needs of individuals with exceptional learning needs** to help all individuals with exceptional learning needs to access challenging curriculum standards.

Knowledge

- ACC2K1 Effects of the cultural and environmental milieu of the child and the family on behavior and learning.
- ACC2K2 Theories and methodologies of teaching and learning, including adaptation and modification of curriculum.
- ACC2K6 Developmentally appropriate strategies for modifying instructional methods and the learning environment.

Skills

- ACC2S1 Develop programs including the integration of related services for children based upon a thorough understanding of individual differences.
- ACC2S2 Connect educational standards to specialized instructional services.
- ACC2S3 Improve instructional programs using principles of curriculum development and modification, and learning theory.
- ACC2S4 Incorporate essential components into individualized education plans

Advanced Standard 3: Research & Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators **know models, theories, philosophies, and research methods** that form the basis for **evidence-based practices** in special education. This knowledge includes **information sources, data collection, and data analysis strategies**. Special educators evaluate the appropriateness of **research methodologies** in relation to **practices presented in the literature**. They **use educational research to improve instructional techniques, intervention strategies, and curricular materials**. They foster an **environment supportive of continuous instructional improvement**, and engage in the **design and implementation of action research**. Special educators are able to use the **literature to resolve issues of professional practice, and help others to understand various evidence-based practices**.

Knowledge

- ACC3K1 Evidence-based practices validated for specific characteristics of learners and settings.

Skills

- ACC3S1 Identify and use the research literature to resolve issues of professional practice.
- ACC3S2 Evaluate and modify instructional practices in response to ongoing assessment data.
- ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials.

Advanced Standard 4: Student and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of **systems and theories of educational assessment and evaluation**, along with skills in the implementation of **evidence based practices in assessment**. Effective special educators **design and implement research activities** to evaluate the effectiveness of instructional practices and, as appropriate to their role, to **assess progress toward the organizational vision, mission, and goals** of their programs. It is critical in evaluation that **nonbiased assessment procedures** are used **in the selection of assessment instruments, methods, and procedures** for both **programs and individuals**. With respect to evaluation of individuals, special educators prepared at the advanced level are able to **apply their knowledge and skill to all stages and purposes of evaluation** including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Knowledge

- ACC4K2 Variety of methods for assessing and evaluating students' performance.
- ACC4K4 Evaluate a student's success in the general education curriculum.

Skills

- ACC4S1 Design and use methods for assessing and evaluating programs.
- ACC4S2 Design and implement research activities to examine the effectiveness of instructional practices.
- ACC4S3 Advocate for evidence based practices in assessment.
- ACC4S4 Report the assessment of students' performance and evaluation of instructional programs.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They **create supportive environments that safeguard the legal rights of students and their families**. They **model and promote ethical and professional practice**. Special educators plan, present, and evaluate **professional development**, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels.

Special educators model their own commitment to continuously improving their own professional practice by **participating in professional development** themselves.

Knowledge

- ACC5K1 Legal rights and responsibilities of students, staff, and parents/guardians.
- ACC5K2 Moral and ethical responsibilities of educators.

Skills

- ACC5S1 Model ethical behavior and promote professional standards
- ACC5S2 Implement practices that promote success for individuals with exceptional learning needs
- ACC5S4 Disseminate information on effective school and classroom practices
- ACC5S5 Create an environment which supports continuous instructional improvement.

Illinois LBSII Curriculum Adaptation Specialist Standards

STANDARD 1 – Foundations

The competent curriculum adaptation specialist understands the philosophical, historical, and legal foundations of special education. [28.360(a)]

Knowledge - The competent curriculum adaptation specialist understands:

- 1A. the general curriculum structure.
- 1B. curricular issues and their associated implications for students with disabilities.
- 1C. levels of influence affecting curriculum development and implementation (classroom, school, district, state, national).

STANDARD 2 - Characteristics of Learners

The competent curriculum adaptation 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. [28.360(b)]

Performance - The competent curriculum adaptation specialist:

- 2F. modifies and adapts curricula appropriate to student's learning style.

STANDARD 3 – Assessment

The competent curriculum adaptation specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.360(c)]

Knowledge - The competent curriculum adaptation specialist understands:

- 3A. curriculum-based assessment and curriculum-based measurement as methods for determining instructional needs and monitoring student progress through curricula.
- 3C. problem-solving models used to analyze curricular needs and learning characteristics of students.
- 3E. varied test-taking strategies.

Performance - The competent curriculum adaptation specialist:

- 3F. uses varied assessment strategies to determine appropriate curricular modification and adaptations for individuals with disabilities.
- 3G. modifies specific assessment devices and assessment procedures to match the individual needs and learning style of students.

STANDARD 4 - Planning for Instruction

The competent curriculum adaptation specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.360(d)]

Knowledge - The competent curriculum adaptation specialist understands:

- 4B. a variety of approaches for modifying the general curriculum.
- 4D. strategies for modifying materials, changing teaching procedures, altering task requirements, or selecting an alternative task based on students' learning styles and needs.

Performance - The competent curriculum adaptation specialist:

- 4F. utilizes the least intrusive intervention or adaptation first.
- 4G. matches individual learning style with appropriate curricular adaptations.

STANDARD 5 - Learning Environment

The competent curriculum adaptation 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. [28.360(e)]

Knowledge - The competent curriculum adaptation specialist understands:

- 5A. reinforcement theory and its application to learning.
- 5B. the impact of the environment on student learning.

STANDARD 6 - Instructional Delivery

The competent curriculum adaptation 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 (ages 3-21). [28.360(f)]

Knowledge - The competent curriculum adaptation specialist understands:

- 6A. various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning.

Performance - The competent curriculum adaptation specialist:

- 6G. adapts content, materials, and instructional strategies in reading to meet individualized needs.
- 6H. adapts content, materials, and instructional strategies in mathematics to meet individualized needs.
- 6I. adapts content, materials, and instructional strategies in language arts to meet individualized needs.

- 6J. adapts content, materials, and instructional strategies in academic content areas (e.g., science and social studies) to meet individualized needs.
- 6K. adapts content, materials, and instructional strategies related to social skills, life skills, vocational skills, and study skills to meet individualized needs.

STANDARD 8 - Professional Conduct and Leadership

The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.360(h)]

Performance - The competent curriculum adaptation specialist:

- 8A. advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.

Illinois LBSII Behavior Intervention Specialist Standards

STANDARD 1 – Foundations

The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education. [28.350(a)]

Knowledge - The competent behavior intervention specialist understands:

- 1E. the impact of cultural and linguistic diversity on student behavior and learning.
- 1F. the impact of multiple disabilities on behavior and learning.
- 1G. biophysical and environmental effects on behavior.

STANDARD 3 – Assessment

The competent behavior intervention specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.350(c)]

Knowledge - The competent positive behavior intervention specialist understands

- 3D. duration and intensity of behavior and the influence on learner performance on formal and informal assessments.

STANDARD 4 - Planning for Instruction

The competent behavior intervention specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.350(d)]

Knowledge - The competent behavior intervention specialist understands:

- 4A. behavioral demands of various learning environments.

STANDARD 5 - Learning Environment

The competent behavior intervention 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. [28.350(e)]

Knowledge - The competent behavior intervention specialist understands:

5B. ways to create and positively modify learning environments that respect and value diversity.

Grading Policy:

Final grades will be computed as follows:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
59% and below	=	F

Assignments:

1. Curriculum application project. During the semester, students will complete a curriculum adaptation project. The project will require students to take assessment data, implement lessons inclusive of curriculum adaptations, and evaluate instruction.
2. Curriculum Adaptation Guide. Students will be paired to develop a curriculum adaptation guide in one academic, social, or functional curricular area. The guide is to be evidence- based. The intent of this handbook is to serve as a resource for general educators who are working with students with disabilities. Each team is responsible for providing a copy of their guide to other teams in the class. This assignment will be due during the last week of class. Format will be provided.

Chart of Assessments:

See Chart . .

Graduate/Advanced: Chart of Assessments

Assessment Name	Brief Description	Graduate/Advanced Unit Standards Addressed											Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5
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Curriculum application project	During the semester, students will complete a curriculum adaptation project. The project will require students to take assessment data, implement lessons inclusive of curriculum adaptations, and evaluate instruction.	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Adaptation Guide	Students will be paired to develop a curriculum adaptation guide in one academic, social, or functional curricular area. The guide is to be evidence-based. The intent of this handbook is to serve as a resource for general educators who are working with students with disabilities. Each team is responsible for providing a copy of their guide to other teams in the class. This assignment will be due during the last week of class. Format will be provided.	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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List of Graduate/Advanced Unit Standards:

- Standard 1 – Content Knowledge
- Standard 2 – Critical Thinking and Problem Solving
- Standard 3 – Oral and Written Communications
- Standard 4 – Advanced Scholarship/Research/Creative Activity
- Standard 5 – Working with Diverse Clientele

Standard 6 – Collaboration and Creating Positive Relations

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

SPE 5133 – Topics: Curriculum Adaptations for Learners with Special Needs.

Course Description

SPE5133 – Topics: Curriculum Adaptations for Learners with Special Needs (3-0-3). TOPICS: CUR/ADAPT. This course serves to enhance teacher competencies in adapting curricula for learners with special needs. Focus will be placed on designing, implementing, and evaluating curricular adaptations. Prerequisite: Upper division or graduate level standing in special education or a related field.

Course Text

Hoover, J.J. & Patton, J.R. (1997). Curriculum adaptations for students with learning and behavioral problems: Principles and practices. (2nd ed.). Austin, TX: Pro-Ed.

Additional, readings will be placed on reserve in the TMC, Buzzard 1160. Readings may be used in the TMC or removed only for copying purposes.

Learning Model

The learning model for this course is the Ecological Model. For more information on this model, read Evans, Gable, & Schmidt (1991).

Course Requirements

- 3. Readings. Each student is responsible for the information contained in the readings for the course. Readings will be applied in weekly curricula application projects and be focus points for class discussion.**
- 4. Curricula application project. During the Children’s Summer School, students will complete a curriculum adaptation project. The project will require students to take assessment data, implement lessons inclusive of curriculum adaptations, and evaluate instruction**
- 5. Exam. Each student will complete a written exam to be given at the conclusion of the semester. This exam will be in essay format.**
- 6. Curriculum Adaptation Guide. Students will be paired to develop a curriculum adaptation guide in one academic, social, or functional curricular area. The guide is to be evidence-based. The intent of this handbook is to serve as a resource for general educators who are working with students with disabilities. Each team is responsible for providing a copy of their guide to other teams in the class. This assignment will be due during the last week of class. Format will be provided.**

7. **Participation.** In-class activities will be utilized which provide for the opportunity for points to be earned. **If these points are missed due to an unexcused absence, these points cannot be made up.**

Determination of Final Course Grade

Curriculum Application Project	100	
Exam		100
Curriculum Adaptation Guide		100
Participation	<u>variable</u>	
		300 plus participation

Final grades will be computed as follows:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
59% and below	=	F

General Course Policies

1. **Policy on Written Assignments**

Knowledge of APA style is assumed at the graduate level. Consequently, APA should be used in all writing assignments. If you are unfamiliar with APA, please examine one of the APA manuals in the TMC, Buzzard 1160, or check one out in the library. Furthermore, the instructor expects all assignments to contain correct mechanics, sentence structure, and paragraph development.

2. **Non-labeling language**

The Special Education Department at EIU requires that all assignments utilize non-labeling language. Additionally, your instructor encourages you to refrain from using labeling language in your verbal communications. Labeling language used in written assignments/exams will result in a 10% deduction of the total point value for the assignment each time it is used. Remember: **THE PERSON COMES BEFORE THE LABEL!!** Examples of labeling and non-labeling language are found below.

Labeling Language (NO)	Non-Labeling Language (YES)
-learning disabled students	students with learning disabilities
-BD children	children with behavior disorders
-retarded adolescents	adolescents with mental retardation

3. **Attendance**

Students are expected to attend all class sessions. If prevented by an acute illness or an emergency, the student should contact the instructor in as timely a manner as possible. When the student can anticipate the absence, the instructor should be contacted before the

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 endorses the notion that attendance in classes is essential. The student is responsible for initiating all interaction with the instructor relative to absences and related assignments or exams.

4. Assistance

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

5. Policy on Late Assignments

Assignments are due at the beginning of the class period of the day listed as the DUE DATE for the assignment. Any assignment turned in late, without instructor approval, will be assessed a 10% penalty of the total point value for the assignment for each day it is late (including weekends).

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).

Course Outline

I. Course Introduction

- A. Scope of Content**
- B. Course Requirements**

II. Introduction to Curriculum Adaptation

- A. Defining Curriculum**
- B. Curriculum Theory and Principles**
 - 1. Historical**
 - 2. Current**
- C. Curriculum Components**
- D. Rationale/ Need for curriculum adaptation**
Process overview

III. Curriculum Adaptation Process

- A. Problem Identification: A Team Effort**
 - 1. Identifying the problem**
 - 2. Selecting assessment procedures**
 - 3. Recording procedures**
 - 4. Comprehensive record**
- B. Gathering Student Data**
 - 1. Observational data collection techniques**
 - a. Structured classroom observation**
 - b. Record/chart observation**
 - 2. Development/Use of informal assessment instruments**
 - a. Curriculum-based assessment**
 - b. Informal assessment instruments**
 - c. Criterion-referenced instruments**
 - d. Student work samples**
 - a. error analysis**
 - b. task analysis**
 - e. Portfolio assessment**

IV. Designing and Implementing Curriculum Adaptation for Learners with Special Needs

- A. Adaptations in Reading**
 - 1. Decoding**
 - 2. Comprehension**
 - 3. Vocabulary**
- B. Adaptations in Mathematics**

1. Computation
 2. Time, money, measurement
 3. Fractions and decimals
 4. Word problems
- C. Adaptations in Written Language
1. Handwriting
 2. Spelling
 3. Written Composition
- D. Adaptations in Social/Behavior
- E. Traditional to Functional Academics
- F. Adaptation in Other Areas

SPE 5133 Learning Outcomes

EIU Graduate Outcomes that are assessed in this course:

1. A depth of content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences, and to use this knowledge, skills, and dispositions to make decisions appropriate for our schools and societies.

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assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Knowledge

- ACC2K1** Effects of the cultural and environmental milieu of the child and the family on behavior and learning.
- ACC2K2** Theories and methodologies of teaching and learning, including adaptation and modification of curriculum.
- ACC2K6** Developmentally appropriate strategies for modifying instructional methods and the learning environment.

Skills

- ACC2S1** Develop programs including the integration of related services for children based upon a thorough understanding of individual differences.
- ACC2S2** Connect educational standards to specialized instructional services.
- ACC2S3** Improve instructional programs using principles of curriculum development and modification, and learning theory.
- ACC2S4** Incorporate essential components into individualized education plans

Advanced Standard 3: Research & Inquiry

Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

Knowledge

- ACC3K1** Evidence-based practices validated for specific characteristics of learners and settings.

Skills

- ACC3S1** Identify and use the research literature to resolve issues of professional practice.
- ACC3S2** Evaluate and modify instructional practices in response to ongoing assessment data.
- ACC3S3** Use educational research to improve instruction, intervention strategies, and curricular materials.

Advanced Standard 4: Student and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals. With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Knowledge

- ACC4K2** Variety of methods for assessing and evaluating students' performance.
- ACC4K4** Evaluate a student's success in the general education curriculum.

Skills

- ACC4S1** Design and use methods for assessing and evaluating programs.
- ACC4S2** Design and implement research activities to examine the effectiveness of instructional practices.
- ACC4S3** Advocate for evidence based practices in assessment.
- ACC4S4** Report the assessment of students' performance and evaluation of instructional programs.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of

students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

Knowledge

ACC5K1 Legal rights and responsibilities of students, staff, and parents/guardians.

ACC5K2 Moral and ethical responsibilities of educators.

Skills

ACC5S1 Model ethical behavior and promote professional standards

ACC5S2 Implement practices that promote success for individuals with exceptional learning needs

ACC5S4 Disseminate information on effective school and classroom practices

ACC5S5 Create an environment which supports continuous instructional improvement.

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1C. levels of influence affecting curriculum development and implementation (classroom, school, district, state, national).

STANDARD 2 - Characteristics of Learners

The competent curriculum adaptation 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. [28.360(b)]

Performance - The competent curriculum adaptation specialist:

2F. modifies and adapts curricula appropriate to student's learning style.

STANDARD 3 – Assessment

The competent curriculum adaptation specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.360(c)]

Knowledge - The competent curriculum adaptation specialist understands:

3A. curriculum-based assessment and curriculum-based measurement as methods for determining instructional needs and monitoring student progress through curricula.

- 3C. problem-solving models used to analyze curricular needs and learning characteristics of students.
- 3E. varied test-taking strategies.
- Performance - The competent curriculum adaptation specialist:
- 3F. uses varied assessment strategies to determine appropriate curricular modification and adaptations for individuals with disabilities.
- 3G. modifies specific assessment devices and assessment procedures to match the individual needs and learning style of students.

STANDARD 4 - Planning for Instruction

The competent curriculum adaptation specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.360(d)]

Knowledge - The competent curriculum adaptation specialist understands:

- 4B. a variety of approaches for modifying the general curriculum.
- 4D. strategies for modifying materials, changing teaching procedures, altering task requirements, or selecting an alternative task based on students' learning styles and needs.
- Performance - The competent curriculum adaptation specialist:
- 4F. utilizes the least intrusive intervention or adaptation first.
- 4G. matches individual learning style with appropriate curricular adaptations.

STANDARD 5 - Learning Environment

The competent curriculum adaptation 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. [28.360(e)]

Knowledge - The competent curriculum adaptation specialist understands:

- 5A. reinforcement theory and its application to learning.
- 5B. the impact of the environment on student learning.

STANDARD 6 - Instructional Delivery

The competent curriculum adaptation 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 (ages 3-21). [28.360(f)]

Knowledge - The competent curriculum adaptation specialist understands:

- 6A. various methods for adapting content, instructional strategies, instructional settings, and materials to maximize learning.

Performance - The competent curriculum adaptation specialist:

- 6G. adapts content, materials, and instructional strategies in reading to meet individualized needs.
- 6H. adapts content, materials, and instructional strategies in mathematics to meet individualized needs.

- 6I. adapts content, materials, and instructional strategies in language arts to meet individualized needs.
- 6J. adapts content, materials, and instructional strategies in academic content areas (e.g., science and social studies) to meet individualized needs.
- 6K. adapts content, materials, and instructional strategies related to social skills, life skills, vocational skills, and study skills to meet individualized needs.

STANDARD 8 - Professional Conduct and Leadership

The competent curriculum adaptation specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being. [28.360(h)]

Performance - The competent curriculum adaptation specialist:

- 8A. advocates for the use of curricular adaptations for all students which reflect the dignity of the learner and assure the integrity of the learning environment.

Illinois LBSII Behavior Intervention Specialist Standards

STANDARD 1 – Foundations

The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education. [28.350(a)]

Knowledge - The competent behavior intervention specialist understands:

- 1E. the impact of cultural and linguistic diversity on student behavior and learning.
- 1F. the impact of multiple disabilities on behavior and learning.
- 1G. biophysical and environmental effects on behavior.

STANDARD 3 – Assessment

The competent behavior intervention specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.350(c)]

Knowledge - The competent positive behavior intervention specialist understands

- 3D. duration and intensity of behavior and the influence on learner performance on formal and informal assessments.

STANDARD 4 - Planning for Instruction

The competent behavior intervention specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals. [28.350(d)]

Knowledge - The competent behavior intervention specialist understands:

- 4A. behavioral demands of various learning environments.

STANDARD 5 - Learning Environment

The competent behavior intervention 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. [28.350(e)]

Knowledge - The competent behavior intervention specialist understands:

5B. ways to create and positively modify learning environments that respect and value diversity.

The outcomes will be measured through:

Curriculum application project: EIU Graduate Outcomes 1, 2, 3, 4, and 5; CEC ACC Standards 2K1,2K2, 2K6, 2S1, 2S2, 2S3, 2S4 3K1, 3S2, 3S3, 4K2, 4K4, 4S1, 4S2,4S3,4S4, and 5K2, 5S1, 5S2, 5S5; IL CAS Standards 1A, 1B, 1C, 2F, 3A, 3C, 3E, 3F, 3G, 4B, 4D, 4F, 4G, 5A, 5B, 6A,6G, 6H, 6I, 6J, 6K and 8A; IL BIS Standards 1E,1F,1G, 3D, 4A, and 5B

Curriculum adaptation guide: EIU Graduate Outcomes 1, 2, 3, 4, and 5; CEC ACC Standards 2K1,2K2, 2K6, 2S1, 2S2, 2S3, 2S4 3K1, 3S2, 3S3, 4K2, 4K4, 4S1, 4S2,4S3,4S4, and 5K2, 5S1, 5S2, 5S5; IL CAS Standards 1A, 1B, 1C, 2F, 3A, 3C, 3E, 3F, 3G, 4B, 4D, 4F, 4G, 5A, 5B, 6A,6G, 6H, 6I, 6J, 6K and 8A; IL BIS Standards 1E,1F,1G, 3D, 4A, and 5B

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