

Loyola University Chicago
School of Education
Spring 2011
Exceptional Lives II
 Course Number: CIEP 501

(Tentative Draft: The most updated syllabus is on the student's Blackboard website)

<p>Instructor: Hank Bohanon 1056 Water Tower Campus 820 N. Michigan Ave. Chicago, IL 60611 Office Phone # 312-915-7099 Fax #: 312-915-6660 E-Mail: hbohano@luc.edu</p>	<p>Class meetings: Monday Evenings 7:00-9:30 Meeting Place: 124 Dumbach Hall Office Hours: By appointment</p>
<p>Texts (Required):</p> <p>Westling, D.L. & Fox, L. (2008). Teaching students with severe disabilities (4th), New York: Prentice Hall.</p> <p>Where are the computer labs at Loyola University Chicago? http://www.luc.edu/infotech/labs/labchart.html</p> <p>Suggested: APA Manual 5th Edition.</p> <p>Additional Websites:</p> <p>Loyola University Chicago Special Needs Website: http://plato.it.luc.edu/education/specialneeds/</p> <p>Loyola University Chicago Special Needs</p>	<p>Materials:</p> <p>Your class has a corresponding website which Candidates MUST access. The website is http://blackboard.luc.edu</p> <p>Loyola University Chicago, School of Education Online Academy for learning how to support individuals with exceptionalities. For now, we are going to use the one housed at the University of Kansas while we repair our server: http://www.onlineacademy.org</p> <p>Online Academy Topics include:</p> <ul style="list-style-type: none"> - Positive Behavior Supports (see http://www.pbis.org) - Reading instruction - Use of technology in the classroom <p>If you are going to access these modules from a</p>

<p>Listserv: http://phaedrus.it.luc.edu/lists/listinfo/special-needs</p> <p>Beach Center on Families and Disabilities: http://www.beachcenter.org</p>	<p>computer lab on campus, you will need to purchase headphones that can fit into the back of the computer (green sound jack). The longer the cord the better. The size of the connector should be what fits into most standard “Walkman” radios.</p>
--	---

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 professional 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.

Course Description

The purpose of this course is to provide in depth understanding of ethical, professional, and collaborative service provision for children with special needs within a multicultural framework. Service provision within the least restrictive environment is stressed, with generalization to life skills through continual transition planning and community involvement. A particular emphasis is placed on working with students with low incidence/significant disability labels; however service provision for students with high incidence disability labels will also be addressed.

Throughout this course candidates will acquire skills and information useful in providing quality educational programming for students with low incidence/significant disabilities. Viewing ability within the broader context of human diversity, candidates will learn instructional strategies that foster a student’s meaningful participation in heterogeneous classrooms as well as the communities in which they live. Specifically, candidates will explore the following topics: positive approaches to challenging behaviors; strategies and materials for supporting alternative communication; collaborative structures/strategies; and curriculum, instruction, and assessment, ideas for educating students with low incidence/significant disability labels. The Council for Exceptional Children (CEC) Ethical Standards for Special Educators and Teacher Preparation Standards will also be addressed.

For more information about CEC standards, go to <http://www.cec.sped.org/>

Conceptual Framework

The conceptual framework of the School of Education is “Professionalism in Service of Social Justice.” This framework has been a guide for the development of the curriculum, instruction,

and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities.

Framework Domains Include:

Context, Critical Thought and Reflection:

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?”

Experience and Action:

Candidates will have the opportunity to apply the educational concepts they have learned and reflected upon during their formal course work by reflecting upon reading assignments and completing program evaluation for candidates. Candidates will also have the opportunity to develop their skills as “online learners” through interaction with course content through [Loyola’s Online Academy](#) (See link above).

Authentic Assessment:

Candidates will be provided with feedback from multiple sources (e.g., feedback from peers, course activities). The purpose of this type of assessment is to provide feedback to the student 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 (student teaching) portfolios, and a cadre of informal assessment tools they will have developed familiarity with.

All four domains of the conceptual framework are embedded within the goals, objectives, activities, and course content areas to be discussed below.

Social Justice and Exceptionalities:

Course Objectives:

By the end of the course candidates will:

1. Understand the current trends in service delivery for students with low incidence/significant disabilities (e.g., partial participation, natural proportions) and the need to expand curriculum, instruction, and assessment strategies to meet individual learning styles and instructional needs. (CC4V, CC3C, CC4G, CC5H, CC41, LBS4J, LBS4M)*
2. Understand the importance of collaboration in developing effective programs for all students. Identify collaborative strategies and practices to use in working with therapists/related service providers to wrap-around/integrated therapy and educational services. (CC7B, CC7K, CC4O, CC7Q)

3. Identify how cultural perspectives (e.g., difference v. deficit model of disability) influence the creation, implementation, and acceptance of special education services and examine how identity influences individual and family needs.
(CC4N, CC6B, CC8A, CC8G)
4. Identify strategies to use in supporting home-school collaboration and active involvement of families in educational decision-making.
(CC7B, CC7C, CC7D, CC7L, CC7N)
5. Examine and implement positive behavioral supports for students experiencing challenging behaviors.
(CC2K, CC5B, CC5D, CC5G, CC5S, LBS5B, LBS5A)
6. Explore and identify several types of augmentative or alternative communication strategies that students can use in the classroom and community.
(CC4P, CC4H, LBS4H, LBS6M, CC6B, CC2M, LBS6M)
7. Explore the etiology of low incidence disabilities and identify and apply to practice supports for individual health care needs effecting students and families.
(CC2F, CC2G, CC2H, CC2I, CC7G, CC5D, CC5S)
8. Construct, implement, and evaluate components of Individualized Education Plans, Individual Family Service Plans, and Individual Transition Plans, including accessing appropriate community service agencies.
(LBS4K, CC7B, CC4F, CC7G, CC7L, LBS4L, CC7J, CC7I, CC3Q, CC1I)
9. Explore and apply to practice current federal and state legislation, policies, regulations, and litigation related to the provision of educational services to students with low incidence/significant disabilities.
(CC1B, CC3C, CC5E, LBS6F, LBS6F)
10. Engage in reflective practice by exploring areas of professionalism, including issues of confidentiality, professional growth and development, self-evaluation; by advocating for individual students and their families; by integrating current research into professional practices; and by articulating a personal philosophy of special education.
(CC5D, CC5P, CC7C, CC8B, CC8D, CC8E, CC9A, CC9B, CC9C, CC1G, LBS9B)

(*Numbers in parentheses refer to CEC and ISBE program standards.)

Recommended Course Readings:

Articles: Social Skills Interventions for Children With High-Functioning Autism Spectrum Disorders

Donnellan, A. & Leary, M. (1995). *Movement differences and diversity in autism/mental retardation*. Madison, WI: DRI Press.

- Downing, J. (1999). *Teaching communication skills to students with severe disabilities*. Baltimore, MD: Brookes. - or 4 articles of Pat Mirenda
- Guess, D. (2000). Serving persons with severe and profound disabilities: A work in progress. In M. Wehmeyer & J. R. Patton (Eds.), *Mental retardation in the 21st Century* (pp. 91-111). Austin, TX: PRO-ED.
- Horner, R. H. (2000). Positive Behavior Supports. In M. Wehmeyer & J. R. Patton (Eds.), *Mental retardation in the 21st century* (pp. 181-196). Austin, TX: PRO-ED.
- Hunt, D., & Sullivan, E. V. (1974). *Between psychology and education*. Hillsdale, Illinois: Dryden Press.
- Koegel, L. K., Koegel, R. L., & Dunlap, G. (Eds.). (1996). *Positive behavioral supports: Including people with difficult behavior in the community*. Baltimore, MD: Brooks Publishing
- Rawson, M. J. (2000). *A manual of special education law for educators and parents*. Naples, FL: Morgen Publishing.
- Villa, R. & Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: ASCD.
- Snow, K. (1998). To achieve inclusion, community, and freedom for people with disabilities, we must use people first language. *TASH Newsletter*, October.
- Gelb, S. (1997). The problem of typological thinking in mental retardation. *Mental Retardation*, 35, 448-457.
- Brown, L. (1984). *The discrepancy analysis technique*. Madison, WI: University of Wisconsin and Madison Metropolitan School District.
- Pearpoint, J., Forest, M., & O'Brien, J. (1996). Maps, circles of friends, and path: Powerful tools to help build caring communities. In S. Stainback & W. Stainback (Eds.), *Inclusion: A guide for educators* (pp. 67-86). Baltimore, MD: Brookes.
- Lovett, H. (1996). *Learning to listen*. Baltimore, MD: Brookes.
- Schreiber, C. (2011). Social Skills Interventions for Children With High-Functioning Autism Spectrum Disorders. *Journal of Positive Behavior Interventions*, *13*(1), 49-62. doi: 10.1177/1098300709359027

Professional in Service of Social Justice:

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

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).

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 underserved 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.)

Full Participation:

I wish to fully include individuals with disabilities in this course. Please let me know by the second week of class if you need any accommodations in the curriculum, instruction, or assessment of this course to enable you to fully participate.

Language:

In course discussions and in your writing please adhere to the recommendations in the TASH "People first Language" article.

Academic Honesty:

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility:

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. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Technology:

Candidates will have the ability to become familiar with cutting edge technology in the area of adaptive and supportive devices. Further, candidates will become familiar with a wide variety of online learning processes for collaboration (e.g., Google Docs, You-Tube)

Harassment (Bias Reporting):

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her 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. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

Diversity:

In concert with the mission statement and conceptual framework for the School of Education, faculty, students, academic activities, and learning environments will be sensitive to and driven by individual, cultural, social, and economic diversity awareness and respect. It is expected that

the candidate will develop a respect for and recognition of the myriad forms of diversity that compose in the world.

Evaluation Procedures:

Participation

Given that most of the learning in this class takes place via discussion, activities, and other experiences in the classroom, it is important that you attend all class sessions, arrive on time, stay the entire class, and return promptly from breaks. If you must miss all or part of a class please let me know and you can develop a plan for how to recoup the information you missed. Each candidate is expected to complete reading assignments, writing assignments, and participate vigorously in class discussions and activities.

The following are expectations of a professional special education candidate:

- participation in class discussion and activities;
- attendance, including being on time and staying for the entire class;
- preparation for class, including completing assigned readings and being prepared to discuss them critically;
- one visit during the day to school that supports students with low incidence disabilities (I will help you with this)
- demonstrating respect for the group; and
- attending other off campus events as schedule and transportation allows
- scheduling an appointment with the instructor if you need assistance.

Choice of activity – choose one of the following options:

1. Choice #1: Reflective Responses to Course Readings:

Course readings will be assigned throughout the semester. To maximize your learning in the course and to inform our class discussions, please be sure you have read all of the readings prior to the class session to which they are assigned.

If you choose this option, you will be required to turn in four reflective responses to the course readings. You may select any four of the assigned readings to respond to over the course of the semester. You have two weeks following the assigned date to post the reading reflection on Blackboard. Reflective responses are due within two weeks of the assignment date. Each reflective response must include the following:

1) Reaction to Content

- analyzing the content of the readings from multiple viewpoints; considering both pros and cons of the issues presented.

2) Application to Practice

- describing how you can use the information presented in your current leadership practice.

3) Personal Reactions

- your personal feelings about the readings.

Responses should be no more than one page in length, single spaced, and should include your name, the date, and the titles of the readings to which you are responding. *All* readings for one class period should be synthesized into one reflective response. These responses should reveal

that you have read the material and thought carefully about the material. I will reply to each response. Submit by email within two weeks of the assigned reading date to the instructor. Responses must be submitted on time to receive full credit.

(Assessment of Objectives 1-10: On-Demand Tasks - problem based scenarios, simulations)

2. Choice #2: Present content for class with online or in person

Candidate may choose a course topic based off of the outline below. Next, the candidate will read the assigned materials. Candidates then may choose one of the following activities: (a) create a presenting online using Presi (see example at <http://prezi.com/hgjm18z36h75/why-should-you-move-beyond-slides/>) and presenting to class content that outlines the key components of the content for that week, or (b) develop a presentation with the instructor for in class regarding the content (no more than 25 minutes) using the Partnership Learning principles outlined by Jim Knight (<http://www.kucrl.org/partnership/>), or (c) lead a discussion (based off of a bulleted list) regarding an example/experience of the class readings that would extend the learning of their fellow candidates (e.g., discussion of a clinical activity, attending a conference, attending an IEP meeting). The candidate will describe the proposed assignment verbally (or in email) and seek approval prior from the instructor prior to starting the project. *(Assessment of Objectives 1-10: On-Demand Tasks - problem based scenarios, simulations)*

Presenting a Research Study:

Candidates need the opportunity to develop their skills in presenting content to their colleagues. Further, candidates need the opportunity to participate in the application of evidenced-based practices for persons with sever disabilities. Candidates are to select an area of support need from the following areas (see chapters 11-18 from the text for more details):

1. Teaching Communication Skills
2. Providing Behavioral Supports to Improve Challenging Behavior
3. Managing Sensory and Motor Systems
4. Providing Support for Health and Medical Needs
5. Teaching Personal Care Skills
6. Teaching Leisure and Recreational Skills
7. Teaching Appropriate Academic Skills
8. Teaching Community (work, shopping) and Domestic Skills

Next, the candidate is to:

1. Select a specific intervention in the area you would like to address.
2. Read the textbook and the original research study.
3. You may work in groups.
4. Review the intervention using the selecting the study I provided as a group and complete.
5. Develop a checklist of the specific steps for the intervention (include the APA citation at the top for the intervention and brief abstract).
6. Video tape a demonstration of the intervention. You will be replicating the procedures section of the study. The candidate will serve as the teacher/interventionist. Demonstrate the research study following the checklist. You may ask a fellow student or another

individual to simulate the developmental ability of one of the participants in the study. Candidates are not to select a person with the specific disability identified in the study.

7. Bring the video to class (or post on You-Tube), along with the checklist in a format that is accessible through Real Player, Windows Player, Quicktime, or on DVD.
8. The class will watch the intervention while following along with the checklist.

Candidates will also need to identify and share information from two additional annotated resources: 3 text based, 3 web-based that address supports for people with low incidence needs. The instructor will go over this with you in class. Key resources would include <http://csefel.vanderbilt.edu/>, or <http://www.nsttac.org/LessonPlanLibrary/Main.aspx>, or http://www.loyolacseit.com/PDFs/Cross_Reference.8.16.2010.PDF

Person-Centered Plan – Objectives 1-4 & 10:

Candidates will develop their own person-centered plan with assistance in class. The product for this activity will include a Powerpoint presentation (or Presi) outlining the major lessons learned.. See the attached rubric and supportive documentations for more details. I would like to focus on your quality of life if possible. We will complete an in class grid to guide our discussion.

Grading:

The grades in the School of Education are as follows: A, B+, B, C+, C, D, and F. This grade will be averaged into the grade assigned by the instructor based on the following point totals:

Participation	15
Choice	15
Research Presentation	30
Person-Centered Plan	40

(Note: Course requirements not turned in on time will result in a reduction in point total. I may allow you to redo an assignment for additional points. However, the final number of additional points will be up to the instructor)

Course Grade

Course grades will be based on the following point totals:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

(Assessment of Objectives 1-10: Overall Judgment)

Sequence of Material

1/24/2011 [Session 1](#) Working with Readings
Students with Low
Incidence/Significant Textbook Chapter 1 Students with Severe Disabilities

Disability Labels:
Course Overview
and Assumptions of
Special Education
Basics about Staff
Development

Primer on IDEA 2004

<http://www.cec.sped.org/AM/Template.cfm?Section=Home&CONTENTID=7839&TEMPLATE=/CM/ContentDisplay.cfm>

Professional Development (Read Tabs)

<http://www.kucrl.org/partnership/?file=index.html>

1/31/2011

Low
Incidence/Significant
Disabilities:
History, Definitions,
Beliefs, Personal
Factors

[Session
2](#)

Textbook Chapter 2 & 3

TBA

2/7/2011

Quality of Life:
Collaboration with
Families, Students,
Communities, and
Professionals

[Session
3](#)

Textbook Chapter 4

TBA

2/14/2011

Person Centered
Planning
Self-Determination,
Self- Advocacy, and
Advocacy, and
Developing
Instructional
Programs: The IEP

[Session
4](#)

Readings

Textbook Chapters 5 & 6

Martin, J. E., Van Dycke, J. L., Greene, B. A., Gardner, J. E., & Lovett, D. L. (2006). Increasing student participation in IEP meetings: Establishing the self-directed IEP as an evidenced-based practice, *Exceptional Children*, 72 (3) pp. 299-316. (Online Journal)

2/21/2011

Developing
Instructional
Programs:
Learning/Academic
Assessment

[Session
5](#)

Textbook Chapters 7-8

Review Person-Centered Powerpoint in folder

Read Malloy, J. M., Sundar, V., Hagner, D., Pierias, L., & Viet, T. (2010).

The Efficacy of the renew model:

Individualized school-to-career

services for youth at risk of school

dropout. *Journal of At-Risk Issues*, 15(2), 17-24.

2/28/2011	Developing Instructional Programs: Determining What to Teach and How to Teach It	Textbook Chapters 8-9 MAPS
	Session 6	
3/7/2011	Spring Break	Class does not meet
	Session 7	
3/14/2011	Assistive and Adaptive Technology	Textbook Chapter 19 Online Academy Learning and Technology http://www.onlineacademy.org/acad/products/preview.html Lesson 1: Technology Basic Concepts View or read presentation Take online assessment
	Session 8	
3/21/2011	Visual and Auditory supports	Web Article http://www.afb.org/info_document_view.asp?documentid=1344 Other article – TBA – I will hand this out Tips for Teachers http://www.as.wvu.edu/~scidis/vision.html Textbook Chapter 13 Managing Sensory and Motor Supports Online – Class – Get Ready for Skype..
	Session 9	
3/28/2011	Transition Issues: The Cradle to the Grave	Textbook Chapter 21 Wehmeyer Text: TBA Chapter 4 – Transition and Youth with Mental Retardation p. 59-70
	Session 10	

4/4/2011

[Session 11](#) Providing Behavioral Supports to Improve Challenging Behaviors
Textbook Chapter 12
Family Article from TASH

4/11/2011

[Session 12](#) Teaching Strategies: Communication
Textbook Chapter 11 & 17
TBA

4/18/2011

[Session 13](#) Health/Physical Supports
Chapter 13: Genetics and Gene Therapies p. 235
Textbook Chapters 14-15
Draft of Person-Centered Plan Due

4/25/2011

[Session 14](#) Collaborative Session
Co-Teaching
<http://www.powerof2.org/cgiwrap/powerof2/feature/index.php>
Textbook Chapters: 10, 16 & 18 (can do two readings for reflection)
Supporting materials for presentation of research study due

5/2/2011

[Session 15](#)
Final Presentations

LBSI Standards and Assessment Activities

Standards	Course Title and Number and/or Experiences	Assessment Activities
LBS4G. adaptive equipment to facilitate eating, dressing, grooming, bowel and bladder management, independent living, and mobility.	<ul style="list-style-type: none"> • CIEP 511: Developmental Theories & Disabilities • CIEP 501: Exceptional Learner II 	<ul style="list-style-type: none"> • Group presentation
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).	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II • CIEP 485: Social/Emotional/Behavioral Assessment & Intervention • CIEP 477: Academic Assessment & Intervention 	<ul style="list-style-type: none"> • Group presentation • Case Study: Behavior intervention plan - preventative and supportive strategies
LBS4J. the skills necessary for student success in community settings.	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II • CIEP 485: Social/Emotional/Behavioral Assessment & Intervention 	<ul style="list-style-type: none"> • Transition support plan • Case Study: Behavior intervention plan - quality of life interventions
LBS4K. community vocational options including supported employment and competitive employment models.	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II 	<ul style="list-style-type: none"> • Transition support plan
LBS4L. the rationale for career development and vocational programming across the preschool to post-secondary age.	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II 	<ul style="list-style-type: none"> • Transition support plan
LBS4M. the principles of partial participation.	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II • CIEP 485: Social/Emotional/Behavioral Assessment & Intervention 	<ul style="list-style-type: none"> • Case Study: Behavior intervention plan - instructional supports
LBS4S. assesses the entrance level skill requirements of a potential site for vocational placement.	<ul style="list-style-type: none"> • CIEP 511: Developmental Theories & Disabilities • CIEP 501: Exceptional 	<ul style="list-style-type: none"> • Transitional Plan • Transitional Site interview

	<p>Learner II</p> <ul style="list-style-type: none"> • CIEP 562: Student Teaching Grad Special 	
<p>Knowledge: The competent learning behavior specialist understands LBS5A. rationale for selecting specific management techniques.</p>	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II • CIEP 485: Social/Emotional/Behavioral Assessment & Intervention • CIEP 451: Psychology of Learning • CIEP 479: School-Based Consultation 	<ul style="list-style-type: none"> • Reading reflections • Case Study: Behavior intervention plan (backed up by FBA)
<p>LBS5B. theories and positive approaches for managing significant behavior problems, including self-stimulation and self-abuse.</p>	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II • CIEP 511: Developmental Theories & Disabilities • CIEP 485: Social/Emotional/Behavioral Assessment & Intervention • CIEP 451: Psychology of Learning 	<ul style="list-style-type: none"> • Reading Reflections • Case Study: Behavior intervention plan - prevention and consequence strategies, quality of life strategies
<p>LBS6D. instructional procedures for increasing communication use, spontaneity, and to promote generalization of communication.</p>	<ul style="list-style-type: none"> • CIEP 511: Developmental Theories & Disabilities • CIEP 501: Exceptional Learner II 	
<p>Performance: The competent learning behavior specialist LBS6F. plans, organizes, and implements educational programs appropriate to the cognitive, linguistic, and physical needs of individuals in the least restrictive environment.</p>	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II • CIEP 511: Developmental Theories & Disabilities • CIEP 562: Student Teaching Grad Special 	<ul style="list-style-type: none"> • Transitional Support Plan • Lesson plans/unit development
<p>LBS6K. interprets sensory, mobility, reflex, and perceptual information to create appropriate lessons.</p>	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II 	<ul style="list-style-type: none"> • Group report
<p>LBS6M. participates in the</p>	<ul style="list-style-type: none"> • CIEP 501: Exceptional 	<ul style="list-style-type: none"> • Reading Reflections

<p>selection and implementation of augmentative or alternative communication devices and systems for use with students with disabilities.</p>	<p>Learner II</p> <ul style="list-style-type: none"> • CIEP 485: Social/Emotional/Behavioral Assessment & Intervention 	<ul style="list-style-type: none"> • Case Study: (Behavior intervention plan, Group Action Plan/Wrap around service Plan, Assistive technology)
<p>LBS6N. matches individual needs with appropriate community placements including supported employment and competitive employment models.</p>	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II • CIEP 511: Developmental Theories & Disabilities • CIEP 512: Special Education: The Profession 	<ul style="list-style-type: none"> • Transitional Plan • Wrap around service Plan (Group Action Plan)
<p>LBS6T. uses instructional procedures for increasing communication use and spontaneity, and to promote generalization of communication.</p>	<ul style="list-style-type: none"> • CIEP 511: Developmental Theories & Disabilities • CIEP 562: Student Teaching Grad Special • CIEP 501: Exceptional Learner II 	<ul style="list-style-type: none"> • Supervisor Observation Form
<p>LBS9B. reflects on one's own practice to improve instruction and guide professional growth.</p>	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II • CIEP 512: Special Education: The Profession • CIEP 485: Social/Emotional/Behavioral Assessment & Intervention • CIEP 562: Student Teaching Grad Special 	<ul style="list-style-type: none"> • Reflection activities (e.g. journals, logs, field notes) • Journaling • Lesson Plan