**EDSP 4361**

**Teaching Strategies for Adolescent Students with Learning Disabilities**

**Course Description**

This course is designed to be a Survey of exceptional learners and the mandated educational programs for individuals with disabilities in middle and secondary schools. Additional course content will include instructional and communicative strategies that will facilitate appropriate and productive inclusion of middle and secondary age students with diagnosed and undiagnosed disabilities within general education classrooms and other school settings.. A field experience is required.

**Prerequisites**

EDUC 3321 or EDUC 3320

**Intended Student Outcomes:**

At the conclusion of the course, the student will be able to:

Knowledge Outcomes

1. Identify areas of disability under IDEA;
2. Evaluate different approaches to learning and motivation strategies to engage adolescent learners in the inclusion classroom;
3. Reflect upon the impact of teacher-student interactions and interactions among students as a result of the classroom climate and student learning and adolescent development in the general education and inclusive middle and high school classroom.

Skill Outcomes

1. Define, describe, and incorporate appropriate research-based adaptations, modifications and accommodations to classroom practice for adolescents with disabilities in the middle and secondary classroom;
2. Apply collaborative practices across the curriculum and school to support student learning in the general education setting;
3. Incorporate the roles and responsibilities of classroom teachers within the collaborative school structure;
4. Conduct classroom practice reflecting an understanding of the importance of the development of learning processes, instructional planning, observations, assessments, classroom management, and the inclusive environment.

Values Outcomes

1. Recognize personal biases and differences that may affect one’s teaching;
2. Exemplify the professional standards of the field;
3. Appreciate the need for learner-centered practices;
4. Recognize and incorporate the value of reflective practice to facilitate growth as a professional educator;
5. Understand the importance of a diverse classroom and the experience that each student contributes to the culture of the classroom.

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