

Syllabus
CPSE 440: Curriculum and Instruction for Secondary Students with Disabilities

Brigham Young University
Department of Counseling Psychology and Special Education
Winter Semester 2015

- Credit Hours:** 2 semester hours
- Location and Time:** 341 MCKB Wednesday 1:30-3:30
- Instructor:** Barbara Smith M.Ed.
340R MCKB 422-8396 Barbara_smith@byu.edu
- Office Hours:** Tues. and Wed. 9-11 am and by appointment
- Teaching Assistant:** Kaylee Christensen
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Available for appointments if needed
- Course Description:** Curriculum and instruction for secondary special needs students in transition.
- Prerequisites:** Successful completion of fall semester CPSE courses
- Required Texts:** Pierangelo, R., & Guiliani, G.A. *Transition Services in Special Education; A Practical Approach*. Pearson Education, Inc.

Kochhar-Bryant, C., Shaw, S., & Izzo, M. *Transition and IDEA 2004*. Pearson Education, Inc.

Course Expectations:

1. Students will adhere to the BYU Honor Code. Each person will conduct self in accordance with standards of professionalism. Students will attend all classes and actively participate in discussions, activities, research, and group work. Late arrivals or early dismissals are inappropriate. Five participation points will be deducted for each class missed, and two points for every unexcused tardy or early dismissal. Inform the instructor of your absence or tardiness at least ½ hour BEFORE class.
2. Complete all assignments on time. Written reports must be typed, proof-read, spell-checked and written in American Psychological Association (APA) style. No late assignments are accepted- except in rare extenuating circumstances such as extreme illness or death in the family (addressed on an individual basis). Assignments are due at the beginning of class.

Course Content:

This course is designed to prepare special educators to understand the challenges of adolescence and to effectively assess, teach, and make adaptations for secondary level students with disabilities in transition.

Methodologies/Teaching Strategies:

Course format may include but is not limited to lecture, group discussion, guest presentation, panel discussion, small group work, curriculum based assessment, service learning, and research participation. In addition, this semester online content will be used.

Assignments:

- 1) **Professionalism:** You evaluate yourself on professionalism in this class. The instructor will also evaluate you. Discrepancies in evaluations will be written and/or discussed with students individually in a meeting with the instructor. Respect and consideration are expected.
- 2) **Class participation:** Attendance, punctual arrival, remaining for the entire class period and participation in the class activity/discussion are expected. Points are earned only by participation.
- 3) **School Tour with Technology:**
You will take a tour of a transition school and interview a school leader. Document your learning through video or photographs.
- 4) **Disability Transition Project:** You will choose a disability to research and give a detailed report regarding transition for students with that type of disability. In your report address the specifics of this disability:
Briefly:
 - a) Define the disability
 - b) Give the rate of occurrence
 - c) List known causes for this disabilityDetailed:
 - d) ***Describe (5) teaching strategies for sec. students with this disability [at least 5]***
 - e) ***Explain the transition process for these students***
 - f) Use at least 4 credible resources

***NOTE:** The report must be completed in APA format. Please edit all papers before submission. This paper should be 4-5 pages.
In class, give a well-prepared presentation highlighting the **teaching strategies and the transition process** (approximately 6-8 minutes) about the disability you reported on. It should include a handout or brochure. Grading rubrics will be available.
- 5) **Transportation/Recreation/Leisure Assignment:** You will select a local destination and modes of transportation for individuals with disabilities to report on. You will need to address the following in your write-up: a) How students would access the destination through two types of detailed transportation; be sure to note the reliability and convenience of this transportation b) define the purpose of the organization c) explain what population the service is designed to support d) explain how the service is funded e) give a brief summary of activities provided f) explain the pros and cons you noticed g) explain the ease of use of this facility for those with disabilities; does it help to foster independence? This report needs to be long enough to cover all of the necessary information.
- 6) **Individualized Transition/Budget Plan:** This assignment will be completed in-class. 1) An ITP should be written for a student you are currently working with in the practicum using the necessary form. Include any assistive technology that they will need. Or, 2) complete a monthly budget for a student according to the requirements listed on the budget rubric.
- 7) **Secondary Lesson Plan:** You will write a lesson plan using the concept of direct instruction model and teach the lesson to one or more students at your practicum site. Write a page discussing your experience teaching this lesson plan. Include the information about how age-appropriate this lesson plan was and how effective you were in meeting the lesson objective. Include what you would do differently if you were to teach the lesson again.
- 8) **Chapter quizzes:** There will be 5-10 quizzes covering the reading during the semester.
- 9) **IRIS Module:** [School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings:](#)

Point System:

Professionalism	10
Attendance and Participation	25
Study Guide for Leah Lobato Video	10
School Tour with Technology	25
Disability Transition Project	40
ITP/Budget Plan	10
IRIS Module	10
Transportation, Recreation and Leisure Assignment	50
Secondary Lesson Plan	15
Chapter Quizzes	50
Course evaluation	5
Final Exam	<u>50</u>
	300

Evaluation:

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

Policies and General Information:**Relevant BYU, McKay School of Education, and Special Education Policies**

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

Mission Statement of the BYU Special Education Programs

BYU Honor Code

Plagiarism

Preventing Sexual Harassment

Students with Disabilities

Statement on Diversity

Websites:

www.ode.state.or.us

www.dspd.utah.gov

www.usoe.k12.ut.us/sars/

www.nichcy.org

www.teen-aid.org/StateResources/Utah.htm

www.usor.utah.gov

www.uen.org/core/health/downloads/appendix_e.pdf

www.vcu.edu/rrtcweb/cyberu/webcast/wehmeier_webresources.pdf

www.jordandistrict.org

www.graniteschools.org

www.alpineschools.org

www.nebo.edu

www.provo.edu

www.wasatch.edu

Bibliography:

- Ashbaker, B.Y., & Wilder, L.K. (2006). Responding to Multicultural Challenges in Rural Special Education. (2006). *Multicultural Learning and Teaching 1(1)*, 31-44.
- Ashbaker, B.Y., Enriquez, J., & Morgan, J. (2004). Latinos in Action: Pro-active measures to ensure success for minority students. *TEACHING Exceptional Children Plus 1*, 10.
- Arbona, C. (1990). Career counseling research and Hispanics: A review of the literature. *The Counseling Psychologist, 18* (2), 300-323.
- Bakken, J. P., & Aloia, G. F. (1999). Transitioning multicultural learners with exceptionalities. In F. E. Obiakor, J. O. Schwenn, & A. F. Rotatori (Eds.), *Advances in special education: Multicultural education for learners with exceptionalities* (pp. 217-232). Stamford, CT: JAI Press.
- Blackorby, J., & Wagner, M. (1996). Longitudinal postschool outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. *Exceptional Children, 62*(5), 399-413.
- Boone, R. S. (1992). Involving culturally diverse parents in transition planning. *Career Development for Exceptional Individuals, 15* (2), 205-221.
- Campbell-Whately, G. D., Algozzine, B., & Obiakor, F. E. (1997, May). Using mentoring to improve academic performing for African American male youths with mild disabilities. *The School Counselor, 44*, 362-367.
- Coker, C. C., Menz, F. E., Johnson, L. A., & McAlees, D. C. (1997). *School outcomes and community benefits for minority youth with serious emotional disturbances: A synthesis of the research literature*. Menomonie, WI: University of Wisconsin-Stout Publications Department, Research and Training Center, Stout Vocational Rehabilitation Institute, School of Education and Human Services (ERIC Document Reproduction Service No. ED 424 715).
- Fuchs, D., & Fuchs, L. S. (1989). Effects of examiner familiarity on black, Caucasian, and Hispanic children: A meta-analysis. *Exceptional Children 55* (4), 303-308.
- Guetzloe, E. (1997). The power of positive relationships: Mentoring programs in the school and community. *Preventing School Failure, 41* (3), 100-105.
- Harvey, M. (2001). Vocational-technical education: A logical approach to dropout prevention for secondary special education. *Preventing School Failure, 45*(3), 108-113.
- Jolivet, K., Stichter, J. P., Nelson, C. M., Scott, T. M., & Liaupsin, C. J. (2000). Improving post-school outcomes for students with emotional/behavioral disorders. Reston, VA: The Council for Exceptional Children. (ERIC Document Reproduction Service No. ED 447 616)
- Morgan, J., Ashbaker, B.Y., & Enriquez, J. (2004). Reading the Future: High school minority students as classroom tutors. *International Journal of Learning 9*, 1-16.
- Obiakor, F. E., Grant, P. A., & Dooley, E. A. (2002). Educating all learners: Refocusing the comprehensive support model. *Springfield, IL: Charles C. Thomas*.
- Obiakor, F. E., & Wilder, L. K. (2004). Issues, practices, and solutions in transitioning ethnically diverse learners with emotional/behavioral disability. In D. Cheney (Ed.), *Transition of Students with Emotional or Behavioral Disability from School to Community: Current Approaches for Positive Outcomes*.
- Sitlington, P. L., Clark, G. M., & Kolstoe, O. P. (2000). *Transition education and services for adolescents with disabilities* (3rd ed.). Needham Heights, MA: Allyn & Bacon.
- Wehman, P. (1990). School-to-work: Elements of successful programs. *Teaching Exceptional Children, 23*, 40-43.
- Wilder, L. K., Jackson, A. P., & Smith, T. B. (2001). Secondary transition of multicultural learners: The Navajo Native American experience. *Preventing School Failure, 45* (3), 199-124.
- Wilder, L. K. (2001). Success in college for students with disabilities. *Theories and Practices in Supervision and Curriculum, 12*, 3

