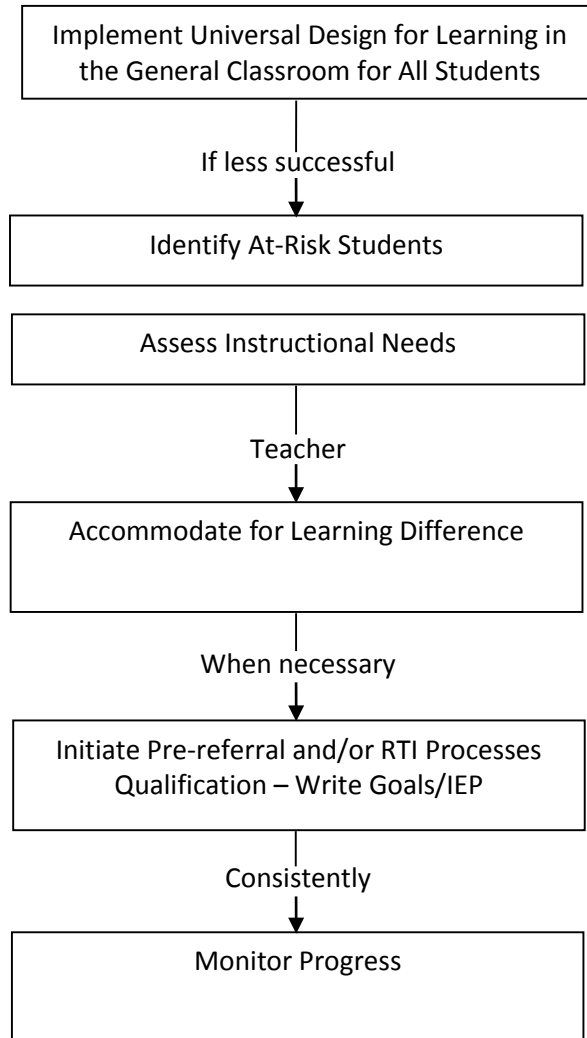


Counseling Psychology and Special Education 300 (sec. 3)
Winter Block 2016
Brigham Young University
Department of Counseling Psychology and Special Education

- Course Title:** **Exceptional Students: Principles of Collaboration**
- Course Credit:** 2 semester hours
- Instructor:** Staci Yamada Hartline
801-380-2641 (cell, if necessary)
stacyhartline@gmail.com
- Course Time:** Tuesdays & Thursdays
4:00-5:50 room 160 MCKB
- Office Hours:** By appointment. Please contact me via email
- Course Description:** This course prepares future elementary classroom teachers to understand how students with exceptionalities learn, and how to use basic strategies to meet their educational needs.
- Course Objectives:** Teacher candidates will demonstrate their knowledge of:
- Characteristics of at-risk for and high incidence disabilities that impact behavior and academic performance.
 - The ethical and legal responsibilities of general educators regarding the education of students at risk for and with disabilities.
 - Universal design for learning to support learning of all students.
 - Appropriate classroom accommodations to provide access to core curriculum for students at-risk for and with disabilities.
- Prerequisites:** None
- Concurrent Field Experience:** Teacher candidates are required to work a minimum of 10 hours with a student who has disabilities, or a student who is at risk of school failure. They will submit case study assignments regarding this volunteer work.
- Materials:** Carter, N., Prater, M.A., & Dyches, T.T. (2009). *What every teacher should know about making accommodations and adaptations for students with mild to moderate disabilities*. Upper Saddle River, NJ: Pearson.
- Gargiulo, R. M., & Metcalf, D. (2013). *Teaching in today's inclusive classrooms: A universal design for learning approach* (2nd ed.). Belmont, CA: Cengage Wadsworth.
- Web sites:** IRIS at Vanderbilt University <http://iris.peabody.vanderbilt.edu/>

Guiding Model

The figure below illustrates the mental model for the course. Teachers have a responsibility to oversee the education of all students in their classroom and for collaborating with others to determine appropriate education for students with exceptional learning needs. Teacher candidates will learn how universal design for learning (UDL) allows teachers to adapt curriculum, customize the delivery of instruction, and assess students in ways that permits students to demonstrate mastery of the curriculum. Teacher candidates will also learn how to evaluate the academic/social performance of their students and how to initiate interventions when students are at-risk for failure. They will learn how to make instructional accommodations/adaptations that meet the educational needs of students who qualify for special education services and collaborate with others in ensuring an appropriate and effective education for all students.



Course Standards, Objectives and Assessment Alignment

InTASC*	Objectives Teacher candidates will demonstrate their knowledge of:	Assessment
3. Diverse Learners	1. Characteristics of at-risk for and high incidence disabilities that impact behavior and academic performance.	Chapter 1, 4, 5, & 6 Application Summary Disability Awareness Log Practicum Reflection Log Final Project (Case Study)
5. Learning Environments 7. Planning Instruction	2. Universal design for learning to support learning for all students.	Chapter 2 & 8 Application Summary Praise Notes Final Project
10. Collaboration, Ethics and Relationships	3. The ethical and legal responsibilities of general educators regarding the education of students at risk for and with disabilities.	Chapter 3 & 7 Application Summary RTI Module Related Services Module Practicum Written Report
5. Learning Environments 7. Planning Instruction	4. Appropriate classroom accommodations to provide access to core curriculum for students at-risk for and with disabilities	Chapters 8, 9, 10 & 11 Application Summary Visit to the Resource Room Behavior Module Church Accommodations Final Project (Tier 2 and Accommodation Plans; Presentation)

*For specific InTASC (Interstate Teacher Assessment and Support Consortium) standards see: http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

Schedule

Date	Topic	Before Class		Other Assignments Due	In-Class Activities
		Read	Complete Assignments		
5	Introduction to Course				Perceptions of Disability Person First Language
7	Special Ed Foundation	Chapter 1	So what? - Application Summary 1 Making Connections: Chapter 1, #1		*Continuum of Placements
12	Universal Design	Chapter 2 Chapter 8	So what? - Application Summary 2 Making Connections: Chapter 2, #1	Disability Awareness Assignment	UDL Activities
14	Policies & Practices Referral, IEP, 504 Plans	Chapter 3	So what? - Application Summary 3 Making Connections: Chapter 3, #5	IRIS MODULE: RTI (Part 1) An Overview	*IDEA Activity (FLIPPA)
19	High Incidence	Chapter 4	So what? – Application Summary 4 Making Connections: Chapter 4, #2		WETSKA pgs. 41-80 F.A. T. City
21	High Incidence cont. Low Incidence	Chapter 5	So what? – Application Summary 5 Making Connections: Chapter 5, #2		WETSKA Jigsaw Pgs. 1-40
26	Other Diverse Pop.	Chapter 6	So what? – Application Summary 6 Making Connections: Chapter 6, #3	Disability Presentations *Practicum Contract Due	
28	Collaboration	Chapter 7	So what? – Application Summary 7 Making Connections: Chapter 7, #3	IRIS MODULE: Related Services (Common Supports for Students with Disabilities)	Collaboration activity Epilepsy Presentation
2	Assessment	Chapter 9	So what? – Application Summary 9 Making Connections: Chapter 9, #6		
4	Instructional Strategies	Chapter 10	So what? – Application Summary 10 Making Connections: Chapter 10, #2	IRIS MODULE: Behavior SOS (Helping Students Become Independent Learners)	
9	Social Behavioral	Chapter 11	So what? – Application Summary 11		

	Strategies		Making Connections: Chapter 11, #5		
11	Gospel Perspective on Disabilities			Church accommodation case studies	Teaching the Spirits
16	Monday Instruction		Monday Instruction: No Class		
18	Final Presentations			Final Project	
23	Final Presentations			Field Experience Assignments <ul style="list-style-type: none"> a. Practicum Reflection Log b. Praise Notes OR 4:1 Praise/Correction c. Visit to a Resource Room d. Practicum Written Report 	

** Due dates, assignments and in-class activities are subject to change*

Assignments and Quizzes

Students will be assessed in four aspects of this course: (a) textbook materials, (b) IRIS on-line modules, (c) field experience assignments, and (d) other course assignments. Each is listed below and then described in more detail.

- Textbook
 - Application Summary/ So what? (AS)
 - Making Connections Questions (MC)
- IRIS On-Line Modules
 - Response to Intervention
 - Related Services
 - Behavior Management
- Field Experience Assignments
 - Practicum Contract (Arrange and Complete Field Experience)
 - Practicum Reflection Log
 - Praise Notes
 - Visit to a Resource Room
 - Practicum Written Report
- Other Course Assignments
 - Disability Awareness Assignment
 - Disability Presentation
 - Church Accommodations Assignment
 - Final Project

Professionalism:

All written assignments should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. And people first language should always be used.

All assignments should be submitted on time. Assignments submitted late will receive a 10% deduction for each day it is late.

Textbook Materials

Teacher candidates will read 11 chapters of the Gargiulo and Metcalf textbook and complete an “Application Summary/So what?” and answer a Making Connections question for 10 chapters. The Making Connections questions are located at the end of each chapter under the heading “Making Connections for Inclusive Teaching.”

Application Summary/So what? (AS)

Teacher candidates will read the assigned chapter and complete the “Application Summary/So What?” form. Teacher candidates will identify main points, important quotes/statements, consider applications for the classroom and write ideas/strategies that will be important to recall and use in their future classrooms. Responses should be thoughtful and specific. (See assignment breakdown pg. 25)

Making Connections Questions (MC)

Teacher candidates will answer one question AS IDENTIFIED IN THE CLASS SCHEDULE SECTION OF THE SYLLABUS for each chapter. Some choices are provided as outlined on the class schedule. As with the “Application Summary/So what?” you must read the chapter and complete the question BEFORE CLASS on the class period listed on the class schedule or forfeit the points. You may refer to the text in answering the question. Each response should be a half page double-spaced. **Your “Application Summary/ So what?” and “Making Connections” response will be on the same document (see class schedule).**

Participation

Attendance and participation in in-class activities is strongly encouraged. Ten on-line videos have been selected that correspond to most of the chapters. Selected videos will be viewed in class.

Textbook Assignment

Points Possible

• Application Summary 10 @ 5 points/each	50 points
• Making Connections 10 @ 5 points/each	50 points
• Participation @ 1 point/each	14 points
Subtotal	114 points

IRIS Modules

Teacher candidates will complete three IRIS on-line modules and submit answers to the assessment questions at the end of the module. To begin each module access <http://iris.peabody.vanderbilt.edu/>, click on resources, in the topics column click on RTI, Related Services, or Behavior. Then click on the specific module identified below. Work through each phase of the module (from the Challenge through the Wrap up). Each module is worth 15 points.

RTI (Includes Early Intervening): RTI (Part 1): An Overview

This module outlines the differences between the IQ-achievement discrepancy model and the Response-to-Intervention (RTI) model. It also offers a brief overview of each tier in the RTI model and explains its benefits. Answer the 4 assessment questions. Submit responses through Learning Suites BEFORE CLASS.

Related Services: Common Supports for Students with Disabilities Module

This module offers a description of related services and an overview of the benefits they provide to students with disabilities in the general education classroom. It highlights five commonly used related services (Physical Therapy, Occupational Therapy, Speech-Language Pathology Services, Social Work Services, and Psychological Services) and briefly highlights many of the other related services as identified through IDEA '04. Answer the 5 assessment questions. Submit responses through Learning Suites BEFORE CLASS.

Behavior SOS: Helping Student Become Independent Learners Module

This module describes how teachers can help students stay on task by learning to regulate their behavior. The four strategies discussed are self-monitoring, self-instruction, goal-setting, and self-reinforcement. Answer the assessment questions, create a self-monitoring form for a student, and describe how you would teach the student to use the form. Submit responses through Learning Suites BEFORE CLASS.

IRIS Module Assignments

Points Possible

• RTI (Part 1)	15 points
• Related Services	15 points
• Behavior Management	15 points
Subtotal	45 points

Field Experience Assignments

Teacher candidates are required to complete a 10-hour field experience as part of this course. Placements are made through the BYU Center for Service and Learning.

Assignment #1: Arrange for and complete the field experience - Practicum Contract

Teacher candidates must complete the following steps to arrange their field experience:

- Register with the Center for Service and Learning (2330 Wilkinson Center) TOPS program during the FIRST WEEK OF THE BLOCK CLASS.
- Give the teacher the "Letter to Cooperating Teacher" (at the end of the syllabus).
- Discuss the assignment for this course, and obtain his or her signature on the Practicum Contract Sheet (at the end of the syllabus). You will work out a time frame that works both with your schedule and the teacher's classroom schedule. You should spend time with one or more students who are experiencing difficulty academically (i.e., learning to read, write, spell, or solve mathematic problems). Ten total hours are to be completed during the block.
- Complete the Log of Attendance form (at the end of the syllabus) and submit at the end of the block.

Assignment #2: Practicum Reflection Log

This assignment consists of four parts. (a) Log the time spent working with student, as well as the date, location and activity. (b) Describe the learning activity and any learning characteristic observed for the student with whom you are working. (c) List or describe how and/or what you did to assist the student with the assigned learning activity. (d) List and reference an accommodation that addresses the concern. Use the Practicum Reflection Log provided at the end of the syllabus as a template.

Assignment #3: Praise Notes OR 4:1 Praise/Correction (option 1 or 2)

Praise Notes: Teacher candidates must create a praise note and present 10 praise notes to various students. The praise note should include spaces for (a) the name of the student, (b) a description of the specific behavior that the student engaged in during the day, and (c) your signature. Both a log of who received the note (a variety of student names should be listed), the dates, and the specific behaviors that prompted each note must be listed. Also, a copy of the praise note must be submitted to receive maximum points. In addition, write a paragraph on this experience, specifically reflecting on the observed change(s) in your behavior and the students' behaviors as a result. Share how you will apply what was learned from this assignment in your future classroom. (See form at the end of the syllabus).

4:1 Praise/Correction: Teacher candidates will engage in a high rate of verbal praise through the course of the field experience. The teacher candidate will record praise and corrections over ten 10-minute periods. In addition, write a paragraph on this experience, specifically reflecting on the changes in your behavior and the students' behaviors as a result. Share how you will apply what was learned from this assignment in your future classroom. (See self-recording form at the end of the syllabus).

Use a high rate of verbal praise.

Use labeled praise (Student's name, what they are doing correctly, and a positive affirmation).

Example: Johnny, I like how nicely you are writing! Thank you!

Non-example: Good job!

Use one or less correction for every four praise statements.

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Corrections must be non-emotional!

Example: (Flat voice). Try again.

Non-example: Jimmy! Why in the world did you do that? I hate it when you do that!

Monitor your praise for 10 minutes using the clock or a stopwatch.

Record them as you do this assignment somewhere discrete so it isn't obvious you're doing this.

Assignment #4: Visit to the Resource Room.

Schedule a visit to a school's resource room by contacting the teacher in advance. The purpose of this assignment is for you to learn about the resource room placement option for educating students with disabilities and to demonstrate your knowledge of teacher roles and responsibilities. During your visit, discuss with the teacher his/her roles and responsibilities for educating students with disabilities.

Remember to schedule your visit in advance. And be respectful of the teacher's schedule while you are there.

Include the following in a one-page (double-spaced, 12 pt. font) write-up:

1. Describe setting, grade level, students, teacher's background and physical environment.
2. State the teacher's instructional objective on that particular day and the curriculum content (be as specific as possible).
3. Describe the service delivery model. For example, is it a pullout resource setting? (Is it a setting in which basic skills or a particular subject is being taught?)
4. Based on what you have learned thus far, evaluate the model. (Is it effective? If so in what way? Would changes make the model more effective? If so, what are those suggested changes?)

Assignment #5: Practicum Written Report

1. Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the six components of IDEA), specifically the students you worked with.
2. Analyze your response to working with students with learning problems during your field experience. Provide specific examples of how you felt, or how you interacted with the student. Discuss how your feelings influenced your teaching. Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability. Be specific. Describe your perceptions of disability and analyze how your experience and the knowledge you have gained have shaped your perception of disability.

