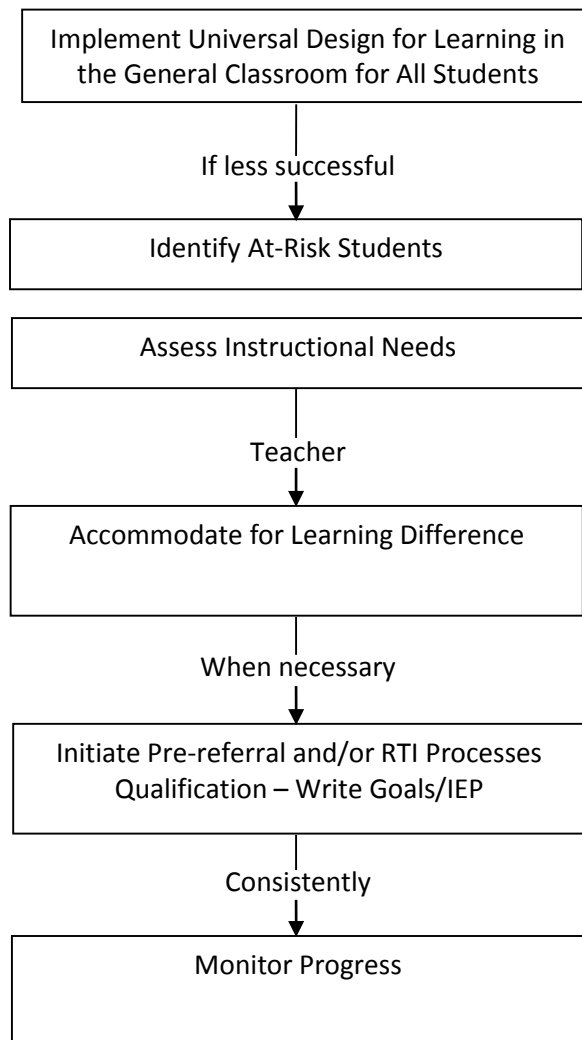


Counseling Psychology and Special Education 300 (Section #5)
Spring 2013
Brigham Young University
Department of Counseling Psychology and Special Education

- Course Title:** **Exceptional Students: Principles of Collaboration**
- Course Credit:** 2 semester hours
- Instructor:** Barbara Smith, M.Ed.
340R MCKB
422-8396 (office)
- Email: barbara_smith@byu.edu
- Course Time:** Tuesday and Thursdays 1:00-2:50 room 160 MCKB
- Office Hours:** Open door policy and by appointment.
- Teaching Assistant:** Kylee Longhurst kylee.eliza@gmail.com
- 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/>
Cengage Publisher: <http://www.cengagebrain.com> ("How to" registration video - http://www.cengagebrain.com/static/flash/Registration_Video.html)
- **The Access Code From Bookstore is required to register online.**
 - **The Coursemate Course Key – is also required: CM-9781133490890-0000023**
(This Course Key allows your name to be placed in the instructor's Course Smart gradebook.)

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 Quizzes 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 Quizzes Praise Notes Final Project (Unit Plan)
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 Quizzes 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 Quizzes 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 On-Line Assignments		
1	Introduction to Course				
2	Disability Awareness				
3	Special Ed Foundation	Chapter 1	Watch 1 video (p. 19)* & write questions		
4	Special Ed Foundation		Interactive Quiz 1 and Making Connections Quiz – Q 1 OR 2		
5	Universal Design	Chapter 2	Interactive Quiz 2 and Making Connections – Q 1 OR 6		
6	Referral	Chapter 3			
7	IEPs & 504 Plans		Interactive Quiz 3 and Making Connections – Q 5 OR 6		
8	High Incidence	Chapter 4	Watch 2 videos (p. 81 & 87)* & write questions		Misunderstood Minds LD/At-Risk Checklist
9	High Incidence		Interactive Quiz 4 and Making Connections - Q 1 OR 2		F.A. T. City
10	Low Incidence	Chapter 5	Watch 3 Videos (p. 113, 123, 130)* & write questions		
11	Low Incidence		Interactive Quiz 5 and Making Connections – Q 1 OR 2		
12	Other Diverse Pop.	Chapter 6	Watch 1 Video (p. 150)* & write questions		
13	Other Diverse Pop.		Interactive Quiz 6 and Making Connections – Q 1 OR 2 OR 3		
14	Collaboration	Chapter 7	Watch 2 Videos (p. 164 & 169)* & write questions IRIS Related Services Module		CRIME/MARCIE model
15	Collaboration	Chapter 7	Interactive Quiz 7 and Making Connections - Q 3		
16	Designing Learning	Chapter 8			
17	Designing Learning	Chapter 8	Interactive Quiz 8 and Making Connections – Q 2 or 5		

