

CALIFORNIA STATE UNIVERSITY, LONG BEACH

POLICY STATEMENT

NUMBER: 79-05

FILE: Teacher
Training

SUBJECT: SPECIAL CLASS AUTHORIZATION FOR SEVERE LANGUAGE
HANDICAPPED/APHASIC PUPILS

The policy on Professional Competency Requirements for the Advanced Specialization Program for Special Class Authorization for Severe Language Handicapped and/or Aphasic Pupils, recommended by the Academic Senate based on ballots tabulated on July 17, 1978, approved by the President on September 29, 1978, was approved by the Commission for Teacher Preparation and Licensing on October 17, 1978.

The program will be implemented in the Department of Communicative Disorders with ultimate responsibility in the School of Education.

Effective: Spring 1979

DEG:bjp
1-25-79

Attachment

4822

PROFESSIONAL COMPETENCY REQUIREMENTS
for the
ADVANCED SPECIALIZATION PROGRAM
for
SPECIAL CLASS AUTHORIZATION
for
SEVERE LANGUAGE HANDICAPPED and/or
APHASIC PUPILS

Objectives, Minimum Experience
and
Minimum Criteria
by
Individual Courses

COURSES IN THE ADVANCED SPECIALIZATION PROGRAM

SEVERE LANGUAGE HANDICAPPED and/or

APHASIC PUPILS

- CD 482A (3) Teaching the Severe Language Handicapped/Aphasic Child
- CD 482B (3) Teaching the Severe Language Handicapped/Aphasic Child
- EdP 486E (5) Field Studies-Severe Language Handicapped

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
<p>6.1.1 The student shall demonstrate competency in each of the following areas:</p> <p>1. Nature and theory of reading and the cause of reading disabilities.</p> <p>6.1.1.2 Current principles, procedures, techniques, and instruments used in assessing and teaching reading.</p>	<p>Information regarding the behavioral/cognitive performances on academic curricula of reading including, but not limited to, description of reading, major components of reading, the relationship of reading to the maladaptive severe language handicapped/aphasic behaviors shall be provided through reading, lecture and demonstration.</p> <p>Information regarding the principles, procedures, techniques, and instruments for formal and informal assessment of reading ability which will include, but not be limited to, tests of academic ability, review of case history, observations, informal tests of perception, cognition, academics through lecture/discussions, reading and demonstrations.</p>	<p>The student will perform above the 60% achievement level on an essay/objective examination.</p>

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
<p>6.1.3 Approaches and strategies in teaching reading to severe language handicapped (aphasic) pupils including programming and curriculum modification for individual pupils</p>	<p>Educational teaching strategies involving but not limited to (1) students active participation (movement) which would promote experimentation, field experience, manipulative activity, and role play; (2) emphasis on child's auditory and visual skills which would promote demonstration, visual auditory drills, lecture, modeling and imitation; (3) emphasis on child's cognitive skills, which would promote cooperative analysis, conference, problem-solving, individualized projects; and (4) use of individualized and group learning such as prescriptive teaching, learning centers, and a programmed instruction to teach reading will be demonstrated, observed in a classroom setting, and reported in a written form.</p>	<p>The student will perform above the 60% level of achievement on an essay/objective examination.</p> <p>The student shall demonstrate to the satisfaction of the instructor that observation of these strategies are appropriate to teaching reading to SLH/A children by submitting a two-page observation report.</p>
<p>6.1.4 Current principles, procedures, techniques, and instruments used in assessing and teaching language arts.</p>	<p>Information regarding the principles, procedures, techniques, and instruments for formal and informal assessment of academic ability, academics, perception, and cognition shall be provided through lecture/discussion, readings, and demonstration.</p>	<p>The student will perform above the 60% achievement level on an essay/objective examination.</p>

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
6.1.4 (continued)	<p>Information regarding teaching strategies involving (1) emphasis on a child's auditory and visual skills using demonstration, visual and auditory memory drills, lecture and modeling and imitation; (2) emphasis on child's cognitive skills using comparative analysis, conference, problem-solving, and individualized projects shall be presented by lecture/discussion, readings, and demonstration.</p> <p>Introduction of students to language arts curriculum to (1) present a language arts behavior theme/cognitive scheme; (2) present a segment of a language arts program that evidences a language arts behavioral theme/cognitive scheme; (3) and present an instructional material that evidences a language arts behavior theme/cognitive scheme.</p>	<p>The student shall perform above the 60% level of achievement on an essay/objective examination.</p> <p>The student shall submit a two-page observation report which is acceptable to the instructor on how the teacher in an SLH/A classroom carries out the teaching strategies for language arts.</p> <p>The student shall submit forms to verify evaluation of the language arts curricula and materials.</p> <p>The student may opt to devise and present a teaching aid relating to language arts.</p>
6.1.5 Fundamentals of language arts programs appropriate for severe language handicapped (aphasic) pupils.	<p>Information regarding the effects of behavioral/cognitive performance on academic curricula of language arts through description of language arts, major components of language arts, and the relationship of language arts to maladaptive behavioral/cognitive characteristics is presented through lecture, readings, and demonstration.</p>	<p>The student will perform above the 60% level of achievement on an essay/objective examination.</p> <p>The student will submit two observation reports successfully differentiating between the Educationally Handicapped and the Severe Language Handicapped Child.</p>

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
<p>6.1.6 Language arts instruction and methods for severe language handicapped (aphasic) pupils, including spelling, writing, listening, and speaking.</p>	<p>Information regarding teaching strategies involving (1) children's active participation (movement); (2) emphasis on children's auditory and visual skills; and (3) individualized and group learning will be provided through lectures, reading, and demonstrations.</p>	<p>The student will perform above the 60% level of achievement on an essay/objective examination.</p> <p>The student will submit one two-page typed written observation of language arts activity for instructor approval.</p>
<p>6.1.7 Nature and theory in the development of quantitative concepts.</p>	<p>How to relate curriculum with ability and interest levels of SLH/A children and the limitations of this child's ability on behavioral/cognitive skills outlined in language arts curriculum.</p>	<p>The student may elect to orally present a language arts curriculum and its relation to the SLH/A child's ability.</p>
<p>6.1.8 Current principles, procedures, techniques and instruments used in assessing and teaching quantitative concepts.</p>	<p>Information regarding the behavioral cognitive performances on academic curricula of mathematics including, but not limited to, description of mathematics, major components of mathematics (including cognitive achievements and mental operations) and the relationship of math to the maladaptive SLH/A behaviors through demonstration and audio-visual material in conjunction with lecture.</p> <p>Information regarding formal and informal assessment of academic abilities, including quantitative concepts through lectures, demonstrations, reading, and test instruments.</p>	<p>The student will perform above the 60% level of achievement on an essay/objective examination.</p> <p>The student will submit forms verifying evaluation of the mathematics curriculum and materials.</p> <p>The student may elect to devise and present a teaching aid relating to mathematics.</p>

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
<p>6.1.9 Approaches and strategies in teaching quantitative concepts appropriate for severe language handicapped (aphasic) pupils.</p>	<p>Information regarding teaching strategies involving (1) children's active participation (movement) utilizing experimentation, field experience, manipulative activity, role play; (2) emphasis on children's auditory and visual skills utilizing demonstration, visual and auditory drills, lecture, modeling and imitation; (3) emphasis on children's cognitive skills utilizing cooperative analysis, conference problem solving, individualized projects; (4) individualized and group learning utilizing prescriptive teaching, learning centers, programmed instruction through lecture, readings, demonstration and use of program material.</p>	<p>The student will perform above the 60% level of achievement on an essay/objective examination.</p> <p>The student will submit one two-page (typed) observation report describing how a teacher carries out strategies for teaching quantitative concepts.</p>
<p>6.1.10 Application of curricula, e.g., reading, language arts, and mathematics, to daily living skills including vocational considerations.</p>	<p>Information regarding relations of curriculum with abilities and interest levels of SLH/A children including, but not limited to, perceptual, cognitive, affective, motor, language, as these abilities related to curricula in social science, language arts, mathematics, reading through lectures, readings, demonstrations, and programmed materials.</p>	<p>The student will orally present an aspect of a curriculum and its relation to the SLH/A child's ability.</p>
<p>6.1.11 Comparative study of skills including a continuum of skills of normal and language handicapped pupils with particular attention to curriculum requirements and grade levels.</p>	<p>Information regarding the definition of common types and differences of the SLH/A child with other normal and exceptional children through lectures and readings.</p>	<p>The student will perform above the 60% achievement level on an essay/objective examination.</p>

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
6.4.4 Scheduling	Information will be provided to examine alternatives in classroom scheduling of activities to reach the objectives for the class and the individual child through lectures and demonstration.	The student will participate in mock situations involving the scheduling of activities according to factors existing in the class.
6.4.5 Methods, techniques, and strategies in establishing and maintaining integrated programs for severe language handicapped/aphasic pupils.	Information and experience will be provided to assist the student in understanding and developing rationale to develop integrating the SLH/A child into the mainstream of the educational effort through lectures, readings, and demonstration.	The student will perform above the 60% level of achievement on an essay/objective examination. The student will demonstrate competency through participation in mock situations involving integrating the child into the mainstream.
6.4.6 Techniques and principles of behavior management of the severe language handicapped (aphasic) individual.	Information regarding experience in developing behavioral management/modification and cognitive strategies including, but not limited to, behavioral models for learning, schedules of and variety of reinforcements, contracting. The student will be provided information and experience relating to components of behavior modification, learning environment alternatives and behavioral/cognitive strategies.	The student will perform above the 60% level of achievement on an essay/objective examination. The student will submit one two-page (typed) observation report. The student will submit a two-page (typed) report on classroom organization and management.

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
<p>The student shall demonstrate competency in each of the following by demonstrating:</p>	<p>The student will devote at least one laboratory period to the review of speech, language, and cognitive assessment tools.</p>	<p>The student will perform above the 75% level of achievement on an essay examination.</p>
<p>1. Mastery of knowledge of assessment and remediation procedures for SLH/A children's speech, language, and cognition, including, but not limited to, procedures for oral mechanism, prosody, articulation, voice and phonation, speech history, phonology, morphology, syntax, semantics, mental operations, cognitive achievements, symbolization, and cognitive performance.</p>	<p>The student will devote at least one laboratory period to the review of speech, language, and cognitive remediation tools.</p> <p>The student will attend all lectures, complete assigned readings and review assignments.</p>	
<p>(6.2.1 and 6.2.2)</p>		
<p>2. Mastery of knowledge of the nature and theory of language arts skills, including, but not limited to, the developmental continuum of language arts and its components, listening, literature, oral composition, written composition, grammar usage, history and nature of language, dialect, creative thinking, study skills, as related to the SLH/A child.</p>	<p>The student will attend lectures, complete assigned readings and participate in group projects.</p>	<p>The student will perform above the 75% level of achievement on an essay examination.</p>
<p>(6.1.4 and 6.1.5)</p>		

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
<p>3. Ability to develop a language arts unit that concentrates on one component (see 2). (6.1.6)</p> <p>4. Mastery of knowledge of the nature, theory and development of reading skills, components and assessment methods including, but not limited to, readiness, phonetic analysis, sight vocabulary, structural analysis, reading comprehension, spelling, handwriting, written composition as they relate to the specific reading difficulties of the SLH/A child.</p> <p>5. Ability to develop a reading unit for the SLH/A child that concentrates on one component. (See 4.)</p>	<p>Each student will participate in a group of students which will cooperatively develop the unit, which shall contain at least five remedial tasks to supplement the unit and each student shall prepare one remedial lesson to present to the class in written and oral form.</p> <p>Student will attend lectures, complete assigned readings, and participate in group projects.</p> <p>Each student will participate in a group of students which will cooperatively develop a unit, which contains at least five remedial tasks to supplement the unit and each student shall prepare one remedial lesson to present to the class in written and oral form.</p>	<p>1. Each unit shall be completed to the satisfaction of the instructor.</p> <p>2. Each remedial lesson will be completed to the satisfaction of the instructor.</p> <p>The student will perform above the 75% level of achievement or an essay examination.</p> <p>1. Each unit shall be completed to the satisfaction of the instructor.</p> <p>2. Each remedial lesson will be completed to the satisfaction of the instructor.</p>

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
<p>6. Mastery of knowledge of nature, theory, and development of writing skills components, including, but not limited to, readiness, eye-hand coordination, tracking, laterality, directionality, spatiality, fine motor coordination, as well as such methodology as tracing, copying, printing, completion tasks, writing from dictation, propositional writing, and cursive writing, as they relate to the SLH/A child.</p> <p>7. Ability to develop a writing unit for the SLH/A child that concentrates on one component.</p>	<p>Student shall attend lectures, complete assigned reading, and participate in group projects.</p>	<p>The student will perform above the 75% level of achievement or an essay examination.</p>
<p>8. Mastery of knowledge of the nature, theory, development and assessment of spelling skills including, but not limited to, the components readiness, auditory, visual and kinesthetic, as they relate to the SLH/A child.</p>	<p>Each student will participate in a group of students which will cooperatively develop a unit, which contains at least five remedial tasks to supplement the unit and each student shall prepare one remedial lesson to present to the class in written and oral form.</p> <p>The student will attend lectures, complete assigned reading, and participate in group projects.</p>	<p>1. Each unit shall be completed to the satisfaction of the instructor.</p> <p>2. Each remedial lesson will be completed to the satisfaction of the instructor.</p> <p>The student will perform above the 75% level of achievement or an essay examination.</p>

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
9. Ability to develop a spelling unit that concentrates on one component.	Each student will participate in a group of students which will cooperatively develop a unit, which contains at least five remedial tasks to supplement the unit and each student shall prepare one remedial lesson to present to the class in oral and written form.	<ol style="list-style-type: none"> 1. Each unit shall be completed to the satisfaction of the instructor. 2. Each remedial lesson will be completed to the satisfaction of the instructor.
10. Ability to operate specific audio-visual equipment, including a movie projector, slide projector, and others to be specifically assigned by the instructors.	Students will observe instruction and demonstrate proficiency.	The student will obtain a faculty signature to verify competency in use of the equipment.
11. Mastery of knowledge of the nature, theory and assessment of mathematics skills components including (a) pre-math skills (observation measurement, quantity, time, seriation, classification, space, interpersonal relations, counting of objects, values) and (b) mathematics skills (adding, subtracting, multiplying, dividing, one to one correspondence, ordering, substituting, reversing) and their relation to the SLH/A child.	Student shall attend lectures, complete assigned reading, and participate in group projects.	The student shall perform above 75% level of achievement on an essay examination.

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
12. Ability to develop a mathematics unit for the SLH/A child that concentrates on one component.	Each student will participate in a group of students which will cooperatively develop a unit, which contains at least five remedial tasks to supplement the unit and each student will prepare one remedial lesson to present to the class in oral and written form.	<ol style="list-style-type: none">1. Each unit shall be completed to the satisfaction of the instructor.2. Each remedial lesson will be completed to the satisfaction of the instructor.
13. Mastery of knowledge of the nature, theory, development and assessment of social science information including, but not limited to, (a) behavioral components, (individual, group, systems) and (b) cognitive components (heredity, society, geography, economy, politics) as they relate to the SLH/A child.	The student will attend lectures, complete assigned reading, and participate in group activities.	The student will perform above the 75% level of achievement on an essay examination.
14. Ability to develop a social science unit for the SLH/A child that concentrates on one component.	The student will participate in a group of students which will cooperatively develop a unit which contains at least five remedial tasks to supplement the unit and each student will prepare one remedial lesson to present to the class both orally and in written form.	<ol style="list-style-type: none">1. Each unit shall be completed to the satisfaction of the instructor.2. Each remedial lesson will be completed to the satisfaction of the instructor.

