

WILMINGTON UNIVERSITY

COURSE SCHEDULE AND CHECKLIST:

PLEASE COMPLETE THE START HERE SECTION PRIOR TO BEGINNING THE FIRST

Week 7 – Due

Read: Instruction of Students with Severe Disabilities Chps. 15 and 11

Assignment:

PART II: 11.3 to 11.7 AT LEAST 5 HOURS OF CLASSROOM OBSERVATION AND WRITE UP

11.3 What are the similarities and differences you see among the students with ELN and what kinds of programs (including educational setting) and services are needed.

11.4 Choose a child or a disability and discuss at least 4 effects the ELN will have on learning now and throughout life. Please include: learners academic ability, social ability, attitudes, interests and possible career options.

11.5 Give 5 examples of successful teaching strategies used by instructional professional to facilitate learning in a student with ELN

11.6 Make sure to include 3 to 5 instances of class wide observed evidence-based instructional strategies. A list of Teaching Methods that are effective with students who have extensive support needs can be found in Chapter 4 of Instruction of Students with Severe Disabilities by Snell and Brown.

11.7 Include 3 to 5 instances of student specific evidence-based instructional strategies. These should include classroom data gathering and evaluation.

What is Evidence-Based Instruction?

practices should have been tested and shown to have a record of success. That is, reliable, trustworthy, and valid evidence indicates that when that program or set of practices is used, children can be expected to make adequate gains in reading

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- special education programs.
- 7-2 Understand the legal provisions, best practices, and ethical principles to the development, administration, supervision, and evaluation of programs for students with disabilities.
 - 8-1 Examine typical and atypical language development for students with disabilities.
 - 8-2 Examine the impact of delayed language development on students with disabilities.
 - 8-3 Demonstrate key words/concepts associated with language development.
 - 9-1 Recognize methods and strategies to diagnose and remediate reading-related problems.
 - 9-2 Demonstrate an understanding of the relationship among disabilities and reading-related problems.
 - 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.
 - 10-4 Obtain knowledge of a facility that serves the needs of students with disabilities.
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