18	Assessment	Chapter 9	IRIS RTI Module		
19	Assessment	WETSKA – 3	Interactive Quiz 9 and Making Connections – Q 3 OR 6		
20	Instructional Strategies	Chapter 10	Watch 1 video (p. 276) & write questions		
21	Instructional Strategies	Chapter 10	Interactive Quiz 10 and Making Connections – Q 4OR 5		
22	Specific Learning Accommodations	WETSKA – 1 pg. 1-25		Case Study & Unit Plan	
23	Specific Learning Accommodations	WETSKA –1 pg. 1-25			
24	Social/Beh Strategies	Chapter 11		Tier 1 Plans	
25	Social/Beh Strategies	Chapter 11	Interactive Quiz 10 and Making Connections – Q 1 OR 2 OR 3		
26	Social/Beh Accommodations	WETSKA – I Pgs. 25-40	IRIS Behavior Module		
27	Social/Beh Accommodations	WETSKA – I Pgs. 25-40		Accommodation Plans	
28	Gospel Perspective on Disabilities			Church Accommodations	
29	Presentations			Final Project	
30	Presentations			Final Project	

*Videos as defined on this page of the textbook

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. *Item in italics will not be graded but is a requirement of the course.*

- Textbook
 - Chapter Quizzes
 - Making Connections Questions
 - Video Questions
- IRIS On-Line Modules
 - Response to Intervention
 - Related Services
 - Behavior Management
- Field Experience Assignments
 - *Arrange and Complete Field Experience*
 - Practicum Reflection Log
 - Praise Notes
 - Visit to a Resource Room
 - Practicum Written Report
- Other Course Assignments
 - Disability Awareness Assignment
 - Church Accommodations Assignment
 - Final Project

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.

Textbook Materials

Teacher candidates will read 11 chapters of the Gargiulo and Metcalf textbook and complete on-line quizzes and making connections questions for 10 chapters. The quizzes and questions are located on the publishers' on-line url access (see Learning Suite and first page of this syllabus).

Chapter Quizzes

Each on-line chapter quiz consists of 20 multiple choice items. Teacher candidates will read the chapter and take the quiz BEFORE CLASS on the class period listed on the class schedule or the student will forfeit the points. Although you are expected to read the chapter before taking the quiz, you may refer to the text to complete the quiz. Each quiz score will be divided by 4 to convert the score to points (e.g., 20 points = 5 points, 16 points = 4 points). YOU MUST COMPLETE 10 OF THE 11 QUIZZES.

Making Connections Questions

Making connections questions are available for each chapter on-line. 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 chapter quizzes, 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 approximately 3 paragraphs and will equal 5 points. YOU MUST COMPLETE 10 OF THE 11 MAKING CONNECTIONS QUESTIONS.

Video Questions

Ten on-line videos have been selected that correspond to most of the chapters. Teacher candidates will view the videos IDENTIFIED IN THE CLASS SCHEDULE and write 2 questions they have about the video. The questions are to be submitted through Learning Suites BEFORE CLASS on the class period listed on the class schedule or you will forfeit the points. Questions may be, for example, requesting clarification or asking for additional information of what you have viewed. Each question will be worth 1 point.

Textbook Assignment

Points Possible

• Chapter Quizzes 10 @ 5 points/each	50 points
• Making Connections 10 @ 5 points/each	50 points
• Video questions 10 @ 2 points/each	20 points
Subtotal	120 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 Overview Module: Part One

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.

<u>IRIS Module Assignments</u>	<u>Points Possible</u>
• Rtl (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 (ungraded)

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 SEMESTER.
- 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 semester.
- Complete the Log of Attendance form (at the end of the syllabus) and submit at the end of the semester.

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.

Assignment #3: 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).

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. Arrange for and complete the field assignment	no points assigned
2. Practicum Reflection Log	50 points
3. Praise Notes	20 points
4. Visit to a Resource Room	10 points
5. Practicum Written Report	20 points
Subtotal	100 points

Other Course Assignments

Assignment #1: Disability Awareness Assignment

Teacher candidates will complete ONE of the following: (1) 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.

