

# Minnesota State University Moorhead

## **SPED 475: Informal Assessment/Teaching Strategies:Students with Learning Disabilities**

### **A. COURSE DESCRIPTION**

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites:

SPED 463 - Assessment Strategies AND SPED 455 - Characteristics of Students with Learning and Behavior Problems

Corequisites: None

MnTC Goals: None

Informal assessment techniques and teaching strategies across the core content areas and in social skills for elementary and secondary students with specific learning disabilities. Prerequisite substitutions require instructor consent.

**B. COURSE EFFECTIVE DATES:** 05/24/2004 - Present

### **C. OUTLINE OF MAJOR CONTENT AREAS**

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

1. Students will understand how to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with learning disabilities or learning deficits.
2. Students will understand how to help students with learning disabilities or learning deficits transfer skills to the general education environment.
3. Students will understand how to manage the social, emotional, and behavioral needs of students with learning disabilities or learning deficits.
4. Students will understand how to monitor, summarize, and evaluate the acquisition of the outcomes stated on the individual plans.
5. Students will understand how to teach mathematical reasoning and calculation and how to modify this instruction for students with learning disabilities or learning deficits.
6. Students will understand how to teach reading, writing, and listening comprehension and how to modify this instruction for students with learning disabilities and learning deficits.
7. Students will understand how to use strategies for teaching reasoning, problem solving skills, study skills, organizational skills, and coping skills.
8. Students will understand impact of language development on the academic and social skills of children and youth with learning disabilities or learning deficits.
9. Students will understand referral and intervention procedures.
10. Students will understand use, limitations, ethical concerns, administration and interpretation of formal and informal assessments for students with learning disabilities or learning deficits, and how to effectively communicate the results to the students, families, teachers, and other professionals.

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

None

**F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

**G. SPECIAL INFORMATION**

None noted