

Minnesota State University Moorhead

SPED 555: Characteristics of Students with Learning and Behavior Problems

A. COURSE DESCRIPTION

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

A study of definitions, identification, assessment, characteristics, educational strategies, and program models for children and youth with learning disabilities and/or emotional/behavior disorders.

B. COURSE EFFECTIVE DATES: 08/24/2009 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Students will learn current educational definitions, identification criteria and labeling issues, and entrance and exit criteria pertaining to children and youth with learning disabilities or learning deficits.
2. Students will learn historical and philosophical foundations, legal bases, and contemporary issues pertaining to services and the education of children and youth with emotional behavioral disorders.
3. Students will learn how to access information relevant to the field of learning disabilities and deficits through consumer and professional organizations, publications, and journals.
4. Students will learn the educational roles and responsibilities of other teachers and support personnel in providing educational services to students with learning disabilities or deficits.
5. Students will learn the etiology of learning disabilities and deficits.
6. Students will learn the impact of information processing deficits on children and youth with learning disabilities.
7. Students will learn the relationship between learning disabilities and other associated conditions including medical aspects of learning disabilities.
8. Students will learn the social or emotional aspects of children and youth with learning disabilities, including social skills deficits, mental health issues, juvenile delinquency, learned helplessness, and other conditions that occur with learning disabilities and how to manage them.
9. Students will learn 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.
10. Students will learn various educational placement options and the selection of appropriate options based on the needs of the student.
11. Students will use strategies for teaching reasoning, problem solving skills, study skills, organizational skills, and coping skills.

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted