<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Class meetings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hank Bohanon</td>
<td>Tuesday Evenings</td>
</tr>
<tr>
<td>1056 Water Tower Campus</td>
<td>5:00-7:30 PM</td>
</tr>
<tr>
<td>820 N. Michigan Ave.</td>
<td>Meeting Place: Mundelein Center - Room 603 (other</td>
</tr>
<tr>
<td>Chicago, IL 60611</td>
<td>as defined by group)</td>
</tr>
<tr>
<td>Office Phone # 312-915-7099</td>
<td>Office Hours: Before or after class, by appointment</td>
</tr>
<tr>
<td>Fax #: 312-915-6660</td>
<td></td>
</tr>
<tr>
<td>E-Mail: <a href="mailto:hbohano@luc.edu">hbohano@luc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Website: <a href="http://www.hankbohanon.net">http://www.hankbohanon.net</a></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Texts (Required):</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Westling, D.L. &amp; Fox, L. (2008). Teaching students with severe disabilities (4th), New York: Prentice Hall.</td>
<td>Your class has a corresponding website which Candidates MUST access. The website is</td>
</tr>
<tr>
<td>Where are the computer labs at Loyola University Chicago? <a href="http://www.luc.edu/infotech/labs/labchart.html">http://www.luc.edu/infotech/labs/labchart.html</a></td>
<td><a href="http://blackboard.luc.edu">http://blackboard.luc.edu</a></td>
</tr>
<tr>
<td>Suggested: APA Manual 5th Edition.</td>
<td>Loyola University Chicago, School of Education Online Academy for learning how to support individuals with exceptionalities. For now, we are going to use the one housed at the University of Kansas while we repair our server:</td>
</tr>
<tr>
<td>Additional Websites:</td>
<td><a href="http://www.onlineacademy.org">http://www.onlineacademy.org</a></td>
</tr>
<tr>
<td>Zarrow Center <a href="http://www.ou.edu/zarrow/">http://www.ou.edu/zarrow/</a></td>
<td>Online Academy Topics include:</td>
</tr>
<tr>
<td>Beach Center on Families and Disabilities: <a href="http://www.beachcenter.org">http://www.beachcenter.org</a></td>
<td>- Positive Behavior Supports (see <a href="http://www.pbis.org">http://www.pbis.org</a>)</td>
</tr>
<tr>
<td></td>
<td>- Reading instruction</td>
</tr>
<tr>
<td></td>
<td>- Use of technology in the classroom</td>
</tr>
</tbody>
</table>
The Mission of the Loyola University Chicago, School of Education:
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professional to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

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

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

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

Conceptual Framework
The conceptual framework of the School of Education is “Professionalism in Service of Social Justice.” This framework has been a guide for the development of the curriculum, instruction, and assessment of this course. The knowledge, skills, and professional dispositions of special educators outlined in this syllabus are scaffolded by a strong commitment to ethical teacher behaviors with a goal of providing equitable educational services to all students in our school communities.

**Framework Domains Include:**

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

**Dispositions:**
Candidates are expected to demonstrate disposition targeted by the School of Education. These include Professionalism, Fairness, and the Belief that all students can learn. 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.

**Experience and Action:**
Candidates will have the opportunity to apply the educational concepts they have learned and reflected upon during their formal course work by reflecting upon reading assignments and completing program evaluation for candidates. Candidates will also have the opportunity to develop their skills as “online learners” through interaction with course content.

**Authentic Assessment:**
Candidates will be provided with feedback from multiple sources (e.g., feedback from peers, course activities). The purpose of this type of assessment is to provide feedback to the student that accurately reflects their ability level, integration of social justice and the conceptual framework, and ultimately the effectiveness of the course. Candidates will leave this course with examples of assessments for their professional (student teaching) portfolios, and a cadre of informal assessment tools they will have developed familiarity with.

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

**Learning Goals based on IDEA Center data** [http://www.theideacenter.org/]:
- Gaining factual knowledge (terminology, classifications, methods, trends)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning how to find and use resources for answering questions or solving problems

**Social Justice and Exceptionalities:**

**Course Objectives:**

---

3
By the end of the course candidates will:

1. Understand the current trends in service delivery for students with low incidence/significant disabilities (e.g., partial participation, natural proportions) and the need to expand curriculum, instruction, and assessment strategies to meet individual learning styles and instructional needs. (CC4V, CC3C, CC4G, CC5H, CC41, LBS4J, LBS4M)

2. Understand the importance of collaboration in developing effective programs for all students. Identify collaborative strategies and practices to use in working with therapists/related service providers to wrap-around/integrated therapy and educational services. (CC7B, CC7K, CC4O, CC7Q)

3. Identify how cultural perspectives (e.g., difference v. deficit model of disability) influence the creation, implementation, and acceptance of special education services and examine how identity influences individual and family needs. (CC4N, CC6B, CC8A, CC8G)

4. Identify strategies to use in supporting home-school collaboration and active involvement of families in educational decision-making. (CC7B, CC7C, CC7D, CC7L, CC7N)

5. Examine and implement positive behavioral supports for students experiencing challenging behaviors. (CC2K, CC5B, CC5D, CC5G, CC5S, LBS5B, LBS5A)

6. Explore and identify several types of augmentative or alternative communication strategies that students can use in the classroom and community. (CC4P, CC4H, LBS4H, LBS6M, CC6B, CC2M, LBS6M)

7. Explore the etiology of low incidence disabilities and identify and apply to practice supports for individual health care needs effecting students and families. (CC2F, CC2G, CC2H, CC21, CC7G, CC5D, CC5S)

8. Construct, implement, and evaluate components of Individualized Education Plans, Individual Family Service Plans, and Individual Transition Plans, including accessing appropriate community service agencies. (LBS4K, CC7B, CC4F, CC7G, CC7L, LBS4L, CC7J, CC7I, CC3Q, CC11)

9. Explore and apply to practice current federal and state legislation, policies, regulations, and litigation related to the provision of educational services to students with low incidence/significant disabilities. (CC1B, CC3C, CC5E, LBS6F, LBS6F)

10. Engage in reflective practice by exploring areas of professionalism, including issues of confidentiality, professional growth and development, self-evaluation; by advocating
for individual students and their families; by integrating current research into professional practices; and by articulating a personal philosophy of special education.
(CC5D, CC5P, CC7C, CC8B, CC8D, CC8E, CC9A, CC9B, CC9C, CC1G, LBS9B)

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

**Recommended Course Readings:**

**Articles:**


Downing, J. (1999). *Teaching communication skills to students with severe disabilities.* Baltimore, MD: Brookes. - or 4 articles of Pat Mirenda


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

Social Justice and Exceptionalities:
The proposed philosophy of social justice for working with individuals with exceptionalities is adapted from TASH (a national organization for individuals with disabilities).

Teachers should use innovative educational strategies, cutting-edge research; and support grassroots, personal, and collaborative advocacy for people with disabilities.
(These are the qualities that have come to symbolize TASH's work (http://www.tash.org/). Described by many as pioneers of social change for persons with disabilities who have been underserved and undervalued in our society, the members of TASH are strong advocates of people who have traditionally been denied access to education, work, and community living.)

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

Language:
In course discussions and in your writing please adhere to the recommendations in the TASH “People first Language” article.
Academic Honesty:
Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

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

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

Harassment (Bias Reporting):
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

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

Diversity:
In concert with the mission statement and conceptual framework for the School of Education, faculty, students, academic activities, and learning environments will be sensitive to and driven by individual, cultural, social, and economic diversity awareness and respect. It is expected that the candidate will develop a respect for and recognition of the myriad forms of diversity that compose in the world.

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.

**Evaluation Procedures:**

**Participation**

Given that most of the learning in this class takes place via discussion, activities, and other experiences in the classroom, it is important that you attend all class sessions, arrive on time, stay the entire class, and return promptly from breaks. 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.library.illinois.edu/ugl/howdoi/pertype.html](http://www.library.illinois.edu/ugl/howdoi/pertype.html). 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](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/](http://owl.english.purdue.edu/owl/resource/560/01) also see [http://youtu.be/mRHEStFBwUc](http://youtu.be/mRHEStFBwUc)). 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/](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](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 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.

**Presenting a Research Study:**
Candidates need the opportunity to develop their skills in presenting content to their colleagues. Further, candidates need the opportunity to participate in the application of evidenced-based practices for persons with severe disabilities. Candidates can work alone or in groups up to two.

Next, the candidate is to:
1. Select a specific intervention from one of the group member’s research studies (see Focused research question and Chicago Tonight).
2. The candidate/group reads the original study.
3. Read the textbook topic that is related to the original research study.
4. Review the intervention using the selecting the study document I will provide as a group and complete.
5. Develop a checklist of the specific steps for the intervention (include the APA citation at the top for the intervention and brief abstract).
6. Video record a demonstration of the intervention. You will be replicating the procedures section of the study. The candidate will serve as the teacher/interventionist. Demonstrate the research study following the checklist. You may ask a fellow student or another individual to simulate the developmental ability of one of the participants in the study. Candidates are not to select a person with the specific disability identified in the study.
7. Bring the video to class (or post on YouTube), along with the checklist in a format that is accessible through Real Player, Windows Player, Quicktime, or on DVD.
8. The class will watch the intervention while following along with the checklist.

Candidates will also need to identify and share information from two additional annotated resources: 3 text based, 3 web-based that address supports for people with low incidence needs. The instructor will go over this with you in class. Key resources would include http://csefel.vanderbilt.edu/, or http://www.nsttac.org/content/lesson-plan-starters, or https://docs.google.com/spreadsheet/ccc?key=0AgawOA-jGtKcdEhVT3hkY2JMvjI5akNqbmNsZzJPUFE&usp=sharing

**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:

<table>
<thead>
<tr>
<th>Participation</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused Research Question</td>
<td>30</td>
</tr>
<tr>
<td>Research Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes (2)</td>
<td>20</td>
</tr>
</tbody>
</table>

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

**Course Grade**
Course grades will be based on the following point totals:

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

(Assessment of Objectives 1-10: Overall Judgment)

**Sequence of Material**
Topical material may be subject to change based on availability of guest speaker and site visits
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/28/2014</td>
<td>Futures planning night for class – meet student in class</td>
<td></td>
</tr>
<tr>
<td>Session 4</td>
<td>2/11/2014</td>
<td>Person Centered Planning Self-Determination, Self-Advocacy, and Advocacy,</td>
<td>Readings</td>
</tr>
<tr>
<td>Date</td>
<td>Session</td>
<td>Topic</td>
<td>Reading Material</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2/18/2014</td>
<td>Session 5</td>
<td>Developing Instruction Programs: Learning/Academic Assessment</td>
<td>Textbook Chapters 7-8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tracy Ruppman</td>
<td></td>
</tr>
<tr>
<td>2/25/2014</td>
<td>Session 6</td>
<td>Developing Instruction Programs: Determining What to Teach and How to</td>
<td>Textbook Chapters 8-9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teach It</td>
<td>Outline for paper due instructor in Sakai</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Person Check in with student 5:00 PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Any assessments we need to complete</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kathy Gould 6:15</td>
<td></td>
</tr>
<tr>
<td>3/4/2014</td>
<td>Session 7</td>
<td>Spring Break</td>
<td>Class does not meet</td>
</tr>
<tr>
<td>3/11/2014</td>
<td>Session 8</td>
<td>Assistive and Adaptive Technology</td>
<td>Textbook Chapter 19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Access Living</td>
<td>Due: Quiz 1 Online due before class in Sakai</td>
</tr>
<tr>
<td>3/18/2014</td>
<td>Session 9</td>
<td>Visual and Auditory supports</td>
<td>Textbook Chapter 13 Managing Sensory and Motor Supports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In Person Check in with student ? 6:15?</td>
<td>Due: Topic for research presentation/demonstration and identification of partner if applicable due instructor by email prior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Corbb and Kevin O’Conner</td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Date</td>
<td>Title</td>
<td>Instructor</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------</td>
<td>------------</td>
</tr>
<tr>
<td>Session 10</td>
<td>3/25/2014</td>
<td>Transition Issues: The Cradle to the Grave</td>
<td>Kathleen Hirshman</td>
</tr>
<tr>
<td>Session 11</td>
<td>4/1/2014</td>
<td>Providing Behavioral Supports to Improve Challenging Behaviors</td>
<td>Sheri webinar</td>
</tr>
<tr>
<td>Session 12</td>
<td>4/8/2014</td>
<td>Teaching Strategies: Communication In Person Check in with student</td>
<td></td>
</tr>
<tr>
<td>Session 13</td>
<td>4/15/2014</td>
<td>Health/Physical Supports Panel presentations – record in class</td>
<td></td>
</tr>
<tr>
<td>Session 15</td>
<td>4/29/2014</td>
<td>Final Presentations of research topics</td>
<td></td>
</tr>
<tr>
<td>Session 16</td>
<td>5/6/2014</td>
<td>Final Presentations of research topics If needed</td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td>Course Title and Number and/or Experiences</td>
<td>Assessment Activities</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------</td>
<td>-----------------------</td>
<td></td>
</tr>
</tbody>
</table>
| LBS4G. adaptive equipment to facilitate eating, dressing, grooming, bowel and bladder management, independent living, and mobility. | • CIEP 511: Developmental Theories & Disabilities  
• CIEP 501: Exceptional Learner II | • 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). | • CIEP 501: Exceptional Learner II  
• CIEP 485: Social/Emotional/Behavioral Assessment & Intervention  
• CIEP 477: Academic Assessment & Intervention | • Group presentation  
• Case Study: Behavior intervention plan - preventative and supportive strategies |
| LBS4J. the skills necessary for student success in community settings. | • CIEP 501: Exceptional Learner II  
• CIEP 485: Social/Emotional/Behavioral Assessment & Intervention | • Transition support plan  
• Case Study: Behavior intervention plan - quality of life interventions |
| LBS4K. community vocational options including supported employment and competitive employment models. | • CIEP 501: Exceptional Learner II | • Transition support plan |
| LBS4L. the rationale for career development and vocational programming across the preschool to post-secondary age. | • CIEP 501: Exceptional Learner II | • Transition support plan |
| LBS4M. the principles of partial participation. | • CIEP 501: Exceptional Learner II  
• CIEP 485: Social/Emotional/Behavioral Assessment & Intervention | • Case Study: Behavior intervention plan - instructional supports |
| LBS4S. assesses the entrance level skill requirements of a potential site for vocational placement. | • CIEP 511: Developmental Theories & Disabilities  
• CIEP 501: Exceptional Learner II | • Transitional Plan  
• Transitional Site interview |
<table>
<thead>
<tr>
<th>Knowledge: The competent learning behavior specialist understands</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| LBS5A. rationale for selecting specific management techniques. | Learner II  
  - CIEP 562: Student Teaching Grad Special  
  - CIEP 501: Exceptional Learner II  
  - CIEP 485: Social/Emotional/Behavioral Assessment & Intervention  
  - CIEP 451: Psychology of Learning  
  - CIEP 479: School-Based Consultation |  | Reading reflections  
  - Case Study: Behavior intervention plan (backed up by FBA) |
| LBS5B. theories and positive approaches for managing significant behavior problems, including self-stimulation and self-abuse. |  | Reading Reflections  
  - Case Study: Behavior intervention plan - prevention and consequence strategies, quality of life strategies |
| LBS6D. instructional procedures for increasing communication use, spontaneity, and to promote generalization of communication. | Learner II  
  - CIEP 511: Developmental Theories & Disabilities  
  - CIEP 485: Social/Emotional/Behavioral Assessment & Intervention  
  - CIEP 451: Psychology of Learning |  |  |
| Performance: The competent learning behavior specialist | Learner II  
  - CIEP 511: Developmental Theories & Disabilities  
  - CIEP 501: Exceptional Learner II  
  - CIEP 511: Developmental Theories & Disabilities  
  - CIEP 562: Student Teaching Grad Special |  |  |
| LBS6F. plans, organizes, and implements educational programs appropriate to the cognitive, linguistic, and physical needs of individuals in the least restrictive environment. | Learner II  
  - CIEP 501: Exceptional Learner II  
  - CIEP 562: Student Teaching Grad Special |  |  |
| LBS6K. interprets sensory, mobility, reflex, and perceptual information to create appropriate lessons. | Learner II  
  - CIEP 501: Exceptional Learner II |  |  |
| LBS6M. participates in the | Learner II  
  - CIEP 501: Exceptional Learner II |  |  |
|  |  |  | Group report  
  - Reading Reflections  
  - Group report  
  - Reading Reflections |
| Selection and implementation of augmentative or alternative communication devices and systems for use with students with disabilities. | Learner II  
- CIEP 485: Social/Emotional/Behavioral Assessment & Intervention | Case Study: (Behavior intervention plan, Group Action Plan/Wrap around service Plan, Assistive technology) |
|---|---|---|
| LBS6N. matches individual needs with appropriate community placements including supported employment and competitive employment models. | CIEP 501: Exceptional Learner II  
- CIEP 511: Developmental Theories & Disabilities  
- CIEP 512: Special Education: The Profession | Transitional Plan  
- Wrap around service Plan (Group Action Plan) |
| LBS6T. uses instructional procedures for increasing communication use and spontaneity, and to promote generalization of communication. | CIEP 511: Developmental Theories & Disabilities  
- CIEP 562: Student Teaching Grad Special  
- CIEP 501: Exceptional Learner II | Supervisor Observation Form |
| LBS9B. reflects on one’s own practice to improve instruction and guide professional growth. | CIEP 501: Exceptional Learner II  
- CIEP 512: Special Education: The Profession  
- CIEP 485: Social/Emotional/Behavioral Assessment & Intervention  
- CIEP 562: Student Teaching Grad Special | Reflection activities (e.g. journals, logs, field notes)  
- Journaling  
- Lesson Plan |
# Rubric for Candidate Dispositions

<table>
<thead>
<tr>
<th></th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professionalism</strong></td>
<td>Demonstrates all behaviors at acceptable level. Takes initiative.</td>
<td>Is prepared. Is responsible toward work. Is open-minded. Works well with</td>
<td>Demonstrates a weakness in any of the behaviors listed at the acceptable level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Serves as a model for peers. Actively problem solves. Is resilient.</td>
<td>others. Responds with appropriate language, affect, and actions. Makes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fairness</strong></td>
<td>Demonstrates all behaviors at acceptable level. Advocates/intercedes</td>
<td>Respects students, families, communities, and peers. Creates an inclusive</td>
<td>Demonstrates a weakness in any of the behaviors listed at the acceptable level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for others. Sees and accepts individual differences as strengths. Serves</td>
<td>classroom environment. Is responsive to students/learners needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>as a model for peers.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All Students Can Learn</strong></td>
<td>Demonstrates all behaviors at acceptable level. Advocates for</td>
<td>Has high expectations for all students/learners. Works with all students/</td>
<td>Demonstrates a weakness in any of the behaviors listed at the acceptable level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>students/learners. Serves as a model for peers. Is reflexive: aware of</td>
<td>learners. Is not easily discouraged by lack of student/learners progress.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the foundation that guides their professional practices, and regularly</td>
<td>Resists making assumptions about students/learners, families, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>examines the origins and influence these foundations have on student</td>
<td>communities based on stereotypes. Reflects on practices and their impact</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>learning.</td>
<td>on student/learners learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0 pts</td>
</tr>
</tbody>
</table>