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
<p>15. Mastery of knowledge of nature, theory, development and assessment of physical education skills, including but not limited to, coordination, agility, flexibility strength, speed, balance, endurance, and body awareness, as they relate to the SLH/A child.</p>	<p>The student will attend lectures, complete assigned readings, and participate in group projects.</p>	<p>The student will perform above the 75% level of achievement on an essay examination.</p>
<p>16. Ability to develop a physical education unit for the SLH/A child which concentrates on one component.</p>	<p>The student will participate in a group of students which will cooperatively develop a unit which contains at least five remedial tasks to supplement the unit and each student shall prepare one remedial lesson to present to the class in oral and written form.</p>	<ol style="list-style-type: none"> 1. Each unit shall be completed to the satisfaction of the instructor. 2. Each remedial lesson will be completed to the satisfaction of the instructor.

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
<p>The student shall demonstrate ability to perform each of the following:</p>	<p>The student shall do the following:</p>	
<p>1. Utilize approaches and strategies in teaching reading to SLH/A children and modify the curriculum for individual pupils. (6.1.3)</p>	<p>1. Prepare and deliver a program for reading to a class of SLH/A children for a minimum of 15 days.</p>	<p>1. Evaluation by the cooperating teacher and university supervisor shall be no less than "average" or "expected performance" on the directed teaching evaluation.</p>
<p>2. Provide language arts instruction including spelling, writing, listening, and speaking skills to SLH/A children. (6.1.6)</p>	<p>2. Prepare and deliver program for language arts skills during the assignment of the student to the SLH/A classroom.</p>	<p>"</p>
<p>3. Utilize approaches and strategies in teaching quantitative concepts to SLH/A children and to modify the curriculum for individual pupils. (6.1.9)</p>	<p>3. Prepare and deliver a program for teaching quantitative concepts to SLH/A children for a minimum of 15 days.</p>	<p>"</p>
<p>4. Provision of experiences in which the SLH/A child applies reading, language arts, and mathematics skills to daily living and vocational skills. (6.1.10)</p>	<p>4. Prepare and deliver the reading, language arts, and mathematics skills programs so as to relate them to daily living and, where appropriate, vocational skills.</p>	<p>"</p>
<p>5. Establishment and maintenance of group processes for an effective learning environment. (6.4.2 and 6.4.5)</p>	<p>5. Plan and utilize group processes during teaching time.</p>	<p>"</p>
<p>6. Make effective use of the instructional aide and support staff. (6.4.3)</p>	<p>6. Plan for use and direct the work of the instructional aide and other support personnel during delivery of instructional programs.</p>	<p>"</p>

OBJECTIVES	MINIMUM EXPERIENCE	MINIMUM CRITERIA
7. Provide a weekly and daily schedule of activities for the class. (6.4.4)	7. Lesson plans, programs, objectives, planned experiences, and criteria shall be submitted to cooperating teacher at least on the day prior to delivery.	7. Cooperating teacher shall review, modify, and evaluate preparation plans before lessons are delivered.
8. Utilization of appropriate techniques and principles of behavior management. (6.4.1.)	8. Include planning and execution of those techniques of behavior management which yield the desired behavior changes in each SLH/A child.	8. Evaluation by the cooperating teacher and the university supervisor shall be no less than "average" of "expected performance" on the directed teaching evaluation.
9. 100 hours of directed teaching in a public school classroom with severe language handicapped and/or aphasic children. (6.5.1)	9. Attend an assigned classroom of SLH/A children and engage in all teaching activities assigned by the cooperating teacher and university supervisor.	9. A rating of "average" or "expected performance" on all competencies listed for directed teaching.

PROFESSIONAL PROGRAM IN SEVERE LANGUAGE HANDICAPPED
and/or APHASIC PUPILS

Competencies to be met	CD 482A	CD 482B	EdP 486E
6.1.1	Light	Heavy	
6.1.2	Light	Heavy	
6.1.3	Light	Heavy	X
6.1.4	Light	Heavy	
6.1.5	Light	Heavy	
6.1.6	Light	Light	X
6.1.7	Light	Heavy	
6.1.8	Light	Heavy	
6.1.9	Light	Heavy	X
6.1.10	X		X
6.1.11	X		
6.2.1	Heavy	Light	X
6.2.2	Light	Heavy	X
6.2.3	X		X
6.3.1	X		
6.3.2	X		
6.4.1	X		X
6.4.2	X		X
6.4.3	X		X
6.4.4	X		X
6.4.5			X
6.4.6			X
6.5.1			X