

Instructor/TA Info

Instructor Information

Name: Katie Steed

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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.
- Participate actively in class discussions.
- 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.

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.

Assignments

Assignment Description

CBA

May
01

Due: Thursday, May 01 at 11:59 pm

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

CBA Rubric:(This may be conducted with 1 to 30 students)

| | | |
|---|--|-----------|
| Demographic information is presented accurately along with information on test administered and test results | | 5 |
| PLAAFP is written in correct format including pertinent information from the Brigance, age/grade level, and why special education services are required | | 5 |
| MAG is written with alignment to the PLAAFP is measurable, gives a criteria, allows for generalization, and is within reason for growth | | 5 |
| CBA is written with alignment to PLAAFP and MAG, and it clearly extends the Brigance testing based upon classroom curriculum. Data sheets are included and at least 3 different examples are given to allow for generalization and multiple trials | | 15 |
| TOTAL | | 30 |

Text Readings with Study Guides TLAMS Chapter 1

May
01

Due: Thursday, May 01 at 11:59 pm

You will create a typed study guide with at least 10 questions and answers for each chapter of assigned reading from the text. You will choose which 9 of the 11 chapters you will turn in.

Text Reading Study Guide Rubric:

| Criteria | Points Earned | Points Possible |
|--|---------------|-----------------|
| Study Guide has been typed and is free from grammatical errors | | 1 |
| | | |

| | | |
|---|--|-----------|
| Study guide consists of at least 10 questions and answers | | 5 |
| Questions reflect good thought and depth | | 2 |
| Answers are complete | | 1 |
| Study guides reflects the entire chapter | | 1 |
| TOTAL | | 10 |

Unit Lesson Plan

May
06

Due: Tuesday, May 06 at 11:59 pm

CBA Unit/Assessment Plan/Pre test/Scope & Sequ

May
06

Due: Tuesday, May 06 at 11:59 pm

Discrete Trial Lesson Plan

May
08

Due: Thursday, May 08 at 11:59 pm

You will design a Discrete Trial Lesson Plan.

Rubric for Discrete Trial Lesson Plans

| Task | Points Earned | Points Possible |
|---|---------------|-----------------|
| Target Behavior is identified | | .5 |
| Objective is written in a measurable way with target behavior and generalization identified | | 1 |
| Definition of target behavior is clearly defined along with duration or trials | | 1 |
| Setting & Activity is appropriately marked, all needed materials are identified | | 1 |
| Movement from one step to the next is appropriately stated for the student(s) and could be easily followed | | 1 |
| Steps move in a progressive order beginning with a model, fading of prompts is evident, independent practice of the skill is allowed and generalization is stated | | 2 |
| Consequences align well with the lesson and follow-up with a model for incorrect responses | | 1 |
| | | |

| | |
|--|-----------|
| Generalization is identified for all 4 areas at least 3 different ways | 1.5 |
| Data sheet is included | 1 |
| TOTAL | 10 |

Text reading chptr 2

May
08

Due: Thursday, May 08 at 11:59 pm

study guide

Text Reading chptr 12 not pages 298-305

May
13

Due: Tuesday, May 13 at 11:59 pm

Study guide

Math Presentation

May
15

Due: Thursday, May 15 at 11:59 pm

Rubric for Teaching Math to People with Down syndrome and other Hands-on Learners Presentation

| Criteria | Points Earned | Possible |
|--|---------------|-----------|
| Explain Grey section on first page of Chapter | | 2 |
| Explain at least 3 components within the chapter | | 9 |
| Direct classmates to page #'s as necessary | | 2 |
| Stay within 7 minute time limit | | 2 |
| TOTAL | | 15 |

Iris Module

May
20

Due: Tuesday, May 20 at 11:59 pm

Iris Module

DI or D.T. Math Lesson Plan

May

22

Due: Thursday, May 22 at 11:59 pm

Design a math focused D.I. or D.T. lesson plan **10 points**

Text Reading Chptr 8

May
22

Due: Thursday, May 22 at 11:59 pm

chapter 8

Text Reading chptr 7

May
22

Due: Thursday, May 22 at 11:59 pm

Chapter 7 study guide

Chapter 10 study guide

May
27

Due: Tuesday, May 27 at 11:59 pm

study guide

Chapter 9 Study Guide

May
27

Due: Tuesday, May 27 at 11:59 pm

Study Guide

Sudy guide chapter 3

May
29

Due: Thursday, May 29 at 11:59 pm

Study guide

Study guides 4,5 & 6

Jun
03

Due: Tuesday, Jun 03 at 11:59 pm

Study guides

Prof wksht

Jun
05

Due: Thursday, Jun 05 at 11:59 pm

Professionalism worksheetProfessional Worksheet.doc [Download](#)
(plugins/Upload/fileDownload.php?fileId=4787136a-P4ZA-xfDt-N2ax-
XEdd9ad7bfb1&pubhash=4jm9v9OwxPj6mmkLyxjKL-
vW3AZrluk2j3HQqRYVjzs0GGxyPuU_88DXRsmehIq6e6_edsDgR9WGJAmDuKKy0w==)

Gardner's Mult Intel.

Jun
05

Due: Thursday, Jun 05 at 11:59 pm

Answer Question: What are Gardner's Multiple Intelligences? One page

Inclusion

Jun
10

Due: Tuesday, Jun 10 at 11:59 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.

7 habits

Jun
10

Due: Tuesday, Jun 10 at 11:59 pm

PAGE 2 of this article:

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

Final

Jun
12

Due: Thursday, Jun 12 at 11:59 pm

Final: will be passed out in class

Point Breakdown

| Categories | Percent of Grade |
|-------------|------------------|
| Assignments | 100% |

Schedule

| Date | Column 1 | Column 2 |
|--------------------|--|--|
| Week 1 | | |
| T Apr 29 Tuesday | Course overview Curriculum Based Assessments | |
| Th May 01 Thursday | CBA's to Instruction/Lesson Planning/Unit Framework Scope & Sequence Accessing the Utah Core | CBA Text Readings with Study Guides TLAMS Chapter 1 |

| | | |
|--------------------|---|--|
| Week 2 | | |
| T May 06 Tuesday | Application of CBA's/ Data Collection/Discrete Trial: Kelli Mansanarez | CBA Unit/Assessment Plan/Pre test/Scope & Sequ Unit Lesson Plan |
| Th May 08 Thursday | Teach Discrete Trial Focusing on Curriculum Utah Core | Discrete Trial Lesson Plan Text reading chptr 2 |
| Week 3 | | |
| T May 13 Tuesday | Standards Based IEP's Graphing Data Collection | Text Reading chptr 12 not pages 298-305 |
| Th May 15 Thursday | Math Instruction | Math Presentation |
| Week 4 | | |
| T May 20 Tuesday | Out of Class Assignment: Perception of Disabilities | Iris Module IRIS Module: Perception of Disabilities: <u>http://iris.peabody.vanderbilt.edu/da/chalcycle.htm</u> <u>complete Assessmnet and Wrap-up questions and</u> <u>email to Katie by 5pm May 8th</u> |
| Th May 22 Thursday | Enhancing Numeracy: (Browder) Math instructional Planning Sheet NCTM: Math Skills | DI or D.T. Math Lesson Plan Text Reading chptr 7 Text Reading Chptr 8 |

| | | |
|--------------------|--|---|
| | Functional Math Backward/Forward Chaining | |
| Week 5 | | |
| T May 27 Tuesday | Science & Math Standards | Chapter 9 Study Guide Chapter 10 study guide |
| Th May 29 Thursday | Working with Paras Building Literacy | Para Packet and article: http://cecblog.typepad.com/cec/2009/10/ellen-.html Sudy guide chapter 3 |
| Week 6 | | |
| T Jun 03 Tuesday | Literacy Review IEP Bloom's Taxonomy | Design a lesson plan a Paras accompanied with form you'd use to take data on progress (for lesson plan) Chapters 4: A-H Chapter 5: I-R and Chapter 6: S-Z TLAMS with study guides Study guides 4,5 & 6 |
| Th Jun 05 Thursday | Multiple Intelligences Learning Theories Professionalism | Gardner's Mult Intel. Prof wksht |
| Week 7 | | |
| T Jun 10 Tuesday | Paradigms Personal Perspectives Philosophy of Education Inclusion | 7 habits Inclusion |
| Th Jun 12 Thursday | Final Due | Take home final. Study guide on BB Final |
| Week 8 | | |

| | | |
|--------------------|--|----------|
| M Jun 16 Monday | Final Exam: 168 MCKB 5:00pm - 6:50pm Exam Preparation Day Final Exam: 341 MCKB 11:00am - 12:50pm | No class |
| T Jun 17 Tuesday | Exam Preparation Day | |
| Th Jun 19 Thursday | Final Exam: 166 MCKB 11:00am - 12:50pm | |

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.

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