

Instructor/TA Info

Instructor Information

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Course Information

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.

Materials

Image	Item	Vendor	Price (new)	Price (used)
	What Every Teacher Should Know About: Adaptations and Accommodations for Students with Mild to Moderate Disabilities Required by Carter, Nari J. Pearson; Edition 1 (2008-07-24) ISBN: 9780205608362	BYU Bookstore	<u>23.20</u>	<u>17.40</u>
	TEACHING INCLUSIVE CLASSROOM 2E W/COURSEMATE & EBOOK Required by R, GARGIULO, Edition 2 ISBN: 9781133290780	BYU Bookstore	<u>169.00</u>	<u>126.75</u>
	CourseMate Printed Access Card for Teaching in Today's Inclusive Classrooms: A Universal Design for Learning Approach, 2nd Required by Gargiulo, Richard M. Cengage Learning; Edition 2 (2012-02-24) ISBN: 9781133525257	BYU Bookstore	<u>97.30</u>	<u>73.00</u>

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	85%
B-	80%
C+	77%
C	75%
C-	70%
D+	65%
D	63%

D-	60%
E	0%

Learning Outcomes

Learning Difficulties and Accommodations

Analyze student's learning difficulties and plan appropriate accommodations.

Special Needs Learning Characteristics

Describe learning characteristics of special needs students.

Assessment Plans and School Support

Develop assessment plans to evaluate students' progress and collaborate with school experts to support student learning.

Collaboration

Collaboration: Candidates work effectively with parents, professionals, paraprofessionals, and others in the school and community to help students with disabilities achieve their IEP goals.

Interpersonal Relations

Interpersonal Relations: Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse backgrounds.

Professional Practice

Professional Practice: Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.

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Develop assessment plans to evaluate students' progress and collaborate with school experts to support student learning.

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Special Needs Learning Characteristics

Describe learning characteristics of special needs students.

Grading Policy

Assignments are to be handed at the **beginning** of class on the due date designated by the instructor. (This applies in the case of absences, also.) Assignments will be lowered 10% for each day late. **No assignments will be accepted after the last day of class.**

Participation Policy

We hope that all students enrolled in this course will achieve desired results. Students who have been successful in this course attend class, read the lessons, and complete assignments on time.

Completing work on time is especially important. Typically, this is a busy semester for students. If you get behind early in the semester, it becomes increasingly difficult to catch up. Turn in work on time.

Students who contact me when they encounter problems completing assignments or attending class, work with me to resolve problems. We are willing to work with students who proactively manage their learning experience.

Attendance Policy

Students are expected to attend every class period, stay the full duration and be on time.

Concurrent Field Experience

Work a minimum of **10 hours** with a student with disabilities, or a student who is at risk of school failure. Teacher candidates will submit case study assignments regarding this volunteer work.

Assignments

Assignment Description

Interactive Quiz 1

May
05

Due: Monday, May 05 at 10:00 am

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Disability Awareness Assignment

May
05

Due: Monday, May 05 at 10:00 am

Complete ONE of the following (you choose):

1. Family history assignment.
2. Personal interaction analysis.
3. Children's book analysis.

**Disability Awareness Assignment
Analysis of Personal History**

Summary of your inquiry

Most families have members who were born with obvious challenges, who were identified by the schools with a disability or disorder, or who became disabled in childhood or adulthood through physical or mental illness, accident, injury or aging. The purpose of this task is for you to learn more about those individuals and the history of your family's response to those persons. Interview your parents, grandparents and other older relatives to find out as much as you can about these family members.

If you have a good relationship with a family member who has a disability or has a child with a disability, you might choose to interview them about the impact of that disability on their lives, their hopes, their dreams, their nightmares, their challenges. Or you might choose to spend some time with them and reflect on what you learned that ties in with this class.

If you were identified as a student with a disability or were born with a significant physical difference or medical problem, you might choose to have a conversation with your parents about what it was like for them at the time you were identified and how they advocated for you and for themselves.

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. **(4 points)**

Reflection

Provide 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? **(1.5 point/bullet point)**

- v. Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

Analysis of Personal Interaction with an Individual with Disabilities

Summary of Interaction

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.

Reflection/analysis of personal interaction

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.

1. 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?

2. 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?
3. 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?
4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability? **(2 points/bullet point)**

- v. Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

Children's Literature Analysis*

*For this assignment, a list of Children's Literature that includes characters with disabilities can be found here: <http://riyl.wikispaces.com/file/view/Booklist-Disabilities.pdf> Please review one of the books on the list provided.

v. Summary of Analysis

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.

Analysis

Your analysis should include the following:

- vi. The title and author of the book.
- vii. A brief summary of the book. **(2 points)**
- viii. 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?

(2 points)

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. **(2 points)**
5. Discuss how this book would influence children's perceptions of disability. **(2 points)**
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.

(2 points)

Disability Presentation



Due: Wednesday, May 07 at 10:00 am

Class Presentations

Assign students to make a class presentation. Depending upon the number of students enrolled in the section, have each student sign up to present information about a specific disability, or have 2 students work together to prepare a presentation.

Presentation Requirements (5 minutes)

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).

Disabling condition _____ Date _____

Presentations – Scoring Rubric (If the presentations are graded)

Name(s) _____

Disability:

0 1 2 Briefly provide information about the disabling condition.

- 0 1 2 Provide general suggestions for teaching students with this condition.
- 0 1 2 Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)

- 0 1 2 Create a handout for the class.
- 0 1 2 Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

0 – Not included in the presentation

- 1. Included in the presentation
- 2. Included in the presentation – well developed or demonstrated

Comments:

Interactive Quiz 3

May
07

Due: Wednesday, May 07 at 10:00 am

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Interactive Quiz 4

May
07

Due: Wednesday, May 07 at 10:00 am

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Practicum Contract Sheet

May
07

Due: Wednesday, May 07 at 10:00 am

Give the attached letter to your Coopertaing Teacher and have the contract and confidentiality form completed and signed.

Teacher Letter.docx [Download \(plugins/Upload/fileDownload.php?fileId=b0d5965b-XAMx-za2u-feie-nMc4efcad7d&pubhash=apwfmKowrPGdOalnVtSwqgUpAQvsl6WhxUOV1s93G2iO5NRPVIKR9Gm3_J2hmYMsXPztu9W-Q_4Fs18n4cnybg==\)](#) .Contract Sheet.pdf [Download \(plugins/Upload/fileDownload.php?fileId=11aed79f-Xziq-9VI2-g9rl-Pmf6b94a1c29&pubhash=0qtl6Wbw4vbWFIgr8delnDr0Rn5ArO3f_RjrwuA5yBD0cDT_V7-4ybgmMxa7NiA8fmOWOFpRI6fGftMXBb10uA==\)](#) Confidentiality form ConfAgreement (2).pdf [Download \(plugins/Upload/fileDownload.php?fileId=c799b484-RqU9-WM3K-FHXX-Qdf0f099796e&pubhash=2odkBrqNOi8a1EiT45wPLoogCKsHFA6am_zeRCodr0WqVxveA1OT7OqasJdTGG5amCC5g78D-1pluBznwsBscA==\)](#)

Interactive Quiz 13

May
12

Due: Monday, May 12 at 10:00 am

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

In-Class assignment FAT CITY

May
14

Due: Wednesday, May 14 at 10:00 am

In class assignment on 5/14

Interactive Quiz 2

May
14

Due: Wednesday, May 14 at 10:00 am

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Interactive Quiz 10

May
19

Due: Monday, May 19 at 10:00 am

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

RTI: (Part 1) AN OVERVIEW

May
21

Due: Wednesday, May 21 at 10:00 am

Teacher candidates will complete the IRIS on-line modules and submit answers to the assessment and wrap up questions at the end of the Assessment section of the module. To begin each module access <http://iris.peabody.vanderbilt.edu/> (<http://iris.peabody.vanderbilt.edu/>), click on resources, in the topics column click on RTI. Then click on **RTI (PART 1) AN OVERVIEW**. This is the 4th link under *Modules*.

