

SPE 4920 - Instructional Strategies: Young Children (Birth through 8) at Risk and with Exceptional Learning Needs.

(3-4-3) F, S. This course introduces and provides practice in techniques for planning, implementing, and evaluating effective intervention for young children with and at-risk for exceptional learning needs and their families. A sixty-hour teaching practicum is required.

Prerequisites & Notes: SPE 4720 and 4820. University Teacher Education requirements apply and department requirements for enrollment must be met. Permission of the department chairperson required for non-majors. Credits: 3

Grading Methods: Traditional (ABCD) 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: Juniors, Seniors, and Graduate Students

Prerequisite(s) SPE 2000, 3000, 3220, 4720, and 4820

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Lerner, J. W., Lowenthal, B., and Egan, R. W. (2003). *Preschool children with special needs: Children at risk and children with disabilities* (2nd edition). NY: Allyn and Bacon.

Support of Conceptual Framework:

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

Methods of Instruction:

In this course, the Developmental Learning Model is reflected in the course teaching, description of assignments, and rubrics. The Developmental Learning Model requires a developmental sequence of information that is presented in a balance of direct instruction and facilitation. This model is integrated into the course teaching as the instructor systematically presents information. Definitions for each lecture topic are presented and explained; components are presented with examples; and the students use lecture information in application activities. The instructor explains how the learning model is used as the lecture sequence is completed. Assignments also reflect the learning model as the students are provided detailed sequenced assignment directions and model assignments. Finally, rubrics demonstrate the learning model as sequenced, descriptive scoring guidelines are delineated for each assignment.

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 4920

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
Assessment and IEP	Teacher candidates complete an assessment on a student in the clinical experience classroom and write an IEP, including goals and objectives based on the results of the assessment. Candidates are encouraged to discuss the results with the cooperating professionals and university supervisor to experience collaboration.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
Lesson Plans	Teacher candidates write lesson plans based on the assessed students IEP and implement them during the clinical experience. The candidates are required to use research-based strategies to teach the lessons and then graph the pre/post data to represent the student's performance. Candidates reflect on their performance and the student's progress orally and in writing. The lesson plans include early literacy needs of the students as well as other areas of need.	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Practicum	During the clinical experience, teacher candidates practice direct instruction and incidental teaching strategies. The cooperating professional and the university supervisor collaborate with the teacher candidates regarding the assignments and professional behavior in this setting.	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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.

This is the final class that students in the early childhood special education program take prior to student teaching. An accompanying practicum in the public schools provides an opportunity to apply and practice the knowledge and skills acquired in the current and previous classes. The students assess a child's strengths and needs, write an educational plan and plan, implement and evaluate interventions related to the IEP goals and objectives. Participation in the early childhood special education class provides an overview of the daily functioning in an early childhood setting.

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

The practicum settings utilized in this course reflect diversity of needs, socioeconomic level, and to a degree, ethnicity. Students are required to draw upon their general education knowledge, pedagogical content knowledge, and their professional knowledge to create appropriate learning situations. The students consider the diverse needs and backgrounds of the children in the practicum to provide formal and informal instructional experiences and reflect on their actions. Technology available in the practicum sites, allows students to explore effective technological interventions to meet the needs of children with diverse needs. Because the practicum sites replicate situations that students may encounter in their future teaching positions an easier induction into the professional world of teaching occurs.

The Learning Model for this course is: Developmental Model

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

In this course, the Developmental Learning Model is reflected in the course teaching, description of assignments, and rubrics. The Developmental Learning Model requires a developmental sequence of information that is presented in a balance of direct instruction and facilitation. This model is integrated into the course teaching as the instructor systematically presents information. Definitions for each lecture topic are presented and explained; components are presented with examples; and the students use lecture information in application activities. The instructor explains how the learning model is used as the lecture sequence is completed. Assignments also reflect the learning model as the students are provided detailed sequenced assignment directions and model assignments. Finally, rubrics demonstrate the learning model as sequenced, descriptive scoring guidelines are delineated for each assignment.

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

Assessment and IEP: This assignment most closely aligns to the domain, “diverse students”, as the students have to assess the strengths and needs of a target child and create goals and objectives specifically based on this assessment.

Lesson Plans, including “Early Literacy Lesson Plans”: This assignment requires students to be cognizant of diverse strategies. They are required to plan and implement activities based on the strengths and needs of each child in the practicum setting. They must be aware of the children’s cultural backgrounds and life situations to effectively plan for each child. This requirement addresses the student’s ability to plan for diverse areas and levels.

Home Visit: The students are required to go on a home visit with a birth-to-three early interventionist and reflect on this experience. This provided the instructor to assess each student’s ability describe diverse societies and communities in regard to the home setting as a society or community within the school setting.

Practicum: As students participate in early childhood special education settings, they become acclimated to the diverse societies and communities in the school. Teachers as well as the university supervisor rate each student’s performance in this setting so they receive feedback from persons from the real and ideal worlds.

Diverse technologies: This domain is addressed in all of the assignments in that the students are required to use technology to complete the assignments and they are exposed to technology in the practicum settings.

CEC Content Standards Addressed In This Course

CEC Common Core Standards, including Knowledge and Skills:

Standard 1 - Foundations

Knowledge:

- Laws, policies, and ethical principles regarding behavior management planning and implementation.

Standard 4 - Instructional Strategies

Skills:

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem. 4920

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- 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:

- Modify the learning environment to manage behaviors.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.

Standard 7 - Instructional Planning

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.
- Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.

Skills:

- Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
- Use functional assessments to develop intervention plans.
- Use task analysis.
- Sequence, implement, and evaluate individualized learning objectives.
- Integrate affective, social, and life skills with academic curricula.
- Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Prepare lesson plans.
- Prepare and organize materials to implement daily lesson plans.
- Use instructional time effectively.
- Make responsive adjustments to instruction based on continual observations.

Standard 8 - Assessment

Skills:

- Develop or modify individualized assessment strategies.
- Create and maintain records.
- Standard 9 - Professional and Ethical Practice

Skills:

- Practice within the CEC Code of Ethics and other standards of the profession.
- Practice within one's skill limit and obtain assistance as needed.
- Use verbal, nonverbal, and written language effectively.
- Conduct self-evaluation of instruction.

- Access information on exceptionalities.
- Reflect on one's practice to improve instruction and guide professional growth.

Standard 9 - Professional and Ethical Practice

Skills:

- Practice within the CEC Code of Ethics and other standards of the profession.
- Practice within one's skill limit and obtain assistance as needed.
- Use verbal, nonverbal, and written language effectively.
- Conduct self-evaluation of instruction.
- Access information on exceptionalities.
- Reflect on one's practice to improve instruction and guide professional growth.

Standard 10 - Collaboration

Knowledge:

Models and strategies of consultation and collaboration

CEC Early Childhood Special Education Standards

Principle 4: Instructional strategies

Knowledge:

- None in addition to Common Core

Skills:

- Use instructional practices based on knowledge of the child, family, community, and the curriculum.
- Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.
- Prepare young children for successful transitions.

Principle 6: Language

Knowledge:

- None in addition to Common Core

Skills:

- Support and facilitate family and child interactions as primary contexts for learning and development.

Principle 7: Instructional planning

Knowledge:

- None in addition to Common Core

Skills:

- Implement, monitor and evaluate individualized family service plans and individualized education plans.
- Plan and implement developmentally and individually appropriate curriculum.

EC7S4 Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.

Principle 8: Assessment

Knowledge:

- None in addition to Common Core

Skills:

- Assess the development and learning of young children.
- Select, adapt and use specialized formal and informal assessments for infants, young children and their families. 4920

Principle 9: Professional and ethical practice

Knowledge:

- Organizations and publications relevant to the field of early childhood special education.

Skills:

- Recognize signs of child abuse and neglect in young children and follow reporting procedures.
- Use family theories and principles to guide professional practice.
- Respect family choices and goals.
- Apply models of team process in early childhood.
- Apply research and effective practices critically in early childhood settings.

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:

- 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; (P)
- 1F) understands his or her personal perspectives and biases and their effects on one's teaching; and (P)
- 1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs. (P)

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; (P)
- 1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;(P)
- 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;(P)
- 1K) facilitates a learning community in which individual differences are respected; and (P)
- 1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.(P)

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:

- 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; (D)
- 2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications; (P)
- 2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning; (D)
- 2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines; (D)

- 2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and (P)
- 2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. (D)

Performance Indicators – The competent teacher:

- 2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs; (P)
- 2L) demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines; (D)
- 2M) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings; (P)
- 2P) adjusts practice to meet the needs of each student in the content areas; and (P)
- 2Q) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student. (D)

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:

- 3A) understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction; (P)
- 3B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory; (P)
- 3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction; (P)
- 3D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses;(P)
- 3F) understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and (D)
- 3G) understands how research and data guide instructional planning, delivery, and adaptation. (P)

Performance Indicators – The competent teacher:

- 3H) establishes high expectations for each student’s learning and behavior; (P)

- 3I) creates short-term and long-term plans to achieve the expectations for student learning;(P)
- 3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs; (P)
- 3K) incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences; (P)
- 3M) develops plans based on student responses and provides for different pathways based on student needs; (D)
- 3N) accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement; (D)
- 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); (P)
- 3P) works with others to adapt and modify instruction to meet individual student needs; and (D)
- 3Q) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction. (P)

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;(P)
- 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement; (P)
- 4F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint); (P)
- 4G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and (P)

Performance Indicators – The competent teacher:

- 4I) creates a safe and healthy environment that maximizes student learning;(P)
- 4J) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals; (P)

- 4M) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;(P)
- 4N) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn; (P)
- 4O) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports; (P)
- 4P) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and (D)
- 4Q) analyzes student behavior data to develop and support positive behavior. (P)

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; (P)
- 5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources; (D)
- 5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics; (P)
- 5F) knows strategies to maximize student attentiveness and engagement; (P)
- 5G) knows how to evaluate and use student performance data to adjust instruction while teaching; and (D)
- 5H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses. (P)

Performance Indicators – The competent teacher:

- 5I) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities; (P)
- 5J) monitors and adjusts strategies in response to feedback from the student; (P)
- 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; (P)
- 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; (D)
- 5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences; (P)

- 5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student; (P)
- 5Q) uses effective co-planning and co-teaching techniques to deliver instruction to all students; (D)
- 5R) maximizes instructional time (e.g., minimizes transitional time); and (P)
- 5S) implements appropriate evidence-based instructional strategies. (P)

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:

- 6A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas; (D)
- 6B) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation; (D)
- 6E) knows and models standard conventions of written and oral communications; (D)
- 6G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student; (D)
- 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 (P)
- 6I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas. (D)

Performance Indicators – The competent teacher:

- 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); (P)
- 6K) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction; (P)
- 6R) works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs; and (P)

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:

- 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; (P)
- 7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction; (P)
- 7F) knows research-based assessment strategies appropriate for each student; (P)
- 7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student; (P)
- 7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student. (P)

Performance Indicators – The competent teacher:

- 7J) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes; (P)
- 7K) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole; (P)
- 7M) maintains useful and accurate records of student work and performance; (P)
- 7O) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress; (P)
- 7P) collaborates with families and other professionals involved in the assessment of each student; (D)
- 7Q) uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and (P)
- 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. (D)

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:

- 8B) understands the collaborative process and the skills necessary to initiate and carry out that process; (D)
- 8D) understands the benefits, barriers, and techniques involved in parent and family collaborations; (D)

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

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; (D)
- 8K) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students; (D)
- 8L) initiates collaboration with others to create opportunities that enhance student learning; (D)
- 8N) uses effective co-planning and co-teaching techniques to deliver instruction to each student; (D)
- 8O) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students; (D)
- 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; and (P)

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:

- 9H) understands the importance of modeling appropriate dispositions in the classroom. (P)

Performance Indicators – The competent teacher:

- 9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect; (P)
- 9J) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family; (P)
- 9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth; (P)
- 9O) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement; (D)

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)] (CEC Standard 1-Foundations)

Performance:

The competent special education teacher

CC1H conducts the professional activities of assessment, diagnosis, and instruction consistent with the requirements of law, rules and regulations, and local district policies and procedures.

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)] (CEC Standard 2: Dev and Char of Learners and Standard 3: Indiv Lrn Differences)

Performance:

The competent special education teacher

CC2P. accesses information on exceptional conditions when planning educational or transitional program.

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 (ages 3-21). [28.100(c)] (CEC Standard 8: Assessment)

Performance:

The competent special education teacher

CC3J. matches appropriate assessment procedures to purposes of assessment.

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.
- CC3P. evaluates learning environments and matches necessary supports to individual learners' needs.
- CC3Q. creates and maintains accurate records.

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. [28.100(d)] (CEC Standard 7: Instructional Planning)

Performance:

The competent special education teacher

- CC3J. matches appropriate assessment procedures to purposes of assessment
- 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.
- CC3P. evaluates learning environments and matches necessary supports to individual learners' needs.
- CC3Q. creates and maintains accurate records.

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. [28.100(d)] (CEC Standard 7: Instructional Planning)

Knowledge:

The competent special education teacher understands

- CC4G. strategies for facilitating maintenance and generalization of skills across learning environments
- CC4I. the principle of partial participation as it applies to students with disabilities
- CC4M. the process for inventorying instructional environments 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.
- CC4T. utilizes strategies for facilitating maintenance and generalization of skills across learning environments
- CC4W. analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, and physical domains at the appropriate level of development in the least restrictive environment.
- CC4X. designs learning experiences to promote students' skills in the use of technologies.
- CC4Z. utilizes resources and materials that are developmentally and functionally valid.
- CC4AA. uses the principle of partial participation in planning for all students.
- CC4BB. develops curricula relevant to life skills domains: domestic, recreation/ leisure, vocational, and community.

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. [28.100(e) CEC Standard 5: Learning Environments and Social Interactions)

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.
- CC5F. strategies for individual behavior management, crisis prevention, and intervention.

- CC5G. functional assessment of behavior and the components of behavior intervention plans.
- CC5H. approaches to adapting environments to meet the specific learning and developmental needs of individuals.
- CC5I. strategies for conflict resolution.
- CC5J. effective instructional strategies for social skills development.
- CC5L. how to identify realistic expectations for student behavior in various settings.
- CC5M. the characteristics of environments, including materials, equipment and spatial arrangements, that facilitate development, learning and interaction between and among students.
- CC5P. personal attitudes and biases that affect acceptance of individuals with disabilities.

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.
- CC5U. uses assistive technology, when applicable, to create, arrange, and maintain a positive environment that facilitates learning and interaction.
- CC5V. monitors and analyzes changes in individual and group behavior and performance across settings, curricular areas, and activities.
- CC5W. designs, implements, and evaluates instructional programs that enhance an individual's social participation in family, school, and community activities.
- CC5X. develops, implements, and evaluates the effects of positive behavior intervention techniques and individual behavior intervention plans for individuals with disabilities.
- CC5Y. applies appropriate, non-aversive, least intrusive management procedures when presented with spontaneous behavioral problems.
- CC5Z. selects target behaviors to be changed and conducts a functional assessment of the target behavior.
- CC5AA. plans and directs the activities of classroom paraeducators, volunteers, and/or peer tutors.

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.

- CC5U. uses assistive technology, when applicable, to create, arrange, and maintain a positive environment that facilitates learning and interaction.
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- CC5Y. applies appropriate, non-aversive, least intrusive management procedures when presented with spontaneous behavioral problems.
- CC5Z. selects target behaviors to be changed and conducts a functional assessment of the target behavior.
- CC5AA. plans and directs the activities of classroom paraeducators, volunteers, and/or peer tutors.

STANDARD 6 - Instructional Delivery:

The competent special education teacher understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all student (ages 3 – 21). [28.100(f)] (CEC Standard 4: Instructional Strategies and Standard 6: Language)

Performance:

The competent special education teacher

- CC6C. uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understandings.
- CC6D. stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.
- CC6E. facilitates learning experiences that develop social skills.
- CC6F. uses instructional time effectively and efficiently.
- CC6G. chooses and implements instructional techniques and strategies that promote successful transitions for individuals with disabilities.
- CC6H. adapts materials according to the needs of individuals with disabilities.
- CC6I. facilitates a learning community in which individual differences are respected.
- CC6J. creates varied opportunities for all students to use effective written, verbal, nonverbal and visual communication.
- CC6K. uses research-supported instructional strategies and practices.
- CC6L. identifies ways to enhance a reinforcer's effectiveness in instruction
- CC6M. uses chronologically age-appropriate instruction and materials.

STANDARD 7 - Collaborative Relationships: (CEC Standard 10: Collaboration)

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. [28.100(g)]

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

CC7I. early childhood settings and other agencies related to young children and families as organizations within the larger community context.

Performance:

The competent special education teacher

CC7K. collaborates with a team, including families, to develop and implement individual student programs (Individualized Education Programs [IEPs], Individualized Family Service Plans [IFSPs], transition plans, etc.).

CC7L. encourages and supports families in their student's programs and in becoming active participants in the educational team.

CC7N. collaborates with parents and educators in the use of specific academic or behavior management strategies and counseling techniques.

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

CC7P. collaborates with classroom teachers, parents, paraeducators, and other school and community personnel in integrating individuals with disabilities into various social and learning environments.

CC7Q. communicates with general educators, administrators, paraeducators, and other school personnel about characteristics and needs of individuals with disabilities.

CC7T. works with colleagues to develop an effective learning climate within the school.

STANDARD 9 - Reflection and Professional Growth:

The competent special education teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. [28.100(i)] (CEC Standard 9: Professional and Ethical Practice)

Knowledge:

The competent special education teacher understands

CC9A. benefits and strategies of mentorship.

CC9B. the continuum of lifelong professional development.

CC9C. central concepts and methods of inquiry for reflecting on practice and problem-solving.

Performance:

The competent special education teacher

CC9D. reflects on his or her practice to improve instruction and guide professional growth.

Early Childhood Special Education Standards

Standard 1 - Content Knowledge

- 1C. the central concepts and tools of inquiry in academic content areas, including language and literacy, mathematics, science, social studies, art, music, drama, and movement.
- 1D. developmental curriculum areas, including social, emotional, cognitive, language, and physical development.
- 1E. functional/adaptive curriculum areas, including health, safety, nutrition, and life skills.
- 1F. the structure of curriculum areas within the multiple teaching settings included in early childhood special education from birth through grade three, and the relationship of this structure to other areas of knowledge and to life-long development and learning.
- 1G. develops and implements an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
- 1H. evaluates teaching resources and curriculum materials in academic, developmental and functional/adaptive curriculum areas for their comprehensiveness, accuracy, and usefulness in fostering developmental and learning processes and outcomes.
- 1I. matches different ways of knowing and methods of instruction to different academic, developmental, and functional/adaptive goals and outcomes.
- 1J. promotes children's skills in using technologies to support learning across content and developmental areas, including technologies that provide access to the general education curriculum and to participation in natural environments for children with disabilities.
- 1K. organizes content and experiences to support children's understanding and learning, and engages children in generating and examining their own emerging knowledge.

Standard 2 - Human Development and Learning:

- 2H. applies theories of typical and atypical child development to instructional situations in school, community, and home environments.
- 2I. applies knowledge of typical and atypical child development and the interrelationships among developmental domains and learning to interpreting behavior and making instructional decisions in academic, developmental, and functional/adaptive domains.
- 2J. applies knowledge of development and learning to designing instructional experiences that ameliorate the effects of disabilities on the acquisition of new information and skills.
- 2K. outlines structures for instruction that link new ideas and experiences to current understandings and abilities and to already familiar ideas and experiences.

- 2L. incorporates goals and expectations of varying levels of complexity into instruction so that instructional activities are engaging and meaningful to children at different levels of development and with diverse learning needs.
- 2N. accesses information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.

Standard 3 – Diversity

- 3G. makes appropriate modifications in circumstances of work, expected outcomes, and teaching approaches, including technologies, to address and respect individual differences in learning needs, developmental levels, and preferences.
- 3H. seeks information about and incorporates knowledge of children's experiences, cultures, and community resources into teaching, using a well-grounded framework to guide understanding and practice.

