SPE 3000 - Education of Individuals with Exceptional Learning Needs.
(3-1-3) This course examines the exceptional learning needs of individuals across levels of severity, and the laws, policies, and ethical principles governing the education of individuals with exceptional learning needs. Strategies that support student learning in the general and specialized curricula, and the educational programs designed to meet their needs in a range of instructional environments are addressed. **Prerequisites & Notes:** SPE 2000. 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

Co-requisite(s)   None

Equivalent EIU Course(s):   None

Authority to waive prerequisite: Chairperson

Required Text:

Smith, D.D. & Tyler, N. C (2010). *Introduction to Special Education: Teaching in an Age of Challenge (7th ed.).* Boston, MA: Allyn and Bacon.

Support of Conceptual Framework:

        See "Relationship of the Course to Unit Theme and Conceptual Framework"

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Methods of Instruction:

Ecological theory advocates that individuals are products of their environment. Consequently, for an individual who is experiencing learning/behavioral problems, the problem does not lie within the individual but within the environment itself. SPE 3000 is taught using various methods (lecture, readings, power point, simulation/group activities, philosophy paper). The belief is that students may acquire more knowledge about students with exceptional learning needs if they can tie their own experiences into the concept with varying opportunities to demonstrate knowledge.

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 #: SPE 3000   Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed (IPTS – Revised) 1 2 3 4 5 6 7 8 9	Unit Dispositions Addressed 1 2 3 4 5
Exams	Candidates take five multiple choice exams that measure their knowledge of the impact of labels on learners with exceptional learning needs, the role families and diversity play in the identification and education of learners with exceptional learning needs, the preferral/referral process including service delivery, definitions of disabilities across severity levels, behaviors of learners with exceptional learning needs, effective instructional.behavior management strategies, and the roles of general and special educators in the special education process. The exams are grounded in lecture and assigned readings.	⊠ ⊠ ⊠ ⊠ ⊠ □ ⊠ ⊠ ⊠	□ □ □ □ □
Sensory Case Study	Candidates are provided a case study that requires the integration of knowledge from the course packet, readings, and lecture specific to a learner with a vision and hearing loss. Candidates must utilize identification criteria and various sources of information to make recommendations specific to environmental and instructional accommodations. Recommendations are required to have a rationale supported in the literature.	⊠ ⊠ ⊠ ⊠ ⊠ ⊠ ⊠ ⊠ □	□ □ □ □ □
Assessment/Planning Case Study	Across the semester, candidates will complete an assessment and planning case study on learners with various types of exceptional learning needs. Through the case study, candidates will be	⊠ ⊠ ⊠ ⊠ ⊠ ⊠ ⊠ ⊠ ⊠	□ □ □ □ □

	expected to interpret formal and summative data to make instructional decisions for adaptations and accommodations. Assessment components within the case study will include interpreting an IEP, designing an instructional assessment, designing a lesson plan inclusive of instructional materials and recommended adaptations.	

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

IPTS/Unit Standards:	
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.

SPE 3000 is a course that examines various exceptional learning needs across severity levels and their impact on students' academic and behavioral performance. To create and effective educational environment, teachers must be cognizant of how their knowledge and philosophy about students with exceptional learning needs shapes the quality of learning environment they will create.

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

Diverse Subjects: SPE 3000 examines how various exceptional learning needs academic and social/behavioral performance.

Diverse Strategies: SPE 3000 identifies specific curricular modifications and adaptations required for the success of students with exceptional learning needs.

Diverse Students: SPE 3000 enhances the philosophy presented in SPE 2000 on the diversity of students. The course focuses more on examining how cultural and linguistic factors may be mistaken for exceptional learning needs.

Diverse Societies
and Communities: SPE 3000 examines how cultural differences may be an influential variable in students inappropriately receiving or not appropriately receiving special education services.

Diverse
Technologies: SPE 3000 presents examples of technologies used with students with exceptional learning needs (brailler, TDY, communication boards, orthopedic devices, and educational software). Further, students are required to read about other technologies in their textbook.

The Learning Model for this course is:

Ecological Theory

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

Ecological theory advocates that individuals are products of their environment. Consequently, for an individual who is experiencing learning/behavioral problems, the problem does not lie within the individual but within the environment itself. SPE 3000 is taught using various methods (lecture, readings, power point, simulation/group activities, philosophy paper). The belief is that students may acquire more knowledge about students with exceptional learning needs if they can tie their own experiences into the concept with varying opportunities to demonstrate knowledge.

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

Exams – Measures all domains

Philosophy paper – Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities

Sensory Case Study – Diverse Students, Diverse Strategies, Diverse Subjects, and Diverse Technologies

Assessment and Planning Case Study – Diverse Subjects, Diverse Students, Diverse Strategies, and Diverse technologies

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CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Standard 1 - Foundations

Knowledge:

- Models, theories, and philosophies that form the basis for special education practice.
- Laws, policies, and ethical principles regarding behavior management planning and implementation.
- Relationship of special education to the organization and function of educational agencies.
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
- Family systems and the role of families in the educational process.
- Historical points of view and contribution of culturally diverse groups.
- Impact of the dominant culture on shaping schools and the individuals who study and work in them.
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

Skill:

- Articulate personal philosophy of special education.

Standard 2 - Development and Characteristics of Learners

Knowledge:

- Typical and atypical human growth and development.
- Educational implications of characteristics of various exceptionalities.
- Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family. Family systems and the role of families in supporting development.
- Similarities and differences of individuals with and without exceptional learning needs.

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- Similarities and differences among individuals with exceptional learning needs.

- Effects of various medications on individuals with exceptional learning needs.

Standard 3 - Individual Learning Differences

Knowledge:

- Effects an exceptional condition(s) can have on an individual's life.
- Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
- Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
- Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
- Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Standard 4: Instructional Strategies

Knowledge:

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

Skills:

- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.

Standard 5: Learning Environments/Social Interactions

Knowledge:

- Demands of learning environments

- Basic classroom management theories and strategies for individuals with exceptional learning needs

- Effective management of teaching and learning

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

Skills:

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

- Modify the learning environment to manage behaviors

- Create an environment that encourages self-advocacy and increased independence

- Use effective and varied behavior management strategies

Standard 7: Instructional Planning

Knowledge:

- Scope and sequences of general and special curricula

- National, state or provincial, and local curricula standards

Skills:

- Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs

- Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members

- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences

- Prepare lesson plans

Standard 8: Assessment

Knowledge:

- Basic terminology used in assessment

- Legal provisions and ethical principles regarding assessment of individuals

- Screening, prereferral, referral, and classification procedures

Skills:

- Gather relevant background information

- Interpret information from formal and informal assessments

Standard 9: Professional and Ethical Practice

Knowledge:

- Personal cultural biases and differences that affect one's teaching

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

Skills:

- Access information on exceptionalities

Standard 10: Collaboration

Knowledge:
- Roles of individuals with exceptional learning needs, families, and school and community personal in planning of an individualized program.

Skills:
- Use group problem-solving skills to develop, implement, and evaluate collaborative activities.

CEC Individualized General Curriculum Standards, including Knowledge and Skills:

Standard 1 - Foundations

Knowledge:
- Definitions and issues related to the identification of individuals with disabilities*.

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- Models and theories of deviance and behavior problems.

- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice

- The legal, judicial, and educational systems to assist individuals with disabilities*.

- Continuum of placement and services available for individuals with disabilities*.

- Laws and policies related to provision of specialized health care in educational settings.

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

- Principles of normalization and concept of least restrictive environment.

- Theory of reinforcement techniques in serving individuals with disabilities*

Skills:

- None in Addition to the Common Core

Standard 2 -   Development and Characteristics of Learners

Knowledge:

- Etiology and diagnosis related to various theoretical approaches.

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

- Etiologies and medical aspects of conditions affecting individuals with disabilities*.

- Psychological and social-emotional characteristics of individuals with disabilities*.

- Common etiologies and the impact of sensory disabilities on learning and experience.

Standard 3 - Individual Learning Differences

Knowledge:

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

- Impact of multiple disabilities on behavior

Standard 4: Instructional Strategies

Knowledge:

- Advantages and limitations of instructional strategies and practices for teaching individuals with exceptional learning needs.

- Prevention and intervention strategies for individuals at risk for a disability

Skills:

- Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs.

Standard 5: Learning Environments/Social Interactions

Knowledge:

- Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptional learning needs.

Standard 7: Instructional Planning

Knowledge:

- Interventions and services for children who may be at risk for learning exceptional learning needs.

Skills:

- Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior
- Plan and implement age and ability appropriate instruction for individuals with exceptional learning needs.

Standard 8: Assessment

Knowledge:

- Specialized terminology used in the assessment of individuals with exceptional learning needs.

- Laws and policies regarding referral and placement procedures for individuals with exceptional learning needs.

- Types and importance of information concerning individuals with exceptional learning needs available from families and public agencies.

Skills:

- Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs.

Standard 9: Professional and Ethical Practice

Knowledge:

- Sources of unique services, networks, and organizations for individuals with exceptional learning needs.

Standard 10: Collaboration

Knowledge:
- Co-planning and co-teaching methods to strengthen content acquisition of individuals with exceptional learning needs.

CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:

Standard 1 - Foundations

Knowledge:

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

- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice

- The legal, judicial, and educational systems to assist individuals with disabilities*.

- Continuum of placement and services available for individuals with disabilities*.

- Laws and policies related to provision of specialized health care in educational settings.

- Principles of normalization and concept of least restrictive environment.

- Theory of reinforcement techniques in serving individuals with disabilities*

- Theories of behavior problems of individuals with disabilities*

Standard 2 -   Development and Characteristics of Learners

Knowledge:

- Etiology and diagnosis related to various theoretical approaches.

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

- Etiologies and medical aspects of conditions affecting individuals with disabilities

- Psychological and social-emotional characteristics of individuals with disabilities*.

- Types and transmission routes of infectious disease.

Standard 3 - Individual Learning Differences

Knowledge:

- Impact of multiple disabilities on behavior

Standard 4: Instructional Strategies

Knowledge:

- Specialized materials for individuals with exceptional learning needs

Skills:

- Use research-supported instructional strategies and practices

- Use appropriate adaptations and assistive technology for all individuals with exceptional learning needs

Standard 5: Learning Environments/Social Interactions

Knowledge:

- Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptional learning needs.

Skills:

- Structure the educational environment to provide optimal learning opportunities for individuals with exceptional learning needs

Standard 7: Instructional Planning

Skills:

- Plan and implement age- and ability-appropriate instruction for individuals with exceptional learning needs.

- Interpret sensory and physical information to create or adapt appropriate learning plans.

Standard 8: Assessment

Knowledge:

- Specialized terminology used in the assessment of individuals with exceptional learning needs.

- Laws and policies regarding referral and placement procedures for individuals with exceptional learning needs.

- Types and importance of information concerning individuals with exceptional learning needs available from families and public agencies.

Skills:

- Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs.

Standard 9: Professional and Ethical Practice

Knowledge:

- Sources of unique services, networks, and organizations for individuals with exceptional learning needs.

Standard 10: Collaboration

Knowledge:
- Co-planning and co-teaching methods to strengthen content acquisition of individuals with exceptional learning needs.

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:

   1A)   understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; (Non-majors – D; Majors – D)

   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; (Non-majors D; Majors – I)

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); (Non-majors P; Majors – I)

1E) understands the impact of linguistic and cultural diversity on learning and communication; (Non-majors D; Majors – I)

1F) understands his or her personal perspectives and biases and their effects on one's teaching; (Non-majors D; Majors – D)

1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs. (Non-majors D; Majors – I)

Performance Indicators:

The competent teacher:

1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement; (Non-majors D; Majors – I)

1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences; (Non-majors D; Majors – I)

1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs; (Non-majors D; Majors – I)

1K) facilitates a learning community in which individual differences are respected; (Non-majors D; Majors – I)

1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. (Non-majors D; Majors – I)

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; (Non-majors – D; Majors – D)

2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines; (Non-majors – D; Majors – I)

2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications; (Non-majors – D; Majors – I)

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2E)   understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning; (Non-majors – D; Majors – I)

Performance Indicators –

The competent teacher:

2O)   designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities. (Non-majors – D; Majors – I)

2P)   adjusts practice to meet the needs of each student in the content areas; (Non-majors – D; Majors – I)

Standard 3 – Planning for Differentiated Instruction

The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators -

The competent teacher:

3B)   understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory; (Non-majors – D; Majors – I)

3C)   understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction; (Non-majors – D; Majors – I)

3D)   understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses; (Non-majors – D; Majors – I)

3E)   understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning; (Non-majors – D; Majors – I)

3F)   understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and (Non-majors – D; Majors – I)

3G)   understands how research and data guide instructional planning, delivery, and adaptation. (Non-majors – D; Majors – I)

Performance Indicators –

The competent teacher:

3I)   creates short-term and long-term plans to achieve the expectations for student learning; (Non-majors – D; Majors – I)

3J)   uses data to plan for differentiated instruction to allow for variations in individual learning needs; (Non-majors – D; Majors – I)

3O)   when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006); (Non-majors – P; Majors – I)

3P)   works with others to adapt and modify instruction to meet individual student needs; (Non-majors – D; Majors – I)

3Q)   develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction. (Non-majors – D;   Majors – I)

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; (Non-majors – D; Majors – I)

4F)   understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint); (Non-majors – P; Majors – I)

4G)   knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; (Non-majors – D; Majors – I)

4H)   understands the use of student data (formative and summative) to design and implement behavior management strategies. (Non-majors – D; Majors – I)

Performance Indicators –

The competent teacher:

4I)   creates a safe and healthy environment that maximizes student learning; (Non-majors – D; Majors – I)

4L)   analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement; (Non-majors – D; Majors – I)

4M)   organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities; (Non-majors – D; Majors – I)

4O)   uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports; (Non-majors – D; Majors – I)

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4P)   modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; (Non-majors – D; Majors – I)

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:

5A)   understands the cognitive processes associated with various kinds of learning; (Non-majors – D; Majors – I)

5B)   understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices; (Non-majors – D; Majors – I)

5E)   knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics; (Non-majors – P; Majors – I)

5H)   understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses. (Non-majors – P; Majors – I)

Performance Indicators –

The competent teacher:

5L)   develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical and creative thinking; (Non-majors – P; Majors – I)

5M)   uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences; (Non-majors – D; Majors – I)

5N)   uses technology to accomplish differentiated instructional objectives that enhance learning for each student; (Non-majors – D; Majors – I)

5P)   uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student; (Non-majors – D; Majors – I)

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.

Knowledge Indicators –

The competent teacher:

6E. knows and models standard conventions of written and oral communication. (Non-majors – P; Majors – P)

Performance Indicators –

The competent teacher:

6R) works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs; (Non-majors – D; Majors – I)

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. (Non-majors – D; Majors – I)

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. (Non-majors – P; Majors – D)

7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring; (Non-majors – D; Majors – I)

7H. knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations. (Non-majors – P; Majors – I)

Performance Indicators –

The competent teacher:

7P) collaborates with families and other professionals involved in the assessment of each student; (Non-majors – D; Majors – I)

7Q. uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts. (Non-majors – D; Majors – I)

7R) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students. (Non-majors – D; Majors – I)

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; (Non-majors – D; Majors – I)

8B   understands the collaborative process and the skills necessary to initiate and carry out that process. (Non-majors – D; Majors – I)

8C   collaborates with others in the use of data to design and implement effective school interventions that benefit all students. (Non-majors – D; Majors – I)

8D   understands the benefits, barriers, and techniques involved in parent and family collaborations. (Non-majors – D; Majors – I)

8E   understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., business, community agencies, non-profit organizations) to enhance student learning. (Non-majors – D; Majors – I)

8F   understands the importance of participating on collaborative problem-solving teams to create effective academic and behavioral interventions for all students. (Non-majors – D; Majors – I)

8G)   understands the various models of co-teaching and the procedures for implementing them across the curriculum; (Non-majors – D; Majors – I)

8H.   understands the concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns. (Non-majors – P; Majors – I)

8I.   understands the roles and importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (IEP,IFSP, Section 504 Plan) for students with disabilities. (Non-majors – P; Majors – I)

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. (Non-majors – D; Majors – I)

8L)   initiates collaboration with others to create opportunities that enhance student learning; (Non-majors – D; Majors – I)

8S)   participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted. (Non-majors – P; Majors – I)

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; (Non-majors – D; Majors – I)

9B   knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for fair and just treatment of all students and their families in the classroom and school. (Non-majors – P; Majors – D)

9F   understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district policies affecting students. (Non-majors – P; Majors – D)

9H.   understands the importance of modeling appropriate dispositions in the classroom. (Non-majors – P; Majors – I)

Performance Indicators –

The competent teacher:

9I.   models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism, and respect. (Non-majors – D; Majors – I)

9J)   maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family; (Non-majors – D; Majors – I)

9N)   collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement. (Non-majors – D; Majors – I)

Common Core Standards for All Special Education Teachers:

Standard 1 - Foundations:

- The competent special education teacher understands the philosophical, historical, and legal foundations of special education. [28.100(a)]

Knowledge Indicators:

The competent special education teacher understands

CC1A. historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice.

CC1B. current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized health care and assistive technology, to individuals with all types of disabilities across the age range.

CC1C. variations in beliefs, traditions, and values across cultures within society and the effects of the relationship among child, family and schooling.

CC1D. issues and trends in special education across the life span, early childhood through adult services.

CC1E. issues in definition and identification procedures for individuals with disabilities including those associated with individuals from culturally and/or linguistically diverse backgrounds.

CC1F. the rights and responsibilities of parents, students, teachers, and other professionals and schools as they relate to an individual's learning needs and educational programs.

Performance:

The competent special education teacher

CC1G. articulates a personal philosophy of special education including its relationship to the general curriculum and the concepts of least restrictive environment.

STANDARD 2 - Characteristics of Learners:

The competent special education teacher 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. [28.100(b)]

Knowledge:

The competent special education teacher understands

CC2A. the cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed.

CC2B. the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities.

CC2C. communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with and without disabilities.

CC2D. the social, intellectual, and political influences on language.

CC2E. typical and atypical motor development.

CC2F. major genetic and environmental etiologies of cognitive, sensory, emotional and physical disabilities.

CC2G. medical conditions affecting individuals with disabilities and the effects of various medications on their educational, cognitive, physical, sensory, social and emotional behaviors.

CC2H. basic functions of the body systems in relation to common medical conditions and health impairments.

CC2I. specialized health care needs at school (e.g., gastrostomies, colostomies, urinary catheterization, tracheotomies, ventilator-assisted breathing, blood glucose testing, seizure management).

CC2J. differential characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior and learning.

CC2K. the effects of dysfunctional behavior on learning and the differences between behavioral and emotional disorders.

CC2L. effects of the cultural and environmental milieu of the child and the family on behavior and learning.

CC2M the effects of second language acquisition on communication patterns.

CC2N. the impact of sensory disabilities on development, learning and behavior.

CC2O. effects of sensory input on the development of language and cognition of students with sensory impairments, including the impact on cultural development and familial structures.

Performance:

The competent special education teacher:

CC2Q. uses knowledge of a student's cognitive, communication, physical, cultural, social, and emotional characteristics in planning and delivering instruction and in transition planning.

STANDARD 3:   Assessment

The competent special education teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages3-21).

Knowledge:

The competent special education teacher understands:

CC3A. assessment as an educational process.

CC3B. terminology used in assessments.

CC3C. legal provisions, regulations, and guidelines regarding assessment of individuals with disabilities.

CC3D. how to interpret information obtained from standardized tests including age/grade scores, standard scores, percentile ranks, stanines, measures of central tendency, standard deviations, and standard error of measurement.

CC3G. influences of disabilities, culture, and language on the assessment process.

CC3H. a variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.

CC3I. accommodations and modification of national, state and local assessments and the Illinois Alternative Assessment.

Performance:

The competent special education teacher:

CC3K. gathers background information regarding academic history.

CC3M. interprets information from formal and informal assessment instruments and procedures.

CC3N. develops individualized assessment strategies for instruction and uses appropriate procedures for evaluating results of that instruction.

CC3O. uses performance data and information from teachers, other professionals, individuals with disabilities, and parents collaboratively to make or suggest appropriate modification in learning environments, curriculum and/or instructional strategies.

STANDARD 4:   Planning for Instruction

The competent special education teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The teacher understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals.

Knowledge:

The competent special education teacher understands:

CC4H. sources of specialized materials, equipment, and assistive technology for individuals with disabilities.

CC4K. the concept of longitudinal transition plans.

CC4L. short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.

CC4N. cultural perspectives related to effective instruction for students with disabilities.

CC4O. physical adaptations to the environment to meet individual needs.

CC4P. integration of assistive and instructional technology to meet a student's individual needs.

Performance:

The competent special education teacher:

CC4Q. develops and/or selects relevant instructional content, materials, resources, and strategies that respond to cultural, linguistic, gender, and learning style differences.

CC4R. selects and uses appropriate technologies to accomplish instructional objectives.

CC4S. develops appropriate lesson plans that incorporate curriculum and instructional strategies with individualized education goals and benchmarks.

CC4Z. utilizes resources and materials that are developmentally and functionally valid.

Standard 5. Learning Environment

The competent special education teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge:

The competent special education teacher understands:

CC5B. basic classroom management theories and methods.

CC5C. aspects of the physical setting, schedule, routines, and transitions that promote development and learning.

CC5D. the effects of teacher attitudes and behaviors on all students.

CC5E. laws, rules and regulations, procedural safeguards, and ethical considerations regarding management of behaviors of individuals with disabilities.

CC5H. approaches to adapting environments to meet the specific learning and developmental needs of individuals.

Performance:

The competent special education teacher:

CC5R. identifies, uses and evaluates appropriate reinforcers to enhance learning and motivation.
CC5S. uses strategies and techniques to arrange and modify the learning environment to facilitate learning according to an individual's physical, sensory, and/or behavioral needs.

CC5Y. applies appropriate, non-aversive, least intrusive management procedures when presented with spontaneous behavioral problems.

STANDARD 7:   Collaborative Relationships

The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.

Knowledge: *The competent special education teacher understands*

CC7A. factors that promote effective communication and collaboration with individuals, parents, families, and school and community personnel in a culturally responsive program.

CC7B. roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning an individualized program.

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

CC7F. family systems theory and dynamics and differences in family structures and beliefs.

CC7G. roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities.

Performance: *The competent special education teacher*

CC7O. initiates collaboration with others and creates situations where that collaboration will enhance
student learning.