OR

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 #3: Final Project

This project has 4 parts: (a) case study, (b) unit plan, (c) Tier 2 intervention plan, and (d) accommodation plan. You will work in pairs to complete this assignment. Given that this is a collaborative project, you will also analyze your collaboration experience. You will create a written report for your project, as well as present your final project to the class. Some of the elements will be submitted separately, but should be placed in the final written product you submit. You will write a case study which you will use as the foundation for this project. The case study will describe a typical elementary classroom and include one case study for a student at-risk and one for a student with disabilities.

A. Case Study

Write a case study of one "typical" elementary classroom. You may use your field experience to help generate the case study although it should not represent the exact classroom in which you worked.

Include in your case study:

Classroom

Provide a description of the classroom (e.g., grade level, teacher's background) and the students (e.g., number, gender, ethnicity, disabilities).

2 Students

Provide a detailed description of one student at-risk for disabilities and one having a disability, including student's age, gender, ethnicity; family background; experience in school; student's interests' learning characteristics (e.g., strengths, challenges, disabilities) and how they impact learning.

B. Unit Plan

Create a unit plan for the case study class using core curriculum standards for that grade level and UDL principles discussed in class. You may select the content and core curriculum standard. *THE UNIT PLAN*

TEMPLATE AND AN EXAMPLE WILL BE POSTED IN LEARNING SUITE AND HANDOUT OUT IN CLASS THE FIRST OR SECOND WEEK OF CLASS.

C. Tier 2 Intervention Plan

Based on the case study of a student who is at-risk of having a disability create a Tier 2 intervention plan by (a) writing a goal in an areas in which the student is struggling, (b) planning what you and others can do to help the student meet the goal, and (c) describing how you will measure and report progress. *THE TEMPLATE AND EXAMPLE WILL BE POSTED IN LEARNING SUITE THE FIRST OR SECOND WEEK OF CLASS.*

D. Accommodation Plan

Based on the case study of a student who has a disability, you will create an accommodations plan by (a) identifying the specific area(a) in which the student is struggling, (b) planning 2 different accommodations to help the student master content of the unit plan, and (c) describing how you will measure and report progress. *SEE TEMPLATE AND EXAMPLE POSTED IN LEARNING SUITE.*

Written Report

Your written report will be submitted as a pair and should include:

- The case study (as described earlier)
- The unit plan
- A description of the Tier 2 intervention plan for the at-risk student including how you will measure and report progress
- An outline of how you would teach the 2 accommodations for the student with disabilities including how will measure and report progress
- An analysis of the collaboration experience (e.g., working with your partner). Rate your contributions and your partner's contributions (1 to 5 scale – 5 outstanding, 1 completely inadequate). Discuss your successes and/or challenges collaborating.

Presentation

The oral presentation in class will consist of:

- A description of the case study
- A description of the unit plan including and explanation of how it meets UDL criteria (provide copies to the class)
- A description of the tier 2 intervention and assessment plan (provide copies to the class)
- A description of the accommodations and assessment plan (provide copies to the class)
- A demonstration of the 2 accommodations

Other Course Assignments

Points Possible

• Disability Awareness Assignment	10 points
• Church Accommodations Assignment	10 points
• Final Project	100 points
Subtotal	120 points

Course Assignments/Assessments

Assignments/Assessments	Point Value
• Textbook Materials	
• Chapter Quizzes 10 @ 5 points/each	50 points
• Making Connections 10 @ 5 points/each	50 points
• Video questions 10 @ 2 points/each	20 points
Subtotal	120 points
• IRIS Modules	
• Rtl (Part 1)	15 points
• Related Services	15 points
• Behavior Management	15 points
Subtotal	45 points
• Field Experience	
• Arrange for and complete the field assignment	no points assigned
• Practicum Reflection Log	50 points
• Praise Notes	20 points
• Visit to a Resource Room	10 points
• Practicum Written Report	20 points
Subtotal	100 points
• Other Course Assignments	
• Disability Awareness Assignment	10 points
• Church Accommodation Assignments	10 points
• Final Project	100 points
Subtotal	120 points
• Course Evaluation	1 @ 5 points
TOTAL	390 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 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 general 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,

Michelle Marchant
Katie Steed
Darlene Anderson
Jo Ann Munk
Megan Langford
Blake Hansen

Field Assignment #1: Practicum Contract Sheet

CPSE 300
Fall 2012

Due September 21st

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 mathematic problems). Ten total hours are to be completed during the semester.

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

(60 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 assignment	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 were doing than his own. If someone was tapping his or her pencil or a chair was	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. I would make up a system and give him points	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

squeaking he was very easily disturbed. His teacher says he knows the math process to complete the assignment.

for staying on task for certain amounts of time in the future.

Field Assignment #4: Praise Notes

Praise Notes (20 points)

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.		