

# CPSE 403 - Intro to Special Education

Winter 2016

Section 001: 1002 JKB on M W from 11:00 am - 12:15 pm

## Course Information

### USOE Teacher Candidate Grade and Retention Rul

Candidates must have grades of C or better and a total BYU GPA of 3.0 in all courses required for a teaching major to be recommended for licensure in Utah. Students must meet these requirements to be admitted to and remain in a teaching major and to student teach. If students do not meet the requirements, they may change their major or retake courses until they meet the requirements.

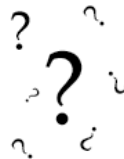
### Description

This course prepares future special education classroom teachers to understand in depth the characteristics of students with the 13 exceptionalities identified in the Individuals with Disabilities Education Act, as well as students who are gifted and those from culturally/linguistically diverse families. In addition, teacher candidates will learn how students with specific disabilities learn and how to use basic strategies for meeting their educational needs. Teacher candidates will identify: the ways in which 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. Teacher candidates will additionally acquire an understanding of the Individualized Education Plan (IEP) process, be able to describe the role of the IEP team, plan for an IEP meeting, and write a sample IEP.

### Prerequisites

None

### Materials

Item	Price (new)	Price (used)
 <u>GUIDE TO WRITING QUALITY IEPs 3E</u> - Required by GIBB, G	54.70	
 <u>EXCEPTIONAL CHILDREN 10E</u> - Required by HEWARD, W	191.40	143.55

### Learning Outcomes

#### Learning characteristics and special learning needs

1. Describe the ways in which people differ, learning characteristics and special learning needs.

#### Legal structure of services

2. Define special education and describe the legal structure of services for individuals with disabilities, including the

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

**Issues related to the identification of disabilities**

3. Articulate issues related to the identification of students with disabilities, referral and placement and the need to provide differing levels of support.

**Issues related to collaboration**

4. Articulate issues related to collaboration in special education. Identify the skills for effective collaboration.

**Policies and programs for young children**

5. Describe policies and programs for young children; define elements of the Child Find system.

**Steps in IEP**

6. Describe the steps in the Individualized Education Program (IEP) process.

**Characteristics, prevalence, and educational implications**

7. Describe the characteristics, prevalence, and educational implications for students with specific learning disabilities, speech or language impairment, mental retardation, and emotional disturbance.

**Characteristics, prevalence, and education implications**

8. Describe the characteristics, prevalence, and educational implications for students with other health impairments, orthopedic impairment, visual impairments, autism, traumatic brain injury, deaf/blindness, and developmental delay.

**Effects of cultural, ethnic, and language diversity**

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

**Strategies**

10. Identify strategies for accommodating to meet individual student needs.

**Assessment results**

10. Demonstrate the ability to use assessment results to make instructional decisions.

**12-hour field experience**

11. Complete a 12-hour field experience involving volunteer service with four students with disabilities (2 at each site) and submit assignments regarding the experience.

**Grading Scale**

Grades	Percent
A	96%
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 due at the beginning of class can only be made up due to a university excused absence. Assignments submitted online will be due prior to the start of class. Any assignments that are not submitted by the start of class will be considered late. Complete all requirements and activities outlined for this course within the prescribed time period and by the due date. Please do not work on assignments during class.

Late assignments are worth 1/2 credit and will only be accepted for one week after the due date.

Dr. Kellems. Approval must be given before the assignments due date. In class assignments can only be made up with prior approval from the professor or in the case of a university excused absence. in-class assignments can only be made up in the case of a university excused absence.

**Participation Policy**

At the discretion of the instructor, points will be given for in-class assignments throughout the semester.

**Attendance Policy**

## Attendance Policy

Attendance to all class sessions is expected. Unexcused absences may result in a lower grade at the instructors discretion. Students will also need to attend one of 2 Positive Behavior Support Lectures offered during the semester. These are held outside of class time so students need to make sure they are able to attend one of them.

## Teaching Philosophy

This is an introductory course to the field of special education. The emphasis will be on the distribution of declarative and procedural knowledge. Students will be given lecture and discussion type activities related to the foundation and/or fundamentals of the special education process. As part of the class students will complete a 12-hour field experience where they will be able to apply the principles they have learned in class to a classroom. Students will be assessed relative to the level of skill that they demonstrate on the objectives for this particular course.

## Assignments

### Assignment Descriptions

#### Disability Awareness Assignment

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Jan  
06

Due: Wednesday, Jan 06 at 11:00 am

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#### Disability Awareness Assignment (10 points)

Complete **ONE** of the following:

1. Family history assignment.
2. Personal interaction 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.

##### 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?
5. 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?
6. 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.

### **Quiz 1: Ch. 1 & 2**

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Jan  
**11**

Due: Monday, Jan 11 at 10:59 am

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Chapter 1: The Purpose and Promise of Special Education Chapter 2: Planning and Providing Special Education Services  
Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

### **Quiz 2: Ch. 5**

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Jan  
**11**

Due: Monday, Jan 11 at 10:59 am

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Chapter 5: Learning Disabilities Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

### **Signed Cooperating Teacher Contract 1**

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Jan  
**13**

Due: Wednesday, Jan 13 at 11:59 pm

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Get your contract signed by the teacher you will be working with for the first half of the semester. Agree upon a time that you will come in regularly to help in their classroom. Turn this assignment in in-class.

### **Quiz 3: Ch. 4**

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Jan  
**20**

Due: Wednesday, Jan 20 at 10:59 am

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Chapter 4: Intellectual Disabilities

### **Quiz 4: Ch. 6 & 8**

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Jan  
**27**

Due: Wednesday, Jan 27 at 10:59 am

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Chapter 6: Emotional or Behavioral Disorders Chapter 8: Communication Disorders

### **Continuum of Placements**

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Jan  
**27**

Due: Wednesday, Jan 27 at 11:00 am

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[Continuum\\_of\\_Placements\\_403.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=c5709727-dGWb-q4fv-VoA0-Qo9ae5c56adf&pubhash=Y8XloFJKhxo6qjBdOIPqtlw\\_e58Fm8UcRTYXNWc8uhnD5IZ4zBCE8lqxcxfWWhiHufW164LL28sZHd8MuDMLgQ==\)](#)

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### Quiz 5: Ch. 9 & 10

Feb  
01

Due: Monday, Feb 01 at 10:59 am

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Chapter 9: Deafness and Hearing Loss Chapter 10: Blindness and Low Vision

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### Quiz 6: Ch. 11

Feb  
03

Due: Wednesday, Feb 03 at 10:59 am

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Chapter 11: Physical Disabilities, Health Impairments, and ADHD

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### Tier 2 Intervention Plan

Feb  
08

Due: Monday, Feb 08 at 11:00 am

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[Case Study\\_403\\_Tier\\_2.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=9a4a6c36-kwRq-sObN-Jm2u-8n83f8dffed5&pubhash=ZK4OxFgn0I5YRtkAZiebPkZwJF7pGghk6d2FwBw1WMAt94W4\\_KonmFPxidWQ9y7RJoEwYRn404KoJ1IPGpAbkQ==\)](#)

[Tier 2 Intervention\\_Plan 403.docx](#) [Download \(plugins/Upload/fileDownload.php?fileId=78e0a260-DhHK-xb6O-phIH-Ft9e8281ae5a&pubhash=-sp5E\\_MbFNZa6ApoBEVJeaxB1mn2TEdOYeIUzL7Ajq5MMsJJV4Bz1rjD3rwwfDW5efaObl8SncV5dru0amw==\)](#)

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### Signed Hour Log (first half)

Feb  
17

Due: Wednesday, Feb 17 at 12:59 am

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This assignment is just being split into 2 grades (one for each site) for my own convenience.

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### Quiz 7: Ch. 7 & 12

Feb  
17

Due: Wednesday, Feb 17 at 10:59 am

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Quiz 7: Ch. 7 & 12. Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

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### Practicum Reflection Log 1

Feb  
17

Due: Wednesday, Feb 17 at 11:00 am

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This is the first half of your practicum reflection log. You will use the assignment description and complete the questions related to 2 individuals from your first placement.

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### Completed Cooperating Teacher Evaluation- 1

Feb  
17

Due: Wednesday, Feb 17 at 11:59 pm

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Turn in the completed teacher evaluation filled out by your cooperating teacher.

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### Midterm

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Feb  
17

Due: Wednesday, Feb 17 at 11:59 pm

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In-class Midterm

### Signed Cooperating Teacher Contract 2

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Feb  
22

Due: Monday, Feb 22 at 11:59 pm

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Get your contract signed by the teacher you will be working with for the second half of the semester. Agree upon a time that you will come in regularly to help in their classroom. Turn this assignment in in-class.

### Quiz 8: Ch. 13

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Feb  
24

Due: Wednesday, Feb 24 at 10:59 am

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Quiz 8: Ch. 13 Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

### Quiz 9: Ch. 14

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Feb  
29

Due: Monday, Feb 29 at 10:59 am

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Quiz 9: Ch. 14 Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

### IRIS RTI Modules (Part 1 & 2)

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Mar  
02

Due: Wednesday, Mar 02 at 11:59 pm

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You must complete BOTH Iris RTI Modules Part 1 and Part 2. You will submit your answers to the assessment questions in 1 document. Notice this is worth 20 points instead of 10.

website: [iris.peabody.vanderbilt.edu](http://iris.peabody.vanderbilt.edu) -> click on resources -> click on RTI (under topics) -> do **RTI (Part 1): An Overview ()**: AND **RTI (Part 2): Assessment ()**:

### Quiz 10: Ch. 3 & 15

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Mar  
21

Due: Monday, Mar 21 at 10:59 am

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Quiz 10: Ch. 3 & 15 Quizzes are closed: note, book, internet, person, etc. and must be taken in one sitting.

### IEP Workbook

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Mar  
23

Due: Wednesday, Mar 23 at 11:00 am

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### Signed Hour Log (second half)

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Mar  
30

Due: Wednesday, Mar 30 at 12:59 am

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### Practicum Reflection Log 2

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Mar  
30

Due: Wednesday, Mar 30 at 11:00 am

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### Completed Cooperating Teacher Evaluation 2

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Mar  
30

Due: Wednesday, Mar 30 at 11:59 pm

Turn in the completed teacher evaluation filled out by your cooperating teacher.

## Final Project (Parts 1 and 2)

Apr  
06

Due: Wednesday, Apr 06 at 11:00 am

CPSE 403 Final Project Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=1b599a10-lZuH-Ze4Y-H7rp-nX17fc479411&pubhash=Lh30rJ1Bub24m4w9XNcYUapHY-RGXdtmOe0OBpsurXU2tdgEGXG96h7XQwAgf5cfAu8j-qeG3EU5Y6kQlgoRYA==\)](#)

403 Final Rubric (Part 1, 2, and Oral).docx [Download \(plugins/Upload/fileDownload.php?fileId=d24cc3ea-ruBf-png3-k8gl-Tf3479f6b7e8&pubhash=IG9MbwuCmByIntyMdz2TF\\_c\\_6JlI989TmHnpKO8F061lrqvom9HxawnNYUWNUp9VI7uvtaPQebbra\\_C9\\_gOgw==\)](#)

3 pages single spaced for part 1- Submit 1 per group

1 page single-spaced for part 2- Each individual must submit a reflection.

## Oral Presentation

Apr  
11

Due: Monday, Apr 11 at 12:59 am

Oral Presentation Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=1fef9ea3-miM8-TZkl-YXYn-vEc7cc4277e6&pubhash=ww7o\\_1z1COFy4UhttYj-hCr3SSs0DfncpZrtL98mv32KoE21dChMiNuKskVkaSz8aJK8Z9gmDbnR5JOol9GbNw==\)](#)

In Class Presentation of your Final Project Part 1

## Final- Take home

Apr  
14

Due: Thursday, Apr 14 at 4:00 pm

Take home final will be passed out in class and is due by the 15th at 4 pm. Turn it into the CPSE Office secretary in 340 MCKB.

NO LATE FINALS WILL BE ACCEPTED!!!!!!

The test is closed note, book, internet, person, etc.

## 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](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> (<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.bvu.edu> (<http://titleix.bvu.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.

## 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.

## 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

## Schedule

Date	Topic	Readings	Assignments & Quizzes
Week 1			
M Jan 04 Monday	<b>First Day of Winter Semester (01/04/2016 - 04/12/2016)</b>  Introduction and Syllabus		Who am I  <b>Quiz 2: Ch. 5 Opens</b>  <b>Quiz 1: Ch. 1 &amp; 2 Opens</b>



W Jan 06 Wednesday	Disability Awareness Course Schedule	Heward Ch. 1 and Ch. 2	<b>Disability Awareness Assignment</b>
Week 2			
M Jan 11 Monday	<b>Add/Drop Deadline (Full Semester &amp; 1st Term)</b>  Learning Disabilities- Guest Instructor	Heward Ch. 5	<b>Quiz 3: Ch. 4 Opens</b>  <b>Quiz 2: Ch. 5 Closes</b>  <b>Quiz 1: Ch. 1 &amp; 2 Closes</b>
W Jan 13 Wednesday	Overview of Special Ed Law Placements, 504 and IDEA Pre-Referral  Learner Characteristics	What Every Teacher Should Know About (WETSKA) Part I IT will be online	<b>Signed Cooperating Teacher Contract 1</b>
Week 3			
M Jan 18 Monday	<b>Martin Luther King Jr Day</b>  No class		
W Jan 20 Wednesday	Intellectual Disabilities	Heward Ch. 4	<b>Quiz 3: Ch. 4 Closes</b>  <b>Quiz 4: Ch. 6 &amp; 8 Opens</b>
Week 4			
M Jan 25 Monday	Emotional Disturbance	Heward Ch. 6	<b>Quiz 5: Ch. 9 &amp; 10 Opens</b>
W Jan 27 Wednesday	Communication Disorders	Heward Ch. 8	<b>Quiz 6: Ch. 11 Opens</b>  <b>Quiz 4: Ch. 6 &amp; 8 Closes</b>  <b>Continuum of Placements</b>
Week 5			
M Feb 01 Monday	Low Incidence Disabilities: Visual and Hearing Impairments  Deaf Ed	Heward Ch. 9 & 10	<b>Quiz 5: Ch. 9 &amp; 10 Closes</b>
W Feb 03 Wednesday	Orthopedic Impairments and Other Health Impairments	Heward Ch. 11	<b>Quiz 6: Ch. 11 Closes</b>
Week 6			
M Feb 08 Monday	<b>Meet in 185 MCKB</b>  Melissa Heath- Recognizing signs of	Heward Ch. 12	<b>Tier 2 Intervention Plan</b>  <b>Quiz 7: Ch. 7 &amp; 12 Opens</b>

	Recognizing signs of abuse  Low Incidence Disabilities: Severe and Multiple Disabilities and Traumatic Brain Injury		
W Feb 10 Wednesday	Review for Midterm		
Week 7			
M Feb 15 Monday	<b>Presidents Day</b>		
T Feb 16 Tuesday	<b>Monday Instruction</b>		
W Feb 17 Wednesday	Midterm-in class	Heward Ch. 7	<b>Signed Hour Log (first half)</b>  <b>Midterm</b>  <b>Practicum</b> <b>Reflection Log 1</b>  <b>Completed Cooperating Teacher Evaluation- 1</b>  <b>Quiz 8: Ch. 13 Opens</b>  <b>Quiz 7: Ch. 7 &amp; 12 Closes</b>
Week 8			
M Feb 22 Monday	<b>Meet in 185 MCKB</b>  Autism		<b>Quiz 9: Ch. 14 Opens</b>  <b>Signed Cooperating Teacher Contract 2</b>
W Feb 24 Wednesday	Gifted and Talented	Heward Ch. 13	<b>Quiz 8: Ch. 13 Closes</b>
Week 9			
M Feb 29 Monday	Multicultural Issues, Poverty	Heward Ch. 14	<b>Quiz 9: Ch. 14 Closes</b>
W Mar 02 Wednesday	RTI & PBS  Early Intervention	IRIS RTI Modules Part 1 & 2  Gibb & Dyches Text	<b>IRIS RTI Modules (Part 1 &amp; 2)</b>
Week 10			
M Mar 07 Monday	IEP Process and the IEP Team Overview of Referral Process		
W Mar 09 Wednesday	Writing IEPs, PLAAFPS, and goals	Heward Ch. 3	<b>Quiz 10: Ch. 3 &amp; 15 Opens</b>
Week 11			
	Assessment	WETSKA Part III	

M Mar 14 Monday	Assessment Accommodations for IEP's- <b>Meet in 185 MCKB</b>	WETSKA Part III	
T Mar 15 Tuesday	<b>Withdraw Deadline (Full Semester)</b>		
W Mar 16 Wednesday	Planning IEP Meetings	WETSKA Part II	
Week 12			
M Mar 21 Monday	Colloborating with Families	Heward Ch. 15	<b>Quiz 10: Ch. 3 &amp; 15 Closes</b>
W Mar 23 Wednesday	Transition to adulthood		<b>IEP Workbook</b>
Week 13			
M Mar 28 Monday	Parent Panel: Q&A- CLASS WIL BE IN MCKB 185		
W Mar 30 Wednesday	Classroom Accommodations: Academic and Social/Behavioral  Differentiated Instruction		<b>Completed Cooperating Teacher Evaluation 2  Practicum Reflection Log 2  Signed Hour Log (second half)</b>
Week 14			
M Apr 04 Monday	Reporting Student Progress		
W Apr 06 Wednesday	Final Project Presentations		<b>Final Project (Parts 1 and 2)</b>
Week 15			
M Apr 11 Monday	Final Project Presentations/ Review for Final Last day of class		<b>Oral Presentation</b>
T Apr 12 Tuesday	<b>Last Day of Winter Semester (01/04/2016 - 04/12/2016)</b>		
W Apr 13 Wednesday	<b>First Day of Winter Exam Preparation (04/13/2016 - 04/14/2016)</b>		
Th Apr 14 Thursday	<b>Last Day of Winter Exam Preparation (04/13/2016 - 04/14/2016)</b>		<b>Final- Take home</b>