

# Minnesota State University Moorhead

## **SPED 641: Methods of Developmental Disabilities: Birth-Age 21**

### **A. COURSE DESCRIPTION**

Credits: 4

Lecture Hours/Week: 4

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course is designed to provide the skills and knowledge necessary to competently provide specially designed systematic instruction to students with a broad range of cognitive impairments and deficits in adaptive behavior. Broad range means all levels of cognitive impairment, mild-moderate through severe-profound. The course provides in depth coverage of the pedagogy used in planning, including research-based instructional strategies to promote developmental, functional, and academic learning across a continuum of placement settings to improve outcomes for students birth-21 with Developmental Cognitive Disabilities (DCD). Teacher candidates will understand and experience the process of using relevant assessment data to develop meaningful IEPs leading to effective instruction. Strategies to cultivate and maintain positive, collaborative relationships with children, families, educators, paraprofessionals and related service providers, and the community to support student development and educational progress will be incorporated throughout the course.

**B. COURSE EFFECTIVE DATES:** 02/02/2019 - Present

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

1. Historical, Philosophical and Legal Foundations
2. Review of assessment techniques and procedures
3. Program Development and Service Delivery Models
4. Functional, Developmental, and Academic Curriculum Analysis and Development
5. Assistive Technology
6. Overview and Application of Best Practices, Evidenced-Based Practices, and Scientifically-Based Interventions
7. Collaborating with families
8. Supervision of Paraprofessionals
9. Collaboration, Professional Development, and Ethics

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

1. Understand the historical, legal bases, eligibility criteria and contemporary issues pertaining to the education of students with cognitive disabilities and deficits in adaptive behavior.
2. Identify the learning needs of students with severe disabilities and plan for these needs through individualized program planning.
3. Describe how to develop systematic instruction plans and embed them in general education contexts/content or activities of daily living.
4. Apply multiple evidence-based instructional practices in the areas of language and literacy, cognitive, adaptive, physical, social or emotional, and behavioral development.
5. Design, implement, monitor and adjust instruction and supports, including the use of assistive technology, to accelerate the rate of learning in reaching age-appropriate benchmarks.
6. Plan and implement positive behavior support.
7. Work effectively on educational teams promoting routines-based intervention, inclusion, home-school collaboration, and student self-determination.
8. Provide information, support, and resources to families of young children with intellectual disabilities.
9. Prepare families for lifespan care option for children with intellectual disabilities.
10. Develop cultural competence for working with families, paraprofessionals, and community agencies to promote and ensure coordinated and high-quality services for learners with cognitive disabilities.

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

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted