

CPSE 402 - Kellems Educ Stdnts w/Disablts in ScEd

Fall 2014

Section 001: 160 MCKB on M W from 8:00 am - 9:50 am

Instructor/TA Info

Instructor 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	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
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

Grading Policy

Late assignments are worth 50% for up to a week after a week they will not be accepted. Assignments are due at the beginning of class.

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

Students are expected to attend each class. **Attendance will be taken during each class.** *At the discretion of the instructor a student's final grade may be lowered if the student has excessive non-university excused absences or tardies.* This will be done on a case by case basis. It is the student's responsibility for documenting any university excused absences. University excused absences will not count against a student. Emailing the instructor before class letting them know you will not be in class does not make the absence excused.

Assignments

Assignment Description

Special Ed Law Quiz

Due: Tuesday, Sep 09 at 5:00 pm

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

Individualized Education Programs Quiz

Due: Monday, Sep 15 at 8:00 am

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

IRIS Module

Due: Monday, Sep 15 at 11:00 am

IRIS Module 1- RTI- Assessment Questions

Co-Teaching and Co-Planning Quiz

Due: Wednesday, Sep 17 at 8:00 am

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

Brittney

Due: Monday, Sep 22 at 8:00 am

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

Isabel

Due: Monday, Sep 22 at 8:00 am

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

James

Due: Monday, Sep 22 at 8:00 am

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

Shawn

Due: Monday, Sep 22 at 8:00 am

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

Communication Disorders Quiz

Due: Wednesday, Sep 24 at 8:00 am

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

Co-Teaching Assignment

Due: Wednesday, Sep 24 at 2:00 pm

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

Learning Goals Assignment

Due: Monday, Sep 29 at 11:59 pm

Assessment Quiz

Due: Wednesday, Oct 01 at 8:00 am

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

Common Assessment Plan

Due: Wednesday, Oct 01 at 11:59 pm

Universal Design Quiz

Due: Monday, Oct 06 at 8:00 am

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

Classroom Strategies

Due: Wednesday, Oct 08 at 12:00 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.

Classroom Management

Due: Wednesday, Oct 08 at 8:00 am

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

Common Management Plan

Due: Wednesday, Oct 08 at 11:59 pm

in class

PLC Instructional decision making (group)

Due: Monday, Oct 13 at 11:59 pm

To be completed as a group

Teaching Instructional Decision Making (individual)

Due: Monday, Oct 13 at 11:59 pm

To be completed as an individual

Universal Design for Instruction

Due: Monday, Oct 13 at 11:59 pm

This assignment has two parts.

Part 1: Lesson plan. Collaborate with your group IN CLASS on OCTOBER 6TH to develop a cohesive unit.

Part 2: Make a video of yourself teaching your lesson from the unit. Due Monday, OCTOBER 13TH

Complete 12 observation hours

Due: Wednesday, Oct 15 at 12:59 am

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.

Supplementary and Intensive Instruction

Due: Wednesday, Oct 15 at 8:00 am

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

CPSE 402 Final Exam

Due: Monday, Oct 20 at 12:00 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.

Disability Experiences

Due: Tuesday, Oct 21 at 11:59 pm

Disability Experiences

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

Point Breakdown

Categories	Percent of Grade
Final	21.37%
Content Page Quizzes	28.21%
Professional Learning Community Assignment	37.61%
Disability Experiences	6.41%
Participation	6.41%

Schedule

Date	UETS Standard Covered	In-Class Topics / Readings	Assignments
W Sep 03 Wednesd ay	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education	Introduction to Course What is a disability?	

	Act? (UETS Standard #10)		
M Sep 08 Monday	What are my responsibilities as defined by federal law including the Individuals with Disabilities Education Act? (UETS Standard #10)	Special Education Law Reading: Special Ed Law	Complete all the learning activities and readings on the following content pages before class today and One of the following _Learn more about Brittney _Learn more about Shawn _Learn more about James _Learn more about Isabel Special Ed Law Quiz due before class. Individualized Education Programs Quiz Opens Brittney Opens Isabel Opens James Opens Shawn Opens
T Sep 09 Tuesday			Special Ed Law Quiz
W Sep 10 Wednesday	How to I use data to assess the effectiveness	Response to Intervention (RTI)	IRIS Module Go to the IRIS module at the link below and complete all sections.

	of instruction and to make adjustments in planning and instruction? (UETS Standard #5)	No reading.	<p>http://iris.peabody.vanderbilt.edu/module/rti01-overview/</p> <p>Answer questions in assessment section and submit on Learning Suite</p> <p>Co-Teaching and Co-Planning Quiz Opens</p>
M Sep 15 Monday		<p>Individual Education Programs (IEP's)</p> <p>Reading: Individualized Education Programs</p> <p>Get organized into Co-teaching groups. Bring references to class next time.</p>	<p>Complete all the learning activities and readings in the following content pages before class today</p> <p>and</p> <p>One of the following</p> <ul style="list-style-type: none"> _Learn more about Brittney _Learn more about Shawn _Learn more about James _Learn more about Isabel <p>Individualized Education Programs Quiz due before class.</p> <p>Individualized Education Programs Quiz Closes</p>
W Sep 17	How do I design and	Co-Teaching	Complete all the learning activities and readings in the following content

Wednesd ay	implement instruction for individuals and groups of students that address students specific needs? (UETS Standard #6 and #7)	and Co-Planning Reading: Co-Teaching and Co-Planning	pages before class today and Co-Teaching and Co-Planning Quiz Closes One of the following _Learn more about Brittney _Learn more about Shawn _Learn more about James _Learn more about Isabel Co-planning and Co-teaching Quiz due before class. Communication Disorders Quiz Opens
M Sep 22 Monday	How do the characteristic s of students with disabilities affect their learning and participation in the classroom environment? (UETS	Low Incidence Disabilities Co-Teaching Assignment No reading.	Complete all the learning activities and readings in the following content pages before class today and One of the following _Learn more about Brittney _Learn more about Shawn _Learn more about James _Learn more about Isabel

	Standard #2)		Brittany, Isabel, James, and Shawn quizzes all due before class.
			Brittney Closes Isabel Closes James Closes Shawn Closes
W Sep 24 Wednesd ay	How do the characteristic s of students with disabilities affect their learning and participation in the classroom environment? (UETS Standard #2)	High Incidence Disabilities: Learning Disabilities, Communication Disorders, and Intellectual Disabilities Reading: Communication Disorders	Complete all the learning activities and readings in the following content pages before class today. Communication Disorders Quiz due before class. Assessment Quiz Opens Communication Disorders Quiz Closes
M Sep 29 Monday	How do I participate actively as a part of a learning community to	Professional Learning Communities in Secondary Settings	Complete all the learning activities and readings in the following content pages before class today and

	<p>share responsibility for decision-making and accountability for each student's learning? (UETS Standard #9)</p>	<p>Reading: Professional Learning Communities</p> <p>Complete the <i>Learning Goals Assignment</i> from the <i>Professional Learning Community Assignment</i> in class today.</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><i>You will take a quiz on these content pages after you have completed three.</i></p> <p>Professional Learning Communities - NO QUIZ DUE TODAY</p> <p>Universal Design Quiz Opens Learning Goals Assignment</p>
<p>W Oct 01 Wednesd ay</p>	<p>How do I design and select preassessments, formative, and summative assessments in a variety of formats that match learning objectives</p>	<p>Assessment</p> <p>Reading: Assessment</p> <p>Complete the <i>Common Assessment Plan Assignment</i> from the</p>	<p>Complete all the learning activities and readings in the following content pages before class today</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

and engage all learners in demonstrating knowledge and skills (UETS Standard #5)

Professional Learning Community Assignment in class today.

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

Assessment Quiz Closes

Assessment Quiz due before class.

How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)

Classroom Management Opens
Classroom Strategies Opens
Common Assessment Plan

M Oct 06 Monday	How do I adjust learning activities and assessments in order to	Whole Class Instruction Universal Design for Learning	Complete all the learning activities and readings in the following content pages before class today and
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make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)

How do I choose appropriate strategies, accommodations, resources, materials, sequencing, technical tools and demonstration of learning that addresses students specific needs? (UETS

Reading: Universal Design for Learning Complete the *Universal Design for Instruction Assignment*

from the *Professional Learning Community Assignment* in class today.

One of the following
_Visual Strategies
_Writing Strategies
_Reading Strategies
_Math Strategies
_Science Strategies
_Memory Strategies
You will take the Classroom strategies quiz on these content pages after you have completed three.

Universal Design for Learning Quiz due before class.

Universal Design Quiz Closes

Standard #6 and #7)			
W Oct 08 Wednesd ay	How do I create an environment that maximizes the potential of students with disabilities while maintaining appropriate expectations for all students? (UETS Standard #2, #3)	Classroom Managemen t Reading: Classroom Managemen t Complete the <i>Common Classroom Managemen t Assignment</i> from the <i>Professional Learning Community Assigment</i> in class today.	Complete all the learning activities and readings in the following content pages before class today. Classroom Management Quiz and Classroom Strategies Quiz due before class. Supplementary and Intensive Instruction Opens Classroom Management Closes Classroom Strategies Closes Common Management Plan
	How do I use classroom management strategies that allow me to maintain a positive learning environment for all students		

(UETS
Standard #3)

M Oct 13
Monday

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

Making Data Based Decisions for students who need support at Tier II and Tier III as a classroom teacher and in a professional learning community

NO QUIZ DUE TODAY.

PLC Instructional decision making (group)

Teaching Instructional Decision Making (individual)

Universal Design for Instruction

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.

No reading.

W Oct 15 Wednesd ay	How do I adjust learning activities and assessments in order to make appropriate accommodations for students with disabilities who are not meeting learning goals (UETS Standard #5 and #7)	PLC Meetings Reading: Supplementary and Intensive Instruction	Complete all the learning activities in the following content pages before class today. Supplementary Instruction and Intensive Instruction Quiz due before class. Supplementary and Intensive Instruction Closes
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M Oct 20
Monday

T Oct 21
Tuesday

Final Exam:
277 MCKB
11:00am -

2:00pm

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.

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.