



George Mason University Graduate School of Education Special Education

EDSE 629: Secondary Curriculum and Strategies for Students with Disabilities who Access the General Education Curriculum (Section A1)

Professor	Carlyn Floyd	Course Dates	MWF 5/21-6/21
Phone	571-205-4929 703-718-2405	Course time	7-10PM
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Course Overview

Course Description

Applies research on teacher effectiveness, accountability, and instructional approaches at the secondary level for individuals with mild disabilities. Includes instructional methods necessary for teaching reading, writing, math, and other content areas across the curriculum.

Student Outcomes

Upon completion of this course, students will be able to:

- Demonstrate knowledge of the federal and state laws that require and provide for instructional services for students with disabilities.
- Demonstrate the ability to develop lesson plans and a topical unit that includes instructional strategies and adaptations for students with disabilities at the secondary level.
- Identify and infuse into the curriculum differentiation strategies for successfully including students with disabilities at the secondary level in both regular (math, science, social studies, English, etc.) and special education classroom environments.
- Demonstrate the ability to assess, plan for, and address the content area literacy needs of students with disabilities who are accessing the general curriculum.
- Identify research efforts, organizations, services, networks, and the variety of state and local resources aimed at dropout prevention and improving the outcomes of secondary students with disabilities.

Nature of Course Delivery

Learning activities will include the following:

1. Class lecture, discussion, role-plays, and participation.

2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. Applications with relevant hardware and software.
5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of strategy and application papers

General Course Expectations

This is a graduate level course for professional educators. As such, please be advised of the following expectations for all participants.

Attendance

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn class participation points for each class session.

Workload

Graduate-level work requires in-depth reading, study, and work on course requirements outside of class time. The general expectation is approximately three hours per week for each credit hour of a course. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments.

Written and Oral Language

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines:

<http://apastyle.apa.org>.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or general ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean's Office.

Be an Informed Student

Negotiating all the requirements for your Master's and/or VA Licensure is extremely

complex. It is recommended that you schedule a phone/email or in-person appointment with the Special Education Advisor, Jancy Templeton (jtemple1@gmu.edu 703/993-2387). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

GMU College of Education and Human Development Student Expectations

All expectations of the University apply to this course. For further information about each, please see the indicated website.

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, program, and instructor will be sent to students solely through their Mason email account.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Course Specific Expectations and Requirements

This course will incorporate the evidence-based practices (EBPs) relevant to secondary curriculum, learning strategies, and content area planning, and designing a secondary IEP. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks that provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Text

Sabornie, E. J., & deBettencourt, L. U. (2009). *Teaching students with mild and high incidence disabilities at the secondary level* (3rd ed.). Pearson: Upper Saddle River, NJ.
ISBN-10: 0132414058 ISBN-13: 9780132414050

Blackboard Site

I will use the Blackboard website for posting of course materials, announcements, and discussion boards. You will be responsible for all material posted on the website. Please check it regularly.

Communication with Dr. Floyd

The most efficient way to contact me is through email. I check email daily as early as 6 AM and as late as 8 PM. If your email has reached me by either of those times, I will respond as soon as I can, definitely within 24 hours during the week. Do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me either before class (or at another time during the day/after school), please do not hesitate to contact me.

Dr. Floyd's Ideas About This Course

This is a professional course, directly related to the teaching required in schools. Therefore, my goal is to help students master the skills taught in the course, not to assign grades. As such, I am happy to review drafts of assignments, discuss ideas and progress, and generally provide feedback to students on all aspects of the course at any time before an assignment is due or before the end of the course. I provide grading rubrics for all course assignments and encourage students to follow these as they complete their work. If, at any time, you are confused about course material or assignments, or something is not going as you hoped in the course (e.g., our interactions, interactions with other students, difficulty of the work), please contact me **FIRST** so that we can problem solve together. Given the short duration of this course, I am committed to rapid turn - around on assignments.

Late Work

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students.

