

# Minnesota State University Moorhead

## SPED 527: Instructional Strategies: Preschool

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

SPED 523 - Young Children with Disabilities and Their Families

Corequisites: None

MnTC Goals: None

The focus of this course will be knowledge and skills required to design and implement individual and group instructional programs for children with special needs from 3-6 years. The development of instructional objectives and systematic teaching strategies in motor, cognitive, social, communication and self-care skills will be emphasized. Prerequisite substitutions require instructor consent.

**B. COURSE EFFECTIVE DATES:** 05/19/2004 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Design an organized curriculum
2. Employ appropriate teaching and evaluation strategies
3. Adapt and modify teaching strategies and curriculum to accommodate for individual differences
4. Effectively use communication and interpersonal skills and demonstrate professionalism, ethical behavior, and leadership skills.
5. Conduct oneself in accord with multicultural, gender-fair and disability-sensitive values

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

1. Demonstrate knowledge of philosophical approaches to the education of young children with special needs and integrate the philosophy into curriculum development
2. Plan a sequential learning program for students with disabilities
3. Demonstrate knowledge of working with children in a variety of settings, including classrooms, community programs, and home-based programs
4. Demonstrate knowledge and skills in the design, implementation and evaluation of specific goals and objectives for individual students. Develop and write appropriate Individual Education Plans.
5. Demonstrate knowledge of the transition and planning process for children in early childhood special education programs.
6. Design and implement appropriate educational environments using natural environments and the least restrictive alternative.
7. Demonstrate knowledge of typical and atypical development and the possible effects of atypical development on learning
8. Demonstrate specific teaching techniques applicable to children with special needs
9. Select, evaluate, adapt, and develop curriculum materials and appropriate technological support
10. Demonstrate an ability to interact with students and professional teams
11. Demonstrate an ability to organize and lead an IEP meeting
12. Demonstrate knowledge of the skills essential in forming positive relationships
13. Understand the implications of children with special needs in family dynamics
14. Understand the role of parents as primary informal teachers
15. Understand the role of culture in child-rearing practices as well as in curriculum planning

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

None

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

As noted on course syllabus

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

None noted