

# Minnesota State University Moorhead

## SPED 402: Characteristics of Students with Mild Disabilities

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites:

This course requires the following prerequisite  
SPED 225 - Individuals with Exceptionalities

Corequisites: None

MnTC Goals: None

A study of definitions, identification, assessment, characteristics, educational strategies, and program models for children and youth with high-incidence, mild disabilities. The course will specifically focus on the high-incidence disabilities of Learning Disabilities, Emotional/Behavioral Disorders, High Functioning Autism, Mild Developmental/Cognitive Disabilities, and other mild disabilities such as Other Health Impairments and ADHD.

**B. COURSE EFFECTIVE DATES:** 01/14/2013 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Definitions and prevalence rates
2. Specific needs of students diagnosed with high-incidence disabilities
3. Exploration of federal, state, and organization definitions
4. Information processing
5. Cultural and linguistic diversity and impact on identification
6. Early intervention and child find
7. Service delivery models
8. Co-teaching, collaboration, and consultation
9. Roles and responsibilities of service providers
10. History and current trends
11. Causal factors and issues related to diversity
12. Abuse and dependency
13. Characteristics and identification of SLD, EBD, Mild DCD, High-functioning Autism, ADHD, and TBI
14. Appropriate placement decisions
15. Cultural bias in education
16. Primary, secondary, and tertiary prevention

#### **D. LEARNING OUTCOMES (General)**

1. Students will understand central concepts, tools of inquiry, history, context, models, theories, and philosophies that form the bases for special education practice for students with academic, behavioral, functional, social, emotional, and communication needs.
2. Students will understand educational definitions, issues related to identification, and eligibility criteria pertaining to students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities including those from culturally and linguistically diverse backgrounds.
3. Students will be able to address factors such as gender, socioeconomic status, and familial, cultural diversity that may influence the identification of students in the areas of specific learning disabilities, emotional or behavioral disorders, developmental cognitive disabilities, autism spectrum disorders, and other health disabilities.
4. Students will understand how attributions such as anxiety, withdrawal, and thought disorders affect learning and behavior.
5. Students will understand legal, judicial, medical, and educational systems and their terminologies and implications in serving students with disabilities.
6. Students will understand levels of support required and a continuum of services available for students with developmental cognitive, and other disabilities to succeed in a range of environments.
7. Students will understand similarities and differences across disabilities, including impact of coexisting conditions or multiple disabilities, on acquisition of academic, behavioral, functional, social, emotional and communication skills and how to meet the needs in a range of service delivery models.
8. Students will understand the etiology, characteristics, and classifications of students with emotional or behavioral disorders, specific learning disabilities, developmental cognitive disabilities, autism spectrum disorders, other health disabilities, and traumatic brain injury.
9. Students will understand the impact of abuse and dependency on individuals, their families and the community.
10. Students will understand the impact of information processing deficits on children and youth with specific learning disabilities and other disabilities.
11. Students will understand the major mental health disorders manifested during early childhood, childhood, adolescence, and adulthood, and the complexities of co-morbidity including behavioral manifestations of these disorders and their effects on learning and implications for instruction.
12. Students will be able to access services, agencies, and organizations for individuals with autism spectrum disorders, developmental cognitive disabilities, emotional or behavioral disabilities, specific learning disabilities, and other health disabilities and their families.
13. Students will be able to differentiate the roles and responsibilities of mental health professionals and agencies from those of school professionals in order to align services to children and youth with disabilities.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted