

CPSE 440 - Kellems-C + I Sec Stnds w/Disabilities

Winter 2015

Section 001: 166 MCKB on W from 1:40 pm - 3:30 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

Or By Appointment

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TA Information

Name: Brandi Buerger

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Course Information

Description


Curriculum and instruction for secondary special needs students including adaptations, accommodations, and transition-related planning and instruction.


Prerequisites

Passing grades in all Fall semester CPSE courses

Materials

Item	Price (new)	Price (used)
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	EVIDENCE-BASED INSTRUCTIONAL	29.95	22.50
	STRATEGIES FOR T <i>Required</i>		
	by TEST, D		

	LIFE BEYOND THE CLASSROOM: TRANSITION	79.95	60.00
	STRATEG <i>Required</i>		
	by WEHMAN, P		

Teaching Philosophy

Methodologies/Teaching Strategies:

Course format will include lecture, group discussion, panel discussion, small group work, service learning, and research participation.

Class Activities and percentage of class time used for each:

- Large group discussion (25%)
- Student presentations to class (10%)
- Application-a limited percentage of time will be spent on the application of principles, case studies, or unique situations that involve analysis and problem solving. (15%)
- A minimal portion of class time will be dedicated to written quizzes and reflection (5%)
- Discussion, reflection and simulation activities in Small groups (20%)

Grading Policy

Assignments are due prior to the start of class. Any assignments turned in after that are considered late. Assignments can be turned in late for 1 week for 1/2 credit. After a week assignments will not be accepted.

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%

Learning Outcomes

Historical foundations

Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education.

Continuum of placement

Continuum of placement and services available for individuals with disabilities at the secondary level.

Psychological and social-emotional characteristics

Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults.

Specialized materials and instructional approaches

Specialized materials and instructional approaches for individuals with disabilities at the secondary level.

Instructional strategies and practices

Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities at this level.

Strategies

Strategies for integrating student initiated learning experiences into ongoing instruction.

Methods

Methods for guiding individuals in identifying and organizing critical vocational content.

Transition planning

Assessing for transition planning.

Multicultural competence

Multicultural competence in transition planning processes

Research-supported methods for academic instruction

Use research-supported methods for academic instruction of secondary age individuals with disabilities.

Research-supported methods for non-academic instruction

Use research-supported methods for non-academic instruction of secondary age individuals with disabilities.

Adaptations and technology

Use appropriate adaptations and technology for all individuals with disabilities.

Resources and techniques for transitioning

Use resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.

Attendance Policy

Attendance is a professional expectation. Regular attendance will be taken. An unexcused absence will count against your grade; an excused absence will not. Students are expected to be on time and prepared. The following rules apply to class attendance. There are 3 pts possible for every class. The points will be assigned according to the following criteria.

On time = 3 pts

Up to 5 min late = 2 pts

Over 5 min late = 1 pt

Students will not be penalized for university excused absences. Simply letting the professor know you will not be in class is not an university excused absence. If there is a question as to if an absence is university excused or not please talk to the professor.

CPSE 440: Observation of an Entry Level Job

Purpose of the observation: To identify the academic, social, and executive functioning skills entry level workers need to obtain and maintain a job.

Directions: Identify an entry level job (e.g., gas station attendant, bagger/stocker, Wal-Mart, Fred's, theater) that a transition age student with or without a diploma could obtain. Observe the setting to conduct a job analysis of the site; use the attached form. Afterward, identify one task at the site and develop the task analysis that you would use to teach the individual actions or steps needed to successfully complete the task.

Submit the following:

- **Completed Job Analysis Form (5pts)** - is a description of the environmental and social characteristics of a work site, the jobs or tasks a worker is expected to perform, and potential supports available at the specific work site.
- **Completed Task Analysis Form (5 pts)**
- **Reflection Paper**

Submit a 1-2 page SS reflection of the observation (10 pts). What barriers to obtaining and keeping this job might a person with a non-cognitive disability experience? What accommodations or modifications might be appropriate on the job? What transition services would a person need to obtain and maintain this job?

Could a person with a cognitive impairment successfully do this job? What accommodations/ modifications might be appropriate? Describe the job you would carve for a person with significant disabilities based on the tasks you observed at this site? What are the specific tasks associated with the job you are carving; how often would the tasks be performed; what supports would be needed?

Mar 4

Community Mapping Assignment

Due: Wednesday, Apr 08 at 11:59 pm

CPSE 440:Community Map

Overview:

Your requirements for this class include participating in a modified version of community resource mapping. Given that you will be doing this activity solo (i.e., without a local transition council) I am requiring that you complete the process described in "**Step 2: Mapping**" of the "**Community Resource Mapping**" information brief (<http://www.ncset.org/publications/viewdesc.asp?id=939>).

You will be required to **Identify and Collect Data** on the current set of services available in the community where your practicum is located related to youth with disabilities. This activity will be distributed across the multiple sessions of the course, starting with the session on **Transition and Self-Determination**. In other words, for three of the four of the topical sessions of the class, starting with transition and self-determination, you will need to begin collecting information about the disability-specific services available in your community.

Project Requirements:

You will need to develop (1) a process for identifying and collecting information from your community; (2) develop a set of questions to ask the agencies and organizations you will be required to contact for each session of class. (I have included a sample set of questions below and (3) create a resource guide

1. Develop a process (10 pts): For the Community Service Coordination final project, you will be required to identify all appropriate services for your student or the student case study that you have selected. This will include (a) **disability specific services**, (b) **generic services** (services anyone in the community can access such as a temporary employment agency, public transportation, a community social group, a community art class), and (c) **natural supports** (the ways that the student's family, friends and support network can offer support and assistance). You should think about all of the ways you might identify and contact these services in your community. For example, possible ways to track

down information include: checking the yellow pages, contacting the chamber of commerce, seeing if there is a community resource guide in your community (usually available thru social service agencies), checking community websites, even doing a google search for agencies in your community!

