

Loyola University Chicago
School of Education
Spring 2017
Exceptional Lives II
Course Number: CIEP 501

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

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<p>Texts (Required):</p> <p>Westling, D.L. & Fox, L. (2014). Teaching students with severe disabilities (5th), New York: Prentice Hall.</p> <p>Suggested: APA Manual 6th Edition.</p> <p>Additional Websites:</p> <p>Zarrow Center http://www.ou.edu/zarrow/</p> <p>Beach Center on Families and Disabilities: http://www.beachcenter.org</p> <p>Missouri Transition Center http://missouritransition.org/ (sign up for announcements)</p> <p>Transition Coalition http://transitioncoalition.org</p> <p>Institute for Community Inclusion http://www.communityinclusion.org/</p>	

Project RENEW <https://iod.unh.edu/projects/rehabilitation-empowerment-natural-supports-education-and-work-renew>

- Positive Behavior Supports (see <http://www.pbis.org>)

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 "*Social Action through Education.*" Specially, this course addresses SOE Conceptual Framework Standard 2: Candidates apply culturally responsive practices that engage diverse communities. This standard is addressed in

the core assessment in that candidates are evaluated on their ability to use knowledge from current research to critically evaluate IEP's for the use of research-based practices.

Dispositions:

Candidates are expected to demonstrate disposition targeted by the School of Education. These include Professionalism, Inquiry, and Social Justice. Demonstration of these components are a part of class participation points. The rubric for assessing these expectations is included in the rubric attached at the end of this document.

Learning Goals based on IDEA Center data <http://www.theideacenter.org/> :

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
9. Learning how to find, evaluate and use resources to explore a topic in depth

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.
(CEC 1, 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. (CEC 7)
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.
(CEC 1)
4. Identify strategies to use in supporting home-school collaboration and active involvement of families in educational decision-making. (CEC 7)
5. Examine and implement positive behavioral supports for students experiencing challenging behaviors.
(CEC 1, CEC6, LBS5B, LBS5A)
6. Explore and identify several types of augmentative or alternative communication strategies that students can use in the classroom and community.
(CEC 1, 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.
(CEC 6)

8. Construct, implement, and evaluate components of Individualized Education Plans, Individual Family Service Plans, and Individual Transition Plans, including accessing appropriate community service agencies.
(CEC1, CEC 6, CEC 7, LBS4K)

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.
(CEC 6, 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.
(CEC 6, LBS9B)

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

Recommended Course Readings:

Articles:

- Carter, E., Lane, K., Pierson, M., & Stang, K. (2008). Promoting self-determination for transition-age youth: Views of high school general and special educators. *Exceptional Children*, 75(1), 55-70. doi: 1548558211
- 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
- Gelb, S. (1997). The problem of typological thinking in mental retardation. *Mental Retardation*, 35, 448-457.
- 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.
- Hawkins, S. M., & Heflin, L. J. (2011). Increasing secondary teachers' behavior-specific praise using a video self-modeling and visual performance feedback intervention. [Article].

- Journal of Positive Behavior Interventions*, 13(2), 97-108. doi: 10.1177/1098300709358110
- Holburn, S., Jacobson, J. W., Schwartz, A. A., Flory, M. J., & Vietze, P. M. (2004). The Willowbrook Futures Project: A Longitudinal Analysis of Person-Centered Planning. [References]. *American Journal on Mental Retardation*, 109(1), 63-76.
- 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.
- Janney, D. M., Umbreit, J., Ferro, J. B., Liaupsin, C. J., & Lane, K. L. (2013). The Effect of the Extinction Procedure in Function-Based Intervention. *Journal of Positive Behavior Interventions*, 15(2), 113-123. doi: 10.1177/1098300712441973
- 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
- LeBel, T. J. (2013). Use of a Daily Report Card in an Intervention Package Involving Home-School Communication to Reduce Disruptive Behavior in Preschoolers. *Journal of Positive Behavior Interventions*, 15(2), 103-112. doi: 10.1177/1098300712440451
- 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.
- Powers, L. E., Turner, A., Westwood, D., Matuszewski, S., Wilson, R., & Phillips, A. (2001). TAKE CHARGE for the Future: A controlled field-test of a model to promote student involvement in transition planning. *Career and Development for Exceptional Individuals*, 24, 89-104.
- Rawson, M. J. (2000). *A manual of special education law for educators and parents*. Naples, FL: Morgen Publishing.
- 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
- Snow, K. (1998). To achieve inclusion, community, and freedom for people with disabilities, we must use people first language. *TASH Newsletter*, October.
- Shogren, K. A., Lee, J., & Panko, P. (2016). An examination of the relationship between postschool outcomes and autonomy, psychological empowerment, and self-realization. *The Journal of Special Education*, 1-10. doi:10.1177/0022466916683171
- Sullivan, C. M. (2012). Addressing challenging behaviors for individuals with autism spectrum disorders. *Counseling Today*, 55(4), 49-51.

Walton, K. M., & Ingersoll, B. R. (2012). Evaluation of a Sibling-Mediated Imitation Intervention for Young Children With Autism. *Journal of Positive Behavior Interventions, 14*(4), 241-253. doi: 10.1177/1098300712437044

Wehmeyer, M. L., & Palmer, S. B. (2003). Adult Outcomes for Students with Cognitive Disabilities Three-Years After High School: The Impact of Self-Determination. *Education and Training in Developmental Disabilities, 38*(2), 131-144.

Villa, R. A., & Thousand, J. S. (Eds.). (2005). *Creating an inclusive school*. ASCD.

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.)

Language:

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

Clinical Requirements:

This will be a part of classroom participation. We will be potentially working with adults and/or students to support futures planning. These may occur off site. We will work together on the location and timing for the meetings. Typically, this will occur during our class time. We may also have at least one trip to a school/site that supports students with significant needs. We will schedule this together. These will be graded as a part of points for participation, and your dispositions when working with each other and people in the field.

**Loyola University Chicago
School of Education
Syllabus Addendum**

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: <http://www.luc.edu/education/admission/tuition/course-management-fee/>

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education
<http://www.luc.edu/education/mission/> .

Evaluation Procedures:

Participation

Given that most of the learning in this class takes place via online formats, 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. Each candidate is expected to complete reading assignments, writing assignments, and participate vigorously in class discussions and activities (in person and online). For this semester, being on site for field-based meetings will be required. Also, candidates will need to be prepared to make at least one appointment on site during the day related to their class participation.

The following are expectations of a professional special education candidate:

- participation in class discussion and activities in person and online;
- attendance, including being on time and staying for the entire class;
- preparation for class, including completing assigned readings and activities and being prepared to discuss them critically;
- participating in supporting person centered planning;
- participating in your own person centered plan;
- demonstrating respect for the group and individuals;
- turning in materials on time;
- attending other off campus events;
- scheduling an appointment with the instructor if you need assistance;
- following up with commitments related to your case study;
- visit to one classroom supporting students with significant needs and reporting on experience;
- participating in online discussion forums as needed; and
- reviewing online supplemental information as needed.

Focused Research Question and Podcast:

The purpose of this project is to allow candidates to explore an area of our profession related to students or needs of their choosing. It is the hope of the instructor that candidates will find this project to be a useful for their work in the future. The candidates will

1. Identify a topical area related to the class relevant to assessment, instruction, quality of life, inclusion, community integration, independent living, behavioral support, toilet training, transition, life skills instruction, or another area from the topical outline from the class.
2. Next, the candidate will identify a particular type of need for students. For example, students with cognitive delay, sensory issues, communication disorders, behavioral

needs, medical complications, visual impairments, hearing impairments, mobility issues, and psychological disorders.

3. Next, the candidate will develop a specific research question related to their topic and type of need. For example, a candidate might ask, “What are the most effective interventions to teach students with cognitive delay to develop mastery of independent toilet skills?” Candidates will send their question to the instructor by the date finalized in the topical outline.
4. Next, the candidate will conduct a review of the literature related to their topic of relevant research articles. The articles should be in peer reviewed journals <http://www.angelo.edu/services/library/handouts/peerrev.php> . Please let the instructor know if you have any questions about this factor. Candidates are encouraged to make use of the Loyola Library System to identify articles <http://libraries.luc.edu/articles>. Candidates will select and read articles related to their question (5 would be a good number for our purposes).
5. Candidates will develop an outline of their paper and send to their instructor by the date finalized in the topical outline. The outline should include an introduction to the topic, differences and/or agreements in terms of intervention approaches, and practical suggestions/implications for K-12 special education teachers.
6. Next, the candidate will submit a draft of the paper (including references in APA format) to the instructor by the date assigned in the topical outline. The paper should be between 6 to 8 pages in length, and include a reference list. References and citations should use APA 6th Edition format (<http://owl.english.purdue.edu/owl/resource/560/01/> also see <http://youtu.be/mRHESStFBwUc>). Based on the papers, the instructors will group the candidates into panels of knowledge.
7. The instruction and the students will participate in a podcast panel interview, record, and post on the Web (see <http://chicagotonight.wttw.com/>). The purpose of this final step would be for the candidates to share their lessons learned, and allow for a permanent record of the lessons to exist for later use by the candidates. You can hear an example of a podcast related to supporting students with Autism here. <http://soundcloud.com/prevention/panel-1>

Quizzes: While not a major focus of the class, the instructor will need to measure your basic knowledge of terms and key facts related to the class. There will be two quizzes related to the class, one a mid-term and one at the end of the semester. These will include content from lectures, online classes, and assigned readings. The first quiz will cover terms and key information related to supporting students with special needs with low incidence disabilities. The second will deal with the application of knowledge of the material related to significant disabilities. Reviews will be provided before each quiz.

Student Voice/Transition Project

The purpose of this assignment is to support the development of a student transition plan and/or individual service plan. The candidate will review an individual transition plan/ individual service plan (using a format provided in class) for a student with a disability. The candidate will work with the student’s/person’s teacher/support provider to determine the most appropriate

form of assessment that meets the needs of the student. Examples also will be provided in class. The candidate will submit a copy of the assessment along with a short reflection regarding how this support increased the level of self-determination for the student/person. Your primary task is to select the assessment process that best applies to your student/person and make recommendations for its use. Should the student/person and/or teacher/support provider not be willing to complete the assessment, the candidate must state this information and explain: (1) why they chose this particular assessment for the student/person, (2) how they might modify the assessment for the student/person based on their needs, and (3) how they believe the student's/person's level of self-determination would have been improved as a result of the application of this tool. With the permission of the student/person, teacher/support provider, and family, you are welcome to complete the actual assessment with the student. The reflection then is based on why you selected the tool, how you modified the application, and the connection with improving student/personal self-determination.

More information on Individual Service Plans

http://www.dhs.state.il.us/OneNetLibrary/27896/documents/By_Division/Division%20of%20D/D/DirectSupportPerson/Module5NotebookIndividualServicePlan.pdf

<http://healthandwelfare.idaho.gov/Portals/0/Medical/DevelopmentalDisabilities/IndividualSupportManual.pdf>

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	20
Focused Research Question	30
Student Voice/Transition Project	30
Quizzes (2)	20

(Note: Full credit for activities is possible when assignments are submitted on time. 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

Topical material may be subject to change based on availability of guest speaker and site visits

<p>1/23/17</p>	<p>Working with Students with Low Incidence/Significant Disability Labels: Course Overview and Assumptions of Special Education Basics</p> <p>Who Cares about Kelsey?</p>	<p>Readings</p> <p>Textbook Chapter 1 Students with Severe Disabilities</p> <p>Primer on IDEA 2004 http://bit.ly/2isNM3t</p> <p>Project RENEW Overview video (see first page of website) http://bit.ly/2iQgicY - Hank</p>
<p>1/30/17</p>	<p>Low Incidence/Significant Disabilities: History, Definitions, Beliefs, Personal Factors</p> <p>Including Samuel?</p>	<p>Textbook Chapter 2 & 3</p> <p>Wagner, M., & Davis, M. A. (2006). How Are We Preparing Students With Emotional Disturbances for the Transition to Young Adulthood? Findings From the National Longitudinal Transition Study--2. [Article]. <i>Journal of Emotional & Behavioral Disorders</i>, 14(2), 86-98. (E-Journal)</p>
<p>2/6/17</p>	<p>Futures planning night for class – meet student in class</p> <p>Meet at Misericordia</p>	<p>PCP: Review individual support plan (ISP)</p>
<p>2/13/17</p>	<p>Quality of Life: Collaboration with Families, Students, Communities, and Professionals</p> <p>Meet at Misericordia</p>	<p>PCP: Meet the participants, start plan</p> <p>Textbook Chapter 4</p> <p>Turnbull, A., & Turnbull, R. (2011). Right Science and Right Results: Lifestyle Change, PBS, and Human Dignity. [Article]. <i>Journal of Positive Behavior Interventions</i>, 13(2), 69-77. doi: 10.1177/1098300710385347 (E-Journal)</p> <p>Due: Research Question Due Instructor in Sakai before class</p>
<p>2/20/17</p>	<p>Person Centered Planning</p>	<p>PCP: Review the plan, then work on The People and Resources in My Life to My Dreams</p>

	<p>Self-Determination, Self-Advocacy, and Advocacy, and Developing Instructional Programs: The IEP</p> <p>Meet at Misericordia</p>	<p>Readings</p> <p>Textbook Chapters 5 & 6</p> <p>Shogren, K. A., Lee, J., & Panko, P. (2016). An examination of the relationship between postschool outcomes and autonomy, psychological empowerment, and self-realization. <i>The Journal of Special Education</i>, 1-10. doi:10.1177/0022466916683171</p>
2/27/17	<p>Developing Instructional Programs: Learning/Academic Assessment</p> <p>Tracy Ruppman?</p> <p>Meet at Misericordia</p>	<p>PCP: Review the plan, then work on My Dreams to Personal Action Plan</p> <p>Assessment data review – what additional data does the participant need?</p> <p>Readings</p> <p>Textbook Chapters 7-8</p>
3/6/17	<p>Spring Break</p>	<p>Class does not meet</p>
3/13/17	<p>Developing Instructional Programs: Determining What to Teach and How to Teach It</p> <p>Any assessments we need to complete</p> <p>Kathy Gould 6:15?</p>	<p>Textbook Chapters 8-9</p> <p>Due: Outline for paper due instructor in Sakai</p>
3/20/17	<p>Assistive and Adaptive Technology</p> <p>Access Living</p> <p>Meet at Misericordia</p>	<p>PCP: Planning presentation</p> <p>Textbook Chapter 19</p> <p>Due: Quiz 1 Online due before class in Sakai</p>

3/27/17	<p>Visual and Auditory supports</p> <p>Corbb and Kevin O'Conner webinar?</p> <p>Meet at Misericordia</p>	<p>PCP: Share plan</p> <p>Textbook Chapter 13 Managing Sensory and Motor Supports</p>
4/3/17	<p>Transition Issues: The Cradle to the Grave</p> <p>Kathleen Hirshman?</p>	<p>Textbook Chapter 21</p> <p>Due: Paper for research due instructor in Sakai</p>
4/10/17	<p>Providing Behavioral Supports to Improve Challenging Behaviors</p> <p>Sheri webinar?</p> <p>Meet at Misericordia</p>	<p>PCP: Action planning meeting</p> <p>Textbook Chapter 12</p>
4/17/17	<p>Teaching Strategies: Communication</p> <p>In Person Check in with student</p>	<p>Textbook Chapter 11 & 17</p>
4/24/17	<p>Health/Physical Supports</p> <p>Meet at Misericordia</p>	<p>PCP: Action planning meeting</p> <p>Wrap up and evaluation</p> <p>Chapter 13, 14, & 15</p> <p>Due: Online Quiz #2 due instructor in before class in Sakai before class</p>
5/1/17	<p>Collaborative Session</p> <p>Panel presentations – record in class</p>	<p>Textbook Chapters: 10, 16 & 18</p>

		<p>Very good resource on Co-Teaching http://www.powerof2.org/cgiwrap/powerof2/feature/index.php</p> <p>Due: Student Voice/Transition Project in LiveText</p>
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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	<ul style="list-style-type: none"> • CIEP 511: Developmental Theories & Disabilities 	<ul style="list-style-type: none"> • Transitional Plan • Transitional Site interview

<p>potential site for vocational placement.</p>	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II • 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 selection and implementation of augmentative or alternative communication devices and systems for use with students with disabilities.</p>	<ul style="list-style-type: none"> • CIEP 501: Exceptional Learner II • CIEP 485: Social/Emotional/Behavioral Assessment & Intervention 	<ul style="list-style-type: none"> • Reading Reflections • 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

Rubric for Candidate Dispositions

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does not Meet Expectations
<p>Inquiry: Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognize, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.</p>	<p>Candidate demonstrates the ability to generate their own knowledge by carrying out systematic approaches to gathering and using data to inform instruction and promote learning for all.</p>	<p>Candidate demonstrates the ability to generate their own knowledge by gathering and using data with little connection to instruction or promoting learning.</p>	<p>Candidate does not demonstrate the ability to carry out systematic approaches to gathering data.</p>
<p>Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate</p>	<p>Candidates welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates examine and challenge their own beliefs about equity and social justice. Candidates reflect the importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates demonstrate their commitment to taking</p>	<p>In some instances, candidates affirm diversity and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates occasionally examine and challenge their own beliefs about equity and social justice. Candidates sometimes demonstrate importance of social context as they apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates</p>	<p>Candidates do not welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates do not examine and challenge their own beliefs about equity and social justice. Candidates do not demonstrate importance of social context as they never apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates</p>

<p>injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>sometimes acknowledge the importance of taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>	<p>show no commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.</p>
<p>Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate demonstrates personal responsibility and agency by engaging in proactive problem resolution and conflict management. Candidate promotes his/her own development and the development of others and engages in collaborative relationships that promote mutually beneficial outcomes. Candidate adheres to ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time;</p>	<p>Candidate partially demonstrates personal responsibility and agency by engaging in problem resolution and conflict management. Candidate partially seeks to develop self and others and occasionally participates in collaborative relationships that are mutually beneficial. Candidate acknowledges but may not reflect ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>	<p>Candidate does not demonstrate personal responsibility and agency in problem resolution and conflict management. Candidate does not seek to develop self and others or participate in collaborative relationships. Candidate does not engage or recognize ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.</p>

	reflecting the expectations of the assignment in submissions.		
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