Standard 4 - Planning for Instruction

- 4A. the Illinois Learning Standards and their relation to the content and structure of academic, developmental and functional/adaptive curriculum in early childhood education, birth through grade 3.
- 4C. short-term and long-term teaching plans consistent with curriculum goals, learning theory, and individual differences, including personal and experiential differences related to disability.
- 4E. a variety of instructional strategies for fostering an array of learning and developmental outcomes within the context of individual abilities, dispositions, and needs, including those related to disabilities.
- 4H. when and how to adjust plans based on child responses to instruction.
- 4I. how to use various technological tools to access and manage information.
- 4J. develops and implements short-term and long-term curriculum and instructional practices in academic, developmental, and functional/adaptive curriculum areas, based on knowledge of individual children, the family, and the community.
- 4K. sets goals for children's learning and outlines the scope and sequence of content and education to achieve those goals at the group and individual levels, consistent with the scope and sequence of academic, developmental, and functional/adaptive early childhood curriculum, birth through grade 3.
- 4N. develops a range of approaches for presenting concepts in order to promote children's understanding of diverse perspectives.
- 4O. embeds multiple opportunities for addressing IEP and IFSP goals and outcomes into the daily routines and planned instructional activities of school, community, and home environments.
- 4P. makes specific adaptations in goals and teaching methods, including technological adaptations, for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities.

- 4R. outlines strategies and techniques for facilitating the functional integration of children with exceptional needs within various settings.
- 4S. integrates benchmarks and other outcomes into daily activities and routines across multiple developmental and learning environments, and uses strategies to facilitate maintenance and generalization of skills across learning and developmental environments.
- 4V. selects instructional practices that are pedagogically sound and legally defensible, choosing alternative strategies and materials to achieve different educational purposes and meet different children's needs.
- 4W. enables the full engagement of children with disabilities in learning opportunities planned for all children by using strategies that match child abilities with outcomes based on the scope and sequence of early childhood academic, developmental, and functional/adaptive curriculum areas.

Standard 5 - Learning Environment

- 5A. how to help children work cooperatively and productively in groups, using knowledge of how individuals influence groups and how groups function in society.
- 5B. factors that influence motivation and engagement, including teacher attitudes and behaviors as well as child factors such as temperament, mental health, and disability, and knows a variety of approaches for helping children become self-motivated.
- 5D. approaches to adapting environments to meet specific learning and developmental needs related to individual differences in development, learning, dispositions, and talents.
- 5E. a variety of preventive and remedial approaches for promoting self-regulation and discipline in groups and individuals.
- 5F. ethical and legal considerations inherent in behavior management.
- 5G. selects, develops, adapts and evaluates developmentally and functionally appropriate materials, equipment, and spatial arrangements that facilitate developmental and learning goals in young children, including those with disabilities.
- 5H. uses individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.
- 5I. selects and implements methods of behavior support and management appropriate for young children, including a range of strategies from less directive, less structured methods to more directive, more structured methods.
- 5K. teaches social skills needed for participating in educational and functional living environments of the school, community, and home.
- 5M. monitors individual and group learning activities for factors related to engagement and achievement motivation.

Standard 6 - Instructional Delivery

- 6A. the cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- 6B. principles and techniques associated with various teaching strategies, including their advantages and limitations for achieving different purposes.
- 6C. implements developmentally and functionally appropriate individual and group activities using a variety of formats including play, environmental routines, family-mediated activities, small group projects, cooperative learning, inquiry experiences, and systematic instruction.
- 6D. manages space, time, materials, peers, and adults to maximize child progress in a variety of group, community, and home settings, and monitors and adjusts strategies in response to children's engagement and learning.
- 6G. assumes instructional roles of instructor, facilitator, coach or audience in relation to the context, content, purposes of the instructional setting, needs and interests of children, and priorities and concerns of families with respect to their children's development.
- 6H. monitors achievement of IEP and IFSP goals and outcomes within daily routines and planned instructional activities within school, community, and home environments and modifies instructional plans as needed.

Standard 7 - Communication

- 7E. models accurate, effective communication when conveying ideas and information and when asking questions and responding to children and other adults.
- 7F. employs communication skills that encourage sharing of information and ideas, including reflective listening, reframing, and constructive feedback.
- 7H. creates opportunities for all children to use effective written, verbal, nonverbal and visual communication.
- 7J. establishes effective lines of communication with other professionals in the school and in community agencies concerned with children and families.

Standard 8 – Assessment

- 8E. assesses children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development, as well as curriculum-related learning, as appropriate.
- 8G. bases instructional decisions on a variety of culturally unbiased assessment instruments and procedures.
- 8H. selects, adapts, constructs and administers assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.
- 8P. monitors, summarizes, and evaluates the attainment of child and family outcomes as on the IEP and IFSP, using appropriate technologies to monitor and maintain records that convey meaningful information to families and to other professionals.

Standard 9 - Collaborative Relationships

- 9C. the structures and skills necessary to establish collaborative relationships with families, other professionals, and other community agencies.
- 9E. various models of consultation and their application in school, community, and home settings.
- 9J. structures supporting interagency collaboration, including interagency agreements, referrals, and consultation.

Standard 10 - Reflection and Professional Growth

- 10A. that reflection is an integral part of professional growth and improvement.
- 10B. methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.
- 10E. uses self-observation, information about children, pedagogical knowledge, and resources as sources for active reflection, evaluation, and revision of practice.

Standard 11 - Professional Conduct

- 11H. recognizes signs of emotional distress, child abuse, and neglect in young children and follows procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- 11T. serves as a model for children by demonstrating moral and ethical behavior, an inquisitive attitude toward learning, and respect for individual differences, including differences related to disability and to culture and language.
- 11U. demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.
- 11W. practices within the codes of ethics, standards and policies of the education profession and of professional organizations.

Major Evaluation Components:

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

Evaluation:

Exams

CEC/CC: 1,4,5 CEC/ECSE: 4 ISBE/ECSE: 4, 5, 9

Activity Resource Collection

CEC/CC: 7 ISBE/CC: 4 ISBE/ECSE: 1, 4, 5

Instructional Assessment

CEC/CC: 8 CEC/ECSE: 8, ISBE/CC: 1,3,5 ISBE/ECSE: 8

IEP

CEC/CC: 1,7,9 CEC/ECSE: 7 ISBE/ECSE: 4

Instructional Activities

CEC/CC: 4,5,7,9,10 CEC/ECSE: 4,6,9,10 ISBE/ECSE: 1,2,3,4,5,6,7,8,9,10,11

Responsive Teaching Log

CEC/CC: 4,5,7,9 CEC/ECSE: 4,6 ISBE/ECSE: 1,2,3,4,5,6,7,9

Homevisit

ISBE/ECSE: 3

Practicum

CEC/CC: 1,4,5,7,8,9,10 CEC/ECSE: 4,7,8,9 ISBE/ECSE: 1,2,3,4,5,6,7,8,9,10,11

Lesson Plans, including Early Literacy Lesson Plans: CEC/CC: 4,5,6; ISBE/ECSE 1,2,3,4,5,6,7,8,9,10 and 11

Course Outline
SPE 4920

- I. Assessment of Young Children (1 Week)
(Chandler, et. al., 1999; Horn & Jones, 2002; Neisworth & Bagnato, 2000)
 - A. Use of Norm Referenced versus Criterion Referenced Assessment
 - B. Use of Criterion Referenced Assessment for Naturalistic Assessment
 - C. Reorganization of Developmental Scales for Planning Assessment
 - D. Conducting Assessment During Routines and Through Game-Oriented Activities
 - E. Language and cultural considerations

- II. Planning and Implementing Behavior Management (2 Weeks)
(Fox et al., 2003; Gartrell, 2002; Lowrey, Danko, & Strain, 1999; Neilson, & McEvoy, 2004; Neilsen, Olive, Donovan, & McEvoy, 1999; Rightmeyer, 2003; Sandall & Ostrosky, 1999; Stormont, 2000; Watson, 2003)
 - A. Defining and Selecting Target Behavior
 - 1. Appropriate behavior
 - 2. Challenging behavior
 - B. Classroom Management to Prevent Challenging Behavior
 - 1. Scheduling considerations
 - 2. Effective use of classroom space and instructional time
 - 3. Management of materials
 - 4. Teacher expectations
 - C. Behavior Management Strategies used with Challenging Behavior
 - 1. Prevention strategies
 - 2. Intervention strategies (least restrictive to more restrictive)

- III. Planning for Instruction (1 Week)
(Bagnato, et al., 1986; Bailey, et al., 1982; Bailey & McWilliams 1990; Bailey & Wolery, 1992; Bodrova & Leong, 2007; DeGangi, Wiet, Poisson, Stein, & Royeen (1994); Dunst, et al., 1987; Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005; McLean & Vincent 1984; Minke & Scott, 1995; Pretti-Frontczak, & Bricker, 2004; Schoen, et al., 1988; Stipek, 2002; Sullo, 2007).
 - A. Developing the IEP/IFSP
 - 1. Use of assessment results to develop goals and objectives
 - 2. Developing family goals and objectives
 - B. Lesson Plans
 - 1. Sequential objectives
 - 2. Instructional input
 - 3. Content proficiency
 - 4. Prompts
 - 5. Individualization
 - 6. Reinforcement
 - 7. Record keeping
 - C. Planning Game-Oriented Lesson Activities

IV. Implementing Instruction (9 Weeks)

(Ayres (2005); Bailey & Simeonsson (1986); Bailey & Wolery (1992); Brown, Odom, & Conroy (2001); Bryant & Budd (1982); Buysse, Goldman, & Skinner (2002); Buysse, Schulte, Pierce, & Terry (1994); Campbell (1989); Chandler, 1998; Dickinson & Neuman (2006); Dunst, et al., (1987); Finnie (1975); Foxx & Azrinn (1973); Fredericks, et al., (1998); Gast & Nelson (1977); Gibson & Schuster (1992); Guralnick (1978); Guralnick & Groom (1988); Hildebrandt & Hearron (1999); Horn & Jones (2005); Horn, Ostrosky, & Jones (2004); Hupp & Kaiser (1986); Johnson (2006); Kaczmarek (1985); Koegel, & Koegel (2006); Koegel, & LaZebnik (2004); Kohler, Anthony, Steighner, & Hoyson (2001); Laus, et al., (1999); Learner, Lowenthal, & Egan, 1998; Lifter, et al., (1993); McDonald & Hardman (1988); McLean & Odom (1988); McWilliams Bailey (1995); Mager (1962); Mahoney & Perales (2003); Novick (1993); Odom, McConnell, & Chandler (1994); Ostrosky & Sandall (2001); Pearson, et al., (1988); Premack (1959); Raver (1987); Roskos, et al. (2003); Rusch, et al., (1988); Sainata, et al., (1987); Schoen, et al., (1988); Snell & Gast (1981); Stokes & Baer (1977); Schwartz, et al. (1996); Watkins (1996); Wesley (2002); Wesley, Buysse, & Keyes (2000); Winter (2007); Wolery (1991); Yoder, et al. (1995);.

A. Implementing the IEP/IFSP

1. Conducting activities based on the IEP/IFSP
2. General instructional strategies
 - a. Direct instruction
 - b. Engagement
 - c. Incidental teaching
 - d. Prompting
 - e. Generalizing
3. Documenting progress for IEP/IFSP goals and objectives
4. Evaluating instructional effectiveness

B. Teaching Techniques for Facilitating the Developmental Process

1. Motor Skills
 - a. Sensory motor integration
 - b. Gross motor
 - c. Fine motor
2. Social skills
 - a. Triadic strategies (parent-child interaction)
 - b. Peer mediation (interaction with peers)
3. Language skills
 - a. Emergent literacy
 - b. English Language Learners
4. Cognitive skills
 - a. Birth to three cognitive skills (object permanence, causality, cause and effect, etc.)
 - b. Embedding higher level cognitive skills into daily routines
5. Adaptive skills (self-help)
 - a. Toilet training
 - b. Feeding techniques for children with disabilities
6. Adapting instruction for children with specific disabilities
 - a. Autism

- b. Sensory impairments
 - c. Physical impairments
 - d. Learning problems
 - C. Collaborating/Consulting with Other Professionals
 - 1. Types of consultation
 - 2. Consultation process
 - D. Family Involvement
 - 1. Family-centered principles
 - a. Impact of traditions, culture, and language
 - 2. Working with parents who have developmental disabilities
 - E. Cultural and Linguistic Diversity
- V. Evaluating Instruction (2 weeks)
(Bailey & Simeonsson (1988); Bailey & Wolery (1992); Campbell (1989); Dunst, et al., (1987); Grisham-Brown, Hemmeter, & Pretti-Frontczak (2005); Kaczmarek (1985); Ostrosky, & Jones (2004); Sainata, et al., (1987).
 - A. Child Progress
 - B. Family Progress

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