

CPSE 403 - Kellems-Intro to Special Education

Winter 2015

Section 001: 270 BRMB on M W from 11:00 am - 12:15 pm

Instructor/TA Info

Instructor Information

Name: Ryan Kellems

Office Location: 237 C MCKB

Office Phone: 801-422-6674

Office Hours: Mon, Wed 12:30pm-1:30pm

Email: rkellems@byu.edu

TA Information

Name: Sierra Herrmann

Office Phone: 801-717-8443

Office Hours: Only By Appointment

Email: herrmannsierra@gmail.com

Course Information

Description

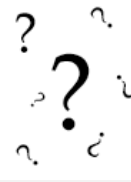
This course prepares future special education classroom teachers to understand in depth the characteristics of students with the 13 exceptionalities identified in the Individuals with Disabilities Education Act, as well as students who are gifted and those from culturally/linguistically diverse families. 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)
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	EXCEPTIONAL CHILDREN 10E PKG (3 BOOKS) <i>Required</i> by HEWARD, W	186.80	140.10
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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 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%
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D	63%
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D-	60%
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E	0%
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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 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.

There is also a 12 hr practicum that is required for the class. Students must arrange for and spend 12 hrs in a public school working with students who have disabilities. Students will not pass the class if they fail to complete the 12 hr field experience.

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

Due: Wednesday, Jan 07 at 11:00 am

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.

Study Guide 1-Ch. 1, 2

Due: Monday, Jan 12 at 11:00 am

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Study Guide is at least 1 page single-spaced (including only questions that require a response)		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5 SG #1.docx Download

Signed Cooperating Teacher Contract 1

Due: Wednesday, Jan 14 at 11:59 pm

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.

Study Guide 2-Ch. 5

Due: Wednesday, Jan 21 at 11:00 am

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Study Guide is at least 1 page single-spaced (including only questions that require a response)		.5

Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5
		SG #2.docx Download

Study Guide 3-Ch. 4

Due: Monday, Jan 26 at 11:00 am

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Study Guide is at least 1 page single-spaced (including only questions that require a response)		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5
		SG #3.docx Download

Study Guide 4-Ch. 6, 8

Due: Monday, Feb 02 at 11:00 am

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Study Guide is at least 1 page single-spaced (including only questions that require a response)		.5
Answers are correct or reflect ideas and concepts found in the chapter		4

TOTAL		5 SG #4.docx Download
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Continuum of Placements

Due: Monday, Feb 02 at 11:00 am

Continuum_of_Placements_403.docx Download

Tier 2 Intervention Plan

Due: Wednesday, Feb 04 at 12:59 am

Tier_2 Intervention_Plan_2009_403.docx Download

Study Guide 5-Ch. 9, 10

Due: Wednesday, Feb 04 at 11:59 pm

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Study Guide is at least 1 page single-spaced (including only questions that require a response)		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5 SG #5.docx Download

Study Guide 6-Ch. 11

Due: Monday, Feb 09 at 11:00 am

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
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Study Guide has been typed and is free from grammatical errors		.5
Study Guide is at least 1 page single-spaced (including only questions that require a response)		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5
		SG #6.docx Download

PIBS- Midterm

Due: Monday, Feb 23 at 11:59 pm

Professionalism

Midterm

Due: Monday, Feb 23 at 11:59 pm

In-class Midterm

Signed Hour Log (first half)

Due: Wednesday, Feb 25 at 12:59 am

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

Practicum Reflection Log 1

Due: Wednesday, Feb 25 at 11:00 am

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.

Study Guide 7-Ch. 12, 7

Due: Wednesday, Feb 25 at 11:59 pm

Text Reading Study Guide Rubric:

	Criteria	Points	Points Possible
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	Earned	
Study Guide has been typed and is free from grammatical errors		.5
Study Guide is at least 1 page single-spaced (including only questions that require a response)		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5
		SG #7.docx Download

Signed Cooperating Teacher Contract 2

Due: Wednesday, Feb 25 at 11:59 pm

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.

Completed Cooperating Teacher Evaluation- 1

Due: Wednesday, Feb 25 at 11:59 pm

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

Study Guide 8-Ch. 13

Due: Monday, Mar 02 at 11:00 am

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Study Guide is at least 1 page single-spaced (including only questions that require a response)		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5

Attend PBS Lecture

Due: Wednesday, Mar 04 at 11:59 pm

You will need to select one of the PBS lectures to attend and write up a one page single spaced reflection paper on how you can apply what you learned to students with disabilities.

403 PBS Lecture Rubric.docx Download

PBS Lecture dates and times TBA

Study Guide 9-Ch. 14

Due: Monday, Mar 09 at 11:00 am

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Study Guide is at least 1 page single-spaced (including only questions that require a response)		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5

SG #9.docx Download

Church Disability Assignment

Due: Wednesday, Mar 18 at 2:00 pm

Assignment:

Please select one of the two following case studies accompanied with the resources below, and write a one page response on how you could best support the needs of the leaders and parents. Be sure to cite how you used the resources provided to formulate your response.

Case Study #1:

A Primary President comes to you with concerns about a child named Jose in Sunbeams who has recently been diagnosed with Autism. In his last ward, his parents were asked to just stay with him in nursery at all times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents right beside him. Jose gets easily over stimulated with noises and people, he struggles with sitting in his seat longer than a few minutes at a time, gets extremely bothered when things interrupt the typical routine and has a tendency to throw small objects because he likes to watch as they move through the air.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child with a disability. She has come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Jose successfully access Primary to his fullest extent possible.

OR

Case Study #2:

A Primary President comes to you with concerns about an 8 year old child named Sterling who has difficulty reading and is frequently disruptive in class. In his last ward, his parents were asked to just stay with him through their meeting times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents with him. Sterling gets bored easily and frequently refuses to read any of the class materials. He makes noises and bothers the kids who sit next to him for the majority of the time.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child like Sterling. Sterling's parents are also frustrated, and his mom is frequently seen leaving church crying because she does not know how to handle him and help his primary teacher. The parents and primary president have come to you because of your training in education at Brigham Young University. She would like to

know what she could do to help Sterling successfully access Primary to his fullest extent possible.

LDS Disability Resources: <http://www.lds.org/topics/disability?lang=eng>

Members with disabilities: <http://www.lds.org/handbook/handbook-2-administering-the-church/selected-church-policies?lang=eng#21.1.26>

Teaching The Spirits: <http://education.byu.edu/media/watch/352>

Advice for Dad:

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

Examples of some of the ways that the Church seeks to welcome and integrate members with disabilities:

<http://www.mormonnewsroom.org/article/disabilities>

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

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

Study Guide 10-Ch. 3, 15

Due: Monday, Mar 30 at 11:00 am

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		.5
Study Guide is at least 1 page single-spaced (including only questions that require a response)		.5
Answers are correct or reflect ideas and concepts found in the chapter		4
TOTAL		5

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IEP Workbook

Due: Wednesday, Apr 01 at 11:00 am

Signed Hour Log (second half)

Due: Wednesday, Apr 08 at 12:59 am

Practicum Reflection Log 2

Due: Wednesday, Apr 08 at 11:00 am

PIBS Final

Due: Wednesday, Apr 08 at 11:59 pm

Completed Cooperating Teacher Evaluation 2

Due: Wednesday, Apr 08 at 11:59 pm

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

Oral Presentation

Due: Monday, Apr 13 at 12:59 am

Oral Presentation Rubric.docx [Download](#)

In Class Presentation of your Final Project Part 1

Final Project (Parts 1 and 2)

Due: Monday, Apr 13 at 11:00 am

CPSE 403 Final Project Assignment.docx [Download](#)

403 Final Rubric (Part 1, 2, and Oral).docx [Download](#)

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

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

IRIS RTI Modules (Part 1 & 2)

Due: Monday, Apr 13 at 11:59 pm

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 -> click on resources -> click on RTI
(under topics) -> do [RTI \(Part 1\): An Overview](#): AND [RTI \(Part 2\):
Assessment](#):

Final- Take home

Due: Friday, Apr 17 at 11:00 pm

Take home final will be passed out in class and is due by the 17th at 5 pm.

Turn it into the CPSE Office.

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.

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.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

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
M Jan 05 Monday	Introduction and Syllabus		Who am I
W Jan 07 Wednesday	Disability Awareness Course Schedule		Disability Awareness Assignment
M Jan 12 Monday	Overview of Special Ed Law Placements, 504 and IDEA Pre-Referral	Heward-Ch. 1 and Ch. 2	Study Guide 1-Ch. 1, 2
W Jan 14 Wednesday	Learner Characteristics	What Every Teacher Should Know About (WETSKA) Part 1 It's your small book	Signed Cooperating Teacher Contract 1
M Jan 19 Monday	Martin Luther King Jr. Holiday		

W Jan 21 Wednesday	High Incidence Disabilities: Learning Disabilities	Heward Chapter 5	Study Guide 2- Ch. 5
M Jan 26 Monday	High Incidence Disabilities: Intellectual Disabilities	Heward Ch. 4	Study Guide 3- Ch. 4
W Jan 28 Wednesday	Emotional Disturbance	Heward Ch. 6	
M Feb 02 Monday	Communication Disorders	Heward Ch. 8	Continuum of Placements Study Guide 4- Ch. 6, 8
W Feb 04 Wednesday	Low Incidence Disabilities: Visual and Hearing Impairments Deaf Ed	Heward Ch. 9 & 10	Study Guide 5- Ch. 9, 10 Tier 2 Intervention Plan
M Feb 09 Monday	Orthopedic Impairments and Other Health Impairments	Heward Ch. 11	Study Guide 6- Ch. 11
W Feb 11 Wednesday	Meet in 185 MCKB Melissa Heath- Recognizing signs of abuse Low Incidence Disabilities: Severe and Multiple Disabilities and Traumatic Brain Injury	Heward Ch. 12	

M Feb 16 Monday	President's Day Holiday		
T Feb 17 Tuesday	Monday Instruction		
W Feb 18 Wednesday	Review for Midterm		
M Feb 23 Monday	Midterm- In Class		Midterm PIBS- Midterm
W Feb 25 Wednesday	Meet in 185 MCKB Autism	Heward Ch. 7	Practicum Reflection Log 1 Signed Cooperating Teacher Contract 2 Signed Hour Log (first half) Completed Cooperating Teacher Evaluation- 1 Study Guide 7- Ch. 12, 7
M Mar 02 Monday	Gifted and Talented	Heward Ch. 13	Study Guide 8- Ch. 13
W Mar 04 Wednesday	Multicultural Issues, Poverty		Attend PBS Lecture
M Mar 09 Monday	RTI & PBS Early Intervention	Ch. 14	Study Guide 9- Ch. 14

W Mar 11 Wednesday	IEP Process and the IEP Team- Guest Speaker Overview of Referral Process	Gibb & Dyches Text	
M Mar 16 Monday	Writing IEPs, PLAAFPS, and goals		
W Mar 18 Wednesday	Assessment Accommodations for IEP's- Meet in 185 MCKB	Heward Ch. 3	Church Disability Assignment
M Mar 23 Monday	Collaborating with Families Planning IEP Meetings	WETSKA Part III	
W Mar 25 Wednesday	Reporting Student Progress Classroom Accommodations: Academic and Social/Behavioral Differentiated Instruction	WETSKA Part 2	
M Mar 30 Monday	Transition to adulthood	Heward Ch. 15	Study Guide 10- Ch. 3, 15
W Apr 01 Wednesday	Parent Panel: Q&A- CLASS WIL BE IN MCKB 185		IEP Workbook
M Apr 06	Final Project		

Monday	Presentations		
W Apr 08 Wednesday	No Class		Completed Cooperating Teacher Evaluation 2 PIBS Final Practicum Reflection Log 2 Signed Hour Log (second half)
M Apr 13 Monday	Final Project Presentations/ Review for Final	IRIS RTI Modules Part 1&2	Final Project (Parts 1 and 2) IRIS RTI Modules (Part 1 & 2) Oral Presentation
T Apr 14 Tuesday			
W Apr 15 Wednesday	Exam Preparation Day		
F Apr 17 Friday	Final- Take home		
M Apr 20 Monday			
W Apr 22 Wednesday			