

## CPSE 446R - Prac Sec Ed: M/M Disabilities Winter 2014

Section 001: TBA TBA from 5:00 pm - 5:00 pm

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### Instructor/TA Info

#### Instructor Information

**Name:** Betty Ashbaker  
**Office Location:** 340Q MCKB  
**Office Phone:** 801-422-8361  
**Email:** betty\_ashbaker@byu.edu

#### TA Information

**Name:** Amy Stillman  
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**Name:** Sarah Jacques  
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### Course Information

#### Description

This course provides an opportunity for teacher-candidates to work with students with mild/moderate disabilities in secondary settings with an emphasis on transition and secondary academics

#### Prerequisites

Successful completion of fall semester CPSE courses

#### Teaching Philosophy

Course format will include lecture, group discussion, panel discussion, small group work, service learning, and research participation.

#### Class Activities and the Percentage of Class Time Devoted to the Activity

- Large group discussion (25%)
- Student presentations to class (10%)
- Application-a limited percentage of time will be spent on the application of principles, case studies, or unique situations that involve analysis and problem solving (15%)
- A minimal portion of class time will be dedicated to written quizzes and reflection (5%)
- Discussion, reflection, and simulation activities in small groups (25%)
- Lecture and guest lecturers (20%)

### Student and Professor Responsibilities

#### Course Expectations

I believe that an instructor and students have a responsibility to each other. I am taking considerable time to prepare before coming to class and to make this information as interesting and applicable to

questions. This class will require work from both you and me.

**Student/Teacher candidates will:**

- **BYU Honor Code and Dress Code:** Adhere to the BYU Honor and dress codes.
- **Preparation:** Complete assignments and readings from the text, and handouts. Come to class prepared to discuss and evaluate materials.
- **Attendance:** Attend all class sessions. You are responsible for notes and materials that are disseminated each week as part of the weekly class session. Inform me of any necessary absences or tardiness.
- **Written Work:** Complete and submit assignments on time. Written reports are expected to be professional: proofread your report at least once prior to submitting it. Reports should be free of spelling, grammatical, and typographical errors. Typewritten reports should be written in American Psychological Association 6th Edition style.
- **Assignments:** All assignments are due at the beginning of class on the day assigned. It is expected that all written work reflect the efforts of the **individual** student (except for cooperative learning group projects). Identical work submitted by two or more students will be regarded as plagiarism. **No late assignments are accepted**--except in rare extenuating circumstances such as extreme student illness, family death, etc. These will be addressed on an individual basis. **Please check, understand, and follow the University policy on plagiarism!**
- **Professionalism:** Conduct self in accordance with standards of professionalism. Civility is a priority! Civility is defined as politeness, a courtesy, good manner, courteousness, respect, graciousness, consideration and is the opposite of rudeness. There is a standard for computer etiquette in this class--students are more attentive to group discussions when you are not busy working on computers (cell phones, Ipods) on unrelated tasks (e.g., email, instant messaging, web surfing) during class/meeting times. Rather, computers should enhance your participation with the group (e.g., taking notes, scheduling meetings). Please monitor your own behavior--don't disappoint me or embarrass you by forcing me to deal with this.

**Course Content:**

This course (and its related practicum) is designed to prepare special educators to understand and meet the challenges of adolescence and to support their transitions by effectively assessing, teaching, and making adaptations for secondary level students with disabilities.

**Grading Layout**

**Class Participation (3 points per class x14)- 42 points total**

*Students who attend and participate in class activities and discussions learn more. Make class fun and meaningful by attending and being involved. Contact the professor **before** class if an emergency or illness prevents attendance. Students with unexcused absences forfeit 3 points per class period. Un-excused late arrivals or early departures will result in a 2-point deduction.*

**Disability Profile- 30 points**

*Submit a 4-5 page paper on a high incidence disability--and its implications for helping students with that disability in transitioning into and out of the secondary schools. Address the specifics of this disability:*

- *Define the disability*
- *State any known causes for this disability*
- *Include national occurrence rates*
- *Clearly detail at least 3 (research-based) teaching strategies that may be used for secondary students with this disability*
- *Explain the transition process for these students*
- *Use at least 3 professional sources from which you obtained your information*

other sources, which enhance your knowledge and the report you write. Please identify a minimum of 4 additional internet resources for your paper. **Use APA format.** The report must be long enough to cover all of the necessary information; but it is estimated (based on previous papers) that adequately covering the topic will take approximately 4 double spaced pages.

#### **IRIS Module-15 points**

*School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings; Perspectives and resources.*

<http://iris.peabody.vanderbilt.edu/cou2/cresource.htm>

#### **Secondary Reading, Writing, or Study Skills Lesson- 30 points**

*Plan and carry out an academic transition activity for a student or students with a disability. YOU will write a lesson plan using the direct instruction model and teach the lesson to one or more students at your practicum site. Include cultural considerations as well as support for diverse learners. Submit the planned lesson **and** a 1-2 page written report about the experience which will include: how long it took to teach the lesson (and how long you planned to teach it), how students received the lesson, identify the measurements you used to identify whether or not the students learned the concepts, a self-evaluation of how successful you were, and changes you will make to the lesson to make it more successful if/when you teach it again.*

#### **Quizzes 6@10 points each- 60 points total**

*Answer short, (unannounced) quizzes on selected chapters.*

#### **Planning and Budgetting for Life- 100 points**

*Based on your practica, describe your student thoroughly including likes, dislikes, strengths, areas of concern, family support, culture considerations, relationships in school, and pre-employment skills. Assume that your student will graduate from high school. What kind of employment is available to your student? (You may need to interview personnel directors, employment specialists, rental agents, city or county officials, and school personnel). Prepare a realistic monthly budget for your student with income from one of the jobs you've described. Be sure to include housing, food, transportation, recreation, clothing, taxes, insurance and any other expenses you think are reasonable. Write a transition plan (ITP) for the student using the given forms and information from the assessments.*

#### **Course Evaluation- 5 bonus points**

Online

**Total Points Possible: 277**

### **Grading Scale**

<b>Grades</b>	<b>Percent</b>
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%

## Learning Outcomes

### Placement and services available

Continuum of placement and services available for individuals with disabilities at the secondary level.

### Psychological and social-emotional characteristics

Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults.

### Specialized materials and instructional approaches

Specialized materials and instructional approaches for individuals with disabilities at the secondary level.

### Instructional strategies

Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities at this level.

### Strategies

Strategies for integrating student initiated learning experiences into ongoing instruction.

### Methods

Methods for guiding individuals in identifying and organizing critical vocational content.

### Assessing for transition planning.

Assessing for transition planning.

### Multicultural competence in transition planning processes

Multicultural competence in transition planning processes.

### Resources and techniques for transitioning individuals

### Skill-Based Objectives

Use resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments

### Sensitivity

Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.

### Learning environment

Create a safe, equitable positive and supportive learning environment in which diversities are valued.

### Learning environments

Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.

### Research-supported methods for academic instruction

Use research-supported methods for academic instruction of secondary age individuals with disabilities.

### Research-supported methods for non-academic instruction

Use research-supported methods for non-academic instruction of secondary age individuals with disabilities.

### Adaptations and technology

Use appropriate adaptations and technology for all individuals with disabilities.

### General curriculum

Identify and teach essential concepts, vocabulary, and content across the general curriculum.

## Assignments

### Assignment Description

### Time Commitment Contract

Feb  
05

Due: Wednesday, Feb 05 at 11:59 pm

that works best for the teacher and the student(s) with whom you will be working. The teacher must know when she/he can expect you to be working with students. There are also legal and professionalism requirements such as keeping the information about students confidential, checking in at the school's main office before going to the classroom, and letting the teacher know when you are and are not available.