Standard 8   Professional Conduct and Leadership

The competent special education teacher understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

Knowledge: *The competent special education teacher understands*

CC8A. personal and cultural biases and differences that affect one's teaching and interactions with others.

CC8B. the importance of the teacher serving as a role model and advocate for all students.

CC8C. schools as organizations within the larger community context.

Learning Behavior Specialist 1 Standards:

Standard 1 - Foundations:
The competent learning behavior specialist understands the philosophical, historical, and legal foundations of special education. [28.200(a)]

Knowledge:
See the "Common Core Standards for All Special Education Teachers"

Performance: See the "Common Core Standards for All Special Education Teachers"

Standard 2 - Characteristics of Learners:
The competent learning behavior specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and

provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21). [28.200(b)]

Knowledge:

The competent learning behavior specialist understands

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

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

LBS2C. the unique impact of multiple disabilities on learning and behavior.

STANDARD 3 – Assessment

The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students.

Knowledge:

The competent learning behavior specialist understands:

LBS3A. strategies for assessing individual learning characteristics and modes of communication.

LBS3B. strategies for assessing students' skills within curricular areas including academic, social and vocational.

LBS3E. the uses and limitations of informal and formal assessments.

STANDARD 4 - Planning for Instruction

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

Knowledge:

The competent learning behavior specialist understands:

LBS4B. effective instructional strategies for adapting the general curriculum to meet the needs of individual students.

LBS4H. guidelines for the selection and use of augmentative or assistive technology devices (e.g., sign language, electronic devices, picture and symbol systems, and language boards).

Performance:

The competent learning behavior specialist:

LBS4N. integrates knowledge of the characteristics of the learner, Illinois Learning Standards, general curriculum and adaptation strategies appropriately into an effective individualized education program.

LBS4O. selects appropriate instructional strategies based on the curricular content and the age and skill level of the student.

LBS4P. evaluates, selects, develops, and adapts curricular materials and technology appropriate for individuals with disabilities.

Standard 5. Learning Environment

The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge:

The competent learning behavior specialist understands:

LBS5A. rationale for selecting specific management techniques.

STANDARD 7:   Collaborative Relationships

The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students.

Knowledge: *The competent learning behavior specialist understands*

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

Standard 8   Professional Conduct and Leadership

The competent special education teacher understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

Knowledge: *The competent learning behavior specialist understands*

LBS8A. one's scope of practice and seeks additional resources and assistance as needed to meet the individualized needs of students.

Major Evaluation Components:

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

Exams: CEC CC, IGC, & IIC Standards 1, 2, 3, 4, & 5; Illinois CC and LBS1 Standards 1, 2, 3, 4, & 5; and IPTS Standards 1, 2, 3, 4, 5, 7, 8, & 9.

Group Activities :   CEC CC, IGC, & IIC Standards 1, 2, 3, 4, 5, 7, & 8; Illinois CC and LBS1 Standards 1, 2, 3, 4, & 5; and IPTS Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9.

Resource Notebook: All students will be required to purchase a three ring binder notebook. This notebook will be used to develop a special education resource notebook that will contain course handouts, lecture notes, and book notes. In addition, the instructor will call for additional research/ application materials to be added as appropriate to the module/topic being addressed in the course. The notebook will be submitted on the day of the final exam to be evaluated. Failure to submit a notebook will result in the grade for the course being lowered by one letter grade. (CEC CC, IGC, and IIC Standards 1, 2, & 3; Illinois CC Standards 1 & 2; Illinois LBS1 Standards 1 & 2; and IPTS Standards 1, 2, 3, 4, 5, 7, 8, & 9.

Philosophy Paper: Each student will write a paper that examines his/her philosophy specific to teaching students with disabilities. The paper will include a discussion of overall attitudes toward individuals with disabilities followed by views on the provision of instruction to students with disabilities and the value of students with disabilities in integrated settings. CEC,IGC, and IIC Standard 1; and IPTS Standard 1.

Sensory Case Study: Candidates are provided a case study that requires the integration of knowledge from the course packet, readings, and lecture specific to a learner with a vision and hearing loss. Candidates must utilize identification criteria and various sources of information to make recommendations specific to environmental and instructional accommodations inclusive of assistive technology. Recommendations are required to have a rationale supported in the literature. CEC CC, IGC, & IIC Standards 1, 2, &3; Illinois CC and LBS1 Standards 1 &2; IPTS Standard 1, 2, 3, 4, 5, 6, 7,& 8.

Assessment and Planning Case Study: Using a case study, candidates will complete an assessment and planning case study on learners with various types of exceptional learning needs. Through the case study, candidates will be expected to interpret formal and summative data to make instructional decisions for adaptations and accommodations. Assessment components within the case study will include interpreting an IEP, designing an instructional assessment, designing a lesson plan inclusive of instructional materials and recommended adaptations. CEC CC, IGC, & IIC Standards 1, 2, 3, 4, 7, 8, 9, & 10; Illinois CC and LBS1 Standards 2, 3, 4, 7, & 8; IPTS Standard 1, 2, 3, 4, 5, 6, 7, 8, & 9.

THE EDUCATION OF INDIVIDUALS WITH EXCEPTIONAL LEARNING NEEDS

An asterisk (*) denotes a Core Experience Reference

Module I: Theoretical and Legal Perspectives on Learners with Exceptional Learning
                         Needs
                         (4.5 weeks)

         A.   Learning Model Perspective: Contributions to Special Education
                  (*Bloom, 1956; Costa,1985; (*Dewey, 1916; Erikson, 1982;
                  Guilford,1967; McCarthy,1987; *Piaget, 1952; Poplin, 1988;
                  *Skinner, 1968; Sternberg, 1985)
                  1.   Developmental Model
                  2.   Psychological Model
                           a.   Assessment and Categorization
                                (*Plato and Aristotle; Binet, A., 1902; Terman, L.,
                                1916, 1921)
                                1.   Intelligence Tests
                                2.   Achievement Tests
                                3.   Progress Monitoring
                                     a.   Curriculum-Based Measurement
                                     b.   Response to Intervention
                           b.   Status of Labeling and Sociological Ramifications
                                (Biklen & Foster, 1985; Bogdan, 1986; Bogdan &
                                Bilken, 1977; Bogdan & Knoll, 1988; Gallagher, 1976;
                                Purkey, W., 1970; Rosenthal and Jacobson, 1968)
                  3.   Behavioral Model
                  4.   Information Processing Model
                  5.   Ecological Model (Anastasiow & Kauffman, 2012; Kirk,
                           Gallagher, & Anastasiow, 2003)
                           a.   Impact of Families on Learners
                                1.   Family characteristics
                                2.   Family interactions
                                3.   Family functions
                           b.   Impact of a learner with exceptional learning needs
                                on the family
                           c.   Pluralistic Perspective (Amos & Landers,
                                1987; *Banks, J., & Banks, C., 1989; *Bennett, C.,
                                1990; Cummins, 1991; Gollnick & Chinn, 2009;
                                *Hernandez, H., 1989; *Hilliard, E., 1991;

Lieberman, 1987; McCormick, 1987; Norton, 1988; Ramirez, 1988; *Tiedt & Tiedt, 1990, 1992;)
6. Cultural factors that may be mistaken for exceptional learning needs
7. Overcoming language and cultural barriers
8. Accommodating cultural diversity

B. Legislation Affecting Special Education, Related Terminology, and Provisions and Programs for Students with Exceptional Learning Needs (inc. L.D., B.D., and I.D.) (Smith, 2002; Yell, 2006)
1. Legislation
a. Section 504 (Rehabilitation Act of 1973)
b. PL 94-142 (Education of All Handicapped Children Act)
c. PL 99-457
d. PL 101-476 (IDEA)
e. PL 101-336 (ADA)
f. PL 105-17 (Reauthorization of IDEA)
g. PL 107-110 (No Child Left Behind Act)
h. PL 108-446 (Individuals with Disabilities Educational Improvement Act)
2. Legal Mandates and Related Terminology
a. Least Restrictive Environment and FAPE (PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997, PL 108-446, 2004)
b. Parent Involvement (PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997, PL 108-446, 2004)
c. Diagnosis and Assessment, Placement Planning and the IEP (PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997, PL 108-446, 2004)
d. Due Process (Illinois School Code, 1987; PL 94-142, 1975; PL 101-476, IDEA, 1990; PL 105-17, 1997, PL 108-446, 2004)
e. Transition/Transition Planning (PL 101-476, IDEA, 1990; PL 105-17, PL 108-446, 2004)
f. Discipline and Behavioral Intervention Plans (SB 141; PL 105-17, 1997; Yell & Shriner, 1998, PL 108-446, 2004)
g. Annual Yearly Progress (AYP) –(PL 107-110, 2001, PL 108-446, 2004)

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Module II: Special Education Process and Delivery Systems for Learners with
                    Exceptionalities
                    (2 weeks)
                    (Lewis & Doorlag, 1995; Lilly, M.S., 1986; Reynolds, M., & Wang, M.,
                    1983; Reynolds, et al., 1987)
                    A.   Prereferral and Response to Intervention (RTI) - The Process
                            (Bradley, Danielson, & Doolitle, 2007; Buck, Polloway, Smith-
                            Thomas, & Cook, 2003; Chalfant, Pysh, & Moultrie, 1979; Fuchs
                            & Fuchs, 1989; Fuchs & Fuchs, 2005; Fuchs, Fuchs, Bahr,
                            Fernstein, & Stecker, 1990; Johnson, L, Pugach, M., & Hammittee,
                            1988)
                    B.   The Process of Special Education and the Referral Process
                    C.   Educational Environments (Deno, 1970; Lewis & Doorlag, 1991)
                            for learners with disabilities (with emphasis on L.D., B.D., and
                            I.D.)
                    D.   Inclusion (Reynolds, Wang, G., & Walberg, 1987; Semmel,
                            Abernathy, Butera, & Lesar, 1991; Stainback & Stainback, 1984;
                            Will, 1986 and 1987; Wang, Reynolds, & Walberg, 1989;;
                            Waldron & McLeskey, 1998; Wood, 1998)

Module III: Learners with Visual and Auditory Exceptional Learning Needs
                    (2.5 weeks)
                    A.   Vision
                            1.   Terminology
                                    a.   Near sight/Near vision
                                    b.   Far sight/Far vision
                            2.   Definitions
                                    a.   Partially sighted
                                    b.   Legally blind
                            3.   Visual Screening
                                    a.   Michigan Junior Screener
                                    b.   Snellen and after Snellen
                                    c.   Titmus
                                    d.   Keystone
                    B.   Hearing
                            1.   Terminology
                                    a.   Decibel
                                    b.   Hertz
                                    c.   Prelingual Loss (emphasis importance of age of
                                            onset)

                                    d.   Postlingual Loss
                                    e.   Types of Loss
                            2.   Definitions
                                    a.   Hard of hearing
                                    b.   Deaf

3.   Auditory Screening- Auditory pure tone audiometer

C.   Specialists related with receptive problems
E.   Effective Instruction/Adaptations for Learners with Visual and/or Auditory Exceptional Learning Needs
     1.   Classroom adaptation immediately following referral for help for a receptive problem
     2.   Special Education Adaptations

Module IV: Learners with Exceptional Learning Needs Across Severity Levels (4 weeks)

A.   Measures of Intellectual Functioning and the Normal Curve (Binet, 1902; Hastings, Bloom, & Madaus, 1981; Jensen, 1980; Terman, 1916 and 1921; Wechsler, 1949)
B.   Dysfunctions Affecting Processing and/or Output
     1.   Intellectual Disabilities (Dunn, 1968)
     2.   Learning Disabilities (Brulle, A., & Ivarie, J. 1990)
     3.   Behavior Disorders
     4.   Neurological Disabilities
         a.   Epilepsy
         b.   Traumatic Brain Injury
         c.   Spina Bifida
     5.   Chronic Health Problems
         a.   Diabetes
         b.   Aids
     6.   Orthopedic Disabilities
         a.   Multiple Sclerosis
         b.   Muscular Dystrophy
     7.   Autism
     8.   Attention Deficit Disorder (TED, 1992, unpublished statement)
     9.   Communication Disorders
     10.   Language Differences (*Hall, E. 1981/Smith, 2007)
         a.   Non-standard English
             1.)   Regional speech patterns
             2.)   Cultural issues
         b.   English Language Learners
             1.)   Equal Educational Opportunities
             2.)   Assessment
             3.)   Language Supports and Validated Practices

Module V: Roles and Responsibilities of Teachers of All Learners with Exceptional Learning Needs (2 weeks)

A. Disposition
1. Willingness (Cook, 2001; Semmel, Abernathy, Butera, & Lesar, 1991)
2. Expectations

B. Mandatory Reporting

C. Use of Evidence-Based Practices
1. Effective Instructional Planning for Learners with Exceptional Learning Needs Across Severity Levels (Hunter, 1982, 1993)
2. Effective Instruction/Adaptations for Learners with Exceptional Learning Needs Across Severity Levels (Bender, 1987; Berliner, D., 1979; *Brophy, 1979; *Brophy, 1982; Englert, 1983 & 1984; Englert, Gargiulo & Metcalf, 2010; Hamlett, Phillips, & King-Sears & Cummings, 1996;; Karns, 1995; McCarthy, B., 1987; Morsink, Soar, Soar, & Thomas, 1986; Rosenshine, 1983; Rosenshine & Stevens, 1981; Tarrant, & Mariage 1992; Tomlinson, 1999; Tralli, Colombo, Deshler, & Schumaker, 1996;)
3. Behavior Management Strategies (*Canter, 1976; Carpenter & McKee-Higgins, 1996; *Pavlov, 1927; Scheuermann & Hall, 2008; *Skinner, 1968; Sugai & Horner, 2005)

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