

CPSE 453 - Cur + Inst: Severe Disabilits

Spring 2015

Section 001: 355 MCKB on T Th from 1:00 pm - 3:50 pm

Instructor/TA Info

Instructor Information

Name: Abby Cook

Office Location: MCKB

Email: abigail_cook@byu.edu

Course Information

Description

Curriculum and instruction for students with severe special needs including adaptations, accommodations, transition, lesson planning, and teaching techniques.

Prerequisites

Successful completion of winter semester CPSE courses

Grading Policy

Assignments are due at the beginning of class on the due date assigned. Late work will receive 10% off for each day it is late. No extra credit will be offered. Besides the final, no assignments may be submitted after the last day of class.

Participation Policy

Complete all requirements and activities outlined for this course within the prescribed time period and by the due date. Assignments are due at the *beginning* of class. Please do not work on assignments during class. **Late assignments will lose 10% for each day they are late.**

- At the discretion of the professor, some assignments may be corrected and turned in a second time. The stipulation is this: it must be resubmitted within a week of the day it was handed back to the class and you can only regain a maximum of half of the points you lost.

- Complete all in-class assignments and activities.
- Participate actively in all learning activities within the class.
- Interact in a professional manner with all students and parents that you work with as a part of the learning activities for this course following the objective outlined on the professionalism rubric.
- Complete assigned readings *before* class.
- No extra credit will be given.

Attendance Policy

Students will arrive on time and attend every class until class is dismissed. Any exceptions will be deemed excused or not excused by the professor with a point reduction for being tardy or late. Professional conduct requires that you contact the professor before class if you will miss or arrive late. It is considered unprofessional to allow your cell phone to interrupt class or to use a laptop for anything other than taking notes for this class.

Classroom Procedures

Students will demonstrate administration competence for at least 6 selected assessment measures specifically used for the identification, classification, and placement of students into programs for exceptional children (e.g., learning disabled, emotionally disturbed, intellectual disabled, ELL, multicultural, autistic, etc.) and for educational programming purposes. Students may participate in demonstrating formal and informal assessment measures to other members of the class as part of the learning process. Students will demonstrate competence in the administration of formal assessment measures and then will conduct a minimum of 1 assessment on a child or adult specific to identifying strengths and weaknesses in student academic, intellectual, social, and behavioral skills.

Written Work

Students are expected to submit university-level work. All assignments should be typed, stapled, and free of grammatical and spelling errors. Points will be deducted for work that has not been proofread and edited to a professional standard.

Assignments

Assignment Description

TLAMS Chapter 1

Due: Thursday, Apr 30 at 1:00 pm

Reading and Study Guide.

CBA

Due: Thursday, Apr 30 at 11:59 pm

Based on Brigance derive 1 PLAAFP and 1 MAG then create a CBA to extend the Brigance test.

Unit Framework

Due: Tuesday, May 05 at 1:00 pm

Please print this assignment and bring it to class, along with the rubric.

TLAMS Chapter 2

Due: Thursday, May 07 at 1:00 pm

Reading and Study Guide

TLAMS Chapter 12

Due: Tuesday, May 12 at 1:00 pm

Reading and Study Guide

(not pages 298-305)

Discrete Trial Language Arts Lesson Plan

Due: Tuesday, May 12 at 11:59 pm

Design a language arts focused Discrete Trial Lesson Plan.

Math Presentation

Due: Thursday, May 14 at 1:00 pm

You will be assigned a chapter from the text "Teaching Math to Students with Down Syndrome and Other Hands-On Learners" and present your chapter in class.

TLAMS Chapter 7

Due: Tuesday, May 19 at 1:00 pm

Reading and Study Guide

TLAMS Chapter 8

Due: Tuesday, May 19 at 1:00 pm

Reading and Study Guide

Discrete Trial Math Lesson Plan

Due: Tuesday, May 19 at 11:59 pm

Design a math focused Discrete Trial lesson plan.

Iris Module

Due: Thursday, May 21 at 1:00 pm

IRIS Module: Perception of Disabilities:

<http://iris.peabody.vanderbilt.edu/da/chalcycle.htm>

Complete Assessment and Wrap up Questions and email to Abby by 5 pm.

TLAMS Chapter 9

Due: Tuesday, May 26 at 1:00 pm

Reading and Study Guide

TLAMS Chapter 10

Due: Tuesday, May 26 at 1:00 pm

Reading and Study Guide

TLAMS Chapter 3

Due: Thursday, May 28 at 1:00 pm

Reading and Study Guide

Paraeducator Lesson Plan

Due: Tuesday, Jun 02 at 1:00 pm

Design a lesson plan for paraeducators. Include a form you would use to take data.

TLAMS Chapter 4

Due: Tuesday, Jun 02 at 1:00 pm

Reading and Study Guide

Chapter 4: A-H

TLAMS Chapter 6

Due: Tuesday, Jun 02 at 1:00 pm

Reading and Study Guide

Chapter 6: S-Z

TLAMS Chapter 5

Due: Tuesday, Jun 02 at 1:00 pm

Reading and Study Guide

Chapter 5: I-R

Gardner's Multiple Intelligences

Due: Thursday, Jun 04 at 1:00 pm

Write a one page, double-spaced paper.

Answer Question: What are Gardner's Multiple Intelligences?

First Days of School Worksheet

Due: Thursday, Jun 04 at 1:00 pm

Read article and fill in worksheet.

7 Habits of Highly Effective People

Due: Tuesday, Jun 09 at 1:00 pm

PAGE 2 of this article:

http://daddcec.org/Portals/0/CEC/Autism_Disabilities/Research/Publications/DDExpress/DADD_11WintWebRev.pdf

Inclusion

Due: Tuesday, Jun 09 at 1:00 pm

Come to class with 3 valid sources (parts of the law, court cases, quotes from experts in the field, scripture, etc) that help support your stand on inclusion with access to the common core for all students.

Professionalism Evaluation

Due: Thursday, Jun 11 at 1:00 pm

Final

Due: Thursday, Jun 11 at 3:50 pm

Final will be administered in class.

Schedule

Date	Column 1	Column 2
T Apr 28 Tuesday	Course overview Curriculum Based Assessments	
Th Apr 30 Thursday	CBA's to Instruction/Lesson Planning/Unit Framework Scope & Sequence Accessing the Utah Core	CBA TLAMS Chapter 1
T May 05 Tuesday	Application of CBA's Data Collection Discrete Trial	Unit Framework
Th May 07	Teach Discrete Trial Focusing on Curriculum	TLAMS Chapter 2

Thursday	Utah Core	
T May 12 Tuesday	Standards Based IEP's Graphing Data Collection	Discrete Trial Language Arts Lesson Plan TLAMS Chapter 12
Th May 14 Thursday	Math Instruction	Math Presentation
T May 19 Tuesday	Enhancing Numeracy: (Browder) Math Instructional Planning Sheet NCTM: Math Skills Functional Math Backward/Forward Chaining	Discrete Trial Math Lesson Plan TLAMS Chapter 7 TLAMS Chapter 8
Th May 21 Thursday	Out of Class Assignment: Perception of Disabilities	Iris Module
M May 25 Monday	Memorial Day Holiday	
T May 26 Tuesday	Science & Math Standards	TLAMS Chapter 9 TLAMS Chapter 10
Th May 28 Thursday	Working with Paras Building Literacy	TLAMS Chapter 3
T Jun 02 Tuesday	Literacy Review IEP Bloom's Taxonomy	Paraeducator Lesson Plan TLAMS Chapter 4 TLAMS Chapter 5 TLAMS Chapter 6
Th Jun 04	Multiple Intelligences Learning Theories	First Days of School Worksheet Gardner's Multiple Intelligences

Thursday	Professionalism	
T Jun 09	Paradigms	7 Habits of Highly Effective
Tuesday	Personal Perspectives	People
	Philosophy of Education	Inclusion
	Inclusion	
Th Jun 11	Final exam in class.	Final
Thursday		Professionalism Evaluation
Th Jun 18		
Thursday		

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.