

SPE 4720 - Instructional Materials and Activities for Young Children (Birth to 8) At Risk and with Exceptional Learning Needs.

(3-0-3) F, S. Service delivery models/issues, working with families, teaming strategies, utilization of technology, IEP writing, and the selection, development, and adaptation of instructional materials and activities for young children at risk and with exceptional learning needs are the focus of this course. **Prerequisites &**

**Notes:** SPE 3000 and 3220 or permission of the Department Chairperson. Co-requisite: SPE 4820 or permission of the Department Chairperson. Permission of the Department Chairperson required for non-majors. Credits: 3

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

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

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

Prerequisite(s) SPE 2000, 3000, and 3220 or permission of the department chairperson

Co-requisite(s) Permission of the department chairperson

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text: Cook, R.E., Klein, M.D., & Chen, D. (2012). *Adapting early childhood curricula for children with special needs* (8th ed.). Columbus, OH: Merrill Publishing.

## 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 then 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

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
Curriculum Adaptation	Teacher candidates select a student with a disability and create and modify a curricular material to accommodate the needs of the student based on a research-based strategy.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Unit Plan	Teacher candidates develop a unit around a developmentally appropriate theme. Appropriate activities are selected based on the needs of designated children. The needs include a child requiring augmentative communication and those that are culturally diverse. Appropriate goals and objectives, as well as, modification are written for each activity. Candidates also develop a process for evaluating progress.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
IEP	Candidates write an IEP based on a case study. The IEP requires consideration of cultural and linguistic characteristics, including need for assistive technology.	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>List of Unit Dispositions:</b>	
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.

This course focuses on pedagogical knowledge and curriculum content with regard to the five developmental domains in early childhood. The students learn about content that is taught to young children with special needs and curricular materials that are available for this task. They evaluate the curricular materials in relation to developmental appropriateness and correlation to the state standards and national guidelines.

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

This course addresses curriculum and adaptations with particular attention to diverse needs and cultural diversity of young children and their families. The course content builds on information learned in prerequisite courses and is a knowledge base for the methods class and practicum that will be taken next in the sequence of courses. Students are exposed to technological advances in regard to young children with disabilities and are required to use technology to access standards, curriculum content, IEP forms, and explore software for use in the early childhood classroom. Collaborative activities are conducted in class to explore team dynamics and functioning. Emphasis is placed on developing positive collaborative relationships among diverse professionals and families.

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 then 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):

Curriculum Adaptation - Teacher Made Materials: This assignment assesses diverse subject areas and levels, diverse strategies and diverse students. Students have to select developmentally appropriate material to use in an early childhood special education class. The need to consider the unique needs of a child with a specific disability and plan research-based modifications to the material based on the specified needs of the child described in the assignment.

Unit Plan: Two domains are assessed in this assignment, diverse subject areas and levels and diverse students and diverse strategies. Students have to plan and describe activities for each routine of the day that covers the five domains, social studies, and science. They also have to plan modifications for the activities based on the diverse needs of the students this may include a different strategy based on the needs of each child.

Diverse Technologies: This domain is addressed in all of the assignments in that the students are required to use technology to complete the assignments.

IEP: Candidates write an IEP based on a case study. The IEP requires consideration of cultural and linguistic learning characteristics, including need for assistive technology. The domain most directly assessed is diverse students.

### CEC Content Standards Addressed In This Course

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

#### Standard 5 - Learning Environments and Social Interactions Knowledge:

- Demands of learning environments.
- Effective management of teaching and learning.
- Social skills needed for educational and other environments.

#### 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 task analysis.

#### Standard 9 - Professional and Ethical Practice

##### Knowledge:

- Use verbal, nonverbal, and written language effectively.
- Access information on exceptionalities.

## Standard 10 - Collaboration

### Knowledge:

- Models and strategies of consultation and collaboration.
- Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program

## CEC Early Childhood Special Education Standards

### Principle 1: Foundations

#### Knowledge:

- Historical and philosophical foundations of services for young children both with and without exceptional learning needs.
- Law and policies that affect young children, families, and programs for young children.

#### Skills:

- None in addition to Common Core

### Principle 3: Individual learning differences

#### Knowledge:

- None in addition to Common Core

#### Skills:

- Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.

### Principle 4: Instructional strategies

#### Knowledge:

- None in addition to Common Core

### Principle 6: Language

#### Knowledge:

- None in addition to Common Core

### Principle 7: Instructional planning

#### Knowledge:

- None in addition to Common Core

## Principle 10: Collaboration

### Knowledge:

- Dynamics of team-building, problem-solving, and conflict resolution.

### 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.

#### Performance Indicators:

##### *The competent teacher*

#### Knowledge Indicators – The competent teacher:

- 1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities; (D)
- 1E) understands the impact of linguistic and cultural diversity on learning and communication (D)
- 1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs. (D)

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

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

#### Knowledge Indicators – The competent teacher:

- 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom; (P)
- 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; (P)
- 2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications; (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 (D)
- 2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. (I)

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; (D)
- 2N) facilitates learning experiences that make connections to other content areas and to life experiences; (D)
- 2O) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities; (D)
- 2P) adjusts practice to meet the needs of each student in the content areas; and (D)
- 2Q) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student. (I)

*Standard 3 - Planning for Differentiated Instruction* – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

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

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

Performance Indicators – The competent teacher:

- 3I) creates short-term and long-term plans to achieve the expectations for student learning; (D)
- 3J) uses data to plan for differentiated instruction to allow for variations in individual learning needs (I)
- 3L) creates approaches to learning that are interdisciplinary and that integrate multiple content areas; (I)
- 3M) develops plans based on student responses and provides for different pathways based on student needs; (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. (D)

*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:

- 4C) understands how to help students work cooperatively and productively in groups; (D)
- 4E) knows how to assess the instructional environment to determine how best to meet a student’s individual needs; (D)

Performance Indicators – The competent teacher:

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

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

*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; (D)
- 5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices; (D)
- 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; (I)
- 5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics; (D)
- 5F) knows strategies to maximize student attentiveness and engagement; (D)
- 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. (D)

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; (D)
- 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; (D)
- 5N) uses technology to accomplish differentiated instructional objectives that enhance learning for each student; (D)
- 5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student; (D)

*Standard 6* - 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; (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; (D)
- 6E) knows and models standard conventions of written and oral communications; (P)
- 6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning; (I)
- 6I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas. (I)

Performance Indicators – The competent teacher:

- 6Q) integrates reading, writing, and oral communication to engage students in content learning; (I/D)

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

Knowledge Indicators – The competent teacher:

- 7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools; (D)
- 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)
- 7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student; (D)
- 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. (I)

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; (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)
- 7M) maintains useful and accurate records of student work and performance; (I)

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

Knowledge Indicators – The competent teacher:

- 8B) understands the collaborative process and the skills necessary to initiate and carry out that process; (I)
- 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; (I)
- 8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students; (I)
- 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. (P)

Performance Indicators – The competent teacher:

- 8K) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students; (I)
- 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)

- 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 (D)

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

Knowledge Indicators – The competent teacher:

- 9A) evaluates best practices and research-based materials against benchmarks within the disciplines; (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; (I)
- 9H) understands the importance of modeling appropriate dispositions in the classroom. (D)

Performance Indicators – The competent teacher:

- 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)
- 9L) communicates with families, responds to concerns, and contributes to enhanced family participation in student education; (D)
- 9N) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement; (D)
- 9T) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. (P)

*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)

Knowledge Indicators:

*The competent special education teacher understands*

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

## 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: Individ Lrn Differences)

Performance:

*The competent special education teacher*

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

## 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*

CC4A the scope and sequence of the general curriculum.

CC4B the concepts of language arts.

CC4C the concepts of math including numeration, geometry, measurement, statistics/probability and algebra.

CC4D general curriculum practices and materials.

CC4E the components of an effective social skills curriculum.

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

CC4J the use of adaptive equipment for students with disabilities

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

CC4O physical adaptations to the environment to meet individual needs.

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

Performance:

*The competent special education teacher*

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

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

- CC4V evaluates general curricula and determines the scope and sequence of the academic content areas of language arts and math.
- CC4Y evaluates teaching resources and curricular materials for comprehensiveness, accuracy, and usefulness.
- CC4Z utilizes resources and materials that are developmentally and functionally valid.
- 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*

- CC5J. effective instructional strategies for social skills development
- CC5N. ways in which technology can assist with creating and managing the learning environment.
- CC5O. common environmental barriers that hinder accessibility.
- CC5Q. supervision of paraeducators

**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*

- CC6H. adapts materials according to the needs of individuals with disabilities
- CC6K. uses research-supported instructional strategies and practices.
- CC6M. uses chronologically age-appropriate instruction and materials.

**STANDARD 7 - Collaborative Relationships:**

The competent special education teacher uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students. [28.100(g)] (CEC Standard 10: Collaboration)



Knowledge:

*The competent special education teacher understands*

- CC7B. roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning an individualized program.
- CC7D. typical concerns of families of individuals with disabilities and appropriate strategies for collaborating with families in addressing these concerns (including families transitioning into and out of the special education system).
- CC7F. family systems theory and dynamics and differences in family structures and beliefs.
- CC7J. resources, strategies, networks, organizations, and unique services that work with individuals with disabilities and their families (including career, vocational, and transition support), including possible funding agencies and financial sources for secondary aged students (local, state, and federal).

*Early Childhood Special Education Standards*

Standard 1 - Content Knowledge

- 1B. how current development, knowledge, beliefs, and dispositional frameworks influence attitudes and frameworks for further learning and development.
- 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.
- 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.

Standard 2 - Human Development and Learning:

- 2K. outlines structures for instruction that link new ideas and experiences to current understandings and abilities and to already familiar ideas and experiences.

### Standard 3 – Diversity

- 3F. develops and selects learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences, as well as differences related to disability.

### 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.
- 4B. the rationale for and rules and regulations governing the development of Individualized Education Plans (IEPs) and Individualized Family Service Plans (IFSPs).
- 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.
- 4D. the array of school, community, and home settings available to young children with disabilities and criteria for determining the extent to which the settings provide support and access to an appropriate early childhood curriculum.
- 4F. the rationale for and practices underlying developmentally appropriate methods that include play, small group projects, open-ended questioning, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
- 4G. the appropriate use of technology with young children, including assistive technology for use with children with disabilities.
- 4M. evaluates and selects intervention curricula, methods, and materials, including instructional technologies, that incorporate knowledge of curriculum content and respect individual variation in children's learning styles and performance modes, as well as variation in characteristics and ability in children with motor, sensory, health, social-emotional and/or cognitive disabilities.
- 4R. outlines strategies and techniques for facilitating the functional integration of children with exceptional needs within various settings.
- 4X. develops learning opportunities, birth through grade 3, that foster understanding of curriculum content and processes that are the foundation of the general education curriculum (e.g., literacy, numeracy, science).
- 4Y. integrates literacy and numeracy experiences throughout intervention plans, and develops learning opportunities designed to foster particular literacy and numeracy outcomes, to promote children's abilities as they apply, interpret, and construct new understanding and skills.

### Standard 5 - Learning Environment

- 5D. approaches to adapting environments to meet specific learning and developmental needs related to individual differences in development, learning, dispositions, and talents.

Standard 6 - Instructional Delivery

- 6A. the cognitive processes associated with various kinds of learning and how these processes can be stimulated.

Standard 9 - Collaborative Relationships

- 9A. early childhood settings and other agencies related to young children and families as organizations within the larger community context.
- 9I. the roles of children, families, teachers, and personnel of community agencies in other early childhood settings in planning an individualized program

Major Evaluation Components:

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

Evaluation:

SPE 4720

Evaluation:

Exams:

CEC/CC: 1,2,3,7,10 CEC/ECSE: 1,10

ISBE/ECSE: 1,2,3,4,6,7,9,11; ILCC 1,2,4,5,6,7,8

Curriculum Adaptation - Teacher Made Material:

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

IPTS 1,2,3,4, and 5

Model "IEP":

CEC/CC: 7,9 CEC/ECSE 7 ISBE/CC 3,4 ISBE/ECSE: 3,4 ILCC 2,3,8

IPTS 1,2,3,4,5,6,7,8, and 9

Unit Plan:

CEC/CC: 7,9 CEC/ECSE: 7 ISBE/ECSE: 1,4,5; ILCC1,2,3,4,5,6,7,8,9

IPTS 1,2,3,4,5,6,7,8, and 9

Course Outline:

DCC Approved

- I. Review of philosophy/rationale for early intervention  
(Odom & Karnes, 1988; Seefeldt, 1987; Silverstein, 1988; Thurman & Widerstrom, 1990)  
(1 Week)
  - A. Assumptions
  - B. Rationale
  - C. Impact of legislation on curriculum
  
- II. Program models in early childhood special education/early intervention (ECSE/EI)  
(Bredekamp, 1997; Bricker & Iacino, 1977; Carta, Schwartz, Atwater, & McConnell, 1991; Graham & Bryant, 1993; Horn & Jones, 2005; McLean & Odom, 1993) (1 Week)
  - A. Legislative origin
  - B. Definition
  - C. Theoretical orientations
    1. Child development model
    2. Sensory-cognitive model
    3. Cognitive Developmental Model
    4. Behavioral Model
    5. Interactional Model
  
- III. Instructional materials and equipment (1 ½ Weeks) (Fallon & Harris, 1989; Hanline, et al., 1985; Hohman, 1990; Johnson-Martin, Attermeier, & Hacker, 1990; Langley, 1985; Martin, Brady, & Williams, 1991; Lifter, et al., 1993; Parrette, et. al., 1986; Stremel, 2000)
  - A. Commercial products
  - B. Teacher-made materials
  - C. Language/Emerging Literacy, including phonological awareness, letter sound association, letter sound recognition, and a receptive and expressive vocabulary
  - D. Cognition/Math
  - E. Fine Motor/Writing
  - F. Gross Motor
  - G. Adaptation for Children with Disabilities
  - H. Adaptive equipment
  - I. Technology

- IV. Curriculum in Early Childhood Special Education/Early Intervention (6 Weeks  
 (Bailey, et. al., 1988; Barrera, 1993; Bloch & Sukeong, 1990; Bredekamp, 1997; Bruder, & Bricker, 1985; Dunst, et. al., 2001; Dummer et. al., 1995; Flynn & Kieff, 2002; Gallagher & Desimone, 1995; Gisham-Broyman & Hemmeter, 1998; Gray, 2000; Helm & Katz, 2001; Johnson & Ershler, 1985; Joseph & Strain, 2003; Kohler, et al., 2001; Kostelnik, Soderman, & Whiren, 2004; Lerner, Lowenthal, & Egan; 1998; McLean, Wolery, & Bailey, 2004; McEvoy, Fox, & Rosenberg, 1991; Mori & Neisworth, 1983; Nortari & Bricker, 1990; Scott, 2000; Wayman, et. al., 1991; Wolery & Sainato, 1996; Winton & Bailey, 1988; Wolery, 2000; Wolery & Sainato, 1996; Wortham, 2002/2008; Yopp & Yopp, 2009; Zigmond & Miller, 1986)
- A. Components of a curriculum
  - B. Comparison of curricula across levels of structure
  - C. Foundational curriculum guidelines
    1. DEC “Best Practice”
    2. Developmentally Appropriate Practice (DAP)
      - a. Toddler (birth-2)
        1. Young Infants
        2. Mobile Infants
        3. Toddlers
      - b. Preschooler (3-5)
        1. Physical Development
        2. Gross Motor Development
        3. Fine Motor Development
        4. Social & Emotional Development
        5. Language & Communication  
(emphasis on vocabulary, fluency, use of pitch and inflection, and sequence of a story)
      - c. Primary Grades (6-8)
        1. Physical Development
        2. Gross Motor Development
        3. Fine Motor Development
        4. Social Emotional Development
        5. Language & Communication Development  
(emphasis in expanding vocabulary and multiple meanings of words)
    3. Illinois Early Childhood Standards
      - a. Language Arts: letters, letter-sound matches predicting, phonological awareness: rhyming, dictating stories and experiences, uses symbol/letters to represent written language.
      - b. Mathematics
      - c. Science
      - d. Social Science
      - e. Physical Development & Health
      - f. Fine Arts
      - g. Foreign Language
      - h. Social/Emotional Development
  - D. Criteria for the development, selection and adaptation of curricula (cultural diversity

considerations)

E. Curricular areas

1. Development (cognition, motor, social, language, and adaptive skills)
2. Readiness (preacademics)
3. Creative/performing arts
4. Science and Social Studies

V. Developing and writing Individualized Education Plan (IEP)/Individualized Family Service Plan (IFSP) (Grisham-Brown, Hemmeter, & Pretti-Frontczak, 2005; Pretti-Frontczak, & Bricker, 2000; Xu, 2008) (2 ½ weeks)

- A. Linking assessment and curriculum
- B. IEP/IFSP legislation-based components
- C. DEC “Best Practice” guidelines for writing an IEP/IFSP
- D. Involvement of families in the process (family-centered principles)
- E. Writing long-range goals and sequential objectives (benchmarks)

VI. Service Delivery Approaches (1 Week); Lieber, et. al., 2000; McWilliam, 2000)(Bricker, et al., 1998, DeVore & Hanley-Maxwell, 2000; Pretti-Frontczak, K. L., Macy, M. & Carter, A. (2003); Soodak, et al., 2002);

- A. Definition
- B. Components of service delivery
- C. Natural Environments for service delivery
  1. Homebase program
  2. Centerbased program
  3. Community-based program
  4. Hospital program
  5. Inclusive environments

VII. Professional roles and interactions in delivering services (2 Weeks) (Buysse & Wesley, 1993; Cook et al., 1996; DeLong, 2003; Dunst et al., 2000; French, 2001; Horn & Jones, 2005; Lyon & Lyon, 1980; McWilliam, 2000; Neisworth & Bagnato, 1987; Olson, Murphy, & Olson, 1998; Wagner, Spiker, & Linn, 2002; Wallace, et al., 2001).

- A. Teaming Models
- B. Group dynamics related to team situations
- C. Working with paraeducators
- D. Working with families

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