

# **Minnesota State University Moorhead**

## **SPED 668E: Graduate Licensure Practicum: ECSE**

### **A. COURSE DESCRIPTION**

Credits: 3

Lecture Hours/Week: 0

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This graduate field experience is required for completion of the Early Childhood Special Education license. During this field experience students are required to complete 120 hours where the majority of time is directly engaged with students with learning disabilities. Students will also be required to complete assignments based on the MN Board of Teaching Standards. While students may engage in observations, record reviews, discussions as part of the 120 hours, time for developing the written assignments are not to be counted towards these hours.

**B. COURSE EFFECTIVE DATES:** 02/01/2015 - Present

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

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

1. Adapt and modify existing evaluation and assessment measures and methods to accommodate the abilities and specific needs of young children with developmental delays or disabilities including those with a diagnosed physical or mental condition or disorder that has a high probability of resulting in developmental delay.
2. Apply multiple evidence-based instructional practices, including those supported by scientifically-based research when available, and materials that meet the needs of children and families in the areas of language and literacy, cognitive, adaptive, physical, social or emotional, and behavioral development.
3. Apply screening, prevention, referral, assessment and evaluation for eligibility determination including consideration of criteria for vision loss, hearing loss, deaf-blind, speech and language delays, developmental cognitive delays, physical or health disabilities, autism spectrum disorder, other health disorder, and traumatic brain injury.
4. Collaborate in determining services and placement within a range of delivery models, natural environment, and educational settings based on the needs and required levels of support for the child and the family.
5. Design individual plans that integrate evaluation and assessment results and family concerns and priorities to determine goals, including the use of assistive technologies.
6. Design, implement, monitor, and adjust instruction and supports, including the use of assistive technologies, to accelerate the rate of learning in reaching age-appropriate benchmarks, attain child and family outcomes, and facilitate transition processes.
7. Implement positive behavior supports appropriate for young children with developmental delays or disabilities and their families with a focus on teaching the child necessary and appropriate replacement skills.
8. Integrate and interpret multiple sources of information from families, educators, and others for the purpose of evaluating, planning, implementing and monitoring the individual family service plan, the individualized education program plan, or individualized interagency intervention plan.
9. Provide, as well as teach families and other early childhood providers, developmentally and functionally appropriate individual and group activities within natural routines and across settings for infants, toddlers, and young children.
10. Select, administer, and interpret formal and informal evaluation and assessment measures for young children with developmental delays or disabilities, accounting for limitations, ethical concerns, and the need for assistive technologies, and communicate the results to children, families, teachers, and other professionals.
11. Select, implement, monitor, and adjust curricula and intervention strategies across developmental domains.

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

None

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

As noted on course syllabus

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

None noted