

Minnesota State University Moorhead

SPED 575: 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 545 - Remedial and Corrective Reading AND SPED 563 - Assessment Strategies AND SPED 561 - Learning Disabilities

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. Adjust instruction based on student data and knowledge of the developmental sequence of language and its relationship to listening and reading comprehension and oral and written expression.
2. Apply knowledge of pre-requisite skills, instructional language, learning progressions, and student strengths and weaknesses to design and adjust instruction
3. Apply multiple evidence-based instructional practices, including those supported by scientifically-based research when available, and materials that meet the needs of students with specific learning disabilities and related learning difficulties in the areas of language development, listening comprehension, oral and written expression, reading, and mathematics.
4. Apply specialized methods, including universal design for learning, accessible instructional materials, assistive technology, task analysis, multisensory methods, modifying the scope and pace of instruction, use of feedback, ratio of student response, and schedules of practice and review, for delivering developmentally and culturally appropriate instruction and services to meet student needs related to increasing demands of grade level curriculum.
5. Be able to adapt and modify evaluation methods, including the use of assistive technology, to identify and accommodate for the unique abilities and needs of students.
6. Be able to collaborate with families, educators, and specialists to identify patterns of strengths and weaknesses that require systematic explicit instruction, accommodations, and modifications, including the use of assistive technology for access to the curriculum.
7. Be able to select, integrate, and interpret appropriate sources of data relevant for determining the needs of students and compliance with legal requirements for eligibility, continuing service, transition services, and exit of special education services.
8. Coach students in the use of self-advocacy skills, including attending to relevant contextual factors, to develop resilience and maintain self-determination for their educational progress.
9. Design, implement, monitor, and adjust instruction and supports to accelerate the rate of learning, provide access to grade level content standards, promote social competence, and facilitate the transition to postsecondary life.
10. Implement, monitor, and adjust individualized education programs that integrate evaluation results and family priorities, resources, and concerns, and assists students and their families in making choices that impact academic, nonacademic, and transition goals.
11. Instruct students in how to self-monitor, use effective learning strategies, and accommodate for their strengths and weaknesses as well as generalize new skills to educational and non- educational settings.
12. Use multiple sources of data, including basic psychological processes and links to achievement, to understand persistent lack of progress, inform instruction, and select accommodations and assistive technologies as well as determine appropriate participation in district and statewide assessments.
13. Access and evaluate information, research, and emerging practices relevant to the field of learning disabilities and related learning difficulties through consumer and professional organizations, peer-reviewed journals, and other publications.
14. Engage in continuing professional development and reflection to increase knowledge and skills as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.
15. Support and manage the range of social, emotional, and behavioral needs of students during academic instruction and non-academic situations.
16. Use individual and collective data to identify gaps and needs and to align instruction to grade level content standards in guiding the selection and implementation of evidence-based practices for the purposes of classroom and school-wide improvement.

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted