



**LOYOLA  
UNIVERSITY  
CHICAGO**

*Preparing people to lead extraordinary lives*

**TLLSC 261 001: Specializing in an Area of Teaching and Learning: Supporting Students with  
Special Needs**

**Sequence 4: Significant Disabilities and Life Planning**

*Teaching, Learning, and Leading with Schools and Communities*

School of Education, Loyola University Chicago

Spring, 2020

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Hank Bohanon

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**Module 4.2 Information**

Dates: 02/03/2020 - 02/21/2020

Days: Mondays, Wednesdays, & Fridays

Times: 8:15 - 11:15 AM

Classroom MUND 306

Clinical Sites: Roosevelt HS, Misericordia, Al Raby HS, Jones College Prep

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**Module 4.2 Description**

By focusing on urban classrooms, this module addresses multiple methods for instruction, behavior supports and progress monitoring for students with moderate to severe cognitive disabilities. This module engages teacher candidates in looking at how to develop lesson plans, aligned to Common Core State Standards. Module 4.2 offers the teacher candidates a clinical opportunity to participate in the development and demonstration of lessons in concert with the best practices for students with low incidence disabilities. Through this module, teacher candidates will: (a) 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 and (b) review components of Individualized Education Plans and Individual Transition Plans and (c) explore the etiology of low incidence disabilities, and identify and apply to practice supports for individual health care needs affecting students and families.

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**Module Goals**

Essential Questions:

- What are the critical issues, laws and policies in educating this population of students?
- What are the essential components of lesson-planning with accommodations and modifications? What general considerations (e.g., planning, accommodations, modifications) do you make to support including your students/participants in the field? By inclusion we mean in the school and/or community.
- How is academic progress monitored for this student population?
- How do you monitor the progress (e.g., academic, behavior, social, life skills, work skills) of your students/clients in included settings?
- What are the strategies for teaching students how to acquire and maintain new skills? Within included settings
- What is the FBA and how is it an effective intervention for changing student behavior? What preparations do you have to make to support your students/participants in included settings?
- What is the role of the teacher advocate in the broader realm of education? What role does advocacy (self or external) play in supporting the inclusion of your students/participants?
- Are there any policies related to inclusion/transitions that help or hinder your work to include your students/participants?
- What were the connections you made between what your interviewee shared and the class readings? What were the similarities in policy and/or practice?
- What were the connections you made between what your interviewee shared and film Including Samuel?
- How has this module impacted your future work with students with disabilities?

**As a part of this module, candidates will understand and be able to:**

- EU1K7: Explain the roles of an advocate, the process of advocacy, and how it can be used to challenge or promote policies and practices affecting students.
- EU1K9: Compare diverse forms of assessment and evaluation according to how each connects to content and instruction, as well as to the assumptions and implications that underlie each.
- EU5K10: Articulate the implications contemporary school reform policies and programs have for teaching, learning, and leading, in schools.
- EU6K1: Describe the important facts and central concepts, principles, and theories associated with their certified content areas.
- EU6K6: Describe a wide range of research-based and evidence-based instructional strategies and the advantages and disadvantages of each.
- EU6K9: Describe how to conduct and interpret appropriate content specific assessments.
- EU7K9: Describe how to utilize the assets of and engage parents and families in the educational outcomes of students, teachers, and schools.

**As a part of this module, candidates will:**

- Serve as advocates for all students, with special attention to those who are marginalized. (h2G, i2I)
- Analyze connections between assessments, educational opportunities, access and standards in order to implement socially just instructional practice. (a2A, g21)

- Incorporate verbal and written discourse that is stereotype-free, person-first, and acknowledges and honors the inherent equality among diverse learners and communities. (i2A)
- Communicate effectively with a wide range of educational professionals, parents and guardians, as well as community members and organizations to benefit student development. (h1H, h1I, i2D) (IB)
- Use analyses of relevant educational practices, policies, and legislation to advocate with and for students and families. (i1F, i2I)
- Discern the most appropriate actions needed to serve the best interests of diverse students and families. (h1H, 12I)
- Differentiate instruction to support the learning needs of all students.
- Evaluate, select, and integrate a variety of research-based strategies such as inquiry, cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design. (c2J, e2A, i1A) (IB)
- Make developmentally appropriate choices in selecting teaching strategies.

#### Key Activities

- Identify methods for instruction and behavior support for students.
- Develop components for progress monitoring strategies for students.
- Develop components for lesson plans and accommodations for students.
- State approaches for including students with disabilities

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#### IDEA Objectives:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

#### IDEA Course Evaluation Link for Students

IDEA Campus Labs website: <http://luc.edu/idea/>. The Student IDEA Log In is on the left hand side of the page.

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#### Candidates will be assessed on the following Disposition outcomes:

D1: Develop awareness that teaching is a complex practice with inherently political and ethical implications. (i1F)

D4: Demonstrate professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2D, i2F) (IB)

D7: Value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F)

D9: Recognize his/her own point of view and biases about diverse learners and how this perspective can impact teaching and learning. (a1F)

### **Grading Policy & Scale:**

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
Below 60%	F

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### **Attendance:**

- You are expected to arrive promptly and maintain excellent attendance records. Candidates are expected to attend every module session for the scheduled duration as to maintain consistency for students and school professionals.
- If there are special circumstances that require changes in the course schedule or meeting locations you will be informed of those changes via an announcement on Sakai. If such changes are needed (hopefully won't happen, given that we will only be meeting for eight sessions!) I will give you as much notice of the change as possible. In the event of a CPS school closure due to weather, we will meet in our LSC classroom unless the university also closes. In the event of CPS closures due to a teacher strike we will meet in our LSC classroom.
- Inform your professor and classroom teacher(s) ahead of time – by phone message or email if possible if you must be absent. If there is an emergency, contact your professor as soon as reasonably possible afterward. After missing a day of the module, it is necessary to contact your professor regarding procedures to make up the work and time at the school site.
- Assignments are due on the dates listed on course syllabi unless permission to hand them in late is given. Be sure to follow the policies of your specific professor of each module as it relates to policies on assignments.

### **Class Communication:**

Sakai and University email will be the main methods of communication with candidates enrolled in this course. Given that Sakai uses your Loyola computer account, candidates are responsible for making sure that their account is in good working order. Also, candidates are responsible for

checking their account for emails related to this class. If you have a personal email that you would rather use, you should arrange to forward emails from your student account to the personal account.

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## **Module Assignments**

### ○ **Module Participation: 25% of final grade**

- Candidates are expected to consistently and actively participate in all class activities in discussions. Since much of this module takes place in a school, candidates are expected to dress and act professionally. They must arrive on time and stay for the duration of the class session. Class sessions will build directly on assigned readings; candidates must come to class having viewed or read all assigned online learning, texts and articles, as well as completing a reader response.

### Professional Attitude and Demeanor Part I

- 2-Always prompt and regularly attend classes.
- 1-Rarely late to class and regularly attend classes (No more than 1 absence).
- 0-Often late to class and/or poor attendance of classes (More than 2 absences).

### Professional Attitude and Demeanor Part II

- 2-Always prepared for class with assignments and required class materials.
- 1-Rarely unprepared for class with assignments and required class materials.
- 0- Often unprepared for class with assignments and required class materials.

### Level of Engagement in Class

- 2-Always a willing participant. Contributes by offering ideas and asking questions each class in small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions each class in small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to class by offering ideas or asking questions.

### Integration of Readings into Classroom Participation

- 2-Often cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

### Listening Skills

- 2-Listen when others talk, both in groups and in class. Incorporate or build off of the ideas of others.
- 1-Listen when others talk, both in groups and in class.
- 0-Rarely listen when others talk, both in groups and in class.

### ○ **Weekly Update: 30% of final grade**

- By Sunday evening of each week (earlier is welcome!), candidates will reflect upon their learning and experiences at the school site on Wednesday and Friday related to the module objectives, essential questions, and prompts. Using Forums in Sakai, share 2-3 sentences on how your week is going and how and any connections with our class/prompt.

### ○ **Student Project: 20% of final grade due 2/10/20.**

- Candidates identify a task for a student at their site the student needs to acquire. For this activity, the candidate will develop a task analysis for a skill. The candidate will list out these steps in sequential order that would be taught to the student. Candidates may work in pairs for this assignment.
- ***Inclusion Interview: 25% of final grade, due 2/24/20.***
  - Candidates will conduct a brief interview with a professional at their site related to inclusion. Inclusion in this sense can mean both in the school and in the community. Following the interview, the candidate will develop a double-spaced paper summarizing their findings related to including students with significant disabilities. Candidates will address both course content (e.g., text, lectures) and clinical site experiences. The rubric is available in Sakai. The interview questions are within the rubric and are designated as "Interview." I do not anticipate the questions taking more than 20-30 minutes. Providing the questions to the interviewee in advance will help speed the interview process. Candidates are expected to use parsimony when developing the report. One to two paragraphs for each step of the rubric is sufficient. Candidates may work in groups of up to three. Each candidate must complete the final prompt that asks about their personal experience and contribution to the project.

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## Module Readings

- Westling, David L. & Fox, L. (2014). Teaching Students with Severe Disabilities (5<sup>th</sup> Edition), New York: Prentice Hall.
- Websites: Beach Center on Families and Disabilities:  
[www.beachcenter.lsi.ku.edu](http://www.beachcenter.lsi.ku.edu)
- Institute for Community Inclusion <http://www.communityinclusion.org/>
- Genetic Education Materials for School Success  
<http://www.gemssforschools.org/>

### Resource:

“Rubric of Quality Indicators for Specially Designed Instruction” (CPS document)

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## School of Education Policies and Information

### Conceptual Framework

“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”.

(<http://www.luc.edu/education/mission/>)

These conceptual framework standards reflect our commitment to promote transformational learning within each student across all programs.

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Specifically grounded in the overarching principles of *Professionalism in Service of Social Justice*, this course focuses on the policies and practices that impact the instruction and assessment of diverse students in urban schools, emphasizing the role of the teacher in making educational decisions and advocating for students, particularly those with special needs. Additionally, candidates must demonstrate understanding of educational policy and critically evaluate practices in a variety of classroom and school settings.

### **Technology/Communication/Electronic Etiquette**

Students are expected to check the course page on Sakai weekly for any important communications regarding this class. Supplemental readings and assignments will be posted electronically. All email communication will occur through the Loyola email system. A student tutorial on Sakai is located on the Loyola website. If you are unsure how to use this system, please see the instructor.

Technology is increasingly becoming an integral part of our lives. Although it can be a vital tool, technology can also be an unnecessary distraction. The uses of electronic tools are encouraged in this class, as a means of augmenting the understanding of course content. When the technology interferes with classroom functioning, technology is a deterrent. It is the expectation that members of the class are focused on the course content and actively contributing to the class.

Diversity

### **Diversity**

By focusing on the policy and practice in urban classrooms, this module addresses multiple perspectives on diversity, including but not limited to: the diversity in students’ backgrounds (i.e., culture, language, ability) and classroom and school contexts (e.g., bilingual education, instructional contexts for students with special needs).

## 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. Candidates will be assessed on the following Disposition outcomes:

D3: Value diversity and advocate for all students, particularly those from populations that are historically disenfranchised, underserves and/or overrepresented (including, but not limited to race, ethnicity, culture, language, SES, immigration status, exceptionality, ability, sexual orientation, gender, gender identity). (a1A, i1F, i2J) (IB) D4: Demonstrate professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students. (i2D, i2F) (IB)

D6: Collect and analyze community, school, family, and student data to guide educational decision making. (a2E) (IB)

D7: Value the unique identities and backgrounds of all students, families and communities as essential assets in learning environments. (i2D, i2F)

D9: Recognize his/her own point of view and biases about diverse learners and how this perspective can impact teaching and learning. (a1F)

D12: Develop an awareness that student behavior is shaped by complex environmental factors. (d1D)

D15: Demonstrate resiliency when confronted with challenges and recognize when the support of colleagues and others is needed.

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## Tentative Module Schedule

Date	Topic	Readings	Assignments
<b>M Feb 3</b>	Presentation and Class Discussion on: Students w. Severe Disabilities --- Instructional Best Ed. Practices, Assessing Needs from Curricular Modifications to Lesson Planning with Accommodations, Parents, Families, School Collaborations		
<b>W Feb 5</b>	Teacher candidates at school sites.  Site Visits Today Woods: Misericordia or Al Raby Lind: Jones or Roosevelt	Have read: Westling & Fox Chapter 7.	
<b>F Feb 7</b>	Teacher candidates at school sites.  Site Visits Today Lind: Jones or Roosevelt Woods: Misericordia or Al Raby	Have read: Westling & Fox Chapters 17 & 18.	Week 1 (Prompt: Describe your site's philosophy and examples of best practices for educating this low incidence population.)  Please submit assignment in Sakai Forums by Sunday
<b>M Feb 10</b>	Presentation and Class Discussion on: Methods and strategies for teaching students	Have read: Westling & Fox Chapter 8	Student Project due task analysis to teach a specific skill or an ecological assessment

	new skills, generalization and maintenance of skills.		of a natural setting for teaching a specific skill.
<b>W Feb 12</b>	Teacher candidates at school sites.  Site Visits Today: Lind: Jones or Roosevelt Woods: Al Raby or Misericordia	Have read: Westling & Fox Chapters 10 & 18	
<b>F Feb 14</b>	Teacher candidates at school sites.  Site Visits Today: Lind: Jones or Roosevelt Woods: Misericordia or Al Raby	Have read: Westling & Fox Chapter 12	Week 2 Reflection (Prompt: How does your school site create inclusive educational opportunities, CBI and provide positive behavioral support?) Please submit assignment in Sakai by Sunday
<b>M Feb 17</b>	Online – Including Samuel and short presentation on monitoring of academic progress, student assessments, behavioral supports, tracking behaviors, charting life skills.	Have read: Westling & Fox Chapter 9	
<b>W Feb 19</b>	Teacher candidates at school sites.  Site Visits Today: Lind: Roosevelt or Jones Woods: Misericordia or Al Raby		
<b>F Feb 21</b>	Teacher candidates at		Week 3 Reflection

	<p>school sites.</p> <p>Site Visits Today: Lind: Jones or Roosevelt Woods: Misericordia or Al Raby</p>		<p>What are student assessments, chart, behavior plans and progress monitoring used at your school site.)</p> <p>Please submit assignment in Sakai by Sunday</p> <p>Inclusion Interview Due in Livetext <b>by Monday, Feb. 25</b></p>
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**Loyola University Chicago  
School of Education  
Syllabus Addendum**

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

**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: [LiveText](#).

## **Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

## **Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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***.