

SPE 3700 - Individualized Independence Curriculum and Materials.

(3-2-3) F, S. A study of the curricular content and materials which provide and enhance access to the individualized curriculum for individuals with moderate to significant exceptional learning needs. Development and the role of the Individualized Education program, Transition, and the Individualized Service Plan in curriculum development, materials selection and development, and evaluation and assessment are significant components of this course. A practicum experience is provided in public schools and/or community programs.

**Prerequisites & Notes:** SPE 2000, 3000, and 3100 or concurrent enrollment. 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, SPE 3000, SPE 3100 or concurrent enrollment

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Brolin, D.E. (1998). *Life centered career education: A competency based approach* (5<sup>th</sup> ed). Reston, VA: The Council for Exceptional Children.

Westling, D.L.& Fox, L. ( 2009) *Teaching Students with severe Disabilities* ( 4<sup>th</sup> ed). Upper Saddle River, NJ: Pearson.

Support of Conceptual Framework:

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

Methods of Instruction:

The learning model for SPE 3700: individualized Independence Curriculum is the ecological model. Throughout the course instruction is given on the implementation of an ecologically based learning environment. The candidates are required to conduct an ecologically based needs assessment on an individual with a moderate to severe disability in the field-based setting during the practica. Furthermore, the semester long Instructional Unit Plan affords the candidate an opportunity to implement an ecologically based unit plan for a person with a disability. Finally, the course materials and learning sessions provide for the integration of the candidates’ ecologically based life experiences to guide their understanding of how the ecological model is implemented in a diverse learning environment.

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 3700

Course Information Summary  
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
Comprehensive Multiple choice, T/F Tests (3)	Candidates are assessed on all class lectures and all chapters in the textbook with 3 close-ended tests with 50-70 questions..	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Comprehensive Essay portion of each test	Candidates are assessed on their ability to understand the theories discussed in class and make application for the individual with a moderate to severe disability in an ecologically friendly environment. They are open book/open note format.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Semester long Instructional Unit Plan	Candidates conduct a needs assessment, develop a functional instructional unit, find research to validate the skills/methodology being implemented, take data, and submit a paper including all of the above components.	<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"/>
Independent Practicum	Candidates implement an Ecologically based unit plan(minimum of 3 Madeline Hunter plans) for an individual with a moderate to severe disability in a field-based 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"/>
In-class Quizzes	Candidates complete in-class quizzes that relate to course vocabulary and Special Education laws.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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 3700: Individualized Independence Curriculum and Materials relate to the Conceptual Framework Theme as it is framed around providing preservice teachers with the necessary skills to effectively create and plan an individualized educational environment. Through this course preservice teachers learn how to assess and build a diverse learning environment for in a wide variety of ecologically based student needs. The course prepares the preservice teachers to identify and effectively plan an educational environment that maximizes the learning needs of all students*

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

SPE 3700: Individualized Independence Curriculum addresses the five Conceptual Framework domains both in the theoretical underpinnings and pragmatic implementation. The topical basis the five domains are interwoven throughout the course readings, course lectures, and course projects. Furthermore, as this course includes a mandatory practica, in which preservice teachers are able to apply their learned skills in the context of a real-world learning environment. Finally, the preservice teachers are conduct a semester long project where they are required to preservice teachers are required to interactively discuss and produce subject material that deals with diverse students, subject areas, strategies, technology, and societies/communities.

The Learning Model for this course is: Ecological

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

The learning model for SPE 3700: Individualized Independence Curriculum is the ecological model. Throughout the course, instruction is given on the implementation of ecologically based learning environment. The preservice teachers are required to conduct and ecologically based needs assessment on a individual within their practica setting. Furthermore, the course semester project affords the preservice materials an opportunity to implement an ecologically based unit plan for an individual with a disability in a field-based setting. Finally, the course materials and learning sessions provide for the integration of the preservice teachers' ecologically based life experiences to guide their understanding of how ecological model is employed in a diverse learning environment.

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

In SPE 3700: Individualized Independence Curriculum the preservice teachers are assessed in a variety of formats, including close-ended exams, open-ended essay exams, multiple course mini-projects, and a research-based unit project. Providing the preservice teachers a variety of graded assignments affords them an opportunity to demonstrate their gained knowledge and skills across a variety of diverse media, approaches, and levels of thought. Finally, each assessed assignment provides the instructor and the preservice teacher an indicator for how well the preservice teacher is meeting the requirements of the course.

CEC Content Standards Addressed In This Course

*CEC Common Core Standards, including Knowledge and Skills:*

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.

*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.
- Involve the individual and family in setting instructional goals and monitoring progress.
- 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.
- Incorporate and implement instructional and assistive technology into the educational program.
- Prepare and organize materials to implement daily lesson plans.
- Use instructional time effectively.
- Make responsive adjustments to instruction based on continual observations.
- Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

*CEC Individualized General Curriculum Standards, including Knowledge and Skills:*

Standard 7 - Instructional Planning

*Knowledge*

- Integrate academic instruction and behavior management for individuals and groups with disabilities.
- Model career, vocational, and transition programs for individuals with disabilities\*.
- Relationships among disabilities and reading instruction.

*Skill:*

- Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
- Select and use specialized instructional strategies appropriate to the abilities and needs of the individual
- Plan and implement age and ability appropriate instruction for individuals with disabilities\*.

- Select, design, and use technology, materials and resources required to educate individuals whose disabilities interfere with communication.
- Interpret sensory, mobility, reflex, and perceptual information to create or adapt appropriate learning plans.
- Design and implement instructional programs that address independent living and career education for individuals.
- Design and implement curriculum and instructional strategies for medical self-management procedures.
- Design, implement, and evaluate instructional programs that enhance social participation across environments.

*CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:*

#### Standard 7 - Instructional Planning

##### *Knowledge:*

- Model career, vocational, and transition programs for individuals with disabilities\*.

##### *Skill:*

- Plan and implement individualized reinforcement systems and environmental modifications.
- Plan and implement age- and ability- appropriate instruction for individuals with disabilities\*.
- Select and plan for integration of related services into the instructional program.
- Select, design, and use media, materials, and resources required to educate individuals whose disabilities interfere with communications
- Interpret sensory and physical information to create or adapt appropriate learning plans.
- Design and implement instructional programs that address independent living and career education.
- Design and implement curriculum strategies for medical self-management procedures.
- Design, implement, and evaluate instructional programs that enhance social participation across environments.

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:

- (D)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;
- (D)1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
- (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;
- (D)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);
- (D)1E) understands the impact of linguistic and cultural diversity on learning and communication;
- (D)1F) understands his or her personal perspectives and biases and their effects on one’s teaching; and
- (D)1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

Performance Indicators – The competent teacher:

- (D)1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
- (D)1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
- (D)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;
- (D)1K) facilitates a learning community in which individual differences are respected; and
- (D)1L) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

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

Knowledge Indicators – The competent teacher:

- (I)2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
- (I)2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;
- (I)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;
- (D)2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;
- (I)2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and
- (I)2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.

Performance Indicators – The competent teacher:

- (D)2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;
- (I)2J) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts;
- (I)2K) engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines;
- (I)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;
- (I)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 facilitates learning experiences that make connections to other content areas and to life experiences;
- (I)2N) facilitates learning experiences that make connections to other content areas and to life experiences;
  
- ((I)2O) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;
- (I)2P) adjusts practice to meet the needs of each student in the content areas; and
- (I)2Q) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student.

*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:

- (I)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;
- (I)3B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;
- (I)3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;
- (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;
- (I)3G) understands how research and data guide instructional planning, delivery, and adaptation.

Performance Indicators – The competent teacher:

- (D)3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs;
- (I)3K) incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences;
- (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);
- (D)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.

*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:

- (I)4B) understands how individuals influence groups and how groups function in society;

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

Performance Indicators – The competent teacher:

- (I)4K) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities;
- (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;
- (I)4M) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;
- (I)4P) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and
- (I)4Q) analyzes student behavior data to develop and support positive behavior.

*Standard 5 (OLD # 6) - 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:

- (I)5A) understands the cognitive processes associated with various kinds of learning;
- (I)5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;
- (I)5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;
- (D)5D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;
- (D)5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;

- (I)5F) knows strategies to maximize student attentiveness and engagement;
- (I)5G) knows how to evaluate and use student performance data to adjust instruction while teaching; and
- (I)5H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.

Performance Indicators – The competent teacher:

- (I)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;
- (I)5M) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;
- (D)5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student;
- (D)5O) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;
- (I)5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;
- (I)5Q) uses effective co-planning and co-teaching techniques to deliver instruction to all students

(D)5S) implements appropriate evidence-based instructional strategies.

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

Knowledge Indicators – The competent teacher:

- (I)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;
- (I)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;
- (I)6C) understands communication theory, language development, and the role of language in learning;
- (I)6D) understands writing processes and their importance to content learning;
- (P)6E) knows and models standard conventions of written and oral communications;
- (I)6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;

- (I)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;
- (I)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

Performance Indicators – The competent teacher:

- (I)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;
- (I)6L) facilitates the use of appropriate word identification and vocabulary strategies to develop each student’s understanding of content;
- (D)6Q) integrates reading, writing, and oral communication to engage students in content learning;
- (D)6R) works with other teachers and support personnel to design, adjust, and modify instruction to meet students’ reading, writing, and oral communication needs; and
- (D)6S) stimulates discussion in the content areas for varied instructional and conversational purposes.

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

Knowledge Indicators – The competent teacher:

- (I)7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;
- (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;
- (D)7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring diagnosis and evaluation of learning and instruction;
- (D)7D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;
- (ID)7E) understands how to select, construct, and use assessment strategies and instruments for
- (D)7F) knows research-based assessment strategies appropriate for each student;
- (D)7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;
- (ID)7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and

- (D)7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators – The competent teacher:

- (D)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;
- (D)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;
- (D)7L) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning;
- (D)7M) maintains useful and accurate records of student work and performance;
- (D)7N) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008);
- (D)7O) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;
- (ID)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
- (ID)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.

*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:

- (D)8A) understands schools as organizations within the larger community context;
- (D)8B) understands the collaborative process and the skills necessary to initiate and carry out that process;
- (D)8C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;

- (D)8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;
- (D)8E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;
- (D)8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;
- (D)8G) understands the various models of co-teaching and the procedures for implementing them across the curriculum;
- (ID)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
- (D)8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities.

Performance Indicators – The competent teacher:

- (D)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
- (ID)8M) uses digital tools and resources to promote collaborative interactions;
- (D)8N) uses effective co-planning and co-teaching techniques to deliver instruction to each student;
- (D)8R) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;
- (D)8T) identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

*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:

- (D)9A) evaluates best practices and research-based materials against benchmarks within the disciplines;
- (P)9B) knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school;



- (D)9D) identifies paths for continuous professional growth and improvement, including the design of a professional growth plan;
- (D)9E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities;
- (D)9F) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;
- (D)9G) understands local and global societal issues and responsibilities in an evolving digital culture; and
- (P)9H) understands the importance of modeling appropriate dispositions in the classroom.

Performance Indicators – The competent teacher:

- (P)9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;
- (D)9J) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;
- (D)9K) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;
- (D)9N) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement;
- (D)9O) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;
- (D)9P) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;
- (P)9Q) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;
- (D)9S) models digital etiquette and responsible social actions in the use of digital technology; and
- (ID)9T) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of source

*Common Core Standards for All Special Education Teachers:*

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)]

*Knowledge-*

- CC4E. the components of an effective social skills curriculum.
- CC4F. the components of an effective transitional and vocational curriculum.
- CC4G. strategies for facilitating maintenance and generalization of skills across learning environments.
- CC4H. sources of specialized materials, equipment, and assistive technology for individuals with disabilities.
- CC4I. the principle of partial participation as it applies to students with disabilities
- CC4J. the use of adaptive equipment for students with disabilities.
- CC4K. the concept of longitudinal transition plans.
- CC4L. short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.
- CC4M. the process for inventorying instructional environments to meet a student's individual needs.
- 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.

*Skill-*

- CC4Q. develops and/or selects relevant instructional content, materials, resources, and strategies 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.

*Learning Behavior Specialist I Standards:*

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. [28.200(d)]

*Knowledge: The competent learning behavior specialist understands*

- LBS4A. the Illinois Learning Standards and effective instructional strategies and resources for teaching the scope and sequence in the academic, social, and vocational curricular domains.
- LBS4B. effective instructional strategies for adapting the general curriculum to meet the needs of individual students.
- LBS4F. the strategies to develop a longitudinal, outcome-based curriculum with the identification of priorities, including social, language, academic and vocational skills across life skill domains (i.e., domestic, recreation/leisure, vocational, and community).
- LBS4G. adaptive equipment to facilitate eating, dressing, grooming, bowel and bladder management, independent living, and mobility.
- 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).
- LBS4J. the skills necessary for student success in community settings.
- LBS4K. community vocational options including supported employment and competitive employment models.
- LBS4L. the rationale for career development and vocational programming across the preschool to post-secondary age span.
- LBS4M. the principles of partial participation.

*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.
- LBS4T. prioritizes skills and chooses chronologically age-appropriate materials, emphasizing functionality, instruction in natural settings, and interactions between students with and without disabilities.
- LBS4U. develops longitudinal, outcome-based curricula for individual students.
- LBS4V. identifies and prioritizes objectives for community skill training.
- LBS4W. identifies available community recreational/leisure activities

LBS4X. identifies vocational and community placements appropriate to the age and skill level of the student.

## Major Evaluation Components:

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

- A. Tests. Complete up to 5 tests. Tests will assess your knowledge of information from readings and lectures. The student is responsible for all lecture and reading information, as any of this material could be included on the tests.
- B. Technology is integrated throughout many of the course assignments. Students are to seek outside assistance if they have difficulties in completing these integrated projects and assignments.
- C. Participation in class activities addressing topics related to curriculum.
- D. Complete a 15-18 hour practicum experience in an arranged location. Practicum schedule and requirements will be fully discussed during the first two class meetings.

There are 10 items that the practicum supervisor will be grading. In order to obtain an overall rating of "Satisfactory" in the practicum experience, you must receive at least a rating of 3 for each of the 10 items. If any item is rated a 1 or a 2, the student will receive an "Unsatisfactory" for completion of the practicum. If practicum is judged to be unsatisfactory, no more than a "D" may be earned in the class, regardless of the number of points earned!

- E. Complete semester-long instructional unit plan. This plan is to be implemented at practicum location and reported out during designated class meeting. The semester project has been designed for you to gain experience in designing and implementing an instructional unit in transition, daily living, social skill development or other functional skill areas. For this project you are to conduct a needs assessment, develop an instructional unit, implement your unit, take data on the effectiveness of your unit, and submit a report that represents your accomplishments. Unless otherwise indicated, a final copy of the instructional unit and the unit's associated instructional materials should be left at the practicum site for continued use. Final unit design should encourage self-determination, highlight the principles of Universal Design, and make use of the ecological model of service delivery. Above all your unit should be tailored to the needs of the individuals with whom you are working and the site where you are placed. The Instructional Unit Plan assignment sheet will further clarify the requirements.

The Individualized Independence Curriculum Unit Plan is assessed as part of the department and unit assessment systems. The plan is assessed via Live Text specific to Unit assessment.

Course Outline

- I. History and Background (2 week)
    - A. Early 1900's-Present
    - B. Service Delivery Models
      - 1. Institutional Model
      - 2. Developmental Model
      - 3. Ecological Model
    - C. Council for Exceptional Children (CEC) Code of Ethics
    - D. Terminology
  
  - II. Legislative Foundations (1 week)
    - A. Americans with Disabilities Act (ADA)
      - 1. P.L. 101-336
    - B. Individuals with Disabilities Education Act (IDEA)
      - 1. P.L. 102-119
      - 2. P.L. 105-17
      - 3. P.L. 108-446 (Individuals with Disabilities Education Improvement Act-IDEIA)
    - C. Perkins Act
      - 1. P.L. 101-392
      - 2. P.L. 105-332
    - D. Family Educational Rights and Privacy Act-FERPA)
    - E. Standards-Based Reform
      - 3. P.L. 105-17 (Individuals with Disabilities Education Act 1997)
      - 4. P.L. 107-110 (No Child Left Behind-NCLB)
  
  - III. Assessment of Individuals with Moderate and Severe Disabilities (2 weeks)
    - A. Informal Assessment & Alternative Assessment
      - 1. Observational Data
        - a. Frequency
        - b. Duration
        - c. Latency
        - d. Intensity
      - 2. Interview
      - 3. Portfolio
      - 4. Functional Assessment
      - 5. Interest Reinforcement Inventories
      - 6. Illinois Alternate Assessment
      - 7. Norm-Referenced
- 
- IV. Curriculum Development: Individualized Independence Curriculum Content (4 weeks)
  - A. Lifespan and Curriculum Development (P-21)
  - B. Developing Ecological Curriculum

1. Ecological Inventory
2. Social Validation
- C. Individualized Education Plan (IEP) and Individualized Transition Plan(ITP)
- D. Daily Living Skills
  1. Personal Finances
  2. Managing Households
  3. Personal Needs
  4. Marriage and Children Responsibilities
  5. Purchasing, Preparing & Consuming Food
  6. Buying and Caring for Clothing
  7. Citizenship
  8. Recreational and Leisure
  9. Getting Around the Community
- E. Personal Social Skills
  1. Self-Awareness
  2. Acquiring Self-Confidence
  3. Socially Responsible Behavior
  4. Interpersonal Skills
  5. Achieving Independence
  6. Decision Making
  7. Communicating with Others
- F. Occupational Guidance and Preparation
  1. Exploring Occupational Possibilities
  2. Selecting and Planning Occupational Choices
  3. Work Habits and Behavior
  4. Securing & Maintaining Employment
  5. Physical Manual Skills
  6. Specific Occupational Skills
- V. Developing Self Determination and Self Advocacy (2 week)
  1. Support Networks
  2. Integration with other services
  3. Self-Determination

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