

Counseling Psychology and Special Education 403
Brigham Young University
Department of Counseling Psychology and Special Education
Fall 2014

Course Title: CPSE 403: Introduction to Special Education

Course Credit: 3 semester hours

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Course Time: 3:00-4:15 MW in 355 MKCB

Office Hours: Monday and Wednesday 10-12 and by appointment

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Course 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

Concurrent field experience: Work a minimum of **12 hours** with students with severe and mild/moderate disabilities or who are at risk for school failure. Teacher candidates will submit reflection log, hourly log, and associated assignments regarding this volunteer work.



Required Materials:

Carter, N., Prater, M.A., & Dyches, T.T. (2009). *What every teacher should know about making accommodations and adaptations for students with mild to moderate disabilities*. Upper Saddle River, NJ: Pearson.

Gibb, G. S., & Dyches, T. T. (2007). *Guide to writing quality individualized education programs* (2nd Ed). Needham Heights, MA: Allyn & Bacon. (112 pages; self-instructional workbook).

Heward, W. L. (2013). *Exceptional children: An introduction to special education*. Upper Saddle River, NJ: Merrill/Pearson.

Web sites: IRIS at Vanderbilt University <http://iris.peabody.vanderbilt.edu/>

Guiding Framework: As a department, we embrace the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards as our guiding framework for preparing teacher candidates.

The Interstate New Teacher Assessment and Support Consortium (INTASC) Standards: The INTASC standards center on five major propositions: (1) Teachers are committed to students and their learning. (2) Teachers know the subjects they teach and how to teach those subjects to diverse learners. (3) Teachers are responsible for managing and monitoring student learning. (4) Teachers think systematically about their practice and learn from experience. (5) Teachers are members of learning communities.

Course Objectives

Content Covered	INTASC and CEC Standards	Assessment
1. Describe the ways in which people differ, learning characteristics and special learning needs.	3: Diverse Learners CC1K5 CC1K10 CC5K9 CC6K2 CC6K3 CC9K1	<ul style="list-style-type: none"> Disability Awareness Final Project Practicum Reflection Log
2. Define special education and describe the legal structure of services for individuals with disabilities, including the Individuals with Disabilities Education Act.	7: Planning Instruction CC1K8 CC8K2 GC1K7	<ul style="list-style-type: none"> Continuum of Placements Final Project
3. Articulate issues related to the identification of students with disabilities, referral and placement and the need to provide differing levels of support.	3: Diverse Learners GC1K1 GC8K2 GC3S1	<ul style="list-style-type: none"> RTI module
4. Articulate issues related to collaboration in special education. Identify the skills for effective collaboration.	10: Collaboration, Ethics, and Relationships	<ul style="list-style-type: none"> Continuum of Placements Final Project
5. Describe policies and programs for young children; define elements of the Child Find system.	2: Student Development EC1K3	<ul style="list-style-type: none"> Practicum Reflection Log Final
6. Describe the steps in the Individualized Education Program (IEP) process.	7: Planning Instruction CC3K3	<ul style="list-style-type: none"> RTI IRIS Module Gibb & Dyches workbook Final
7. Describe the characteristics, prevalence, and educational implications for students with specific learning disabilities, speech or language impairment, mental retardation, and emotional disturbance.	3: Diverse Learners CC1K5 CC1K9 CC2K3 CC10K4	<ul style="list-style-type: none"> Practicum Reflection Log Disability Awareness Final Project
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.	3: Diverse Learners CC1K5 CC1K9 CC2K3 CC10K4	<ul style="list-style-type: none"> Practicum Reflection Log Disability Awareness
9. Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities	3: Diverse Learners CC1K5 GC1K7 CC3K5 CC3K4	<ul style="list-style-type: none"> Practicum Reflection Log Final Project
10. Identify strategies for accommodating to meet individual student needs.	7: Planning Instruction CC1K9 CC10K4	<ul style="list-style-type: none"> Tier 2 Intervention Plan Final Project
10. Demonstrate the ability to use assessment results to make instructional decisions.	7: Planning Instruction	<ul style="list-style-type: none"> Final Project
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.	3: Diverse Learners CC1K5 CC1K9 CC1K10 CC3K3 CC3K4 CC6K2 CC6K3 CC10K4 GC1K7	<ul style="list-style-type: none"> Practicum Reflection Log Final Project

Learning Outcomes (CPSE 403 – <http://learningoutcomes.byu.edu>)

Collaboration: Candidates work effectively with parents, professionals, paraprofessionals, and others in the school and community to help students with disabilities achieve their IEP goals.

Interpersonal Relations: Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse backgrounds.

Professional Practice: Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.

Success in the Course

Hopefully all students enrolled in this course will achieve desired outcomes. Successful students in this course attend class, read the lessons, and complete assignments on time.

Completing work on time is especially important. Typically, this is a busy term for students. If you get behind early in the term, it becomes increasingly difficult to catch up. Turn in work on time.

Students should contact the professor when they encounter problems completing assignments or attending class.

Methodologies/Teaching Strategies

Course learning includes reading the lessons, completing mastery checks, accessing internet sites, viewing electronic video presentations, and working with a child with special needs, attending class and participating in instructional activities in class.

Assignments/Assessments

	Point Value
• Connections Journal	50 (10 @5 points each)
• Field Experience Assignments	
○ Practicum Reflection Log	60 points
○ Signed Cooperating Teacher Contract	20 (2 @10 points each)
○ Signed Hour Log	10 points
○ Professionalism Evaluation	10 (2 @5 points each)
• Course Assignments	
○ Disability Awareness Assignment	20 points
○ IRIS Modules	30 points
○ Tier-2 Intervention Plan	10 points
○ Continuum of Placements Assignment	10 points
○ IEP Workbook Assignment	50 points
• Final Project	100 points
• Class Presentation	10 points
• Participation/Professionalism	22 points
• Attendance	28 points
• Course Evaluation	5 points
TOTAL POINTS	430

Your **letter grade** for the course will be calculated using the following percentages:

A	95 - 100	B+	87 - 89	C+	77 - 79	D+	67 - 69
A-	90 - 94	B	83 - 86	C	73 - 76	D	63 - 66
		B-	80 - 82	C-	70 - 72	D -	60 - 62

Course Assignment Summary

Field Experience: You will spend 12 hours at two approved sites, six hours at a severe site and six hours at a mild/moderate site. Teacher candidates are encouraged to visit the sites in teams of two. You will create your own schedule and make your own arrangements with the Cooperating Teacher. It is recommended that you plan to attend each site three times for two hours, and that you try to include both a secondary and an elementary site in your schedule.

Reading Assignments: Reading materials include: Exceptional Children: an Introduction to Special Education, What Every Teacher Should Know About (WESTKA) Making Accommodations book, and materials posted on blackboard.

Connections Journal Assignments: For each assigned chapter, students will complete the Connections Journal assignment (1/2 -1 page reflection on assigned readings).

Course Assignments: Students will complete the following assignments. The first four assignments listed below will each be approximately 1-2 pages in length.

1. Disability Awareness Assignment
2. The IRIS Response- to- Intervention Module and Assessment
3. Tier 2 Intervention Plan (based on behavioral and academic scenario)
4. Continuum of Placements Assignment
5. Gibb and Dyches IEP Workbook
6. Practicum Reflection Log, 2 Cooperating Teacher Contracts, and Cooperating Teacher's Professional Evaluation

Final Project:

The final for the course is a collaboration assignment. Students will work with a peer to develop a hypothetical case study.

Due Dates: Due dates are indicated on the course schedule.

Assignments: Assignments are to be handed at the **beginning** of class on the due date designated by the instructor. (This applies in the case of absences, also.) Assignments will be lowered 10% for each day late. **No assignments will be accepted after the last day of class.**

Course Evaluation: Complete the course/instructor evaluation found through Route Y.

Course Expectations:

- *Course Work:* Written work is expected to be professionally written. Please proofread all work prior to submission. Assignments should be typed and be free from spelling, grammatical, and typographical errors.
- *Assignments:* All written work must reflect the efforts of the individual student unless it is a group assignment.
- *Time Commitment:* University standards are 2 to 3 hours of out-of-class work for each credit hour. For this class you may spend 6 to 9 hours a week completing course work.
- *Personal Responsibility:* Students are expected to check the online course information and/or the course syllabus for clarification regarding assignments prior to contacting the instructor. Students are responsible for completing course work and for managing learning behavior in and out of class. If you encounter problems completing course work, it is your responsibility to contact the instructor to resolve issues.
- *Classroom Behavior:* Reading and sending emails, completing work for other courses while in class, working on puzzles, or any other multi-tasking type activity is not an appropriate use of the learning opportunity available in class. Cell phones should be turned off prior to class.
- *Professionalism:* You are expected to behave in a professional manner. If you have concerns about the course, you should discuss your concerns privately with the instructor.

Methodologies/Teaching Strategies: Course learning includes reading the lessons, completing mastery checks, accessing internet sites, viewing electronic video presentations, and working with a child with special needs, attending class and participating in instructional activities in class.

