

COURSE OUTLINE
EDUC-291
Special Education Methods – Birth – 8th Grade
3 Semester Hours

HOWARD COMMUNITY COLLEGE

Description

Students develop knowledge and skills in planning lessons for diverse learners, teaching oral language, writing, reading, mathematics, and content area material to students with special needs in both early childhood and elementary settings. In addition, students will explore special topics including inclusion, transitioning, and social skills development. This course meets the Maryland State Department of Education Curriculum and Methodology of Instruction requirement for an initial certificate in Generic Special Education Infant/Primary, Elementary/Middle School. (3 hours weekly)

Overall Course Objectives

Upon successful completion of this course students will be able to:

1. Explain how students with special needs can be effectively included in early childhood settings.
2. Explain why it is important to plan ahead to include all learners and how it can be done effectively.
3. Name and explain the components of effective instruction in inclusive and separate special education settings.
4. Define oral language and describe how to teach oral language skills in diverse classrooms.
5. Describe how to teach basic reading skills to student with special needs.
6. Define and describe methods to improve reading fluency and comprehension.
7. Explain the writing process and methods of teaching pre, during and post writing strategies.
8. Describe how social and study skills can be embedded in content area instruction.
9. Explain how to aid students with special needs and their families with transitioning to elementary and middle school.

Major Topics

- I. Child Development and Developmentally appropriate practice
- II. IDEA & Early Childhood
- III. IEP/IFSP
- IV. Modifying/ adapting the early childhood learning environment
- V. Inclusion
- VI. Direct instruction
- VII. Differentiated instruction

- VIII. Cooperative learning
- IX. Designing instruction
- X. Time & classroom management
- XI. Oral language: teaching components, content, and purpose
- XII. Reading: Phonological awareness, decoding, word identification
- XIII. Writing: pre, during, post-writing strategies, spelling
- XIV. Math
- XV. Presenting, adapting, evaluating content area material
- XVI. Selecting, introducing, monitoring, and evaluating social and study skills
- XVII. Transitioning

Course Requirements

The course will be a combination of lecture, group discussion, group and individual work. Much of the instruction will be through experimentation with different teaching methods in class activities, homework, and projects. Students will present various methods to the class, which will be included in the student's grade. There will individual and group assignments.

Other Course Information

This course is offered at the Laurel College Center.