

CPSE 300 - Ex Studnts:Prin of Collaboratn

Winter 2018

Section 001: 341 MCKB on M W from 2:00 pm - 3:50 pm

Instructor/TA Info

Instructor Information

Name: Gordon Gibb

Office Location: 340-G MCKB

Office Phone: 801-422-4915

Email: gordon_gibb@byu.edu

Course Information

Materials

What Every Teacher Should Know
About Adaptations.... *Required*
By Carter, N.

Teaching in today's Inclusive Classrooms
a universal Design for Learning Approach... *Required*
By. Gargiulo/ Metcalf

Learning Outcomes

Learning Difficulties and Accommodations

Analyze student's learning difficulties and plan appropriate accommodations.
Special Needs Learning Characteristics

Describe learning characteristics of special needs students.
Assessment Plans and School Support

Develop assessment plans to evaluate students' progress and collaborate with school experts to support student learning.

Collaboration

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

Interpersonal Relations

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.

Professional Practice

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

Collaboration

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

Special Needs Learning Characteristics

Describe learning characteristics of special needs students.

Assessment Plans and School Support

Develop assessment plans to evaluate students' progress and collaborate with school experts to support student learning.

Learning Difficulties and Accommodations

Analyze student's learning difficulties and plan appropriate accommodations.

Professional Practice

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

Interpersonal Relations

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.

Course Content

The Interstate New Teacher Assessment and Support Consortium

(INTASC) Standards: The INTASC standards center on five major propositions: (1) Teachers are committed to students and their learning. (2) Teachers know the subjects they teach and how to teach those subjects to diverse learners. (3) Teachers are responsible for managing and monitoring student learning. (4) Teachers think systematically about their practice and learn from experience. (5) Teachers are members of learning communities.

Course Content

Content Covered	INTASC and CEC Standards	Assessment
1. The ways in which people differ, learning characteristics and special learning needs.	3: Diverse Learners CC1K5 CC1K10 CC5K9 CC6K2 CC6K3 CC9K1	Â· Disability Awareness Â· Final Â· LD Checklist and Log
2. Special education and the legal structure of services for individuals	7: Planning Instruction	Â· Continuum of Placements

with disabilities, including the Individuals with Disabilities Education Act.	CC1K8 CC8K2 GC1K7	Â· Final
3. Planning and implementing effective instruction.	7: Planning Instruction	Â· Lesson Plan Accommodations
4. Collaboration in special education. Skills for effective collaboration.	10: Collaboration, Ethics, and Relationships	Â· CRIME model Â· Continuum of Placements Â· Final
5. The steps in the Individualized Education Program (IEP) process.	7: Planning Instruction CC3K3	Â· Final Â· RTI Module
8. The characteristics, prevalence, and educational strategies for students with specific learning disabilities, speech or language impairment, mental retardation, and emotional disturbance.	3: Diverse Learners CC1K5 CC1K9 CC2K3 CC10K4	Â· LD Checklist and Log Â· Disability Awareness Â· Final Project
9. The characteristics, prevalence, and educational strategies for students with other health impairments, visual impairments, autism, traumatic brain injury, deaf/blindness, and developmental delay.	3: Diverse Learners CC1K5 CC1K9 CC2K3 CC10K4	Â· LD Checklist and Log Â· Disability Awareness
12. Strategies for, accommodating to meet individual student needs.	7: Planning Instruction CC1K9 CC10K4	Â· Lesson Plan Accommodation Â· Tier 2 Intervention Plan
13. Using assessment results to make instructional decisions.	7: Planning Instruction	Â· RTI module Â· Final
14. Ways to accommodate for individual learning needs in reading and written language.	7: Planning Instruction CC1K9 CC10K4	Â· Tier 2 Intervention Plan Â· Lesson Plan Accommodations Â· LD Checklist and Log Â· Final Project
15. Ways to accommodate for individual learning needs in math.	7: Planning Instruction CC1K9 CC10K4	Â· Tier 2 Intervention Plan Â· Lesson Plan Accommodations Â· Learning Disabilities Checklist and Log Â· Final Project
16. Explain ways to understand and manage student behaviors, including	5: Learning Environments	Â· Behavior Assignment

proactive strategies for success, building positive relationships, and challenging behaviors.	CC3K4	Â· Lesson Plan Accommodations Â· Tier 2 Intervention Plan
---	-------	--

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Assignments

Assignment Descriptions

Chapter 3 Exam

Due: Wednesday, Mar 07 at 2:00 pm

Chapter 1 Exam

Due: Wednesday, Mar 07 at 2:00 pm

IRIS: RTI(Part 1)-An Overview

Due: Monday, Mar 12 at 2:00 pm

Complete the online module and submit your answers to the questions in the Initial Thoughts, Wrap-Up (revisiting initial thoughts), and Assessment sections.

Disability Awareness Assignment

Due: Monday, Mar 12 at 2:00 pm

Disability Awareness Assignment

Complete ONE of the following (you choose):

1. Family history assignment.
2. Personal interaction analysis.
3. Children's book analysis

1. Analysis of Personal History

Summary of your inquiry

Most families have members who were born with obvious challenges, who were identified by the schools with a disability or disorder, or who became disabled in childhood or adulthood through physical or mental illness, accident, injury or aging. The purpose of this task is for you to learn more about those individuals and the history of your family's response to those persons. Interview your parents, grandparents and other older relatives to find out as much as you can about these family members.

If you have a good relationship with a family member who has a disability or has a child with a disability, you might choose to interview them about the impact of that disability on their lives, their hopes, their dreams, their nightmares, their challenges. Or you might choose to spend some time with them and reflect on what you learned that ties in with this class.

If you were identified as a student with a disability or were born with a significant physical difference or medical problem, you might choose to have a conversation with your parents about what it was like for them at the time you were identified and how they advocated for you and for themselves.

Provide a concise, clear summary of how you went about your inquiry including dates, times, persons interviewed or interacted with, methods for inquiry, questions asked, and what you learned. **(4 points)**

Reflection

Provide a well-developed reflection on your inquiry and analysis of your findings.

1. Describe your emotional, intellectual and behavioral responses to the exercise. How did the interview make you feel? What did it make you think? What did you want to do after conducting this interview?
2. What has been discussed in class that ties into what you learned in the interview? Make direct reference to how you have integrated new understandings and made connections with class lectures, discussions, readings, and in-class activities.
3. What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise?
4. How do others in your family view this person with a disability? What is your perception of disabilities? **(1.5 point/bullet point)**
5. Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

2. Analysis of Personal Interaction with an Individual with Disabilities

Summary of Interaction

Provide a summary of an interaction with an individual with disabilities that you engaged in or observed. This interaction should have occurred within the last year. Provide information about when and where the interaction took place, who was involved in the interaction, and what happened. Describe the person with a disability that the interaction revolved around. Please use first names only or pseudonyms to protect the confidentiality of those involved.

Reflection/analysis of personal interaction

Describe your initial response to the interaction, and then dig deeper. Reflect on your own personal response to the interaction. What assumptions were challenged? What did you learn from the interaction? Consider how this interaction compares and contrasts with what you are learning about individuals with disabilities.

1. Describe your emotional, intellectual and behavioral responses to the interaction. How did this interaction make you feel? What did it make you think? What did you want to do after this interaction?
2. What has been discussed in class that ties into what you experienced in this interaction and the comments you've made? What was your personal reaction to the interaction or connections you made with what you've experienced or learned?
3. Do you think people would have a more positive attitude about people with exceptionalities if they interacted with this individual? If so, explain why? What negative attitudes or beliefs about people with disabilities do you think might be subtly or not so subtly reinforced?
4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability? **(2 points/bullet point)**

Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

3. Children's Literature Analysis

*For this assignment, a list of Children's Literature that includes characters with disabilities can be found here: <http://riyl.wikispaces.com/file/view/Booklist-Disabilities.pdf>

Please review one of the books on the list provided.

Summary of Analysis

The purpose of this assignment is to analyze how individuals with disabilities are portrayed in children's literature. Read the book and briefly summarize the plot. Using what you are learning about specific disabling conditions, analyze whether the information presented is correct. Reflect on how this book impacts your perception of disabilities and determine if this book would be appropriate for a disability awareness lesson in your classroom.

Analysis

Your analysis should include the following:

1. The title and author of the book.
2. A brief summary of the book. **(2 points)**
3. Describe your emotional, intellectual, and behavioral responses to the book. How did this book make you feel? What did it make you think? Did the book motivate you to do anything? **(2 points)**
4. Analyze whether the information presented about the disabling condition is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disabling condition. **(2 points)**

5. Discuss how this book would influence children's perceptions of disability. **(2 points)**
6. Describe how you would use this book to teach about disabilities. Would you use this book in your class? If you would, explain why. If not, explain your reasons for not using the book. **(2 points)**

Chapter 4 Exam

Due: Wednesday, Mar 14 at 2:00 pm

Disability Presentation

Due: Wednesday, Mar 14 at 4:00 pm

Disability Presentation

Work with a partner to make a class presentation describing a student with your assigned disability. This is a collaborative assignment and must be completed with a partner to receive full credit. Your presentation should include the following:

Presentation Requirements (7 minutes)

1. Demographic Information
 - o Student's age, gender, grade
 - o Family background
 - o Experience in school
 - o Student's interests
2. Disability Information
 - o Briefly provide information about the disabling condition.
3. Suggestions for Instruction
 - o Provide general suggestions for teaching students with this condition.
 - o Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)
4. Create a handout for the class.
5. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

Disabling condition _____ Date _____

Provide a copy of your PowerPoint outline to the instructor.

Presentations – Scoring Rubric

Name(s) _____

Disability:

0	1	2	Briefly provide information about the target student
0	1	2	Provide information about the disability
0	1	2	Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)
0	1	2	Create a handout for the class.

- 0 1 2 Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).
- 0 – Not included in the presentation
1. Included in the presentation
 2. Included in the presentation – well developed or demonstrated

Comments:

Chapter 5 Exam

Due: Monday, Mar 19 at 2:00 pm

Practicum Contract Sheet

Due: Monday, Mar 19 at 2:00 pm

Give the attached letter to your Cooperating Teacher and have the contract and confidentiality form completed and signed.

Confidentiality Agreement.pdf [Download](#)

Contract Sheet.pdf [Download](#)

Teacher Letter.docx [Download](#)

Chapter 6 Exam

Due: Monday, Mar 19 at 2:00 pm

Visit to the Resource Room

Due: Wednesday, Mar 21 at 2:00 pm

The goal of this assignment is for you to experience a resource classroom. Schedule a visit to the school's resource room by contacting the teacher in advance. During your visit, have a discussion with the teacher about their roles and responsibilities.

Write a **two-page reflection** (standard formatting) that adequately covers the following topics:

1. Resource teacher roles and responsibilities (describe legal obligations) for educating students with disabilities. **(2 points)**
2. Unique components of a resource teacher's responsibilities in comparison to what you know about a general education teacher's role. **(2 points)**
3. The teacher's role in collaborating with a grade-level team, participating on an IEP team, training paraeducators, communicating with others. **(2 points)**
4. How this knowledge has provided insight into how you will interact with a resource teacher in your future school. Be specific. **(2 points)**
5. The pros and cons of the resource placement option. **(2 points)**

Chapter 9 Exam

Due: Monday, Mar 26 at 2:00 pm

Chapter 13 Exam

Due: Wednesday, Mar 28 at 2:00 pm

Chapter 14 Exam

Due: Monday, Apr 02 at 2:00 pm

Chapter 11 Exam

Due: Wednesday, Apr 04 at 2:00 pm

IRIS: Related Services - Common Supports for Students with Disabilities Providers

Due: Monday, Apr 09 at 2:00 pm

Complete the online module and submit your answers to the questions in the Initial Thoughts, Wrap-Up (revisiting initial thoughts), and Assessment sections.

Chapter 7 Exam

Due: Wednesday, Apr 11 at 2:00 pm

PLAAPF & Objectives

Due: Wednesday, Apr 11 at 4:00 pm

This is an IN class activity
[PLAFP Handout.pdf](#) Download

Church Accommodation Assignment/Activity

Due: Monday, Apr 16 at 4:00 pm

Please select one of the two case studies below, and write a two-page response on how you could best support the needs of the leaders and parents. Be sure to cite two of the provided references. Include two specific accommodations, techniques, or attitudes from your cited references that could be used in the scenario as you formulate your response.

Case Study #1:

A Primary President comes to you with concerns about a child named Jose in Sunbeams who has recently been diagnosed with Autism. In his last ward, his parents were asked to just stay with him in nursery at all times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents right beside him. Jose gets easily over stimulated with noises and people, he struggles with sitting in his seat longer than a few minutes at a time, gets extremely bothered when things interrupt the typical routine and has a tendency to throw small objects because he likes to watch as they move through the air.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child with a disability. She has come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Jose successfully access Primary to his fullest extent possible.

OR

Case Study #2:

A Primary president comes to you with concerns about an 8 year old child named Sterling who has difficulty reading and is frequently disruptive in class. In his last ward, his parents were asked to just stay with him through their meeting times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents with him. Sterling gets bored easily and frequently refuses to read any of the class materials. He makes noises and bothers the other children who sit next to him for the majority of the time.

The Primary president has a background in Journalism and does not even know where to begin on how to work with a child like Sterling. Sterling's parents are also frustrated, and his mom is frequently seen leaving church crying because she does not know how to handle him and help his primary teacher. The parents and Primary president have come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Sterling successfully access Primary to his fullest extent possible.

Resources:

Scriptures

<http://www.lds.org/topics/disability?lang=eng>

Members with disabilities: <http://www.lds.org/handbook/handbook-2-administering-the-church/selected-church-policies?lang=eng#21.1.26>

Teaching The Spirits: <http://education.byu.edu/media/watch/352>

Advice for Dad:

<http://www.lds.org/tools/print/article/narrow/?lang=eng&url=/children/resources/tips/2012/0>

Examples of some of the ways that the Church seeks to welcome and integrate members with disabilities: <http://www.mormonnewsroom.org/article/disabilities>

Teaching The Spirits video: <http://vimeo.com/72974375>

LDS Disability Specialist Calling: <http://www.lds.org/callings/disability-specialist?lang=eng>

Final Presentation

Due: Wednesday, Apr 18 at 4:00 pm

The oral presentation will consist of a description of the case study you designed in your final project. Please include the following:

1. Briefly describe the **demographic** information for your student. 1 point
2. Briefly summarize your **legal responsibilities** for educating students with disabilities and then discuss how two principles of IDEA relate to your specific student. Be sure to cite specific laws. 1 point

3. Also describe your **moral/ethical responsibilities** (no citation required). 1 point
4. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be serviced under? Discuss how the condition impacts learning. 2 points
5. **PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic **or** behavioral concern. 2 points
6. **Intervention plan** using Tier 2 strategies for the area of concern.
 - a. Write a goal for student performance. 1 point
 - b. Plan what you will do and what others can do to meet the goal. 1 point
 - c. Describe how you will measure and report progress. 1 point
7. **Explain 3 evidence based classroom accommodations** that will facilitate learning and demonstrate at least one. Explain why your accommodations are appropriate given the classroom environment and your student's profile. Cite the source for these accommodations. 5 points

Total Time: 8-10 minutes

Please sign up for a day and time for your presentation

Final Case Study (Part 2)

Due: Wednesday, Apr 18 at 4:00 pm

Submit part 2 of your final project here (the description is included with the description for part 1). You and your partner will turn in the same thing for Part 1, but you should each submit separate, unique assignments for Part 2.

Final Case Study (Part 1)

Due: Wednesday, Apr 18 at 4:00 pm

Final Project (100 points)

This is a 2-part assignment. (1) You will develop a hypothetical case study for your final project. You should draw on your experience in the school to complete this assignment. However, this case study project is hypothetical and is **not** a final report of your field experience. This project provides an opportunity for you to synthesize learning. Because collaboration is essential for meeting the needs of diverse learning, this is a collaboration project. You will work with a peer to complete this project (**80 points**). (2) You will describe your perceptions of disability and analyze how your experience and the knowledge you have gained have shaped your perception of disability. You will also analyze your collaboration experience. This will be submitted as a separate assignment. (**20 points**).

The following should be included in your final project. (Your final presentation is a separate assignment. Please submit a write-up, not your presentation slides.) Each answer for questions 2-7 should be accompanied with an appropriate citation:

Part 1 (80 points)

1. **Demographic** information for the student described.

- a. Student's age, gender, grade (1 point)
 - b. Family background (1 point)
 - c. Experience in school (1 point)
 - d. Learner challenges/at-risk characteristics (1 point)
 - e. Student's interests (1 point)
2. Describe your **legal responsibilities** for educating students with disabilities (5 points). Be sure to cite specific laws and six components of IDEA as taught in CPSE 300 (5 points). Also describe your **moral/ethical responsibilities**. (5 points)
 3. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be service under? (4points) Discuss how the condition impacts learning (6 points). Use appropriate citation (2 points).
 4. Analyze the student's learning strengths (4 points) and limitations (4 points). Use appropriate citation (2 points).
 5. **Write a PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic or behavioral concern (10 points).
 6. Develop an **intervention plan** using Tier 2 strategies for the area of concern.
 - a. Write a goal for student performance (4 points).
 - b. Plan what you will do (4 points) and what others can do (2 points) to meet the goal.
 - c. Describe how you will measure (4 points) and report progress (2 points).
 7. **Describe how you will teach** Describe 3 evidence based classroom accommodations (2 points each) that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment and your student's profile (1 point each). Cite the source for these accommodations (1 point each).

Both partners will submit identical write-ups for part 1. Remember to put your partner's name at the top of the assignment as well as your own.

Part 2 (20 points)

***Note:** Please submit this as a separate assignment under Final Case Study (Part 2).

1. Analyze **your response** to working with students with learning problems. Provide specific examples of how you felt, or how you interacted with the student (5 points). Discuss how your feelings influenced your teaching (5 points). Describe how the knowledge you have acquired and your experience working with your student have shaped your perception of disability (5 points). Be specific.
2. **Analyze your collaboration experience**. What did each of you contribute to the process (2 points)? Rate your contributions and your partner's contributions (1 to 5 scale – 5 outstanding, 1 completely inadequate) (1 point). Discuss your successes and/or challenges collaborating (2 points).

Practicum Reflection Log

Due: Wednesday, Apr 18 at 11:59 pm

*****Note: This assignment is hard-copy only.*****

This assignment is worth a total of 50 points. The points are divided up as follows:

Background Information (5 pts.)

Fill out the information on the first page of the reflection log (your name, school, cooperating teacher, etc).

Date/Time, Location, and Activity (5 pts.)

Log the time you spent working with the student, the date, location, and activity in column 1 of the reflection log.

Learning Activity and Concerns (10 pts.)

Describe the learning activity and any learning characteristic you might observe for the student with whom you are working in column 2 of the reflection log.

List how or what you did to assist the child with the assigned learning activity (10 pts.)

In column 3 of the reflection log, list how you assisted the child you were working with and any accommodations you used.

List and reference an accommodation that addresses the concern (10 pts.)

Reflect on your experience working with the student and use your WETSKA book or other evidence-based source to find and reference at least one accommodation you could have used to help the student. Remember to include which accommodation you chose, the page it is on, and why you chose it for your student.

Completing hours (10 pts.)

These points are contingent on the number of hours you completed. Up to 3 hours can be completed at church or in another setting where you interact with a person with a disability in a teaching situation. The syllabus specifies that at least 8 hours must be completed to pass the course.

(See attached sample/template) Field Assignment 2 - Practicum Reflection Log Spring 2016.docx Download

Praise Notes

Due: Wednesday, Apr 18 at 11:59 pm

Option 1: Praise Notes

1.

Create a praise note. (3 points) One copy of your praise note template must be submitted to receive maximum points. The praise note should include spaces for:

a.

The name of the student.

b.

The specific behavior the student engaged in that day

c.

Your signature.

2. **Present 10 praise notes** to various students. **Keep a log** of who received the note (a variety of student names should be listed), the date, and the specific behavior that prompted the note. Use the template provided in the attachment. **(10 points)**

3. **Reflect in writing on this experience.** Specifically, reflect on the observed change(s) in your behavior and the student's behavior as a result of this experience. Share how you will apply what you learned from this assignment in your future classroom. **(7 points)**

OR...

Option 2: 4:1 Praise:Correction Ratio

Teacher candidates will engage in a high rate of verbal praise through the course of the field experience.

1. **Record praise and corrections** over ten 10-minute periods using the template provided in the attachment. **(10 points)**
2. **Reflect in writing on this experience.** Specifically, reflect on the observed change(s) in your behavior and the student's behavior as a result of this experience. Share how you will apply what you learned from this assignment in your future classroom. Include at least one cited reference for an accommodation that addresses the use of praise. **(10 points)**

Field Assignment 3 - PBS-jm.docx Download

Final Exam

Due: Wednesday, Apr 25 at 5:00 pm

This is the final exam for CPSE 300. The exam will be open during finals week via Learning Suite. You may not use your text, the Internet, or any other resource when taking the exam. Good luck!

Point Breakdown

Categories	Percent of Grade
Exams	12.13%
Participation	14.1%
Field Experience	31.15%
Final Project	42.62%

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.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Schedule

Date	Topic	Readings	Assignments Due
M Mar 05 Monday	Introduction Person-first language Disability etiquette	Person-First Language .pdf	Chapter 1 Exam Opens Chapter 11 Exam Opens Chapter 13 Exam Opens Chapter 14 Exam Opens Chapter 3 Exam Opens Chapter 4 Exam Opens Chapter 5 Exam Opens Chapter 6 Exam Opens

			Chapter 7 Exam Opens Chapter 9 Exam Opens
W Mar 07 Wednesday	Foundations of special education Teaching in today's classrooms IEPs and 504 plans	Gargiulio & Metcalf Chs. 1 & 3	Chapter 1 Exam Closes Chapter 3 Exam Closes
M Mar 12 Monday	<i>Misunderstood Minds</i> Cognitive characteristics of disabilities Multi-tiered System of Supports (MTSS) Pre-referral to special education	<i>What Every Good Teacher Should Know</i> (WETSKA) Part 1, pp. 1-40.	IRIS: RTI(Part 1)-An Overview Disability Awareness Assignment
W Mar 14 Wednesday	Learners with high incidence disabilities Specific learning disabilities (SLD) Communication disorders	Gargiulio & Metcalf Ch. 4	Disability Presentation Chapter 4 Exam Closes
F Mar 16 Friday	No Classes		
M Mar 19 Monday	Learners with low incidence disabilities Visual impairment Hearing impairment Autism spectrum disorders (ASD) Emotional/behavioral disorders	Gargiulio & Metcalf Chs. 5, 6	Practicum Contract Sheet Chapter 5 Exam Closes Chapter 6 Exam Closes
W Mar 21 Wednesday	Universal design for learning (UDL)	Gargiulio & Metcalf pp. 32-34, 43-53	Visit to the Resource Room
M Mar 26 Monday	Assessing diverse learners	Gargiulio & Metcalf Ch. 9 WETSKA p. 81-98	Chapter 9 Exam Closes

W Mar 28 Wednesday	Reading instruction for students with disabilities Language arts accommodations ASD Social stories	Gargiulio & Metcalf Ch. 13	Chapter 13 Exam Closes
M Apr 02 Monday	Math instruction for students with disabilities	Gargiulio & Metcalf Ch. 14	Chapter 14 Exam Closes
W Apr 04 Wednesday	Classroom management Positive behavior support Social/behavioral accommodations Social/behavioral strategies: FUBA/BIP	Gargiulio & Metcalf Ch. 11	Chapter 11 Exam Closes
M Apr 09 Monday	Related services		IRIS: Related Services - Common Supports for Students with Disabilities Providers
W Apr 11 Wednesday	Collaboration Co-Teaching	Gargiulio & Metcalf Ch. 7	PLAAPF & Objectives Chapter 7 Exam Closes
M Apr 16 Monday	Gospel perspectives on disability Guest speaker: Katie Steed	LDS disability website https://www.lds.org/topics/disability?lang=eng&old=true	Church Accommodation Assignment/Activity
W Apr 18 Wednesday	Final presentations		Final Presentation Final Case Study (Part 1) Praise Notes Final Case Study (Part 2) Practicum Reflection Log
W Apr 25 Wednesday	Final Exam: 341 MCKB 11:00am - 2:00pm		Final Exam