

CIEP 339 EXCEPTIONAL LIVES
Loyola University Chicago
Fall 2008

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The Mission of the Loyola University Chicago, School of Education:

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Candidates with Special Needs: If you are a candidate who requires additional academic supports, please let your instructor know on the first day of class.

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/register.shtml>.

Academic Honesty:

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several reasons why a student may be dismissed from the School of Education. For specific policies and procedures see:
http://www.luc.edu/education/academics_policies.shtml#honesty

Harassment:

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of their race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of

harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer to pages 25 & 26 in the Loyola University Chicago Student Handbook located at:
<http://www.luc.edu/studentaffairs/pdf/LoyolaStudentHandbook2006.pdf>

Technology:

Students will do research on the computer related to lesson planning, participate in online activities and access course materials on Blackboard.

Professional expectations of the instructor:

1. I make a strong effort be where I say I am going to be, and do what I say I am going to do. I value these characteristics in others. I also know that things in life just happen. If something does happen, I would like to know, especially if you have an emergency and cannot make it to class.

2. When assignments are turned in on time, I am happy, everyone wants a happy grader for their assignment. **I accept no late work.**

3. I like to know what is expected from the beginning of any undertaking. The first two class sessions we will discuss expectations of instructors and candidate behaviors that will make the class run smoothly. Be thinking about three to five expectations you believe make university classes run smoothly (if it is easier, pick three to five behaviors that make the class run less smoothly and state the opposite).

4. I really want to know what you think, and what you have learned from the course. Therefore, it is frustrating when I cannot read your work. Please type your assignments (unless otherwise specified). **Please make sure that your name is on the back (the last page) and front of every assignment. Also, please make sure that your documents are held together with some type of binding (e.g., staples, paper clips).**

5. When you are representing Loyola University Chicago, please dress and behave professionally. See T-21C handbook for dispositions.

Course Description:

This is a course designed to introduce pre-service professionals (e.g., teachers, social workers, mental/community health service providers) to working with people who need additional and specific supports to be successful. This course deals with the personal and educational implications for the lives of people impacted by exceptionality. Topics will include diversity, school reform, what it means to be “exceptional”, non-categorical service delivery, positive behavior supports, and community schools. This course will cover how the field of education has changed with regard to serving students with exceptionalities, their families, and communities. Regardless of diagnosis (or lack thereof), the course will cover some of the teaching approaches that benefit all students. The Council for Exceptional Children (CEC) Ethical Standards for Special Educators and Teacher Preparation Standards will also be addressed.

Conceptual Framework:

The Conceptual Framework for the Loyola University Chicago, School of Education is “Professionalism in service of social justice.” This objective is carried out within four domains (knowledge, skill, service, and ethics) and will be addressed throughout instruction, materials, and evaluation of this course and your performance. Discussion of the mission of the school of education and the framework can be found online at:

<http://www.luc.edu/schools/education/programs/>

These domains include:**Knowledge and Ethics:**

Candidates will develop their understanding of how context impacts exceptionality. Through activities and class discussions, candidates will discuss questions such as, “What does a teacher need to know in an urban school setting? What does a teacher need to know to teach in a suburban setting? Are there differences? How do these environments impact exceptionality?”

Skills and Service:

Candidates will have the opportunity to apply and reflect upon the educational concepts they will learn during their formal course work through activities such as class role-plays, and conducting components of functional assessments during their clinical activities. Candidates will also have the opportunity to develop their skills as “online learners” through the Loyola’s Online Academy (See link above).

Authentic Assessment:

Candidates will be provided with feedback through multiple sources (e.g., feedback from peers, course activities). The purpose of this type of assessment is to provide feedback to the candidate that accurately reflects their ability level, integration of social justice and the conceptual framework, and ultimately the effectiveness of the course. Candidates will leave this course with examples of assessments for their professional (candidate teaching) portfolios, and a cadre of informal assessment tools with which they will have developed familiarity. All four domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

Diversity, Social Justice, and Exceptionalities:

The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities). The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities). **Teachers should use innovative educational strategies, cutting-edge research; and support grassroots, personal, and collaborative advocacy for people with disabilities.** (These are the qualities that have come to symbolize TASH’s work (<http://www.tash.org/>). Described by many as pioneers of social change for persons with disabilities who have been under-served and undervalued in our society, the members of TASH are strong advocates of people who have traditionally been denied access to education, work, and community living).

Learning Objectives:

The course learning objectives are grounded in the INTASC Standards (Interstate New Teacher Assessment and Support Consortium) supported by NCATE (National Council for

Accreditation of Teacher Education) and the ISBE (Illinois State Board of Education); and the Council for Exceptional Children's (CEC) proposed standards.

At the conclusion of this course, the candidate will have an increased understanding and demonstrate skills in:

1. The connection between civil-rights issues and people with exceptionalities. Specifically, this course will cover the six principles of the Individuals with Disabilities Education Act 1997 (IDEA), IDEA 2004, Section 504, the use of "people first" language, and the four outcomes identified by Congress for persons with special needs. **(CEC Common Core – Standard 1) (INTASC Principles 9); (NCATE Standard 5a.)**
2. Where the field of education has been, is now, and is going with regard to providing supports for people with special needs, their teachers, and family members. **(CEC Common Core – Standards 1-3, 6, 9); (INTASC Principles 2, 3); (NCATE Standard 1).**
3. The state-of-the-art in assessments and interventions for individuals with exceptionalities. These will include, but will not be limited to, problem solving, positive behavioral supports (e.g., universal, group, individual), community schools, wrap-around services, access to the general curriculum approaches, quality of life, family-school partnerships, and curriculum-based assessment. **(CEC Common Core – Standards 4, 5, 7, 8); (INTASC Principles 1, 4, 5, 6, 8); (NCATE Principles 2f., 2i, 3b., 3d.,4)**
4. How to collaborate with others (e.g., teachers, parents, community members, candidates, politicians) in advocating for the success of all candidates and their families. **(CEC Common Core – Standard 10) (INTASC Principles 7, 10); (NCATE Standard 5a., 5c.,5d.)**

Required Text:

Wood, Judy W. (2006). (fifth edition). *Teaching students in inclusive settings: Adapting and accommodating instruction*. Upper Saddle River, NJ: Merrill Prentice Hall.

Activities (Some of these will be optional):

These activities are related to the four levels of the conceptual framework of the School of Education (knowledge, skills, service, and ethics). Each activity is tied to the learning objectives of the course.

Mandatory Assignments

Class Professionalism/Participation (Evaluation for Learning Objectives 1-4) (10 points): These activities will include, but will not be limited to, face-to-face and online activities, attendance, cooperative learning activities (face-to-face and online), general discussions, and other synthesis/evaluation activities and professional dispositions, including in-class quizzes.

- Candidates will be expected to demonstrate **professionalism (10 points)** (e.g., attendance, participation) both in-class and at school sites. **No Late work** is accepted at any time (no credit will be given for late assignments). **Cell phones** must be set to **vibrate only** and computers may be used during class **only for taking notes**. Please do not text during class! These expectations are all part of professionalism and

courtesy and are in place to minimize distractions and offer students an opportunity to fully participate in class discussions..

Professionalism Rubric
(Attendance & Participation)

Attendance	Misses 2 or more sessions OR frequently late for/leaves early from sessions 0-1	Misses 1 class session OR late for/leaves early for 2 sessions 2-3	Late for class OR leaves early for one occasion 4	Attends all class sessions from start to finish 5
Participation	Often not engaged in activities and/or detracts from group process 0-1	Often passive in class activities but makes some contributions to group processes 2-3	Actively contributes to activities and group dynamics 4	Strong idea generator and/or facilitator in class activities 5

Positive Behavior Supports (PBS) (Evaluation for Learning Objectives 2-4) (45 points)– all candidates will participate-: This activity will tie in with your practicum experience. The candidates and the instructor will conduct components of a positive behavior support plan with students at Middleton School. These activities will include, but not be limited to, conducting basic functional behavior assessments, and developing hypothesis about a student’s impeding behavior function, and components of a behavior intervention plan. We will discuss this in greater detail as we get closer the field experience.

Universal Learning Design Activity (Evaluation for Learning Objectives 3 & 4) (35 points)– all candidates will participate -: This activity will tie in with your practicum experience. Candidates will adapt at least one of their lessons at Middleton “so that each student can have meaningful access to it [the curriculum] using his or her abilities and strengths, without first having to overcome the usual physical, affective, or cognitive barriers or without having to be stigmatized or isolated from the other candidates.” See (<http://www.CAST.org/>).

Final and Quizzes: Candidates will complete (2) quizzes (20 points total) a final (25 points) throughout the semester. They will consist of either multiple choice, true and false, and/or short answer. Quizzes and final may be open book/open note.

Choice Activities (choose one) (30 points)

Online Modules (Evaluation for Learning Objective 3): Candidates will access one of the on-line modules, work through the activities and quizzes, and download the results of the quizzes.

*Directions for Modules:

Go to <http://www.onlineacademy.org>

Click "Modules"

At this site, choose a topic (PBS, Reading, or technology).

Pick a module (e.g. A203) and click on it.

Click on Table of Contents.

Go through each lesson in the module (you can just select "presentation" if you like, you don't need to go through each outline, glossary, etc., but feel free to browse!).

Just FYI, if you want the multimedia presentation, you will need Real Player.

You can also opt for 'text only' and just read through the module.

Interview (Evaluation for Learning Objectives 2, 4): Conduct an interview with someone impacted by exceptionalities (e.g., parent, candidate, professional). This can take place online, over the phone, through e-mail, or audio/video taping, and evaluation/synthesis activities.

Candidates will be responsible for contacting the person, setting up the format of the interview, assessing what the class would like to ask, and developing a list of questions to be given to the interviewee and the course instructor. (Call telecommunications one day in advance (8-6000), pick up digital speakerphone in room 260 Granda Center –LSC, pick up authorization code.) Please turn in your interview notes and a brief typed summary.

My activity (Evaluation for Learning Objectives 1-4 – depending upon the activity): This is a project that can be developed by the candidate and the instructor. The candidate must e-mail the final decision to the instructor and keep a copy of the approval **to be turned in with the assignment**. These activities could include, but are not limited to: review of the literature, develop a presentation for the class on a particular content area, assist with a research project, conduct assessments for a problem-solving team and help with interventions. Total points will be negotiated with the candidate and instructor. These activities can also include modifying activities from one of the other three classes from the Block

Course point options

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A total of 175 points is possible for the course.

158+ points – A

157-140 points – B

139-123 points – C

122-105 points – D

Use the following grid to make your decision about your program

Mandatory Assignments	• Class professionalism/ participation	10 points
	• Universal Learning Design Activity	35 points
	• Positive Behavior Support Project Presentation	45 points
	• Quizzes	10 points
	• Final	20 points
Choose One of These	• Online Modules • Interview • My Activity	25 points 30 points

Possible Points 175

**Rubric for Online Academy
Loyola University**

Student's Name

Objectives: Candidates will have the opportunity to increase their understanding of positive behavior supports, teaching reading, and use of technology in the classroom through their interaction with the Online Academy Modules (**Course objectives 1-4**). Students will increase their skills in the use of online curriculum for learning (**Course objective 3**). <http://www.onlineacademy.org>

Rationale: Each of the three subjects mentioned in the objective above will be critical content areas for students when they enter the teaching field. Students also will need to be familiar with accessing online resources to enhance their continuing education.

Activities: As stated in the course syllabus, students will be graded on a rubric, with three being the highest grade possible, and one being the lowest. The following is a breakdown of what is required for each level.

3 – Target: Read or view the preview and presentation for all of the lessons from the first module for one of the three categories (positive behavior support, reading, technology). Complete the **handout** and **activity** for each lesson. Please type, spell check, and proofread your responses. Develop and deliver a 5-10 minute presentation on what you learned from the material. Address:

1. Main concepts of the module
2. In your opinion, how these concepts apply to students with exceptional lives
3. Your thoughts and feeling about being an online learner

(A nice one page bulleted handout will be fine)

2. - Meets Standard: Read or view the preview and lessons from the first module for one of the three categories (positive behavior support, reading, technology). Complete the “activity” for each lesson. Please type, spell check, and proof read your responses.

1. – Standard Not Met: Read or view the preview and lessons from the first module for one of the three categories (positive behavior support, reading, technology). E-mail the professor about what you learned from this.

Please turn in all material to the professor with this rubric as a cover sheet. Materials will be due on the date assigned by the professor. Think of a date that you will be ready to present, and sign up with the professor.

Rubric for Interview Activity

_____ Candidate's Name

Objectives: Candidate's will have the opportunity to increase their understanding of working with people with exceptionalities, their family members, and those who support them (**Course objectives 1-4**).

Rationale: Students need to interact with people impacted by exceptionalities to increase their own understanding and ability to provide supports to those in need.

Activities: As stated in the course syllabus, students will be graded on a rubric, with three being the highest grade possible, and one being the lowest. The following is a breakdown of what is required for each level.

3 –Target: Candidates can conduct an interview in one of three ways:

1. In person by taking notes and presenting the interaction to class
 - a. (Students should create a one bulleted page handout of the main points of the interview)
2. Conducting a phone interview or via e-mail.

Prior to the interview, the candidate should:

Tell members of the class whom they will be interviewing (you can do this over e-mail)

Ask the class if there are certain questions they would like to ask

Provide the person to be interviewed with a list of possible questions prior to the interview

Class interviews can range from 20 minutes to the entire class period. In person interviews will probably last up to an hour.

Turn in to the professor –

- **Copies of your notes (for in-person interview);**
- **A copy of the questions you asked the interviewee;**
- **A one-three page summary of the interview; and**
- **1 page bulleted list of “lessons learned” to be shared with the class (typed, spell checked, proof read)**

2. - Meets Standard: Interview is conducted, missing only one of the supporting materials

1. – Standard Not Met: Interview is conducted, candidate is missing most of the supporting materials, and/or the student did not follow the directions provided by this instructor about their content.

Please turn in all material to the professor with this rubric as a cover sheet. Materials will be due on the date assigned by the professor. Think of a date that you will be ready to conduct or present interview, and sign up with the professor. You must clear the person you want to interview with the instructor to receive credit for this assignment!

Possible people to interview

One of the authors of the book

A researcher cited in the book (if that person is still living and willing to talk with us)

A person from a family-advocacy group

A person who is a self-advocate

A person with a disability that would like to share their experiences with pre-services professionals

A school district employee (urban, suburban, or rural) who is impacted by the exceptional lives of the students they serve.

Person from a government, civil, private, or public agency who is in charge of ADA and the Rehabilitation Act requirements for their organization (e.g., CTA, Boeing, Loyola)

Please make an appointment with the professor if you would like help with identifying people to interview. The burden is on the student to make the contact for the interview.

Rubric for Positive Behavior Support Activity

_____ Student's Name

Positive Behavior Support is, "Positive behavior support (PBS) is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. PBS's key attributes include proactivity, data-based decision-making, and a problem-solving orientation" (Horner, 2000; Lewis & Sugai, 1999; Sugai, et al., 2000; Weigle, 1997) (as cited in Turnbull et al., 2002). (see - <http://www.pbis.org>)

Objectives: Candidates will increase their understanding and skill in conducting assessments and developing interventions at the individual level of positive behaviors support.

Rationale: Candidates need to have skills that ensure "No Child is Left Behind" from lack of access to the general education curriculum because of behavior that impedes a child's learning.

Activities: Candidates will carry out the basic components of a positive behavior support plan (interviews, assessment, hypothesis development, identify potential team members and possible interventions)

Candidates were to: Volunteer to assess a student who is exhibiting behavior that impedes his/her learning (please type this up). This will count as your positive behavior support activity. They are to carry this out by:

Assessment:

(1.) Conducting an interview with the student's teacher using the interview guide provided; **(5 points)**

* **(3) Bonus points** for conducting the interview with the student as well

(2.) Conducting at least one antecedent, behavior, consequence observation (I will show you how to do this); **(5 points)**

Your report – use these for your outline (35 points)

(3.) A **specific statement** about the behavior(s) of concern (e.g., what you want to decrease);

(4.) Writing a statement about why the behaviors are occurring (**your hypothesis – i.e. attention, escape, avoidance, access to object, sensory**);

(5.) Writing a statement about the behavior(s) you would like to **teach to replace** the problem behavior (that serves the same purpose as the problem behavior);

(6.) Writing a statement about what behavior(s) you would like to see **increased**;

(7.) Write a statement about **quality of life** interventions that could be addressed; and

(8.) Writing a statement about **who** in the student's life could help you to accomplish these goals.

(9.) Identify one expectation you would like to **teach the entire** class that would benefit the student, **attach the lesson plan**. An additional **3 points** if you actually teach it and tell me how it went!

___**3 –Exceeds Expectations:** The candidate conducted the assessment and developed intervention suggestions that would clearly provide positive supports for their student. The statements and materials (e.g., copies of interviews and observations) are put together using headings/topics provided and where typed. The candidate’s statements and suggestions can be directly linked to the assessment activities.

___**2. - Meets Expectations:** The candidate conducted the assessment and developed intervention suggestions that would clearly provide positive supports for their student. The candidate was able to conduct the assessment activities, but had some difficulty developing interventions and support team.

___**1. – Needs Improvement:** The candidate left out components of the assessment all together, and/or components of the intervention plans. The candidate did not make a connection between interventions suggested and the assessment process. The candidate’s materials were not well organized.

Please turn in all materials to the professor with this rubric as a cover sheet. Materials will be due on the date assigned by the professor. Think of a date that you will be ready to present and sign up with the professor.

Points _____/45_____ Bonus Points _____ Total Points _____

Course Outline

Week	Topic	Readings for the week/Assignments
August 26 & 28	Introductions, Syllabus, Establish Expectations, Look at the field and direction History of Special Education	Bring copy of syllabus to class Chapter 1
September 2 & 4	The Law (IDEA, Section 504) Collaboration	Chapter 2
September 9 & 11	Characteristics of children with special needs	Chapters 4
September 16 & 18	Characteristics of children with special needs cont.	Chapters 5 Quiz 9/18
September 23 & 25	Process of delivering services	Chapter 6
September 30 & October 2	Positive Behavior Supports Discuss project	Visit PBS website
October 7 & 9	Adapting the Lesson	Read Chapter 9
October 14 & 16	Discuss UDL Project	Skim chapter 7 Visit UDL site: http://www.cast.org
October 21 & 23	No Class October 7 Adapting the learning environment	Read Chapter 8 Choice Activity Due 10/23
October 28 & 30	Adapting the learning environment contd. Teaching Techniques	Quiz 10/16 & Read Chapter 10
November 4 & 6	Adapting Content	Read Chapter 11
November 11 & 13	Adapting assessment, evaluation, and grading	Universal Design Lesson Activity Due 11/13 Read Chapter 12
November 18 & 20	Catch up time!	Positive Behavior Support Project Due 11/20
November 25 & 27	No Class November 27	PBS Presentations 11/25
December 2 & 4		Final
December 9	Poster Session	