

**Learning Behavior Specialist 2 (LBS2)
Department of Special Education
University of Illinois at Chicago**

Overview

The purpose of the LBS2 is to gain expertise in content knowledge and leadership skills as a special educator through the translation of current research into practice in critical areas established by the Illinois State Board of Education (ISBE). LBS2 candidates can obtain endorsements in the following specialty programs: assistive technology, behavior intervention, bilingual special education, curriculum adaptation, multiple disabilities and transition. The following paragraphs contain descriptions of each area and the associated learning outcomes.

Assistive Technology Specialist

Gain expertise to support students with disabilities and their families, receive assistive and augmentative technology supports to address academic, communicative, and behavioral outcomes and interface with agencies, families, and related personnel. Prepares candidates to assess the instructional environment and technology needs of students to identify and implement state of the art assistive technology. Emphases in the program include conducting assistive technology assessments, collaborating with teams of practitioners to support the selection and implementation of assistive technology, and integrate technology into the broader educational context of schools.

Behavior Intervention Specialist

Gain a theoretical understanding of the principles of behavior analysis and apply those principles to support change at the district, school wide and student levels. Prepares candidates to conduct functional behavior assessments to develop and implement intensive supports for students with disabilities who experience challenging behaviors; collaborate as a team member to design behavior intervention plans for students with challenging behavior, and support and educate family members, educators and community stakeholders to improve student social and behavioral for students with disabilities.

Bilingual Special Education Specialist

Gain expertise in understanding the educational and behavior supports needs of English Learners with mild to moderate disabilities. Provides foundational knowledge of social, political, and legislative underpinnings of services for English learners with disabilities, research based understanding of home and second language learning principles and bilingual education. Prepares candidates to make accommodations and create supports to assess academic, social, linguistic, and behavioral needs and to design supports, adaptations, and modifications to instruction, social and behavior needs in the general curriculum context. Emphasizes the need and provides skillset for working with families and community to provide effective and sustaining educational outcomes for students with disabilities.

Curriculum Adaptation Specialist

Learn to select and design accommodations or adaptations to enhance access to the general

curriculum for students with all types of disabilities (low incidence to high incidence), ages 3-21. Emphases in the program include collaborating with professionals and families, integrating technology into instruction, selecting or designing curricular and instructional adaptations for students' with disabilities in the general curriculum, collaborating with students with disabilities and their families, educational staff, related service personnel, and community stakeholders to improve outcomes for students with disabilities.

Multiple Disabilities Specialist

Gain expertise to support students with multiple and low incidence disabilities, including autism, ages 3-21, and their families, to enhance the quality of life in inclusive environments and connect with agencies, families, and related personnel. Emphases in the program include understanding educational, social and behavioral characteristics of students with multiple disabilities, preparing students, teachers, and parents to use instructional and assistive technologies, and collaborating with students, families, educational staff, related service and community professionals to design, implement and evaluate effective educational programs for students with multiple and low incidence disabilities to improve post-school outcomes for students with multiple disabilities.

Transition Specialist

Learn in-depth knowledge and skills to assess, plan, coordinate, implement, and evaluate transition services and supports at the individual, school or systems level for youth with disabilities, ages 14-21. This program emphasizes federal and state policies that impact transition age youth with disabilities, translating evidence-based research into practice, collaboration among team members, including students, families, education staff and community stakeholders to promote transition programs and services and enhance integrative in-school and post high school opportunities, including postsecondary education, competitive employment and independent community living arrangements for all students with disabilities.

Policies and Guidelines

Students in the LBS2 program can obtain an LBS2 endorsement in one or more specified ISBE approved programs by completing all coursework within the program area and passing the Illinois LBS2 exam in that area. Each endorsement requires students to pass six courses (18 credit hours). For students interested in earning more than one endorsement, credits for already completed UIC courses will transfer for additional endorsements. Credits earned for LBS2 endorsements may be applied toward completion of a M.Ed. in Special Education as a degree-seeking student and requires a minimum of 33 credit hours.

Students can enroll in LBS2 courses as either a non-degree or degree seeking student. Non-degree students must be accepted via UIC's Extended Campus (<https://www.oce.uic.edu/ocepublic/programs/DisplayProgram.asp?ProgramID=151>). Degree seeking students must be accepted through the UIC's Graduate College and be accepted into the program.

Please note that the financial burden for non-degree students will be less (about half the cost of going through as a degree seeking university student) because university fees are not assessed. However, you will not be able to complete a full endorsement or earn a Master's degree. In

addition, you will not have access to many university services such as the library system, medical facilities or the gym. The UIC Graduate College and Extended campus have an agreement that a maximum of 12 credit hours (4 courses) may be transferred towards an endorsement or a M.Ed. Students planning to obtain either an endorsement or a M.Ed. must, at some point, become a degree seeking student. This involves completing a university application and going through the UIC Department of Special Education admission process.

Registering for Classes

All LBS2 coursework is closed to students that do not hold an LBS1 licensure. Therefore, it is imperative that students accepted into the LBS2 program, regardless of option (university or extended campus), contact their faculty advisor PRIOR to registering for classes to ensure seamless matriculation through the program. If you do not know who your faculty advisor is please contact Alex Cantero (acante2@uic.edu) or Adrienne Gilg (amgilg@uic.edu). As LBS2 courses are closed to non-LBS2 students all students must email the instructor of record to obtain approval prior to registration of any LBS2 course.

General Advising Guidelines:

1. Most LBS2 programs require students to take courses in a specific sequence.
 - Assistive technology: Complete DHD 440 before DHD 555
 - Behavior intervention: Complete SPED 514 before SPED 517
 - Bilingual SpEd: Complete SPED/CI 481 before SPED 423 or 427
 - Multiple Disabilities: Complete SPED 509 before SPED 510
 - Transition: Complete SPED 515 before SPED 516
2. It is recommended that students take SPED 522 Advanced Procedures in Special Educator as a Consultant early in their program.
3. It is suggested that students complete SPED 578 School and Community-Based Inquiry Internship after the majority of required coursework has been completed. Students that are planning on completing more than one program area need to take this course once.

LBS2 Course Offerings

Summer Session 1	Summer Session 2	Fall	Spring
SPED 509 (MD)	SPED 514 (BI)	SPED 510 (MD)	SPED 517
	SPED 515 (T)	SPED 512 (CA/T)	SPED 578
	SPED 522	SPED 516	DHD 535
		DHD 440	DHD 555

Note: Bilingual Special Education courses are currently being revamped and will not be offered before summer 2018.

Required Courses per Endorsement

Assistive Technology. (6 courses).

Foundational:

SPED 522 Advanced Procedures in Special Education as Consultant. Prepares candidates to consult with other personnel and families and to show leadership in educational settings through doing focused observations, coaching skills, and practicing consultation models.

Core Content:

DHD 440 Assistive Technology Principles and Practice. Principles and exemplary practice of assistive technology used by individuals with disabilities, including augmentative communication, seating, mobility, computer access, environmental control, home modifications, and worksite modifications.

DHD 555 Consideration, Assessment and Documentation of Assistive Technology in PreK-12 Educational Setting. An introduction to the delivery of assistive technology services in the PreK-12 educational setting. Includes the legal foundation, models of AT service delivery, and practical components of AT consideration, assessment and documentation.

SPED 509 Educational Implications of Learners with Low-Incidence and Multiple Disabilities. Development of knowledge and skills to research, synthesize and apply psychological, sociological, and educational issues for students with multiple and low incidence disabilities.

SPED 512 Curricular and Social Adaptations for Working with Learners with High Incidence Disabilities. The focus of this course is on implementing evidence-based practices for youth with high incidence disabilities in the areas of assessment, instruction and evaluation at the secondary level with the ultimate goal of ensuring success post high school.

Capstone:

SPED 578 School and Community-Based Inquiry Internship. This course is a capstone course that assists students to conduct a school, district or community study that is related to the program area.

Behavior Intervention. (6 courses).

Foundational:

SPED 522 Advanced Procedures in Special Education as Consultant. Prepares candidates to consult with other personnel and families and to show leadership in educational settings through doing focused observations, coaching skills, and practicing consultation models.

Core Content:

SPED 509 Educational Implications of Learners with Low-Incidence and Multiple Disabilities. Development of knowledge and skills to research, synthesize and apply psychological, sociological, and educational issues for students with multiple and low incidence disabilities.

SPED 510 Advanced Curricular Adaptations for Learners with Significant and Multiple Disabilities. The focus of this course is on implementing evidence-based practices for youth with low incidence disabilities in the areas of assessment, instruction and evaluation at the secondary level with the ultimate goal

SPED 514 Principles of ABA and Experimental Analysis of Behavior. Development of knowledge and skills to conduct behavioral assessments in school, home, and clinical settings, and to create behavior plans for school and community inclusion. Course Information: Prerequisite(s): For students seeking the LBS II or admission as a doctorate student or consent of the instructor.

SPED 517 Analysis of Behavior in Applied Contexts. Development of knowledge and skills to create curriculum and instruction for students with serious emotional and behavioral disorders and study school-wide support systems.

Capstone:

SPED 578 School and Community-Based Inquiry Internship. This course is a capstone course that assists students to conduct a school, district or community study that is related to the program area.

Bilingual Special Education Specialist (4 courses).

Foundational:

SPED 481 Theoretical Foundations of Bilingual/ESL Special Education. Overview of historical, political, pedagogical, and theoretical issues involved in the education of students with special learning needs and who are English language learners.

Core Content:

SPED 423 Assessment of Monolingual and English Language Learners with Disabilities. Psychoeducational assessment of monolingual and English learners with learning disabilities. First and second language development. Theoretical and practical aspects of measurement and testing.

SPED 427 Curricular and Behavioral Considerations for English Learners with special education needs. Exploration of best practice instruction and behavior management for English learners with learning disabilities, behavioral disabilities, and/or mild cognitive delays.

Capstone:

SPED 578 School and Community-Based Internship. This course requires field based work in a school, district or community toward application of knowledge and skills in an action research project related to bilingual special education.

Must also demonstrate bilingualism in one of the 25 target languages and pass the ISBE Target Language Proficiency Test (Arabic, Assyrian, Bosnian, Bulgarian, Burmese, Cantonese, Filipino, Greek, Gujarati, Hindi, Japanese, Korean, Lao, Lithuanian, Malayalam, Mandarin, Nepali, Polish, Russian, Serbian, Spanish, Telegu, Ukrainian, Urdu, Vietnamese).

Curriculum Adaptation Specialist (6 courses).

Foundational:

SPED 522 Advanced Procedures in Special Education as Consultant. Prepares candidates to consult with other personnel and families and to show leadership in educational settings through doing focused observations, coaching skills, and practicing consultation models.

Core Content:

DHD 535 Advocacy and Empowerment in Disability. Includes an in-depth review of academic literature on advocacy and empowerment. Relevant theories, research, and interventions in the context of individuals with disabilities will be reviewed.

SPED 510 Advanced Curricular Adaptations for Learners with Significant and Multiple Disabilities. The focus of this course is on implementing evidence-based practices for youth with low incidence disabilities in the areas of assessment, instruction and evaluation at the secondary level with the ultimate goal

SPED 512 Curricular and Social Adaptations for Working with Learners with High Incidence Disabilities. The focus of this course is on implementing evidence-based practices for youth with high incidence disabilities in the areas of assessment, instruction and evaluation at the secondary level with the ultimate goal of ensuring success post high school.

SPED 517 Analysis of Behavior in Applied Contexts. Development of knowledge and skills to create curriculum and instruction for students with serious emotional and behavioral disorders and study school-wide support systems.

*If you are in need of additional courses and have not completed your MEd at UIC, you may be able to take (please discuss with your advisor):

SPED 463. Literacy Instruction for Diverse Learners in Elementary School. Emphasizes the components of designing, implementing, and assessing reading and writing instruction for diverse students at the early childhood/elementary level.

SPED 473. Teaching Math and Science with Adaptations. Provides prospective teachers with assessment strategies and a range of adaptations, modifications, and interventions in math and science for students with disabilities.

SPED 563. Adolescent Literacy for Diverse Learners. Emphasizes the components of planning, instructing, and monitoring reading and writing instruction for adolescents with disabilities at the secondary level, as well as preparing adolescents to meet the literacy requirements in the content areas.

Capstone:

SPED 578 School and Community-Based Inquiry Internship. This course is a capstone course that assists students to conduct a school, district or community study that is related to the program area.

Multiple Disabilities Specialist (6 courses).

Foundational:

SPED 522 Advanced Procedures in Special Education as Consultant. Prepares candidates to consult with other personnel and families and to show leadership in educational settings through doing focused observations, coaching skills, and practicing consultation models.

Core Content:

SPED 509 Educational Implications of Learners with Low-Incidence and Multiple Disabilities. Development of knowledge and skills to research, synthesize and apply psychological, sociological, and educational issues for students with multiple and low incidence disabilities.

SPED 510 Advanced Curricular Adaptations for Learners with Significant and Multiple Disabilities. The focus of this course is on implementing evidence-based practices for youth with low incidence disabilities in the areas of assessment, instruction and evaluation at the secondary level with the ultimate goal

SPED 515 Transition Planning and Vocational Programming for Students with Disabilities. The course is designed to provide teachers of individuals with disabilities specific skills to enhance opportunities for successful transitions. Skill areas addressed include strategy, social skill and career/vocational instruction. The objectives of this course are intended to address those areas specific to the needs of adolescents and young adults with disabilities (ages 14-22). Candidates will analyze and compare models and strategies for vocational training, evaluation, and post-secondary planning for students with special needs of senior high school age.

DHD 555 Consideration, Assessment and Documentation of Assistive Technology in PreK-12 Educational Setting. An introduction to the delivery of assistive technology services in the PreK-12 educational setting. Includes the legal foundation, models of AT service delivery, and practical components of AT consideration, assessment and documentation.

Capstone:

SPED 578 School and Community-Based Inquiry Internship. This course is a capstone course that assists students to conduct a school, district or community study that is related to the program area.

Transition Specialist (6 courses).

Foundational:

SPED 522 Advanced Procedures in Special Education as Consultant. Prepares candidates to consult with other personnel and families and to show leadership in educational settings through doing focused observations, coaching skills, and practicing consultation models.

Core Content:

SPED 515 Transition Planning and Vocational Programming for Students with Disabilities. The course is designed to provide teachers of individuals with disabilities specific skills to enhance opportunities for successful transitions. Skill areas addressed include strategy,

social skill and career/vocational instruction. The objectives of this course are intended to address those areas specific to the needs of adolescents and young adults with disabilities (ages 14-22). Candidates will analyze and compare models and strategies for vocational training, evaluation, and post-secondary planning for students with special needs of senior high school age.

SPED 516 Transition Planning and Vocational Programming for Students with Disabilities, Part 2. This course provides a in-depth look at all areas of transition and how to implement evidenced based practices in the areas of assessment, creating quality ITPs, instituting interagency collaboration across all post-school areas (independent living, employment and postsecondary education and training).

One of the following courses:

- SPED 510 Advanced Curricular Adaptations for Learners with Significant and Multiple Disabilities. The focus of this course is on implementing evidence-based practices for youth with low incidence disabilities in the areas of assessment, instruction and evaluation at the secondary level with the ultimate goal
- SPED 512 Curricular and Social Adaptations for Working with Learners with High Incidence Disabilities. The focus of this course is on implementing evidence-based practices for youth with high incidence disabilities in the areas of assessment, instruction and evaluation at the secondary level with the ultimate goal of ensuring success post high school.

Capstone:

SPED 578 School and Community-Based Inquiry Internship. This course is a capstone course that assists students to conduct a school, district or community study that is related to the program area.