DEPARTMENT: ACS       COURSE NUMBER: SED 605       CREDIT HOURS: 3

I. **TITLE:** Characteristics and Needs of Children and Youth with Mild Disabilities

II. **CATALOG DESCRIPTION:** This course surveys the etiologies, characteristics, and learning styles of children and youth with mild disabilities. State and federal definitions for each category of disabilities under the Learning/Behavior Disability (LBD) certification will be examined. This course should proceed SED 625. Prerequisite: SED 603

III. **PURPOSE:** The purpose of this course is to familiarize graduate students with causes and characteristics of mild disabilities. Characteristics and learning styles will be matched to instructional procedures that have been proven effective.

IV. **COURSE OBJECTIVES:**

Following each objective, and enclosed in parentheses, are the number of the Experienced Teacher Standard for Preparation and Certification.

Note: LBD refers to students with mild disabilities that qualify for special education services under the categories of Emotional-Behavioral Disorders (EBD), Specific Learning Disabilities (SLD), Mild Mental Disabilities (MMD), and Other Health Impaired (OHI).

Upon successful completion of the course, the student will demonstrate:

A. The etiologies of LBD categories (2)
B. common educational and social characteristics of students with mild disabilities. (2)
C. the principal model of service delivery applied to students qualifying in the EBD category including the behavioral model, the psychodynamic model, the biophysical model, the ecological model, etc.(2)
D. effective instructional methods used with students with mild disabilities. (3, 4, 7)
E. state and federal definitions of LBD categories (2)
F. the differences and commonalities found in the mild disability categories. [1,2]

The EPSB Themes of assessment and closing the achievement gap are explored in this class. Students will demonstrate knowledge of the different characteristics of people with mild disabilities. They will learn what is involved in assessing these disabilities and what must be done to help these students achieve.

V. **CONTENT OUTLINE:**

A. State and Federal Definitions of LD, EBD, MMD & OHI categories
B. Prevalence of LD, EBD, MMD & OHI categories
C. Characteristics LD, EBD, MMD & OHI categories
D. Characteristics for teaching students with mild disabilities
E. Adapting instruction
F. Instructional models for students with mild disabilities
VI. INSTRUCTIONAL ACTIVITIES:
Reading and videos. Library work.
Portfolio: A portfolio entry is not required but would be appropriate

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VIII. RESOURCES:
Internet and Library

IX. GRADING PROCEDURES:
A. Course Requirements
   Annotated Bibliography 150 pts
   Comparison Paper 200 pts
   Chapter Questions 250 pts
   FAT City Reflection 50 pts
   Special Ed Regs Reflection 50 pts
   Case Study 150 pts
   Final 100 pts.

B. Grading Scale
   A = 90-100%
   B = 80-89%
   C = 70-79%
   D = 60-69%
   E = 0-59%

X. ATTENDANCE POLICY:
This course adheres to the attendance policy stated in the current MSU Graduate Bulletin.

XI. ACADEMIC HONESTY:
This course adheres to the academic honesty policy stated in the current MSU Graduate Bulletin.

XII. TEXT AND REFERENCES:
    Boston: Allyn & Bacon.

Kentucky Administrative Regulation
Students must have internet access for research.

XIII. PREREQUISITES:
SED 603

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age or disability in employment, admission or the provision of services,
educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities and equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.