Course Objectives:

Syllabus Elements: Mapping Core Course Outcomes to the Conceptual Framework Aims & INTASC Evaluation Standards

	Conceptual Framework Aims	Council for Exceptional Children	INTASC Evaluation Standards	Assessment
Core Course Outcomes	<p>CF 1: Embrace and Apply the Moral Dimensions of Teaching</p> <ul style="list-style-type: none"> • Practicing nurturing pedagogy • Providing access to knowledge • Enculturating for democracy • Ensuring responsible stewardship of the schools <p>CF2: Demonstrate Academic Excellence CF3: Model Collaboration CF4: Act with Social Competence</p>	CEC knowledge and skill base for all entry-level special education teachers of students with exceptionalities in individualized general curriculum	S1: Subject Matter S2: Student Learning S3: Diverse Learners S4: Instructional Strategies S5: Learning Environments S6: Communication S7: Planning Instruction S8: Assessment S9: Reflection and Professional Development S10: Collaboration, Ethics, & Relationships	Classroom professionalism ratings Student self-evaluations Peer-review of reports
Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education.	<p>CF 1: Embrace and Apply the Moral Dimensions of Teaching</p> <ul style="list-style-type: none"> • Practicing nurturing pedagogy • Providing access to knowledge • Enculturating for democracy • Ensuring responsible stewardship <p>CF4</p>	CC1K10, CC10S1	S1: Subject Matter S10: Collaboration, Ethics, & Relationships	Final, Chapter Quizzes
Continuum of placement and services available for individuals with disabilities at the secondary level.	<p>CF1, CF3, CF4</p> <p>CF 1: Embrace and Apply the Moral Dimensions of Teaching</p> <ul style="list-style-type: none"> • Practicing nurturing pedagogy • Providing access to knowledge • Enculturating for democracy • Ensuring responsible stewardship 	CC2K4, IC3S1, IC4K4, CC5S2, CC5K7, CC7S8,	S1: Subject Matter S10: Collaboration, Ethics, & Relationships	Final, Chapter Quizzes, IEP paperwork
Psychological and social-emotional characteristics of individuals with disabilities as adolescents and young adults.	<p>CF1, CF4</p> <p>CF 1: Embrace and Apply the Moral Dimensions of Teaching</p> <ul style="list-style-type: none"> • Practicing nurturing pedagogy 	IC3S1, CC6K1	S3: Diverse Learners	Final, Chapter Quizzes

