

CPSE 402 - Educ Stdnts w/Disablts in ScEd

Fall 2015

Section 004: 160 MCKB on W from 5:00 pm - 6:50 pm

Instructor/TA Info

Instructor Information

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TA Information

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Course Information

Description

This course prepares future secondary classroom teachers to understand how students with exceptionalities learn and to use basic strategies for meeting their educational needs. Participants will identify the way individuals differ, the exceptionalities defined in the Individuals with Disabilities Education Act, strategies to instruct students with various learning needs, curricular adaptations and accommodations for students with disabilities, and ways to collaborate with parents and professionals.

Prerequisites

Admission to Secondary Education program or consent of instructor.

Learning Outcomes

Sensitivity

Demonstrate sensitivity to individuals with disabilities.

Effects of Diversity

Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities

IEP

Describe the steps in the Individual Education Program (IEP) process, including Individualized Transition Plans for students aged 14-22.

Research-supported Methods

Use research-supported methods for academic instruction of individuals with disabilities including explicit instruction, learning strategies, task analysis, and active participation.

Models and Strategies of Consultation

Describe models and strategies of consultation and collaboration including co-planning and co-teaching.

Definitions and Descriptions of Legal Structure

Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act (IDEA).

Personal Philosophy

Develop a personal philosophy of special education which includes an understanding of the implications of Least Restrictive Environment as defined in IDEA.

Classroom Management Theories

Demonstrate knowledge of basic classroom management theories and an understanding of teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.

High and Low Incidence Disabilities

Describe the characteristics and educational implications of students with high and low incidence disabilities

General Curriculum

Demonstrate ability to identify and prioritize areas of the general curriculum and provide accommodations for individuals with exceptional learning needs

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Assignments are due at the beginning of class. Late assignments are worth 50% of the total points earned for up to a week after the due date. Assignments submitted later than one week after the due date will not be accepted.

Participation Policy

The class sessions are designed with you in mind. Please plan to attend each of them and to participate actively in the problem solving activities. You will complete several in-class assignments that will count toward your grade. You will work in cooperative teams throughout the semester. Your participation in these teams will be valued. It is important to share your experiences and insights.

Attendance Policy

Come to class every day and be prepared.

Assignments

Assignment Descriptions

9/2

Due: Wednesday, Sep 02 at 11:59 pm

Special Ed Law Quiz

Due: Wednesday, Sep 09 at 5:00 pm

This is an assessment of your completion of the readings for Special Ed Law.

9/9

Due: Wednesday, Sep 09 at 11:59 pm

IRIS Module

Due: Wednesday, Sep 16 at 5:00 pm

IRIS Module 1- RTI- Assessment Questions

9/16

Due: Wednesday, Sep 16 at 11:59 pm

Individualized Education Programs Quiz

Due: Wednesday, Sep 23 at 5:00 pm

This is an assessment of your completion of the readings for Individualized Education Programs.

9/23

Due: Wednesday, Sep 23 at 11:59 pm

Co-Teaching and Co-Planning Quiz

Due: Wednesday, Sep 30 at 5:00 pm

This is an assessment of your completion of the readings for Co-Planning and Co-Teaching.

9/30

Due: Wednesday, Sep 30 at 11:59 pm

Isabel

Due: Wednesday, Oct 07 at 5:00 pm

This is an assessment of your completion of the readings for your case study student Isabel

Brittney

Due: Wednesday, Oct 07 at 5:00 pm

This is an assessment of your completion of the readings for your case study student Brittney.

James

Due: Wednesday, Oct 07 at 5:00 pm

This is an assessment of your completion of the readings for your case study student James

Shawn

Due: Wednesday, Oct 07 at 5:00 pm

This is an assessment of your completion of the readings for your case study student Shawn

Guest Lecturer

Due: Wednesday, Oct 07 at 5:00 pm

This is an extra credit opportunity!

To qualify for extra credit, please attend Dr. Donald Deshler's guest lecture on October 1 from 4-5pm.

Submit a concise writeup containing a summary of his key points (1-2 paragraphs) and how these ideas pertain to your practice (1 paragraph).

10/7

Due: Wednesday, Oct 07 at 11:59 pm

Co-Teaching Assignment

Due: Thursday, Oct 08 at 5:00 pm

Co-Teaching Assignment.2014.whole class.doc [Download](#)

Communication Disorders Quiz

Due: Wednesday, Oct 14 at 5:00 pm

This is an assessment of your completion of the readings for Communication Disorders.

10/14

Due: Wednesday, Oct 14 at 11:59 pm

Learning Goals Assignment

Due: Wednesday, Oct 21 at 5:00 pm

The goals align with the Utah Core Curriculum Standards	3
Goals are appropriate for age and grade level of students	3
Goals are written in a SWBAT format	3
3-4 goals	3
Assignment is submitted on Learning Suite	3
Assignment is neat and free of mechanical errors	3
Total:	18

10/21

Due: Wednesday, Oct 21 at 11:59 pm

Assessment Quiz

Due: Wednesday, Oct 28 at 5:00 pm

This is an assessment of your completion of the readings for Assessment.

Common Assessment Plan

Due: Wednesday, Oct 28 at 5:00 pm

Common assessment will be used by all group members	3
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Common Assessment addresses learning goals	3
Common assessment is appropriate for age and grade level of students	3
Performance criteria is described appropriately	3
Adaptations are described appropriately	3
Pre and post information is appropriate for unit of instruction	3
Assignment is submitted on Learning Suite	3
Assignment is neat and free of mechanical errors	3
Total:	24

10/28

Due: Wednesday, Oct 28 at 11:59 pm

Universal Design Quiz

Due: Wednesday, Nov 04 at 5:00 pm

This is an assessment of your completion of the readings for Universal Design.

11/4

Due: Wednesday, Nov 04 at 11:59 pm

Universal Design for Instruction

Due: Wednesday, Nov 11 at 11:59 pm

Lesson is a part of the unit of study. Lesson is unique but related to group members. 3

Learning goal is written in SWBAT format	3
Instructional strategies are appropriate	3
Universal Designs for Learning are appropriate	3
Necessary accommodations or modifications are described	3
Link to teaching video posted on google doc	3
Appropriate permissions if needed	3
Lesson is 12-16 minutes in length	3
Lesson is visible	3
Lesson is delivered clearly	3

Instructional strategies are used appropriately in lesson video	3
Universal Designs for Learning are used appropriately in lesson video	3
Assignment is posted on google doc	3
Assignment is neat and free of mechanical errors	3
Total:	42

11/11

Due: Wednesday, Nov 11 at 11:59 pm

Classroom Strategies Quiz

Due: Wednesday, Nov 18 at 5:00 pm

Complete three of the six content pages under the tab Learn More About Classroom Strategies. After you have completed all three content pages, complete the quiz.

Classroom Management Quiz

Due: Wednesday, Nov 18 at 5:00 pm

This is an assessment of your completion of the readings for Classroom Management.

11/18

Due: Wednesday, Nov 18 at 11:59 pm

Supplementary and Intensive Instruction Quiz

Due: Wednesday, Dec 02 at 5:00 pm

This is an assessment of your completion of the readings for Supplementary and Intensive Instruction.

12/2

Due: Wednesday, Dec 02 at 11:59 pm

Common Management Plan

Due: Wednesday, Dec 02 at 11:59 pm

- Common management plan will be used by all group members - 3
- Common management plan is appropriate for the classroom - 3
- Common management plan is appropriate for age and grade level of students - 3
- Rules are described - 3
- Negative consequences are described - 3
- Positive consequences are described - 3
- Individual interventions for Brittany are described - 3
- Individual interventions for other case study students are described if needed
- Interventions address function
- Interventions come from LRBI manual
- Assignment is submitted on google docs
- Assignment is neat and free of mechanical errors

Teacher Instructional Decision Making

Due: Wednesday, Dec 09 at 11:59 pm

- Pre Assessment is appropriate 3
- Formative assessment is appropriate 3
- Post assessment is appropriate 3
- Brittany's expected performance is described 3
- Isabel's expected performance is described 3
- Shawn's expected performance is described 3
- James's expected performance is described 3
- Assignment is submitted on google doc 3
- Assignment is neat and free of mechanical errors 3

Total: 27

CPSE 402 Final Exam

Due: Wednesday, Dec 09 at 11:59 pm

This is a closed book closed note final exam. Please plan to take the final exam in one sitting. I would strongly advise that you type your answers to the essay

questions into a word document and cut and paste them into learning suite. This will resolve any issues that might occur with Learning Suite. Please delete your final exam questions in the word doc once you know your grade has been submitted. Good luck and email me at cade_charlton@byu.edu with any questions you have.

Complete 12 observation hours

Due: Wednesday, Dec 09 at 11:59 pm

You will be required to complete 12 hours of observation in the school. You must complete 8 hours in a secondary education classroom. The classroom must be taught by a general education teacher and must include students without disabilities. It must also include at least one student with a disability.

You have the option to complete 4 hours in a volunteer experience of your choice with a person with a disability. The person can be of any age. You can complete these hours in a special education classroom if you choose, but it is not required.

You must complete 9 hours to pass the course. If you complete 9-11 hours you will lose 5 points of your final course grade for each hour you do not complete.

Disability Experiences

Due: Wednesday, Dec 09 at 11:59 pm

Disability Experiences

Experiences in Working with Students with Disabilities.doc [Download](#)

12/9

Due: Wednesday, Dec 09 at 11:59 pm

PLC Meeting

Due: Wednesday, Dec 09 at 11:59 pm

A method of cooperative learning is described for each member of the group.

An example of how the cooperative learning will be used for each member of the group. 3

A description is given of how a flexible schedule will be used to address students who struggle on assessments. 9

A description is given of how you will work with SPED to meet the needs of individual students. 9

Assignment is submitted on google doc. 3

Assignment is neat and free of mechanical errors. 3

Total: 30

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 Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

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.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid

academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism- Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism- Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include:

- Direct Plagiarism-** The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism-** The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.
- Plagiarism Mosaic-** The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- Insufficient Acknowledgement-** The partial or incomplete attribution of words, ideas, or data

from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Schedule

Date	Critical Questions	Topic/Readings	Assignments
W Sep 02 Wednesday	9/2	Introduction to Course What is a disability?	Special Ed Law Quiz Opens James Opens Isabel Opens Brittney Opens Shawn Opens
W Sep 09 Wednesday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? -- UETS Standard #10 9/9	Special Education Law Readings: Special Ed Law One of the following: Learn more about Brittney, Learn more about Shawn, Learn more about James, or Learn more about Isabel	Special Ed Law Quiz Closes Individualized Education Programs Quiz Opens
W Sep 16	How do I use data to	Response to Intervention	IRIS Module

Wednes day	<p>assess the effectiveness of instruction and to make adjustments in planning and instruction? - UETS Standard #5</p> <p>9/16</p>	<p>(RTI)</p> <p>Readings: RTI</p>	<p>IRIS Module</p> <p>Go to the IRIS module at the link below and complete all sections.</p> <p>http://iris.peabody.vanderbilt.edu/module/rti01-overview/</p> <p>Answer questions in assessment section and submit on Learning Suite</p>
W Sep 23 Wednes day	<p>9/23</p>	<p>Individualized Education Programs (IEP's)</p> <p>Readings: Individual Education Programs One of the following: Learn more about Brittney, Learn more about Shawn, Learn more about James, or Learn more about Isabel</p>	<p>Complete all readings due and one case study student reading/quiz before class.</p> <p>Co-Teaching and Co-Planning Quiz Opens</p> <p>Individualized Education Programs Quiz Closes</p>

		Get organized into Co-Teaching groups. Bring references to class next time.	
W Sep 30 Wednes day	How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? -- UETS Standard #6 and #7 9/30	Co-Teaching and Co-Planning Readings: Co-Teaching and Co-Planning One of the following: Learn more about Brittney, Learn more about Shawn, Learn more about James, or Learn more about Isabel Attend Dr. Deshler's Guest Lecture for Extra Credit! When: October 1 4-5pm Where: Conference Center RM 2258	Complete all readings due and one case study student reading/quiz before class. Co-Teaching and Co-Planning Quiz Closes Communication Disorders Quiz Opens
W Oct	How do the	Low Incidence	Complete one case study student

<p>07 Wednes day</p>	<p>characteristi cs of students with disabilities affect their learning and participation in the classroom environment ? -- UETS Standard #2</p>	<p>Disabilities</p> <p>Readings: One of the following: Learn more about Brittney, Learn more about Shawn, Learn more about James, or Learn more about Isabel</p> <p>Co-Teaching Assignment</p> <p>10/7</p>	<p>reading/quiz before class.</p> <p>Brittany, Isabel, James, and Shawn quizzes all due before class.</p> <p>James Closes Isabel Closes Brittney Closes Shawn Closes Guest Lecturer</p>
<p>Th Oct 08 Thursda y</p>			<p>Co-Teaching Assignment</p>
<p>W Oct 14 Wednes day</p>	<p>How do the characteristi cs of students with disabilities affect their learning and participation in the classroom environment ? -- UETS</p>	<p>High Incidence Disabilities: Learning Disabilities, Communication Disorders, and Intellectual Disabilities</p> <p>Readings: Communication Disorders</p>	<p>Assessment Quiz Opens Communication Disorders Quiz Closes</p>

Standard #2

10/14

W Oct 21 Wednes day	How do I participate actively as a part of a learning community to share responsibility for decision-making and accountability for each student's learning? -- UETS Standard #9	Professional Learning Communities in Secondary Settings Readings: Professional Learning Communities Complete the <i>Learning Goals Assignment (PLC)</i> in class today.	Complete all the learning activities and readings in the following content pages before class today. Learning Goals Assignment
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10/21

W Oct 28 Wednes day	How do I design and select preassessment, formative, and summative assessment	Assessment Readings: Assessment Complete the <i>Common Assessment Plan</i>	Assessment Quiz Closes Universal Design Quiz Opens Common Assessment Plan
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s in a variety of formats that match learning objectives and engage all learners in demonstrating knowledge and skills? -- UETS Standard #5

Assignment (PLC) in class today.

10/28

W Nov 04
Wednesday

How do I adjust learning activities and assessment s to make appropriate accommodations for students with disabilities who are not meeting learning

Whole class instruction - Universal Design for Learning

Readings:
Universal Design for Learning

Complete the *Universal Design for Instruction Assignment (PLC)* in class

Classroom Management Quiz Opens
Universal Design Quiz Closes
Classroom Strategies Quiz Opens

	goals? -- UETS Standards #5 and #7	today.	
	11/4		
W Nov 11	How do I create environment s that maximize the potential of students with disabilities while maintaining appropriate expectations for all students? -- UETS Standards #2 and #3		Universal Design for Instruction
	11/11		
W Nov 18	How do I use classroom managemen t strategies	Readings: Classroom Management	Classroom Management Quiz Closes Classroom Strategies Quiz Closes Supplementary and Intensive

	that allow me to maintain a positive learning environment for all students? -- UETS Standard #3	Complete the <i>Common Classroom Management Assignment (PLC)</i> in class today.	Instruction Quiz Opens
	11/18		
T Nov 24 Tuesday	Friday Instruction		
W Nov 25 Wednesday	No Classes		
W Dec 02 Wednesday	How do I design and implement instruction for individuals and groups of students that address students specific needs? --	Readings: Supplementary and Intensive Instruction Making data-based decisions for students who need support at Tier II and Tier III as a classroom teacher in a	Supplementary and Intensive Instruction Quiz Closes Common Management Plan

UETS professional
Standards learning
#6 and #7 community

12/2 Complete
the *Teacher
Instructional
Decision-
making and Profe
ssional Learning
Community
Instructional
Decision-making
Assignments
(PLC)* in class
today.

W Dec CPSE 402 -
09 Final Exam
Wednes
day 12/9

**CPSE 402 Final Exam
Teacher Instructional Decision
Making
PLC Meeting
Complete 12 observation hours
Disability Experiences**

W Jan
13
Wednes
day