SPED 609 : Interventions: Mild Disabilities

A. Course Description

Credits: 4

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: None

This course will prepare special education teacher candidates seeking special education licensure in Academic & Behavior Specialists, Emotional/Behavioral Disabilities, and Learning Disabilities in academic interventions and practices for differentiating instruction of diverse urban educational settings. Participants will develop a working knowledge of instructional methods, curricula, materials, skills; and strategies from which to draw when designing and implementing reading/writing/math and content area instruction to meet the needs of individual students with disabilities for differentiated instruction in resource and general education settings including settings in bilingual education, English as a second language programs, and other general education configurations for supporting a diversity of students. Methods will include instruction in literacy across the curriculum, mathematics, social studies, science, and study skills. Students will also learn approaches to adapting evidence-based instruction for addressing the needs of culturally and linguistically diverse learners with disabilities. A field experience practicum, SPED 650, in a special education classroom working with students with disabilities is a co-requirement of this course in each area of licensure sought. It is the focus of this course to adapt to the licensure interests of teacher candidates in each licensure field in the School of Urban Education's special education teacher program. Field experiences and assignments in this course will be designed to meet the requirements of licensure candidates in their respective fields.

B. Course Effective Dates: 05/06/2019 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. A philosophy and basic principles about teaching reading and math instruction
2. Strategies for teaching and general practice principles and philosophy
3. Teaching strategies for teachers in special education resource and general education settings
4. Individual student learning strategies for improving individual student learning engagement, self-monitoring and self-management
5. Assess and analyze diverse students' reading/writing/math or content area performance
6. Apply knowledge about learning performance to inform ongoing instruction and planning
7. Address learning at different stages of development and early intervention practices
8. Determine appropriate and culturally/linguistically responsive academic interventions and design instruction including applying specialized methods, universal design for learning, accessible instructional materials, assistive technology, task analysis, multisensory methods, modifying the scope and pace of instruction, use of feedback, ration 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;
9. Implement, monitor, evaluate, and adjust academic intervention plans for students with reading difficulties, mathematics learning difficulties and one additional subject area
10. Assess and determine appropriate study skills methods for individual learning
11. Review and participate in individualized program planning that include IEP review and development, participant collaboration, and student behavioral and transition planning.
12. Develop skills in short and long range planning including meeting graduation standards, proactive transition planning, life skills, and planning for participation in new environments

E. Learning Outcomes (MN Transfer Curriculum)

This contains no goal areas.
G. Special Information

None