	<ul style="list-style-type: none"> • Providing access to knowledge • Enculturating for democracy • Ensuring responsible stewardship of the schools 			
Specialized materials and instructional approaches for individuals with disabilities at the secondary level.	CF1, CF2	CC3K2, IC3S1, CC5K7, IC5S4, IC5S3, IC5S6, CC7S8	S2: Student Learning S3: Diverse Learners S4: Instructional Strategies S5: Learning Environments	Final, Chapter Quizzes, Lesson plan, group reports/presentations
Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities at this level.	CF1, CF3, CF4	CC3K2, CC5K7, CC7S8, CC9K9, IC9S3, CC10S3, CC10S6, CC10S7, CC10S8, CC10S9, IC10K3, IC10S1	S2: Student Learning S3: Diverse Learners S4: Instructional Strategies S5: Learning Environments	Final, Chapter Quizzes
Strategies for integrating student initiated learning experiences into ongoing instruction.	CF1, CF3, CF4	CC2K4, CC3K2, CC5K7, CC5S8, CC5S9, CC7S8, CC10K4, IC10S1, IC10S2, IC10S3, IC10S4, IC10S5	S2: Student Learning	Lesson Plans
Methods for guiding individuals in identifying and organizing critical vocational content.	CF1, CF4	CC2K4, CC3K2, IC3S1, IC4K4, CC5K7, CC7S8	S2: Student Learning	Final, Chapter Quizzes, IEP paperwork
Assessing for transition planning.	CF2	CC2K4, CC3K2, IC4K4, CC5S2, CC5S8, CC5S9, CC7S6	S8: Assessment	Administration of Assessment
Multicultural competence in transition planning processes	CF1, CF4	CC2K4, CC6K1, CC5K10, CC5S14, CC10K4,	S3: Diverse Learners	Chapter Quizzes
Use research-supported methods for academic instruction of secondary age individuals with disabilities.	CF1, CF2, CF4	CC3K2, IC4K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3,	S1: Subject Matter S2: Student Learning S7: Planning Instruction	Final, Chapter Quizzes, Lesson plan, group reports/presentations
Use research-supported methods for non-academic instruction of	CF1, CF2, CF4	CC3K2, IC4K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13,	S1: Subject Matter S2: Student Learning	Final, Chapter Quizzes, Lesson plan,

secondary age individuals with disabilities.		IC5S1, IC5S7, IC5S8, IC5S9, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3, IC7S4, IC7S6,	S7: Planning Instruction	group reports/presentations
Use appropriate adaptations and technology for all individuals with disabilities	CF1, CF2	CC3K2, IC3K1, IC4K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13, IC5S2, IC5S11, IC5S12,	S6: Communication	Final, Chapter Quizzes
Use resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.	CF3	CC3K2, IC4K2, CC4S2, CC4S6, CC5S8, CC5S9, CC5S12, CC5S13, CC5S14, IC5S2, IC5S11, IC5S12, CC7S12, CC7S14, IC7S1, IC7S3, IC	S1: Subject Matter S2: Student Learning S7: Planning Instruction	Final, Chapter Quizzes, Lesson plan, group reports/presentations

Expected Learning Outcomes:

Upon completion of the Special Education Severe Disabilities Undergraduate Program, teacher candidates meet the needs of students with disabilities through competencies related to the Interstate New Teacher Assessment and Support Consortium and the Council for Exceptional Children (Common Core and Individualized Independence Curriculum). The six primary learning outcomes of this program include:

1. Assessment: Candidates select, administer, and interpret appropriate tests to determine if students are eligible for special education, to plan and adjust daily instruction, and to monitor student progress toward Individualized Education Plan (IEP) goals.

2. Teaching: Candidates use effective teaching practices and assistive technologies to help students with severe disabilities master their IEP goals in areas such as functional living skills, communication skills, reading, and mathematics.

3. Behavior: Candidates use effective behavior improvement strategies to help students increase appropriate social behavior and to prevent and reduce inappropriate behaviors.

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

5. 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.

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