Secondary Practicum Contract-1.docx [Download \(plugins/Upload /fileDownload.php?fileId=2efc75e2-vdTJ-TYVC-MZHK-jR3997de784b&pubhash=-dm\\_SG637Sy8mGJIV-UmNnbz8dhgOiosQmpcOQiOROoaN45L8Ny1UWpSdDdUX49t2cPeY\\_fFKhHMRFTpdkf0Ag==\)](#)

## Lesson Plan

Mar  
12

Due: Wednesday, Mar 12 at 11:59 pm

Briefly describe the disability and the occurrence within the population--but put your time and emphasis on an instructional lesson that will TEACH a student with that particular-type of disability. Carefully describe the teaching activity and include the activity sheets (not a copyrighted sheet) or other material that you will use.

## COPS Assessment

Apr  
02

Due: Wednesday, Apr 02 at 11:59 pm

**Complete and submit the COPS or another appropriate interest inventory on a secondary age (14 to 21 and in school) student with a disability. Type a 1-2 page document to summarize transition-related strengths-weakness, and interests and non-interests. (You will build upon this information for your Planning and Budgeting for Life assignment).**

## Prof/ Mentor Teach Evaluation

Apr  
09

Due: Wednesday, Apr 09 at 11:59 pm

You will be evaluated in your professionalism for the practicum by your on-site mentor teachers at each site.

## Demographic Survey -FED + PIBs

Apr  
09

Due: Wednesday, Apr 09 at 11:59 pm

**Demographic Survey (FED):** Log onto Livetext and complete a demographic survey on your diverse practicum site. PIBs is worth 2, FED is 3 points+ 5

## Week 4 Reflection Paper

Apr  
12

Due: Saturday, Apr 12 at 11:59 pm

**Directions:** You will answer 5 questions, one for each week of practicum experience. Each reflection should be at least one-half page that is typed and double-spaced. The first paragraph will describe what you did and with whom you worked including your personal reflections of the experience (if possible). The second half will answer the week's question. This learning log is to be submitted each week of practicum, with the last one being due the last week of class. **Entries should be numbered (to correspond with the questions listed below) and the topic title and your name should be written at the top of the page. As you name the file put your name and the number of the prompt.** Numbers should correspond to the questions listed below.

*Reflections do not have to be written and submitted in the same order that they are listed. But be sure to submit at least one reflection each week. I have included more than the assigned number, so you can choose those that match your student's needs.*

1. Share your thoughts in visiting this site and what you hope to learn here. Give a brief background on the experience/training of your mentor teacher and what you must do to be "highly qualified" to teach in a similar class.
2. Describe the students served at your site (disability categories, SES, ethnic backgrounds, etc.) and tell how the students qualified for the program they are in.
3. Work with the mentor teacher to choose at least one student with whom to work. Discuss his/her goals for the future. Discuss the identified goals in relation to the transition planning and assessment.
4. What did you learn from giving a transition assessment? Consider: setting, duration, communication, results, and future goals. In what ways was this experience beneficial to you as a prospective special educator? How might it have been improved?
5. Identify key study skills that you might consider teaching to secondary students. How would you determine which study skills to teach? What are some techniques you might use to get students to apply the skills in their general education classes?
6. Describe at least one instructional strategy that might be used to assist secondary students in their content area classes. Identify possible barriers to students' use of this and similar strategies in inclusive environments. What would you recommend to help students with disabilities achieve success in content areas?
7. Discuss key factors relating to the successful transition of adolescents to postsecondary

long-term outcomes?

8. Explain something that has been a challenge for you personally with this experience. What did you do to make the situation better? Supply at least two potential solutions to those challenges. Identify something that was particularly rewarding.
  
- 9) Examine your attitudes toward students who are diverse with respect to culture, language, religion, gender, disability, socio-economic status and sexual orientation: Self-evaluate your behavior as you relate to students of diversity by considering your body language, eye contact, voice tone, proximity, positive versus negative comments. Then look at diverse students' responses to your behavior. Compare and contrast.
  
- 10) Think of the students with whom you worked. Discuss the "reality" of his/her goals. In your opinion: are the goals too lofty, realistic, or merely short-sighted? Why? What are your expectations for the students' futures?
  
- 11) How important do you think it is to include social skills instruction as part of the academic curriculum for secondary students with disabilities? Identify two social skills that you would target for instruction with this age group and provide a rationale for their selection.
  
- 12) Describe at least three reading strategies that can be used to assist your secondary student in his/her content area classes. Identify possible barriers to student's use of this and similar strategies in inclusive environments. What would you recommend to help students with disabilities generalize reading skills acquired in a small-group setting to their content area classes?
  
13. Consider some of the most critical issues (e.g., social, academic) for students with mild/moderate disabilities who lack job skills when they leave high school. Identify specific options for your student to enable her/him to receive vocational training.
  
- 14) Look at the curriculum your practicum student is working on. Go to the USOE core curriculum and identify the next step in the scope and sequence of the content. What can you do to prepare your student for this next step? Identify the steps.
  
14. Look at the graduation requirements for your student by going to the USOE website or interview your mentor teacher to learn the requirements for the students with whom you are working.
15. <http://www.schools.utah.gov/curr/main/GradInfo.htm> (<http://www.schools.utah.gov/curr/main/GradInfo.htm>)

Ask the mentor teacher what steps will be taken to help him/her with the IIRSCCT (or

## Week 2 Reflection Paper

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Apr  
12

Due: Saturday, Apr 12 at 11:59 pm

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### Secondary Practicum Learning Log/Reflection Questions

**Directions:** You will answer 5 questions, one for each week of practicum experience. Each reflection should be at least one-half page that is typed and double-spaced. The first paragraph will describe what you did and with whom you worked including your personal reflections of the experience (if possible). The second half will answer the week's question. This learning log is to be submitted each week of practicum, with the last one being due the last week of class. **Entries should be numbered (to correspond with the questions listed below) and the topic title and your name should be written at the top of the page. As you name the file put your name and the number of the prompt.** Numbers should correspond to the questions listed below.

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2. Describe the students served at your site (disability categories, SES, ethnic backgrounds, etc.) and tell how the students qualified for the program they are in.
3. Work with the mentor teacher to choose at least one student with whom to work. Discuss his/her goals for the future. Discuss the identified goals in relation to the transition planning and assessment.
4. What did you learn from giving a transition assessment? Consider: setting, duration, communication, results, and future goals. In what ways was this experience beneficial to you as a prospective special educator? How might it have been improved?
5. Identify key study skills that you might consider teaching to secondary students. How would you determine which study skills to teach? What are some techniques you might use to get students to apply the skills in their general education classes?
6. Describe at least one instructional strategy that might be used to assist secondary students in their content area classes. Identify possible barriers to students' use of this



7. Discuss key factors relating to the successful transition of adolescents to postsecondary settings. Which factors do you think are the most important in producing satisfactory long-term outcomes?
8. Explain something that has been a challenge for you personally with this experience. What did you do to make the situation better? Supply at least two potential solutions to those challenges. Identify something that was particularly rewarding.
- 9) Examine your attitudes toward students who are diverse with respect to culture, language, religion, gender, disability, socio-economic status and sexual orientation: Self-evaluate your behavior as you relate to students of diversity by considering your body language, eye contact, voice tone, proximity, positive versus negative comments. Then look at diverse students' responses to your behavior. Compare and contrast.
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- 11) How important do you think it is to include social skills instruction as part of the academic curriculum for secondary students with disabilities? Identify two social skills that you would target for instruction with this age group and provide a rationale for their selection.
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13. Consider some of the most critical issues (e.g., social, academic) for students with mild to moderate disabilities who lack job skills when they leave high school. Identify specific options for your student to enable her/him to receive vocational training.
- 14) Look at the curriculum your practicum student is working on. Go to the USOE core curriculum and identify the next step in the scope and sequence of the content. What can you do to prepare your student for this next step? Identify the steps.
14. Look at the graduation requirements for your student by going to the USOE website or interview your mentor teacher to learn the requirements for the students with whom you

[/curr/main/GradInfo.htm](#))

Ask the mentor teacher what steps will be taken to help him/her with the UBSCT (or other tests if he/she needs them). List those steps and write what you can do to help him/her achieve them.

## Week 3 Reflection Paper

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Apr  
12

Due: Saturday, Apr 12 at 11:59 pm

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### Secondary Practicum Learning Log/Reflection Questions

**Directions:** You will answer 5 questions, one for each week of practicum experience. Each reflection should be at least one-half page that is typed and double-spaced. The first paragraph will describe what you did and with whom you worked including your personal reflections of the experience (if possible). The second half will answer the week's question. This learning log is to be submitted each week of practicum, with the last one being due the last week of class. **Entries should be numbered (to correspond with the questions listed below) and the topic title and your name should be written at the top of the page. As you name the file put your name and the number of the prompt.** Numbers should correspond to the questions listed below.

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3. Work with the mentor teacher to choose at least one student with whom to work. Discuss his/her goals for the future. Discuss the identified goals in relation to the transition planning and assessment.
4. What did you learn from giving a transition assessment? Consider: setting, duration, communication, results, and future goals. In what ways was this experience beneficial to you as a prospective special educator? How might it have been improved?
5. Identify key study skills that you might consider teaching to secondary students. How

6. Describe at least one instructional strategy that might be used to assist secondary students in their content area classes. Identify possible barriers to students' use of this and similar strategies in inclusive environments. What would you recommend to help students with disabilities achieve success in content areas?
  
7. Discuss key factors relating to the successful transition of adolescents to postsecondary settings. Which factors do you think are the most important in producing satisfactory long-term outcomes?
  
8. Explain something that has been a challenge for you personally with this experience. What did you can do to make the situation better? Supply at least two potential solutions to those challenges. Identify something that was particularly rewarding.
  
- 9) Examine your attitudes toward students who are diverse with respect to culture, language, religion, gender, disability, socio-economic status and sexual orientation: Self-evaluate your behavior as you relate to students of diversity by considering your body language, eye contact, voice tone, proximity, positive versus negative comments. Then look at diverse students' responses to your behavior. Compare and contrast.
  
- 10) Think of the students with whom you worked. Discuss the "reality" of his/her goals. In your opinion: are the goals too lofty, realistic, or merely short-sighted? Why? What are your expectations for the students' futures?
  
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- 14) Look at the curriculum your practicum student is working on. Go to the USOE

you do to prepare your student for this next step? Identify the steps.

14. Look at the graduation requirements for your student by going to the USOE website or interview your mentor teacher to learn the requirements for the students with whom you are working.
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Ask the mentor teacher what steps will be taken to help him/her with the UBSCT (or other tests if he/she needs them). List those steps and write what you can do to help him/her achieve them.

## Week 1 Reflection Paper

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Apr  
12

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### Secondary Practicum Learning Log/Reflection Questions

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## Week 5 Reflection Paper

Apr  
12

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14) Look at the curriculum your practicum student is working on. Go to the USOE core curriculum and identify the next step in the scope and sequence of the content. What can you do to prepare your student for this next step? Identify the steps.

14. Look at the graduation requirements for your student by going to the USOE website or interview your mentor teacher to learn the requirements for the students with whom you are working.

15. <http://www.schools.utah.gov/curr/main/GradInfo.htm> (<http://www.schools.utah.gov/curr/main/GradInfo.htm>)

Ask the mentor teacher what steps will be taken to help him/her with the UBSCT (or other tests if he/she needs them). List those steps and write what you can do to help him/her achieve them.

## Course Evaluation

Apr  
15

Due: Tuesday, Apr 15 at 11:59 pm

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex



other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### **Confidentiality**

During this practicum, you are entrusted with information about students, their disabilities, their hopes and wishes. You are expected to be respectful with this information and to not share it with anyone outside of the classroom where you are volunteering. You should use nicknames, pseudonyms, or initials so that the student cannot be personally identified in the papers you submit for your practicum grade.

### **Statement on Diversity**

The McKay School of Education and Brigham Young University are committed to preparing students to serve effectively in a diverse society. In this course students will learn methods and material that may be adapted to various settings and contexts. Students are expected to demonstrate the knowledge, skills, and dispositions to effectively apply the course content when working with individuals and groups with varying abilities and backgrounds.