

Course Description**EEX3071 | Designing Classrooms for Students with Exceptionalities | 3.00 credits**

The student will learn current research-based instructional strategies, and legal and ethical issues necessary in addressing the needs of learners. The student will make informed decisions in adapting, accommodating, and modifying the curriculum. Fifteen hours of clinical experience in a K–12 least restrictive setting is required.

Course Competencies

Competency 1: Learn the foundations and fundamentals of exceptional student education by:

1. Identifying state and federal legislation and case law that have led to the participation of students with exceptionalities in the general education classroom
2. Identifying appropriate practices based on legal and ethical standards (e.g., due process, procedural safeguards, confidentiality, access to general education, least restrictive environment, transition planning, free appropriate public education)
3. Recognizing the classification systems and eligibility criteria under the current individuals with disabilities education improvement act
4. Describing models of support for providing assistance in general education curricula
5. Comparing and contrasting the philosophical differences between “participation” and “mainstreaming”
6. Explaining the continuum of placement and services available for students with exceptionalities
7. Comparing and contrasting how students with exceptionalities gain equal access to the general education curricula
8. Analyzing the impact of “participation” on all stakeholders

Competency 2: Compare and contrast the educational strengths and challenges of students with exceptionalities by:

1. Comparing and contrasting the development and characteristics of typically developing children and atypically developing children
2. Listing educational implications of characteristics of various exceptionalities
3. Delineating intervention strategies using the principles of response to intervention (RTI)/multi-tiered systems of support for students with exceptionalities
4. Assessing models, theories, and philosophies that form the basis for exceptional student education
5. Evaluating appropriate accommodations and modifications for individuals with exceptionalities

Competency 3: Apply knowledge of the importance of a supportive environment that supports learning for all students by:

1. Identifying methods for evaluating and documenting student progress in acquiring, generalizing, and maintaining skills related to interpersonal interactions and participation in activities across settings (e.g., at school, at home, in the community)
2. Determining instructional practices that reflect individual learning needs and incorporating a wide range of learning strategies and specialized materials to create an appropriate instructional environment for students with exceptionalities including those who are English language learners (ELLs)
3. Locating sources of specialized materials, curricula, and resources for individuals with exceptionalities
4. Selecting models of support for assisting students with exceptionalities in accessing the general education curricula
5. Researching reliable sources of scientifically based research related to instructional practices for students with exceptionalities

6. Aligning relevant general education and alternate standards along with curricula appropriate for students' age, instructional needs, and functional performance across settings
7. Differentiating instruction based on the student's abilities, instructional needs, interest, and backgrounds
8. Assessing educational activities to assist in the determination and development of accommodations and modifications that allow students with exceptionalities to participate in a meaningful way
9. Analyzing assessment and performance data to identify a student's environmental needs and instructional levels, to select appropriate specialized techniques and learning strategies, and to determine an Individual Education Plan's (IEP) content
10. Examining and justifying the essential domains of transition planning (e.g., personal-social, general community functioning, employment, leisure-recreational) for students with exceptionalities

Competency 4: Compare and contrast the roles of general educators, exceptional student educators, and families in collaborative, supportive teaching environments by:

1. Citing the required policies and procedures for developing IEPs
2. Listing the roles and responsibilities of multidisciplinary team members
3. Examining the required policies and processes for developing Individual Education Plans (IEPS), individualized family service plans (IFSPS), and transition IEPs
4. Identifying and interpreting the essential elements of a functional behavior assessment and a behavior intervention plan
5. Citing effective methods of communication, consultation, and collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, and other professionals
6. Determining the most effective strategies for co-planning, co-teaching, and co-assessment
7. Indicating the purposes and functions of professional and advocacy organizations relevant to educating students with exceptionalities

Competency 5: Domain 1: instructional context, standard 1: instructional context as a factor in ELLS' learning: know and apply understanding of theories related to the effect of instructional context in language learning and school achievement for all ELLS, as well as identify and understand the nature and role of instructional context, instructional groups, and individual instructional identities by:

1. Applying knowledge about instructional values and beliefs in the context of teaching and learning of all ELLS, at varying English proficiency levels
2. Applying knowledge of concepts of instructional competence, particularly knowledge about how instructional identities affect learning and academic progress for students from all backgrounds and at varying English proficiency levels
3. Applying a range of resources in learning about the instructional experiences of ELLS and their families to guide curriculum development and instruction
4. Applying knowledge about home/school connections to build partnerships with ELLS' families (e.g., Parent Leadership Councils -PLC)
5. Applying knowledge about concepts related to the interrelationship between language and instructional context for students from all backgrounds and at varying English proficiency levels

Competency 6: Demonstrate the ability to plan and implement research-based instruction by:

1. Designing instruction for students to achieve mastery
2. Identifying gaps in students' subject matter knowledge
3. Differentiating instruction based on student learning needs and using the principles of Universal Design for Learning (UDL)
4. Analyzing and applying data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process