

SPE 4900 - Instructional Strategies for Individuals with Exceptional Learning Needs.

(6-0-6) F, S. General and specialized instructional strategies used with individuals with exceptional learning needs across severity levels, excluding vision and hearing, are presented. Effectively designing, implementing, and evaluating instruction/instructional plans tailored to the exceptional learning needs of the learner across a range of severity levels and instructional environments are addressed. Concurrent enrollment in SPE 4901 (practicum component) required. **Prerequisites & Notes:** SPE 4800. University Teacher Education requirements apply and department requirements for enrollment must be met. Credits: 6

Grading Methods:  Traditional (ABCD/F)  
 ABC/NC  
 C/NC  
 AU

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

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

Prerequisite(s) SPE 2000, 3000, 3200, 3201, 4700, and 4800; concurrent enrollment in SPE 4901 (practicum component) required.

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Mercer, C.D., Mercer, A.R., & Pullen, P.C. (2011). *Teaching students with learning problems (8th ed.)*. Upper Saddle River, NJ: Pearson.

### Support of Conceptual Framework:

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

### Methods of Instruction:

Ecological theory advocates that individuals are products of their environment. Consequently, for an individual who is experiencing learning/behavioral problems, the problem does not lie within the individual but within the environment itself. SPE 4900 is taught using various methods (lecture, readings, power point, group activities). The belief is that teachers may be better equipped to demonstrate skills in SPE 4901 with opportunities to practice.

### Learning Outcomes/Objectives:

See Standards . . .

### Grading Policy:

The grading scale is as follows:

A = 90-100% of total points

B = 80-89% of total points

C = 70%-79% of total points

D = 60-69% of total points

F = less than 60% of total points

### Assignments:

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

### Chart of Assessments:

See Chart . . .

Course Information Summary

Course #: SPE 4900

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
Exams/Quizzes	Candidates are required to successfully complete five multiple choice exams specific to the assessment, planning, implementation and evaluation of instruction of learners with mild to severe exceptional learning needs. Content of the exams are grounded in lecture and course readings. Topics covered on the exams include informal assessment, behavior management, curriculum and instructional strategy (including assistive technology) selection in the areas of reading and content area reading, study skills, written language (written expression, spelling, and handwriting), math, social skills, and life skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application Quizzes - IEP and Lesson Plan	Candidates are required to complete two application quizzes - the lesson plan and the Individualized Education Program (IEP) quiz. For both the lesson plan and the IEP, candidates are given a case study about a learner with an exceptional learning need. For the IEP, the case study requires candidates to identify, analyze, and synthesize data. Based on the data candidates are to develop an IEP that is in alignment with state and federal regulations. For the lesson plan, candidates are provided a case study and are required to analyze and synthesize the data to develop a lesson plan. The lesson plan is to be written in accordance with the Madeline Hunter lesson plan design format.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesson Plans	Candidates develop several lesson plans suitable	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

	for teaching one day's lesson in some of the following areas: reading/language arts (mandatory), and social skills or functional/life skills. Each lesson plan is to contain procedural directions for implementing the lesson, anticipated student participation in the lesson, a listing of materials, and methods of record keeping. Lesson plans are to be written as per Madeline Hunter guidelines.		
Literacy Lesson Plan	Based on a case study, candidates write this plan with careful consideration of cultural, linguistic, and learning differences.	<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 type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>

<u>List of Unit Dispositions:</u>	
Disposition 1	Interaction with Students
Disposition 2	Professional and Ethical Practice
Disposition 3	Effective Communication
Disposition 4	Planning for Teaching and Student Learning
Disposition 5	Sensitivity to Diversity and Equity

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

## Objectives of the Course

*This course is:*

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

*This course is:*

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

## Relationship of the Course to Unit Theme and Conceptual Framework

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

SPE 4900 presents research-based instructional strategies to be used with students with exceptional learning needs across severity levels. To create an effective educational environment, teachers must have knowledge about the instructional process inclusive of assessment, IEP planning and implementation, lesson planning and implementation, material development and adaptation, as well as instructional program evaluation.

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

Diverse Subjects: SPE 4900 examines academic, social/behavioral, and life skill curricular content that is addressed in a student's instructional program. Knowledge of diverse subject areas can be used to heighten the performance of students with exceptional learning needs in school and in society.

- Diverse Strategies: SPE 4900 presents instructional strategies specific to academic, social/behavioral, and life skill curricular areas that can be used to heighten the performance of students with exceptional learning needs in school and in society.
- Diverse Students: SPE 4900 calls for teachers to make selection of curricular content, materials, and methods based on diverse learning needs versus a special education label.
- Diverse Societies and Communities: SPE 4900 examines how cultural differences may be an influential variable in the delivery of an individualized education program.
- Diverse Technologies: SPE 4900 focuses on selection, use, and evaluation of educational software. Additionally some technological devices are discussed. Teachers in SPE 4900 have hands-on types of experiences with educational software in academic and life skill domains.

The Learning Model for this course is:

### Ecological Theory

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

Ecological theory advocates that individuals are products of their environment. Consequently, for an individual who is experiencing learning/behavioral problems, the problem does not lie within the individual but within the environment itself. SPE 4900 is taught using various methods (lecture, readings, power point, group activities). The belief is that teachers may be better equipped to demonstrate skills in SPE 4901 with opportunities to practice.

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

Tests – Measures all domains

Writing of Goals and Objectives - Diverse Subjects

IEP – Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities

Lesson Plans - Diverse Students, Diverse Subjects, Diverse Strategies, and Diverse Societies and Communities

Reading, Language Arts, Math, Content Areas, Social Skills, Life Skills - Diverse Students, Diverse Subjects, and Diverse Strategies

Technology and Educational Software Activity – Diverse Technologies

## CEC Content Standards Addressed In This Course

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

### Standard 3 - Individual Learning Differences

Knowledge:

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

### Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Demands of learning environments.
- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

### Standard 6 - Language

Knowledge:

- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

#### 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.

#### Standard 8 - Assessment

##### Knowledge:

- Basic terminology used in assessment.
- Legal provisions and ethical principles regarding assessment of individuals.
- Screening, prereferral, referral, and classification procedures.
- Use and limitations of assessment instruments.
- National, state or provincial, and local accommodations and modifications.

#### Standard 9 - Professional and Ethical Practice

##### Knowledge:

- Personal cultural biases and differences that affect one's teaching.
- Importance of the teacher serving as a model for individuals with exceptional learning needs.
- Continuum of lifelong professional development.
- Methods to remain current regarding research-validated practice.

#### 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.
- Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.



- Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.

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

Standard 3 - Individual Learning Differences

Knowledge

- Impact of disabilities on auditory and information processing skills.

Standard 4 - Instructional Strategies

Knowledge:

- Sources of specialized materials, curricula, and resources for individuals with disabilities\*.
- Strategies to prepare for and take tests.
- Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities\*.
- Prevention and intervention strategies for individuals at-risk for a disability.
- Strategies for integrating student initiated learning experiences into ongoing instruction.
- Methods for increasing accuracy and proficiency in math calculations and applications.
- Methods for guiding individuals in identifying and organizing critical content.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Barriers to accessibility and acceptance of individuals with disabilities\*.
- Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities\*.
- Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.

Standard 6 - Language

Knowledge:

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities\*.
- Communication and social interaction alternatives for individuals who are nonspeaking.
- Typical language development and how that may differ for individuals with learning disabilities.

## 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\*.
- Interventions and services for children who may be at risk for learning disabilities.
- Relationships among disabilities and reading instruction.

## *Standard 8 - Assessment*

### Knowledge:

- Specialized terminology used in the assessment of individuals with disabilities\*.
- Laws and policies regarding referral and placement procedures for individuals with disabilities\*.
- Types and importance of information concerning individuals with disabilities\* available from families and public agencies.
- Procedures for early identification of young children who may be at risk for disabilities.

## Standard 9 - Professional and Ethical Practice

### Knowledge:

- Sources of unique services, networks, and organizations for individuals with disabilities\*.
- Organizations and publications relevant to individuals with disabilities\*.

## Standard 10 - Collaboration

### Knowledge:

- Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities\*.
- Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities\*.
- Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities\*.
- Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.

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

## Standard 3 - Individual Learning Differences

### Knowledge

- Complications and implications of medical support services.
- Impact of disabilities may have on auditory and information processing skills.

- Impact of multiple disabilities on behavior.

#### Standard 4 - Instructional Strategies

##### Knowledge:

- Specialized materials for individuals with disabilities\*.
- Prevention and intervention strategies for individuals with disabilities\*.
- Strategies for integrating student initiated learning experiences into ongoing instruction.
- Resources, and techniques used to transition individuals with disabilities\* into and out of school and post-school environments.

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

##### Knowledge:

- Specialized health care interventions for individuals with physical and health disabilities in educational settings.
- Barriers to accessibility and acceptance of individuals with disabilities\*.
- Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities\*.
- Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
- Advantages and disadvantages of placement options and programs on the continuum of services for individuals with disabilities\*.

#### Standard 6 - Language

##### Knowledge:

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities\*.
- Communication and social interaction alternatives for individuals who are nonspeaking.

#### Standard 7 - Instructional Planning

##### Knowledge:

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

#### Standard 8 - Assessment

##### Knowledge:

- Specialized terminology used in the assessment of individuals with disabilities\*.
- Laws and policies regarding referral and placement procedures for individuals with disabilities\*.
- Types and importance of information concerning individuals with disabilities\* available from families and public agencies.

## Standard 9 - Professional and Ethical Practice

### Knowledge:

- Sources of unique services, networks, and organizations for individuals with disabilities\*
- Organizations and publications relevant to individuals with disabilities\*.

## Standard 10 – Collaboration

### Knowledge:

- Parent education programs and behavior management guides that address severe behavior problems and facilitation communication for individuals with disabilities\*.
- Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities\*.
- Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities\*.

## State of Illinois Standards Addressed in this Course

### *Illinois Professional Teaching Standards*

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

### Knowledge Indicators – The competent teacher:

- 1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
- 1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
- 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
- 1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
- 1E) understands the impact of linguistic and cultural diversity on learning and communication;
- 1G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

### Performance Indicators – The competent teacher:

- 1H) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
- 1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
- 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;
- 1L) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

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

Knowledge Indicators – The competent teacher:

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

Performance Indicators – The competent teacher:

- 2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;
- 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;
- 2N) facilitates learning experiences that make connections to other content areas and to life experiences;

- 2O) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;
- 2P) adjusts practice to meet the needs of each student in the content areas; and
- 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:

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

Performance Indicators – The competent teacher:

- 3H) establishes high expectations for each student’s learning and behavior;
- 3I) creates short-term and long-term plans to achieve the expectations for student learning;
- 3K) incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences;
- 3L) creates approaches to learning that are interdisciplinary and that integrate multiple content areas;
- 3N) accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement;
- 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);
- 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:

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

*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;
- 5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;
- 5C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;
- 5D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;
- 5E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
- 5F) knows strategies to maximize student attentiveness and engagement;
- 5G) knows how to evaluate and use student performance data to adjust instruction while teaching; and
- 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:

- 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;
- 5P) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;

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

Knowledge Indicators – The competent teacher:

- 6A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;
- 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;
- 6C) understands communication theory, language development, and the role of language in learning;
- 6D) understands writing processes and their importance to content learning;
- 6E) knows and models standard conventions of written and oral communications;
- 6F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;
- 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;
- 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
- 6I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas.
- 6L) facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content;

Performance Indicators – The competent teacher:

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



Knowledge Indicators – The competent teacher:

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

Performance Indicators – The competent teacher:

- 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;
- 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

*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;
- 8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;
- 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;
- 8G) understands the various models of co-teaching and the procedures for implementing them across the curriculum;
- 8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and

8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e., IEP, IFSP, Section 504 plan) for students with disabilities.

*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;
- 9F) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;

*Common Core Standards for All Special Education Teachers:*

Standard 3 - Assessment:

The competent special education teacher understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.100(c)]

Knowledge:

*The competent special education teacher understands*

- CC3A. assessment as an educational process.
- CC3F. strengths and limitations of various assessment tools.
- CC3G. influences of disabilities, culture, and language on the assessment process.
- CC3H. a variety of procedures for identifying students' learning characteristics and needs, monitoring student progress, and evaluating learning strategies and instructional approaches.
- CC3I. accommodations and modification of national, state and local assessments and the Illinois Alternative Assessment.

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)] 3700 SPE. Individualized Independence Curriculum and Materials.

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.
- 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.

#### 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)]

#### Knowledge:

*The competent special education teacher understands*

- CC5A. strategies for preparing individuals to live harmoniously and productively in a multi-class, multiethnic, multicultural, and multinational world.
- CC5B. basic classroom management theories and methods.
- CC5C. aspects of the physical setting, schedule, routines, and transitions that promote development and learning.
- CC5D. the effects of teacher attitudes and behaviors on all students.
- CC5F. strategies for individual behavior management, crisis prevention, and intervention.
- CC5H. approaches to adapting environments to meet the specific learning and developmental needs of individuals.
- CC5J. effective instructional strategies for social skills development.

- CC5K. issues, resources, and techniques related to the integration of students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.
- CC5L. how to identify realistic expectations for student behavior in various settings.
- CC5M. the characteristics of environments, including materials, equipment and spatial arrangements that facilitate development, learning and interaction between and among students.
- CC5N. ways in which technology can assist with creating and managing the learning environment.
- CC5O. common environmental barriers that hinder accessibility.
- CC5P. personal attitudes and biases that affect acceptance of individuals with disabilities.
- 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)]

#### Knowledge:

*The competent special education teacher understands*

- CC6A. techniques for modifying instructional methods, curricular materials and the environment to meet learners' needs that are appropriate those learners' ages and skill levels.
- CC6B. how cultural and gender differences affect communication.

#### 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)]

#### Knowledge:

*The competent special education teacher understands*

- CC7C. ethical practices for confidential communication to others about individuals with disabilities.
- CC7G. roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities.
- CC7H. information generally available from family, school officials, legal system, and community service agencies.
- CC7I. early childhood settings and other agencies related to young children and families as organizations within the larger community context.

*Learning Behavior Specialist I Standards:*

STANDARD 3 - Assessment:

The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21). [28.200(c)]

Knowledge:

*The competent learning behavior specialist understands*

- LBS3A. strategies for assessing individual learning characteristics and modes of communication
- LBS3B. strategies for assessing students' skills within curricular areas including academic, social and vocational.
- LBS3C. strategies for assessing learning environments and conducting functional behavioral assessments within the environment
- LBS3D. a model of reading diagnosis that includes student proficiency with print conventions, phonemic awareness, word recognition, vocabulary, fluency, comprehension, and self monitoring.
- LBS3E. the uses and limitations of informal and formal assessments.

STANDARD 4 - Planning for Instruction:

The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals. [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.
- LBS4C. the use of appropriate reading intervention strategies and support systems for meeting the needs of diverse learners.
- LBS4D. the differences between reading skills and strategies and the role each plays in reading development.
- LBS4E. importance and strategies for teaching emerging literacy skills (concept of print, phonemic awareness, fluency, and comprehension) to success in reading achievement.
- 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).
- LBS4I. effective strategies for teaching study skills.
- 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.

Standard 5 - Learning Environment:

The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. [28.200(e)]

Knowledge:

*The competent learning behavior specialist understands*

- LBS5A. rationale for selecting specific management techniques.
- LBS5B. theories and positive approaches for managing significant behavior problems, including self-stimulation and self-abuse.

Standard 6 - Instructional Delivery:

The competent learning behavior specialist 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 students (ages 3-21). [28.200(f)]

Knowledge:

*The competent learning behavior specialist understands*

- LBS6A. effective instructional strategies for basic sequences of skills in the academic, social, and vocational curricular areas.
- LBS6B. traditional, improved traditional, and rapid procedures for helping individuals achieve bowel and bladder control.
- LBS6C. language intervention strategies and appropriate uses across age and skill levels.
- LBS6D. instructional procedures for increasing communication use, spontaneity, and to promote generalization of communication.
- LBS6E. instructional procedures for facilitating errorless learning including teacher delivered prompts and discrimination learning.

Standard 7 - Collaborative Relationships:

The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraeducators, and students. [28.200(g)]

Knowledge:

*The competent learning behavior specialist understands*

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

## Major Evaluation Components:

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

Exams/Quizzes: (CC Standards 3,5,6,7,8,9, & 10; IGC and IIC Standards 3,4,5,6,7,8,9, & 10; Illinois CC Standards 3,4,5,6,7, & 8; Illinois LBSI Standards 3,4,5,6, & 7; IPTS: 1ABCDEG, 2ABCDEGHIQ, 3BCEG, 4ABCDEFGH, 5ABDEFH, 6ABCDFGHI, 7ABCDEFGHJI, 8BDEG, 9F)

Application Quizzes--Lesson plan and IEP: (CC, IGC, & IIC Standard 7; Illinois CC & LBSI Standard 4; IPTS: 1ACDEGHIJL, 2BCDEFGHMNOP, 3ABCDEGHILNO, 4EF, 5ABCEGHLP, 6EFH, 7ABCDFGHIJK, 8HI, 9A)

Literacy Lesson Plan: Candidates write a Literacy lesson plan based on a case study. This requires consideration of cultural, linguistic, and learning characteristics, including needs of English Language learners and for assistive technology. The domains most directly assessed are diverse students and subject areas (IPTS: 1ACDEGHIJL, 2BCDEFGHMNOP, 3ABCDEGHIKLNQ, 5ABCEGHLP, 6ABCDEFGINL, 7BFGI, 9A)

Lesson Plans: (IPTS: 1ACIJL, 2CDEFGMNOP, 3ABCDEGHIKLNQ, 5ABCEGHL, 6EF, 7BGI, 9A)

Group activities: (CC Standards 3,5,6,7,8,9, & 10; IGC and IIC Standards 3,4,5,6,7,8,9, & 10; Illinois CC Standards 3,4,5,6,7, & 8; Illinois LBSI Standards 3,4,5,6, & 7)



## SPE 4900 COURSE OUTLINE

- I. Theories of Teaching and Learning (Aristotle, n.d.; Babkin, 1949; Bandura, 1973; Bandura, 1977; Bruner, 1965; Costa, 1985; Dewey, 1916; Dewey, 1938; Erickson, 1950; Erickson, 1968; Freud, 1946; Freud, 1965; Gall, Gall, Jacobsen, & Bullock, 1990; Glasser, 1965; Glasser, 1990; Kohlberg, 1981; Kohlberg, 1984; Pavlov, 1927; Piaget, 1960; Piaget, 1965; Plato, n.d.; Skinner, 1968; Skinner, 1974; Wilson, Shulman, & Richert, 1987) (.25 Weeks)
  
- II. Directive Teaching Model Carnine, Silbert, & Kameenui, 1990; Joyce & Weil, 1986; Samuels & Jones; 1990; Silbert, Carnine & Stern, 1990; Schumaker, Deshler, Alley, & Warner, 1983; Samuels & Jones, 1990) (3.5 Weeks)
  - A. Designing and planning evaluation for instruction
  - B. Implementing Evaluation (Cartwright & Cartwright, 1984; Ekwall, 1985; Evans, Evans, & Mercer, 1986; Koenig & Kunzelmann, 1980; Salvia & Hughes, 1990; Shinn, 1989)
    1. General Assessment Strategies
      - a. Formal Assessment
      - b. Curriculum-based measurement
      - c. Systematic Observation
      - d. Charting
      - e. Authentic Assessment
    2. Content Specific Assessment Strategies
      - a. Reading
        1. Early Literacy (ex. DIBELS)
          - a.) Phonological Awareness
          - b.) Letter-sound association
          - c.) Syllabication
          - d.) Blending
          - e.) Phoneme segmentation and manipulation
          - f.) Fluency
        2. Formal Reading Assessment
        3. Informal Reading Inventories
        4. Graded word lists
        5. Cloze Procedures
        6. Error Analysis
      - b. Written Language
        1. Spelling
          - a. Dictated spelling tests
          - b. Informal Spelling Inventory
          - c. Spelling Error Analysis
        2. Handwriting
        3. Written Expression
          - a. Formal assessment
          - b. Informal Written Expression Assessment
            - 1.) Fluency
            - 2.) Syntax
            - 3.) Vocabulary
            - 4.) Structure

## 5.) Content

### c. Portfolio Assessment

#### c. Mathematics

1. Formal Assessment
2. Informal Math Assessment
3. Assessment for levels of understanding (concrete, semi-concrete, abstract)
4. Error analysis of work samples

