

TIDE/Benedictine University

Learning Behavior Specialist/LBS1

Endorsement Course Sequence

REQUIRED COURSES:

COURSE: EDUC 595T Survey of Exceptional Children and Adolescents (3 credit hours)

This course explores laws and regulations, current philosophies, practices and critical issues in special education. Characteristics of the major types of exceptionality in children and adolescents are studied. The process of assessment, educational planning, and best practices are introduced. The context of multicultural and linguistic influences is considered throughout. Approaches to direct service, including integration/inclusion, mainstreaming and collaboration/consultation are highlighted.

COURSE: EDUC 599TG Psychological Diagnosis & Assessment for Exceptional Children (3 credit hours)

Course provides an introduction to educational assessment processes and strategies with a review of legal provisions, regulations and guidelines. Focus areas include the uses and limitations of formal and informal assessments, the administration and interpretation of information obtained from both formal and informal measures, strategies for modifying and adapting formal measures (local, state, and national), and the Illinois Alternative Assessment Process. Participants are required to complete 15 hours of field experience as part of this course. **Prerequisite: Survey of Exceptional Children and Adolescents (EDUC 595T).**

TWO ELECTIVE COURSES REQUIRED – ONE CHARACTERISTICS & ONE METHODS:

COURSE: EDUC 599T Characteristics of Children & Adolescents Challenged With Emotional Disorders (3 credit hours)

This course offers a developmental approach to the investigation and study of behaviors evidenced by children who experience social/emotional or behavioral challenges in addressing basic life tasks. Implications of multilingual and multicultural issues on assessment and classification are addressed. Students will develop a working knowledge of psychodynamic, humanistic, cognitive, ecological, biogenic social learning, and behavior management intervention models and theories. Special emphasis is directed toward the contexts of school and family as they relate to the development and management of social/emotional and behavioral deviance. Students are required to complete a minimum of 15 hours of clinical experiences (observation hours) as part of this course.

COURSE: EDUC 599TC Methods of Teaching Children & Adolescents Challenged with Emotional Disorders (3 credit hours)

This course is designed to focus on intervention models and their use with students challenged with social/emotional or behavioral deviance. The course provides a working knowledge of the assessment of behavioral strengths and weaknesses, intervention methods, and programming options within the affective, academic, and prevocational (vocational) components of the Individualized Education Program. Communication and collaboration/consultation skills for use with students, parents, teachers, and multidisciplinary team members are highlighted. Multicultural and ethical issues relative to the intervention process are considered throughout. Implications of the Regular Education Initiative (i.e. least restrictive environment) for intervention are addressed. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course.

COURSE: EDUC 599TB Learning and Behavior Characteristics of Individuals with Learning Disabilities (3 credit hours)

This course will provide an in-depth study of specific learning disabilities experienced by children and adolescents. Current issues in the field of learning disabilities are presented, relevant to the identification, assessment, and instruction of diverse students with learning disabilities. The characteristics and impact of associated learning deficits and disorders in the areas of reading, writing, math, language, social skills, perception, information processing, and metacognition will be presented and analyzed. Current evidence-based practices for the education of students with learning disabilities will be highlighted. Active in-class learning experiences (cooperative group activities; materials construction; demonstrations; etc.) will be employed throughout the course to convey information. Students are required to complete 15 hours of clinical observation as part of this class.

COURSE: EDUC 599TE Methods of Teaching Children & Adolescents with Learning Disabilities (3 credit hours)

This course is directed toward the analysis and study of intervention models and programs for children and adolescents with learning disabilities. The Individuals with Disabilities Act (IDEA 2004), Response to Intervention (RtI), and collaboration consultation relative to the intervention process are considered throughout. Teaching models matched to students' individual learning profiles, and integration of the regular classroom curriculum in the development of Individual Education Programs is highlighted. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course.

COURSE: EDUC 599TA Characteristics of Learners with Intellectual Disabilities, Physical Disabilities & Autism (3 credit hours)

This course will provide an in-depth presentation of the issues in definition and identification procedures and the impact that intellectual disabilities, physical disabilities (orthopedic impairments, vision impairments, hearing impairments, deaf-blindness), and autism have on the cognitive, physical, emotional, social, and communication development of an individual. It will further convey information on evidence-based practices that support the intellectual, social, educational, and personal development of learners ages 3-21 that have these disabilities.

COURSE: EDUC 599TD Methods of Teaching Learners with Mental Retardation, Physical Disabilities & Autism (4 credit hours)

This course will provide an in-depth study of teaching methods, materials, curricular adaptations, and supports appropriate for fostering the success of learners with intellectual disabilities, orthopedic impairments, and autism. Meaningful educational assessment, individualized program design, and the implementation of evidence-based practices specific to the target population will be presented, with a major focus placed on the practical application of skills learned, in real-life settings and situations. Active in-class learning experiences (cooperative group activities; materials construction; technology applications; demonstrations; etc.) and multimedia will be employed throughout the course to convey effective teaching strategies. 15 hours of clinical experience required as part of this course.