Course Objectives

5613:

Students will demonstrate achievement of the following 10 objectives (based, in part, on the Core Skills for Special Education Teachers established in MN Rule by the Board of Teaching) through lectures, in-class simulations, activities, case studies, readings, technology based strategies, quizzes, cooperative learning, and course assignments.

1. Identify the major components of the collaborative problem-solving approach to working with diverse students.
2. Discuss the purposes and effects of labeling students with disabilities.
3. Discuss the major historical and philosophical foundations, legal bases, and contemporary issues pertaining to students with disabilities.
4. Identify the rights, roles, and responsibilities of schools, teachers, parents, and students in the education of students with disabilities.
5. Discuss how to assist families of children with disabilities to identify their resources, priorities, and concerns.
6. Identify the goals of the general, special, and multicultural educational and the role of each in meeting the needs of diverse learners.
7. Use data to adapt and modify curriculum, instruction, and learning environments to meet the individual learner needs.
8. Identify the requirements and procedures of pre-referral interventions.
9. Identify the ways to work collaboratively with families and professionals to develop and implement IEP’s.
10. Describe general classification, characteristics, and educational implications of students with different disabilities, including with complex coexisting disabilities.

5616:

Course Objectives

The overall goals of this course are to:

- a) Provide an overview of individual and classroom behavior change procedures and systematic problem solving in a behavior analytic framework
- b) Apply skills in behavior change procedures to classroom instruction and proactive, positive approaches to problem behavior reduction

Consistent with their work in related courses, students will, through objectives and assignments:

1) develop competencies and build effective practices
   a. Operationally define behavior and write behavioral objectives
   b. Collect objective data on behavior
   c. Conduct a functional assessment and identify patterns of antecedents and consequences around behavior
   d. Develop a hypothesis of the function of problem behavior
   e. Link suggestions for antecedent and consequence interventions to functional assessment results
   f. Present results of functional assessment and suggestions for intervention to peers
   g. Evaluate the effects of interventions

2) Facilitate reflection
3) Promote inquiry
4) Build presentation and leadership skills for regular and special education teachers and professionals in related fields

Opportunities exist throughout the course to gain new information, discuss concepts and their application, observe theory translated into practice, receive guided practice and feedback in skills related to proactive, positive behavior management, and reflect and evaluate one’s own performance.

5004:

COURSE GOALS:

EdHD 5004 will provide an understanding of the role of educators in working with students with special needs in regular classroom environments. Students will demonstrate an understanding of the following:

1. The various categories of exceptionality as defined by PL 94-142 IDEA.
2. The general educators role in the special education process.
3. The issues surrounding inclusive instruction for students with disabilities.
4. The importance of partnerships between special and general educators.
5. Define the role of various professionals' related to providing services to individuals with disabilities.
6. Contemporary issues in special education including a response to intervention approach to identification.
7. The tools to develop independent learners.