

SPE 3201 - Observation of Individuals with Severe to Mild/Moderate Exceptional Learning Needs Across Severity Levels.

(0-6-3) F, S. This course includes preclinical clock hours of observation of individuals with exceptional learning needs across levels of severity. Instruction in the use of systematic observation strategies is provided. On-site observations are rotated among a range of instructional environments; a field trip is required. **Prerequisites & Notes:** SPE 3200 or concurrent enrollment. Department requirements for enrollment must be met. Credits: 3

Grading Methods: Traditional (ABCDF)
 ABC/NC
 C/NC
 AU

Repeat information: May be repeated
How many times _____
For how many maximum total hours? _____
 May not be repeated

Restriction(s): Open only to Special Education majors
 Open to Non-Special Education majors
 College affiliation (or exclusion)
 Major affiliation (or exclusion):
 Undergraduate level
 Graduate level
 Class level

Prerequisite(s) SPE 2000, 3000, and 3200 or concurrent enrollment

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Raymond, E.B. (2008). *Learners with Mild Disabilities: A Characteristics Approach (3rd ed.)*. Boston, MA: Allyn & Bacon.

Support of Conceptual Framework:

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

Methods of Instruction:

1. SPE 3201 instructs in various cultural and ethnic differences from which differences in behavior may originate. This course is one of the candidate’s first clinical experiences.
2. The in-class and WebCT instruction uses examples and videos of students in the classroom environment to practice taking data using various collection methods and then practice summarizing/graphing the data.
3. Candidates are assigned observation sites to practice collecting data on students. At each site the students completes data collection assignment which requires collecting, interpreting and reporting the data. The candidates are taught to examine how the students with various classroom subjects and environments.

Learning Outcomes/Objectives:

See Standards . . .

Grading Policy:

The grading scale is as follows:

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70%-79% of total points
- D = 60-69% of total points
- F = less than 60% of total points

Assignments:

See “Methods of Assessment” and “Major Evaluation Components” . . .

Chart of Assessments:

See Chart . . .

Course Information Summary

Course #: SPE 3201

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed (IPTS – Revised)									Unit Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
Data Collection Assignments	Candidates learn to define a behavior so it can be measured and the candidates practice using several data collection procedures to reliably measure student behavior.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Clinical Practice	Candidates are expected to attend all practicum observations and complete 90 hours. Candidates are expected to exhibit professional behavior at all times in accordance with CEC code of Ethics.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Exams/Quizzes	Content exams and 5 quizzes: True false/Multiple choice/essay and short answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<u>List of Unit Dispositions:</u>	
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

<u>IPTS/Unit Standards:</u>	
Standard 1	Teaching Diverse Students
Standard 2	Content Area and Pedagogical Knowledge
Standard 3	Planning for Differentiated Instruction
Standard 4	Learning Environment
Standard 5	Instructional Delivery
Standard 6	Reading Writing, and Oral Communication
Standard 7	Assessment
Standard 8	Collaborative Relationships
Standard 9	Professionalism, Leadership, and Advocacy

Objectives of the Course

This course is:

- Writing – Active
- Writing – Intensive
- Writing – Centered

This course is:

- Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.
- Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

The Special Education candidates learn to define a behavior so it can be measured and practice using several data collection techniques that enables them to reliably measure student behavior. They observe the educational environment where the behavior is occurring and determine what changes could be made to that environment to potentially change the student's behavior and maximize his/her academic achievement.

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

Diverse Students: Special Education Candidates are instructed in various cultural and ethnic differences from which differences in behavior may originate. The behaviors on which special educators focus their efforts are those that impact academic achievement, not those arising from cultural and ethnic differences.

Diverse Subject Areas & Levels: SPE 3201 is one of the candidate's first clinical experiences. The candidate observes the student in the educational environment. They observe in three different types of educational environments. In each they are to observe the relationship between that environment and the student's behavior. The experience should broaden their general education knowledge and their professional education knowledge, as well as give them practice recording behavioral data.

Diverse Strategies: The candidate becomes familiar with various formal and systematic informal behavioral assessments and reliably makes decisions as to which will produce the needed information.

Diverse Societies/Communities: The candidate understands education as a profession and maintains standards of professional conduct while observing and interacting on site and in the community. The three different school placements and a field trip gives the candidates an understanding appreciation of a culturally pluralistic society.

Diverse Technologies: In SPE 3201 the students get information from Web CT for many of their lessons. They respond to questions using e-mail and quizzes on Web CT. The candidates design forms for data collection, and create computer generated, graphs and charts as part of their data collection and interpretation reports.

The Learning Model for this course is: Ecological model

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

The in-class and Web CT instruction uses examples and videos of students in the classroom environment. The students use video clips to practice taking data using various collection methods and then practice summarizing/graphing the data before they are assigned observation sites to practice collecting data on students. At each site the students completes data collection assignment which requires collecting, interpreting and reporting the data. The students are taught to examine how the student interacts with various classroom subjects and environments.

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

Diverse Technologies are assessed by the student demonstrating their ability to access information and respond to questions on Web CT. The student also is assessed on their ability to generate reports that include graphs, and charts using computer software programs.

The exam on observation methodology assesses issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. The final writing assignment assesses the special education candidate's attitudes toward Students with Diversity and asks them to evaluate how well the different school environments they have observed encourage all students to interact with each other and to produce their best work.

Knowledge and Use of Diverse Strategies / procedures for measuring various behaviors are assessed by the data collection assignment and the rubrics used to scores these assignments. The

report on the interpretation of the data and how the learning environments influence the individual's behavior is also assessed by the assignment grading rubric.

The student's ability to work well in Diverse Societies/Communities is assessed both by evaluating the professional writing done in the assignment reports and by the classroom teachers who supervises the special education candidate in the schools.

Diverse Subject Areas and Levels: The time study of student academic engagement helps the special education candidate conclude how all aspects of the school environment (emotional climate, physical room arrangement, academic subject area, meaningful learning experiences and a diversity of activities) affects the behavior of student. The resulting report should indicate this conclusion. The supervising teachers evaluate the students on how well they model good oral communication. All of the writing assignments are evaluated on how well the student expresses themselves in writing.

Practicum Evaluation: Candidates' performance in the practicum integral to this course is assessed using the "Clinical Experiences" department rubric and the unit, via Live Text, field experience 1 rubric.

CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Standard 1 – Foundations:

Knowledge:

- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

Standard 2 – Development and Characteristics of Learners

Knowledge:

- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individuals with exceptional learning needs.

Standard 3 – Individual Learning Differences:

Knowledge:

- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.

Standard 5 – Learning Environments and Social Interactions:

Knowledge:

- Demands of learning environments.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

Skills:

- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

Standard 8 – Assessment

Knowledge:

- Basic terminology used in assessment.
- Use and limitations of assessment instruments.

Skills:

- Administer nonbiased formal and informal assessments.

- Develop or modify individualized assessment strategies.
- Interpret information from formal and informal assessments.
- Report assessment results to all stakeholders using effective communication skills.
- Create and maintain records.

Standard 9 – Professional and Ethical Practice:

Knowledge:

- Importance of the teacher serving as a model for individuals with exceptional learning needs.
- Continuum of lifelong professional development.

Skills:

- Practice within the CEC Code of Ethics and other standards of the profession.
- Conduct professional activities in compliance with applicable laws and policies.
- Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
- Use verbal, nonverbal, and written language effectively.

Standard 10 – Collaboration:

- Maintain confidential communication about individuals with exceptional learning needs.

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

Standard 1 – Foundations:

Knowledge:

- Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities*.

Standard 5 – Learning Environments and Social Interactions:

Knowledge:

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

Standard 8 – Assessment:

Knowledge:

- Specialized terminology used in the assessment of individuals with disabilities*.

Skills:

- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.
- Monitor intra-group behavior changes across subjects and activities

Standard 9 – Professional and Ethical Practice;

Skills:

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

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 5 – Learning Environments and Social Interactions:

Knowledge:

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

Standard 8 – Assessment:

Knowledge:

- Specialized terminology used in the assessment of individuals with disabilities*.

Skills:

- Monitor intra-group behavior changes across subjects and activities

State of Illinois Standards Addressed in this Course

Illinois Professional Teaching Standards

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators – The competent teacher:

- 1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;

- 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
- 1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
- 1E) understands the impact of linguistic and cultural diversity on learning and communication;
- 1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

Performance Indicators – The competent teacher:

- 1K) facilitates a learning community in which individual differences are respected; and
- 1L) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

- 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
- 2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;
- 2C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards;
- 2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications;
- 2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;
- 2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;
- 2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and
- 2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.

Performance Indicators – The competent teacher:

- 2K) engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines;
- 2N) facilitates learning experiences that make connections to other content areas and to life experiences;
- 2P) adjusts practice to meet the needs of each student in the content areas;

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:

- 4A) understands principles of and strategies for effective classroom and behavior management;
- 4B) understands how individuals influence groups and how groups function in society;
- 4C) understands how to help students work cooperatively and productively in groups;
- 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
- 4E) knows how to assess the instructional environment to determine how best to meet a student's individual needs;
- 4F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint);
- 4G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and
- 4H) understands the use of student data (formative and summative) to design and implement behavior management strategies.

Performance Indicators – The competent teacher:

- 4I) creates a safe and healthy environment that maximizes student learning;
- 4J) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;
- 4L) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;
- 4N) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;
- 4O) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports;
- 4Q) analyzes student behavior data to develop and support positive behavior.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Knowledge Indicators – The competent teacher:

- 5D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;
- 5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
- 5F) knows strategies to maximize student attentiveness and engagement;
- 5K) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students;
- 5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;
- 5R) maximizes instructional time (e.g., minimizes transitional time); and
- 5S) implements appropriate evidence-based instructional strategies.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

- 6H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and
- 6J) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);
- 6Q) integrates reading, writing, and oral communication to engage students in content learning;
- 6R) works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs; and
- 6S) stimulates discussion in the content areas for varied instructional and conversational purposes.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

- 7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;
- 7B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;
- 7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring diagnosis and evaluation of learning and instruction;
- 7D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;
- 7E) understands how to select, construct, and use assessment strategies and instruments for
- 7F) knows research-based assessment strategies appropriate for each student;
- 7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;
- 7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and
- 7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators – The competent teacher:

- 7M) maintains useful and accurate records of student work and performance;
- 7O) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

- 8A) understands schools as organizations within the larger community context;
- 8B) understands the collaborative process and the skills necessary to initiate and carry out that process;
- 8C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;
- 8E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;
- 8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;
- 8G) understands the various models of co-teaching and the procedures for implementing them across the curriculum;

- 8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and
- 8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e., IEP, IFSP, Section 504 plan) for students with disabilities.

Performance Indicators – The competent teacher:

- 8J) works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals;
- 8K) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;
- 8O) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students;

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Knowledge Indicators – The competent teacher:

- 9A) evaluates best practices and research-based materials against benchmarks within the disciplines;
- 9B) knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school;
- 9C) understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques);
- 9D) identifies paths for continuous professional growth and improvement, including the design of a professional growth plan;
- 9E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities;
- 9H) understands the importance of modeling appropriate dispositions in the classroom.

Performance Indicators – The competent teacher:

- 9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;
- 9J) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;
- 9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;

- 9O) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;
- 9P) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;
- 9Q) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;
- 9R) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];
- 9S) models digital etiquette and responsible social actions in the use of digital technology; and
- 9T) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

Common Core Standards for All Special Education Teachers:

Standard 1 – Foundations:

Knowledge Indicators:

CC1E. The competent special education teacher understands issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds.

Standard 2 – Characteristics of Learners:

Knowledge Indicators:

CC2B. The competent special education teacher understands the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities.

Standard 3 – Assessment:

Knowledge Indicators:

CC3A. The competent special education teacher understands assessment as an educational process.

CC3B. The competent special education teacher understands terminology used in assessments.

CC3F. The competent special education teacher understands strengths and limitations of various assessment tools.

CC3H. The competent special education teacher understands a variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.

Performance:

CC3J. The competent special education teacher understands matches appropriate assessment procedures to purposes of assessment.

CC3M. The competent special education teacher understands interprets information from formal and informal assessment instruments and procedures.

CC3Q. The competent special education teacher understands creates and maintains accurate records.

Standard 5 – Learning Environment:

Knowledge Indicators:

CC5C. The competent special education teacher understands aspects of the physical setting, schedule, routines, and transitions that promote development and learning.

CC5G. The competent special education teacher understands functional assessment of behavior and the components of behavior intervention plans.

CC5M. The competent special education teacher understands the characteristics of environments, including materials, equipment and spatial arrangements, that facilitate development, learning and interaction between and among students.

CC5V. The competent special education teacher understands monitors and analyzes changes in individual and group behavior and performance across settings, curricular areas, and activities.

Standard 7 – Collaborative Relationships:

Knowledge Indicators:

CC7C. The competent special education teacher understands ethical practices for confidential communication to others about individuals with disabilities.

CC7Q. The competent special education teacher understands communicates with general educators, administrators, para-educators, and other school personnel about characteristics and needs of individuals with disabilities.

Standard 8 - Professional Conduct and Leadership:

Knowledge Indicators:

CC8A. The competent special education teacher understands personal and cultural biases and differences that affect one's teaching and interactions with others.

CC8B. The competent special education teacher understands the importance of the teacher serving as a role model and advocate for all students.

CC8E. The competent special education teacher understands rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities.

Learning Behavior Specialist 1 Standards:

Standard 2 – Characteristics of Learners:

Knowledge:

- LBS2B The competent learning behavior specialist understands the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on behavior.
- LBS2C. The competent learning behavior specialist understands the unique impact of multiple disabilities on learning and behavior.

Standard 3 – Assessment:

Knowledge:

- LBS3A. The competent learning behavior specialist understands strategies for assessing individual learning characteristics and modes of communication.
- LBS3C. The competent learning behavior specialist understands strategies for assessing learning environments and conducting functional behavioral assessments within the environment.
- LBS3E. The competent learning behavior specialist understands the uses and limitations of informal and formal assessments.

Performance:

- LBS3I. The competent, learning behavior specialist designs and implements functional assessment procedures.

Standard 5 – Learning Environment:

- LBS5F. The competent learning behavior specialist plans and implements instructional programs and behavioral interventions designed to facilitate the acquisition of adaptive social skills

Major Evaluation Components:

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

1. The following standards will be used to assess the Data Collection assignment:
 - CEC/CC 5,8,9,10; CEC/IGC 1,5,8,9; CEC/IIC 5,8; IPTS: 1BGL, 2FHK, 4AHQ, 6HJ, 7CDEFGHIMO, 8C, 9HIJU; ICC 3,5,7,8

2. The following standards will be used to assess the Clinical Practice Experience:
 - CEC/CC 4,7,8,9,10; CEC/IGC 4,7,8,9,10; CEC/IIC 4,7,8,9,10; IPTS: 1CDEGKL, 2ABCDEFGHKNP, 4ABCDEFGHILNOQ, 5DEFKHRS, 6HKMRS, 7ABCDEFGHIMO, 8ACFGHJK, 9ABCDEHIJKOPQST; ICC 7; LBSI 3,7
3. The following standards will be used to assess the SPE 3201 exams and quizzes:
 - CEC/CC1,2,3,5,8,9,10; CEC/IGC 1,5,8,9; CEC/IIC 5,8; IPTS: 5EF, 8I, 9CS; ICC 1,2,3,5,7,8; LBSI 2,3,5

Course Outline
SPE 3201

- I. Introduction (.33 1/3 of a week)
 - A. Nature of Course (Learning Model)
 - B. Practicum site assignments
 - C. Professional conduct
 - D. Transportation
 - E. Discussion of syllabus, requirements, and assignments
 - F. Introduction to WebCT (how to access and use)

- II. Observational Methodology (Taylor, 1989; Cooper, Heron, & Heward, 1987; Evans, Evans, & Mercer, 1986; Alberto & Troutman, 1986; Hall & VanHouten, 1983) (2 & .66 2/3rd weeks)
 - A. Behavioral definitions
 - B. Multicultural Considerations (Guerin & Maier, 1983)
 1. Cultural Diversity
 2. Linguistic Diversity (including English Language Learners)
 - C. Formal Checklists
 1. Walker Problem Behavior Identification Checklist
 2. Quay-Peterson Behavior problem Checklist
 3. AAMD Adaptive Behavior Scale
 - D. Informal recording data collections
 1. Running narrative & sorting of the behaviors
 2. Frequency recording
 3. Duration recording
 4. Momentary Time Sampling
 - E. Inter-observer agreement calculation
 - F. Graphing

- III. Seminars before each data collection site (1 week)

- IV. Introduction and instruction on developing a Special Education Portfolio. (.33 1/3 week)
 - A. What information is to be included
 - B. What assignments are to be included.

- V. Field trip to observe at Illinois Center for Autism (.33 1/3 week)

- VI. On-site observations (10 and .33 1/3 weeks)
 - All observations will be arranged to ensure that, as much as possible, EIU students will observe in classrooms that include children with severe to mild / moderate disabilities and a variety of disability classifications and age ranges.

References

- Alberto, P.A., & Troutman, A.C. (1986). *Applied behavior analysis for teachers (2nd eds.)*. Columbus, OH: Merrill.
- Bartoli, V., & Botel, M. (1988). *Reading and learning disability: An ecological approach*. NY: Teachers' College Press.
- Cooper, J.O., Heron, T.E., & Heward, W.L. (1987). *Applied behavior analysis*. Columbus, OH: Merrill.
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