I will not accept late work. If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment. You may submit an assignment by emailing the assignment to me with a time sent no later than the end of the class on the date due or by having someone bring the assignment to me in hard copy by the same time. Choose the person wisely--if I do not receive the assignment on the due date, it will not be accepted.

TaskStream

Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). Each course in the program has an identified signature assignment. A signature assignment is a specific assignment, presentation, or project that best demonstrates one or more CEC standard(s) connected to the course. A signature assignment is evaluated in two ways: first is for a grade in the course, based on the instructor's grading rubric and second is for GSE program evaluation. Each student must add the identified signature assignment for each course into the TaskStream portfolio system. TaskStream information is available at <http://gse.gmu.edu/programs/sped/>.

In this EDSE 629 course, the Unit Plan assignment is the signature assignment. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the semester, the grade becomes an F. Please check to verify your account and your ability to post items to your account at the beginning of the course, not at the end.

Student Evaluation

Evaluation	Points
Class attendance and participation	100 (10 points each class session + 10 points for article presentation)
Course journal	100
Secondary issues paper	50
Unit plan*	200
Total possible points	450

*This assignment is the “signature” assignment for TaskStream. Students are required to post the signature case study in GMU’s portfolio TASKSTREAM site no later than Midnight on June 25, 2012. Failure to post a signature case study for evaluation will result in an INCOMPLETE grade for the course until posted.

Grading Criteria

95-100%	A
90-94%	A-
85-89%	B
80-84%	B-
70-79%	C
<69%	F

It is recommended that students retain copies of all course products to document their progress through the GSE Mild Disabilities program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

Major Course Assignments

Class Attendance and Participation (10 points each class + 10 points article presentation)

Participation includes (but is not limited to) showing evidence of having read/studied course readings, completion of weekly class activities, participation in class discussions, and project presentations throughout the semester. I plan each session with the expectation that all students are present and prepared. If you are not in class, you will not earn participation points. You cannot earn all participation points if you arrive late or leave early. If an assignment is due on the date that you miss and it is not turned in by that date, it will not be accepted. If an emergency arises, contact me as soon as possible.

On the first night of class, we will each choose an article from our reading list for each student to present to the class. At the beginning of class when the article is due, the presenter will give a summary of the article’s contents with a one-page handout of bulleted important points to the class. All students should skim the articles due for the week and prepare a question for the presenter.

Content Area Unit (200 points)

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to prioritize essential concepts and skills and adapt plans and assessments within a

curriculum unit. You will also be required to integrate evidence-based instructional strategies that meet the unique needs of learners with mild to moderate exceptional learning needs at the secondary level in a given content area using the appropriate Standards. The unit plan will include the following components: (See Appendix A for specific instructions)

- Description of target classroom
- Unit planning visual organizer
- Adaptation of a lesson plan
- Two lesson plans
- Two assessments

You will submit drafts of each of these components for review before turning in the final unit plan.

Secondary Issues Paper (50 points)

This assignment will develop your understanding of the particular issues or barriers germane to serving secondary students with disabilities. Your topic (dropping out, substance abuse, need for self-advocacy, block scheduling, case management, etc.) will identify the issue, explore causes and effects, and describe resources. See Appendix B for specific directions.

Course Journal (100 points)

The Course Journal will include a variety of assignments that encourage your use of the information we discuss in class and reflection upon it. You are required to submit five journal entries (and you may submit more for additional credit). See Appendix C for specific directions.

