

CPSE 606
Psycho-Educational Foundations
Winter Semester 2016

Instructor: Melissa Allen Heath, PhD

email: melissa_allen@byu.edu

801-422-1235 (office)

801-372-5407 (cell)

Office hours: Tuesday 3:00-4:00 (by appointment); Wednesday 12:15-5:00; Thursday 1:30-5:00

NOTE: Faculty meetings are held on the 2nd and 4th Thursdays of each month from 10:00-12:00.

You are welcome to drop in during office hours.

If you need to meet with me outside of office hours, please call or email to set up an appointment.

606 Class time: Tuesday **12:10-3:00 pm** 341 MCKB

REQUIRED READING & TEXT BOOKS:

- Maanum, J. L. (2009). *The general educator's guide to special education* (3rd ed.). Thousand Oaks, CA: Corwin Press.
- Thomas, A., & Grimes, J. (2014). *Best Practices VI*. Bethesda, MD: National Association of School Psychologists. (selected chapters)
- Twachtman-Cullen, D. (2011). *The IEP from A to Z: How to create meaningful and measurable goals and objectives*. San Francisco, CA: Jossey-Bass. ISBN-13: 978-0470562345

Required Internet Readings:

- Special Education Rules: Reach for the Stars (BLACK BOOK)—This 209-page booklet is available online
<http://www.schools.utah.gov/sars/Laws/Rules.aspx>
- Least Restrictive Behavioral Restrictions (LRBI)----NOTE: This is available online
http://www.updnetwork.org/cms/images/_utahstate_media/images/resources-topic/behavior/FBA_BIP/LRBI-final.pdf
- Feuer, M. J., Berman, A. I., & Atkinson, R. C. (Eds.). (2015). *Past as prologue: The National Academy of Education at 50. Members reflect*. Washington, DC: National Academy of Education. Retrieved from
http://www.naeducation.org/cs/groups/naedsite/documents/webpage/naed_169315.pdf

SUPPLEMENTAL READING incorporated into discussions and lectures:

- Standards for Graduate Preparation of School Psychologists (2010)
http://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/1_Graduate_Preparation.pdf
- Model for Comprehensive and Integrated School Psychological Services (2010)
http://www.nasponline.org/Documents/Standards%20and%20Certification/Standards/Practice_Model_Brochure.pdf
- Principles for Professional Ethics (NASP 2010 ethical guidelines)
https://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/1_%20Ethical%20Principles.pdf
- Examples of Professional Ethics: <http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx>
- Charter School Special Education Primer: <http://www.schools.utah.gov/sars/Laws/UIPS/Charter/Primer.aspx>

MAJOR WEBSITES:

- Office of Special Education Programs (OSEP) <http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>
- US Department of Education homepage <http://www.ed.gov/>
- National Center for Education Statistics <http://nces.ed.gov/>
- Utah State Office of Education <http://www.schools.utah.gov/main/>
- Utah State Office of Education Special Education Services <http://www.schools.utah.gov/sars/>
- Utah State Office of Education Rules and Regulations (Special Education) <http://www.schools.utah.gov/sars/Laws/Rules.aspx>
- UTAH Special Education FORMS <http://www.schools.utah.gov/sars/Laws/IEP.aspx>

Course Description

This course provides an overview of the expanding field of School Psychology, the advances in the role of the School Psychologist as a collaborative reflective decision-maker and data-oriented problem solver. This course reviews information and investigates numerous topics related to the profession of School Psychology including the historical development of the specialty; collaborative relationship with special education; graduate training and models of professional preparation; practical information related to licensure, certification, and accreditation; diversity of job settings and opportunities; diversity of client populations served; past and current publications related to education and pertinent research topics, internet resources and the growing role of technology with related school based intervention and practice; legal and ethical dilemmas facing school psychologists; and special education laws and policies relevant to the practice of school

psychology. During this course, students investigate and discuss their observations of a variety of educational and psychological programs and practices. Additionally, this course investigates how the profession of School Psychology interfaces with organizations and systems, inclusive of the individual, family, school system, and community. Of particular importance, this course also focuses on how special education guidelines, practice, and law impact the manner in which services are offered to meet the educational and social emotional needs of students. Practical applications of special education services in school settings are discussed: the process of identifying and tracking student needs, assessing for educational disabilities and the need for special education services, writing IEP goals, and identifying research-based interventions for individuals, groups, and systems.

Learning Objectives

Please refer to the chart (below) which lists course objectives, learning activities associated with those objectives, and method of assessing students’ skills. Although a variety of topics are covered, the major focus is on two domains, Domain V and Domain X.

NASP Domain V School-Wide Practices to Promote Learning:

- Demonstrates knowledge of school and systems structure, organization, and theory
- Demonstrates understanding of differences and similarities in general and special education procedures and practices
- Demonstrates and uses knowledge of evidence-based practices that promote learning and mental health
- Works effectively to develop policy and practice to create and maintain safe schools and effective learning environments

NASP Domain X Legal, Ethical, and Professional Practice:

- Demonstrates knowledge of the history and foundations of School Psychology profession
- Demonstrates knowledge of various service models and methods
- Demonstrates involvement in the profession of School Psychology
- Demonstrates knowledge of ethical, professional, and legal standards and uses this knowledge in practice
- Demonstrates knowledge and skills needed to acquire career-long professional development

PORTFOLIO: During the semester students will organize a group electronic portfolio of handouts and resources covered in the class. Additionally, a personal folder for each student will include the student’s assignments, notes, work samples, and weekly reflection papers to provide evidence of proficiency in meeting 606 learning objectives. The portfolio serves two purposes: (a) evidence of student knowledge and skills related to the learning objectives and (b) a resource for future use.

| NASP DOMAIN | Objective | Learning activity or assigned reading | Assessment of student’s knowledge and skill |
|---|--|--|---|
| DOMAIN X Legal, Ethical, and Professional Practice | (1) HISTORY: Students will demonstrate knowledge of history regarding important events related to education and school psychology, including important events and key individuals who were critical in developing the American educational system and the profession of School Psychology. | Assigned readings and in-class activities and discussion; activity that problem solves with the steps provided in resolving an ethical dilemma | Quizzes; midterm and final exam--earning a minimum overall score of 80%; and organized materials in portfolio |
| NASP Domain X Legal, Ethical, and Professional Practice | (2) EDUCATIONAL LAW AND ETHICAL STANDARDS: Students will Identify the major special education laws and ethical codes guiding the practice of School Psychology, in addition to understanding the common ethical and legal dilemmas in school settings. | In-class review of state and federal education law; review of NASP ethical guidelines; assigned readings; review of steps for resolving ethical dilemmas; discussing ethical and legal scenarios; and in class activities and discussion; in-class review of special education; guest lecture by professor who teaches special education law | Quizzes; midterm and final exam--earning a minimum overall score of 80%; and organized materials in portfolio |
| NASP Domain V School-Wide Practices to Promote Learning | (3) EDUCATIONAL DISABILITIES: Students will demonstrate knowledge of 13 areas of disabilities described in federal and state guidelines; identify | Assigned readings and in-class activities Review and discuss Utah Special Education Rule Book | Quizzes; midterm and final exam--earning a minimum overall score of 80%; and |

| | | | |
|---|---|---|---|
| | assessment tools commonly used in identifying these disabilities; and describe associated educational needs. | Guest lecturer will discuss practical aspects of identifying and serving students with disabilities | organized materials in portfolio |
| NASP Domain V School-Wide Practices to Promote Learning | (4) DISCIPLINE, LRE, and PBS (PREVENTION): Students will learn strategies to prevent and manage student behavior problems. | Readings, learning activities, and group discussion associated with investigating SWPBS, the effectiveness of discipline strategies, and the impact of alternative educational settings and programs in meeting extreme student behavioral challenges. Class discussion on Behavioral Intervention Plans for students in special education who have challenging behaviors. Guest lecture on school discipline and principles of PBS. | Quizzes; midterm and final exam--earning a minimum overall score of 80%; and organized materials in portfolio |
| DOMAIN VIII: Diversity in Development and Learning | (5) DIVERSITY: Students will describe the diversity represented in today's schools, including students and families served and the staff and professionals serving children (ethnic, linguistic, religious, special education needs and numbers of students and staff). Students will explain the implications of how diversity impacts communication and service delivery. | Assigned readings and in-class discussion regarding the sensitivity and skills needed to effectively communicate and collaborate with individuals from diverse backgrounds; role plays and scenarios to demonstrate the consultative skills required to communicate effectively with parents, teachers, and school administrators across a variety of backgrounds. | Quizzes; midterm and final exam--earning a minimum overall score of 80%; and organized materials in portfolio |
| NASP Domain V School-Wide Practices to Promote Learning | (6) RESOURCES FOR TEACHERS AND PARENTS---HANDOUTS: Students will identify and assess a list of research-based internet resources (websites and handouts) which address a variety of academic and social-emotional challenges. | Gathering and sharing handouts in class (hot topics; discussion of class handouts and Internet resources for parents and teachers). Topics will include behavioral interventions, academic interventions, strategies for improving social skills, etc. | Student will include the following elements in the portfolio: Internet links (and brief description of resources) and organized handouts for parents and teachers on specific topics. |
| NASP Domain V School-Wide Practices to Promote Learning | (7) PERSONAL IEP: Students will expand their understanding of schools, the education system and organization, special education services, educational practices, and mental health services in schools | Students will develop a personal "IEP" to identify areas of weakness in their initial knowledge base concerning their understanding of school organization, special education services, responsibilities and roles of staff and administration, and school policy. Students will identify experiences that they will participate in to address these areas of weakness. These experiences will be discussed in class (group learning activity). | Objectives and associated activities (addressed in the personal IEP) will be described and included in the portfolio. |
| NASP Domain V School-Wide Practices to Promote Learning | (8) TERMINOLOGY: Students will identify and understand the meaning of special education terms commonly used in school settings. | Readings, class discussion, acronym game | Quizzes; midterm and final; and students will include a list of terminology in their portfolio. |

Course Requirements

Reading: Students are required to read weekly assigned readings and explore related topics on the internet (state and national education websites) --aligned with course topics/objectives. Each week, students will list their experiences that align with their personal goals for the

class (the student’s personal IEP). Experiences will include a variety of pre-planned activities, including observing school psychologists and other professionals in public school/educational settings. For each class period (identified by date and lecture topic), students will take notes (minimally a **one-page summary**) and will include these notes in their personal folder in the 606 PORTFOLIO. Information presented in bullet point format is acceptable.

Daily quizzes and in-class exams (midterm and final exam) will assess students’ knowledge gained from reading assigned readings and participating in class discussions and learning activities.

ELECTRONIC Portfolio: As a group, the students will collect and organize class assignments. Individually, students will include personal class notes summarizing key information and handouts and resources reviewed in lectures and presentations (minimum one-page per week of lecture notes and comments regarding material presented in class). Portfolio content must address the 8 major objectives listed in chart (learning objectives). The group portfolio is due on the date/time of the final exam. The portfolio must be in an electronic format.

Weekly School-Based Experiences: Students will select, carry out, and then briefly describe their weekly school based experience (personal IEP). A summary of these learning activities will also be included in the portfolio. This information will also strengthen students’ learning by summarizing specific topics, concerns, and insights.

Two Class Presentations: During the semester each student is responsible for **one week’s** topic from the course lecture topics (**Best Practices Readings**) and one historical person (**Historical Reading**). These are not necessarily on the same day. Students will prepare a **30-minute class presentation** summarizing the Best Practices Readings. Students will prepare a **15-minute presentation** on the Historical Reading. For each of the presentations, the presenting student is responsible for submitting a summary: (a) 1-2 page summary of the Best Practices Readings (may include Websites and additional information if desired) and (b) 1 page summary of the Historical Reading. For each presentation classmates and professor will offer supportive feedback to presenters. (Grading rubric is included in syllabus.)

Midterm and Final Exam: Students are also required to complete a **midterm** and a **final examination**. These exams cover topics addressed in readings and class discussions. The midterm will consist of fill-in-the-blank short answers and 6 essay questions on the required readings and the final exam will consist of fill-in-the blank short answers and 6 essay questions that will require the student to draw upon basic concepts and information reviewed during the semester.

COURSE GRADING SYSTEM

| | | | | |
|-----|----|-----------|--------|-------------|
| 4.0 | A | 94 - 100 | points | (94 - 100%) |
| 3.7 | A- | 90 - 93.9 | points | (90 - 93%) |
| 3.4 | B+ | 87 - 89.9 | points | (87 - 89%) |
| 3.0 | B | 83 - 86.9 | points | (83 - 86%) |
| 2.7 | B- | 80 - 82.9 | points | (80 - 82%) |

POINTS ACTIVITY

| | |
|----|---|
| 39 | Reading assigned material and advance preparation—evident in class discussion (1 point per week awarded by professor), attending class (1 point per class awarded by professor), and arriving on time (1 point per week awarded by professor) |
| 15 | Midterm |
| 15 | Final examination |
| 10 | In-class Best Practice presentation with accompanying 1-2 page handout (summary of info) |
| 5 | In-class History presentation with accompanying 1 pg handout (summary of info) |
| 16 | Portfolio/file of work samples/handouts & weekly notes, each week’s lecture notes are summarized in a one-page paper (across the semester, minimum of 13 total pages of summary notes from lecture and class presentations; 13 pages of notes from class readings and personal IEP experiences). Information in portfolio should address the 8 course objectives. |

Evaluation of knowledge, skills, and disposition:

Student performance, specifically in the areas of knowledge, skills, and professional disposition, will be assessed during the course. This information will be formally reviewed during the end-of-semester faculty evaluations of student progress. Additionally, students will receive feedback regarding their standing midway through the course and also at the end of the semester after all course assignments are graded. If a student’s performance is unsatisfactory in any of these three major areas (knowledge, skills, and disposition), the professor will set up an interview with the student to discuss a remediation plan.

(1) **Knowledge base:** Students earning a semester total of less than 80% on their assigned readings, presentations, and reaction papers, and below 80% on their final exam score will be considered *unsatisfactory* in their knowledge base. *Marginal* performance will be designated to students earning 80%- 86% on the average score of their assignments **or** 80-86% on their final exam.

(2) In order to assess **skills**, students will be provided with both peer and professor’s feedback on class presentations. Students will also self-evaluate their own work, noting strengths and weaknesses and setting goals for improvement.

NOTE: During practicum and internship, students’ developing professional skills will continue to be evaluated.

(3) **Professional disposition** will be assessed in terms of promptness to class (attending on time); quality of preparation for class (completing readings and contributing to class discussion); sensitivity and responsiveness to ethical and legal matters (as demonstrated in class comments and written assignments); sensitivity to multicultural considerations and individual diversity (as demonstrated in class comments and written assignments); consistency of attention and interpersonal involvement in class; openness/responsiveness to professor and peer-feedback regarding professional disposition; and cooperation and collaboration in group learning activities.

Note: Attending class and arriving on time reflects professional disposition. Students must be on time to class. Those who miss class and/or are consistently late (excessively late is defined as arriving 6 or more minutes late; consistently is defined as 3 or more times of being late) will receive an unsatisfactory review during semester student evaluations. In-class behavior considered to be unprofessional includes surfing the web, responding to or making cell phone calls –*except for emergency calls*, e-mailing, texting, reading the newspaper, sleeping, and engaging in distracting or off-task behaviors (reading books or articles not related to class discussion, scoring protocols, applying makeup, googling information not related to class discussion, making random comments, or engaging in conversation not related to class topic).

Students missing more than 2 classes will receive one full grade deduction for each additional class missed (except for extraordinary circumstances or illness). If a class is missed, the student is responsible for make-up work and for contacting the professor to discuss options to address missed class participation.

Feedback to Students:

Students will be apprised of their progress throughout the semester (weekly quizzes, feedback on readings, presentations, and short papers, etc.) and will receive written feedback from the professor midway through the course and upon completing course assignments/requirements. Regarding their performance in this class, students will receive a written summary of information to be shared in faculty meeting at the end of the semester.

Summary of Information Regarding Student Semester Evaluations:

Students earning a grade below 80% on the final for the entire course (total points) will receive an “unsatisfactory” rating for the semester student evaluation of **“knowledge.”** Students receiving a grade below 86% on the final or the average of class assignments (total points) will receive a “marginal” rating in the area of “knowledge.”

Students arriving late to class (after class begins) more than 2 times will receive a marginal rating on their faculty evaluation in the area of professional disposition.

POLICY:

Late work

Assignments turned in after the due date will receive a maximum of 70% of the possible points for the assignment. However, in situations involving a personal emergency, circumstances will be considered and appropriate accommodations made.

Respecting Others

Respecting individual and group differences is not only a professional issue, it is a basic tenet of Brigham Young University’s honor code. Disrespect or discrimination will not be tolerated.

Preventing 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. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact BYU’s Equal Opportunity Manager at 801-422-5895 or email [sue_demartini@byu.edu]; or contact BYU’s Honor Code Office at 801-422-2847. The Honor Code Office is located in 4440 WSC. Sarah Westerberg is the Associate Dean of Students responsible for the oversight of BYU’s Title IX compliance. Her office is located in 3500 WSC; her phone number is (801) 422-2130; and her email address is sarah_westerberg@byu.edu.

Students with Disabilities

Brigham Young University and I are personally committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact me at the beginning of the semester, as early as possible, to ensure adequate prevention and intervention efforts to ensure a positive learning experience. You may also contact the University Accessibility Center (UAC; 801-422-2767). They have an Internet site describing their services and contact information [https://uac.byu.edu/]. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC Office. 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. You may contact the Equal Employment Office in the ASB. They can be reached phone at 801-422-6878 or you can visit their offices in the ASB: D-282, D-292, D-240C.

READING, LEARNING ACTIVITY, & 1-page PAPER DESCRIBING CRITICAL POINTS

NOTE: All students participate in class discussions. For each class period students summarize major points, terminology, and basic information (maximum 1 page single spaced). Please place these summaries in your portfolio.

(1) Read assigned reading and also explore additional information on the topic. Participate in an activity related to the topics presented in weekly reading or related to the 8 learning objectives (listed previously in the syllabus). Prior to participating in your learning experience, I recommend listing key questions or goals. What are you curious about or what you want to learn?

(2) Participate in class discussion regarding your experience and assigned readings.

SUGGESTED LEARNING EXPERIENCES

Roles and Functions of School Professionals

- ___ Observe a few hours of a school psychologist's working day. Conduct an interview with him/her regarding his/her roles and functions in regard to special education and identifying educational disabilities.
- ___ Review NASP website information or information about the roles of school psychologists in both regular and special education.
- ___ Interview one of the following professionals regarding his/her professional roles and functions as well as working relationships with school psychologists: Special Education Teacher; Child Guidance Specialist; Speech Pathologist; School Social Worker; School Nurse; Principal/Assistant Principal; and Other School Staff Member

Ethics and Law in Public Schools

- ___ Discuss an ethical dilemma with a school-based professional. Review the 9-step format (used in prac & internship) to assist in evaluating the dilemma.
- ___ Set an appointment with a person responsible for the official paperwork for Special Education and discuss "Why all the paperwork?"
- ___ Discuss IDEA with a school counselor or a school psychologist; teacher or special educator, and/or school administrator.
- ___ Review special education paperwork and assessment requirements on the UT state site or federal government website.

Power in public schools: Who is in control of school policy?

- ___ Attend a school board meeting in a public school system.
- ___ Attend a meeting involving a School-Based Decision-Making team (IEP team)
- ___ Interview the school secretary and school custodian. How do they fit into the puzzle of power and control?
- ___ Review the website for the Utah State Board of Education, their licensing policies, etc.

Accommodations for Students in Public Schools: IDEA

- ___ Summarize the major points of IDEA
- ___ Review teachers' feedback on IDEA—strengths and weaknesses
- ___ Review the US Department of Education's website and list major points of IDEA

What matters most in public schools?

- ___ Interview a high school principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.
- ___ Interview a middle school Principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.
- ___ Interview an Elementary School Principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.
- ___ Interview a parent with high school aged children. Ask them about their views on what really matters most in public schools.
- ___ Interview a teacher with more than 20 years experience. Ask them about their views on what really matters most in public schools.
- ___ Interview a grandparent with school-aged grandchildren. Ask them about their views on what really matters most in public schools.
- ___ Interview a parent with children identified with special needs. Ask them about their views on what really matters most in public schools.

Diversity: The big picture of schools: Who are the kids we serve?

- ___ Review the website for the National Center for Educational Statistics
- ___ Review the statistics for Utah schools and local districts: How do we compare?
- ___ Review NASP website information on multicultural issues in schools
- ___ Review NASP website information on language issues in schools

REVIEW IEP paperwork (not filled in with info---blank)

- ___ How does a Special Education teacher assist in filing out this paperwork (interview)
- ___ Interview a Special Education teacher and ask about the major points to remember when creating an IEP
- ___ Interview a School Psychologist about their role in and IEP meeting
- ___ What types of goals are set in an IEP? Ask a teacher or a SP

LRE—Least Restrictive Environment

- ___ Visit the US Department of education and review the major information about LRE
- ___ Interview a principal about their views related to LRE
- ___ Interview a Special Ed director or Special Ed teacher about LRE

Procedural Safeguards

- ___ Review procedural safeguard paperwork from a local school
- ___ Discuss this paperwork with a Special Education Director or Special Education Teacher
- ___ Discuss this paperwork with a parent of school age children

Discipline and supervision of students with challenging behaviors

- ___ Visit a self-contained classroom

- ___ Visit an alternative school setting
- ___ Visit a Youth Detention Center (Slate Canyon)
- ___ Interview a bus driver and discuss the challenges of controlling student behavior in settings with limited adult monitoring
- ___ Visit a school during limited adult supervision times: before or after school. Observe adult monitoring of student behavior. In particular, observe students' bullying and harassing behaviors.
- ___ Interview a school board member about difficulties they are facing in their school district

Community Resources

- ___ Interview a community mental health worker
- ___ Interview a case worker from the Department of Child and Family Services (DCFS) about their relationship with schools and reports of child abuse
- ___ Interview a psychologist or social worker from the Children's Justice Center
- ___ Interview a police officer involved with the Dare Program or who serves as a liaison to the public schools
- ___ Visit a Family Resource Center, Community Mental Health Center, or Youth Services Center
- ___ Interview an individual who volunteers in schools (tutoring, big brothers/sisters, etc)
- ___ Interview the State Mental Hospital director of youth services or one of their child/adolescent psychologists. How do they assist students in fitting back into their school system? How do they coordinate communication with schools and mental health services in schools?
- ___ Make a list of community resources and internet resources schools may tap into when assisting children with mental health issues

Alternative School Programs

- ___ Select and review a current article (dated 2011-2016) explaining alternative school settings for students who are expelled from the mainstream school setting
- ___ Visit an alternative school setting
- ___ Interview a teacher involved with an alternative school setting
- ___ Interview a police officer who works with adjudicated youth or a youth detention program
- ___ Review the TOOL BOX for alternatives to traditional discipline and school expulsions (Melissa will provide this handout)
- ___ Interview a case worker or social worker who works for the Utah State Hospital and serves in the Youth Programs
- ___ Interview a school district leader who helps coordinate services with adjudicated youth
- ___ Visit a drug treatment center that provides treatment services for youth

Each student is responsible for 2 Class Presentations

- (a) ONE BEST PRACTICE READINGS
 - prepare a 30 minute presentation & 2 pg handout
- (b) ONE HISTORY READING
 - Prepare a 15 minute presentation & 1 pg handout

Class Readings & extra reading:

In addition to assigned reading, students must also read the following UT State resources:

(1) Special Education Rules --Reach for the Stars (BLACK BOOK)—This 209-page booklet is available online
<http://www.schools.utah.gov/sars/Laws/Rules.aspx>

(2) Least Restrictive Behavioral Restrictions (LRBI)----NOTE: This is available online

http://www.updnetwork.org/cms/images/_utahstate_media/images/resources-topic/behavior/FBA_BIP/LRBI-final.pdf

HISTORY READING LIST

Each student reviews the historical background of their assigned person:

Historical Timeline of Psychology:

http://www.learner.org/discoveringpsychology/history/history_nonflash.html

Pioneers in psychology:

<http://www.learner.org/discoveringpsychology/pioneers.html>

Classics in the history of psychology

<http://psychclassics.yorku.ca/>

Jan 12 (1) Lightner Witmer Classics in the History of Psychology -- Witmer (1907) Clinical psychology. *Psychological Clinic*, 1, 1-9.
 [The source of the phrase "clinical psychology."
<http://psychclassics.yorku.ca/Witmer/clinical.htm>

Jan 19 (2) William James Classics in the History of Psychology -- James (1904c)
 Classics in the History of Psychology. An internet ... 3713. (Return to index). The Chicago School [1].
 By William James (1904).
<http://psychclassics.yorku.ca/James/chicago.htm>

Jan 26 (3) Alfred Binet (1916) New methods for the diagnosis of the intellectual level of subnormals. In E. S. Kite (Trans.), *The development of intelligence in children*. Vineland, NJ: Publications of the Training School at Vineland. (Originally published 1905 in *L'Année Psychologique*, 12, 191-244.) [Description of Binet's approach in intelligence testing, and of the original version of the most influential of all intelligence tests.]
<http://psychclassics.yorku.ca/Binet/binet1.htm>

Feb 2 (4) James McKeen Cattell (1890) Mental tests and measurements. *Mind*, 15, 373-381. [An account of one of the first attempts at what we would now call intelligence testing.]
<http://psychclassics.yorku.ca/Cattell/mental.htm>

Feb 9 (5) G. Stanley Hall (1904) Adolescent girls and their education. From *Adolescence: Its psychology and its relations to physiology, anthropology, sociology, sex, crime, religion, and education* (Vol. 2, Chapter 17).
<http://psychclassics.yorku.ca/Hall/Adolescence/chap17.htm>

NO CLASS ON FEB 16==Monday Instruction

Feb 23 (6) Edward L. Thorndike (1910) The contribution of psychology to education. *Journal of Educational Psychology*, 1, 5-12. [Early contribution to educational psychology.]
<http://psychclassics.yorku.ca/Thorndike/education.htm>

Mar 1 (7) Henry Goddard (1912). *The Kallikak Family* Retrospective versus prospective research
<http://psychclassics.yorku.ca/Goddard/>

Mar 8 (8) John B. Watson (1913) Psychology as the behaviorist views it. *Psychological Review*, 20, 158-177. [The classic manifesto of behaviorism.] Introduction to Watson (1913) by Christopher D. Green Commentary on Watson (1913) by Robert H. Wozniak
<http://psychclassics.yorku.ca/Watson/views.htm>

Mar 15 (9) Lewis M. Terman (1930) Autobiography of Lewis M. Terman. In C. Murchison (Ed.), *History of psychology in autobiography* (Vol. 2, pp. 297-331). Worcester, MA: Clark University Press. [The great intelligence tester's own summary of his life's work.]
<http://psychclassics.yorku.ca/Terman/murchison.htm>

March 22 (10) Abraham H. Maslow (1943) A theory of human motivation. *Psychological Review*, 50, 370-396. [The first published description of the "hierarchy of needs."]
<http://psychclassics.yorku.ca/Maslow/motivation.htm>

March 29 (11) B. F. Skinner (1950) Are theories of learning necessary? *Psychological Review*, 57, 193-216.
<http://psychclassics.yorku.ca/Skinner/Theories/>

April 5 (12) Leta Stetter Hollingworth

- **Hollingworth, Leta S.** (1914a). Functional periodicity: An experimental study of the mental and motor abilities of women during menstruation.
- **Hollingworth, Leta S.** (1914b). Variability as related to sex differences in achievement: A critique. *American Journal of Sociology*, 19, 510-530.
- **Hollingworth, Leta S.** (1916). Social devices for impelling women to bear and rear children. *American Journal of Sociology*, 22, 19-29. [Argues that social control is more important than "maternal instinct" in leading women to motherhood.]
- **Hollingworth, Leta S.** (1922). Differential action upon the sexes of forces which tend to segregate the feebleminded. *Journal of Abnormal Psychology & Social Psychology*, 17, 35-57.

606 2015

| ASSIGNMENT | | Due Date | GRADE: possible points | points earned |
|---|---|----------|---------------------------|---------------|
| 1 HISTORY 15 minute presentation & 1 pg handout | | | 5 | |
| 1 BEST PRACTICES (2 chapters) 30-minute presentation & 2 pg handout | | | 10 | |
| Participation in class Professional: on time, prepared, participating | | | 39 | |
| | Jan 12 Jan 19 Jan 26 Feb 2 Feb 9 Feb 23 Mar 1 Mar 8 Mar 15 Mar 22 Mar 29 Apr 5 Apr 12 | | | |
| on time | | | | |
| prepared | | | | |
| participate | | | | |
| Group Portfolio & individual notes & weekly reflection papers (see description below) | | 4/19 | 16 | |
| Midterm—February 16 | | 2/16 | 15 | |
| FINAL EXAM—April 19 11:00-2:00 | | 4/19 | 15 | |

NOTE: Students do not earn participation points unless present in class.

Points may be deducted from your total

Students missing more than 2 classes will receive one full grade deduction for each additional class missed (except for extraordinary circumstances).

Late work: Assignments turned in after the due date will receive a maximum of 70% of the possible points for the assignment. However, emergency circumstances will be considered and appropriate accommodations made.

PORTFOLIO: Students will collect and organize class assignments: **personal notes will minimally consist of a one-page paper per class summarizing key information.** The portfolio content must address the 8 major objectives listed under course objectives. **Weekly School-Based Experiences:** Students will select, carry out, and then briefly describe their weekly school based experience. A summary of these learning activities will be included in the personal section of the group portfolio. This information will also strengthen students’ learning, summarizing specific topics, concerns, and insights.

Final Exam: Students are also required to complete a **final examination.** The exam covers topics addressed in readings and class discussions. The exam will consist of short fill-in-the-blank questions and 6 essay questions that require the student to draw upon basic concepts and information reviewed during the semester.

COURSE GRADING SYSTEM

| | | | |
|-----|----|------------------|-------------|
| 4.0 | A | 94 - 100 points | (94 - 100%) |
| 3.7 | A- | 90 - 93.9 points | (90 - 93%) |
| 3.4 | B+ | 87 - 89.9 points | (87 - 89%) |
| 3.0 | B | 83 - 86.9 points | (83 - 86%) |
| 2.7 | B- | 80 - 82.9 points | (80 - 82%) |

Class Readings & extra reading:

In addition to assigned reading, students must read the following UT State resources:

(1) **Special Education Rules Reach for the Stars (BLACK BOOK)**—This booklet is available online

<http://www.schools.utah.gov/sars/DOCS/law/utspedrules010614.aspx>

(2) **Least Restrictive Behavioral Restrictions (LRBI)**---NOTE: This is available online

<http://www.schools.utah.gov/sars/DOCS/resources/lrbi07-09.aspx>

Note: Attending class and arriving on time reflects professional disposition. Those who miss class and/or are consistently late (late is defined as arriving after class starts; consistently is defined as 3 or more times of being late) will receive an unsatisfactory or marginal review (for professional disposition) during semester student evaluations. In-class behavior considered to be unprofessional includes

responding to or making cell phone calls –*except for emergency calls*, e-mailing, texting, reading the newspaper, sleeping, and engaging in distracting or off-task behaviors.

Feedback to Students:

Students will be apprised of their progress throughout the semester (grades on readings, presentations, and assignments, etc.) and--- if there are concerns---will receive written feedback from the professor midway through the course---and a plan for improvement ---- and then an update on progress in addressing concerns upon completing course assignments/requirements. Regarding their performance in this class, students will receive a written summary of any concerns that would be shared in faculty meeting at the end of the semester. Exceptions and accommodations may be made in certain situations (illness, disability related challenges, family circumstances, etc.).

EVALUATION OF KNOWLEDGE, SKILLS, AND DISPOSITION:

Student performance, specifically in the areas of knowledge, skills, and professional disposition, will be assessed during the course. This information will be formally reviewed during the end-of-semester faculty evaluations of student progress. Additionally, students will receive feedback regarding their standing midway through the course and also at the end of the semester after all course assignments are graded. If a student's performance is unsatisfactory in any of these three major areas (knowledge, skills, and disposition), the professor will set up an interview with the student to discuss a remediation plan.

(1) **Knowledge base:** Students earning a semester total of less than 80% on their assigned readings, presentations, and reaction papers, and below 80% on their final exam score will be considered *unsatisfactory* in their knowledge base. *Marginal* performance will be designated to students earning 80- 85% on the averaged score of their assignments **or** 80- 85% on their final exam.

(2) In order to assess **skills**, students will be provided with both peer and professor's feedback on class presentations. When needed, students will also self-evaluate their own work, noting strengths and weaknesses and setting goals for improvement (remediation plan).

NOTE: During practicum and internship, students' developing professional skills will continue to be evaluated.

(3) **Professional disposition** will be assessed in terms of promptness to class; quality of preparation for class (completing readings and contributing to class discussion); sensitivity and responsiveness to ethical and legal matters; sensitivity to multicultural considerations and individual diversity; consistency of attention and interpersonal involvement in class; openness/responsiveness to professor and peer-feedback regarding professional disposition; and cooperation and collaboration in group learning activities.

Summary of Information Regarding Student Semester Evaluations:

Students earning a grade below 80% on the final for the entire course (total points) will receive an "unsatisfactory" rating for the semester student evaluation of **"knowledge."** Students receiving a grade 80-85% on the final or the average of class assignments (total points) will receive a "marginal" rating in the area of "knowledge."

Students arriving late to class (after class starts) ---3 times or more--- will receive a marginal or unsatisfactory rating on their faculty evaluation in the area of professional **disposition**.

Best Practices PRESENTATION & HANDOUT

10 points for presentation and handout

| | 0 | 1 | 2 | 3 | 4 | 5 |
|--|-------------------------------------|--|---|---|---|---|
| In-Class Presentation | Did not participate in presentation | minimal presentation skills, minimal evidence of understanding, includes misinformation, major points are not emphasized, disorganized; and not adequately communicated. Substandard preparation is evident. | superficial preparation; minimal organization; major points not identified not well developed; and reflects few basic presentation skills | adequate presentation skill; major/important points are identified; not well developed; needs more preparation | sufficient preparation; demonstrates average presentation skill; attends to important points but not sufficiently organized nor fully developed | professionally presented (dress and skill in presenting are appropriate); points are clearly communicated & presentation holds interest of audience; extensive preparation is evident |
| 1-2 pg Handout accompanying presentation | Did not prepare handout. | minimal writing skill; minimal evidence of understanding; major points are not emphasized; disorganized; numerous typos; poorly written & does not hold reader's interest | substandard organization; major points are not well developed; several typos; reflects basic writing skills | adequate writing skill – adequate development; major/important points are identified but not well organized nor developed | demonstrates above average writing skill; attends to important points; well organized | exceptional writing skill; well written; information is well organized; points are succinctly and accurately expressed; holds reader's interest; follows APA style |

Feedback:

One thing that I particularly enjoyed:

One piece of information that was new for me:

One thing the presenter could improve upon next time:

How will you use this information?

HISTORY PRESENTATION & HANDOUT

5 points for presentation and handout

| | 0 | .5 | 1 | 1.5 | 2 | 2.5 |
|--|-------------------------------------|--|---|---|---|---|
| In-Class Presentation | Did not participate in presentation | minimal presentation skills, minimal evidence of understanding, includes misinformation, major points are not emphasized, disorganized; and not adequately communicated. Substandard preparation is evident. | superficial preparation; minimal organization; major points not identified not well developed; and reflects few basic presentation skills | adequate presentation skill; major/important points are identified; not well developed; needs more preparation | sufficient preparation; demonstrates average presentation skill; attends to important points but not sufficiently organized nor fully developed | professionally presented (dress and skill in presenting are appropriate); points are clearly communicated & presentation holds interest of audience; extensive preparation is evident |
| 1 pg Handout accompanying presentation | Did not prepare handout. | minimal writing skill; minimal evidence of understanding; major points are not emphasized; disorganized; numerous typos; poorly written & does not hold reader's interest | substandard organization; major points are not well developed; several typos; reflects basic writing skills | adequate writing skill – adequate development; major/important points are identified but not well organized nor developed | demonstrates above average writing skill; attends to important points; well organized | exceptional writing skill; well written; information is well organized; points are succinctly and accurately expressed; holds reader's interest; follows APA style |

Feedback:

One thing that I particularly enjoyed:

One piece of information that was new for me:

One thing the presenter could improve upon next time:

Describe a practical application for this information.

| DATE | Spiritual thought & Prayer 5 min. | Hot Topic 5 min. | Special Ed Reading---ALL | History 15 min. presentation & 1 pg handout | Best Practice 30 min. & 2 pg handout | Guest Lecture | Lecture Topic NOTE: For each specific disability, go to the UTAH website and review info from the UT Special Education Rules http://www.schools.utah.gov/sars/lawsregs/pdfs/finalrules.pdf |
|--|-----------------------------------|------------------|--|--|---|---------------|---|
| Jan 5 | | | Overview | | | | Time Line : History & Theories of Education |
| Jan 12 | Sophie | Kaitlin | 1-2; 117-132; 156-158; 170-173 | #1 Lightner Witmer HALEY | KATIE Chapter 9 VOL 1 (pp 147-158); Chapter 22 VOL 1 (pp 331-354) MELISSA H ---Chapter 31 VOL 4 (421-436) | | Special Education: Overview & Introduction to terms & Practices, IEP, Procedural Safeguards, etc. Funding: General Education & Special Education |
| Jan 19 | Kaitlin | Robin | 95-105; 173-183 | #2 William James LAURA | HALEY Chapter 7 VOL 2 (pp 97-114); Chapter 8 VOL 2 (pp 115 -128) Melissa H will review Chapter 11 VOL 1 (pp 171-186) | | Specific Learning Disability: Basic reading skills & reading comprehension - IEP - interventions |
| Jan 26 | Robin | Haley | 106- 108 | #3 Alfred Binet KATIE | CANDACE Chapter 17 VOL 1 (pp 261-272); Chapter 6 VOL 4 (pp 75-88) | | (a) Developmental Delay, Early childhood services & assessment, Speech & Language delays---Child Find System (b) Communication Disorder---IEP ---Interventions |
| Feb 2 | Haley | Sophie | 144; 148-149 & extra reading | #4 James M. Cattell ROBIN | KAITLIN Chapter 23 VOL 1 (pp 355-366) Chapter 23 VOL 2 (pp 335-348) | | Specific Learning Disability: Oral expression & listening comprehension |
| Feb 9 | Candace | Laura | 159-166 | #5 G. Stanley Hall MELANIE | ROBIN Chapter 5 BP 4 (pp 61-74); BP 17 VOL 4 (pp 217-228) | | (a) Legal Issues impacting special education services & education (b) Mainstreaming & Special Education Placements-Least Restrictive Environment |
| No class on FEB 16 MONDAY INSTRUCTION | | | | | | | |
| Feb 23 | Katie | AJ | 19-52 | #6 Edward L. Thorndike AJ | MALINDA Chapter 24 VOL 1 (pp367-390); Chapter 24 VOL 2 (349-364) | | Emotional Disturbance---IEP---Interventions |
| Mar 1 | Laura | Oakley | 2-17 | #7 Henry Goddard SARA | MELANIE Chapter 26 & 27 VOL 1 BP (pp. 391-416) & pp 2-17 in Special Ed reading | | Autism & IEP – Interventions CARS VIDEO training TAPES |
| Mar 8 | Malinda | Candace | Bottom 195-208 | #8 John B. Watson KAITLIN | SOPHIE Chapter 18 VOL 2 BP (pp. 251-268); Chapter 26 BP VOL 2 (pp.381-398) Melissa H will review Chapter 12 VOL 3 (pp. 165-180); Chapter 27 VOL 2 (pp 399-414) | | Emotional support for students School Discipline Issues---School-wide support Behavior Plans & IEP |
| Mar 15 | Sara | Katie | 192-195 | #9 Lewis M. Terman OAKLEY | LAURA Chapters 14 & 15 VOL 1 BP (pp. 219-246) | | Specific Learning Disability: Math calculation and reasoning---IEP---Interventions |
| Mar 22 | Melanie | Malinda | 17-18; 52-54; 67-75; 75-94; 110-115; 184-192; 213-218 | #10 Abraham H. Maslow SOPHIE | SARA Chapter 12 & 13 VOL 1 BP (pp.187-218) Melissa H will review BP Chapter 8 VOL 3 (pp. 111-124); BP Chapter 18 VOL 4 (pp. 229-242) | | (a) Specific Learning Disability: Written Expression---IEP & Interventions (b) Low incidence disabilities: Other Health Impaired; Hearing impairment/Deafness; Visual impairment; Deaf-blindness; Multiple Disabilities; Orthopedic impairment |
| Mar 29 | Oakley | Sara | 54-67; 108-110 | #11 B. F. Skinner CANDACE | OAKLEY Chapters 28 VOL 3 BP (pp. 405-422); Chapter 12 VOL 2 (pp 173-184) | | (a) Intellectual Disability---IEP ---Placements & interventions (b) Traumatic Brain Injury |
| Apr 5 | MELISSA | Melanie | 166-169; 209-212 | #12 Leta Hollingworth MALINDA REVIEW HX MELISSA H | AJ Chapter 10 VOL 1 (pp159-170); Chapter 20 VOL 1 (pp 305-316) | | (a) Accountability--National, State, and local Testing (b) Special services (transportation, home based support, parent training, language assistance, extended year services, assistive technology, etc) (c) Educational statistics & government reports (NCES) |
| Apr 12 | AJ | Melissa | Overview of course; If time, work on portfolios in class Melissa will have a handout covering information in BP Chapter 30 VOL 3 (439-454) & BP Chapter 32 VOL 3 (pp 467-478) | | | | Parents' mental health issues; Involving parents in their children's education; Special issues related to consultation |
| Tuesday April 19 11:00-2:00 In class Final Exam; finalize grading sheets; summarize feedback regarding course; & review individual learning goals & portfolios | | | | | | | |

| DATE | Spiritual thought & Prayer 5 min. | Hot Topic 5 min. | History 10-min. presentation & 1 pg handout | Best Practice 30 min. & 2 pg handout |
|--|--------------------------------------|---------------------|---|---|
| Jan 5 | | | | |
| Jan 12 | Sophie | Kaitlin | #1 Lightner Witmer Haley | 2 Chapters Katie |
| Jan 19 | Kaitlin | Robin | #2 William James Laura | 2 Chapters Haley |
| Jan 26 | Robin | Haley | #3 Alfred Binet Katie | 2 Chapters Candace |
| Feb 2 | Haley | Sophie | #4 James M. Cattell Robin | 2 Chapters Kaitlin |
| Feb 9 | Candace | Laura | #5 G. Stanley Hall Melanie | 2 Chapters Robin |
| Feb 16 No class ----Monday instruction | | | | |
| Feb 23 | Katie | AJ | #6 Edward L. Thorndike AJ | 2 Chapters Malinda |
| Mar 1 | Laura | Oakley | #7 Henry Goddard Sara | 2 Chapters Melanie |
| Mar 8 | Malinda | Candace | #8 John B. Watson Kaitlin | 2 Chapters Sophie |
| Mar 15 | Sara | Katie | #9 Lewis M. Terman Oakley | 2 Chapters Laura |
| Mar 22 | Melanie | Malinda | #10 Abraham H. Maslow Sophie | 2 Chapter Sara |
| Mar 20 | Oakley | Sara | #11 B. F. Skinner Candace | 2 Chapters Oakley |
| Apr 5 | Melissa | Melanie | #12 Leta Hollingworth Malinda MELISSA H will REVIEW HISTORY | 2 Chapters AJ |
| Apr 12 | AJ | Melissa | | |
| FINAL EXAM Tuesday April 19 11:00-2:00 In class Final Exam; finalize grading sheets; summarize feedback regarding course; & review individual learning goals & portfolios | | | | |