Bemidji State University

SPED 3620: Teaching the Learner with Specific Learning Disabilities I

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course is designed to introduce the candidate to the field of learning disabilities. It is a study of learners whose learning problems inhibit their ability to meet academic performance standards and developmental expectations for their age. Emphasis is placed on historical foundations, current education definitions of learning deficits, federal and Minnesota eligibility criteria for services, etiology of learning disabilities, relationship between learning disabilities and other associated conditions, impact of information processing deficits on children with learning disabilities, and social or emotional aspects of children and youth with learning disabilities. A 20-hour approved clinical experience at the kindergarten-6 level is required. Prerequisites: SPED 5600.

B. COURSE EFFECTIVE DATES: 08/26/2013 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Assess, implement, and identify specific content addressing criteria of SLD, as well as effectively instructing students identified with a specific learning disability
D. LEARNING OUTCOMES (General)
A. Foundational Knowledge. A teacher of special education: learning disabilities understands the foundations of special education services for students with learning disabilities and related learning difficulties on which to base practices. The teacher must demonstrate knowledge of the

2. (1) Historical and philosophical foundations, legal bases and contemporary issues pertaining to services and the education of students with mild to moderate academic, behavioral, social, emotional, communication, and functional needs.

3. (2) Educational definitions, issues related to identification, medical diagnoses, and eligibility criteria for students with learning disabilities and related learning difficulties; including those from culturally and linguistically diverse backgrounds.

4. (3) Etiology and characteristics, including deficits in basic psychological processes, of specific learning disabilities and related learning difficulties and the implications for learning and performance across ages and grade levels.

5. (4) Impact of coexisting conditions or multiple disabilities.

6. (5) Impact of learning disabilities and related learning difficulties on social or emotional development, including social skill deficits, challenging behaviors, mental health issues, juvenile delinquency, learned helplessness, and other conditions that occur in students with learning disabilities, as well as factors that build and support student resiliency.

7. (6) Information regarding theories, research, medical terminology and implications, and legal requirements and their relationship to education.

8. (7) Factors that influence accurate identification of culturally, linguistically, and socio-economically diverse students as students with specific learning disabilities.

B. Referral, evaluation, planning, and programming. A teacher of special education: learning disabilities understands and applies principles of prevention and intervening early and procedures for referral, assessment, evaluation, individualized planning, programming, and placement specific to teaching students with learning disabilities related learning difficulties. The teacher must be able to:

10. (1) Apply competencies in measurement and assessment, including technical adequacy and ethical concerns, throughout the evaluation process, and communicate the purpose, procedures, and results to students, families, educators, and other professionals.

11. (2) Collect and interpret data and information specific to scientific research-based interventions and supports provided prior to referral and integrate into the special education evaluation processes.

12. (3) Adapt and modify evaluation methods, including the use of assistive technology, to identify and accommodate for the unique abilities and needs of students.

13. (4) Use multiple methods of data gathering, such as progress monitoring, record reviews, interviews, test administration, work sampling, observation, functional behavioral assessments, curriculum evaluation, dynamic assessment, and testing of limits, from multiple stakeholders including families and interpreters.

14. (5) 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.

15. (6) Address factors that influence the disproportional identification of culturally, linguistically, and/or socio-economically diverse students as students with learning disabilities and related learning difficulties.

16. (7) 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.

17. (8) Design individualized education program plans, considering a range of educational placement options and required levels of support in the least restrictive environment, that integrate student strengths, needs, assessment results, and student and family priorities, incorporating academic and nonacademic goals.

C. Instructional Design, teaching, and ongoing evaluation. A teacher of special education: learning disabilities understand how to use individualized education program plans to design, implement, monitor, and adjust instruction for students with learning disabilities related to learning difficulties. The teacher must be able to:
19. (1) 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.

20. (2) 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.

21. (3) 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.

22. (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.

23. (5) Apply knowledge of pre-requisite skills, instructional language, learning progressions, and student strengths and weaknesses to design and adjust instruction.

24. D. Collaboration and Communication. A teacher of special education learning disabilities cultivates and maintains positive, collaborative relationships with children, youth, families, educators, other professionals, and the community support development and educational progress. The teacher must be able to:

25. (3) Access services, networks, agencies, and organizations, including interpreters or other resources specific to culturally diverse communities, to improve the outcomes of children and youth with learning disabilities or related learning difficulties and their families.

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

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted