

SPE 3200 - Learning Differences of Individuals with Mild/Moderate Exceptional Learning Needs.  
(4-0-4) F, S. This course examines the differential behaviors (cognitive, language, motor, social and emotional) of individuals with exceptional learning needs. Learning disabilities, emotional disturbance/behavior disorders, mental retardation, and traumatic brain injury are addressed. Additionally, the impact that exceptional learning needs has on an individual's life and learning is discussed. WI **Prerequisites & Notes:** SPE 2000 and 3000 must be taken concurrently or as a prerequisite. SPE 3200 must be taken concurrently or as a prerequisite to 3201. Department requirements for enrollment must be met. Credits: 4

Grading Methods:  Traditional (ABCDF)  
 ABC/NC  
 C/NC  
 AU

Repeat information:  May be repeated  
How many times \_\_\_\_\_  
For how many maximum total hours? \_\_\_\_\_  
 May not be repeated

Restriction(s):  Open only to Special Education majors  
 Open to Non-Special Education majors  
 College affiliation (or exclusion)  
 Major affiliation (or exclusion):  
 Undergraduate level  
 Graduate level  
 Class level

Prerequisite(s) SPE 2000 and SPE 3000 or concurrent enrollment

Co-requisite(s) None

Equivalent EIU Course(s): None

Authority to waive prerequisite: Chairperson

Required Text:

Raymond, E. B. (2012). *Learners with Mild Disabilities: A Characteristics Approach (4th ed.)*. Boston, MA: Allyn & Bacon.

Support of Conceptual Framework:

See “Relationship of the Course to Unit Theme and Conceptual Framework”

Methods of Instruction:

The primary learning model for this course is the Ecological Model (Henley, Ramsey, & Algozzine, 1993).

The instructor utilizes videotapes of persons with mild/moderate disabilities in a variety of settings, situations, and with diverse characteristics. These videos demonstrate the diverse characteristics in natural environments in the community, schools and at home. Students observe the interaction between the environment and the individuals with diverse characteristics, and then the effects of the person’s disability on learning and behavior are discussed. All topics in this class are discussed relating to the interaction in the given environment and how to effectively address the needs of the individuals to have more effective interactions between the person with a mild/moderate exceptionality and the environment in which they are living.

Learning Outcomes/Objectives:

See Standards...

Grading Policy:

The grading scale is as follows:

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70%-79% of total points
- D = 60-69% of total points
- F = less than 60% of total points

Assignments:

See “Methods of Assessment” and “Major Evaluation Components”...

Chart of Assessments:

See Chart . . .

Course Information Summary

Course #: SPE 3200

Undergraduate/Initial: Chart of Assessments

Assessment Name	Brief Description	Initial Unit Standards Addressed (IPTS – Revised)									Unit Dispositions Addressed				
		1	2	3	4	5	6	7	8	9	1	2	3	4	5
Exams	Exams cover lecture, text, and handouts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Research Paper	Literature review on a chosen topic	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

List of Unit Dispositions:	
Disposition 1	Interaction with Students
Disposition 2	Professional and Ethical Practice
Disposition 3	Effective Communication
Disposition 4	Planning for Teaching and Student Learning
Disposition 5	Sensitivity to Diversity and Equity

IPTS/Unit Standards:	
Standard 1	Teaching Diverse Students
Standard 2	Content Area and Pedagogical Knowledge
Standard 3	Planning for Differentiated Instruction
Standard 4	Learning Environment
Standard 5	Instructional Delivery
Standard 6	Reading Writing, and Oral Communication
Standard 7	Assessment
Standard 8	Collaborative Relationships
Standard 9	Professionalism, Leadership, and Advocacy

## Objectives of the Course

*This course is:*

- Writing – Active
- Writing – Intensive
- Writing – Centered

*This course is:*

- Technology-aware: This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.
- Technology-enhanced: This course adds opportunities for interaction between faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face.
- Technology-delivered: This course is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
- ITV: This course uses interactive television; it uses synchronous point-to-point interactive video as the exclusive or predominant mode of instruction.

## Relationship of the Course to Unit Theme and Conceptual Framework

Conceptual Framework Unit Theme: Educator As Creator of Effective Educational Environments.

This course examines the characteristics of persons with mild to moderate disabilities and how these characteristics effective student learning and behavior in a variety of diverse settings. The thrust of this course is to recognize the diverse effects of the student's disabilities on learning and behavior and the theoretical models that can examine and address students' diverse needs. This class examines the effects of mild/moderate disabilities in diverse societies and settings. Future educators are being prepared to recognize the characteristics of persons with mild/moderate disabilities to more effectively accommodate and modify environments to best meet the needs of individuals with diverse moderate/severe disabilities. The theoretical models look at disabilities from diverse perspectives to establish a background to diversify how students perceive how disabilities affect student learning and behavior.

The Five Domains: Subjects, Strategies, Students, Societies and Communities, and Technology:

In this class a wide variety of disabilities and student characteristics are discussed, including intellectual disabilities, learning disabilities, and behavioral disorders. In discussing the diverse students, needs, and societies, real life examples and scenarios are examined. These discussions lead naturally to a discussion of how to most effectively address these characteristics through the use of diverse strategies and diverse technologies. A connection is made between the diverse student characteristics and an overview of how to address these characteristics in diverse manner with diverse strategies form diverse perspectives.

The Learning Model for this course is:

Ecological

Methods used in teaching this course which reflect this learning model:

The instructor utilizes videotapes of persons with mild/moderate disabilities in a variety of settings, situations, and with diverse characteristics. These videos demonstrate the diverse characteristics in natural environments in the community, schools and at home. Students observe the interaction between the environment and the individuals with diverse characteristics, and then the effects of the person's disability on learning and behavior are discussed. All topics in this class are discussed relating to the interaction in the given environment and how to effectively address the needs of the individuals to have more effective interactions between the person with a mild/moderate exceptionalities and the environment in which they are living.

Methods of assessment of student performance relative to the theme and/or the domains):

Students are assessed through tests that include questions that are scenarios-based and assess student knowledge of characteristics and the ability to apply this knowledge. Students are also assessed through professional article analysis and the writing of a research paper on a diverse list of topics. Students research to answer a question on how the characteristics of various disabilities affect student behavior and learning.

## CEC Content Standards Addressed In This Course

### *CEC Common Core Standards, including Knowledge and Skills:*

#### Standard 1 - Foundations

##### Knowledge:

- Models, theories, and philosophies that form the basis for special education practice.
- Laws, policies, and ethical principles regarding behavior management planning and implementation.
- Relationship of special education to the organization and function of educational agencies.
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
- Historical points of view and contribution of culturally diverse groups.

#### Standard 2 - Development and Characteristics of Learners

##### Knowledge:

- Typical and atypical human growth and development.
- Educational implications of characteristics of various exceptionalities.
- Similarities and differences of individuals with and without exceptional learning needs.
- Similarities and differences among individuals with exceptional learning needs.
- Effects of various medications on individuals with exceptional learning needs.

#### Standard 3 - Individual Learning Differences

##### Knowledge:

- Effects an exceptional condition(s) can have on an individual's life.

#### Standard 6 - Language

##### Knowledge:

- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

## Standard 7 - Instructional Planning

### Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.

### *CEC Individualized General Curriculum Standards, including Knowledge and Skills:*

## Standard 1 - Foundations

### Knowledge:

- Definitions and issues related to the identification of individuals with disabilities\*.
- Models and theories of deviance and behavior problems.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
- The legal, judicial, and educational systems to assist individuals with disabilities\*.
- Continuum of placement and services available for individuals with disabilities\*.
- Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities\*.
- Principles of normalization and concept of least restrictive environment.

## Standard 2 - Development and Characteristics of Learners

### Knowledge:

- Etiology and diagnosis related to various theoretical approaches.
- Impact of sensory impairments, physical and health disabilities on individuals, families and society.
- Etiologies and medical aspects of conditions affecting individuals with disabilities\*.
- Psychological and social-emotional characteristics of individuals with disabilities\*.

## Standard 3 - Individual Learning Differences

### Knowledge

- Impact of disabilities on auditory and information processing skills.

## Standard 6 - Language

### Knowledge:

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities\*.
- Typical language development and how that may differ for individuals with learning disabilities.

*CEC Individualized Independence Curriculum Standards, including Knowledge and Skills:*

Standard 1 - Foundations

Knowledge:

- Definitions and issues related to the identification of individuals with disabilities.
- Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
- The legal, judicial, and educational systems to assist individuals with disabilities\*.
- Continuum of placement and services available for individuals with disabilities\*.
- Principles of normalization and concept of least restrictive environment.

Standard 2 - Development and Characteristics of Learners

Knowledge:

- Etiology and diagnosis related to various theoretical approaches.
- Etiologies and medical aspects of conditions affecting individuals with disabilities
- Psychological and social-emotional characteristics of individuals with disabilities\*.
- Types and transmission routes of infectious disease

Standard 3 - Individual Learning Differences

Knowledge

- Impact of disabilities may have on auditory and information processing skills.
- Impact of multiple disabilities on behavior.

Standard 6 - Language

Knowledge:

- Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities\*.

State of Illinois Standards Addressed in this Course

*Illinois Professional Teaching Standards*

*Standard 1 - Teaching Diverse Students* – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.



Knowledge Indicators – The competent teacher:

- 1A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum; (D)
- 1B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities; (I)
- 1C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community; (D)
- 1D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education); (D) and
- 1F) understands his or her personal perspectives and biases and their effects on one’s teaching; (D)

Performance Indicators – The competent teacher:

- 1I) stimulates prior knowledge and links new ideas to already familiar ideas and experiences; (D)
- 1J) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs; (I)
- 1K) facilitates a learning community in which individual differences are respected; (I) and
- 1L) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students. (I)

*Standard 2 - Content Area and Pedagogical Knowledge* – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:

- 2A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom; (D)
- 2B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines; (D)
- 2C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards; (I)

- 2D) understands the relationship of knowledge within the disciplines to other content areas and to life applications; (D)
- 2E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning; (D)
- 2F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines; (D)
- 2G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; (I) and
- 2H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills. (I)

Performance Indicators – The competent teacher:

- 2I) evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs; (I)
- 2J) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts; (I)
- 2M) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings; (I) and
- 2P) adjusts practice to meet the needs of each student in the content areas. (I)

*Standard 3 - Planning for Differentiated Instruction* – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher:

- 3B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory; (I)
- 3C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction; (I) and
- 3D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses. (I)

*Standard 4 - Learning Environment* – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:

- 4B) understands how individuals influence groups and how groups function in society; (I)
- 4C) understands how to help students work cooperatively and productively in groups; (I)

- 4D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement; (I)
- 4E) knows how to assess the instructional environment to determine how best to meet a student's individual needs; (I)
- 4F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint); (I) and
- 4G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment. (D)

*Standard 5 - Instructional Delivery* – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Knowledge Indicators – The competent teacher:

- 5A) understands the cognitive processes associated with various kinds of learning; (D)
- 5B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices; (I)
- 5G) knows how to evaluate and use student performance data to adjust instruction while teaching; (I) and
- 5H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses. (I)

*Standard 6 - Reading, Writing, and Oral Communication* – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators – The competent teacher:

- 6C) understands communication theory, language development, and the role of language in learning; (I)
- 6E) knows and models standard conventions of written and oral communications; (P) and
- 6H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student. (I)

*Standard 7 - Assessment* – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:

- 7A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools; (I)
- 7C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring; (I)
- 7E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction; (I)
- 7F) knows research-based assessment strategies appropriate for each student; (I)
- 7G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student; (I)
- 7H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; (I) and
- 7I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student. (I)

*Standard 8 - Collaborative Relationships* – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Knowledge Indicators – The competent teacher:

- 8A) understands schools as organizations within the larger community context; (D)
- 8B) understands the collaborative process and the skills necessary to initiate and carry out that process; (I)
- 8C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students; (I)
- 8D) understands the benefits, barriers, and techniques involved in parent and family collaborations;(D)
- 8E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning; (D)
- 8F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students; (D)
- 8H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; (I) and
- 8I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities. (D)

*Standard 9 - Professionalism, Leadership, and Advocacy* – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Knowledge Indicators – The competent teacher:

- 9A) evaluates best practices and research-based materials against benchmarks within the disciplines; (I)
- 9B) knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school; (D)
- 9F) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students; (D)
- 9G) understands local and global societal issues and responsibilities in an evolving digital culture; (I) and

Performance Indicators – The competent teacher:

- 9I) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect; (D) and
- 9T) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources. (I)

*Common Core Standards for All Special Education Teachers:*

STANDARD 1 - Foundations:

The competent special education teacher understands the philosophical, historical, and legal foundations of special education. [28.100(a)]

Knowledge Indicators:

*The competent special education teacher understands*

- CC1A. historical perspectives, legislative and litigative history, models, theories, and philosophies that provide the basis for special education practice.
- CC1B. current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services, including least restrictive environment, due process, assessment, discipline, transition, supplemental services and supports, specialized health care and assistive technology, to individuals with all types of disabilities across the age range.
- CC1E. issues in definition and identification procedures for individuals with disabilities, including those associated with individuals from culturally and/or linguistically diverse backgrounds.

Standard 2 - Characteristics of Learners:

The competent special education teacher understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students. [28.100(b)]

Knowledge:

*The competent special education teacher understands*

- CC2A. the cognitive processes associated with various kinds of learning and how these processes can be stimulated and developed.
- CC2B. the similarities and differences among the cognitive, physical, sensory, cultural, social and emotional development and needs of individuals with and without disabilities.
- CC2C. communication theory, language development, and the role of language in learning as well as communication modes and patterns of individuals with and without disabilities.
- CC2D. the social, intellectual, and political influences on language.
- CC2E. typical and atypical motor development.
- CC2F. major genetic and environmental etiologies of cognitive, sensory, emotional and physical disabilities.
- CC2G. medical conditions affecting individuals with disabilities and the effects of various medications on their educational, cognitive, physical, sensory, social and emotional behaviors.
- CC2H. basic functions of the body systems in relation to common medical conditions and health impairments.
- CC2J. differential characteristics of individuals with disabilities across the age range, including levels of severity and multiple disabilities and their influence on development, behavior and learning.
- CC2K. the effects of dysfunctional behavior on learning and the differences between behavioral and emotional disorders.
- CC2M. the effects of second language acquisition on communication patterns.
- CC2N. the impact of sensory disabilities on development, learning and behavior.
- CC2O. effects of sensory input on the development of language and cognition of students with sensory impairments, including the impact on cultural development and familial structures.

*Learning Behavior Specialist I Standards:*

Standard 1 - Foundations:

The competent learning behavior specialist understands the philosophical, historical, and legal foundations of special education. [28.200(a)]

Standard 2 - Characteristics of Learners:

The competent learning behavior specialist understands impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21). [28.200(b)]

Knowledge:

*The competent learning behavior specialist understands*

- LBS2A. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/ social disorders, and physical (including sensory) disabilities on learning.
- LBS2B. the impact of language disorders, processing deficits, cognitive disorders, behavioral/emotional/social disorders, and physical (including sensory) disabilities on behavior.
- LBS2C. the unique impact of multiple disabilities on learning and behavior
- 2E. Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.

Major Evaluation Components:

Primary/assessment process, specific ways students' performance are evaluated in this course relative to standards.

Exams: CEC CC 1, 2, 3, & 7; IGC 1, 2, 3 & 6; IIC 1, 2, 3 & 6; LBS1 Standards 1 & 2  
Illinois Professional Teaching Standards 1, 2, 3, 4, 5, 6, 7, 8, & 9;

Research Paper:CEC CC 1, 2, 3, & 7; IGC 2; IIC 2; LBS1 Standards 1 & 2; Illinois Professional Teaching Standards 1, 2, 5, 6,& 9.

- Module I: Factors Influencing Perspectives of Individuals with Mild/Moderate Exceptional Learning Needs – 2 weeks
- A. Federal and State Related Legislation (Ballard, Ramirez, & Weintraub, 1985; Beirne-Smith, Patton, & Ittenbach, 1994; Turnbull & Turnbull, 1978; Zettel & Abeson, 1978; Yell, 1998)
    - 1. Section 504 of Rehabilitation Act of 1973
    - 2. PL 94-142 – Education for All Handicapped Children Act
      - a. Free and Appropriate Education and the Least Restrictive Environment
        - 1. Concept of Normalization
        - 2. Normalization vs. LRE
      - b. Non-biased Assessment
      - c. IEP
      - d. Due Process
    - 3. PL 99-457
    - 4. PL 101-476 – Individuals with Disabilities Education Act (IDEA)
      - a. Additional categories of Autism and Traumatic Brain Injury
      - b. Transition Service Mandate
    - 5. PL105-17 – Reauthorization of IDEA
      - a. Increased participation of general education teachers on IEP team
      - b. Discipline
      - c. Greater access to the general education curriculum
    - 6. PL 108-446 – Individuals with Disabilities Education Improvement Act (IDEA 2004)
      - a. Emphasis is on measuring student outputs
      - b. Changes to IEP and transition
      - c. Change to definition of learning disabilities and criteria for determination
  - B. Pluralistic Perspective (Amos & Landers, 1987; Cummins, 1991; Lieberman, 1987; McCormick, 1987; Norton, 1988; Ramirez, 1988)
    - 1. Cultural factors that may be mistaken for disabilities
    - 2. Overcoming language and cultural barriers
    - 3. Accommodating cultural diversity
  - C. Families
    - 1. Status of families
      - a. Socio-economic
      - b. Cultural diversity
      - c. Linguistic diversity
    - 2. Impact of a person with a disability on the family



D. Underlying Theoretical Principles

1. Classification
  - a. Categorical
    1. Learning disabilities
    2. Mental Retardation/Cognitive Impairment
    3. Behavior disorders/Emotional disturbances
  - b. Multi-categorical
  - c. Non-categorical

Module II: Individuals with Mild/Moderate Exceptional Learning Needs: The Learning Theory Perspective – 4 Weeks

- A. Psychodynamic and Psychoeducational Theories of Learning (Erikson, 1968; Freud, 1949; Long, Morse, & Newman, 1976; Maher & Zins, 1987)
  1. Underlying Theoretical Principles
    - a. Psychodynamic
    - b. Psychoeducational
  2. Exceptionalities from a psychodynamic perspective
  3. Exceptionalities from a psychoeducational perspective
- B. Developmental Theories of Learning (Chomsky, 1957; Illingsworth, 1980; Kohlberg, 1969; Piaget, 1970)
  2. Underlying Theoretical Principles
  3. Physical development
  4. Social/Emotional development
  5. Intellectual/Cognitive development
  6. Language development
  2. Exceptionalities through a developmental perspective
- C. Behavioral Theories of Learning (Baer, Wolf, & Risley, 1968; Engelmann & Carnine, 1982; Skinner, 1953; Ulman & Krasner, 1965)
  1. Underlying Theoretical Principles
  2. Exceptionalities from a behavioral perspective
- D. Ecological Theories of Learning (Apter, 1982)
  1. Underlying Theoretical Principles
  2. Exceptionalities from an ecological perspective
- E. Cognitive Learning Theory (Deshler, Schumaker, Lenz, & Ellis, 1984; Meichenbaum, 1977)
  1. Underlying Theoretical Principles
  2. Exceptionalities from a cognitive learning perspective

Module III: Individuals with Mild/Moderate Exceptional Learning Needs - 4 Weeks

- A. Types and Definitions of Exceptional Learning Needs
  1. Learning Disabilities
  2. Traumatic Brain Injury
  3. Intellectual Disability

4. Behavioral Disorders/Emotional Disturbance
5. Autism/Spectrum Disorders
6. Orthopedic and Chronic Health Issues
7. Sensory Disabilities (vision and hearing)
- B. Causes of Mild/Moderate Exceptionalities
  1. Biomedical/Biophysical (Kavale & Forness, 1985; Lerner, 1971; Pancheri & Prater, 1999; Rimland, 1969; Rutter, 1965)
    - a. Genetic Influences
    - b. Chromosomal Abnormalities
    - c. Metabolic Disturbances
    - d. Neurological Dysfunction (Cruickshank, 1983)
  2. Environmental

Module IV: Behaviors Associated with Individuals with Mild/Moderate Exceptionalities – 3 Weeks

- A. Physical/Motor
- B. Cognitive
- C. Language
- D. Social/Emotional
- E. Academic
- F. Adaptive

Module V: Identification and Service Delivery for Individuals with Mild/Moderate Exceptional Learning - 2 Weeks

- A. Identification and Assessment of Students with Mild/Moderate Disabilities
  1. Intelligence testing
  2. Achievement testing
  3. Behavioral Assessment
  4. Nonbiased-assessment/ Provisions for cultural differences
- B. Service Delivery & Continuum of Services (Deno, 1970; Reynolds & Birch, 1982; Marsh et al., 1978)
  1. Early Intervention
  2. School Age
  3. Adult Transition planning in the continuum at each stage as appropriate.

## REFERENCES

(NOTE: References preceded by a (\*) are NCATE Knowledge Base References)

- Algozzine, K.M., Morsink, C.V., & Algozzine, B. (1986). Classroom ecology in categorical special education classrooms: And so, they counted the teeth in the horse. *Journal of Special Education, 20*(2), 211-217.
- Amos, O.E., & Landers, M.F. (1987). Special Education and multicultural-education: A compatible marriage. *Theory into practice, 23*, 144-150.
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