

Miami Dade College

EEX 4261: Curriculum and Instructional Strategies for Students with Disabilities K-5

Course Description: this course focuses on specialized methods for the creation of instructional curricula and appropriate pedagogic methods for students with disabilities in grades K-5. The development of curricula and the use of instructional approaches that correspond to the capabilities and styles of the various learners will be emphasized. This course meets the guidelines of the Educator Accomplished Practices, and incorporates The Council for Exceptional Children's Content Standards for All Beginning Special Education Teachers. A minimum 15 hours of structured field experience required. Prerequisites: EDF 3214, EEX 3010.

Three credits

Competency 1: The prospective teacher will be able to use formal and informal assessment instruments to identify and describe the needs of students K-5 with disabilities in communication, motor, cognitive, social/behavioral, adaptive behavior. To this end they will be able to

- a. Describe the characteristics of students with disabilities in relation to those of normal achieving students and utilize this knowledge when planning appropriate interventions.
- b. Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.
- c. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modifications in learning environments.
- d. Develop comprehensive, longitudinal individualized programs.
- e. Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities.
- f. Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment.

Competency 2: The prospective teacher will be able to structure the K-5 education environment to provide optimal learning opportunities for individuals with disabilities. To this end they will be able to

- a. Utilize practices for facilitating student self-determination and enlisting the support and participation of families in the student's educational program;
- b. Use a variety of feedback processes to inform students of their appropriateness of responses.
- c. Identify and use collaborative skills, procedures, and other techniques designed to facilitate coordination of instruction and service delivery

Competency 3: The prospective teacher will reflect on and evaluate specific K-5 teaching/learning situations and/or programs, as well as their own effectiveness as an educator. To this end they will be able to

- a. Participate in the activities of professional organizations relevant to students with disabilities
- b. Identify resources which enhance the teaching and learning of students with disabilities e.g. people resource, multimedia, informal learning settings, professional journals and conferences.
- c. Engage in the process of self reflection and professional refinement as it relates to one's role in dealing with students with disabilities.
- d. Increase their awareness of cultural diversity as it relates to the implementation of a functional life skills program.

Competency 4: The prospective teacher will be able to stimulate and direct student thinking for the improvement of thinking skills, comprehension, learning and retention, interpersonal and behavioral skills in the K-5 setting. To this end they will

- a. Develop and use data collection strategies to implement decision making procedures according to individual student needs.
- b. Apply appropriate methods and materials, including assistive technology, for students with learning disabilities, attention deficit disorder, mental retardation, emotional disturbance and behavioral disorders, giftedness and creativity, communication disorders, physical disorders and other health impairments, deafness and hearing

impairment, visual and hearing impairments, autism and traumatic brain injury.

c. Introduce/implement/manage instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Competency 5: The prospective teacher will be able to design and manage K-5 classroom environments which are responsive to the diverse needs of students. To this end they will

- a. Design appropriate individualized learning activities for use by students with disabilities in the regular classroom.
- b. Analyze the needs of students with and without disabilities as demonstrated through their classroom behavior and performance.
- c. Develop and/or select and use instructional content, materials, resources, and strategies that respond to cultural, linguistic, communication, disability, and gender differences.
- d. Identify various cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs

Competency 6: The prospective teacher will serve as a role model relative to the rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities. To this end they will be able to

- a. Describe the instructional implications of PL 94-142, PL 101-476, Sec 504 and other legislation addressing educational and related support services for students with disabilities.
- b. Explain the importance of promoting positive self-esteem among K-5 students and design activities to foster such.
- c. Demonstrate appropriate professional and ethical behavior
- d. Define the role and responsibilities of the special education teacher in relation to other professionals involved in the education of students with disabilities and use information from those professionals in collaborative education planning and instruction.

e. Make appropriate adaptations in the environment, equipment, devices, and technologies, needed to organize and deliver a variety of individual and small group learning activities

f. Identify, select, adapt, and use commercially and teacher-made media and materials for improving and strengthening programs for students with disabilities.

Competency 7: The prospective teacher will be able to plan, organize, and implement educational programs appropriate to the cognitive and affective needs of individuals with disabilities in the K-5 setting. To this end they will be able to

a. Describe the characteristics of normal, delayed, and disordered communication patterns of individuals with exceptional learning needs.

b. Implement appropriate classroom activities to account for the differing learning styles of students with disabilities and be able to adapt teaching to these styles

Competency 8: The prospective teacher will demonstrate knowledge of physical, sensory, communication, cognitive, affective, and social/emotional behavioral manifestations and their impact on the K-5 curriculum, program development, and needed services and supports. To this end they will be able to

a. Identify appropriate curricula and methods to individualize a functional life curriculum relevant to independent, community, personal living and employment across age levels and disabilities.

b. Demonstrate knowledge of the professional literature regarding the best practices in curriculum and methods for teaching students with disabilities.

c. Teach students with disabilities in a variety of educational settings.

Competency 9: The prospective teacher will be able to address classroom behaviors in K-5 settings in ways to promote and maintain instructional momentum. To this end they will be able to

a. Suggest appropriate modifications of teaching methods, materials, techniques, and learning environments in the school and community;

b. Apply effective instructional principles and technology for individualized, small group, and large group instruction for students with disabilities with regard to teaching: content-area subjects, social skills and strategies, learning strategies, transitional skills and strategies, self-advocacy skills and strategies, self-control skills and strategies.

c. Arrange and manage the physical environment to facilitate instruction and to insure student safety.

Competency 10: The prospective teacher will be able to design, sequence and implement appropriate lesson plans in the K-5 setting to carry out the goals and objectives of students across curriculum domains, disability categories, and age levels. To this end they will be able to

a. Demonstrate knowledge of various programs (school-based and work-based), curricula (general academic and functional life skills, community-focused), service options (educational, residential, vocational and leisure), and teaching approaches/strategies that facilitate the acquisition, generalization, and maintenance of skills;

b. Select and use curriculum and materials available for instruction of functional life skills.