WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: MSE 7404
COURSE TITLE: Assistive Technology for MH, SED, LD
COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
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<td>70</td>
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COLLEGE OF EDUCATION PROGRAM ATTRIBUTES

This course is critical to your training and preparation as a professional educator. To that end, Wilmington University staff will attend to the eight essential attributes as described in the College of Education Conceptual Framework. As a result, you, as candidates, are expected to:

1. Master knowledge-based course content;
2. View yourself as a teacher and learner, deconstructing inappropriate past experiences as learners in coursework and during field experiences, while developing appropriate knowledge of the content and discourse of this discipline;
3. Remain attentive to contextual and cultural sensitivity;
4. Embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work;
5. Engage in authentic participation, collegiality, and collaboration;
6. Participate in an ongoing, developmental sequence of learning activities that supports improvement, experimentation and professional growth;
7. Become involved in learning experiences that are standards driven, and;
8. Utilize technology effectively.

I. PROGRAM COMPETENCIES

Competency One: Critique current research in the area of curriculum and methods of teaching students with exceptionalities.

CEC Standard #9 – Professional and Ethical Practice

Learning Outcomes: Candidates will:
1-1 Identify and discuss the various advantages and limitations of instructional strategies and practices for teaching students with disabilities based on
current research.
1-2 Locate and research the components and attitudes required for effective teaching of students with special needs.
1-3 Relate the effective components of curricular development to meeting the needs of students with disabilities.
1-4 Examine through research, the different learning techniques of students with disabilities.

**Activities/Assignments: Candidates will be able to:**
1-1 Analyze and discuss three (3) articles dealing with the areas of curriculum and methods for teaching students with disabilities.
1-2 Plan and adapt age and ability appropriate instruction using an assistive technology device for students with disabilities. **This is a graded activity.**
1-3 Discuss instructional strategies that are appropriate to the abilities and needs of students with disabilities.
1-4 Select appropriate adaptations and technology for students with disabilities implicit upon research-based rationale. **This is a graded activity.**

**Competency Two:** Interpret and use behavioral programming while recognizing the significance of relationships in classroom management.

**CEC Standard #5 – Learning Environments and Social Interactions**

**Learning Outcomes: Candidates will:**
2-1 Compare and contrast the varied approaches that can be used for a class-wide behavior management plan.
2-2 Identify a variety of techniques to control targeted behaviors and maintain attention to the task-at-hand.
2-3 Understand and be able to accurately describe behavioral principles, terminology, and strategies used in classroom management.
2-4 Discuss and summarize how a structured learning environment can manage the behavior of students with disabilities.

**Activities/Assignments: Candidates will be able to:**
2-1 Implement a behavior management plan with the designed purpose of increasing self-awareness, self-management, self-control, self-reliance and self-esteem. This plan may be individual, small group or whole group.
2-2 Modify the learning environment to manage student behavior.
2-3 Identify realistic behavioral expectations for personal and social behavior in various settings for students with disabilities.
2-4 Write behavioral objectives, social skill objectives, and realistic expectations for increasing and decreasing the occurrence of existing behaviors.

**Competency Three:** Analyze informal and formal assessments used in identifying students with special needs and develop plans to meet educational goals and objectives.

**CEC Standard #8 - Assessment**

**Learning Outcomes: Candidates will:**
3-1 Define and describe the basic terms used in assessment.
3-2 Discuss and summarize the components, issues, and attitudes required for effective diagnosis.
3-3 List the uses, advantages, and limitations of various formal and informal assessment instruments.

**Activities/Assignments: Candidates will be able to:**
3-1 Discuss with other educational professionals assessment information.
3-2 Practice interpreting information from formal and informal assessment instruments.
3-3 Develop or modify individualized assessment strategies in conjunction with other stakeholders.

**Competency Four:** Enable professionals in schools to understand and utilize assistive technology for students with disabilities.

**CEC Standard #4 – Instructional Strategies**

**#5 – Learning Environments and Social Interactions**

**#8 – Assessment**

**Learning Outcomes: Candidates will:**
4-1 Access and evaluate various forms of assistive technology devices for students with disabilities.
4-2 Demonstrate an understanding of the appropriate use of assistive technology for students with disabilities.
4-3 Use strategies to facilitate implementation of an assistive technology device for a student with a disability.
4-4 Understand the necessity of long-range and shorter-range assistive
technology planning based on the individual’s abilities and needs.

**Activities/Assignments: Candidates will be able to:**

4-1 Locate sources of specialized assistive technology materials and resources.  
*This is a graded activity.*

4-2 List acceptable uses for assistive technology devices for students with disabilities.  
*This is a graded activity.*

4-3 Select, adapt, and implement for use an assistive technology device for a student with a disability.  
*This is a graded activity.*

4-4 Develop and present an individualized assistive technology plan considering long-range and shorter-range goals explicit of the individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.  
*This is a graded activity.*

**Competency Five:** Plan and implement content lessons that accommodate or adapt for unique needs of individuals with severe and multiple disabilities.

**CEC Standard #1 – Foundations**

#2 – Development and Characteristics of Learners  
#3 – Individual Learning Differences  
#4 – Instructional Strategies  
#6 – Language  
#7 - Instructional Planning

**Learning Outcomes: Candidates will:**

5-1 Demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles in the planning and implementing content lessons that accommodate or adapt to the unique needs of individuals with severe and multiple disabilities.

5-2 Facilitate activities that apply principles of effective use and implementation of assistive technology for individuals with disabilities.

5-3 Assess how learning academic and social ability, attitude, interests, and values impact lesson preparation and implementation.

5-4 Demonstrate the ability to implement changes regarding the design, implementation, and evaluation of a curriculum that fully accommodates for a learner’s diverse needs.

**Activities/Assignments: Candidates will be able to:**

5-1 Plan activities that apply the principles of effective instruction to improve instructional practices and curriculum materials.

5-2 Use, model, provide guided practice, and promote technology and assistive
technology systems to enrich curriculum and instruction. *This is a graded activity.*

5-3 Design and implement a well-planned, content-appropriate lesson based on reflective practice and research for individuals with disabilities.

5-4 Apply and assess current technologies that focus on teaching and learning.

### Competency Six: Apply knowledge of legislation, policy, and procedure during IEP meetings with professional colleagues and parents.

### CEC Standard #1 – Foundations

- #5 – Learning Environments and Social Interactions
- #9 – Professional and Ethical Practice
- #10- Collaboration

### Learning Outcomes: Candidates will:

6-1 Acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of an IEP following State and Federal guidelines.

6-2 Demonstrate the ability to assist school personnel in understanding and applying best practices using State and Federal guidelines.

6-3 Demonstrate an understanding of how to apply legal principles to promote educational equity as mandated by State and Federal legislation.

6-4 Apply an understanding of State and Federal legislation by providing leadership in communicating with family members, community support groups, school personnel, government stakeholders, and other agencies to positively affect the learning of individuals with disabilities.

6-5 Develop a comprehensive program of community collaboration reflecting an understanding that schools are an integral part of the learning community.

### Activities/Assignments: Candidates will be able to:

6-1 Role-play a formal meeting to discuss the implementation of a IEP, including all stakeholders.

6-2 Develop an action plan for sharing information about State and Federal legislation with other school personnel.

6-3 Discuss with other educational professionals the importance of appropriate legal principles necessary to promote educational equity.

6-4 Conduct a collaboration meeting with various agencies to positively affect the learning opportunities for individuals with disabilities.

6-5 Practice group discussion activities involving various community stakeholders concerning their integral part in the education of students with disabilities.

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**Competency Seven:** Apply best practices and research in special education to program development, administration, supervision, and evaluation.

**Learning Outcomes: Candidates will:**
- **7-1** Formulate plans that apply best practices for program development, administration, development, supervision and evaluation of the educational needs of individuals with disabilities.
- **7-2** Demonstrate the ability to use data-based research strategies to focus on improving the educational foundations of students with disabilities.
- **7-3** Apply relevant knowledge and theories of learning to promote the educational success of individuals with disabilities.

**Activities/Assignments: Candidates will be able to:**
- **7-1** Design an educational system that uses data-based research strategies to improve the educational opportunities for individuals with disabilities.
- **7-2** Analyze and describe the various strategies used to facilitate student achievement.
- **7-3** Demonstrate the ability to lead, facilitate, and make decisions about the amount and complexity concerning the implementation of an educational strategy to improve the educational success for students with disabilities.

**Competency Eight:** Examine language development and its particular relationship to students with disabilities.

**CEC Standard #2 – Development and Characteristics of Learners**
- #3 - Individual Learning Differences
- #4 – Instructional Strategies
- #6 – Language
- #7 – Instructional Planning

**Learning Outcomes: Candidates will:**
- **8-1** Understand how a student with special needs culture and use of language differs from a student’s without a disability.
- **8-2** Select a variety of strategies that impact on language development and communication skills to facilitate the improvement of the education of students with disabilities.
- **8-3** Summarize how the impact of language development and listening comprehension affects the learning of subject matter for students with disabilities.
**Activities/Assignments: Candidates will be able to:**

8-1 Compare the characteristics of a special needs student’s use of language, behavior, and culture with the use of language, behavior and culture of a non-disabled student.

8-2 Prepare a list of strategies that support and enhance communication skills for students with disabilities.

8-3 Discuss programs designed to improve language development and listening comprehension skills for students with disabilities.

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**Competency Nine:** Practice methods, techniques, and instruments used to diagnose and remediate reading-related problems.

**CEC Standard #4 - Assessment**

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**Learning Outcomes: Candidates will:**

9-1 Inventory the various methods, techniques, and instruments that can be used in the diagnosis and remediation of reading-related problems.

9-2 Choose a variety of informal and formal non-biased assessment tools used to diagnose and remediate reading-related problems.

9-3 Develop a plan of action for focusing on effective improvement of reading-related problems.

**Activities/Assignments: Candidates will be able to:**

9-1 Discuss the structure of a learning environment to provide optimal reading-related learning.

9-2 Administer non-biased formal and informal assessment tools to diagnose and remediate reading-related problems.

9-3 Implement a strategic plan of action to improve a student’s reading-related problem through the use of assistive technology.

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**Competency Ten:** Immerse oneself in an actual special education setting through active participation as teacher.

**CEC Standard #9 – Professional and Ethical Practice**

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**Learning Outcomes: Candidates will:**

10-1 Demonstrate knowledge of ways to be positive, resourceful and to have positive interaction with students in the classroom.

10-2 Understand the importance of collaboration with colleagues, parents,
and the community.

10-3 Demonstrate knowledge of various techniques for addressing the needs of students with disabilities.

**Activities/Assignments: Candidates will be able to:**

10-1 Identify criteria necessary for positive interaction with students.
10-2 Participate in a role-play collaboration activity.
10-3 Respond to articles, discussions, presentations, and videos using an evaluation tool as required as part of the portfolio. *This is a graded activity.*

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**Competency Eleven:** Exhibit an affect of confidence, caring, professionalism, and energy in teaching students from a diverse population.

**CEC Standard #3 – Individual Learning Differences**

- #4 – Instructional Strategies
- #7 – Instructional Planning

**Learning Outcomes: Candidates will:**

11-1 Interact with students in the classroom while demonstrating confidence, caring, professionalism, and energy.
11-2 Demonstrate knowledge of methods to embrace inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work.

**Activities/Assignments: Candidates will be able to:**

11-1 Through discussion, demonstrate their knowledge of diverse cultures.
11-2 Illustrate how they will make inquiry, analysis and reflection, including critical reflection and taking action on one’s daily work.

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**II. ASSESSMENT OF STUDENT KNOWLEDGE AND PERFORMANCE:**

**Products and Exams:** Student performance will be assessed utilizing scoring rubrics which are aligned with competencies, knowledge and performance skills. Products and exams included for consideration will include the following:

1. Article reviews
2. Class activity reviews
3. Video reviews
4. Site observation reviews
5. Final Examination

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1-2 Plan and adapt age and ability appropriate instruction using an assistive technology device for students with disabilities.

1-4 Select appropriate adaptations and technology for students with disabilities implicit upon research-based rationale.

4-1 Locate sources of specialized assistive technology materials and resources.

4-2 List acceptable uses for assistive technology devices for students with disabilities.

4-3 Select, adapt, and implement for use an assistive technology device for a student with a disability.

4-4 Develop and present an individualized assistive technology plan considering long-range and shorter-range goals explicit of the individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

5-2 Use, model, provide guided practice, and promote technology and assistive technology systems to enrich curriculum and instruction.

10-3 Respond to articles, discussions, presentations, and videos using an evaluation tool as required as part of the portfolio.

III. ATTENDANCE POLICY:

In the College of Education, faculty must approve all requests for exceptions to the University/College policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.

IV. STRUCTURED EXTERNAL ASSIGNMENT:

Given a profile of a student with a mild mental disability, learning disability or emotional disability, teacher candidates will prepare a presentation which demonstrates an understanding of and appropriate use of assistive technology which may be used to help the student achieve their potential.

Details of this assignment will be provided in class.

V. F.O.R.M.A.L.:

The special education faculty at Wilmington University believes that in order for an educator to be a reflective practitioner in the field of education of students with exceptional learning needs (ELN) the candidate must have knowledge of the following areas: The proper use of assessment tools and procedures, understanding of how to integrate developmental theory, implementation of appropriate “best” instructional practices, instructional planning that incorporates long and short term planning, creating
learning environments that foster social interaction and active engagement, and understanding of language development, the need to practice the profession in an ethical and professional manner, an understanding of the historical foundations of special education, and their role as advocates and resources to families and other professional. To this end, the special education faculty at Wilmington University wants our candidates in the Master of Education in Special Education to go **F.O.R.M.A.L.**

**F Foundations** – Candidates will be provided opportunities to develop in-depth foundational knowledge about the field of special education, understanding views of human diversity, delivery of special education services, while practicing within the profession’s ethical and professional standards. (CEC Standards One & Nine)

**O Obtain** – Candidates will obtain a repertoire of evidence-based instructional strategies necessary to individualize instruction for students with exceptional learning needs (ELN). When candidates provide instruction for individuals with exceptional learning needs it will be provided in a positive learning environment that fosters social interaction, active engagement, cultural diversity, and one that encourages self-direction, and self-motivation. (CEC Standards Four & Five).

**R Respect** – Candidates will gain a respect for students – as individuals first. Candidates will be provided an understanding of the similarities and differences, characteristics, varying abilities, and behaviors among individuals with exceptional learning needs. Candidates will understand the effects of these exceptional condition(s) can have on the individual’s learning not only in school but throughout life. This knowledge will allow the candidates to respond to the various abilities and behaviors of individuals with ELN. (CEC Standards Two & Three)

**M Meaningful** – Candidates will learn that instructional planning is an on-going process and that modifications are made based on an ongoing analysis of the individual’s learning progress. When providing instruction to individuals with exceptional learning needs, the candidate will learn how to provide individualized instruction that is meaningful and challenging. When developing individualized instructional plans, the candidate will be able to take into consideration a student’s abilities and needs when developing long-range and shorter-range goals and objectives. (CEC Standard Seven)

**A Assessment** - Candidates will understand that assessment results are used to help identify exceptional learning needs and to develop and implement individualized instructional programs. Candidates will understand that assessment tools have limitations and demonstrate the proper use of a variety of assessment tools. Measurement theory will be explained and students will become familiar with concepts such as validity, reliability, norms, bias, and the proper interpretation of assessment results. Candidates will understand their role in collaborating with families, other educators, related service providers, and community agency personnel. Candidates will understand the various
advocacy roles expected of an educator of individuals with exceptional learning needs. (CEC Standards Eight & Ten)

L. Language – Candidates will understand typical and atypical language development and how these exceptional conditions impact an individual’s experience with and use of language. The candidate will use individualized strategies to enhance language development and teach communication skills. The candidate will be familiar with augmentative, alternative, and assistive technologies to support and enhance communication development. The candidate will possess strategies and resources that facilitate understanding for individuals with ELN whose primary language is not English. (CEC Standard Six).
STRUCTURED EXTERNAL ASSIGNMENT AND CECRAM DATA COLLECTION

COURSE: MSE 7404

TITLE: Assistive Technology

PROGRAM COMPETENCY 4: Enable professionals in schools to understand and utilize assistive technology for students with disabilities

GRADUATION COMPETENCY 8: Demonstrate the ability to access, use, and evaluate information and information technology

CONCEPTUAL FRAMEWORK PROGRAM ATTRIBUTE 8: Programs promote the effective use of technology

7: Programs are standards-driven

DELAWARE PROFESSIONAL TEACHING STANDARD 11: The teacher understands the role of educational technology in learning and uses educational technology as an instructional and management tool

NCATE STANDARD 1: Knowledge, Skills, and Dispositions

CEC STANDARD 4: Instructional Strategies; 5: Learning environments and social interactions; 8: Assessment

STRUCTURED EXTERNAL ASSIGNMENT: Given a profile of a student with a mild mental disability, learning disability or emotional disability, teacher candidates will prepare a presentation which demonstrates an understanding of and appropriate use of assistive technology which may be used to help the student achieve their potential.

<table>
<thead>
<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY 1 POINT</th>
<th>EMERGING 2 POINTS</th>
<th>BASIC 3 POINTS</th>
<th>PROFICIENT 4 POINTS</th>
<th>DISTINGUISHED 5 POINTS</th>
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<tr>
<td>Choice of assistive</td>
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| Application of assistive technology. | No explanation is given regarding how assistive technology may help students achieve their potential. | For few pieces of assistive technology chosen, an explanation is given as to how they may help students achieve their potential. | For some pieces of assistive technology chosen, an explanation is given as to how they may help students achieve their potential. | For most pieces of assistive technology chosen, an explanation is given as to how they may help students achieve their potential. | For each piece of assistive technology chosen, a complete and thorough explanation is given as to how it may be used to help students achieve their potential. |
| Presentation skills. | Fails to prepare and deliver a presentation. | Presentation skills are of poor quality. | Presentation skills are somewhat effective. | Presentation skills are effective. | Presentation skills are outstanding and could serve as a model for others. |

**IDEA Objectives:**

- E = 1
- I = 2, 3

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### B. Schedule

<table>
<thead>
<tr>
<th>WEEK</th>
<th>IN-CLASS LEARNING ACTIVITIES</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>#1</td>
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**DELAWARE STANDARDS FOR TEACHERS**

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<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>#1 – Content Knowledge</td>
<td>The teacher understands the central concepts and structures of the discipline and creates learning experiences that make the content meaningful to the students.</td>
</tr>
<tr>
<td>#2 – Human Development and Learning</td>
<td>The teacher understands how children develop and learn, and provides learning opportunities that support the intellectual, social and personal development of the student.</td>
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<tr>
<td>#3 – Diverse Learners</td>
<td>The teacher understands how students differ and adapts instruction for diverse learners.</td>
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<tr>
<td>#4 – Communication</td>
<td>The teacher understands and uses effective verbal and non-verbal communication.</td>
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<tr>
<td>#5 – Learning Environment</td>
<td>The teacher understands individual and group behavior and creates a learning environment that fosters active engagement, self-motivation, and positive social interaction.</td>
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<tr>
<td>#6 – Planning for Instruction</td>
<td>The teacher understands instructional planning and designs instruction based upon knowledge of the disciplines, students, the community, and curriculum goals.</td>
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<tr>
<td>#7 – Instructional Strategies</td>
<td>The teacher understands a variety of instructional approaches and uses them to promote student thinking, understanding and application of knowledge.</td>
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<tr>
<td>#8 – Assessment</td>
<td>The teacher understands multiple assessment strategies and uses them to support the continuous development of the learner.</td>
</tr>
<tr>
<td>#9 – Reflection and Professional Growth</td>
<td>The teacher understands the importance of reflection on practice and actively seeks opportunities to grow professionally.</td>
</tr>
<tr>
<td>#10 – Professional Relationships</td>
<td>The teacher understands the role of the community in education and develops and maintains relationships with colleagues, parents/guardians, and the community to support student learning and well-being.</td>
</tr>
<tr>
<td>#11 – Technology</td>
<td>The teacher understands the role of technology in education and uses technology as an instructional and administrative tool.</td>
</tr>
<tr>
<td>#12 – Professional Conduct</td>
<td>The teacher understands and maintains standards of professional conduct guided by legal and ethical principles.</td>
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NCATE/CEC Program Standards (2002)

Standard 1: Foundations
Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Standard 2: Development and Characteristics of Learners
Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual’s with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

Standard 3: Individual Learning Differences
Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Standard 4: Instructional Strategies
Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Standard 5: Learning Environments and Social Interactions
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Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

**Standard 6: Language**

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

**Standard 7: Instructional Planning**

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

**Standard 8: Assessment**
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

**Standard 9: Professional and Ethical Practice**

Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.

Special educators know their own limits of practice and practice within them.

**Standard 10: Collaboration**

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocates for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.
## MSE Program Competency Matrix

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Creating Environments for Learning