TLLSC 260: TYPICAL AND A-TYPICAL DEVELOPMENT
Teaching, Learning, and Leading with Schools and Communities
School of Education, Loyola University Chicago
Spring Semester 2022

Instructor Information
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Office hours: Virtual Office Hours following class following our class from 10-11 AM

Module Information
Dates: January 19, 2022-February 4, 2022
Days: Wednesdays, 9-10 AM; Fridays, between 9-11 AM with small groups
Location: Online – both synchronous and asynchronous

Group or Class MTGS: We will be meeting on Wednesdays as a whole class from 9-10 AM. I will stay on Zoom after class for office hours. Candidates will meet with their small groups on Fridays during class to work on course projects using the class Zoom link provided – I will have breakout rooms you can join (Link). If you want to meet at other times, you just need to let the instructor know.

Response Time: I try to respond to student emails within 24 hours during the week, and by Monday morning for weekend emails. I will attempt to respond to all online reflections within one week of their posting.

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of Cura Personalis, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the COVID-19 Related Information Tab at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola’s COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and
medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

*COVID-19 Required Personal Safety Practices:* We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University’s campuses. Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola’s campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain. Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all LUC REQUIRED Safety Protocols.

*COVID-19 Reporting Protocol:* In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop protocols in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.

**Module Description**

By focusing on the typical and a-typical development of children, this module addresses multiple perspectives on diversity, including 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). This module engages teacher candidates in looking at how developmental milestones can be used and applied in daily practice with diverse students in urban schools. Ideas such as advocacy and how to support and enhance the whole child will be addressed. Through this module, teacher candidates: (a) learn the different developmental stages and how they manifest in a school setting, (b) see how the educational community contributes to student learning, and (c) become familiar with the Individualized Education Plan (IEP) process.

**Module Goals**

**Essential Questions:**
- What are typical indicators of a-typical development of physical, cognitive, and social-emotional domains each stage of development?
- What are the essential components of an Individualized Education Plan?
- What are best practices for developing, and assessing, benchmarks for students with severe disabilities?
• How does knowledge of typical and a-typical development support the design of Individualized Education Plans?
• What does it mean to be an advocate for a person who has developed a-typically at some stage of life?

As a part of this module, candidates will understand that effective special educators:

• 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.
• Analyze the social construction of statuses such as race, class, disability, and gender and how these social constructs have been traditionally used to stereotype families and communities.
• Describe the necessary professional knowledge to support and enhance the whole child, including meeting student needs across physical, social, psychological, linguistic, and intellectual contexts.
• Explain how relevant core concepts and constructs from theories and research relate to specific TLLSC EUs and EU indicators.
• Explain how relevant working principles from theories and research relate to specific TLLSC EUs and EU indicators.

As a part of this module, candidates will:

• Serve as advocates for all students, with special attention to those who are marginalized. (h2G, i2I)
• Notice and critique implicit messages about families, communities and individuals. (i1F, i2I) (CEC, 2021, 2.2, 7.2, 7.3)
• Analyze connections between assessments, educational opportunities, access and standards in order to implement socially just instructional practice. (a2A, g2I); (CEC, 2021, 4.3)
• Incorporate verbal and written discourse that is stereotype-free, person first, and acknowledges and honors the inherent equality among diverse learners and communities. (i2A) (CEC, 2021, 5.2)
• Make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional strategies. (a2C, b1E) (IB); (CEC, 2021, 2.1, 3.2, 5.5)
• Explain how and why core concepts, constructs and working principles from theories and research were used in their decisions and actions related to specific TLLSC EUs and EU indicators. (b2A, d2D, i2C) (IB); (CEC, 5.6, 6.1)

Related Council for Exceptional Children Standards (these are aligned with the objectives above)

2.1 Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.
2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.
3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.
4.3 Candidates assess, collaboratively analyze, interpret, and communicate students’ progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.
5.2 Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.
5.5 Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.
5.6 Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.
6.1 Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.
7.2 Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.
7.3 Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

Key Activities
- Identify basic components of the IEP process.
- Describe how to develop and assess benchmarks for students.

Required Textbook:

Additional Resources:
- Rubric of Quality Indicators for Specially Designed Instruction (ODLSS, Chicago Public Schools): Posted on Sakai.
- Vanderbilt University IRIS Center, https://iris.peabody.vanderbilt.edu/

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.
- 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(s) regarding procedures to make up the work and/or time at the school site.

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.
SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Dispositions

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: **Professionalism, Inquiry, and Social Justice**. Full transparency is critical to ensure that students are able to meet the expectations in this area. **Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText.** A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

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.
Module Assignments

Notes about assignments:

- Assignments for this course are due on the dates listed on course syllabi unless prior permission to hand them in late is given. Each assignment will have a 12-hour grace period for submission.
- If you find yourself in a situation that will make it difficult/impossible to complete an assignment on time, it is expected that you will notify your professor as soon as possible so other arrangements can be made.

1) Module Participation and Attendance (25 points)

These activities will include, but will not be limited to, online activities, attendance, cooperative learning activities (face-to-face and online), general discussions, completing study guides, other synthesis/evaluation activities (in-class quizzes), keeping up with weekly reading assignments, and professional dispositions. *Attendance:* Your regular attendance and active participation are expected. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by any other amount of reading or writing of papers. Online classes will include but not be limited to viewing a presentation, completing an activity, participating in reflection or discussion.

- **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. Atypical
2. Development Project: (25 points): Candidates will work in teams for this project. Teams of candidates will create an infographic to highlight the key components of different types of genetic related disabilities. Teams (link to groups) will create one infographic on one aspect of a genetic disability. They will choose a genetic disability from the list below. They will review the site GEMMS (link). Once they select the area of disability they wish to study, they will review the information on the right-hand side of the screen related to that disability (e.g., Meet a Child with, Medical and Dietary needs). Teams will then choose either Educational Needs or Educational Supports. They will summarize the main ideas of the area they choose onto an infographic (see link). I would recommend using Canva (link). You can share the link with your colleagues for the project. I am not looking for your ability to create a beautiful graphic. You just need to provide a useful summary that is easy to consume by the reader for the area of support your select. You can then post your final project on the Special Needs Network for Educators (link) under the topic for Pre-Service Teacher Topics. The Disabilities for this project include: Autism Spectrum Disorders, Down Syndrome, Cerebral Palsy, Fetal Alcohol Spectrum Disorders, Fragile X, Prader-Willi Syndrome, and Williams Syndrome.

3. IEP development (25 Points): Online IRIS Activity (25 points): Candidates will work in teams (link to groups) to complete the assessment related to the IRIS module on developing High-Quality Education Programs. Candidates will first complete the module independently (link to the module). Then, each team member will choose which questions they would like to address. Candidates will then submit their final responses in the document provided in Assignments on Sakai. Each candidates’ name and role needs to be included on the final submission.

4. Assessment and Benchmark Project (25 points): Candidates can work in teams (link to groups) to complete this assignment. Each team member will complete the IRIS module called Accommodations: Instructional and Testing Supports for Students with Disabilities (link to the module). Next, candidates will graph the data provided for a student named Sam (see Assignments in Sakai). Next candidates will use Chart Dog from Intervention Central to create a graph for the data provided in the overview. Candidates can save the picture file or paste it into the Word Document provided. Finally, the team needs to decide if the Sam’s intervention was successful. Based on the data, would you recommend that Sam’s teacher continue providing the accommodation? Please justify your answer? (put response into assignment). Finally, each candidates’ name and role needs to be included on the final submission.

Grading Policy & Scale:
The final grade is based upon the completion of course requirements, shown below, and following this scale:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
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<tr>
<td>A-</td>
<td>90%-92%</td>
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<tr>
<td>B+</td>
<td>87%-89%</td>
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<tr>
<td>B</td>
<td>83%-86%</td>
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<tr>
<td>Date</td>
<td>Activities</td>
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| Wed Jan 19 | Online Meeting     | • Introduction to course  
• Review syllabus  
• Discussion/lecture: Student disabilities, and philosophies and practices for teaching students with disabilities  
• Project sign-ups | • Chapters 1 - Pages 3-5, 8-14, scan tables, 20-22  
• Chapter 2 - pages 25-35, scan tables, 37-39, law tables page 41, 44-45 (program characteristics)  
• Chapter 4 - pages 67-73 (up to verbal and non-verbal communication), review tables, 77-83  
• GEMSS Website – only for project ([link](#))  
• Janella’s Story (11 minutes – [Link](#)) | |
<p>| Friday Jan 21 | Group Project Check in Time between 9-11 AM (<a href="#">Zoom link</a>) | | | |</p>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Chapters/Sections</th>
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<tbody>
<tr>
<td>Wed Jan 26</td>
<td>Online Meeting</td>
<td>• Essential elements of an IEP</td>
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<td>• Chapters 3 – Pages 50-53, Table 3-3, 56 (Roles and Duties of Paraprofessionals) - 57</td>
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<td>• Chapter 5 – pages 87-89</td>
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<td>• Chapter 6 – Pages 106-107, 112 (Assessing Preference) – 114 (up to Choice Making), 115-119 (up to Assessment of Individuals with Deaf-Blindness)</td>
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<td>• IRIS Module on IEPs (<a href="#">link</a>)</td>
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<td>• Atypical Development Project Due in SNNE anytime this day (1/26)</td>
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<td>Friday Jan 28</td>
<td>Group Project Check in Time between 9-11 AM (<a href="#">Zoom link</a>)</td>
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<td>Wed 2/2</td>
<td>Online Meeting</td>
<td>• Evaluating progress of students with severe disabilities.</td>
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<td>• Chapter 9 – Pages 177-183 up to Professional Attitudes and Use of AA), 187-189 (up to Event Recording), 197 (start at Graphing Direct Measurement Data)-201</td>
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<td>• Chapter 10 – Pages 204-209 (up to Progress Towards Inclusion), Table 10-2, Table 10-3,</td>
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<td>• IEP development project due anytime this day (2/2)</td>
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<td>• Assessment and Benchmark Project Due by Wed 2/9</td>
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<td>Date</td>
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<td>Notes</td>
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<td>Friday Feb 4</td>
<td>Group Project Check in Time between 9-11 AM (<a href="https://zoomlink.com">Zoom link</a>)</td>
<td>IRIS Module on Accommodations: Instructional and Test Supports (<a href="http://link.com">link</a>)</td>
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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.

The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

The 13 possible objectives you will select from are listed below:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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 Digication. 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.

Additional ONLINE Course Policies

*Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed.
from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

*Synchronous Meetings*

Will be conducted over Zoom. I request you keep your camera on and mic muted unless you are speaking.

*Student Participation*

I ask that student participate in all activities including chats, polls, and other online activities.

*Class Conduct*

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

*Student Support*

Special Circumstances--Receiving Assistance

Receiving Assistance Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Student Accessibility Center (SAC) (http://www.luc.edu/sac/). *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. 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.

*Syllabus Addendum Link*

https://www.luc.edu/education/academics/syllabi/