Work through each phase of the module (from the Challenge through the Wrap up). Submit the Assessment and Wrap-up Questions. The module is worth 15 points.

Obj, PLAAFP

May
21

Due: Wednesday, May 21 at 5:00 pm

Collaborating with Families

May
28

Due: Wednesday, May 28 at 5:00 pm

"Collaborating with Families."

Teacher candidates will complete the IRIS on-line modules and submit answers to the assessment and wrap-up questions listed in the Assessment section of the module. To begin each module access <http://iris.peabody.vanderbilt.edu/> (<http://iris.peabody.vanderbilt.edu/>), click on resources, in the topics column click on Collaboration. Then click on the specific module, "Collaborating with Families." Work through each phase of the module (from the Challenge through the Wrap up). Submit your responses for the Assessment and Wrap-up Sections. Each module is worth 15 points.

Related Services: Common Supports for Students with Disabilities

May
28

Due: Wednesday, May 28 at 5:00 pm

"Related Services: Common Supports for Students with Disabilities."

Teacher candidates will complete the IRIS on-line modules and submit answers to the assessment and wrap-up questions listed in the Assessment section of the module. To begin each module access <http://iris.peabody.vanderbilt.edu/> (<http://iris.peabody.vanderbilt.edu/>), click on resources, in the topics column click on Related Services. Then click on the specific module, "Related Services: Common Supports for Students with Disabilities." Work through each phase of the module (from the Challenge through the Wrap up). Submit your responses for the Assessment and Wrap-up Sections. Each module is worth 15 points.

Interactive Quiz 6

Jun
02

Due: Monday, Jun 02 at 10:00 am

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Interactive Quiz 9

Jun
02

Due: Monday, Jun 02 at 10:00 am

Complete the online quiz for this chapter

OR

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

Church Accommodation Assignment/Activity

Jun
09

Due: Monday, Jun 09 at 10:00 am

Please 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.

LDS Disability Resources:

Scriptures

<http://www.lds.org/topics/disability?lang=eng> (<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> (<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> (<http://education.byu.edu/media/watch/352>)

Advice for Dad: <http://www.lds.org/tools/print/article/narrow/?lang=eng&url=/children/resources/tips/2012/0>
(<http://www.lds.org/tools/print/article/narrow/?lang=eng&url=/children/resources/tips/2012/03>)

Examples of some of the ways that the Church seeks to welcome and integrate members with disabilities:
<http://www.mormonnewsroom.org/article/disabilities>

Teaching The Spirits video: <http://vimeo.com/72974375>

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

Final Presentation

Jun
11

Due: Wednesday, Jun 11 at 10:00 am

The oral presentation will consist of a description of the case study you designed in your final project. Please include the following:

1. **Demographic** information for the student described. 1 point
2. Describe your **moral/ethical and legal responsibilities** for educating students with disabilities. Be sure to cite specific laws as taught in CPSE 300. 2 points
3. 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. 2 points
4. Analyze the student's learning strengths and limitations. 1 point
5. **PLAAP (Present Level of Academic Achievement and Functional Performance)** for an academic **or** behavioral concern. 1 point
6. **Intervention plan** using Tier 2 strategies for the area of concern.
 - a. Write a goal for student performance. 1 point
 - b. Plan what you will do and what others can do to meet the goal. 1 point
 - c. Describe how you will measure and report progress. 1 point
7. **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. 5 points

Total Time: 7 minutes

Final Case Study

Jun
16

Due: Monday, Jun 16 at 10:00 am

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 project. You will work with a peer to complete this project (80 points). (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 (20 points).

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 (80 points)

1. **Demographic** information for the student described.

- a. Student's age, gender, grade (2 points)
 - b. Family background (2 points)
 - c. Experience in school (2 points)
 - d. Learner challenges/at-risk characteristics (2 points)
 - e. Student's interests (2 points)
2. Describe your **moral/ethical and legal responsibilities** for educating students with disabilities (10 points). Be sure to cite specific laws and six components of IDEA as taught in CPSE 300 (5 points).
 3. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be service under? (4points) Discuss how the condition impacts learning (6 points). Use appropriate citation (2 points).
 4. Analyze the student's learning strengths (4 points) and limitations (4 points). Use appropriate citation (2 points).
 5. **Write a PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic **or** behavioral concern (10 points).
 6. Develop an **intervention plan** using Tier 2 strategies for the area of concern.
 - a. Write a goal for student performance (4 points).
 - b. Plan what you will do (4 points) and what others can do (2 points) to meet the goal.
 - c. Describe how you will measure (4 points) and report progress (2 points).
 7. **Describe how you will teach** Describe 3 evidence based classroom accommodations (6 points each) that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment (2 point each) and your student's profile (2 point each). Cite the source for these accommodations (2 point each).

Part 2 (20 points)

8. Analyze **your response** to working with students with learning problems. Provide specific examples of how you felt, or how you interacted with the student (5 points). Discuss how your feelings influenced your teaching (5 points). Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability (5 points). Be specific.

Analyze your collaboration experience. What did each of you contribute to the process (2 points)? Rate your contributions and your partner's contributions (1 to 5 scale – 5 outstanding, 1 completely inadequate) (1 point). Discuss your successes and/or challenges collaborating (2 points).

Visit to the Resource Room

Jun
16

Due: Monday, Jun 16 at 10:00 am

Schedule a visit to the school's resource room by contacting the teacher in advance. During your visit discuss with the teacher his/her roles and responsibilities for educating students with disabilities.

The following are suggested points you might consider including in your one page reflection:

1. The teacher's background
2. The curriculum taught in the classroom.
3. The classroom environment.
4. The teacher's legal responsibility for educating students with disabilities in the classroom (IDEA, Section 504, NCLB, LRE, FAPE).
5. The teacher's role in collaborating with a grade-level team, participating on an IEP team, training paraeducators, communicating with others.
6. The pros and cons of the resource placement option.
7. How the teacher tracks and monitors progress.

Praise Notes

Jun
16

Due: Monday, Jun 16 at 10:00 am

Option 1:

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) Describe the specific behavior. (c) List or describe what you did to assist the student. (d) List and reference an accommodation that addresses the concern. Use the practicum reflection log provided at the end of the syllabus and provide a copy of the template you used for your praise notes. See attachment for additional information

OR...

Option 2: 4:1 Praise:Correction Ratio

Teacher candidates will engage in a high rate of verbal praise through the course of the field experience. Praise and corrections will be recorded over ten 10 minute periods by the teacher candidate. 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 in attachment for additional information)

Field Assignment 3 - PBS.docx [Download \(plugins/Upload/fileDownload.php?fileId=291338d9-0ZJQ-ZHQT-opqo-0H10257dd1b6&pubhash=EAjgm-p5rvx6klyKTghaK0Av06OFFQJFa-Ub-iN2h8uw4Ybe99OvXGdLSB9Z8VncN9VO8_4cp7cspvISDjqDAQ==\)](#)

Practicum Reflection Log

Jun
16

Due: Monday, Jun 16 at 10:00 am

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 activity you might observe for the student with whom you are working; (3) List how or what you did to assist the child with the assigned learning activity; (4) List and reference an accommodation that addresses the concern. (See attached sample/template) Field Assignment 2 - Practicum Reflection Log.docx [Download \(plugins/Upload/fileDownload.php?fileId=137aa386-DfpY-mZe8-vXvh-Az8acd2510fd&pubhash=xTAOshOOQhwOCsKT3nOr7dJV5XPMrFwMwMT76D9ERs_PHLspavmgSw_Wf3cHswRjv8AiQ_KYSBzWe4duBbYYjg==\)](#)

Schedule

Date	Class Topic	Readings and Assignments	Online Quizzes and Videos
Week 1			
W Apr 30 Wednesday	Misunderstood Minds Cognitive Characteristics Introduction to Course Introduction to Coursemate Disability Awareness		Sign-up for May 7 Presentations
Week 2			
M May 05 Monday	Special Ed Foundation: Teaching in Today's Classrooms IEPs and 504 Plans	Chapter 1 Interactive Quiz 1	Watch 1 video (p. 19, <i>Foundations: Aligning Instruction with Federal Legislation</i>)* Disability Awareness Assignment
W May 07 Wednesday	Learners with High and Low Incidence Disabilities Presentations Prereferral to Special Education RTI	Chapters 3 & 4 & 5 Interactive Quiz 3 Interactive Quiz 4	Watch 1 Video Found under Chapter 6's "TeachSource Videos"(<i>Kristina</i>)* Watch 2 videos (p. 81 <i>Including Students with High Incidence Disabilities: Strategies for Success</i> & 87 <i>Bobby: Serving a Student with Special Needs</i>)* Watch 3 Videos. Found under Chapter 5's "TeachSource Videos" (<i>Amy, Rebecca and Ben, and Including Students with Physical Disabilities</i>)* Practicum Contract Sheet Disability Presentation
Week 3			
M May 12 Monday	Math Instruction for Individuals with Disabilities	Chapters 13 & 14 Interactive Quiz 13	

	Designing Learning Reading Instruction for Individuals with Disabilities		
W May 14 Wednesday	Learning Disability Lesson Accommodations Universal Design	Chapter 2 Interactive Quiz 2	In-Class assignment FAT CITY
Week 4			
M May 19 Monday	Instructional Strategies IEP Process	Chapter 10 WETSKA Part I, pg. 25-40 Interactive Quiz 10	Watch 1 video. Found under Chapter 10's "Using Information..." (<i>Using Information Processing Strategies</i>)
W May 21 Wednesday	RTI-IRIS Module		RTI: (Part 1) AN OVERVIEW Obj, PLAAFP
Week 5			
M May 26 Monday	Memorial Day Holiday		
W May 28 Wednesday	Collaboration IRIS Module Related Services Module OUT OF CLASS ASSIGNMENT	Chapter 7	Related Services: Common Supports for Students with Disabilities Collaborating with Families
Week 6			
M Jun 02 Monday	Other Diverse Populations Autism Gifted Social/Behavioral Accommodations	Chapter 6 & 9 Chapter 11 What Every Good Teacher Should Know (WETSKA) Part III Interactive Quiz 6 Interactive Quiz 9	Watch 2 Videos. Found under Chapter 7's "TeachSource Video Cases" (<i>Inclusion: Classroom Implications for the General and Special Educator</i> & the second video, <i>Communicating with Parents</i> , can be found in orange the tabs at the top of the page.)* IRIS Related Services Module
W Jun 04 Wednesday	Behavior Management - Effective Accommodations Social/Behavioral Strategies: FUBA BIP	WETSKA Part I, pg. 1-25	
Week 7			
M Jun 09 Monday	Gospel Perspective on Disabilities Deaf Education		Church Accommodation Assignment/Activity
W Jun 11 Wednesday	Class Presentations		Final Presentation
Week 8			
M Jun 16 Monday	Class Presentations Last day of class Block		Visit to the Resource Room Practicum Reflection Log Praise Notes

	1 Class presentations	Final Case Study
T Jun 17 Tuesday	Exam Preparation Day	
W Jun 18 Wednesday		

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 every instructor's 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 discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, 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.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010