Field Experience Assignments

Points Possible

- | | |
|---|-----------|
| 1. Practicum Contract (Arrange for and complete the field assignment) | 1 point |
| 2. Practicum Reflection Log | 50 points |
| 3. Praise Notes OR 4:1 Praise/Correction | 20 points |
| 4. Visit to a Resource Room | 10 points |
| 5. Practicum Written Report | 20 points |

Subtotal

101 points

Other Course Assignments

Assignment #1: Disability Awareness Assignment

Teacher candidates will complete ONE of the following: (a) family history analysis, (b) personal interaction analysis or (c) children's book analysis. A description of each follows:

1. **Analysis of Personal History.** Most families have member who were born with or acquired disabilities sometime in their lifetime. The purpose of this assignment is to learn more about these individuals and the history of your family's response to those persons. Interview relatives to find out as much as you can about these family members. Spending time with those with disabilities can also be insightful. The person with a disability may be you. Learn what impact your disability had on your parents and other family members.
 - Provide a concise, clear summary of how you went about your inquiry including dates, times, persons interviewed or interacted with, methods for inquiry, questions asked, and what you learned.
 - Answer the following questions in a well-developed reflection on your inquiry and analysis of your findings:
 1. Describe your emotional, intellectual and behavioral responses to the exercise. How did the interview make you feel? What did it make you think? What did you want to do after conducting this interview?
 2. What has been discussed in class that ties into what you learned in the interview? Make direct reference to how you have integrated new understandings and made connections with class lectures, discussions, readings, and in-class activities.
 3. What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise?
 4. How do others in your family view this person with a disability? What is your perception of disabilities?

2. **Analysis of Personal Interaction with an Individual with Disabilities.** Provide a summary of an interaction with an individual with disabilities that you engaged in or observed. This interaction should have occurred within the last year. Provide information about when and where the interaction took place, who was involved in the interaction, and what happened. Describe the person with a disability that the interaction revolved around. Please use first names only or pseudonyms to protect the confidentiality of those involved.
 - Describe your initial response to the interaction, and then dig deeper. Reflect on your own personal response to the interaction. What assumptions were challenged? What did you learn from the interaction? Consider how this interaction compares and contrasts with what you are learning about individuals with disabilities.
 - Describe your emotional, intellectual and behavioral responses to the interaction. How did this interaction make you feel? What did it make you think? What did you want to do after this interaction?
 - What has been discussed in class that ties into what you experienced in this interaction and the comments you've made? What was your personal reaction to the interaction or connections you made with what you've experienced or learned?

- Do you think people would have a more positive attitude about people with exceptionalities if they interacted with this individual? If so, explain why? What negative attitudes or beliefs about people with disabilities do you think might be subtly or not so subtly reinforced?
 - What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
 - Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability?
3. **Children's Literature Analysis.** For this assignment, a list of Children's Literature that includes characters with disabilities is posted on Learning Suites. Please review one of the books on the list provided. The purpose of this assignment is to analyze how individuals with disabilities are portrayed in children's literature. Read the book and briefly summarize the plot. Using what you are learning about specific disabling conditions, analyze whether the information presented is correct. Reflect on how this book impacts your perception of disabilities and determine if this book would be appropriate for a disability awareness lesson in your classroom. The analysis should include the following:
1. The title and author of the book.
 2. A brief summary of the book.
 3. Describe your emotional, intellectual, and behavioral responses to the book. How did this book make you feel? What did it make you think? Did the book motivate you to do anything?
 4. Analyze whether the information presented about the disabling condition is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disabling condition.
 5. Discuss how this book would influence children's perceptions of disability.
 6. Describe how you would use this book to teach about disabilities. Would you use this book in your class? If you would, explain why. If not, explain your reasons for not using the book.

Assignment #2: Church Accommodation Assignment

You will select one of the two following case studies accompanied with the resources below, and write a one page response on how you could best support the needs of the leaders and parents. Be sure to cite how you used the resources provided to formulate your response.

Case Study #1:

A Primary President comes to you with concerns about a child named Jose in Sunbeams who has recently been diagnosed with Autism. In his last ward, his parents were asked to just stay with him in nursery at all times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents right beside him. Jose gets easily over stimulated with noises and people, he struggles with sitting in his seat longer than a few minutes at a time, gets extremely bothered when things interrupt the typical routine and has a tendency to throw small objects because he likes to watch as they move through the air.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child with a disability. She has come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Jose successfully access Primary to his fullest extent possible.

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Case Study #2:

A Primary President comes to you with concerns about an 8 year old child named Sterling who has difficulty reading and is frequently disruptive in class. In his last ward, his parents were asked to just stay with him through their meeting times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents with him. Sterling gets bored easily and frequently refuses to read any of the class materials. He makes noises and bothers the kids who sit next to him for the majority of the time.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child like Sterling. Sterling's parents are also frustrated, and his mom is frequently seen leaving church crying because she does not know how to handle him and help his primary teacher. The parents and primary president have come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Sterling successfully access Primary to his fullest extent possible.

Resources:

LDS Disability Specialist Calling: <http://www.lds.org/callings/disability-specialist?lang=eng>

LDS Disability Resources: <http://www.lds.org/topics/disability?lang=eng>

Members with disabilities: <http://www.lds.org/handbook/handbook-2-administering-the-church/selected-church-policies?lang=eng#21.1.26>

Teaching The Spirits: <http://education.byu.edu/media/watch/352>

Advice for

Dad: <http://www.lds.org/tools/print/article/narrow/?lang=eng&url=/children/resources/tips/2012/03>

Assignment #2: Disability Presentation

There are 13 categories of special education as defined by the Individuals with Disabilities Education Act (IDEA). You will work with a partner and select a disability category in which you and your partner will prepare and present the following information. 1). Briefly provide information about the disabling condition. 2). Provide general suggestions for teaching students with this condition. 3). Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc). 4). Create a handout for the class. 5). Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

Presentation requirements (5 to 7 minutes)

Assignment #3: Final Project

Final Project (100 points)

This is a 2-part assignment. (1) You will develop a hypothetical case study for your final project. You should draw on your experience in the school to complete this assignment. However, this case study project is hypothetical and is **not** a final report of your field experience. This project provides an opportunity for you to synthesize learning. Because collaboration is essential for meeting the needs of diverse learning, this is a collaboration

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project. You will work with a peer to complete this project. (2) You will describe your perceptions of disability and analyze how your experience and the knowledge you have gained have shaped your perception of disability. You will also analyze your collaboration experience.

The following should be included in your final project and each answer for questions 2-7 should be accompanied with an appropriate citation:

Part 1

3. **Demographic** information for the student described.
 - a. Student's age, gender, grade
 - b. Family background
 - c. Experience in school
 - d. Learner challenges/at-risk characteristics
 - e. Student's interests
4. Describe your **moral/ethical and legal responsibilities** for educating students with disabilities. Be sure to cite specific laws as taught in CPSE 300.
5. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be serviced under? Discuss how the condition impacts learning.
6. Analyze the student's learning strengths and limitations.
7. **Write a PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic **or** behavioral concern.
8. Develop an **intervention plan** using Tier 2 strategies for the area of concern.
 - a. Write a goal for student performance.
 - b. Plan what you will do and what others can do to meet the goal.
 - c. Describe how you will measure and report progress.
9. **Choose a unit topic (eg: Life cycle of a butterfly) and describe how you will use Universal Design for Learning to teach the unit:** Specifically state how you will use multiple means of Representation, Engagement and Expression.
10. **Describe 3 evidence based classroom accommodations** that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment and your student's profile. Cite the source for these accommodations.

Part 2

11. Analyze **your response** to working with students with learning problems. Provide specific examples of how you felt, or how you interacted with the student. Discuss how your feelings influenced your teaching. Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability. Be specific.

Analyze your collaboration experience. What did each of you contribute to the process? Rate your contributions and your partner's contributions (1 to 5 scale – 5 outstanding, 1 completely inadequate). Discuss your successes and/or challenges collaborating.

Final Project Presentation:

See "Final Project Presentation" document found under "Final Project," "Final Project Presentation."

Other Course Assignments**Points Possible**

• Disability Awareness Assignment	10 points
• Disability Presentation	10 points
• Church Accommodations Assignment	10 points
• Final Project	100 points
• Final Project Presentation	10 points
Subtotal	140 points

Course Assignments/Assessments

Assignments/Assessments	Point Value
• Textbook Materials	
• Application Summary 10 @ 5 points/each	50 points
• Making Connections 10 @ 5 points/each	50 points
• Attendance & Participation @ 1 point/each	14 points
Subtotal	114 points
• IRIS Modules	
• RTI (Part 1)	15 points
• Related Services	15 points
• Behavior Management	15 points
Subtotal	45 points
• Field Experience	
• Practicum Contract Sheet (Arrange for and complete the field assignment)	1 point
• Practicum Reflection Log	50 points
• Praise Notes	20 points
• Visit to a Resource Room	10 points
• Practicum Written Report	20 points
Subtotal	101 points
• Other Course Assignments	
• Disability Awareness Assignment	10 points
• Disability Presentation	10 points
• Church Accommodation Assignments	10 points
• Final Project	100 points
• Final Project Presentation	10 points
Subtotal	140 points
TOTAL	400 POINTS

Your **letter grade** for the course will be calculated using the following percentages:

A 95 - 100	B+ 87 - 89	C+ 77 - 79	D+ 67 - 69
A- 90 - 94	B 83 - 86	C 73 - 76	D 63 - 66
	B- 80 - 82	C- 70 - 72	D - 60 - 62

Please refer to the following URL to learn more about policies relevant to you as a student in the McKay School of Education. This URL link includes our mission statement, as well as information about plagiarism, honor code, prevention of sexual harassment, students with disabilities, and diversity.

<http://education.byu.edu/cpse/documents/general%20syllabi%20department%20information%20%28Repaired%29.pdf>

FORMS

Field Assignment #1: Letter to Cooperating Teacher

Field Assignment #1: Practicum Contract Sheet

Field Assignment #2: Log of Attendance

Field Assignment #3: Practicum Reflection Log

Field Assignment #4: Praise Notes



Dear Cooperating Teacher:

BYU regularly offers a class, which focuses on helping university students to understand exceptionalities among elementary and secondary children. This course, CPSE 300: Exceptional Students: Principles of Collaboration, has assignments and activities that focus on helping preservice teachers gain a better understanding of teaching children who have disabilities, but as you know, it is much more exciting to “see” teaching concepts in action rather than reading about it or hearing a lecture. Therefore, this course has been designed to give pre-service teachers a volunteer experience where they gain first-hand, high quality experiences in the classroom setting serving school-aged students who have been identified as having disabilities, or who are struggling in school (i.e., experiencing difficulty learning to read, write, do math, or spell).

The university students are expected to commit 10 hours in a classroom with a child who has disabilities, or who is at risk of school failure. Each university student will complete a case study about his/her experiences with this student. Your school and classroom have been selected for our university students to gain as much information as possible about teaching children who have exceptionalities. May we encourage you to actively involve your university volunteers? It will be much more meaningful to the students if you provide opportunities for them to become actively involved in the teaching process, rather than having them observe.

Each university student has a field experience form that is used to log the date, time, activities, and total hours spent in the classroom. If a university student works with a district student, who receives special education services, the BYU student has a confidentiality agreement form that will be signed and given to you at the beginning of the semester. This is an assurance that the student agrees to comply with confidentiality standards established by law and regulated by individual schools or districts.

The faculty of the BYU Counseling Psychology and Special Education department appreciates your dedication in teaching children and sharing your expertise with our future teachers. Thank you in advance for your willingness to involve others in the learning process. Please feel free to contact us if you have any questions or concerns, (801) 422-3857.

Sincerely,

Blake D. Hansen, PhD

Katie Steed, M.S.

Staci Yamada Hartline, M.Ed.

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Field Assignment #1: Practicum Contract Sheet

CPSE 300 SEC 3
Winter Block 2016

Name: _____

Volunteer Site/School: _____

Teacher: _____

Teacher Contact (e-mail or phone): _____

Day and Time Frame you will be in the classroom each week: _____
(e.g.: Fridays 9-11 am)

Signature of BYU Student: _____ Date: _____

Signature of Classroom Teacher: _____ Date: _____

You will work out a time frame that works both with your schedule and the teacher's classroom schedule. You should spend time with a student(s) who is experiencing difficulty academically (i.e., learning to read, write, spell, or solve mathematical problems). Ten total hours are to be completed during the block.

Comments/Questions/Concerns from the teacher or the BYU student:

Field Assignment #2: Log of Attendance Form

BYU Student Name _____

School Name _____

School District _____

Grade Level _____

Cooperating Teacher Name _____

HOURS

Week	M	T	W	Th	F	Weekly Total
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
TOTAL						

Signature of Cooperating Teacher _____

Date _____

Field Assignment #3: Practicum Reflection Log

(50 points—minimum of 10 entries and 10 hours)

This assignment consists of four parts: (1) log the time you spent working with the student, the date, location, and activity (2) describe the learning activity and any learning characteristic you might observe for the student with whom you are working, (3) list how and/or what you did to assist the child with the assigned learning activity, (4) list and reference an accommodation that addresses the concern.

Use the table below as you complete this assignment. Have your cooperating teacher sign the log at the end of the experience.

Your Name _____
 School _____
 Cooperating Teacher _____
 Cooperating Teacher Signature _____
 Student(s) Name(s) (use pseudonym) _____

Date/Time Location Activity	Describe the learning activity and any learning concerns (be specific)	Describe how you responded to or interacted with the student. Did you help or hinder, or have no impact on performance? Be specific. Would you respond the same way in the future? Why or why not, and what would you do differently?	List & reference an accommodation that addresses the at-risk concern
Sept 20 9:00-10:00 General Ed Classroom at the reading table Helped with class math	Paul was to complete a long division work sheet of 10 problems. He had a great deal of trouble staying focused when there was any outside noise or movement whatsoever. We worked at the reading table in the back of the classroom and the second someone would walk past the table it was as if we had never been doing math at all. He would have something to ask them or tell them no matter who it was. If some was doing homework at the same table with him he often spent more time being interested in the work that they	Paul knew what he should be doing and could demonstrate each on-task behavior. I didn't need to teach him at all. He just didn't implement the behaviors. He thought this was fun, but it didn't make him work any faster. He still needed constant reminders to stay on task. He liked my attention, but when I praised he say things like, "No one ever tells me I do a good job." This made him work slower.	1. Teach the student to self-manage "on-task" behavior. WETSKA p.22 2. Allow the student to take breaks and move around M & S p. 221

assignment were doing than his own. If someone was tapping his or her pencil or a chair was squeaking he was very easily disturbed. His teacher says he knows the math process to complete the assignment.

I would make up a system and give him points for staying on task for certain amounts of time in the future.

Field Assignment #4: Praise Notes

Please select one assignment below (either **Option #1** or **Option #2**) for your field experience. Be sure to choose the assignment before you begin your field experience.

Option #1:

Praise Notes

Present **10 Praise Notes** to various students.

Create a Praise Note **(5 points)**.

The Praise Note you create should include:

1. A place for the name of the student
2. A place for the **specific** behavior that the student engaged in that day
3. A place for your signature

Keep a log of who received the Note (a variety of student names should be listed), the date, and the specific behavior that prompted the Note **(10 points)**.

A copy of your Praise Note must be submitted to receive maximum points.

Write a paragraph on this experience. Specifically, reflect on the observed change(s) in your behavior and the students behavior as a result of this experience. Also, share how you will apply what learned from this assignment in your future classroom. **(5 points)**

Student Name	Date	Specific Praise Written on Note
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

**Application Summary/So What? & Making Connections
Point Breakdown**

Application Summary/So what? (AS)

Teacher candidates will read the assigned chapter and complete the “Application Summary/So What?” form. Teacher candidates will identify main points, important quotes, consider applications for the classroom and write ideas/strategies that will be important to recall and use in their future classrooms. Responses should be thoughtful and specific.

Criteria - Application Summary/ So what?	Point Possible
How will the information you have read from the chapter(s) impact or change what you will do in your classroom and teaching individuals with disabilities?	
a. Identify main points and important quotes/statements	.5
b. How will/can you use the information you have learned from the reading and apply it to your future classroom (and if applicable, your Field Experience) and instructing individuals with disabilities.	4
c. Responses are well thought out and specific.	.5

Making Connections Questions

Teacher candidates will answer one question AS IDENTIFIED IN THE CLASS SCHEDULE SECTION OF THE SYLLABUS for each chapter. As with the “Application Summary/ So what?” you must read the chapter and complete the question BEFORE CLASS on the class period listed on the class schedule. You may refer to the text in answering the question. Each response should be a half page double-spaced. Your “Application Summary/ So what?” and “Making Connections” can be written on the same document (see class schedule).

Criteria - Making Connections	Point Possible
a. Answer the assigned “Making Connection” question (see syllabus schedule).	1
b. Responses are specific (2pts), thoughtful – organized (1pt), and are within the required summary length (1pt) (half page, double spaced)	4