Course Calendar **

	DATE	TOPIC(S)	WHAT'S DUE	READING ASSIGNMENT DUE AND CLASS ACTIVITY
1	5/21	Introductions, Syllabus, Characteristics of Secondary Students with Disabilities		Choose Article
2	5/23	Planning for instruction; units, SOLs, writing goals and objectives; lesson planning	Journal entry 1	Skim Sabornie & deBettencourt chp 2 Lenz & Deshler Chapter 7; Choose unit plan topic IEPs
3	5/30	Continue: writing goals and objectives; lesson planning Creating independent learner	Journal entry 2	Continue IEP writing Component 1: Description of Target Classroom
4	6/1	Continue: writing goals and objectives; transition planning		Sabornie & deBettencourt chp 11
5	6/4	Effective teaching behaviors for adolescents; Direct Instruction	Journal entry 3	Sabornie & deBettencourt chp 4 Bartholomew (2008) _____ Olsen (2008) & Thompson (2008) _____ Lloyd, Forress & Kavale (1998) _____ Component 2: Unit Planning Visual Organizer
6	6/6	Cognitive Strategy Instruction	Draft target classroom, unit organizer (if you want feedback)	Sabornie & deBettencourt chp 5 Sabornie & deBettencourt chp 6 Conderman & Hedin (2011) _____ Hopkins (2009) _____
7	6/8	Secondary Issues	Secondary Issues Paper	Blackboard Assignment and complete Secondary Issues Paper due by 10 PM 6/8
8	6/11	Cognitive Strategy Instruction	Journal entry 4	Sabornie & deBettencourt chp 7 Sabornie & deBettencourt chp 8 Dexter & Hughes (2011); _____ Fuchs, L., Fuchs, D. et al. (2008) _____ Component 3: Adaptation of a General Lesson Plan; Witzel (2010) _____
9	6/13	Content Enhancement Peer instruction Collaboration	Journal Entry 5	Maheady & Gard (2010) _____ Bulgren (2006) _____ Swanson & Deschler (2003) _____ Dong (2009) _____ Component 4: Two Comprehensive Lesson Plans
10	6/15	Lesson Planning		Blackboard Assignment – Group work for unit presentations – Drafts due for feedback by 10PM on 6/15

11	6/18	Memory and management		Sabornie & deBettencourt chp 10; Component 5: Two Assessments Stiggins (2009) _____
12	6/20	Lesson Planning; Unit Plan presentations		Presentations
13	6/22	Unit presentations	Final Unit Plan Due	Presentations

**** Course Calendar subject to change due to unforeseen circumstances.**

Appendix A

Secondary Curriculum Unit Plan

The Secondary Curriculum Unit Plan provides you with the opportunity to demonstrate your ability to develop a coherent unit plan related to one (or several) general curriculum objective(s). You will be required to prioritize essential concepts and skills, adapt and create lesson plans, and develop assessments within this curriculum unit. To complete this assignment satisfactorily, you must integrate evidence-based instructional strategies that meet the unique needs of learners with mild to moderate exceptional learning needs at the secondary level in a given content area using the appropriate Standards.

Groups: 3-4 students maximum, each member must complete a full unit plan, all 5 parts for Task Stream.

The Secondary Curriculum Unit Plan assignment includes five separate components.

Component 1: Description of Target Classroom

In a narrative, provide a clear description of the target classroom situation including:

- a. a description of the learners with mild-moderate exceptional learning needs (academic, social abilities, attitudes, interests, and values),
- b. description of the impact of these characteristics on instruction,
- c. grade level, and
- d. content area (11th grade English, Algebra I, etc.).

You have the option of describing your own secondary classroom or creating a realistic inclusive “class” of learners. This class should include at least 20 students, including students with mild to moderate exceptional learning needs, students with cultural and linguistic differences, students with gifts and talents, and typically developing students. Remember, this is a course for students who access the general education curriculum so the classroom you describe must be a classroom in which this curriculum is taught.

Component 2: Unit Planning Visual Organizer

Using a Virginia SOL for your chosen content area, create a Unit Planning Visual Organizer that includes the following (posted on Blackboard):

- a. explicit connections between prior knowledge and future knowledge,
- b. linking steps of the essential concepts (interactions, links to past knowledge and big picture),
- c. key concepts from the unit,
- d. a schedule of when the essential concepts will be taught,
- e. relationships that will be used to link concepts within the unit (cause/effect, compare/contrast, characteristics, etc.), and
- f. questions that students should be able to answer at the end of the unit to demonstrate deep understanding of the unit concepts.

Completion of all components of pages 1 and 2 of the attached Unit Organizer will satisfy this requirement. An electronic version of the Unit Visual Organizer form is located in our Blackboard space.

Component 3: Adaptation of a General Lesson Plan

Given a general lesson plan for a topic area related to your unit, adapt the lesson plan to make it more accessible for your target classroom. For the lesson, provide at least two of the following options to differentiate in the lesson:

- a. Technology
- b. Multisensory
- c. Community connections
- d. Small group learning
- e. Vocabulary
- f. Student organization of content

Provide at least two specific ways in which the lesson objectives can be scaffolded from the following:

- a. Content scaffolds
- b. Task scaffolds (direct instruction of evidence-based strategies)
- c. Materials scaffolds
- d. Response scaffolds

Include the original lesson plan. In your adapted lesson plan, highlight and explain each adaptation, stating the reason for the adaptation (particular student characteristics) and how the adaptation will make the lesson more accessible.

Component 4: Two Comprehensive Lesson Plans

For the unit you have organized, write TWO comprehensive lesson plans that address the unit objectives. You must use the LEARN lesson planning model (posted on Blackboard). Both of these lesson plans must show evidence of the *evidence-based teaching methods and effective teaching behaviors* we have discussed in this course.

Each lesson plan should include:

- a. At least one measurable lesson objective
- b. Levels of support specifically related to the needs of the students in the target classroom
- c. A structuring phase
- d. An active demonstration and practice phase
- e. A consolidation and overlearning phase

In each lesson, highlight and provide a rationale for the evidence-based methods or teaching behaviors from the course that you used. Make explicit the support this provides to students in your target classroom.

Component 5: Two Assessments

For the unit you have organized, create TWO assessments and identify where in the schedule of your instruction each assessment occurs. One assessment must be a formative assessment and the other a summative assessment. Each assessment should:

- a. Provide a student with the opportunity to demonstrate student understanding of essential concepts and/or skills.
- b. Maximize the opportunity for the students to show what they know and can do.
- c. Directly relate to essential knowledge and/or skills of the unit.

d. Require a variety of student response types from students.

**Scoring Criteria Sheet
Secondary Curriculum Unit Plan**

Item	Points Possible	Points Earned	Minimum Requirements
Overall presentation and completeness	10		<ul style="list-style-type: none"> • Professional presentation • Complete sentences • All components of assignments included • All components fit together logically and coherently
Description of target classroom	25		<ul style="list-style-type: none"> • Narrative • Identification of characteristics of each student with disabilities • Impact of characteristics on instruction
Visual organizer	35		<ul style="list-style-type: none"> • All components included (1-10) • Components fit coherently with chosen SOL and unit topic
Adapted Lesson Plan	30		<ul style="list-style-type: none"> • Lesson chosen fits coherently in the unit • Original lesson included • Adaptations related directly to characteristics of target students • Adaptations are highlighted and explained • At least two changes and scaffolds included
Lesson plan 1	40		<ul style="list-style-type: none"> • Statement of measurable objective • Related to overall unit and SOL • Follows LEARN Model (includes all phases) • Methods/behaviors from course highlighted, explained, fit logically • Lesson activities fit objective • Amount of material realistic in terms of target students
Lesson plan 2	40		<ul style="list-style-type: none"> • Statement of measurable objective • Related to overall unit and SOL • Follows LEARN Model (includes all phases) • Methods/behaviors from course highlighted, explained, fit logically • Lesson activities fit objective • Amount of material realistic in terms of target students
Formative assessment example	10		<ul style="list-style-type: none"> • Repeated more than once • Assesses knowledge of objective • Requires variety of formats (over time)
Summative assessment example	10		<ul style="list-style-type: none"> • Assesses unit questions (from Organizer) • Provides variety of modes of response
TOTAL	200		

Appendix B Secondary Issues Paper

The secondary issues paper allows the student the opportunity to explore a topic of interest that affects secondary students in general and students with disabilities in particular. Issues may include depression, substance abuse, gang membership, bullying, etc.

Students should use data-based sources to write the introduction and causes sections and include only quality, legitimate resources in the final section. See below.

Section	Content
Introduction	State the topic of interest, brief description of issue, its prevalence rate in the general adolescent population, its prevalence rate in the adolescent disability population, rationale for concern
Causes	Give an overview of suspected causes of the issue
Importance for teachers	State why the issue is of importance to teachers and how it can impact instruction/education; give warning signs (if applicable)
Resources	Provide five resources that teachers may consult for more information or provide for parents. These could be websites, journal articles, newsbriefs, etc. Give a location (i.e., article citation, website) and description of the resource in less than 200 words.

Scoring Criteria Sheet Secondary Issues

Date: _____

Student Name: _____

Item	Points Possible	Points Earned	Requirements
Introduction	10		<ul style="list-style-type: none"> • Topic stated • Brief description • Prevalence rate population • Prevalence rate disability • Rationale for concern
Causes	5		<ul style="list-style-type: none"> • Statement of believed causes • Research support for causes
Importance for teachers	10		<ul style="list-style-type: none"> • Rationale for importance to teachers • Impact of issue on education/instruction • Warning signs (if applicable)
Resources	25		<ul style="list-style-type: none"> • Citation/location • Source/author • Target audience • Overview of what the source provides
Total Points	50		

Appendix C Course Journal

The Course Journal will include a variety of assignments that encourage your use of the information we discuss in class and reflection upon it. You are required to submit five journal entries (and you may submit more for additional credit). Journal entries may be any of the following:

1. Article summary (at least 1, not more than 3)

You may choose an article from a *peer-reviewed journal* that is related to any of the topic areas identified on our course schedule (or an approved area of interest), as long as it includes secondary students with disabilities who access the general education curriculum. The summary should include (a) the article citation, (b) a summary (in your own words) of the important components of the article, and (c) a conclusion paragraph stating your thoughts about the usefulness of the article for teachers and for instruction. Include the article in your journal. (You will be assigned one article from class readings to present to the class so you may use this for one entry.)

2. Lesson plan and reflection (at least 1, not more than 3)

You must use the Explicit Instruction lesson planning form to plan and teach a lesson to secondary students with disabilities using any of the teaching behaviors or methods that we discuss or read about in the course. The plan must include highlighted evidence of the course content being used and include a reflection about how the lesson went (what worked, what didn't work, would you use this again, etc.).

3. Observation of a lesson (if not a secondary teacher, at least 1, not more than 3)

You may observe a teacher's lesson that includes secondary students with disabilities in the general education curriculum. Write a summary of the lesson, any evidence of effective practices we have discussed or read about (including whether or not the teacher used a lesson model similar to the Explicit Instruction model), and a reflection on how the students with disabilities were supported and engaged (or not).

4. Review of Teacher/Disability Resource Website (up to 3)

You may do a critical review of any online teacher resource related to secondary students with disabilities who access the general education curriculum. This could include professional organizations for special educators, particular components of sites related to various disabilities (e.g., learning disabilities, emotional/behavioral disorders, Asperger's Syndrome, ADHD), or government sites related to special education. Complete the attached worksheet for this review.

Evaluating an Online Resource	
Item	Information
Student Name	
Disability area of focus	
Title of website	
URL	
Purpose of resource (as stated on website)	
What group sponsors the website? What information does the website give about that group?	
Who is the target audience of the website?	
What specific area of the website will you review?	
Give a brief summary of the information/feature you reviewed.	
Does the website provide any information about where it gets its information or whether it is research-based? If so, what?	
Would you recommend this website to a colleague, parent, or student? Why or why not?	
Other comments or questions you have about the website	

Relationship of the Course to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Mild/Moderate Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for secondary curriculum and strategies for teaching individuals with ED, LD, and mild ID.

CEC standards addressed in this course include some of the following:

Standard 4 - Instructional Strategies

Skills:

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Demands of learning environments.
- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.
- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.

- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- Use universal precautions.

Standard 7 - Instructional Planning

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.
- Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service

All CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html