2. Collect Information about the Services Available in your Community (30 pts).

When you contact the service agency, find out the following information:

- a. Name, address, phone number, website/email contact information

- b. List of services they provide for youth with disabilities (you may ask about the specific disability of the student you plan to use for your community service coordination project; or about the specific disability most appropriate for that particular service [e.g., mental health services, mental retardation])

- c. List of services they provide for adults with disabilities.

- d. How are services funded? What types of funding sources pay for services?

- e. Are there services the agency is planning on offering in the near future for youth with disabilities?

- f. Are there critical elements missing from what you have found out about this service agency related to what you have read/know about the support needs of youth with disabilities?

- g. Does the agency know of other agencies or organizations in the community that provide services to similar populations of individuals with disabilities (e.g., other employment services, mental health services, housing services, case management services).

These are possible questions to ask. You might come up with others that will help you collect the right information about services in your community.

3. Create a Resource Directory (10 pts).

Using the information you have gathered on community resources create a resource directory that is divided up into the different topic areas. The resource directory should be visually appealing and functional. If possible this resource directory should be

Final- Closed book and note

Due: Friday, Apr 17 at 5:00 pm

Students can pick up the final in the CPSE office starting on the 14th. The exam is to be turned into the CPSE office by 4:30 on the 17th.

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.

Schedule

Date	Readings	Column 2
W Jan 07 Wednesday	Chapter 1- Transition: New Horizons and Challenges	Quiz 1- Ch 1 & 2 Opens
W Jan 14 Wednesday	Chapter 2- Self Determination: Getting Student	Quiz 1- Ch 1 & 2 Closes

Involved in
Leadership

Chapter 3-
Families and
Young People with
Disabilities:
Listening to Their
Voices

W Jan 21
Wednesday

Chapter 4-
Individualized
Transition
Planning: Building
the Roadmap to
Adulthood

Going Mobile

Transition Coalition Module: Transition
Planning the Big Picture
Please follow the link below or copy/paste it
into a browser window. This will take you to
the Transition Coalition website to set up
your Transition Coalition account and assign
you to my course. When you are assigned
to my course, I will be able to follow your
progress on assignments I give you on the
Transition Coalition website.

http://transitioncoalition.org/fjoin/289_Mjq5Mj

446 R-Time Commitment Sheet

Quiz 2- Ch 4 & 6 Opens
Transition Coalition Module- Transition
Planning the Big Picture

W Jan 28
Wednesday

Meet in 185
Susan Loving,
Utah State Office
of Education
Graduation

Quiz 2- Ch 4 & 6 Closes

446R - Week 1 Reflection Paper

requirements and
legally compliant
IEP's

Chapter 5-
Multicultural
Transition
Planning: Including
all Youth with
Disabilities

Chapter 6:
Transition
Planning and
Community
Resources:
Bringing it All
Together

W Feb 04
Wednesday

Chapter 7- Full
Inclusion into
Schools:
Strategies for
Collaborative
Instruction

Study Guide 1

W Feb 11
Wednesday

Chapter 9-
Secondary
Curriculum and
Transition

446R - Week 2 Reflection Paper

Quiz 3- Ch 10 & 11 Opens

Chapter 10-

Assessment and
Teaching for
Transition
UDL for Transition

Meet in 185 MCKB

T Feb 17 **Monday Instruction**
Tuesday

W Feb 18 Chapter 11- **Quiz 3- Ch 10 & 11 Closes**

Wednesday Teaching Social
Skills and
Promoting
Supportive
Relationships

Evidence Based
Transition
Practices- Test
book
NSTTAC
Resources

W Feb 25 Meet in 185 MCKB 446R - Week 3 Reflection Paper
Wednesday

Evidence Based **Observation of an Entry Level Job**
Transition
Practices

W Mar 04 Meet in 185 MCKB **Quiz 4- Ch 13 Opens**
Wednesday **Study Guide 2**

Chapter 12- Using

	Technology from School to Adulthood: Unleashing the Power	
W Mar 11 Wednesday	Chapter 13: Securing Meaningful Work in the Community: Vocational Internships, Placements and Careers	446R- Lesson Plan 446R - Week 4 Reflection Paper Quiz 4- Ch 13 Closes
W Mar 18 Wednesday	18-21 Programs- Guest Speaker Meet in 185 MCKB Summary of Performance (SOP)	
W Mar 25 Wednesday	Chapter 15: Persuing Postsecondary Education Oppurtunities for Students with Disabilities	446R- TSI Assessment Study Guide 3 Transition IEP Components
W Apr 01 Wednesday	Chapters 16-20 Applications for	446R- Demographic Survey- FED + PIBS

	Specific Disabilities	446R - Week 5 Reflection Paper
		446 R- Prof/ Mentor Teacher Evaluation
W Apr 08 Wednesday	No Class- Dr. Kellems at CEC	Community Mapping Assignment
T Apr 14 Tuesday	Students can pick up the final in the CPSE office starting on the 14th. The exam is to be turned into the CPSE office by 4:30 on the 17th.	
W Apr 15 Wednesday	Exam Preparation Day	
F Apr 17 Friday	Final- Closed book and note	Final is to be turned into the CPSE office by 4:30
W Apr 22 Wednesday		