#### d. Assessing English Language Learners

- C. Developing long range goals and/or short term objectives (Bloom, B.S. 1956, 1986; Costa, 1985; Strickland & Turnbull, 1990)
  1. assessment tasks
  2. IEPs/transition plans
  3. daily lesson plans (Hunter, 1984; Hunter & Russell, 1981; Rosenshine, 1986)
- D. Planning daily instruction based upon IEPs/transition plans
  1. Cultural Factors
  2. Linguistic Factors
- E. Formative evaluation of the educational program
- F. Summative evaluation of the educational program

### A. Selection and Implementation of Behavior Management Strategies (1.5 Weeks)

Considerations in Implementing Behavior Management Strategies (Alberto & Troutman, 1990; Brophy, 1979; Coleman & Gilliam, 1983)

1. Needs of the learner
2. Influence of teacher attitudes and behavior on student behavior
3. Level of student learning (acquisition, maintenance, and generalization)
4. Strengths and limitations of the strategies
5. Legal and ethical issues in behavior management
6. Cultural considerations in behavior management

### B. Types of Behavior Management Strategies (Brophy, 1979; Brophy, 1981; Long & Newman, 1965; Safer, 1982)

1. Preventive management (e.g. proximity control, establishing clear standards for behavior)
2. Management of surface behaviors
  - a. positive and negative reinforcement
  - b. shaping
  - c. fading
  - d. chaining
  - e. assertive discipline strategies
3. Management of chronic behaviors
  - a. contingency contracting
  - b. token economy
  - c. response cost
  - d. overcorrection
  - e. time-out procedures
4. Crisis intervention for aggressive and/or self-abusive behaviors (Gilliam, 1981)

- a. physical intervention
      - b. social problem solving
    - 5. School discipline policies (Barnette & Parker, 1982; Canter & Canter, 1976)
      - a. reinforcement policies
      - b. detention/suspension/expulsion
  - C. Classroom Organizational Considerations (Doyle, 1979; Doyle, 1986; Hannaford & Taber, 1982; Hofmeister, 1984; Hooper, 1981; Mercer, Mercer, & Bott, 1984; Stowitschek & Stowitschek, 1984)
    - 1. Managing time
    - 2. Managing space
      - 1. Managing, adapting and evaluating commercial and teacher-made material
      - 2. Technology management
- III. Selection and Implementation of Instructional Strategies (8.75 Weeks)
- A. Considerations in Selecting Instructional Strategies (Carbo, Dunn, & Dunn, 1989; Hunter, 1984; Hunter & Russell, 1981; Joyce & Showers, 1987; Kerman, Kimball, & Martin, 1980)
    - 1. Degree and impact of a disability on the learning process
    - 2. Learning styles of the learner
    - 3. Cognitive, affective, and life skill needs of the learner
    - 4. Level of learning (acquisition, maintenance, and generalization)
    - 5. Multicultural issues (Baca & Cervantes, 1991; Banks & Banks, 1989; Cummins, 1984; Cummins, 1989; Cummins, 1991; Duran, 1989; Fradd, Figueroa & Correa, 1989; Franklin, 1992; Hall, 1981; Hernandez, 1989; Hill, 1989; Hilliard, 1991; Ravitch, 1983; Ravitch 1991-1992; Tiedt & Tiedt, 1990)
      - a. Assessment strategies
      - b. Evaluation and adaptation of curriculum and materials
      - c. English Language Learners
    - 6. Strengths and limitations of instructional strategies
  - B. Types of Instructional Strategies (Brophy, 1979; Brophy, 1981; Brophy & Good, 1986; Deshler, Schumaker, & Lentz, 1984; Doyle 1979; Doyle, 1983; Ekwall, 1985; Englert, 1984; Englert, Tarrant, & Mariage, 1992; Gall, Jacobsen, & Bullock, 1990; Goldstein, Sparfkin, Gershaw, & Klein, 1980; Good & Brophy, 1984; Grossman, 1990; Haisley & Andrews, 1981; Hansen, 1978; Henley, Ramsey & Algozzine, 1999; Johnson, Johnson, Holubec & Roy, 1984; Johnson & Johnson, 1987; Kinsvatter, Wilen, & Ishler, 1988; Lazerson, 1980; Lloyd, 1980; McGinnis, Goldstein, Sprafkin, & Gershaw, 1984; Mercer, Mercer, & Evans, 1982; Rosenshine, 1986; Rosenshine & Stevens, 1986; Safer, 1982; Schmid & Slade, 1981; Schumaker, Deshler, Nolan, Clark, Alley, & Warner, 1981; Slavin, 1986; Stevens & Rosenshine, 1981; Wiederholt, Hammill, & Brown, 1983; Wolte, 1998)
    - 1. Use of modeling/prompts
    - 2. Questioning tactics
    - 3. Error analysis
    - 4. Instructional pacing
    - 5. Presentation skills

6. Direct instruction model
7. Data based teaching model
8. Use of technology/computer assisted instruction/ assistive technology
9. Use of packaged/commercial curricula
10. Games/simulations/role plays
11. Cooperative learning and peer tutoring
12. Self-management techniques
13. Community –Based Instruction
14. Multisensory strategies
15. Reading Strategies
  - a. Developmental Reading
    - 1.) Phonemic Awareness
    - 2.) Decoding
      - a. Phonics
      - b. Sight Word
    - 3.) Comprehension
      - a. Whole Language
      - b. Language Experience
      - c. Literature Approach
    - 4.) Vocabulary
    - 5.) Fluency
    - 6.) Remedial Approaches
  - b. Functional Reading
    - 1.) Content Area Reading
      - a. Comprehension Strategies
      - b. Remedial Approaches
      - c. Learning Strategies
      - d. Study Skills
      - e. Test-Taking Skills
    - 2.) Survival Skill Reading
  - c. Considerations for ELL
16. Written Language Strategies
  - a. Spelling
    - 1.) Rule-Based Instruction
    - 2.) Multi-Sensory
    - 3.) Test-Study Test Techniques
    - 4.) Fixed and Flow Word Lists
  - b. Handwriting
    - 1.) Manuscript
    - 2.) Transitional Writing
    - 3.) Cursive
  - c. Written Expression
    - 1.) Process Approach to Writing
    - 2.) Mnemonic Writing Strategies
    - 3.) Editing Strategies
  - d. Considerations for ELL
17. Mathematics Strategies
  - a. Explicit Instruction

- b. Problem-solving and word problems
    - c. Precision teaching
  - D. Strategies for Teaching Life Skills (Bullis & Cheney, 1999; Cronin & Patton, 1983; Epanchin & Monson, 1982; Erickson, 1984; Lamkin, 1980; Siegel, Robert, Greener, Meyer, Halloran, & Gaylord-Ross, 1993; Walker, McConnell, Holmes, Todis, Walker, & Golden, 1983; Walker, Todis, Holmes, & Horton, 1988)
    - 1. Social Skill Instruction
      - a. Cognitive Behavior Modification
      - b. Self-management
      - c. Direct Instruction
      - d. Behavior Modification
    - 2. Life Skill Instruction
      - a. Transition Planning-school to adult life
        - 1.) Employment skills
        - 2.) Post-secondary education opportunities
        - 3.) Community living opportunities
        - 4.) Recreation/leisure opportunities
      - b. Prevocational/vocational training
        - 1.) Community/mobility concerns
        - 2.) Career awareness and planning
        - 3.) Career education
      - c. Personal/health issues
        - 1.) Social/sexual education (Carter & Sugar, 1989; Gresham, 1981; LaNunziata, Hill, & Krause, 1981)
        - 2.) Health education-nutrition, hygiene, substance use/abuse
- V. Service Delivery Models (Author, 1999; Blankenship & Lilly, 1981; Miller & Sabatino, 1978) (.25 Weeks)
  - A. Teacher assistance teams
  - B. Consulting teacher model
  - C. Resource teacher model
  - D. Itinerant teacher model
  - E. Self contained classes
  - F. Day school programs
  - G. Residential programs
- VI. Working with Paraeducators and Volunteers to Support Instruction (.25 Weeks)
  - A. Roles and responsibilities of paraeducators
    - 1. assessment
    - 2. instruction
    - 3. behavior management
  - B. Roles and responsibilities of community volunteers
- VII. Parental Involvement (Ehrlich, 1981; Institute for Parent Involvement, 1980; Simpson, 1982) (.5 Week)
  - A. Planning IEPs and transition plans
    - 1. Cultural Considerations
    - 2. Linguistic Considerations

- B. Planning instructional strategies
- C. Parents as partners
- D. Due process

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(NOTE: An (\*) in front of a reference indicates that this is an NCATE Knowledge Base reference.

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