

CPSE 402 - Educ Stdnts w/Disablts in ScEd

Spring 2014

Section 001: 277 MCKB on M W from 10:00 am - 11:50 am

Instructor/TA Info

Instructor Information

Name: Darlene Anderson

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Office Hours: Mon 12:00pm-2:00pm

Or By Appointment

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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.

Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
E	0%

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

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Grading Policy

Late assignments are scored 10% late each day.

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 Description

Special Ed Law

Due: Monday, May 05 at 10:00 am

This is an assessment of your completion of the learning activities content page for Special Ed Law.

In-Class Assignment - Bring Five Questions

Due: Monday, May 05 at 7:00 pm

In Class Quiz

Due: Wednesday, May 07 at 12:00 am

RTI and the IEP

Individualized Education Programs

Due: Monday, May 12 at 10:00 am

This is an assessment of your completion of the learning activities content page for Individualized Education Programs

IRIS Module

Due: Monday, May 12 at 10:00 am

IRIS Module 1- RTI- Answer Assessment Questions and submit

Co-Teaching and Co-Planning

Due: Wednesday, May 14 at 10:00 am

This is an assessment of your completion of the learning activities content page for Co-Planning and Co-Teaching

Participation Points 1

Due: Wednesday, May 14 at 12:00 pm

Questions will be asked at the beginning of each class period about the content pages assignment. Students names will be chosen randomly. You will be given the opportunity to answer a question 2 times during the semester. Each random question opportunity is worth 5 points. You must be present to earn the points.

Co-Teaching Assignment

Due: Monday, May 19 at 2:00 pm

Co-Teaching Assignment.2012.doc [Download](#)

Communication Disorders

Due: Wednesday, May 21 at 10:00 am

This is an assessment of your completion of the learning activities content page for Communication Disorders.

High Incidence Disabilities Participation in Class

Due: Wednesday, May 21 at 11:59 pm

Learning Disability Quiz/Discussion Activity in class (High Incidence Disabilities)

James

Due: Wednesday, May 28 at 11:00 pm

This is an assessment of your completion of the learning activities content page for your case study student James

Brittney

Due: Wednesday, May 28 at 11:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Brittney
Isabel

Due: Wednesday, May 28 at 11:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Isabel
Shawn

Due: Wednesday, May 28 at 11:00 pm

This is an assessment of your completion of the learning activities content page for your case study student Shawn
Learning Goals Assignment (revision)

Due: Monday, Jun 02 at 10:00 am

Assessment

Due: Monday, Jun 02 at 10:00 am

This is an assessment of your completion of the learning activities content page for Assessment.

Common Assessment Plan (Group)

Due: Monday, Jun 02 at 12:00 pm

Part Two

Universal Design

Due: Wednesday, Jun 04 at 10:00 am

This is an assessment of your completion of the learning activities content page for Universal Design.

Universal Design for Learning (Part 1 - Lesson Plan - group)

Due: Wednesday, Jun 04 at 11:59 am

UDL Quiz

Due: Wednesday, Jun 04 at 7:00 pm

Classroom Management

Due: Monday, Jun 09 at 10:00 am

This is an assessment of your completion of the learning activities content page for Classroom Management.

Classroom Strategies

Due: Monday, Jun 09 at 10:00 am

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.

Common Management Plan (Group)

Due: Monday, Jun 09 at 12:00 pm

Supplementary and Intensive Instruction

Due: Wednesday, Jun 11 at 10:00 am

This is an assessment of your completion of the learning activities content page for Supplementary and Intensive Instruction.

PLC Instructional Decision Making Assignment

Due: Wednesday, Jun 11 at 12:00 pm

Work as a group

Teacher Instructional Decision Making Assignment (Individual)

Due: Wednesday, Jun 11 at 12:00 pm

Universal Design for Instruction (Part 2 - Video - Individual)

Due: Wednesday, Jun 11 at 11:59 pm

Disability Experiences

Due: Monday, Jun 16 at 11:59 pm

Disability Experiences

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

Complete 12 Observation Hours

Due: Wednesday, Jun 18 at 11:00 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 2 points of your final course grade for each hour you do not complete.

CPSE 402 Final Exam

Due: Thursday, Jun 19 at 11:55 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 pain 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 darlene_anderson@byu.edu with any questions you have.

Point Breakdown

Categories	Percent of Grade
Content Page Quizzes	27.16%
Final	20.58%

Professional Learning Community Assignment	36.42%
Disability Experiences	6.17%
Participation	9.67%

Schedule

Date	UETS Standard	In-Class Topic	Assignments Due
W Apr 30 Wednesday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Introduction to Course What is a disability?	
M May 05 Monday	How do the characteristics of students with disabilities affect their learning and participation	Special Education Law	Complete all the learning activities in the following content pages before class today. Special Ed Law

in the
classroom
environment
? (UETS
Standard #2)

How do I
design and
implement
instruction
for
individuals
and groups
of students
that address
students
specific
needs?
(UETS
Standard #6
and #7)

Brittney
Opens
Individualize
d Education
Programs
Opens
Isabel Opens
James
Opens
Shawn

and

One of the following

- Learn more about Brittney
- Learn more about Shawn
- Learn more about James
- Learn more about Isabel

**In-Class Assignment - Bring Five
Questions**

**Opens
Special Ed
Law Closes**

W May 07 Wednes day	How to I use data to assess the effectiveness of instruction and to make adjustments in planning and instruction? (UETS Standard #5)	Response to Intervention	IRIS Module Go to the IRIS module at the link below and complete all sections. http://iris.peabody.vanderbilt.edu/module/rti01-overview/ Answer questions in assessment section and submit on Learning Suite In Class Quiz
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**Co-Teaching
and Co-
Planning
Opens**

M May 12 Monday	What are my responsibiliti es as defined by federal law including the individuals with Disabilities Education Act? (UETS Standard	Individual Education Programs (IEP's) Get organized into Co- teaching groups. Bring references to class next time.	IRIS Module Individualized Education Programs and One of the following -Learn more about Brittney -Learn more about Shawn -Learn more about James
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#10)

-Learn more about Isabel

**Individualize
d Education
Programs
Closes**

W May
14
Wednes
day

How do I
design and
implement
instruction
for
individuals
and groups
of students
that address
students
specific
needs?
(UETS
Standard #6
and #7)

Co-Teaching
and Co-
Planning

Complete all the learning activities
in the following content pages
before class today.

Complete all the learning activities
in the following content pages
before class today.

Co-planning and Co-teaching

and

One of the following

-Learn more about Brittney

-Learn more about Shawn

-Learn more about James

-Learn more about Isabel

**Co-Teaching
and Co-
Planning**

Closes

**Communicati
on Disorders**

Opens

Participation Points 1

M May
19

How do the
characteristic

Low Incidence
Disabilities

Complete all the learning activities
in the following content pages

Monday	s of students with disabilities affect their learning and participation in the classroom environment ? (UETS Standard #2)	Co-Teaching Assignment	before class today. One of the following -Learn more about Brittney -Learn more about Shawn -Learn more about James -Learn more about Isabel Co-Teaching Assignment
W May 21 Wednes day	How do the characteristic s of students with disabilities affect their learning and participation in the classroom environment ? (UETS Standard #2) Communicati on Disorders Closes	High Incidence Disabilities: Learning Disabilities, Communication Disorders, and Intellectual Disabilities	Complete all the learning activities in the following content pages before class today. Communication Disorders High Incidence Disabilities Participation in Class
M May 26 Monday	Memorial Day Holiday Assessment Opens	No Class	

<p>W May 28 Wednes day</p>	<p>How do I adjust learning activities and assessments in order to make appropriate accommodati ons for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)</p> <p>How do I participate actively as a part of a learning community to share responsibility for decision- making and accountabilit y for each student's</p>	<p>Professional Learning Communities in Secondary Settings</p> <p>Complete the <i>Learning Goals Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>Complete all the learning activities in the following content pages before class today.</p> <p>Professional Learning Communities-No Quiz</p> <p>and</p> <p>One of the following</p> <ul style="list-style-type: none"> -Visual Strategies -Writing Strategies -Reading Strategies -Math Strategies -Science Strategies -Memory Strategies <p>You will take a quiz on these content pages after you have completed three.</p>
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learning?
(UETS
Standard #9)

Brittney

Closes

Isabel

Closes

James

Closes

Shawn

Closes

Universal

Design

Opens

M Jun 02 Monday	How do I adjust learning activities and assessments in order to make appropriate accommodati ons for students with disabilities who are not meeting learning goals (UETS Standard #5	Assessment Complete the <i>Common Assessment Plan Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.	Complete all the learning activities in the following content pages before class today. Assessment and One of the following -Visual Strategies -Writing Strategies -Reading Strategies -Math Strategies -Science Strategies -Memory Strategies
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and #7)

How do I design and select preassessments, formative, and summative assessments in a variety of formats that match learning objectives and engage all learners in demonstrating knowledge and skills (UETS Standard #5)

Assessment Closes Classroom Management Opens Classroom Strategies Opens

You will take a quiz on these content pages after you have completed three.

**Common Assessment Plan (Group)
Learning Goals Assignment (revision)**

<p>W Jun 04 Wednes day</p>	<p>How do I design and implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)</p> <p>How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students</p>	<p>Whole Class Instruction Universal Design for Learning</p> <p>Complete the <i>Universal Design for Instruction Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</p>	<p>Complete all the learning activities in the following content pages before class today.</p> <p>Universal Design for Learning and</p> <p>One of the following</p> <ul style="list-style-type: none"> -Visual Strategies -Writing Strategies -Reading Strategies -Math Strategies -Science Strategies -Memory Strategies <p>You will take a quiz on these content pages after you have completed three.</p> <p>UDL Quiz Universal Design for Learning (Part 1 - Lesson Plan - group)</p>
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specific
needs?
(UETS
Standard #6
and #7)

**Supplementa
ry and
Intensive
Instruction
Opens
Universal
Design
Closes**

M Jun
09
Monday

How do I use
classroom
management
strategies
that allow me
to maintain a
positive
learning
environment
for all
students?
(UETS
Standard #3)

How do I
create an
environment

Classroom
Management

Complete the
*Common
Classroom
Management
Assignment*
from the
*Professional
Learning
Community
Assignment* in
class today.

Classroom Management

**Common Management Plan
(Group)**

that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students?
 (UETS Standard #2, #3)

Classroom Management Closes Classroom Strategies Closes

W Jun 11	How do I adjust learning activities and assessments in order to make appropriate accommodations for	Making Data Based Decisions for students who need support at Tier II and Tier III as a classroom teacher and in a professional	Supplementary Instruction and Intensive Instruction PLC Instructional Decision Making Assignment
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students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)

**Supplementa
ry and
Intensive
Instruction
Closes**

learning
community

Complete the
*Teacher
Instructional
Decision-
Making
Assignment*

and the
*Professional
Learning
Community
Instructional
Decision-
Making
Assignment*
from the
*Professional
Learning
Community
Assignment*
in class today.

Finish
Instructional
Decision
Making Group
and Individual
Assignments.
Check Grades

**Teacher Instructional Decision
Making Assignment (Individual)
Universal Design for Instruction
(Part 2 - Video - Individual)**

M Jun 16 Monday		Disability Experiences
T Jun 17 Tuesday	Exam Preparation Day	
W Jun 18 Wednes day	Final Exam Online in LS Under Exams Tab 6:00 am - 11:55 pm	Complete 12 Observation Hours
Th Jun 19 Thursda y	CPSE 402 Final Exam Opens	
	CPSE 402 Final Exam Closes	

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.

Attendance

This class uses a flipped model making class attendance important. Because the Professional Learning Community assignment is a group project, points received on the assignment are directly linked to class attendance.

Late Work

The course late work policy will be as follows:

Percent Possible	Days late
100%	On Time
90%	1-7
80%	8-14
70%	15-21
0%	22+

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.

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.