CEC Initial Preparation Standards Addressed: Intensive Intervention in Reading Course Content

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| **Part** | **Objective(s)** | **CEC Standards Addressed** |
| **Module 1:**  **Introduction to Intensive Interventions in Reading** | | |
| Part 1 | 1. Why is reading important | 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.  1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.  5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams.  6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.  6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. |
| Part 2 | 1. How data-based individualization (DBI) applies to reading | 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.  4.3. Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities. |
| **Module 3:**  **Intervention Programs for Reading** | | |
| Part 1 | 1. How intervention programs support students and teachers 2. What are intervention options for teaching reading | 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.  3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.  5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. |
| Part 2 | 1. How to evaluate an intervention program’s materials | 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.  5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.  6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.  6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. |
| Part 3 | 1. How to evaluate an intervention program’s research evidence | 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.  6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.  6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. |
| **Module 4:**  **How Does Progress Monitoring and Instructional Decision Making Work Within Reading** | | |
| Part 1 | 1. How the DBI process applies to reading | 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.  4.3. Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities. |
| Part 2 | 1. What is CBM? 2. How to select an appropriate CBM in reading 3. How to administer and score common CBMs in reading 4. How to select assessments for progress monitoring in reading | 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.  5.6 Beginning special education professionals teach to mastery and promote generalization of learning.  6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice. |
| Part 3 | 1. How to determine baseline starting point 2. How to set a goal using CBM | 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.  5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. |
| Part 4 | 1. How to use data to make instructional decisions including determining if:  * students are responding to intervention * students are meeting short- and long-term performance goals * students are making progress at an acceptable rate * instruction needs to be adjusted or changed | 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.  4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.  4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities. |
| Part 5 | 1. How to combine all components of DBI in reading to make better decisions about student intervention | 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.  4.3. Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities. |
| **Module 5:**  **Diagnostic and Mastery Assessment in Reading** | | |
| Part 1 | 1. Identify specific reading skills or strategies that you need to teach | 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.  4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.  4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.  5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.  5.6 Beginning special education professionals teach to mastery and promote generalization of learning. |
| Part 3 | 1. Develop and use curriculum-based assessment (CBA) probes to help refine instructional focus and determine if students are learning what is taught | 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.  5.6 Beginning special education professionals teach to mastery and promote generalization of learning. |
| Part 4 | 1. Use diagnostic data to inform content of instructional adaptations | 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.  3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.  4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. |
| **Module 6:**  **Qualitative Adaptations for Teaching Word Reading** | | |
| Part 1 | 1. What effective modeling looks like in intensive reading interventions 2. How to adapt reading instruction to improve instructional modeling | 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.  5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. |
| Part 2 | 1. What effective practice looks like in intensive reading interventions 2. How to adapt reading instruction to improve student practice | 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.  5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.  5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. |
| Part 3 | 1. How to elicit frequent responses and provide effective feedback during word reading instruction 2. How to adapt reading instruction to improve these supporting practices | 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.  4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.  5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. |
| **Module 7:**  **Qualitative Adaptations for Teaching Comprehension** | | |
| Part 1 | 1. What effective modeling looks like in intensive reading interventions for comprehension 2. How to adapt comprehension instruction to improve instructional modeling | 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.  5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. |
| Part 2 & 3 | 1. How to provide effective practice opportunities, elicit frequent responses, and provide effective feedback during comprehension instruction 2. How to adapt comprehension instruction to improve these practices | 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.  3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.  5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.  4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.  5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. |