Other Critical Information:

Please be courteous to all members of the class by **turning off cell phones and beepers during class time.** You are also expected to learn how to use Learning Suite to access information for this course.

Policies and general information:

<http://education.byu.edu/cpse/documents/general%20syllabi%20department%20information%20%28Repaired%29.pdf>

Mission Statement of the BYU Special Education Programs

Students with Disabilities

Statement on Diversity

Preventing Sexual Harassment

Bibliography

- Alberto, P. A. & Troutman, A. (2009). *Applied behavior analysis for teachers*. Upper Saddle River, NJ: Merrell/Pearson.
- Anderson, P. L. (1997). *Case Studies for Inclusive Schools*. Austin, TX: PRO-ED, Inc.
- Garguilo, R. M. (2009). *Special education in contemporary society: An introduction to exceptionality*. Los Angeles, CA: Sage Publications.
- Hardman, M. L., Drew, C. J., & Egan, W. L. (2008). *Human exceptionality: School community, and family* (9th Ed.), Boston: Houghton Mifflin.
- Lenz, B. K., Deshler, D. D. (2004). *Teaching content to all: Evidence-based inclusive practices in middle and secondary Schools*. Boston: Pearson.
- Mastropieri, M.A., & Scruggs, T.E. (2007). *The inclusive classroom: Strategies for effective instruction*. Upper Saddle River, NJ: Pearson.
- Prater, M.A. (2008). Chapter 2: Laws and reform impacting special education from: *Teaching strategies for students with mild to moderate disabilities*. Boston: Pearson.

Course Calendar

Class	Focus	Reading(s)	C. Journal	Course and Field Assignment(s)
Sept. 3	Introduction and Syllabus			
Sept. 8	Disability Awareness Course Schedule			
Sept. 10	Overview of Special Ed Law Placements, 504 and IDEA Pre-Referral	Heward Ch. 1 & 2	√	Signed Cooperating Teacher Contract 1
Sept. 15	Learner Characteristics	WETSKA Part 1		
Sept. 17	Learner Characteristics High Incidence Disabilities	Heward Ch. 5	√	
Sept. 22	High Incidence Disabilities: Intellectual Disabilities	Heward Ch. 4		Disability Awareness
Sept. 24	Emotional Disturbance	Heward Ch. 6	√	
Sept. 29	High Incidence Disabilities Communication Disorders	Heward Ch. 8		
Oct. 1	Learning Disabilities simulation	Heward Ch. 8	√	
Oct. 6	Low Incidence Disabilities: Visual and Hearing Impairments	Heward Ch. 9 & 10		IRIS Visual Disability Module
Oct. 8	Orthopedic Impairments and Other Health Impairments	Heward Ch. 11	√	
Oct. 13	Low Incidence Disabilities: Severe and Multiple Disabilities and Traumatic Brain Injury	Heward Ch. 12		Signed Cooperating Teacher Contract 2 Practicum Reflection Log 1 Professionalism Evaluation 1

Oct. 20	Gifted and Talented	Heward Ch. 13		
Oct. 22	Multicultural Issues, Poverty	TBA	√	Continuum of Placements
Oct. 27	Early Intervention	Heward Ch. 14		
Oct. 29	IEP Process and the IEP Team Overview of Referral Process	(Heward Ch. 2)		
Nov. 3	Goalview & IEP Team			
Nov. 5	RTI & PBS		√	
Nov. 10	Front of the Class			IRIS RTI Module
Nov. 12	Writing IEPs Front of the Class	Gibb & Dyches text		IEP Workbook
Nov. 17	Family Impact, Planning IEP Meeting	Heward Ch. 3		
Nov. 19	IEP team, planning IEPs, writing IEPs, Goalview Final Project Instructions	WETSKA Part 3	√	Tier 2 Intervention Plan
Nov. 24	No class meeting. Do the assigned IRIS module on-line. Plan Final Project with Partner	IRIS Module		IRIS Assessment Module
Nov. 25	Friday Instruction			
Nov. 26	No Class Be thankful (and safe)!			
Dec. 1	Classroom Accommodations: Academic and Social/Behavioral	WETSKA Part II		
Dec. 3	Differentiated Instruction, Classroom Approaches		√	Signed Hour Log (first half) Signed Hour Log (second half) Professionalism Evaluation 2 Practicum Reflection Log 2
Dec. 8	Share Final Projects			
Dec. 10	Share Final Projects Lucado story			Participation/Professionalism Points Attendance
Dec. 11				Student Ratings
Dec. 12	Exam Preparation Day			
Dec. 16	Final Exam: 355 MCKB 11:00-2:00 p.m.			